

Home and School Factors as Determinants of Secondary School Students' Academic Achievement in English Grammar in Ibadan North West, Oyo State

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Certification

This is to certify that Riches Ekaete OYENIYI with Matric number LCU/PG/002996 carried out this research work titled “Home and School Factors as Determinants of Secondary School Students’ Academic Achievement in English Grammar in Ibadan North West, Oyo State” in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Master of Education (M.Ed) in English and that this has not been previously submitted.

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Dedication

This research work is dedicated to God Almighty from whom I received mercy and grace to complete this work.

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Abstract

This research investigated home and school factors as determinants of academic achievement in English grammar among students in public secondary schools, Ibadan Northwest, Oyo State, Nigeria. Three research questions were answered, while two hypotheses were tested at 0.05 significance. Descriptive survey research design was employed. Target population comprised of one thousand, nine hundred and eighteen (1918) students in Ibadan Northwest, Oyo State, Nigeria. Two hundred and fifty (250) students were sampled using multi-stage sampling procedure. Two instruments—Home and School factors Questionnaire (HSFQ)($\alpha = .886$)”and “English Grammar Academic Achievement Test (EGAAT)($K2_0 = .881$)”were used to collect data. Data were analysed using descriptive and inferential statistics. Results showed low academic achievement in English grammar ($\bar{x} = 2.367$) of students. Availability of learning amenities at home ($\bar{x} = 2.476$), Parental socio-economic of the students ($\bar{x} = 2.492$) and Parental educational background ($\bar{x} = 2.411$) are of “low level by the students. In addition, availability of instructional materials ($\bar{x} = 2.405$), school location ($\bar{x} = 2.152$) and peer pressure of the students ($\bar{x} = 2.405$) are of “low level”, while teaching methods of the teachers ($\bar{x} = 2.562$) is at a “moderate level by the students. There was a significant joint contribution of home and school factors to students’ academic achievement in English grammar ($F_{6; 249} = 1.728$, $R^2 = .014$ Adjusted $R^2 = .024$, $P < 0.05$). Home factors had a coefficient β of 1.314 with a p-value of 0.178 and school factors had a coefficient β of 0.778 with a p-value of 0.371 do have significant relative influence on academic achievement of students in English grammar at $P < 0.05$. In conclusion, low academic achievement of students in English grammar, low level of home and school factors negatively affected academic achievement of students’ English grammar. It was recommended that Parents should support students by recognising and mitigating the impact of workload on students' ability to engage fully in academic activities by making flexible scheduling options.

Keywords: School Factors, Home Factors, Academic Achievement, English grammar

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List of Acronyms

Abbreviation	Meaning
WASSCE:	West African Senior Secondary School Certificate,
NECO:	National Examination Council and
NABTEB:	National Business Technical Examinations Board
TGG:	Transformational Generative Grammar
GPA:	Grade Point Average.
ELL:	English Language Learners.
GCSE:	General Certificate Self Efficacy Results.

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Chapter One

Introduction

1.1 Background of the Study

Academic achievement stands as a fundamental outcome in education, representing the degree to which learners successfully attain specific educational objectives across diverse learning domains. This achievement is a composite of various abilities and is shaped by a myriad of factors, encompassing general intelligence, motivation, recognition, interest, attitude, aptitude, and notably, an individual's personality. Progress in academic achievement reflects the advancement toward acquiring educational skills, materials, and knowledge, often spanning a range of disciplines. It is distinct from the general acquisition of knowledge in non-academic settings, emphasizing accomplishment within formal educational environments. The concept is best conceived as a continuum, allowing individuals to continually "achieve" particular skills and knowledge while retaining the potential for ongoing development, enhancing the depth, breadth, and specificity of their educational prowess.

Academic achievement encompasses far more than just grades or performance on tests. It reflects a holistic measure of a learner's success in learning, encompassing not only cognitive abilities but also socio-economic, psychological, and environmental factors. It is influenced by various aspects, including the home environment, parental socio-economic status, educational opportunities provided by parents, income, occupation, and even the physical well-being of a learner¹. Academic achievement, once regarded as the paramount outcome of formal education, has undergone a transformative shift in contemporary educational discourse. While the significance of academic accomplishments in students' lives remains undisputed, there is a growing recognition among researchers and policymakers regarding the importance of social and

emotional factors, as well as their intricate interplay, as crucial indicators of student well-being and psychological development. There are several complexities surrounding the understanding of academic achievement, several studies delve into the complexities surrounding these factors¹. Academic achievement is a nuanced outcome shaped by a myriad of cognitive, non-cognitive, and contextual factors within the sociocultural milieu of the learning environment. Scholars, acknowledge the intricate interplay of these elements and emphasize the holistic nature of academic achievement. The factors contributing to the multifaceted dimensions of learners' academic achievement cut across diverse socio demographic and sociocultural backgrounds².

Academic achievement is a crucial aspect that reflects both learning effectiveness and the overall development of students, serving as a key indicator to evaluate the success of teaching and education. Various factors influence the academic achievement of college students, and extensive research has been conducted both domestically and internationally to understand these dynamics. The concept of academic achievement itself is multifaceted, with scholars holding diverse perspectives on its definition. While some equate it with grades, others argue for a broader understanding encompassing cognitive and non-cognitive outcomes, psychological and behavioral aspects, and even competencies such as values, attitudes, and skills. The evolving landscape of academic achievement research has seen a shift from a narrow focus on intellectual factors to a more comprehensive exploration of cognitive, behavioral, and psychological dimensions. Scholars have expanded the definition to include a spectrum of elements, emphasizing knowledge acquisition, values, attitudes, and skills. Additionally, the societal demand for excellent talents has heightened the importance of academic achievement among college students. Academic achievement surveys have become integral in assessing educational quality, promoting social equity, and enhancing overall student quality. Since the evolution of

academic achievement, it has expanded beyond academic outcomes to encompass the entire learning process. Notably, the definition of academic achievement has been shaped by varying perspectives. Some view it solely as academic performance measured by GPA, while others incorporate cognitive, behavioral, and psychological aspects. Moreover, recent discussions highlight the significance of competencies, responsibility consciousness, and emotional development in understanding academic achievement. Academic achievement is regarded as a multifaceted and evolving concept that plays a pivotal role in shaping higher education goals. The diverse perspectives on its definition, ranging from narrow GPA-based metrics to broader cognitive, behavioral, and emotional dimensions, underscore the complexity of assessing student success. This comprehensive understanding forms the backdrop for ongoing research into the myriad factors influencing academic achievement, extending beyond traditional intellectual factors to embrace a holistic view of student development in the secondary education context³.

Several home and school factors exert significant influence on the home and school environment. These factors dictate what goes on in the learning environments for students and play a predominant role in determining the effectiveness of teaching, learning and ultimately the academic achievement of students. In its broadest sense, the home and school factors comprise the entirety of human and non-human atmosphere that surround the pupils and which to a large extent determines the extent of students' academic achievement. Education is the act of acquiring knowledge or skills through teaching, individual learning, and constant practice which influences his/her physical, mental, social, emotional, ethical, creative, and spiritual development. Education can also be defined as wiping out illiteracy among children and youths through formal or informal teaching and learning to become knowledgeable, skillful, and competent enough to cope with life challenges in society. Education is also a discipline that is concerned with methods

of teaching and learning in schools or school-like environments as opposed to various formal and informal means of socialization such as rural development projects and education through parent-child relationships⁴.

One of the determinant factors of students' academic achievement is the home. The individual in educational pursuit is firstly a member of a home or family setting. A home is a space used as a permanent or semi-permanent residence for one or more human occupants, and sometimes various companions such as animals. The aspect of the home can be considered as the most intimate space of the individual dwelling and direct surrounding areas such as a town, village city, country, or planet⁵.

Home factor refers to the elements of a person's domestic life that influence their quality of life. This includes all the materials and human resources that are present in the home and which have an impact on the students' academic achievements and standards of living such as the parents' level of education, their occupation, socioeconomic status, and the availability of socializing amenities in the home⁶. Every child is born with a certain level of potential⁷. One of the determinant factors of students' academic achievement is the home, signifying that the individual in educational pursuit is firstly a member of a home or family setting. Most often, instructors and school administrators receive the blame for students' low academic achievement. High in-come parents send their wards to expensive schools in the belief that academic achievement can be obtained in those schools alone while a few enlightened parents believe that some aspects of students' home environment contribute to their success or failure in school⁸.

Students' academic achievement could be determined by parents' educational attainment either literate or illiterate and involvement in their children's academic activities such as assisting them with homework, talking with them about school, expressing high expectations, encouraging

academic success, and providing structures that are conducive to learning and involvement in school activities such as; volunteering at school, attending Parents Teachers Association (PTA) meetings, participating in school events and school organization as well as communicating with teachers and members of staff⁹.

A person's high academic achievement and performance in the society is influenced by the type of education such a person has, either primary, secondary or tertiary education depending on the atmosphere and geographic area, which could be western or religious. Researchers support the claim that students who have parents with a considerable level of education are likely to perform better academically. To buttress more on this, students from influential parents with greater educational backgrounds perform better in the academic system than students from parents with lesser educational status. In addition, educated parents create a conducive learning environment at home for their children and also act as role models, choose the educational resources that are available at home, and cultivate specific attitudes and beliefs in their wards toward learning. This shows that children of educated parents have a better level of education and satisfaction¹⁰.

Furthermore, socioeconomic status is the relative standing in society based on an individual income, power, occupation, education, and prestige, and these help parents procure educational materials for their children and also discuss job opportunities with them. In other words, low-income parents might be unable to afford the necessary textbooks and other materials for their children to study at home. The availabilities of facilities at home encourage or discourage students from engaging in educational activities at home. A child spends five to six hours each day excluding Saturdays and Sundays in school, the remaining time is being spent at home and it must be used effectively which is why class preparation and constant practice at

home are essential. The provision of an educational environment at home, which has a substantial impact on students' academic achievement, constitutes the right use of a child's time at home¹¹.

A school is an institution where instruction is given especially to persons under college age, an institution for instruction in acquiring a particular skill or field. A school is an educational institution that is designed to provide learning spaces and environments for the teaching of students under the tutelage of teachers. It has different classrooms and lecture theatres where students and learners are taught in arts, sciences, social and applied sciences, fine arts, music, history, English grammar and languages, literature, and so on. There are other apartments such as offices, libraries, laboratories, and other conveniences for the same purpose of the smooth running of activities for which the school is established. The school could be publicly owned and administered by the government, voluntary organizations, or private individuals. The school could be a primary, secondary, or tertiary institution¹².

School location refers to the specific community where a school is situated, encompassing various settings like urban areas, villages, hamlets, or rural areas. It serves as a crucial factor that links a myriad of activities within the school environment. Aspects of school location range from the physical aspects, including the school building and surrounding grounds, to environmental factors such as noise levels, temperature, and lighting conditions. Additionally, the concept of school location extends to encompass various influences, whether they be physical, biological, or chemical agents. Moreover, it takes into account the availability of both material and human resources within the educational institution. Essentially, the school location represents the entire context wherein learning occurs, emphasizing the intricate interplay of diverse elements shaping the educational experience. The location of a school has a big role to

play in the academic achievement of students at school¹³. The immediate environment of a child plays a major role in socialization hence the area in which a school is located can affect the academic achievement of students, especially in English grammar. Schools situated in urban settings commonly encounter various challenges. These include environmental noise, leading to distractions for both students and teachers during English Language instruction. On the other hand, schools located in rural areas grapple with issues such as a scarcity of teachers, inadequate instructional materials, limited and costly transportation options due to the distance of the school, as well as insufficient time allocated to the subject, and a restricted number of days designated for its instruction¹⁴.

Instructional materials can be defined as the collection of both animate and inanimate objects, that a teacher uses in teaching and learning situations to help educational achievement¹⁵. Students receive various materials, including project-related items, textbooks, and homework assignments, to support their learning. Instructional materials encompass both printed and non-printed resources like textbooks, journals, computers, and chalkboards, playing a vital role in supporting teachers' instructional delivery. This definition spans a wide range of materials, including flexible and non-flexible ones, digital and online resources, open resources, media, manipulative, and supplies. These materials encapsulate the course's content, comprising lectures, readings, textbooks, multimedia components, and other resources. While applicable in both face-to-face and online classrooms, some materials may require modification for optimal effectiveness in the online environment. The most effective instructional materials align seamlessly with all course elements, including learning objectives, assessments, and activities. Leveraging instructional materials in senior secondary schools enhances teaching delivery, particularly for English grammar. Hence, the thoughtful selection, modification, and effective

utilization of appropriate materials contribute significantly to increased student engagement and improved learning outcomes¹⁶.

Teachers' method of teaching can be defined as the principles and procedures used by teachers to enable students to learn. These strategies are determined partly by the subject matter to be taught and partly by the nature of the learner¹⁷. Teachers are the main authority figure in a teacher-centered instruction model. Here, students passively receive knowledge from their teachers through lectures and direct instruction, with an end goal of positive results from testing and assessment. In this style, teaching and assessment are viewed as two separate entities; students' learning is measured through objectively scored tests and assessments¹⁸. Teachers are still the authority figure in a student-centered teaching model, teachers and students play an equally active role in the teaching/learning process. The teacher's role is to coach and facilitate the student's learning and overall comprehension of material, and to measure students learning through both formal and informal forms of assessment, like group projects, essay writing, intra-class debate, sentence re-structuring, sentence-analyzing, and sentence transcription. In a student-centered method of teaching, teaching, and assessments are connected because students learning is continuously measured during teacher instruction. The high-tech approach to learning utilizes different technology to aid students in their classroom learning. Many educators use computers and tablets in the classroom, and others make use of the internet to assign homework and connect their students with people across the globe. Many educators opt to use a more traditional, low-tech approach to learning despite the advancement in technology because some learning styles require physical classroom teaching/learning and interaction between the educator and the students. Additionally, low-tech classrooms may boost learning. For example, students who write notes have better recall than students who typed notes and are exposed to spell check

and autocorrect features at an earlier age may be weaker in spelling and writing skills when it comes to writing in external examinations like; West African Senior Secondary School Certificate, National Examination Council and National Business Technical Examinations Board (WASSCE, NECO or NABTEB) where pen and paper is required¹⁹.

Peer pressure can be defined as direct or indirect influence on peers, i.e., members of social groups with similar interests, experiences, or social statuses. Members of a peer group are more likely to influence a person's beliefs, values, and behaviour. Peer pressure also means one must do the same things as other people of one's age and social group to be liked or respected by them. Adolescents are particularly vulnerable to pressure because they are at a stage of development when they are separating more from their parents' influence, but have not yet established their values or understanding about human relationships or the consequences of their behavior. Peer pressure often seems to have various effects on the students' academic performance in school it is how their peers affect them whether positively or negatively. Teenagers seek comfort from others that they find in the presence of their peers, and they are not even aware of how their peers influence them academically²⁰.

Peer pressure can easily affect students positively or negatively. Positive influence, here, weak students do better when grouped with other students, their grades are higher academically if they have strong peers. It shows that students' academic performance improves if they are with the students of their kind which helps them to pursue their academic success. On the other hand, negative influence affects students' performance as a result of pressure among peer groups and things they do such as negative behaviour with the presence of a particular peer group leader who engages its members to do deviant acts or promote undesirable traits such as drug use like smoking, alcoholism, absconding from the classroom during teaching and learning period,

bullying of other students in class, and failure to attend classes. Students learn about what is acceptable in their social group by reading their friend's reactions to how they act, what they wear, and what they say. The peer group gives this potent feedback through their words and actions which either encourages or discourages students' certain behaviours and attitudes and thus, creates anxiety in them about how others will react to their actions and this anxiety plays a large role in peer influence²¹.

The English language has become one of the most influential mediums of global communication in the modern period. It is the language of textbooks and the medium of instruction at various levels of education and plays a significant role in the teaching-learning process. The English language is one of the most efficient modes of communication across the globe²². It is the most spoken language in the world; many now learn to speak English as a result of its universality. Magazines, newspapers, scientific reports, books, journals, and other sources of information are printed in the English language²³.

English is the language of education in Nigeria. It is the language of instruction from upper primary education, through secondary and tertiary education in Nigeria. The state of English language as a Second Language in Nigeria coupled with the numerous roles it plays compels every Nigerian citizen to learn and to speak it. English language in Nigeria is very essential. Its importance is such that a credit in the Language including four other subjects as the Western African School Certificate offers one a space in the job market and is a prerequisite to vie for Nigeria elections²⁴. English is the major language and it is spoken by one out of five of the world's population. It is the language of international commerce, international relations, politics, population culture, the internet, science, and technology and holds an unassailable position among the world's major languages. Nigeria has over four hundred ethnic languages,

and the need for a Lingua Franca, the language that every citizen can understand when spoken has heightened the need for the English language²⁵. Moreover, the English language is a prerequisite for admission to universities and is also compulsory for all first- year students in the universities as specified by the National Universities Commission (NUC). It becomes very pertinent that secondary school teachers who are English experts should teach the English language efficiently and effectively to produce competency in the students. The 1982 education ordinance which declared English as the language of instruction in schools came in the wake of the observation made by the first inspector of schools in West Africa, Reverend M. Senter who stated that the natives should know how to speak and write English Language because it is not only the language of commerce but also a vehicle for communication in all fields of human endeavour²⁶.

Furthermore, apart from the above assertion, right from the colonial period, both the oral and written proficiencies accord some sort of prestige to an individual both among the learned and the unlearned. Unfortunately, few people have acquired this ability to perform well in the use of the language. A good mastery of the English language helps students to perform better in other subjects; hence a credit pass in the English language in the West African Secondary School Certificate Examination is necessary for securing admission into Nigerian tertiary institutions. The English language is the most important heritage left behind in Nigeria by the British at the end of the colonial administration²⁷. On the other hand, grammar is the quality of the knowledge of a language that a speaker possesses and this means the speaker's competence in the use of a language. In addition, grammar is a collection in a text of the rules that govern the acceptability and grammaticality of utterances in a language. This refers to a book that contains statements that serve as a guide to learners and users of a language in making linguistic decisions about an

utterance. It can also refer to descriptive statements about the structure of a language. The emphasis here is on the structural patterns of a language, and an utterance is either grammatical or ungrammatical depending on its conformity to the descriptive rules²⁸. Finally, grammar can be a body of prescriptive statements about acceptable and unacceptable usages in a particular language. Transformational Generative Grammar (TGG) perceived grammar as the study of the ideal native speaker-hearer's competence in the use of a language and innate knowledge possessed by the speaker this innate and unconscious knowledge enables the speaker to judge sentences as grammatical or ungrammatical. Thus, the language user can distinguish between contradiction, paraphrase, synonymy, and ambiguity in the language. Thus, grammatical competence is the knowledge underlying our ability to decode and produce sentences in a given language²⁹.

Students' academic achievement in English grammar measurement has received considerable attention in previous research and it forms the most challenging aspect of academic literature. Students' academic achievement in English grammar is affected as a result of one's home, personal factors, environment and parents' level of education, socioeconomic status, and the availability of social amenities in the home³⁰. These factors have a strong influence on student performance, but these factors vary from person to person, home to home, school to school, community to community, and country to country. Students' academic achievement in English grammar could be measured through several ways like tests, examination results, and extra-curricular activities. Several factors contribute to students' poor academic performance in English grammar. These factors encompass limited intellectual abilities, ineffective study habits, inadequate learning resources, the low socio-economic status of parents, and a lack of commitment on the part of students. These elements collectively contribute to students' struggles

and failures in national examinations³¹.As a result, this work proposed to examine home and school factors as determinants of Secondary School Students' academic achievement in English grammar in Ibadan North West LGA, Oyo State.

