

English Language Teaching and Learning (Elt) in Nigerian Polytechnics: An Overview of North East

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Abstract: This work is conducted to find the problems of teaching and learning the English language as it affecting the performance of students academically in Nigerian Polytechnics in the northeast. The participants for the study consisted of three hundred (300) respondents. Ninety (90) were lecturers, and two hundred and ten (210) were students. All selected from three (3) different Polytechnics that are used for this study in which hundred participants from each of the selected institution are examined. Some factors such as insufficient English language teachers, instructional facilities, ICT tools, lack of classroom rapport between the teachers and the students among other things were examined to know their effects on the students academic performance of the polytechnic students in English language teaching and learning. Questionnaires were developed for both lecturers and students. A simple percentage method is employed to analyse the variables.

Keywords: ELT, Lecturer, Student, English as L2, Education

INTRODUCTION

In many years ago, there was little or no adequate research dealing with the instructing and studying of the English language as a foreign and second language especially in Nigeria that is the primary focus for the researcher (McKay, 2002). Based on this background, the present study investigates some of the problems of learners' performance among some selected Federal polytechnics in North eastern part of Nigeria. The participants that are involved in the study are lecturers and students of the English Language Teaching (ELT). The instrument for data collection is a questionnaire, and the simple percentage is used for the analysis of the results.

The early history of the English in Nigeria was closely associated with the improvement of western education at the region. If not recently in the hands of many missionaries' societies, education was existing. However, beginning from 1880 the colony's government of Lagos provided financial support with the aim of improving their programmes of education. Also, they form an educational body and inspectorate which was not in existence until 1989 which was the first and only public school was established in Lagos (Brosnahan, 1958 p.97).

Education in Nigeria during pre-independence

There was an education in Northern Nigeria before independence. This was started as a result of the term "Koranic school" which was reserved for basic religious schools usually the way of doing things such as the traditions, structure, and usages of those schools formulated what was collectively regarded as 'Almajiri' school in Northern Nigeria (Awofeso, et al. 2003 p.313). According to them, Hausa – Fulani are an ethnic group in Northern Nigeria predominantly, and the language that is widely spoken is Hausa. The term for a student in the Hausa language for Koranic school is called Almajiri. The word 'Almajiri' is generated from the Arabic phrase Al-muhajir which means a travelling student in the pursuit of knowledge. 'Makaranta' is the Hausa term for Koranic school which was also derived from the Arabic term 'Maktab' and that means school. Furthermore, in Koranic school, the instructor is called 'Mallam' in the Hausa language which is also driven from the Arabic term 'Mu'allim' which means instructor, teacher or clergy. Rote learning was mainly the type of education that takes place at a Koranic school in North. In the Koranic school, the teaching of the pupils involves writing on a slate and a quill pen. This was practice in Northern Nigeria when schools were established in the seventeenth (Awofeso, et al. 2003 p. 313).

One of the characteristics of mankind is having the ability to learn. Teaching and learning are fundamental aspects of education. Ukeje, (n.d) cited in Kwache, (2014) that "education could be a process through which people are adapted to the culture into which they were born, so that they may advance it". Kwache, (2014) in his lesson note defines "education as a process by which an individual is prepared, trained and developed to live functionally and productively following the norms, culture, and values". Peter, (1967) cited in Iorvaa and Adejoh, (2002) that" education as a method of social interaction, norms, and spread of ideas to those that are engaged in it". For Talatu, (2014) "education is a total experience that one receives in the school or outside". Thus education is a comprehensive concept. While some people view it as an ability to read and write, others look at it from what happens in the school between teachers and students. It is important to point out that education involves more than just going to school and the ability to read and write. It is indeed a process that begins from the cradle to the grave. She stresses that hence, education begins from home with parents and this is further continued in the school by teachers with the government or the society providing the enabling environment in the form of finance, adequate facilities, furniture, instructional materials, libraries, and qualified teachers. According to her, there are two faces of education, formal and informal. The formal education refers to the planned, organised, training and learning that are acquired through schooling, or workshop while the informal is the kind of education acquired either by way of interacting with people, or media. It is, therefore, very evident that no form of education can take place without a good language of communication. The educational curriculum has placed much emphasis on some key subjects in Secondary schools, namely English language and Mathematics. Consequently, the general public celebrates or frown at poor students' academic performance in English Language (Talatu, 2014).

