Original Research Article

Challenges facing Teaching and Learning of English Language in Public Secondary Schools in Enugu State Nigeria

Abstract

The teaching and learning of computers in secondary schools is very beneficial for preparation of student for more challenging education in the University. However, many factors militate against the effective computer education in the schools. This study sought to assess factors that militate against effective teaching and learning of computer in secondary schools in Enugu State Nigeria. Specifically it sought to assess teachers-related factors; students-related factors; government-related factors and school administrative factors that militate against effective teaching and learning of computer in the State. The study adopted survey research method and hundred questionnaires were used for the study. Data were analysed with the use of descriptive statistics (mean) in SPSS. Respondents agreed that teachers based factors that contribute to ineffective teaching and learning of computers in secondary schools included that teachers of the subject were unqualified ($\bar{x}$=2.9) and lack experience ($\bar{x}$=2.6). Students based included absenteeism by students ($\bar{x}$=2.7) and lack of interest by students ($\bar{x}$=2.7). Government based factors included that government provide voluminous curriculum ($\bar{x}$=2.9) and do not provide funds ($\bar{x}$=3.2). School administration based factors were that mis-management of procured instructional materials ($\bar{x}$=2.9) and mis-use of provided funds ($\bar{x}$=2.9). This study concludes that student, teachers, government and school administration have important roles to play for effective teaching and learning of computer in secondary schools. For a way forward, the study recommends that government and individuals should encourage in and out of school computer education by establishing learning centres in the State. Computer teachers should always be provided with on-the-job training or re-training programmes. Government and school administration should as a matter of priority provide computer systems and other lacking instructional materials in their schools. Students should attend to classes and improve their interest in computer education.

Keywords: Teaching; Nigeria; Secondary, English

Introduction

English language is the official language in Nigeria and medium of instruction in Nigerian schools. Teaching and learning of English language is fundamental for secondary schools in Nigeria. The secondary schools prepare students for university educations in Nigeria. It is a fundamental level of education that lays foundation for admission and choice of career options for students in Nigeria. Secondary school curriculum in Nigeria is designed to encourage all

students to achieve their career, intellectual and social potential as well as to understand the relevance of learning in their daily lives (Ahmadi & Lukman, 2015).

Technology and computers have become the knowledge transfer highway in most countries (Ghavifekr & Rosdy, 2015) including African countries.

A critical examination of the level of teaching and learning of English language in secondary schools shows that it has not been effectively taught in secondary schools. The ineffective teaching of English language in Secondary schools has led to students' poor performance in public and private examinations. Many researchers (including David, 2016; Nwokike, 2015; Olelewe & Okwor, 2017); In the view of the worrisome mass failure, this study sought to investigate the possible causes of the poor teaching and learning of English language in the schools.   The study specifically sought to identify government factors that contribute to inadequate teaching and learning of English language in the schools; identify student based factors that contribute to challenges of teaching and learning of English language; assess teachers' related factors the affect teaching and learning of English language and ascertain school administration/management based factors that contribute to the challenges.

Methodology

The study was carried out in Enugu State, Nigeria. The State is bounded in the northeast by Ebonyi State, on the north by Benue and Kogi States and to the west by Anambra State from which it was carved out in 1991 and In the south it borders with Abia State (Ogbonna and Agwu, 2013). Administratively, Enugu State is divided into 19 Local Government Areas including Isi-Uzo LGA. The study adopted survey research method because it focus on opinions, attitude, motivation and perceptions. All public secondary schools in Isi-Uzo LGA constituted the population for this study. Multistage sampling method was used to select the sample for the study. In the first stage, Isi-Uzo Local government area (LGA) of the State was selected out of the 19 LGAs in the State. In the second stage, five communities (Neke, Mbu, Ikem, Eha-amufu, Umualor) that made up the LGA were selected. In the third stage, one public secondary school was selected from each LGA making a total of five schools for the study. In the last stage, 20 respondents including students, teachers and school administrators were selected from each schools making a total of 100 respondents for this study.