1.2 Statement of the Problem

The academic achievement of secondary school students in English grammar is a multifaceted challenge influenced by various home and school factors. The problems of students' inability to nominalise adjectives into nouns or verbs, marry subject -verb agreement (concord), interpret sentence appropriately, inability to construct correct sentence structure, use of relative pronouns, 'ing' form of the verb, changing active sentences to passive sentence and vice versa, the use of phrasal verbs and grammatical accuracy are factors determining academic achievement of secondary school students in English grammar. The home environment, encompassing elements such as parents' level of education, socioeconomic status, and the availability of educational resources, plays a crucial role in shaping students' academic performance. Additionally, the school environment, including location and teaching method, contributes significantly to the learning experiences of students. Despite the universal recognition of the importance of English language proficiency and grammar skills, students continue to face obstacles such as peer pressure, ineffective study habits, and limited intellectual abilities. These factors, combined with challenges arising from the diverse socio-economic backgrounds of students, contribute to disparities in academic outcomes¹¹. Consequently, there is a pressing need to investigate and understand the interplay of home and school factors as determinants of students' academic achievement in English grammar. This study aims to explore these factors within the context of Secondary Schools students in Ibadan North West LGA, Oyo

State, and shedding light on the specific challenges faced by students in their pursuit of English language proficiency.

1.3 Aim and Objectives of the Study

This study aims to examine home and school factors as determinants of Senior Secondary School Students' academic achievement in English grammar in Ibadan North West, Oyo State.

The specific objectives are to:

- i. examine the level of academic achievement in English Grammar among Secondary School Students in Ibadan North West, Oyo State;
- ii. examine the status of Home factors (parents' educational background, socio-economic and learning materials) of Secondary School Students in Ibadan North West, Oyo State;
- iii. examine the level of school factors (school location, instructional materials, teaching methods and peer influence) of Secondary School Students in Ibadan North West, Oyo State;
- iv. determine the joint influence of Home factors (parents' educational background, socio-economic and learning materials) and School factors (school location, instructional materials, teaching methods and peer influence) on Secondary School Students' achievement in English grammar in Ibadan North West, Oyo State; and
- v. determine the relative influence of Home factors (parents' educational background, socio-economic and learning materials) and School factors (school location, instructional materials, teaching methods and peer influence) on Secondary School Students' achievement in English grammar in Ibadan North West, Oyo State.

Based on the aim and objectives of the study, this research will seek answers to the following

questions:

1.4 Research Questions

1. What is the level of Secondary School Students' academic achievement in English grammar in Ibadan North West, Oyo state?
2. What is the status of home factors of Secondary School Students in Ibadan North West, Oyo State?
3. What is the level of school factors of Secondary School Students' academic achievement in English grammar in Ibadan North West, Oyo State?

1.5 Hypotheses

H₀1: There will be no significant joint influence of home and school factors on Secondary School Students' academic achievement in English grammar in Ibadan North West LGA, Oyo State.

H₀2: There will be no significant relative influence of home and school factors on Secondary School Students' academic achievement in English grammar in Ibadan North West LGA, Oyo State.

1.6 Significance of the Study

The findings of this research, if published and made available to the concerned stakeholders, are expected to shed light on how students can achieve academic excellence despite their parents' level of education, socio-economic status, learning materials, school location, instructional materials, teaching methods and peer influence. The findings will be beneficial to policymakers, school administrators, teachers, Ministry of Education officials, parents, students, and the community in various ways. Firstly, the findings will allow the policymakers to see the patterns of performance of students of different categories of schools within Ibadan North West

Local Government under study. The findings will highlight the factors influencing academic achievement in English grammar, which opens ways of improving the overall performance of the students within the state and the nation generally. Secondly, to school proprietors and school administrators, the findings will provide data on school climate or school environment that can improve the academic achievement of students. Furthermore, secondary school students could benefit from the study because findings will reveal the way students can excel in academics in spite of their parent's level of education, socioeconomic status, availability of learning materials, school location, and positive peer influence. The findings will also be significant to the home and community in that their quality investment in education can translate to quality achievement. The findings would also add to the existing body of knowledge and provoke further research in the area.

1.7 Scope of the Study

This study focused on a sample size of 250 Secondary School Students, specifically those in S.S.S.II, selected from five Public Secondary Schools in Ibadan North West LGA, Oyo State.

1.8 Limitation to the Study

The limitation of the study includes the following:

1. The findings may be constrained by the geographic location chosen for the research, as the experiences and factors influencing academic achievement can vary across different regions.
2. Additionally, the reliance on self-reported data from students and the possible influence of social desirability bias may introduce limitations related to the accuracy and authenticity of the information collected.
3. This study is also limited by funding, and time constraint may also be a major impediment.

1.9 Operational Definition of Terms

Home Factors: The elements of a person's domestic life that influence their quality of life such as parent's level of education, their occupation, socio-economic status and socializing amenities in the home.

School Factors: The school factors are school location, instructional materials used by teachers, teachers' method of teaching and peer pressure.

Students: Senior Secondary School II Students in Ibadan North West Local Government.

Academic Achievement: The result of the test of the questions from the curriculum.

Parents' Educational Background: The level of education of parents from Primary – University as measured by the researcher and the respondents.

Parents' Socio-economic Status: The parents' relative standing in the society based on their income, power, occupation and prestige.

Learning Materials: These are the materials available for students use at home such as textbooks, cool serene environment, space for study and tables and chairs for sitting.

School Location: This is where schools used for this research are situated, as well as the physical aspects of the schools including their buildings, their surrounding grounds and environmental factors such as noise levels, temperature and lighting conditions.

Instructional Materials: These are the textbooks, teaching aids such as charts, maps, pictures, diagrams, slides used by teachers to simplify their teaching.

Teaching Method: The method used by teachers such as teacher-centered approach (teachers are the main authority figure in teaching/learning) and student-centered approach (teachers and

students play an equal active role in the teaching/learning process) Teachers' coach and facilitate the students learning.

Peer Influence: These are members of social groups with similar interests, experiences, or social statuses used in this research as measured by the researcher.

English Grammar: The study of the rules and principles for speaking and writing the English language.

TGG: Transformational Generative Grammar (they form the basis of the description of the theory itself).

ELL: English Language learners.

Endnotes

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Chapter Two

Review of Related Literature

This chapter is meant to present comprehensive reviews of issues, comments, opinions and views from the previous relevant researchers and literature in order to situate the study within the already existing body of knowledge. For this reason, the chapter is written under the following subheadings:

2.1 Conceptual Review

- 2.1.1 Concept of Home Factors in Academic Achievement
- 2.1.2 Parents' Educational Background
- 2.1.3 Parents' Socioeconomic Background
- 2.1.4 Learning Materials/Socializing Amenities
- 2.1.5 School Factors as Determinants of Secondary School Students' Academic Achievement
- 2.1.6 School Location
- 2.1.7 Availability of Instructional Materials
- 2.1.8 Teachers' Method of Teaching
- 2.1.9 Peer Pressure

2.2 Theoretical Framework

- 2.2.1 Bronfenbrenner's Ecological System Theory
- 2.2.2 Vygotsky's Sociocultural Theory
- 2.2.3 Noam Chomsky's Transformational Generative Grammar Theory

2.3 Review of Empirical Studies

2.4 Conceptual Model

- 2.4.1 Conceptual Model
- 2.4.2 Home Factors as Determinants of Secondary School Students' Academic Achievement in English Grammar

- 2.4.3 Parents' Educational Background as Determinant of Secondary School Students' Academic Achievement in English Grammar
- 2.4.4 Parents' Socioeconomic Status as Determinant of Secondary School Students' Academic Achievement in English Grammar
- 2.4.5 Learning Materials/socializing Amenities as Determinant of Secondary School Students' Academic Achievement in English Grammar
- 2.4.6 School Factors as Determinants of Secondary School Students' Academic Achievement in English Grammar
- 2.4.7 School Location as Determinants of Secondary School Students' Academic Achievement in English Grammar
- 2.4.8 Availability of Instructional Materials as Determinants of Secondary School Students' Academic Achievement in English Grammar
- 2.4.9 Teachers' Method of Teaching as Determinants of Secondary School Students' Academic Achievement in English Grammar
- 2.4.10 Peer Pressure as Determinants of Secondary School Students' Academic Achievement in English Grammar
- 2.5 Summary of Literature Reviewed**

Chapter Two

Literature Reviewed

This chapter gives an insight into various studies conducted by outstanding researchers, as well as explains terminologies with regards to the examination of home and school factors as determinants of secondary school students' academic achievement in English grammar.

2.1 Conceptual Review

2.1.1 Concept of Home Factors

A home serves as a permanent residence for individuals within a family or household. It functions as a living space where family members coexist, fostering connections through shared elements like love, intimacy, companionship, friendship, and the provision of shelter. In addition to being a dwelling place, a home plays a crucial role in the upbringing and preparation of children for their future adult lives. In this environment, children receive training and guidance, laying the foundation for their growth, development, and integration into society as responsible individuals. Home is the first social environment the child finds himself therefore, the family remains the primary environment of the child. The home environment can increase or decrease the intellectual achievement of the child. The family is a primary social group of parents, offspring, and possibly other members of the household.

Home background refers to elements of a person's domestic life that influence their quality of life. This includes all the material and human resources that are present in the home and have an impact on the student's education and standards of living such as the parent's level of education, their occupation, socioeconomic status, and the availability of socializing amenities in the home¹. Children coming from different home backgrounds are affected differently by such

family conditions. Researchers confirmed that family type, size, socio-economic status, and educational background play important roles in children's educational attainment and social integration. Other researchers posited that the home affects the individual since the parents are the first socializing agents in an individual life².

Existing research underscores the significant impact of family background on a child's response to life situations and overall academic achievement. This connection is particularly evident in studies that emphasize the influential role of parental support, both financially and morally, in enhancing students' academic achievements. Financial constraints have been identified as a potential hindrance to academic success, with researchers suggesting a direct link between inadequate finances and diminished academic achievement. Conversely, ample financial support has been associated with improved academic outcomes, highlighting the importance of meeting students' financial needs. Exploring the American education landscape, the Department of Education has acknowledged the nuanced relationship between parental poverty and students' performance. This recognition extends to variations in performance across different settings, including rural, suburban, and urban districts, where poverty emerges as a key factor influencing academic differences³.

Researchers lamented that maternal and paternal deprivations of the essential needs of young students have prompted their poor achievement in public examinations such as Junior Secondary School Certificate Examinations (JSSCE), West African School Certificate Examinations (WASCE), and National Examination Council (NECO)⁴.

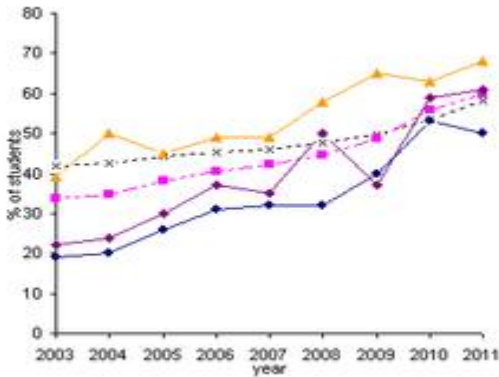


Chart of Comparative Performance in GCSE results

Source: <https://en.wikipedia.org/v>.

Another researcher asserted that poor parental care with gross deprivation of the social and economic needs of a child usually leads to poor academic achievement of the child⁵. There is relationship between family socio-economic status and academic achievement is cordial. More so, parental education is the key determinant of student achievement. However, there is a gap in academic achievement between students of high and low-socioeconomic families. Additionally, children from low socio-economic status have relatively poor skills, they are prone to leave school early and less likely to gain college admission⁶.

Previous studies conducted by various researchers have consistently identified family characteristics as a significant factor contributing to disparities in students' educational outcomes. The socio-economic background of parents, particularly their income levels, has been highlighted as a crucial determinant of students' academic performance. Researchers have found that parents with higher incomes are better positioned to take full responsibility for their children's education, distinguishing them from those with lower salaries. Moreover, a correlation has been established between parents' education levels and the motivation and achievement of

their children in upper secondary schools. Studies have revealed that students originating from farm households tend to exhibit lower educational attainment, while those from academic households tend to perform better. The negative impact of coming from an economically disadvantaged family on a child's academic performance has been emphasized, attributing poor school performance to the overwhelming challenges faced by such children. Additionally, research conducted in a metropolitan city of Pakistan emphasized that students with educated parents tend to score higher on standardized tests, emphasizing the importance of parental education in fostering effective communication about school-related matters. Further investigations into the role of parents' socio-economic status as a predictor of secondary school students' academic performance have indicated that parental status not only affects academic outcomes but also hinders children from low socio-economic backgrounds in competing effectively with their counterparts from higher socio-economic backgrounds, even within the same educational environment⁷.

2.1.2 Parents' Educational Background

Education of parents and kids tends to be linked if learning ability is partially inherited. The assumption that parents learn something during their education that affects how they cooperate with their children around learning activities at home is undoubtedly the most obvious and direct explanation of the relationship between parents' educational attainment and their children's academic success. Higher-educated parents make sure that their kids have access to many educational opportunities in their neighbourhoods. The educational attainment of parents' children is significantly influenced by their education levels. To maintain the status quo for their children, parents' educational backgrounds are crucial in the educational process⁸.

Exploring the influence of a person's educational background, defined by the type of

education received, whether Western or religious, has been a subject of research analysis. Researchers have undertaken various studies to substantiate the assertion that students with parents possessing some level of education tend to exhibit better academic performance. A comparative analysis was conducted to assess the academic performance of students based on their parents' educational achievements, ranging from completion of form four, form six, or university education. The study, specifically conducted in basic schools in Kwaprow within the Cape Coast metropolis, revealed a noteworthy finding. Contrary to expectations, students whose parents had not attained these specified educational levels demonstrated significantly better academic performance. This suggests that pupils' academic achievements may not be solely dependent on their parents' educational status, emphasizing the need for a comprehensive understanding of the factors influencing students' academic success⁹.

The educational background of parents has consistently emerged as a key determinant of student achievement, as emphasized by one researcher who identified it as among the most reliable indicators of student success. Distinct differences in academic performance were noted between pupils with highly educated parents and those with parents lacking literacy or possessing lower educational qualifications, as highlighted by another researcher. Furthermore, an exploration of the causal relationship between parents' educational and occupational statuses and their children's academic achievements revealed a significant impact of parents' educational levels on student performance. Additional research delved into the correlation between parents' education levels and their active involvement in their children's education, finding no significant variations in parents' educational attainment and their intentions for participating in their children's schooling. This body of literature underscores the multifaceted role of parents' educational background in shaping students' academic outcomes¹⁰.

Research consistently affirms the influential role of parents' education levels on their children's academic performance. Notably, educated parents tend to employ more sophisticated language and a broader vocabulary when interacting with their young children, contributing to a conducive learning environment. Conversely, parents with lower educational attainment may harbor lower aspirations for their children's academic future. Moreover, the literature underscores that well-educated parents are more likely to actively engage in their children's schooling, possessing a higher level of comfort with the school structure and familiarity with its operations. A research report further emphasizes that parental education level significantly influences students' motivation and performance, as educated parents instill a profound respect for education and actively encourage their children to value and participate in the learning process. This body of literature collectively highlights the pervasive impact of parents' educational background on students' academic journey¹¹.

Students from families with illiterate parents do much worse in school. Parents with greater education are thought to foster learning-friendly environments. However, many students from high socioeconomic and intact households performed poorly and many students from low socioeconomic and single-parent homes who achieved well. Students may also come from well-educated homes where parents are actively interested in their kids' education, yet they nevertheless perform poorly in school¹². In a nutshell, students from parents with greater educational backgrounds perform better in the educational system than students from parents with lesser educational backgrounds. Children of parents with greater educational backgrounds had higher and average academic performance and vice versa.

2.1.3 Parents' Socio-economic Status

Socioeconomic status can be viewed as a family's current income, the parents' current occupation(s), the status associated with their occupation, and the parents' highest educational level. Social class affects occupational choices by providing tangible resources (money, transportation, higher-quality schools, among others.), as well as the values and expectations, of those social strata on their children's career choices. Students differ from one another in social class or socio-economic status. Socio-economic status is the relative standing in the society based on an individual income, power, occupation, education and prestige. Thus, with a higher level of income and exposure, parents are better disposed to procure educational materials for their children and also discuss job opportunities with them¹³. Put differently, parents with lower income may face challenges in providing essential textbooks and materials for their children's home study. Consequently, families from diverse socio-economic backgrounds contribute to the creation of distinct environments that impact their children's future careers.

2.1.4 Learning Materials/socialising Amenities

Education holds a crucial role in enhancing individuals' lives, creating positive externalities, and fostering social well-being. The available research has predominantly focused on the impact of education on human development, but there is a notable gap in understanding its interplay with the accessibility of diverse household amenities. This interdependence holds significance as these amenities play a pivotal role in influencing the cognitive development and academic achievements of children. Factors such as insufficient infrastructure, limited connectivity, poverty, and gender disparities compound challenges in the education sector, contributing to further discrimination against female students. Specifically, girls from larger, low-income families, particularly in rural areas, where mothers lack formal education, face

heightened barriers to accessing primary education. This situation, in turn, has detrimental effects on their overall quality of life¹⁴. Relatedly, improvement in the standard of living through proper housing, sanitation, drinking water, cleaner fuels, etc. has a close association with human development. Access to basic household amenities makes living environment conducive to human development and economic growth. Existing studies have shown the role of sanitation, drinking water, cleaner fuels, etc., for sustainable human development. For example, electrification, sanitation facilities, access to cleaner cooking fuel and availability of drinking water have a positive association with education¹⁵.

Similarly, availability of sanitation facilities, drinking water, and location also affect academic performance and drop-out rate, particularly of girls. More so, a poor social environment makes it difficult for many students to avail proper education. Evidences show that poor households are unable to meet their basic needs, which affects their wards. Thus, the relationship between poverty, underdevelopment, and lack of basic amenities is likely to be bi-directional¹⁶.

2.1.5 School Factors as Determinants

2.1.6 School Location

The term school location refers to the specific community where a school is situated, encompassing various settings like urban areas, villages, hamlets, or rural areas. It serves as a crucial factor that links a myriad of activities within the school environment. Aspects of school location range from the physical aspects, including the school building and surrounding grounds, to environmental factors such as noise levels, temperature, and lighting conditions. Additionally, the concept of school location extends to encompass various influences, whether they be physical,

biological, or chemical agents. Moreover, it takes into account the availability of both material and human resources within the educational institution. Essentially, the school location represents the entire context wherein learning occurs, emphasizing the intricate interplay of diverse elements shaping the educational experience.

The location of a school has a big role to play in the academic achievement of students at school. The immediate environment of a child plays a major role in socialization and the area in which a school is located can affect the academic achievement of a student, especially in English grammar. A school located in a rural area is usually faced with a lot of challenges such as; noise from the environment which cause distraction on the part of the students and teachers during teaching/learning of the English language, while schools located in a cool serene or government residential area has an advantage to learning and teaching of English language. There will be full concentration, and easy assimilation and the learners can easily decode the topic being taught¹⁷.

2.1.7 Availability of Instructional Materials

One important dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end¹⁸.

It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. Some of the instructional materials

necessary for effective teaching and learning of Social Studies include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television. Instructional materials have been emphasized by a number of scholars. Instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them. Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways¹⁹.

2.1.8 Teachers' Method of Teaching

The method employed by teachers in facilitating student learning, commonly referred to as teachers' methods of teaching, encompasses the principles and strategies influenced both by the subject matter being taught and the characteristics of the learners. The methods of teaching could be: Teacher centered approach adopts high-tech material or low-tech material use. Teacher-centered method ensures that teachers are the main authority figure in a teacher-centered instruction model. Here, students passively receive knowledge from their teachers through lectures and direct instruction, with an end goal of positive results from testing and assessment. In this style, teaching and assessment are viewed as two separate entities; students learning is measured through objectively scored tests and assessments²⁰.

Student-centered approach to learning permits as authorities in class as models teaching while teachers and students play an equal active role in the teaching/learning process. The teacher's role is to coach and facilitate the students' learning and overall comprehension of material, and to measure students learning through both formal and informal forms of assessment, like group projects, essay writing, intra-class debate, sentence re-structuring, sentence-analyzing

and sentence transcription. In student-centered method of teaching, teaching and assessments are connected because students learning is continuously measured during teacher instruction²¹. There is also the high-tech method to teaching which utilizes approach utilizes different technology to aid students in their classroom learning. Many educators use computers and tablets in the classroom, and others make use of the internet to assign homework and connect their students with people across the globe²². Contrarily, many educators opt to use of the low-tech method or traditional method. The low-tech approach to learning despite the advancement in technology because some learning style requires a physical classroom teaching/learning and interaction between the educator and the students. Additionally, low-tech classrooms may boost learning. For example, students who take handwritten notes have better recall than students who typed notes²³. Students exposed to spell check and autocorrect features at an earlier age may be weaker in spelling and writing skills when it comes to writing in external examination like (WAEC, NECO or NABTEB) where pen and paper is required.

2.1.9 Peer Pressure

Peer pressure can be defined as direct or indirect influence on peers, i.e., members of social groups with similar interests, experiences, or social statuses. Members of a peer group are more likely to influence a person's beliefs, values, and behaviour²⁴. Peer pressure also means one must do the same thing as other people of one's age and social group in order to be liked or respected by them²⁵. Adolescents are particularly vulnerable to pressure because they are at a stage of development when they are separating more from their parents' influence, but have not yet established their own values or understanding about human relationship or the consequences of their behaviour. Peer pressure often seems to have various effects toward the students' academic performance in school it is how their peers affect them whether in a positive or

negative way. Teenagers seek comfort from others that they found in the presence of their peers, and they are not even aware on how their peers influence them academically²⁶.

Peer pressure could easily affect the self- esteem of students. It is an important factor through which adolescents adapts attitudes towards certain aspects that they encountered or they are aware of. Students fantasizing and visualizing what they dream to become with their colleagues and eventually, they pursue their choices through with the influence of peer pressure. The pressure among peer group and its members may engage through undesired things to do or negative behaviour with the presence of a particular peer group leader who engage its members to do deviant act or promote undesirable things to the group such as absconding from the classroom during teaching and learning period, bullying of other students in class, and failure to attend classes. Sometimes peer pressure works positively and sometimes it works negatively depending on the makeup of the group, peer influence has a greater impact on the academic performance both positively and negatively²⁷.

Individual differences in academic achievement has been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness²⁸. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement²⁹. Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents

influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance³⁰.

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies³¹. The significance of social relationship in educational context is widely recognized, particularly in how these relationships influence learning and academic performance. Notably, the characteristic of reciprocity within social relationships among children has been associated with enhanced academic performance³². Studies have shown that physical activity can increase neural activity in the brain, specifically increasing executive brain functions such as attention span and working memory; and improve academic performance in both elementary school children and college freshmen³³. Non-cognitive factors or skills are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination to create attention on factors other than those measured by cognitive test scores sociologists coined the term in the 1970s. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes³⁴.

Self-efficacy is one of the best determinants of academic achievement. Self-efficacy is the belief of being able to do something. A researcher looked at the Big Five traits on academic success as well and saw that conscientiousness and emotional stability were determinants of self-

efficacy in over half of their analyses. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their children's sense of self-efficacy at school through motivation which is one of the factors behind an individual's actions³⁵. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students need to be motivated in order to perform well academically³⁵.

Within the academic context, self-control is intricately connected to concepts like self-discipline, self-regulation, the ability to delay gratification, and the control of impulses. Researchers have characterized self-control as the capability to modify one's responses, particularly aligning them with established standards such as ideals, values, morals, and societal expectations. This capacity is essential for steering one's actions towards the achievement of long-term goals³⁶. In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self-completed questionnaires.

Through a longitudinal study of the marshmallow test, researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain sight and were placed without any distraction tactics³⁷. High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self-control. High locus of control has been found to have a positive predictive relationship with high collegiate examination result or GPA³⁸. Organized extracurricular

activities or cultural activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, secondary education, as well as a decrease in dropout rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic achievement, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy³⁹.

Moreover, many unrelated factors influence the relationship between academic achievement and participation in extracurricular activities. These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health⁴⁰. In other research on youth, it was reported that positive social support and development, which can be acquired through organized after-school activities is beneficial for achieving academic success⁴¹. In terms of academic achievement, there are a whole other group of variables to consider. Some of these variables include demographic and familial influences, individual characteristics, and program resources and content. For example, socioeconomic status has been found to play a role in the number of students participating in extracurricular activities. Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often affect how individuals perform in school⁴². With all these variables to consider it is important to create a better understanding how academic achievement can be seen in both a negative and positive light. In summary, the majority of research indicates a positive correlation between extracurricular activities and academic achievement. However, it is noted that further research is needed to gain a clearer understanding of the direction of this relationship. Collectively, this information contributes to a more comprehensive understanding

of the specific factors to consider when evaluating the impact of participating in extracurricular activities on academic achievement.

English is the language of education in Nigeria. It is the language of instruction from upper primary education, through secondary and tertiary education in Nigeria. The present inadequate knowledge of English by the Nigeria students in secondary schools present an impediment to attainment of the nation's educational goals. If the nation will progress along the lines mapped out by its leaders, it seems reasonable, therefore, to attempt to eliminate major factors that militate against the effective study of the English Language⁴³. Generally, it is observed that the standard of the English Language is rapidly falling in our schools, especially in the post-primary schools, unlike in the yester-years when a standard six pupil was able to speak and write good English. Many studies have shown that despite the emphasis placed on teaching and learning of the English language; it is alarming to observe that secondary school students are unable to communicate in the language. They can neither make sentence in simple correct English nor write well-constructed essays. They mix English with their native language and make a lot of grammatical errors such as syntactic errors, phonological errors and semantic errors⁴⁴. The above problems were first observed during the teaching practice when the researcher noticed with dismay that there was a low level of performance in the English language among students. She also observed that there was a low level of understanding among even students in the senior secondary classes, and further noted from assignment given to them that they gave direct translations of words and sentences and used slangy expressions.

Grammar is the quality of the knowledge of a language which a speaker possesses. Grammar is perceived as the study of the ideal native speaker-hearer's competence in the use of

a language. In sum, grammar is the study of the rules governing the grammatically of a language⁴⁵.

Learners must understand types of grammar and their functions. For instance, Diachronic grammar, this grammar deals with the study of the historical developments of the structural patterns of a language over a period time. Hence, one can decide to study the development of the language from Old English through Middle English to Modern English. Synchronic grammar, this grammar entails the descriptive study of the structures of a language at a particular point in the history of a language. Each language has a grammar peculiar to it, that is, the rules governing the grammaticality of structures in the language are meant specifically for structures in that language. Descriptive grammar, this grammar generates an infinite number of sentences which correctly describes the native speaker's innate knowledge of the structure of the sentences and the relationship between them. In English grammar for example, there is a descriptive rule that an article typically precedes a noun in a noun phrase, such as "the dog", or "a rat". Contrastive grammar, in this type of grammar, linguists make comparative studies of languages for purposes of identifying the similarities and differences usually for pedagogical reasons. Thus, languages such as English and Igede or English and Ibibio can be studied so that the teacher of English may know areas of differences where extra work is required for the purposes of teaching the English languages to students. Pedagogical grammar, this grammar is written to teach the language skills and usage in a society. One can construct a grammar to teach different forms of native-like usage of language⁴⁶.

Within the field of linguistics, scholars focus primarily on delving into language intricacies with the aim of formulating comprehensive explanations of grammar, drawing insights from their keen observations on grammar's effectiveness. Their pursuit extends to

developing a representation of grammar facts that aligns with the standards embraced by the ideal native speaker/hearer of the language. In the words of one scholar, "A fully adequate grammar must assign to each of an infinite range of sentences a structural description indicating how this sentence is understood by the ideal speaker-hearer"⁴⁷. This underscores the linguists' commitment to establishing grammatical frameworks that not only capture the nuances of an extensive array of sentences but also resonate with the interpretative preferences of the ideal language user. To be able to do this, linguists follow the criteria of adequacy as enunciated by researchers. Linguistic scholars stated that, the adequacy of a language's grammar is contingent upon meeting three essential criteria. Firstly, the grammar should have the capacity to produce all the sentences inherent to that particular language. Additionally, it must refrain from generating any ill-formed strings, ensuring the coherence and correctness of the linguistic output. Lastly, the grammar is expected to articulate linguistically significant generalizations about the language⁴⁸.

Observational adequacy entails the study of language data supplied by informants who are native and proficient speakers of the language. Furthermore, linguists who are native speakers of the language can generate their data by introspection or by collective performance including the linguist. The language scholar draws linguistic conclusions from the data collected, and the generalizations deduced from this form the basis of the linguist's proclamation about the grammar of such a language. A grammar then is observationally adequate if it successfully distinguishes between grammatical and ungrammatical sentences⁴⁹.

In descriptive adequacy, each language has a grammar peculiar to it, that is, the rules governing the grammaticality of structures in the language are meant specifically for structures in that language. Such grammars, to be functional, must be descriptively adequate. A descriptively

adequate grammar generates (specifies) for a particular language an infinite number of sentences which correctly describes the native speaker's innate (implicit) knowledge of the structure of the sentences and the relationship between them. It follows that the descriptively adequate grammar must explicate the native speaker's intuition about the language and the user's creative ability, that is, language use. Thus, the linguist's proper study is competence in the language user's knowledge about the language. This, the linguist extracts from the language user's performance.

In explanatory adequacy, it may happen that there are two different grammars for a language each of which is observationally and descriptively adequate. The choice of the standard grammar among these will be based on a meta-theory i.e., a difference between ad hoc rules and universal grammatical rules. Ad hoc grammars have nothing in common and are therefore useless for pedagogical purposes. Universal grammatical rules on the other hand apply to all languages. Hence, we choose the grammar that conforms to the universal grammatical rules since it enables us to write pedagogical rules⁵⁰. Thus, explanatorily adequate grammars state the facts of different languages in terms of universal grammar and therefore facilitate the preparation of pedagogical grammar. Therefore, a theory that correctly chooses the preferred grammar over less satisfactory alternatives in every case is said to be explanatorily adequate⁵¹.

Competence and performance, in the formulation of a language's grammar theory, reliance is often placed on the intuitive judgment of native speakers regarding different sentence types, regardless of their educational background. Native speakers, whether educated or not, typically possess the capability to discern the acceptability of sentences within their language. A researcher clarifies the concepts of competence and performance by highlighting the focus of linguistic theory on an ideal speaker-listener within a homogeneous speech community. This ideal individual is characterized by flawless knowledge of the language, unaffected by

extraneous factors such as memory limitations, distractions, shifts of attention and interest, as well as errors—random or characteristic—in the practical application of language knowledge during performance. Hence, he draws a line between competence and performance. By competence he means the innate linguistic knowledge of the native speaker-listener while by performance he means the actual (contextual) use of language in the society. A speaker-listener is competent in a language if he or she has internalized the rules of the language. Thus, in language acquisition, a three-year-old native speaker of a language may be a linguistic adult if he can produce and understand any sentence in his language⁵². Furthermore, he should be able to judge a sentence as grammatical or ungrammatical. He differs from other animals and birds because he does not only repeat what people say (as a parrot does), but goes further to produce sentences he had never produced before.

Acceptability and grammaticality, a grammar is either acceptable or unacceptable. Grammaticality is decided by the speaker-hearer's competence while acceptability is sociologically based. This means that grammaticality and acceptability are on different terrains. A sentence can be grammatical without being acceptable as in the following examples:

(a) Peter killed the bag

(b) My feet blamed the issue

Although these sentences conform to the rules of English sentence structure, they are not acceptable because their meanings do not correspond to world views. They are anomalous sentences. On the other hand, a sentence cannot be acceptable if it is not grammatical. Thus, grammaticality is one way of checking whether or not a sentence is acceptable. He stated further those intuitions show whether or not a sentence is acceptable⁵³.

Another reason for the unacceptability of structures is for a sentence to be too long or too complex for the human perceptual mechanism. Examples:

- (2) (a) The man the girl the boy knows likes is here
- (b) Ola was excited passed sang danced cried simultaneously.
- (c) Daniel to the bank later rushed back his lectures.

The sentences, though grammatical, are too complex. It will need some pen and paper analysis before we can understand it. The sentences can be expanded as follows:

- (a) The man whom the girl that the boy knows likes is here.
- (b) Ola was excited that he passed; he sang, danced and cried simultaneously.
- (c) Daniel went to the bank and later rushed back for his lectures.

The first sentence means that the boy knows the girl, the girl likes the man; and the man is here. In essence, the sentences are not natural. Acceptable sentences are perfectly natural and immediately comprehensible without being bizarre or outlandish.

A sentence can also be unacceptable if it contradicts itself such as:

- (3) (a) The gatekeeper asked the taxi driver to reverse back.
- (b) The mob lynch the man to death.

In these examples, the sentences are contradictory. In (3a) reverse and back means same; and in (3b) when a person is being lynched means has been dead.

From the foregoing, we gather that generative grammar is a system of rules that in some explicit and well defined way assigns structural descriptions to sentences. Since every speaker

has internalized the rules governing his/her language, he/she is able to create an infinite number of sentences, guided by the innate rules (though unaware of the existence of such rules) in the mental lexicon. Thus, Generative grammar attempts to specify what speakers know, not what they say about their language. That is, it describes the ideal speaker-hearer's intrinsic knowledge (or competence) and is perfectly explicit (not relying on the intelligence of the understanding reader but providing explicit analysis of the speaker's contributions)⁵⁴.

Grammar is the quality of the knowledge of a language which a speaker possesses. Grammar is perceived as the study of the ideal native speaker-hearer's competence in the use of a language. For English language learners to be termed competent in the use of grammar, these skills have to be well developed in them⁵⁵. Understand the basic parts of speech, start by familiarizing yourself with the basic parts of speech, such as nouns, verbs, adjectives, adverb, pronouns, prepositions, and conjunction. Learn their definitions and functions within a sentence. Understanding these fundamental building blocks will help the students grasp more complex grammar concepts later on. Master sentence structure, by focusing on understanding sentence structure. Students need to learn about subjects, predicates, direct and indirect objects, phrases and clauses which will enable students to construct grammatically correct and coherent sentences. Study verb tenses, which play a crucial role in conveying time and action in English. Begin by learning the basic verb tenses, such as present, past and future and their corresponding forms. As students' progresses, they need to delve into more advanced tenses such as present perfect, past continuous and future perfect and there should be constant practice using these tenses in different context to reinforce knowledge.

Learn common sentence patterns, English follows specific sentence patterns that dictate the order of words such as: subject-verb-object (SVO) and subject-verb-complement (SVC) to develop a

sense of sentence structure. Student must practice constructing sentences using these patterns gradually which aids in expanding their vocabulary and sentence complexity. Identify and correct common errors, pay attention to common grammar errors and focus on correcting them such as; “I am coming” when you are actually going. The right sentence ought to be “I will be right back or I shall be back soon. Study common mistakes made by English learners, such as subject-verb agreement, verb tense consistency, and the proper use of articles. Students need to take advantage of online resource grammar books, and grammar-checking tools to refine their grammar skills.

Practice regularly, consistent practice is key to mastering English grammar. Set aside dedicated time each day for grammar exercises, reading and writing. Engage in conversations with native English speakers or language exchange partners to apply what you have learned. Students or learners should seek feedback from teachers, tutors, or language exchange partners⁵⁶.

2.2 Theoretical Review

2.2.1 Bronfenbrenner's Ecological Systems Theory

This theory offers a valuable theoretical framework for examining the influence of home factors and school factors on academic achievement in English Grammar, particularly among secondary school students. In this context, the home and school environment represent the microsystem which encompasses the immediate surroundings of students that contain their family and school members. Within the family microsystem, factors such as parental involvement and family support play a crucial role in shaping a student's language learning experiences. Parents who are educated and with high socio-economic status will actively engage in their child's education, provide a language-rich environment at home, and support language-

related activities contribute positively to academic success in English Grammar. The theory recognizes the mesosystem, the interactions between the family, and school microsystems as pivotal. Effective communication channels between parents and teachers, collaborative efforts in reinforcing language skills, and shared educational goals create a supportive mesosystem that enhances academic achievement. For example, joint initiatives such as literacy programs at both home and school can reinforce language learning and application of English Grammar skills.

Furthermore, Bronfenbrenner's theory extends to the ecosystem, representing external settings that indirectly influence students in terms of school environment/school location, teachers' teaching method, availability of instructional materials and peer pressure, and secondary school students' academic achievements in English grammar. This could include parental workplaces, community resources, or support networks. For instance, a community-based initiative to enhance English language proficiency or extracurricular activities that promote language development may indirectly contribute to academic success. Finally, the macrosystem, which encompasses the larger cultural context, influences attitudes, values, and educational policies related to language learning. A cultural emphasis on the importance of language skills, coupled with supportive policies at the societal level, can create an environment that fosters academic achievement in English Grammar. This might include curriculum design that aligns with language learning goals and societal recognition of the significance of English proficiency in educational and professional success.

The contribution of Bronfenbrenner's ecological systems theory to education are many. These include: the establishment that the theory contributed to the understanding that parents-child relationships do not occur in a vacuum, but are embedded in larger structures. Ultimately,

this theory has contributed to a more holistic understanding of human development, and has influenced fields such as psychology, sociology, and education⁵⁷.

The theory is relevant to this research in two ways. These include: parents can maintain open, respectful communication with their children's teachers, and teachers can be aware of and sensitive to the ecosystems and macrosystems that can affect the children's development⁵⁸.

2.2.2 Vygotsky's Sociocultural Theory

With its emphasis on the pivotal role of social and cultural influences in cognitive development, Vygotsky's Sociocultural Theory provides a robust theoretical framework for understanding the influence of home factors and school factors on academic achievement in English Grammar, especially among secondary school students. Central to Vygotsky's theory is the Zone of Proximal Development (ZPD), which signifies the gap between a learner's independent capabilities and what they can achieve with the guidance and support of a more knowledgeable person, often a teacher, peer, or parent. Regarding English grammar learning, the application of Vygotsky's theory delves into investigation on how the home environment and school environment contribute to a student's ZPD. Within the home microsystem, parental language use and literacy practices significantly impact a student's cognitive development. Parents who engage in rich language interactions with their children, expose them to diverse vocabulary, and encourage literacy-related activities create a supportive home environment that extends the boundaries of the ZPD. These interactions at home serve as a foundation for language learning and academic success in English Grammar at school. Transitioning to the school microsystem, instructional methods and teacher-student interactions become key determinants of the ZPD. Effective teaching strategies that scaffold learning, providing support tailored to individual needs, can elevate students' language proficiency. Moreover, collaborative

learning environments that promote peer interactions contribute to the ZPD by fostering social interactions and cooperative language learning experiences. This link between the home and school microsystems, as emphasized by Vygotsky's theory, is crucial. For example, when instructional approaches at school align with the language practices encouraged at home, a harmonious learning environment is created, enhancing the ZPD for students. Communication between parents and teachers, reflecting a shared understanding of the student's developmental needs, further strengthens the collaborative efforts to support academic achievement in English Grammar⁵⁹.

The contribution of Vygotsky's sociocultural theory provides a methodological approach and a theoretical foundation for understanding the unique developmental paths of children with special needs and pedagogical approaches to meet these special needs⁶⁰.

This theory has been used to inspire a focus on interactive and collaborative organisations of teaching and learning that encourage students to learn adequately from social interactions with peers and with their teachers⁶¹.