Twenty questionnaires were administered to school administrators, teachers and students of each school, hence hundred completed questionnaire were used for the study. The questionnaire was divided into four sections based on the objectives of the study. Possible teachers-related factors; students-related factors; government-related factors and school administrative factors were listed for the respondent to select on a four point Likert-type scale of strongly agree (4), agree(3), disagree (2), strongly disagree (1). Data were analysed with the use of descriptive statistics (mean) in SPSS. Mean responses of 2.5 and above were accepted as the contributing factors while responses with mean scores below 2.5 were rejected.

Results and Discussions
Government based challenges effective teaching and learning of computer

Data in Table 1 shows that the respondents agreed that government based factors that contribute to ineffective teaching and learning of computers in secondary schools were that government provide voluminous curriculum ($\bar{x}$=2.9), governments do not provide funds ($\bar{x}$=3.2), educational policies are strict ($\bar{x}$=2.8), teachers are inadequately trained ($\bar{x}$=2.9), and there insufficient power supply ($\bar{x}$=2.9)

Table 1: Government based challenges

Government-related factors	Strongly agree	Agree	Disagree	Strongly disagree	Mean (x)	Remark
Government provide voluminous curriculum	26	46	18	10	2.9	Agreed
Governments do not provide funds	45	33	15	7	3.2	Agreed
Educational policies are strict	23	47	17	13	2.8	Agreed
Teachers are inadequately trained	30	33	36	1	2.9	Agreed
Salaries are being appropriately paid	13	18	35	34	2.1	Disagreed
There insufficient power supply	34	37	12	17	2.9	Agreed

These findings imply that for effective teaching and learning of computers in secondary schools, government have some roles to play. This agrees with Tayo et al. (2015) that the lack of adequate training on using a computer and Internet searching was a foremost issue that was persistent throughout responses to multiple interview questions. Similarly, it agrees with Nwabueze et al. (2013) that government should bring more opportunity for computer awareness training, expand existing infrastructures, wireless communication facilities, mobile telecommunication networks, and make computer and Internet use affordable. It further agrees with (Tayo et al., 2015) that Nigerian government should embrace cultures and policies that will promote access and use of ICT. Government have to provide appropriated curriculum that will suit the learning at that level of education, provide adequate funding, educational policies, qualified teachers and improved power supply.

Student based challenges to effective teaching and learning of English language

Data in Table 2 shows that the respondents agreed that students based factors that contribute to ineffective teaching and learning of computers in secondary schools were absenteeism by students ($\bar{x}$=2.7) and lack of interest by students ($\bar{x}$=2.7).

Table 2: Students based challenges

Students-related factors	Strongly agree	Agree	Disagree	Strongly disagree	Mean (x)	Remark

Student like the subject	29	14	19	38	2.3	Disagreed
Students are being motivated	19	29	39	17	2.4	Disagreed
The subject is being well understood by the students	16	29	40	15	2.4	Disagree
Students react positively towards learning of computer	18	17	43	22	2.3	Disagreed
Irregular to classes/Absenteeism by students	22	41	20	17	2.7	Agreed
Lack of interest by students	31	34	25	10	2.7	Agreed

This implies that student have to attend computer classes and put in great interest in the learning so that it can be effective. This agrees with Tayo et al., (2015) that most of the participants acknowledged the benefits on computers and Internet access whereas a few participants expressed no interest in computers or the Internet. Results from a multi-level analysis have shown that higher levels of mastery orientation and self-efficacy and the students' family background were predictors of students' levels of digital competence (Hatlevik, Ottestad, & Throndsen, 2014). Furthermore, it could be shown that students' ICT competency was affected by the level of ICT competency among the teachers and their willingness to use ICT in their lessons (Aoki, Kim, & Lee, 2013).Therefore, for effective teaching and learning of computers in secondary schools, students need to develop high interest and expose themselves to computer education.