2.2.3 Noam Chomsky Transformational Generative Grammar (TGG) Theory

This theory was propounded by Noam Chomsky in 1957, Syntactic Structure. This theory basically provided a simple and elegant means of understanding language with modern insights into the underlying psychological mechanism which denotes the relationship between different sentential elements as well as possible sentences in English language and the process or rules known as sentence transformation to communicate meanings with the help of surface structures and deep structure.

However, Chomsky modified this theory in 1965 stating that certain concepts are germane to our understanding of Transformational Generative Grammar and these concepts form the basis of the description of the theory itself which are grammar, transformations and rules.

Grammar of a language is an account of the grammatical competence rather than performance of the native speakers of that language. While grammatical competence is the native speakers' innate knowledge of the grammar of their language. A fully adequate grammar must assign to each of an infinite range of sentences a structural description indicating how this sentence is understood by the ideal speaker- hearer which enables the speaker to judge sentence as grammatical or ungrammatical. This means that knowledge is intuitive, having been built into the speakers' subconscious through constant practice from a tender age. Thus, the language user is able to distinguish between contradiction, paraphrase, synonymy, ambiguity. This basically is sub-divided into four parts namely; Diachronic Grammar- this grammar deals with the study of the historical developments of the structural patterns of a language over a period of time. Synchronic Grammar- This grammar entails the descriptive study of the structures of a language at a particular point in the history of a language. For instance, studying the grammar of William Shakespeare, Victorian or Old English. Contrastive Grammar- Linguistics make comparative studies of language for purposes of identifying the similarities and difference usually for pedagogical reasons. Thus, language such as English and Ibibio, or English and Igede can be studied so that the teacher of English may know area of differences where extra work is required for the purposes of teaching the English language to students. Pedagogical Grammar- This grammar is written to teach the language skills and usage in a society. One can construct a grammar to teach different forms of native-like usage of language which is meant strictly for learners of a language.

Transformations- A transformation is a device used to change the form of one linguistic structure to another. For instance, an active sentence can be changed to a passive one while a simple declarative sentence can be changed to a question through the use of transformation. Transformation performs four major functions on a linguistic structure. They can delete formatives which had earlier occurred at the deep structure of a sentence. It is also called gapping e.g., Bernard killed the goat and Bernard cooked it. The nouns Bernard in the sentence refers to the same person, the second Bernard is redundant, so it can be deleted through transformation and be written as Bernard killed the goat and cooked it. Secondly, transformations can involve substitution in which a word replaces another in the context of occurrence as in (a) Martha loves Martha which can be substituted as Martha loves herself. Thirdly, transformations can also insert new elements into a structure. An example is the insertion of the negative marker 'not' into an otherwise positive sentence such as (a) Jude is as dirty as a pig (b) Jude is not as dirty as a pig.

Transformations can also move elements from one position to another in a sentence in order to achieve syntactic effects. For instance, to change a declarative statement to a polar question, the auxiliary verb will be moved to the sentence initial position as thus; (a) You speak English (b) Can you speak English?

Lastly, rules capture the linguistic behaviour of the native speaker-hearer. Naturally, a speaker does not string words together randomly, but follows specific rules which make his speech uniform with those of other speakers and such rules are descriptive since they state the normal patterning of the language. Within the TGG theory, finite (that is, limited) rules are used to generate infinite (unlimited) sentences. For instance, the rules can apply at once, a rule can serve as an input for another rule or the rules can apply without any order which is the basic idea

behind rule ordering in TGG⁵³. Examples, phrase structure rules generate structures and analyse according to these given constituents;

NP.....→(Det, Adj, N)

The black goat

Det → the N → goat, NP → The goat

S → The black goat.

NP → The man

INFL → may

VP → bring the book

S → The man may bring the book.

ADVP → Adv Adv

Adv → very

Adv → hard

Advp → She worked very hard.

PP → P N P

P → over

NP → the bar

PP → over the bar

S → The ball went over the bar.

VP → V PP

V → Shade walked

PP → in the night alone.

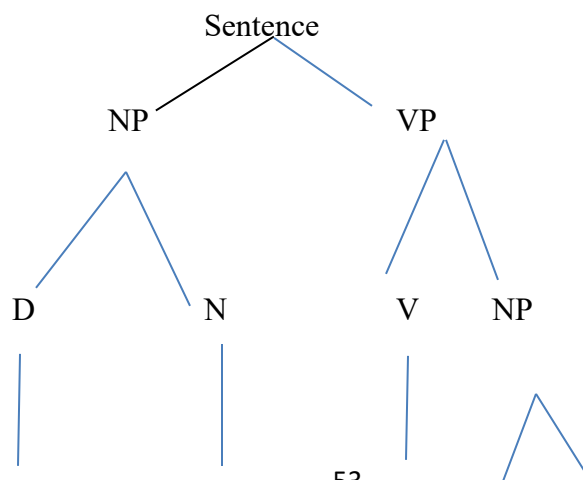
In phrase structure grammar, the instruction formulas are known as Rewrite Rules. These rules are given by Chomsky 1957 in Syntactic Structures as;

1. Sentence = NP + VP, this means rewrite a sentence as NP (Noun Phrase) + VP (Verb Phrase) or simply the constituents of a sentence are a Noun Phrase and a Verb Phrase. Example;

The woman ate the apple.

2. NP = T + N, this means rewrite NP as T and N where T means a determinant such as 'a' or 'the' and N means a noun.

3. VP = Verb + NP, in a sentence such as; The woman ate the apple. T = the, N = woman, V = ate, NP = the apple. The constituent structure of this sentence can also be shown in what is known as tree diagram or a phrase marker.



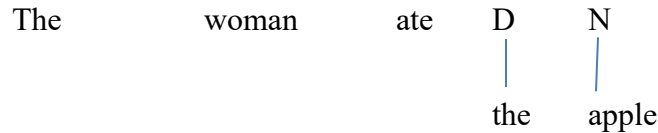


Figure 2.2.3.1. Tree diagram showing sentence structure.

Source: Key Concepts in Chomskyan Grammar by M.T. Lamidi.

The contribution of Noam Chomsky’s theory provides a framework for understanding the underlying logic and rules of complex systems such as cooking and language.

This theory is relevance because it allows for generations of new, meaningful combinations of sentences, offering insights into their structure and evolution⁶².

2.3 Review of Empirical Studies

This study builds upon prior research conducted by a scholar who investigated the enhancement of achievement in English Grammar among Senior Secondary Students through teacher-student interaction, lesson delivery, and job satisfaction in Ibadan, Nigeria. The researcher asserted that language follows specific rules and is used holistically, implying that poor mastery of grammar can manifest across various aspects of language use. Essential components such as essay and summary writing, lexis and structure, and answers to comprehension questions are significantly influenced by grammar. This importance is evident in the question pattern of the West African Examinations Council (WAEC) English Language examination, where grammar knowledge is integrated into both papers 1 and 2. For instance, paper one assesses candidates on letter/essay writing, comprehension, and summary, with grammar constituting a substantial portion of the marks allocated to the expression and mechanical accuracy section, amounting to 30 out of the 50 marks available. Every correct answer given is first checked to ascertain whether it is grammatical before it is awarded full marks; if not, half a mark is deducted for each grammatical error committed for each answer

(WAEC, 2012). Also, Paper 2, which is the objective test usually, tests candidates' knowledge of lexis and structure (grammar), and structure is favored to the detriment of lexis (vocabulary) with a ratio of 45:55. All the indices show that prominence is given to grammar even by the WAEC⁶³.

A study examined the influence of school factors on students' academic achievement, particularly in the domain of Chemistry education. In the cross-sectional survey conducted in Sagamu Local Government Area of Ogun State, Nigeria, the aim was to determine how school factors influence senior secondary school students' achievement in chemistry. The study, encompassing 200 students from five randomly selected secondary schools, employed a survey design to systematically explore the relationship between various school factors and students' academic performance. The findings from the study shed light on the significant impact of school factors on students' achievement in chemistry. Through the analysis of three key factors—science library facilities, instructional materials, and laboratory adequacy—the study revealed compelling evidence supporting the hypothesis that these factors play a crucial role in shaping students' performance outcomes. The results demonstrated that students exposed to well-equipped science libraries, up-to-date instructional materials, and adequate laboratory facilities exhibited significantly better performance in chemistry compared to their counterparts lacking access to these resources. This underscores the importance of an enriched learning environment in facilitating students' understanding and retention of chemistry concepts. Furthermore, the study's results resonate with previous research, aligning with the findings of various scholars in its emphasis of the transformative impact of practical, interactive learning experiences facilitated by functional laboratory resources. By maximising interactivity and engaging students as active thinkers rather than passive observers, laboratory practical applications contribute to the

construction of meaningful learning processes. Moreover, the findings underscore the concerns raised by curriculum experts regarding the potential challenges posed by inadequate school facilities, such as laboratory resources and science libraries, in implementing new chemistry curricula effectively⁶⁴.

The study conducted in the Isolo Local Government Area of Lagos State delves into the influence of home factors on the academic performance of pupils. It identifies parental socio-economic status, parental level of education, parental motivation, parental income, and stability at home as potential factors impacting children's academic achievement at the primary school level. Despite the recognition of these factors, the study ultimately concludes that there is no significant relationship between the home environment and pupils' academic performance in the Isolo local government area of Lagos State. The findings of the study contribute to the ongoing discourse on the role of the home environment in shaping students' academic outcomes.

Previous research has extensively explored the link between parental socio-economic status and academic achievement. Studies have consistently shown that children from higher socio-economic backgrounds tend to perform better academically, benefiting from access to resources, educational opportunities, and supportive home environments. This aligns with the observation in the current study that parents in higher income brackets and with stable occupations, such as salary earners and businessmen, are more likely to provide adequate support for their children's education. Similarly, parental involvement and support have been identified as crucial determinants of students' academic success. Research suggests that parental engagement in children's learning activities, such as monitoring homework completion, attending school events, and fostering a positive attitude towards education, positively influences academic outcomes⁸². The study's emphasis on the regular payment of school fees and dues as indicative of

parental support underscores the importance of financial contributions to students' educational attainment. Moreover, the study recognizes the significance of stability within the home environment in facilitating academic achievement.

A stable and supportive parental school involvement affects academic achievement of students, identify how patterns and amounts of involvement vary across economic and environmental contexts and across developmental levels⁸³. Home environment, characterized by consistent routines, emotional security, and harmonious family relationships, has been linked to better academic performance and socio-emotional well-being among children. Conversely, disruptions or challenges within the home environment, such as financial strain or family conflict, can negatively impact students' academic engagement and outcomes. However, the study's conclusion that there is no significant relationship between home factors and pupils' academic performance raises important questions and warrants further exploration. While the findings may diverge from some prior research indicating a strong association between home environment and academic achievement, they highlight the complex interplay of multiple factors influencing students' educational outcomes. Future research could benefit from employing more nuanced methodologies and exploring additional dimensions of the home environment, such as parental aspirations, cultural values, and home literacy practices, to gain a comprehensive understanding of their impact on students' academic success. The education level that the family possesses can have an impact on students' way of thinking, viewpoints, belief and in their academic achievement⁶⁵.

The impact of home and school environments on students' academic performance has been a topic of interest for researchers worldwide. In a study conducted in Ikere Local Government Area of Ekiti State, Nigeria, researchers examined this very phenomenon using a

descriptive survey method. This research design allowed for a comprehensive exploration of the relationship between home and school environments and students' academic achievement. The population consisted of public secondary school students in the area, and a simple random sampling technique was employed to select 100 respondents from five selected secondary schools. To investigate this relationship further, three research hypotheses were formulated, aiming to uncover the extent to which home and school environments influence students' academic performance. A well-structured questionnaire served as the primary tool for data collection, ensuring that relevant information was gathered from the respondents. This instrument was subjected to validation and reliability tests to ensure its effectiveness in capturing the intended data accurately. The reliability test, using the re-test method, yielded a high correlation coefficient of $r = 0.86$, indicating a robust and dependable instrument for data collection. Upon administering the questionnaire and collecting the data, researchers employed Chi-square (X^2) statistical analysis to test the null hypotheses at a significance level of 0.05. This statistical method allowed researchers to assess the significance of the relationship between home and school environments and students' academic performance, providing valuable insights into the factors influencing academic achievement in the study area. Previous empirical research in this area has demonstrated various factors within both home and school environments that can significantly impact students' academic performance. Studies have highlighted the importance of parental involvement, socioeconomic status, the quality of learning resources at home, and the school's infrastructure and teaching quality. Positive home environments characterized by parental support, encouragement, and a conducive study atmosphere have been associated with higher academic achievement among students. Similarly, schools that provide adequate resources, supportive teachers, and a conducive learning environment tend to foster better academic

outcomes for students. Meanwhile, challenges such as socioeconomic disparities, inadequate educational resources, and ineffective teaching methods can hinder students' academic progress. Research suggests that addressing these challenges through targeted interventions aimed at improving both home and school environments can lead to enhanced academic achievement among students⁶⁶.

A recent study conducted in Kuala Terengganu, Malaysia, seeks to dissect the influence of school facilities, teachers, and the overall environment on secondary school students' academic achievements. Employing a descriptive survey research design, the study collected data from 377 respondents across four selected secondary schools within Kuala Terengganu, utilising a self-administered questionnaire. The research methodology employed stratified random sampling to ensure a representative sample. The findings of the study, encapsulated in demographic information, descriptive analysis, and inferential analysis, underlines the significant correlation between the quality of school resources and students' academic performance. Specifically, students enrolled in institutions boasting adequate facilities, competent teachers, and conducive environments tend to exhibit superior academic outcomes compared to their counterparts in less-equipped schools with underqualified instructors and less supportive surroundings. These results lend credence to the pivotal role of the school environment in shaping students' educational trajectories. This empirical evidence reaffirms the importance of investing in school infrastructure, staffing, and environmental enhancements to optimise students' academic achievements. Moreover, the study's conclusions provide actionable insights for various stakeholders, including parents, teachers, policymakers, and educational administrators⁶⁷.

Another recent study delves into the intricate relationship between home factors and the academic performance of female students within the Dome cluster of schools. Employing a descriptive survey methodology, the research aims to shed light on to delve deeper into these dynamics, a descriptive case study design was employed, focusing on the home characteristics and their effects on academic results. This approach aimed to provide a nuanced understanding of the natural phenomena observed within the Dome cluster of schools, aligning with the study's overarching goal. The population under scrutiny comprised female students from all Junior High Schools in the Ga East Municipality of the Greater Accra Region, totaling 501 individuals. From this accessible population, a sample of 197 female students was selected using a multistage sampling technique, combining stratified and basic random sampling approaches. The multistage sampling technique ensured that students from each stratum had an equal probability of inclusion in the study, facilitating a representative sample for analysis. By stratifying the sample across different Junior High School levels (JHS 1, JHS 2, and JHS 3), the research effectively captured the diversity within the student population. This methodological rigor strengthens the study's validity and enhances the generalisability of its findings, providing valuable insights into the complex interplay between home environment factors and academic performance among female student. Findings from the data collection revealed several key aspects of the home environment's influence on the academic performance of female students. It was observed that girl children within the Dome cluster of schools are often engaged in various household chores, including fetching water, income-generating activities, and caring for siblings. Despite these responsibilities, parents in the Dome cluster were found to be of high socioeconomic status and actively involved in their children's academic pursuits. Notably, the study highlighted a positive correlation between a girl's academic performance and her access to educational resources,

parental involvement in school events, and the family's socioeconomic level. However, it was also noted that excessive involvement in home activities negatively impacted academic achievement⁶⁸.

The classroom teacher is one of the main determinants of educational achievements, whose academic qualifications, relevant professional training, working experience, instructional delivery techniques, mastery of the subject matter and the likes are most significant determinants of effective teaching. A researcher equally encapsulates the importance of the teacher towards ensuring the academic achievement of students by stating that they perform the responsibilities of converting educational policies, contents of curricula, instructional materials and students' learning outcome assessments⁶⁹. Thus, it is evident that teachers play pivotal roles in the teaching and learning process and their qualifications, training, experience and motivation contribute to making them one of the primary determinants of students' academic and lifetime achievements.

English language teachers most especially have a lot of responsibilities and challenges as they are at the fore front of inculcating in learners' permanent literacy in English and help them to lay a solid foundation for academic success at higher education level. Therefore, the teacher factors indeed need to be continuously researched to maximize teacher's productivity so as to ensure students' improvement in their performance. Many factors have been seen to be affecting English language teachers and consequently lead to low/high achievement of students, but this study observed three out of the factors as affecting English language teachers' outputs and consequently leading to students' achievements; whether low or high in English grammar. These factors include teachers' job satisfaction, lesson delivery and relationship with students⁷⁰.

A researcher also carried out research on constraints of English language teaching and learning in Benue State secondary schools. The study specifically aimed to investigate the actual

constraints of teaching and learning of English in secondary schools in order to proffer solutions. Survey research design was adopted for this work. The study involved one hundred and ten (110) teachers of English who attended a re-training of secondary school teachers' workshop in Benue State. The teachers were among other teachers who participated in the workshop from the three political zones of Benue State. They were asked to write at least five (5) problems of teaching and learning of English they have encountered in the course of teaching the subject. More than thirty responses were selected and these were grouped into two:

- (i) Teachers and school related problems and
- (ii) Students related problems.

They were also asked to suggest five solutions to problems. It was found out that ignorance or/ineffective method of teaching, lack of instructional material. Too much work-load, lack of experience teachers and large class, imposition of text books on teachers and students, unplanned time-table, constant change of syllabus, lack of facilities, teachers' low morale, among other student-related problems are the constraints to English Language teaching and learning in Benue State⁷¹. Another researcher conducted a study on Factors Militating against the High Academic Performance of Students in the English Language in Some Secondary Schools in Ife Central Local Government. The objective of the study was to determine the role of parents, education stake holders and students toward the poor attitude of students in this language. The study which adopted the qualitative research method used content analysis to analyze its data. It was found that those students who fail English Language experience academic disturbances. It was also found that incompetency in the English language undoubtedly affects the expressions of students in this official language in their endeavours.

2.4 Conceptual Model

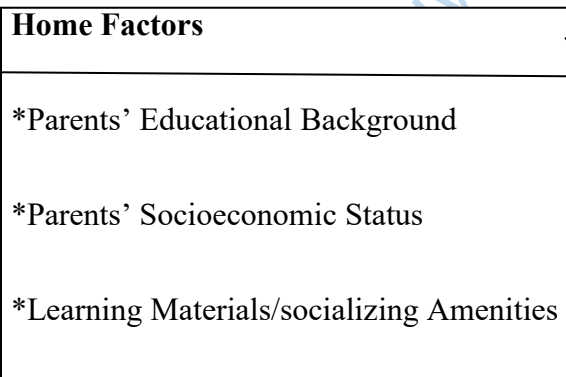
This study is underpinned by the resource Resource-based Theory. This theory was created and the idea of this theory was to explain how a variety of elements, including financial resources, human capital, social capital and cultural capital, interact to affect educational outcomes such as academic achievement. This paradigm can be used to examine how poverty affects a child's growth and educational opportunities. The resource-based theory can be seen as bringing together numerous overlapping theoretical explanations for the connection between poverty and academic outcomes. Material resources are one of the elements taken into account by the resource framework theory, which suggests that underprivileged children struggle academically because their families, communities, and schools do not have financial means to support learning and achievement. In regards to this theory, children from low-income families may struggle academically due to inadequate parental endowment and investment or inadequate human resources at the schools they attend⁷². Again, research on social capital theory suggests that children and parents of low-income families may lack the networks and ties that foster positive social behavior, which is crucial for motivating kids to succeed academically. Regarding cultural capital, it is stated that children from historically underprivileged groups struggle academically because their homes lack the cultural context necessary for them to interact with their peers in the classroom⁷³.

2.4.1 Conceptual Model

The conceptual model in figure 1 shows the influence of home factors on academic achievement and figure 2 shows influence of school factors on academic achievement of students. The independent variables are parents' educational background, parents' socioeconomic status, influence of learning materials/socializing amenities, school location, availability of instructional materials, teachers' method of teaching, and peer pressure. The dependent variable is the

students' academic achievement. The conceptual model suggests that with proper conducive environment both home and school, the learners will have a high academic achievement.

Independent Variables

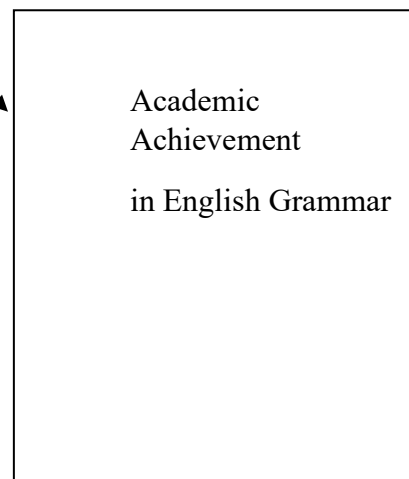


School Factors

*School Location

64

Dependent Variable



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*Availability of Instructional Materials _____ H₀₂

*Teachers' Method of Teaching

*Peer Pressure

Figure 2.4.1 Conceptual Model of vii, and xii showing the independent variables and dependent variable.

Source: Field Survey, 2024

2.4.2 Home Factors as Determinants of Secondary School Students' Academic Achievement in English Grammar

Home factors refer to the element of a person's domestic life that influence their quality life. This includes all the materials and human resources that are present in the home and have an impact on the students' academic achievement.

2.4.3. Parents' Educational Background as Determinants of Secondary School Students' Academic Achievement in English Grammar

Education of parents and students tends to be linked to learning ability inherited by students and this affect how they cooperate with their wards around learning activities at home explains the relationship between parents' educational attainment and their children's academic achievement. High-educated parents ensure that their wards have access to many educational opportunities in their environment⁷⁴. The educational attainment of parents' students is significantly influenced by their own levels of education. Parents' educational backgrounds are crucial in the academic process of students in order to attain academic excellence. A person's educational background means the type of education such a person had, depending on the

atmosphere and geographic area, it may have been western or religious. Researchers support the claim that students who have parents who had some education are likely to perform better academically. Furthermore, parental education level affects students' motivation and performance because educated parents respect education and are more likely to urge their wards to appreciate and actively participate in acquiring it. Some students perform worse in school as a result of their parents' illiteracy which cannot foster their wards learning-friendly environment. However, there are many students from high socio-economic and intact households who performed poorly and many students from low socio-economic and single-parent homes who performed well. Students may also come from well-educated homes where parents are actively interested in their wards' academic achievement, yet they nevertheless perform poorly in school⁷⁵.

Overall, students from influential parents with greater educational backgrounds perform better in academic system than students from parents with lesser educational status. In addition, educated parents create conducive learning environment at home for their children and also act as role model, choose the educational resources that are available at home and cultivate specific attitudes and beliefs in their wards toward learning. This shows that children of educated parents have a better level of education and satisfaction.

2.4.4 Socioeconomic Status as Determinants of Secondary School Students' Academic Achievement in English Grammar

Economic status has been implicated in numerous researches as one of the top indicators of the academic success of students. Child academic achievement is directly influenced by the financial situation of the parents. The financial status of parents may have a various effect on students' academic results. For instance, parents with high socioeconomic status can give their

wards the financial support and home resources for their learning, and they are more likely to create an environment in the home that is more stimulating to foster cognitive growth⁷⁶.

2.4.5 Learning Materials/socializing Amenities as Determinants of Secondary School Students' Academic Achievement in English Grammar

The availabilities of facilities at home encourage or discourage students from engaging in educational activities at home. A child spends five to six hours each day excluding Saturdays and Sundays in school, the remaining time is being spent at home and it must be used effectively which is why class preparation and constant practice at home is essential. The provision of an educational environment at home, which has a substantial impact on students' academic achievement, constitutes the right use of a child's time at home⁷⁷.

2.4.6 School Factors as Determinants of Secondary School Students' Academic Achievement in English Grammar

A school is an institution dedicated to providing instruction, particularly to individuals below college age or those seeking to acquire specific skills or knowledge in a particular field. It serves as an educational establishment with designated spaces and environments where teachers impart knowledge to students. The instructional areas cover a wide range, including arts, sciences, social and applied sciences, fine arts, music, history, English grammar, languages, and literature. Within the school premises, various facilities such as classrooms, lecture theatres, offices, libraries, laboratories, and other amenities contribute to the seamless conduct of educational activities. Schools can be publicly owned and administered by the government,

voluntary organizations, or private individuals, and they may operate at the primary, secondary, or tertiary levels⁷⁸.

2.4.7 School Location as Determinants of Secondary School Students' Academic Achievement in English Grammar

The concept of school location refers to the specific community or area where a school is situated, encompassing various factors such as villages, hamlets, or rural environments. This location serves as a crucial thread linking numerous activities within the school, including the physical infrastructure, surrounding grounds, environmental elements like noise, temperature, and lighting, as well as material and human resources that collectively create a conducive learning environment. The influence of school location on students' academic achievement, particularly in English grammar, is noteworthy. The immediate surroundings significantly contribute to a child's socialization, and the geographical setting of a school can impact students' performance in English grammar. Rural schools, in particular, face distinct challenges, including environmental noise causing distractions during language instruction, shortages of teachers, insufficient instructional materials, and limitations in time allocated to the subject and the overall number of teaching days. These factors underscore the importance of considering the location's impact on academic outcomes in the context of English grammar⁷⁹.

2.4.8 Availability of Instructional Materials as Determinants of Secondary School Students' Academic Achievement in English Grammar

In the realm of educational influences on students' achievements, instructional materials emerge as a pivotal school factor. These materials encompass a diverse array of resources, both animate and inanimate, involving human and non-human elements, strategically employed by teachers in various teaching and learning scenarios to enhance educational attainment. Within

this scope, instructional materials encompass a broad spectrum, ranging from students' contributions to the learning environment, such as projects, to traditional tools like textbooks, and extend to encompass homework assignments and other study resources. The careful and deliberate selection, modification, and effective utilization of these instructional materials play a crucial role in fostering students' engagement and facilitating optimal learning outcomes. This acknowledgment of the significance of instructional materials lays the groundwork for exploring their impact on students' achievements within the context of educational practices⁸⁰. In other words, instructional materials are the content or information conveyed within a course. These include the lectures, readings, textbooks, multimedia components, and other resources in a course. In the realm of educational influences on students' achievements, instructional materials emerge as a pivotal school factor.

2.4.9 Teachers' Method of Teaching and Secondary School Students' Academic Achievement in English Grammar

The method employed by teachers in facilitating student learning, commonly referred to as teachers' methods of teaching, encompasses the principles and strategies influenced both by the subject matter being taught and the characteristics of the learners. The materials encompass a diverse array of resources, both animate and inanimate, involving human and non-human elements, strategically employed by teachers in various teaching and learning scenarios to enhance educational attainment. Within this scope, instructional materials encompass a broad spectrum, ranging from students' contributions to the learning environment, such as projects, to

traditional tools like textbooks, and extend to encompass homework assignments and other study resources. The careful and deliberate selection, modification, and effective utilization of these instructional materials play a crucial role in fostering students' engagement and facilitating optimal learning outcomes. This acknowledgment of the significance of instructional materials lays the groundwork for exploring their impact on students' achievements within the context of educational practices⁸¹.

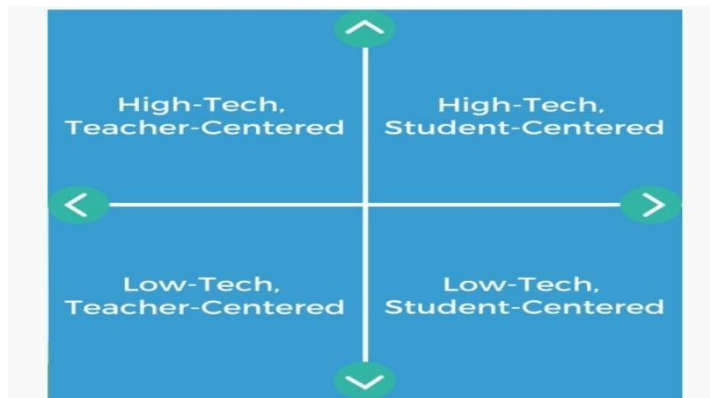


Diagram showing Teaching Methods

Source: Teach.com

2.4.10 Peer Pressure as Determinants of Secondary School Students' Academic Achievement in English Grammar

Adolescents are particularly vulnerable to pressure because they are at a stage of development when they are separating more from their parents' influence, but have not yet established their own values or understanding about human relationship or the consequences of their behaviour. Peer pressure often seems to have various effects toward the students' academic performance in school it is how their peers affect them whether in a positive or negative way.

2.5 Summary of Gap in Literature Reviewed

The literature review above provides a comprehensive exploration of various factors influencing students' academic achievement, including parents' educational backgrounds, socioeconomic status, availability of learning materials, school location, instructional materials, teachers' methods of teaching, and peer pressure. However, certain research gaps can be identified that merit further investigation. Firstly, while the review emphasizes the influence of parents' educational backgrounds on students' academic achievement, it lacks a deeper exploration of the specific mechanisms through which parental involvement and educational background contribute to academic outcomes. Understanding the nuances of parental engagement, such as the nature of support provided or specific educational practices at home, could offer valuable insights into effective strategies for promoting secondary school students' achievement in English grammar.

Secondly, in discussing the impact of socioeconomic status on secondary school students' academic achievement, the review acknowledges the role of financial support and stimulating home environments. However, it does not thoroughly investigate potential interventions or policy measures that can mitigate the impact of economic disparities on academic outcomes. Exploring strategies to address educational inequalities arising from socioeconomic factors could enhance the practical implications of the findings. Moreover, the review highlights the importance of instructional materials, both at home and in schools, but does not delve into the specific characteristics or types of instructional materials that prove most effective. Investigating the qualities of instructional materials that have a significant impact on secondary school students' achievement in English grammar, could guide educators in optimizing the selection and use of these resources.

Additionally, in the section on school location, the review presents conflicting findings regarding the influence of rural and urban settings on students' academic performance. A more nuanced exploration of contextual factors, cultural influences, and regional variations that may contribute to these differences could enhance the understanding of the relationship between school location and academic achievement. Lastly, while the review touches upon the role of peer pressure in academic achievement, it primarily focuses on negative aspects and lacks an in-depth analysis of positive peer influences. Investigating the multifaceted nature of peer relationships, including both positive and negative aspects, could provide a more comprehensive understanding of how peer interactions shape academic outcomes. Overall, addressing these research gaps through further empirical studies and in-depth investigations could contribute to a more nuanced understanding of the complex interplay between various factors and secondary school students' academic achievement in English grammar.

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Chapter Three

Methodology

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample and Sampling Techniques
- 3.4 Description of the Research Instruments
- 3.5 Validity of Research Instrument
- 3.6 Reliability of the Research Instrument
- 3.7 Method of Data Collection
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Endnotes

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Chapter Three

Methodology

This chapter contains the methods and techniques that were used in this study. Specifically, it presents the research design, the population of the study, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, methods of data collection and methods of data analysis.

3.1 Research Design

The descriptive survey research design was used to carry out this study. The research collected data from representative samples of the population of the study and the items of the questionnaire were then generalised on the population. This design was considered appropriate for the study because the research was concerned with the collection of data for the purpose of accurate description and interpretation of data without any manipulation of variable.

3.2 Population of the Study

The population for the study was made up of all the Secondary School II Students (SS2) in Ibadan North-west LGA, Oyo State. Ibadan North West Local Government comprises of 13 public schools. The statistics of the number of Secondary Schools in the Local Government is displayed in Table 3.2,1 below:

Table 3.2.1 Population of Public Secondary Schools in Ibadan North West LGA, Oyo State

S/N	Public Secondary Schools in Ibadan North West Local Government	Population of Students in SS2 classes in the Schools
1.	Army Barracks Grammar School, Leutmack Barrack, Eleyele, Ibadan.	102
2.	Army Day High School, Leutmack Barrack Eleyele, Ibadan.	177
3.	Ansar-un-Deen High School, Sango Eleyele Road, Ibadan.	308
4.	Anwarul-Islam Grammar School, Eleyele, Ibadan.	167
5.	Community High School, Adamasingba, Ibadan.	127
6.	Community Secondary School, Olopomewa, Eleyele.	90
7.	Eleyele High School, Polo Area, Eleyele, Ibadan.	129
8.	Eleyele Secondary School, Fan milk Area, Eleyele, Ibadan.	140
9.	Jericho High School, Jericho, Ibadan.	130
10.	Oba Abass Aleshinloye Grammar School, Benjamin Eleyele, Ibadan.	205
11.	Onireke High School, Onireke, Ibadan.	114
12.	Sacred Heart Secondary School, Ode-Olo, Ibadan.	135
13.	Urban Day Secondary School, Jericho, Ibadan.	94
Grand Total		1,918

Source: Administrative Offices, Vice-Principals Academics of Schools in Ibadan North-West Local Government, Oyo State, April/May 2024.

Since the target of this research is only SS2 students, their population according to Ibadan North-West Local Government of Oyo State is displayed in table 3.2.2 below:

Table 3.2.2: Population showing name and number of sampled schools and sampled students in SS2 classes

S/N	Name and Number of sampled Schools	Number of sampled students
1.	Anwarul-Islam Grammar School, Eleyele, Ibadan.	54
2.	Eleyele Secondary School, Fan milk Area, Eleyele, Ibadan.	61
3.	Jericho High School, Jericho, Ibadan.	45
4.	Oba Abass Aleshinloye Grammar School, Benjamin Eleyele, Ibadan.	42
5.	Urban Day Secondary School, Jericho, Ibadan.	48
Grand Total		250

Source: Field Survey by the Researcher, 2024

3.3 Sample and Sampling Techniques

The activities for this research covered Ibadan North West Local Government area, Oyo State. There are thirteen (13) Public Secondary Schools in the Local Government. However, only 5 schools were randomly selected out of the 13 schools and served as the sample for this study. Simple random sampling using the hat and draw technique was used to select 5 schools out of 13 schools in Ibadan North West Local Government and the questionnaires were administered directly to the respondents. This was to ensure a good mix and intact representation of the population of the study.

3.4 Description of the Research Instrument

The instrument for the study was a self-designed questionnaire titled Home and School Factors as Determinants of Secondary School Students' Academic Achievement in English Grammar Questionnaire.

The following instrument shall be used to collect data in respect of this research.

- i. Home Factors Questionnaire (HFQ)
- ii. School Factors Questionnaire (SFQ)
- iii. Students' Grammatical Accuracy Test (SGAT)
- iv. Nominalisation Test (NT)
- v. Present Simple Tense (PST)
- vi. Subject – Verb Agreement (Concord) Test (SVAT)
- vii. Present Continuous Tense Test (PCT)
- viii. Demonstrative Pronouns (use of this, these, that or those) Test (DPT)
- ix. Relative Pronouns Test (RPT)
- x. Continuous Aspect Marker Test (CAMT)
- xi. Active Sentences Test (AST)
- xii. Passive Sentences Test (PST)
- xiii. Compound and Complex Sentences (CCS)
- xiv. Phrasal Verbs Test (PVT)
- xv. Semantic Accuracy Test (SAT)

3.4.1 Home Factors Questionnaire (HFQ)

The respondents were asked to fill questions in respect their parent educational background, socio-economic status and availability of learning amenities at home by ticking the appropriate box with strongly agree, agree, disagree or strongly disagree.

3.4.2 School Factors Questionnaire (SFQ)

The respondents were asked to fill questions in respect of school factors such as availability of instructional materials, teachers' method of teaching, school location and peer pressure by ticking the appropriate box with always, seldom, rarely, never, strongly agree, agree, disagree and strongly disagree.

3.4.3 Students' Grammatical Accuracy Test (SGAT)

The respondents were asked to fill in their demographic details and choose appropriately from options A-C the right forms of the verb of the given sentences.

3.4.4 Nominalisation Test (NT)

Nominalization is the formation of nouns from either adjectives or verbs. This test is carried out to determine the knowledge of the respondents in nominalizing adjectives from nouns and verbs, identify its root word and its part of speech. This research will use the modified version of the questions set under the extract used for the research.

3.4.5 Present Simple Tense (PST)

This test is carried out by using the normal present simple tense of sentences. The respondents are to underline the appropriate present simple tense. It is meant to determine the extent to which respondents can use grammar. This research will use the modified version of the questions set under the extract used for the research.

3.4.6 **Subject – Verb Agreement (Concord) Test (SVAT)**

One of the most common errors in sentence construction is the failure of the subject (noun or pronoun) to agree with the predicate verb. In order to have good grammatical relations between the parts of a sentence, the subject must agree with the verb in number and person. This means that if the subject of the sentence is singular, the verb must take a form that agrees with it, and if the subject is plural, the verb must also be plural.

3.4.7 **Present Continuous and Aspect Tense Marker Test (PCATMT)**

‘ing’ form of the verb is used in a continuous or present progressive tense in a sentence.

3.4.8 **Demonstrative and Relative Pronouns (use of this, these, that or those) Test (DRPT)**

A demonstrative pronoun is one that points to some noun or some fact that already been mentioned or which the speaker has in mind and to which he wishes to draw attention. Examples are; this, that, these, those, such. A relative pronoun in order word introduces a subordinate clause and refers to an antecedent, that is, when pronoun replace a noun in a sentence. Relative pronouns are places close to the words to which they relate. Function: They take the place of a noun and also join two parts of a sentence together. Examples “Who” “Whose” and “Whom” are principally used for human beings. “Which” and “that” are used to describe inanimate objects and animals. However, “that” can also be used for a person.

3.4.9 **Active and Passive Sentences Test (APST)**

A transitive verb has two forms, the active and the passive. In the active form, the person or thing denoted by the subject is said to do something to something else as: the farmer cleared the bush while, in the passive form, a sentence is changed from the active voice to the passive

voice when we want to stress the action rather than the subject such as; Active: Chika broke the cup, Passive: The cup was broken by Chika.

3.4.10 Compound and Complex Sentences (CCS)

A compound sentence is made up of two simple sentences joined by a coordinating conjunction e.g., the farmer cleared the bush **and** burnt the refuse. While a complex sentence consists of a main clause which contains the finite verb and one or more subordinate clauses. E.g. (a) The journey became boring (b) we had travelled for a long time. Is re-written with a coordinator 'after' as thus; The journey became boring **after** we had travelled for a long time.

3.4.11 Phrasal Verbs Test (PVT)

A verb becomes a phrasal verb when it takes on a particle and its meaning changes. When the particles increase to two, the meaning of the phrasal verb further changes. Idiomatic English consists in a large part in the appropriate use of such expressions also known as phrasal verbs. The meanings of phrasal verbs are very often not literal. This means that you cannot always get the meaning of the expression by looking at its parts. E. g. "Go" as a verb to be in motion. **Go on with** means proceed with a task. **Gave up** smoking means stopped smoking.

3.4.12 Semantic Accuracy Test (SAT)

Spare is the second object of the same kind that is kept for possible use. **Extra** means additional object or more than what is required. **Offhand** means at once without time to consider. **Hungry** is an adjective, while hunger is a noun e.g., feeling hunger is incorrect. **Examples** are not laid but set by senior or elderly person, hence, lay example is incorrect⁵.