Teachers based challenges to effective teaching and learning of English Language

Data in Table 3 shows that the respondents agreed that teachers based factors that contribute to ineffective teaching and learning of computers in secondary schools were that teachers of the subject were unqualified ($\bar{x}$=2.9), lack experience ($\bar{x}$=2.6) and were not well paid ($\bar{x}$=2.6).

Table 3: Teachers-related factors that militate against effective teaching and learning of computer

Teachers-related factors	Strongly agree	Agree	Disagree	Strongly disagree	Mean ($\bar{x}$)	Remark
The teachers of computer education are unqualified	30	37	28	5	2.9	Agreed
Teachers lack experience	21	26	45	10	2.6	Agreed
Teachers are using teaching aids effectively	15	29	30	26	2.3	Disagree
Teachers are not well paid	25	25	34	16	2.6	Agreed
Teachers have full interest in their jobs	12	26	39	23	2.4	Disagreed
Teachers use up-to-date	11	10	33	46	1.9	Disagreed

methods of teaching and current lesson presentation						

The findings imply that teachers have important roles to play in the teaching and learning of computer in secondary schools. This agrees with Ghavifekr & Rosdy (2015) that in conjunction with preparing students for the current digital era, teachers are seen as the key players in using computers in their daily classrooms. From this perspective, research shows that teachers in a variety of roles are crucial factors for the digital education in the 21st century (Davis, Eickelmann, & Zaka, 2013). Hence, teachers should be well trained and paid as well as put in much interest and expose themselves to works that will improve their experience in the use of computers for teaching and learning.

School based challenges effective teaching and learning of computer

Data in Table 4 shows that the respondents agreed that school administration based factors that contribute to ineffective teaching and learning of computers in secondary schools were that they mis-manage procured instructional materials ($\bar{x}$=2.9), the school administrators mis-used provided funds ($\bar{x}$=2.9), there are no available laboratories and facilities ($\bar{x}$=2.8), administrators implement difficult policy ($\bar{x}$=2.7) and unqualified teachers are being recruited ($\bar{x}$=2.8).

Table 4: School administration based challenges

School administration factors	Strongly agree	Agree	Disagree	Strongly disagree	Mean (x)	Remark
Mis-manage procured instructional materials	17	65	13	5	2.9	Agreed
Provided funds are being mis-used by the school administrators	34	31	23	12	2.9	Agreed
Proper scheduling if time-tables	10	27	46	11	2.3	Disagreed
No available laboratories and facilities	31	36	13	12	2.8	Agreed
Administrators implement difficult policy	15	52	22	11	2.7	Agreed
Unqualified teachers are being recruited	29	34	23	14	2.8	Agreed

The findings imply that school administration need to manage procured materials, funding and provide laboratory facilities among other necessities for effective teaching and learning of computer in the secondary schools. This agrees with Nwokike (2015) that new technological equipment available for teaching in institutions in Enugu State were available to a low extent. It also agrees with Owenvbiugie and Ojewale (2014) who found that the extent of availability of overhead internet facilities in schools was very low. School administration ought to create environments on the school level to facilitate the teachers' integration of ICT by creating school

visions and sharing goals (Ottestad, 2013). Moreover the IT infrastructure in schools is a relevant factor regarding the use of ICT for learning purposes(Lorenz et al., 2015). This shows that the secondary school administrators must endeavor to manage their funds and computer facilities in order to promote computer teaching and learning in the schools.

Conclusion and Recommendation

This study concludes that certain factors contribute to challenges to effective teaching and learning of English language in the State.

Comment [GB2]: Should the author sum up some of these challenges for the reader's benefit and more cogent points of interest

References

Comment [GB3]: Should make sure that all in text sources are referenced at the end of the work(in a full reference list)

Ahmadi, A. A., & Lukman, A. A. (2015). Issues and Prospects of Effetive Implementation of New Secondary School Curriculum in Nigeria. *Journal of Education and Practice*, 11.