3.4.13 Table of Specification

Topic	Bloom's Taxonomy Level	Cognitive Process	Percentage Total	
Students' Grammatical Accuracy Test (SGAT)	Knowledge	Remember	5%	30%
Nominalisation Test (NT)	Knowledge	Remember	5%	
Present Simple Tense Test (PSST)	Knowledge	Remember	5%	
Subject – Verb Agreement (Concord) Test (SVAT)	Comprehension	Understand	5%	30%
Present Continuous Tense (PCT)	Comprehension	Understand	5%	
Demonstrative Pronouns Test (DPT)	Comprehension	Understand	5%	
Use of Relative Pronouns Test (RPT)	Application	Apply	5%	40%
Compound and Complex Sentence Test (CCST)	Application	Apply	5%	
Active and Passive Sentences Test (APST)	Application	Apply	5%	
Semantic Accuracy Test (SAT)	Application	Apply	5%	

The specification table above outlines tests administered to assess students' English grammar proficiency, categorised according to Bloom's Taxonomy levels educational objective. The assessments cover a range of grammatical concepts and require different cognitive skills. Specifically, 30% of the topics focus on tests targeting the knowledge level, including the Students' Grammatical Accuracy Test (SGAT), Nominalisation Test (NT), and Present Simple Tense Test (PSST), each contributing 5%. In sum, 30% is earned at the comprehension level, for the Subject – Verb subject-agreement test (SVAT), Present Continuous and Aspect Marker Tense Test (PCATMT), and Demonstrative and Relative Pronouns Test (DRPT), each comprising 5% of the total assessment. Finally, 40% of the assessment evaluates application-level skills through tests like, Active and Passive Sentences Test (APST), and Semantic Accuracy Test (SAT), with each contributing 5%. This breakdown provides a comprehensive

overview of the assessment structure and the emphasis placed on different aspects of the behavioural objectives in evaluating students' grammar proficiency.

3.5 Validity of Research Instruments

The instrument's validity was rigorously established through both face and content validity assessments conducted by professionals specialising in the field of test and measurement. These experts thoroughly evaluated the questionnaire to ensure that its items effectively measure the intended constructs.

3.6 Reliability of Research Instrument

The instrument's reliability was established through test and re-test of scores using the same method under the same circumstances conducted by professionals specializing in the field of test and measurement in which a pilot testing phase was implemented to affirm the reliability and validity coefficients of the instrument. During this phase, the Cronbach's Alpha coefficient was employed to assess the internal consistency and reliability of the questionnaire of .0886 and $K_{20} = .0881$ respectively.

3.7 Method of Data Collection

The researcher collected letter of introduction to carry out research activities from the department of Arts and Social Science Education in the Faculty of Education, Lead City Ibadan to the sampled schools, and identity card of the researcher was also used for identification by the

various schools in Ibadan North-west LGA, Oyo State. Questionnaire was used as data-gathering tool for the study. Respondents were required to indicate their feedback by checking the box next to the answers they believed was best. The students' questionnaire has 40 structured items which have four sections, A, B, C, and D. Section A was designed to collect demographic details of students. Section B collected information on parents' educational background, parent socio economic status and learning amenities at home which was aimed at answering research question 1. Section C was designed to collect data from students on school factors such as school location, availability of instructional materials, teachers' method of teaching and peer pressure for answering research question 2. Section D was also designed to collect demographic details of students, and test students' grammatical accuracy in English grammar. Each questionnaire was retrieved from the respondents after the administration by the researcher and help of some teachers designated by the vice-principals.

3.8 Method of Data Analysis

Data collected were analysed using descriptive and inferential statistics. Specifically, descriptive statistics of frequency count, simple percentage, mean, and standard deviation was used to analyse the research questions. Inferential statistics of Multiple Regression was used to test the hypotheses at 0.05 level of significance.

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Chapter Four

Results and Discussion of Findings

This chapter contains the results and discussion of findings. Specifically, it presents the demographic data analysis of schools chosen for this study, the local government area of the school, residential area of schools, age range of respondents, students' scores and their grade, descriptive summary of students' performance, availability of learning materials in the home as one of the perceived factors of secondary school students academic achievement, table showing parental socioeconomic status, their educational background, availability of instructional materials in school, teachers' method of teaching and peer pressure as factors determinants of students' academic achievement and finally, the results to the hypotheses and discussion of findings of the study.

4.1 Demographic Data Analysis

Table 4.1: Gender Distribution of Secondary School Students (N =250)

Gender	Frequency	Percentages
Female	148	59.2%
Male	102	40.8%
Total	250	100%

Source: Field Survey, 2024

Table 4.1 above shows an insight of gender distribution of the respondents in the study. A total 148 (59.2%) respondents are female while 102 were male which constitute (40.8%) of the students in secondary school in Ibadan North West LGA, Oyo State, Nigeria. This indicated that the female respondents are more than the male counterpart.

Table 4.2: Age Range Distributions of Secondary School Students (N =250)

Age Range Distributions	Frequency	Percentage (%)
Below 15 years	127	50.8%
15 – 20 years	98	39.2%
Above 20 years	25	10.0%
Total	250	100%

Source: Field Survey, 2024

Table 4.2 provides an insight into the age range distributions of the secondary school students in Ibadan North West LGA, Oyo State, Nigeria. Table 4.8 shows that 127 indicating 50.8% are below 15 years. In addition, 98 respondents constituting 32.2% of the total samples are between 15 - 20 years of age, 25 respondents constituting 10.0% are above 20 years of age.

Table 4.3: Religion of Secondary School Students (N= 250)

Religion	Frequency	Percentage (%)
Christianity	110	44.0%
Islamic	94	37.6%
African Traditional Religion	40	16.0%
Others	06	02.4%
Total	250	100

Source: Field Survey, 2024

Table 4.3 indicates the religion of the secondary school students in Ibadan North West LGA, Oyo State, Nigeria. The table shows that 110 indicating 44.4% religion of the students in secondary school students in Ibadan North West LGA, Oyo State, Nigeria are Christians, 94 respondents constituting 37.6% of the total of religion of the students in secondary school students are Muslims. 40 respondents constituting 16.0 % of the total sample number of religion of the students in secondary school students are traditional worshippers and 06 respondents make up of 02.4 % of the total samples' number of religion of the students in secondary school students are other religions.

4.2 Presentation of Data

Research Question One: What is the level of academic achievement in English Grammar among secondary school students in Ibadan North West, Oyo state?

Table 4.2.1: **Academic Achievement in English Grammar among Secondary School Science Students (N = 250)**

	Measure	Frequency	Percentage (%)	Mean	Std. dev.
Academic Achievement in English Grammar	Fail (scores of 1 -14)	22	08.8	2,360	1.427
	Fair (scores of 15-19)	52	20.8		
	Good (scores of 20-29)	170	68.0		
	Excellent (scores of 30-40)	06	02.4		
Total		250	100		

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High.

Table 4.2.1 depicts the level of academic achievement of secondary school students in **English Grammar**. A **English Grammar Academic Achievement Test (EGAAT)** consisting of forty (40) multiple choice questions (MCQ) was used to assess or test the students' academic achievement in **English Grammar**. The retrieved **English Grammar** academic achievement test from the students were marked and scored. Scores within the range of 1-14 represented fail, scores within 15-19 represented fair achievement test, scores within 20-29 represented good while scores from 30-40 represented excellent. The table however shows that 22 (08.8%) of the students failed the **English Grammar Academic Achievement Test (EGAAT)**, 52 (20.8%) of the students had fair performance, 170 (68.0%) of the students had good performance while 6 (02.4%) of the students had excellent performance of the test. The mean (standard deviation) for

academic achievement in English Grammar is **2.360 (1.427)**. The table therefore shows that the level of academic achievement of the secondary school students in **English grammar** is very low according to the threshold and as majority of the students (170) with good performance passed the achievement test.

Research Question Two: What is the level of Home Factors of Secondary Schools Students in Ibadan North West, Oyo State, Nigeria?

Table 4.2.4: Availability Level of Learning Amenities at Home (N = 250)

S/N	Items	SA	A	D	SD	Mean \bar{x}	Std.D ev.	Decision
1	Provides sufficient learning materials to improve my studying	68 (27.2%)	66 (26.4%)	51 (20.4%)	65 (26.0%)	2.548	1.596	Moderate
2	Recommended English language textbooks for learning are provided for me	39 (15.6%)	49 (19.6%)	89 (35.6%)	73 (29.0%)	2.176	1.475	Low
3	Support me with sitting furniture at home	67 (26.8%)	88 (35.2%)	59 (23.6%)	36 (14.4%)	2.756	1.660	Moderate
5	Provide Conducive learning environment in the home to aid my academic progress.	61 (24.4%)	80 (32.0%)	51 (20.4%)	58 (23.2%)	2.372	1.540	Low
6	Ventilated and spacious room for reading and learning activities	35 (14.0%)	34 (13.6%)	91 (36.4%)	90 (36.0%)	2.056	1.433	Low

Criterion Mean = 2.500; Weighted Mean = 2.476; S.D = 1.570; Overall Decision - Low

Source: Field Work, 2024

Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (S) = 2, Strongly Disagree () = 1;

Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.2.4 showed the **availability of learning amenities at home** of the students in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of

Strongly Disagree (1) to Strongly Agree (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain the **availability of learning amenities at home** of the students in public secondary schools, Ibadan North West LGA, Oyo State, Nigeria as perceived by the students. Results showed that according to majority of the students, provides sufficient learning materials to improve my studying ($\bar{x} = 2.548$) **which** is at a moderate level, recommended English language textbooks for learning are provided for me teachers ($\bar{x} = 2.176$) **is at a Low level**, support me with sitting furniture at home ($\bar{x} = 2.756$) **is at a moderate level**, e create space for me to attend to my personal study at home ($\bar{x} = 2.948$) **which is at the moderate level**, provide conducive learning environment in the home to aid my academic progress ($\bar{x} = 2.372$) is at “Low Level” and ventilated and spacious room for reading and learning activities ($\bar{x} = 2.056$) **is at “Low level”**. The weighted mean ($\bar{x} = 2.476$) and standard deviation (1.570) clearly indicates that the **availability of learning amenities at home** of the students in public secondary schools, Ibadan Northwest LGA, Oyo State with the above items used is at a “low level” in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria.

Table 4.2.5: Parental Socio-economic Status (N = 250)

S/N	Items	SA	A	D	SD	Mean \bar{x}	Std.De v.	Decision
1	earn higher income to send me to school	39 (15.6%)	46 (18.4%)	80 (32.0%)	85 (34.0%)	2.156	1.468	Low
2	earn high income to send me to school but do not cater for me	30 (12.0%)	63 (25.2%)	74 (29.6%)	83 (33.2%)	2.160	1.469	Low
3	is an average income earner and exposure and this help him to send me to school	53 (21.2%)	37 (14.8%)	76 (30.4%)	84 (33.6%)	2.236	1.495	Low
4	is a low-income earner and still tries to send me to school	89 (35.6%)	95 (38.0%)	37 (14.8%)	29 (11.6%)	2.976	1.725	Moderate
5	is a lower-income earner and still tries to cater for me to send me to school	91 (36.4%)	89 (35.6%)	32 (12.8%)	38 (15.2%)	2.932	1.712	Moderate

Criterion Mean = 2.500; Weighted Mean = 2.492; S.D = 1.574; Overall Decision = Low Level

Source: Field Work, 2024

Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1;
Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.2.5 showed the **status parental socio-economic of secondary school students** in public secondary schools, Ibadan North West LGA, Oyo State, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Strongly Disagree (1) to Strongly Agree (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain the **parental socio-economic status** of the students in public secondary schools, Ibadan North West LGA, Oyo State, Nigeria as perceived by the students. Results showed that according to majority of the students report that their parents earn higher income to send me to school (\bar{x} = 2.156) **which** is at a low level, earn high income to send me to school but not cater for me (\bar{x} = 2.160) **is at a Low level**, is an average income earner and exposure and this help him to send him to school (\bar{x} = 2.236) **is at a low level**, is a low-income

earner and still tries to send me to school ($\bar{x} = 2.976$) **which is at the moderate level**, is a lower-income earner and still tries not cater for me to send me to school ($\bar{x} = 2.932$) is at “moderate Level. The weighted mean ($\bar{x} = 2.492$) and standard deviation (**1.574**) clearly indicates that the **parental socio-economic status** of the students in public secondary schools, Ibadan Northwest LGA, Oyo State with the above items used is at a “low level” in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria.

Table 4.12: Parental Educational Background (N = 250)

S/N	Items	SA	A	D	SD	Mean \bar{x}	Std.Dev.	Decision
1	do take the pain to monitor my academic work whenever I am back from school daily	74 (29.6%)	77 (30.8%)	49 (19.6%)	50 (20.0%)	2.700	1.643	Moderate
2	are actively involved in my academic progress	47 (18.8%)	63 (25.2%)	80 (32.0%)	60 (24.0%)	2.388	1.545	Low
3	engage me in extra moral classes after the school activities	47 (11.6%)	36 (14.4%)	79 (31.6%)	88 (35.2%)	2.168	1.472	Low
4	inculcate effective discipline in my academics	63 (25.2%)	71 (28.4%)	59 (24.4%)	57 (22.8%)	2.560	1.600	Moderate
5	try to correct my grammatical error whenever I make mistake communicating in English	56 (15.2%)	34 (13.6%)	74 (29.6%)	86 (34.4%)	2.240	1.496	Low

Criterion Mean = 2.500; Weighted Mean = 2.411; S.D = 1.551; Overall Decision = Low Level

Source: Field Work, 2024

Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1;
Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.12 showed the status of **parental educational background** of secondary school students in public secondary schools, Ibadan Northwest, Oyo State, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale

of Strongly Disagree (1) to Strongly Agree (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain the status of **parental educational background** of secondary school students in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria. Results showed that according to majority of the students report that their parents do take the pain to monitor my academic work whenever they are back from school daily ($\bar{x} = 2.700$) and inculcate effective discipline in my academics ($\bar{x} = 2.560$) at a “moderate level”. The results further showed that parents are actively involved in my academic progress ($\bar{x} = 2.388$), use engage me in extra moral classes after the school activities ($\bar{x} = 2.168$) and try to correct my grammatical error whenever I make mistake communicating in English ($\bar{x} = 2.240$) are at a “low level”. The weighted mean ($\bar{x} = 2.411$) and standard deviation (**1.551**) clearly indicates that the status of **parental educational background** is at a “low level” to boost teachers’ comfort and academic achievement in English grammar of secondary school students in public secondary schools, Ibadan Northwest, Oyo State, Nigeria.

In answer to research question two, the level of home factors in terms of **availability of learning amenities at home** ($\bar{x} = 2.476$), **parental socio-economic** of the students ($\bar{x} = 2.492$) and **parental educational background** ($\bar{x} = 2.411$) are of “low level ” in public secondary schools in Ibadan Northwest, Oyo State, Nigeria.

Research Question 3: What is the status of school factors of Secondary School in Ibadan North West, Oyo State?

Table 4.4: Availability of Instructional Materials (N = 250)

S/N	Items	Always	Seldom	Rarely	Never	Mean \bar{x}	Std.Dev.	Decision
1	The visual learning media is available for the teachers	38 (15.2%)	36 (14.4%)	79 (31.6%)	97 (38.8%)	2.060	1.436	Very Low
2	Teachers deliver subject matter with English language textbook during teaching and learning process	49 (19.6%)	59 (23.6%)	69 (27.6%)	75 (30.0%)	2.344	1.531	Low
3	The use of interactive learning media	37 (14.8%)	48 (19.2%)	79 (31.6%)	86 (34.4%)	2.144	1.464	Very Low
4	The school equipment is accessible with appropriate facilities	41 (16.4%)	49 (19.6%)	76 (30.4%)	84 (33.6%)	2.188	1.479	Very Low
5	Teacher uses instructional materials to make English grammar real	39 (15.6%)	50 (20.0%)	71 (28.4%)	90 (36.0%)	2.152	1.467	Very Low
6	The school principal prefers to buy football and other athletics facilities rather than English language teaching aids	87 (34.8%)	74 (29.6%)	61 (24.4%)	28 (11.2%)	2.880	1.697	Moderate

Criterion Mean = 2.500; Weighted Mean = 2.295; S.D = 1.512; Overall Decision = Low Level

Source: Field Work, 2024

KEY: Always (A) = 4, Seldom (S) = 3, Rarely (R) = 2, Never (N) = 1; Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.10 showed the **availability of instructional materials** in public secondary schools Ibadan Northwest, Oyo State, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Never (1) to Always (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain **availability of instructional materials** in public secondary schools, Ibadan Northwest, Oyo State, Nigeria as

perceived by the students. Results showed that according to majority of the students report that the visual learning media is available for the teachers ($\bar{x} = 2.644$), teachers deliver subject matter with English language textbook during teaching and learning process ($\bar{x} = 2.556$), the use of interactive learning media ($\bar{x} = 2.512$), the school equipment is accessible with appropriate facilities ($\bar{x} = 2.184$) and teacher uses instructional materials to make English grammar real ($\bar{x} = 2.184$) are at a “low level”. The results further showed that students reported that the school principal prefers to buy football and other athletics facilities rather than English language teaching aids ($\bar{x} = 2.128$) at a “moderate level”. The weighted mean ($\bar{x} = 2.405$) and standard deviation (**1.549**) clearly indicates that **availability of instructional materials** of students in public secondary schools, Ibadan Northwest Oyo State, Nigeria is at a “low level” to boost the academic achievement in English language among secondary school students in public secondary schools in Ibadan Northwest LGA, Oyo State, Nigeria.

Table 4.12: Teachers’ Method of Teaching (N = 250)

S/N	Items	SA	A	D	SD	Mean \bar{x}	Std.D ev.	Decision
1	Teacher-centered approaches are mostly used by the teacher	74 (29.6%)	57 (22.8%)	61 (24.4%)	58 (23.2%)	2.588	1.608	Moderate
2	Gives constant assignment on the topic taught	74 (29.6%)	83 (33.2%)	52 (20.8%)	41 (16.4%)	2.700	1.643	Moderate
3	Student-centered approach is well acceptable in the learning-teaching process	89 (35.6%)	96 (38.4%)	39 (15.6%)	26 (10.4%)	2.992	1.729	Moderate
4	Teacher encourages students to keep trying even when the work is challenging	63 (25.2%)	71 (28.4%)	61 (24.4%)	55 (22.0%)	2.568	1.602	Moderate
5	Teacher uses demonstration methods while teaching in the class	28 (11.2%)	34 (13.6%)	88 (35.2%)	100 (40.0%)	1.960	1.400	Low

Criterion Mean = 2.500; Weighted Mean = 2.562 ; S.D = 1.600; Overall Decision = Moderate

Source: Field Work, 2024 KEY:

Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (S) = 2, Strongly Disagree (D) = 1;

Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.10 showed the methods of teaching of the teachers in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Strongly Disagree (1) to Strongly Agree (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain the teaching methods of the teachers in public secondary schools, Ibadan North West LGA, Oyo State, Nigeria as perceived by the students. Results showed that according to majority of the students, teacher-centered approaches are mostly used by the teacher ($\bar{x} = 2.588$) which is at a moderate level, teachers gives constant assignment on the topic ($\bar{x} = 2.700$) is at a moderate level, student-centered approach is well acceptable in the learning-teaching process ($\bar{x} = 2.922$) is at a moderate level, teacher encourages students to keep trying even when the work is challenging ($\bar{x} = 2.658$) which is at the moderate level and teacher uses demonstration methods while teaching in the class ($\bar{x} = 1.960$) is at “Low Level”. The weighted mean ($\bar{x} = 2.562$) and standard deviation (1.600) clearly indicates that the teaching methodology of the teachers with the above items used is at a “moderate level” in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria.

Table 4.4: School Location (N = 250)

S/N	Items	SA	A	D	SD	Mean \bar{x}	Std.De v.	Decision
1	Quiet and a cool serene	38 (15.2%)	46 (18.4%)	81 (32.4%)	87 (34.8%)	2.156	1.468	Low
2	Noisy and distraction during teaching and learning process	68 (27.2%)	80 (32.0%)	59 (23.6%)	43 (17.2%)	2.692	1.640	Moderate
3	The classroom is conducive for learning and teaching process	37 (14.8%)	48 (19.2%)	79 (31.6%)	86 (34.4%)	2.096	1.464	Low
4	School is located in the waterlog area	21 (08.4%)	19 (07.6%)	80 (32.0%)	130 (52.0%)	1.724	1.313	Very Low
5	School is nearer to the market place	41 (16.4%)	60 (24.0%)	71 (28.4%)	78 (31.2%)	2.256	1.337	Low
6	School is nearer to the railway.	45 (18.0%)	64 (25.6%)	89 (35.6%)	42 (16.8%)	2.368	1.344	Low
Criterion Mean = 2.500; Weighted Mean = 2.215; S.D = 1.428; Overall Decision = Low								

Source: Field Work, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1; Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.10 showed the school location in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Strongly Disagree (1) to Strongly Agree (4) was used with the criterion mean set at 2.500. Six positive items were used to ascertain the location of the school in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria as perceived by the students. Results showed that according to majority of the school location are quiet and a cool serene ($\bar{x} = 2.156$) is low, noisy and distraction during teaching and learning process ($\bar{x} = 2.692$) is moderate, the classroom is conducive for learning and teaching process

($\bar{x} = 2.144$), school is located in the waterlog area ($\bar{x} = 1.724$) school is nearer to the market place ($\bar{x} = 1.788$) and school is nearer to the railway ($\bar{x} = 1.808$) are at “Low Level”. The weighted mean ($\bar{x} = 2.152$) and standard deviation (1.427) clearly indicates that the location of the school with the above items used is at a “low level” in public secondary schools in Ibadan Northwest LGA, Oyo State, Nigeria.

Table 4.12: Peer Pressure (N = 250)

S/N	Items	Always	Seldom	Rarely	Never	Mean \bar{x}	Std.De v.	Decision
1	Lateness to school do affect my scores in the subject	72 (28.8%)	67 (26.8%)	61 (24.4%)	50 (20.0%)	2.644	1.626	Moderate
2	Absconding from the classroom by friends	77 (30.8%)	53 (21.2%)	62 (24.8%)	48 (19.2%)	2.556	1.598	Moderate
3	Deviant behaviour during teaching/learning in the class	59 (23.6%)	66 (26.4%)	69 (27.6%)	56 (22.4%)	2.512	1.585	Moderate
4	Absent-mindedness during teaching/learning	41 (16.4%)	51 (20.4%)	71 (28.4%)	87 (34.8%)	2.184	1.478	Low
5	Lack of interest in English language as a subject	38 (15.2%)	42 (16.2%)	84 (33.6%)	86 (34.4%)	2.128	1.459	Low

Criterion Mean = 2.500; Weighted Mean = 2.405; S.D = 1.549.; Overall Decision = Low

Source: Field Work, 2024

KEY: Always (A) = 4, Seldom (S) = 3, Rarely (R) = 2, Never (N) = 1; Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low ; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.12 showed the status of **peer pressure** in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Never (1) to Always (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain status of **peer pressure** in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria as perceived by the students. Results showed that according to majority of the students report that lateness to school

do affect my scores in the subject ($\bar{x} = 2.644$), absconding from the classroom by friends ($\bar{x} = 2.556$) and deviant behaviour during teaching/learning in the class ($\bar{x} = 2.512$) at a “moderate level”. The results further showed that students are absent-mindedness during teaching/learning actively ($\bar{x} = 2.184$) and students do lack interest in English language as a subject ($\bar{x} = 2.128$) at a “low level”. The weighted mean ($\bar{x} = 2.405$) and standard deviation (1.549) clearly indicates that s status of **peer pressure** of students in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria is at a “low level” to boost the academic achievement in English language among secondary school students in public secondary schools in Ibadan Northwest LGA, Oyo State, Nigeria. In answer to research question three, the status of school factors in terms of availability of instructional materials ($\bar{x} = 2.405$), school location ($\bar{x} = 2.152$) and peer pressure of the students ($\bar{x} = 2.405$) are of “low level ” while teaching methods of the teachers ($\bar{x} = 2.562$) is at a “moderate level” in public secondary schools in Ibadan Northwest LGA, Oyo State, Nigeria.

4.3 Hypotheses

H₀1: There will be no significant joint influence of home and school factors on Secondary School Students’ academic achievement in English grammar in Ibadan North West, Oyo State.

Table 4.12: Summary of Regression Analysis Showing Joint Influence of Home and School Factors on Secondary School Students’ Academic Achievement in English Grammar in Ibadan Northwest LGA, Oyo State

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	233.821	2	116.910	1.728	.180 ^a
	Residual	16707.155	247	67.640		
	Total	16940.976	249			

ANOVA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Change Statistics		
							df1	df2	Sig. Change
1	.117 ^a	.014	.006	8.224	.014	1.728	2	247	.180 ^b

Source: Field Survey 2024

a. Dependent Variable: Students academic test score in English Grammar

b. Determinants: (Constant), school factors, home factors

Table 4.12 summarises the regression analysis showing the joint influence of home and school factors on secondary school student's academic achievement in English grammar in Ibadan Northwest LGA, Oyo State. The regression model reveals that the sum of squares for the model is 233.821 with 2 degrees of freedom, resulting in a mean square of 116.910. The residual sum of squares is 16,707.155 with 247 degrees of freedom, and the total sum of squares is 16,940.976 with 249 degrees of freedom. The F-value is 1.728 with a p-value of .180 (F-value 1.728, P.180>0.05). The model fit statistics indicate an R-value of .117, an R Square value of .014, and an adjusted R Square value of .006, with a standard error of the estimate at 8.224. These results suggest a low joint influence of the predictors (home and school factors) on the dependent variable (students' academic test scores in English grammar), with only approximately 1.4% of the variance in academic achievement explained by these factors. The change statistics show an R Square change of .014 with an F change of 1.728 and a corresponding p-value of .180. To test the hypothesis that there is no significant joint influence of home and school factors on secondary school student's academic achievement in English grammar, a significance level of 0.05 was used. Following the decision rule, since the p-value is greater than 0.05, we fail to reject the null hypothesis. Therefore, based on the regression analysis and using a significance level of 0.05, there is no significant joint influence of home and school factors on secondary

school student's academic achievement in English grammar in Ibadan Northwest LGA, Oyo State. Consequently, the null hypothesis, which posits that there is no significant joint influence of home and school factors on students' academic achievement in English grammar is accepted.

H₀2: There will be no significant relative influence of home and school factors on Secondary School Students' academic achievement in English grammar in Ibadan Northwest LGA, Oyo State.

Table 4.13: Summary of Regression Analysis Showing Relative Influence of Home and School Factors on Secondary School Students' Academic Achievement in English Grammar in Ibadan Northwest LGA, Oyo State

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	28.754	2.379		12.085	.000
	Home Factors	1.314	.973	.088	1.351	.178
	School Factors	.778	.869	.058	.895	.371

a. Dependent Variable: Students academic achievement in English Grammar

This table presents the regression analysis of the relative influence of home and school factors on Secondary School Students' academic achievement in English grammar within Ibadan Northwest LGA, Oyo State. Regarding home factors, the coefficient of 1.314 suggests an expected increase of 1.314 units of Secondary School Students' academic achievement in English grammar. However, this effect is not statistically significant, as indicated by the p-value of .178 > 0.05. Similarly, for school factors, the coefficient of 0.778 implies that for every unit increase in these factors, there is an expected increase of 0.778 in Secondary School Students' academic achievement in English grammar. However, with a p-value of .371 is greater than 0.05, this influence was not significant. These results reveal that the null hypothesis is accepted.

4.4 Discussion of Findings

This research reveals to investigate school and home factors as determinant of secondary school students' academic achievement in English grammar in Ibadan Northwest LGA, Oyo State. Home factors were studied using three major practices which are availability of learning amenities at home, parental socio-economic and parental educational background. School factors were examined using three indices which are school location, availability of instructional materials, peer pressure and teaching method of teachers. Academic achievement in English grammar was used for the dependent variable. In this section, previous studies related to the findings of this work were compared and contrasted.

The demographic findings of students showed that majority of the students have a total 148 (59.2%) respondents has female while 102 were male which constitute (40.8%) of the students in secondary schools. It also shows that 127 indicating 50.8% are below 15 years, 98 respondents constituting 32.2% of the total samples are between 15 - 20 years of age, 25 respondents constituting 10.0% are above 20 years of age **and** 110 indicating 44.4% religion of the students in secondary school students in Ibadan North West LGA, Oyo State, Nigeria are Christians, 94 respondents constituting 37.6% of the total of religion of the students in secondary school students are Muslims. 40 respondents constituting 16.0 % of the total sample number of religion of the students in secondary school students are traditional worshippers and 06 respondents make up of 02.4 % of the total samples' number of religion of the students in secondary school students are other religions.

The finding from research question one of the study (What is the level of academic achievement of English grammar in public secondary schools, Ibadan Northwest LGA, Oyo

State, Nigeria?) revealed that the weighted mean ($\bar{x} = 2.360$) and standard deviation (**1.427**) clearly indicates that the students have low academic achievement in English grammar in their public secondary schools. This finding aligns with that of a study that finds that the socio-economic status of parents significantly impacts the academic performance of their children in Senior Secondary Schools in Taraba State, Nigeria, suggesting the need for government initiatives to promote participatory management and funding of secondary education to mitigate educational inequalities¹. Also, the result completely disagrees with that of a study on “Teachers’ Commitment and Students’ Academic Performance in Public Senior Secondary Schools in Rivers East Senatorial District of Rivers State” which showed high extent of teachers’ affective, normative, continuance, career, and engagement commitments². The results also do not corroborate with that of a study on “School Climate, Principal Managerial Styles and Organisational Commitment among Junior Secondary School Teachers in Oyo State, Nigeria” which showed high affective commitment, moderate continuance commitment and low normative commitment among teachers³. The differences observed in the result could be that this present study was conducted in the entire Ibadan Northwest LGA, Oyo State while the former study was carried out in only Southwest, Nigeria.

The finding from research question two of the study (What is the level of home factors in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria?) clearly indicated that **availability of learning amenities at home ($\bar{x} = 2.476$)**, **parental socio-economic** of the students ($\bar{x} = 2.492$) and **parental educational background ($\bar{x} = 2.411$)** are of “**low level**” in public secondary schools by the students in Ibadan Northwest LGA, Oyo State, Nigeria. This result does not corroborate that of “Parents’ Socio-Economic Status as Predictor of Secondary School Students’ Academic Performance in Ekiti State, Nigeria” which showed that socio-economic status by parents ($\bar{x} = 3.38$) is at a high level⁴. The differences observed in the result could be that this present study was conducted in the entire, Ibadan Northwest LGA, Oyo State,

Nigeria while the former study was carried out in all the local government in Oyo State. The former was carried out on junior secondary school students while the latter was conducted on senior secondary school students.

The finding from research question three of the study (What is the status of school factors in public secondary schools, Ibadan Northwest LGA, Oyo State, Nigeria?) clearly indicated that terms of availability of instructional materials ($\bar{x} = 2.405$), school location ($\bar{x} = 2.152$) and peer pressure of the students ($\bar{x} = 2.405$) are of “low level ” while teaching methods of the teachers ($\bar{x} = 2.562$) is at a “moderate level” in public secondary schools in Ibadan Northwest LGA, Oyo State, Nigeria that the weighted mean ($\bar{x} = 2.073$) and standard deviation (1.441), are “very low” to boost academic achievement in English grammar among secondary school students in Ibadan Northwest LGA, Oyo State, Nigeria. The result corroborates that of a study which revealed low level of availability of basic school infrastructures in public junior secondary schools in Oyo State, Nigeria⁵. This result is also supported by that of a study which revealed rare adequacy of Physical Facilities such as infrastructural facilities, instructional facilities and the school environment to boost teachers’ instructional effectiveness in public primary schools in Nakaseke District – Uganda⁶. Although both studies were conducted in various countries, they were however carried out in developing nations in Africa. Both developing nations are yet to boost the level of school factors in their public school education.

The test of hypothesis one clearly indicated a significant joint contribution of 1 the regression analysis showing the joint influence of home and school factors on secondary school students' academic achievement in English grammar in Ibadan Northwest LGA, Oyo State. The regression model reveals that the sum of squares for the model is 233.821 with 2 degrees of freedom, resulting in a mean square of 116.910. The residual sum of squares is 16,707.155 with

247 degrees of freedom, and the total sum of squares is 16,940.976 with 249 degrees of freedom. The F-value is 1.728 with a p-value of .180. The model fit statistics indicate an R value of .117, an R Square value of .014, and an adjusted R Square value of .006, with a standard error of the estimate at 8.224. These results suggest a low correlation between the predictors (home and school factors) and the dependent variable (students' academic achievement in English grammar), with only approximately 1.4% of the variance in academic achievement explained by these factors ($F_{6, 249} = 1.728, P < 0.05$). This result corroborates that of a study which revealed significant joint contribution of The Association between Peer Relationship and Learning Engagement among Adolescents: The Chain Mediating Roles of Self-Efficacy and Academic Resilience in Oyo State, Nigeria⁷. The similarities observed in the result could be that both studies were carried out in Oyo State, Nigeria. Another study also revealed significant joint contribution of Influence of home and school environments on students' academic performance in secondary schools in Oyo State, Nigeria⁸. Although both studies were conducted in different geopolitical zones of the nation, similarities in the result depict the effect of school factors and home factors and academic achievement in English grammar in any school in the nation. Furthermore, a study on "The effects of school location on students' academic achievement in senior secondary physics based on the 5E learning cycle in Delta State, Nigeria" also revealed a significant joint influence of school factors, leadership, school location, peer pressure and instructional facilities on academic achievement in English grammar in public upper basic schools in Calabar, Cross River State, Nigeria⁹. Similarities in the result could be as a result of the fact that they were both carried out in secondary schools in Nigeria. The findings is also in line with that of a study which showed significant joint contribution of work environment, facilities, work life balance, reward systems, leadership styles, availability of opportunities on teachers' performance in Satellite

town, Lagos State, Nigeria¹⁰. Similarities in the result could be that both studies were carried out in Southwest Nigeria.

The test of hypothesis two clearly indicated that the beta standardized coefficients and t-values presents the regression analysis of the relative influence of home and school factors on secondary school students' academic achievement in English grammar within Ibadan Northwest LGA, Oyo State. Regarding home factors, the coefficient of 1.314 suggests an expected increase of 1.314 units of Secondary School Students' academic achievement in English grammar. However, this effect is not statistically significant, as indicated by the p-value of $.178 > 0.05$. Similarly, for school factors, the coefficient of 0.778 implies that for every unit increase in these factors, there is an expected increase of 0.778 in Secondary School Students' academic achievement in English grammar. However, with a p-value of $.371$ is greater than 0.05 , this influence was not significant. These results reveal that the null hypothesis is accepted. This result partially disagrees with that of a study which revealed significant relative influence of Parental in academic performance of school-going student among junior secondary school teachers in Oyo State, Nigeria¹¹. The differences observed in the result could be that this present study was conducted in the entire Oyo State while the former study was carried out in only Southwest. This result is partially supported by that of a study which revealed that the home factors is relatively significant to students' performance in public primary schools by a study "Influence of home environment on the academic performance of pupils"¹². The findings is also partially in line with that of a study which showed significant relative influence of work environment, facilities, leadership styles and availability of opportunities on students' performance in Satellite town, Lagos State, Nigeria¹³.

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Chapter Five

Conclusion

This study serves to conclude the research endeavour by succinctly encapsulating its key findings, summarizing pivotal aspects, deriving conclusions, proposing recommendations, delineating the research's contribution to the existing body of knowledge, and pinpointing avenues for future investigation. The section unfolds through the following sub-sections: summary of findings, conclusion, recommendations, contribution to knowledge, and areas for further studies.

5.1 Summary of Findings

This research work was carried out to investigate the influence of home and school factors on Secondary School Students' academic achievement in English grammar in Ibadan Northwest LGA, Oyo State, Nigeria focusing on key dimensions such as availability of learning amenities at home, peer pressure of the students, teaching methods of the teachers, school location, parental educational background, parental socio-economic status and availability of instructional materials in the school. The findings reveal a noteworthy level of secondary school students academic achievement in English grammar in Ibadan Northwest LGA, Oyo State, Nigeria with consistent dedication observed across various aspects.

The demographic findings of students showed that majority of the students have a total 148 (59.2%) respondents has female while 102 were male which constitute (40.8%) of the students in secondary schools. It also shows that 127 indicating 50.8% are below 15 years, 98 respondents constituting 32.2% of the total samples are between 15 - 20 years of age, 25 respondents constituting 10.0% are above 20 years of age **and** 110 indicating 44.4% religion of the students in secondary school students in Ibadan Northwest LGA, Oyo State, Nigeria are Christians, 94 respondents constituting 37.6% of the total of religion of the students in secondary school students are Muslims. 40 respondents constituting 16.0 % of the total sample number of religion

of the students in secondary school students are traditional worshippers and 06 respondents make up of 02.4 % of the total samples' number of religion of the students in secondary school students are other religions.

The finding from research question one revealed that the weighted mean ($\bar{x} = 2.360$) and standard deviation (**1.427**) clearly indicates that the students have low academic achievement in English grammar in their public secondary schools. The finding from research question two revealed that the level of home factors in terms of **availability of learning amenities at home** ($\bar{x} = 2.476$), **parental socio-economic** of the students ($\bar{x} = 2.492$) and **parental educational background** ($\bar{x} = 2.411$) are of “**low level**” in public secondary schools in Ibadan Northwest, Oyo State, Nigeria. The finding from research question three showed that, the status of school factors in terms of availability of instructional materials ($\bar{x} = 2.405$), school location ($\bar{x} = 2.152$) and peer pressure **of the students** ($\bar{x} = 2.405$) are of “**low level**” while teaching methods of the teachers ($\bar{x} = 2.562$) is at a “**moderate level**” in public secondary schools in Ibadan Northwest LGA, Oyo State, Nigeria that the weighted mean ($\bar{x} = 2.073$) and standard deviation (**1.441**), clearly indicated that the status of the teachers' factors are “very low” to boost students' academic achievement in English grammar among secondary school students in Ibadan Northwest LGA, Oyo State, Nigeria.

Test of hypothesis one showed a significant combined influence of home and school factors on student's academic achievements in English grammar among secondary school students in Ibadan Northwest LGA, Oyo State, Nigeria. The regression analysis yielded an F-value of 1.728 and a significance level of 0.180 ($p > 0.05$), with an R Square of 0.014, indicating that only 1.4% of the variance in academic achievement could be explained by home and school factors.

Since the p-value is greater than 0.05, the null hypothesis is accepted, suggesting that there is no significant joint influence of home and school factors on students' academic achievement.

Test of hypothesis two showed that the regression analysis showed that home factors had a coefficient β of 1.314 with a p-value of 0.178, and school factors had a coefficient β of 0.778 with a p-value of 0.371. Both p-values are greater than 0.05, leading to the acceptance of the null hypothesis.

5.2 Conclusion

In conclusion, this study sheds light on the intricate factors influencing secondary school student's academic achievement in English grammar, particularly within Ibadan Northwest LGA, Oyo State. Overall, the descriptive analysis revealed a moderate level of achievement among secondary school students. Home factors, such as access to learning materials and parental socioeconomic status, emerged as determinants of students' achievement appearing as potential barriers to optimal learning experiences. Similarly, school-related factors, including the availability of instructional materials and teaching methods, were identified as key influencers, signaling the need for improvement in educational resource allocation and pedagogical approaches. The investigation into parental socioeconomic status and educational background exhibited the varying levels of privilege and educational attainment among parents within the sampled population. Furthermore, the prevalence of teacher-centred teaching approaches and peer pressure within the school environment posed additional challenges to student engagement and academic success, emphasizing the importance of fostering supportive learning environments conducive to active participation and resilience. Despite the understanding gained from the regression analysis regarding the joint influences of home and school factors on students' academic achievement, there was a lack of statistical significance challenges,

contrasting previous meta-analytical findings regarding the impact of various variables on academic success. Nonetheless, this study contributes to the body of knowledge. While certain resources and practices show promise in supporting positive educational outcomes, addressing the identified challenges and disparities requires collaborative efforts from policymakers, educators, and stakeholders to ensure equitable access to quality education for all students. By addressing these issues, we can foster an environment that maximizes the potential for academic success and enhances the overall well-being of students in the region.

5.3 Recommendations

The following are recommended based on the findings of the study:

1. Private organisations should join the government in addressing the concerns regarding insufficient learning materials and the lack of recommended English language textbooks by implementing initiatives to ensure all students have access to the resources both at home and in school.
2. Parents should support students by recognising and mitigating the impact of workload or house chore load on students' ability to engage fully in academic activities by making flexible scheduling options.
3. Policymakers should enact development initiatives aimed at promoting participatory management and funding of secondary education to mitigate educational inequalities stemming from varying levels of parental socioeconomic status and educational background.
4. Governments should improve educational resource allocation and infrastructure challenges related to addressing outdated materials and inadequate classroom conditions

by investing in educational resource allocation and infrastructure improvements to ensure a conducive learning environment for all students.

5. Teachers must foster student engagement by adopting student-centred teaching approaches that promote active learning strategies in classroom settings to enhance students' academic achievement in English grammar.

5.4 Contribution to Knowledge

The findings from this study contribute significantly to the existing body of knowledge in the following ways:

1. It provides valuable insights into the factors influencing academic achievement in English grammar among secondary school students in Ibadan Northwest LGA, Oyo State. By examining both home and school factors, the study provides a comprehensive understanding of their varied influences on students' academic achievement. It explores the depth of the literature by acknowledging the interconnectedness of various environmental factors in shaping educational outcomes.
2. The study illuminates the specific challenges and resources within the home environment that impact students' academic achievement. By identifying challenges such as inadequate learning materials, parental socioeconomic status, and educational background, it identifies the areas where interventions can be targeted to support students from diverse backgrounds. It thus contributes to efforts aimed at addressing educational inequalities and promoting inclusivity in the education system. Moreover, the findings underscore the importance of considering both structural factors, such as resource allocation and infrastructure, and pedagogical approaches,

such as teaching methods, in the school environment. By highlighting the influence of instructional materials, teaching strategies, and peer relationships on students' performance, the study emphasises the need for comprehensive school reforms that address not only material deficiencies but also pedagogical practices conducive to active learning and student engagement.

3. The study's findings on the joint influences of home and school factors through regression analysis contribute to the methodological discourse in educational research. By exploring the relative contributions of these factors to students' academic achievement, the study provides valuable empirical evidence that can inform policy decisions and educational interventions.

4. The study's acknowledgement of non-significant associations challenges simplistic narratives and encourages a more juxtaposed understanding of the complex interplay between various factors influencing academic outcomes.

5.5 Suggested Areas for Further Research

Findings from this study reveal avenues for further research that could broaden our understanding of the factors influencing students' academic achievement in English grammar in the context of Ibadan Northwest LGA, Oyo State, Nigeria. For example, given the moderate level of achievement observed among senior secondary school students, it would be beneficial to conduct longitudinal studies to track the academic progress of students over time. Adopting longitudinal research instead of descriptive can provide detailed insights into how various home and school factors interact with students' academic development and whether there are certain critical periods or transitions where interventions may be most effective. Next, the study identified varying levels of socioeconomic privilege and educational attainment among parents,

suggesting the need for further investigation into the specific mechanisms through which parental socioeconomic status influences students' academic achievement. Qualitative research methods such as interviews or focus groups with parents and students could have provided complementary data on how socioeconomic factors intersect with educational outcomes and potential intervention strategies. Further, the study highlights the importance of instructional materials and teaching methods in influencing students' academic achievement. Further research could explore innovative teaching approaches that promote active learning and student engagement in English grammar classrooms. Additionally, investigating the role of teacher professional development programs in enhancing teaching effectiveness and student outcomes could provide valuable insights for educational policymakers and practitioners. Furthermore, the study identified peer pressure as a prominent school factor influencing students' academic achievement. Future research could uncover the specific mechanisms through which peer relationships impact learning engagement and academic resilience, with a focus on developing interventions to foster positive peer influences and mitigate negative peer pressure. Overall, the findings of the regression analysis did not reach statistical significance in terms of the joint and relative influences of home and school factors on students' academic achievement. Further research could explore alternative statistical methods or models to better capture the complex interplay between these factors and their effects on academic achievement.

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Appendix 1

Home and School Factors Questionnaire (HSFQ)

Home and School Factors as Determinants of Academic achievement in English Language Grammar among Senior Secondary School Students in Ibadan North West Local Government, Oyo State

Section A: Demographic Details of Students

Dear Respondent,

This questionnaire is constructed to collect data purely for a research purpose. Kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation.

This questionnaire is to be completed by Students.

1. Gender: Male { } Female { }
2. Age: Below 15 years { } 15-20 years { } Above 20 years { }

Section B: Home Factors Questionnaire (HFQ)

Key: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2,

Strongly Disagree (SD) = 1.

Kindly tick (✓) the appropriate box.

S/N	Items (My Parent)	SA	A	D	SD
	Parental Educational Background				
1.	do take the pain to monitor my academic work whenever I am back from school daily				
2.	are actively involved in my academic progress				
3.	engage me in extra moral classes after the school activities				
4.	inculcate effective discipline in my academics				
5.	try to correct my grammatical error whenever I make mistake communicating in English				
	Parental Socio-economic Status				
6.	earn higher income to send me to school				

7.	earn high income to send me to school				
8.	is an average income earner and exposure and this help him to send me to school				
9.	is a low-income earner and still tries to send me to school				
10.	Is a lower-income earner and still tries to send me to school				
Availability of Learning Amenities at Home					
11.	Provides sufficient learning materials to improve my studying				
12.	Recommended English language textbooks for learning are provided for me				
13.	Support me with sitting furniture at home				
14.	Create space for me to attend to my personal study at home				
15.	Provide conducive learning environment in the home to aid my academic progress.				

Section C: School Factors Questionnaire (SFQ)

Key: Always (A) = 4, Seldom (S) = 3, Rarely (R) = 2, and Never (N) = 1.

Kindly tick (✓) the appropriate box.

S/N	Items (Students)	Always	Seldom	Rarely	Never
Availability of Instructional Materials					
1.	The visual learning media is available for the teachers				
2.	Teachers deliver subject matter with English language textbook during teaching and learning process				
3.	The needs of interactive learning media				
4.	The school equipment is accessible with appropriate				

	facilities				
5.	Teacher uses instructional materials to make English grammar real				
6.	The school principal prefers to buy football and other athletics facilities rather than English language teaching aids				
7.	Instructional materials boost students' knowledge and improve their performance in English language grammar				
		SA	A	D	SD
	Teachers' Method of Teaching				
8.	Teacher-centered approaches are mostly used by the teacher				
9.	Gives constant assignment on the topic taught				
10.	Student-centered approach is well acceptable in the learning-teaching process				
11.	Teacher encourages students to keep trying even when the work is challenging				
12.	Teacher uses demonstration methods while teaching in the class				

		SA	A	D	SD
	School Location				
13.	Quiet and a cool serene				
14.	Noisy and distraction during teaching and learning process				
15.	The classroom is conducive for learning and teaching process				
16.	School is located in the waterlog area				
17.	School is nearer to the market place				
18.	School is nearer to the railway				

20.	School is nearer to the railway.				
	Peer Pressure	Always	Seldom	Rarely	Never
21.	Lateness to school do affect my scores in the subject				
22.	Absconding from the classroom by friends				
23.	Deviant behaviour during teaching/learning				
24.	Absent-mindedness during teaching/learning				
25.	Lack of interest in English language as a subject.				

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Appendix 2

English Grammar Academic Achievement Test (EGAAT)

Section A: Demographic Details of Students

Dear Respondent,

This questionnaire is constructed to collect data purely for a research purpose. Kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation.

This questionnaire is to be completed by Students.

1. Gender: Male { } Female { }
2. Age: Below 15 years { } 15-20 years { } Above 20 years { }
3. Religion: Christianity { } Islamic { } African Traditional Religion { }
Others { }

Section B: Students' Grammatical Accuracy Test (SGAT)

Choose appropriately from the options A-C the right forms of the verb of the sentences below.

Nominalization Test (NT) 1

Form nouns from either adjectives or verb

1. Adjective (**black**); Noun –
 - (a) blackful
 - (b) blackness
 - (c) blacky.
2. Adjective (**strong**); Noun –
 - (a) strength
 - (b) stronger
 - (c) strongest.
3. Verb (please); Noun –

- (a) pleasant
- (b) Pleases
- (c) pleasure.

Present Simple Tense Test (PSST) 2

- 4. (a) Peter go to school
 - (b) Peter is going to school
 - (c) Peter goes to school.
-
- 5. (a) Ade rings the bell exactly 11.30 a.m. every Monday
 - (b) Ade ring the bell exactly 11.30 a.m. every Monday
 - (c) Ade is ringing the bell exactly 11.30 a.m. every Monday.
-
- 6. (a) Jemima swept the house every day
 - (b) Jemima sweep the house every day
 - (c) Jemima sweeps the house every day.

Subject – Verb Agreement (Concord) Test (SVAT) 3

- 7. (a) A student has arrived
 - (b) A student had arrives
 - (c) A student have arrived.
-
- 8. (a) One of the girls goes there
 - (b) One of the girls go there
 - (c) One of the girls gone there.
-
- 9. (a) All of the soldiers fight
 - (b) All of the soldier fight
 - (c) All of the soldiers fights.

Present Continuous Tense, 'ing' forms of the verb)Test (PCT) 4

10. (a) Peter go to school

(b) Peter is going to school

(c) Peter goes to school.

11. (a) James is writing his assignment

(b) James is write his assignment

(c) James is written his assignment.

12. (a) Mother is cook rice

(b) Mother is cooks rice

(c) Mother is cooking rice.

Demonstrative Pronouns (use of this, these, that or those) Test (DPT) 5

13. (a) These is my car over there

(b) This is my car over there

(c) That is my car over there.

14. (a) Those are their cups

(b) These are there cups

(c) Those are there cups.

15. (a) These women came to see the principal

(b) This women came to see the principal

(c) That women came to see the principal.

Use of who, whom and which (Relative Pronouns) Test (RPT) 6

16. (a) I like the game who I play in my school
(b) I like the game which I play in my school
(c) I like the game whom I play in my school.
17. (a) All those whom attended the party were given presents
(b) All those whose attended the party were given present
(c) All those who attended the party were given presents.
18. (a) Ade did not know whom road to take
(b) Ade did not know which road to take
(c) Ade did not know whose road to take.
19. (a) Osagie was the one whom gave me the information
(b) Osagie was the one whose gave me the information
(c) Osagie was the one who gave me the information.

Continuous Aspect Marker Test (CAMT) 7

In which of these ‘ing’ forms of the verb do we have a continuous aspect marker?

20. (a) The fishermen were sitting by the river
(b) The fishermen were sits by the river
(c) The fishermen were sat by the river.
21. (a) Walking is a good exercise
(b) Walk is a good exercise
(c) Walked is a good exercise.
22. (a) Singing is a pleasurable pastime
(b) Sings is a pleasurable pastime

(c) Sang is a pleasurable pastime.

Active Sentences Test (AST) 8

23. (a) The papers were collected by the teacher

(b) The teacher collected the papers

(c) The papers were collection the teacher.

24. (a) The Governor has opened the new school

(b) The new school has been opened by the Governor

(c) The new school is being opened by the Governor.

25. (a) The buildings have been damaged by the storm

(b) The storm damaged the buildings

(c) The buildings is being damaged by the storm.

Passive Sentences Test (PST) 9

Choose the right passive sentences from option A-C.

26. (a) Chike broke the plate

(b) The plate was broken by Chike

(c) The plate is breaking by Chike.

27. (a) The streets were swept by the workers

(b) The workers swept the streets

(c) The streets were sweeping by the workers.

28. (a) The team will play two matches next week

(b) Two matches will be played next week by the team

(c) The team will be playing two matches next week.

Compound and Complex Sentences using the 'ing' form of verb (CCS) Test 10

29. (a) I listened to Ade having changed my mind

- (b) I listening to Ade, I changed my mind
- (c) I listen to Ade have changing my mind.

30. (a) Chike was admitted to the school after paying his fees
- (b) Chike was admitted to the school having paid his fees
 - (c) Chike was admitted to the school having paying his fees.

31. (a) He woke up having slept for eight hours
- (b) He woke up sleeping for eight hours
 - (c) He waking up sleeping for eight hours.

Phrasal Verbs Test (PVT) 11

Choose the appropriate interpretation of the phrasal verb in bold typed from option A-C in the following sentences:

32. **Gave up** smoking means

- (a) stopped smoking
- (b) gave someone to hold
- (c) begin smoking.

33. **Lie low** means

- (a) go into hiding
- (b) show up
- (c) turn up.

34. **Set out** means

- (a) intended
- (b) unintended
- (c) set off.

35. **To go back** on one's word is to

- (a) fail to keep one's promise
- (b) fulfilled one's promise

(c) decide to keep one's promise.

36. Her plan **fell through** means

- (a) failed
- (b) succeeded
- (c) collapsed.

37. I was easily **taken in** means

- (a) deceived
- (b) accommodated
- (c) received.

Grammatical Accuracy Test (GAT) 12

Choose the right answer from the options A-C provided.

38. (a) I am feeling hungry

(b) I am hungry

(c) I am feeling very hungry.

39. (a) Teachers are expected to **lay good** examples

(b) Teachers are expected to **set good** examples

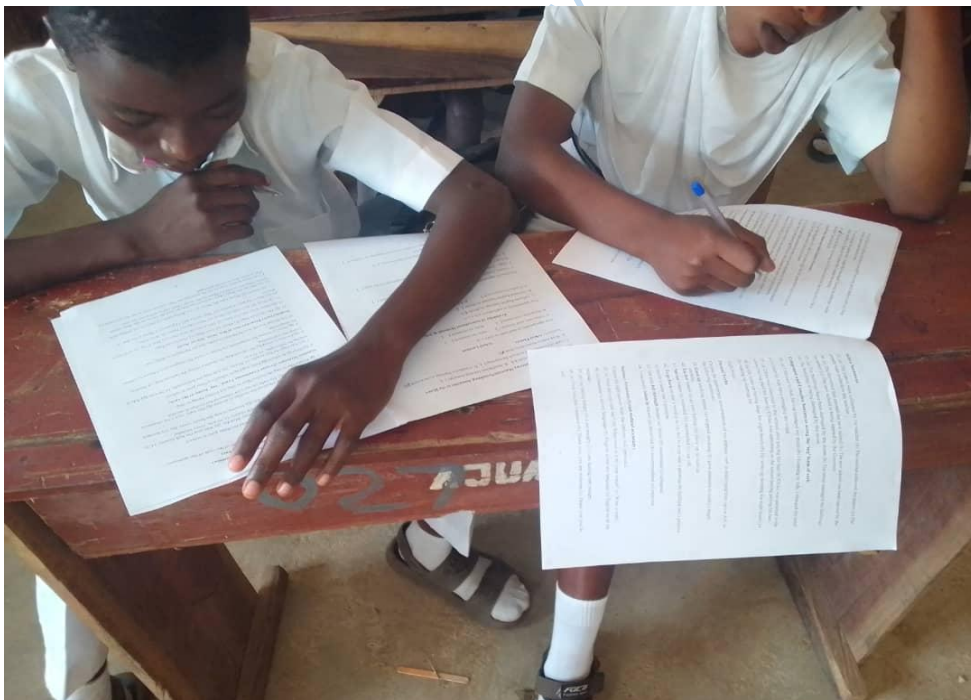
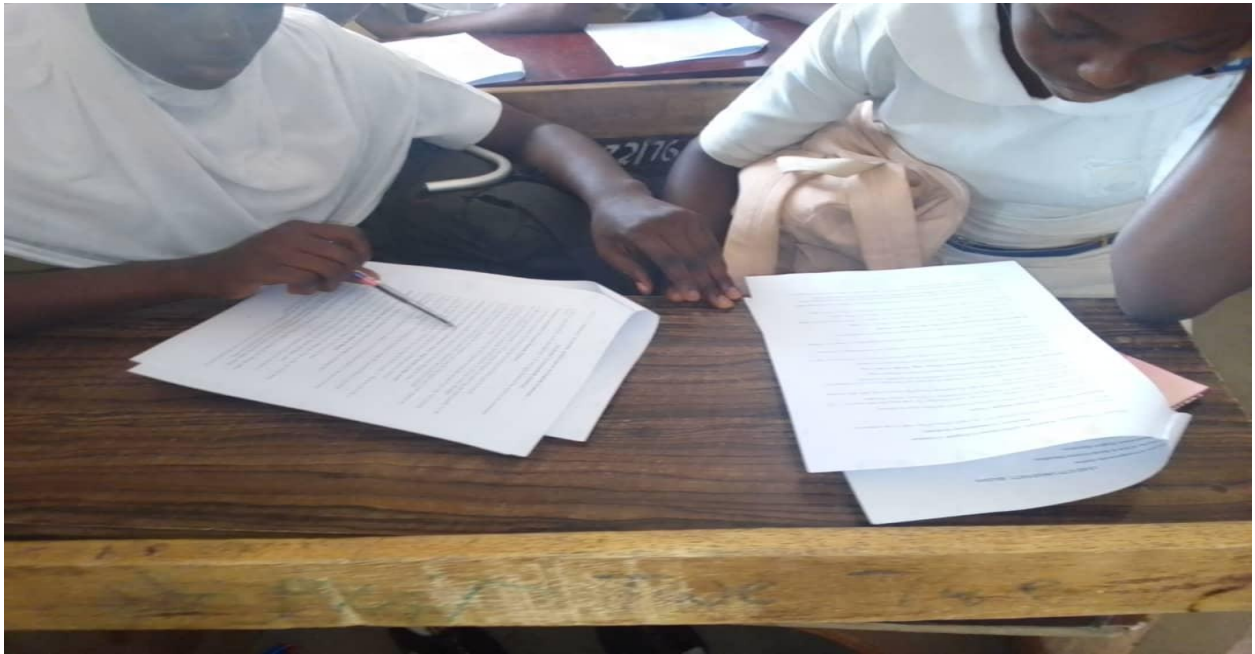
(c) Teachers are expected to **show good** examples.

40. (a) I can't spell the word **off head**

(b) I can't spell the word **offhand**

(c) I can't spell the word **by heart**.

Appendix 3: Students filling the questionnaire



Appendix 3.1: Students filling the questionnaire



Appendix 4: Students filling the questionnaire



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Appendix 5: Students filling the questionnaire





Appendix 6: Students filling the questionnaire

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Appendix 7: Students filling the questionnaire



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Bio-Data

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SEX: Female
RELIGION: Christianity
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Signature

Date

The University Compliance Certification

This is to certify that the thesis by Riches Ekaete OYENIYI with the matric number LCU/PG/002996 in the department of Arts & Social Science Education, Faculty of Arts & Education, Lead City University Ibadan, Oyo State is in full compliance with the approved \university format and style.

Signature

Date

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