THE ESSENTIALLY OF EDUCATION TO A PARTICULAR NATION

Education is the highest resource or legacy a nation can grant to her people. Igbuzor, (2006) pointed out that knowledge makes a right to human that should be regarded as every mankind because of being a man. Moreover, education boosts the achievement of any nation everywhere in the world hence, the demand for the professional ones to take crucial stands to move the community forward.

So, one can safely say there is a direct link between education and economic development of any country in the world (Osokoya, 2008). Thus institutions at different stands are hoping to impart knowledge on leaders in the future and progress the high technical achievement demanded for economic growth and development.

Moreover, education at all levels takes into cognisance the idea of national development. Take our secondary schools, for instance, intending to the importance of education for national development, Nigeria having realised the effectiveness of training as a powerful instrument for educational progress and development adjusted her philosophy of education and methodology to march the ideals and challenges of changing the economic and social structure of modern society.

It is why Nigeria made some adjustment for her post-primary educational style to an encompassing diversified curriculum that integrates academics with technical and vocational subject intended to empower the individuals for self-reliance (Igiwe, 2000).

According to Ajala (2002), the new national policy on education has all necessary ingredients for handing Nigeria technologically into the future, socially and politically, added to that, the implementation of the strategy will be a background for the country to launch and find itself among the vast universe.

The objectives of technical education in Nigeria are to:

The National Policy on Education (2004) defines technical education as "that form of education which is obtainable at the technical colleges, designed to prepare individuals to acquire practical skills, basic scientific knowledge and attitude required as craftsmen and technicians at sub-professional level." The Policy also enumerated the objective of technical education in Nigeria as follows:-

- To provide trained manpower in applied science, technology and commerce particularly at sub-professional grades;

- To provide the technical knowledge skills necessary for agricultural, industrial, commerce and economic development;
- To provide people who can apply specific knowledge to the improvement and solution of environmental problems for the use and convenience of man;
- To give an introduction of professional studies in engineering and other technologies;
- To give training and impart the skill leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant and
- To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

THE NATIONAL BOARD FOR TECHNICAL EDUCATION (NBTE) CURRICULUM

The syllabus for technical education at tertiary institutions in which Polytechnics are not exceptional include the following areas of studies; Technology Studies, Science studies, Business studies and Humanities.

Compulsory Subjects to offer at the high institution level which include Nigerian Polytechnics in the north east (i.e. post-primary syllabus) are:

English language, general mathematics, trade subject with entrepreneurial studies, computer studies etc. Therefore, the English language shall be given particular affection as the mother of all courses in the polytechnics

DIFFERENT PERSPECTIVES ABOUT THE ENGLISH LANGUAGE IN NIGERIA

Researchers have different views on the English language in Nigeria. For instance, Phillipson, argues that imperialism refers to the relationship between core English speaking nations. English plays a crucial role in those countries (Phillipson, 1992). The linguistic policies resulted in the dominance of English which led to the imposition of the Anglo-Saxon culture which is always attached to it. It affects the countries where English is L2 or a foreign language by marginalising them. In Nigeria as a "periphery English-speaking countries", English has an official role which it maintains and other function in the multicultural context (Bisong, 1995). He further emphasises that distinction is made between native English speaking countries in their dominant native speakers, for instance, British, USA, Australia, (Kachru's inner circle) and nations where English is the first language but rather it function as an added language such countries include, Nigeria, India. Moreover, the 'outer circle' which include countries like China, Scandinavia where English serves as international purposes (Kashrus, 1985, P. 13)

English language in Nigeria, it is the official language of communication and teaching in learning centres. It went on to perform the unifying of the English language in the school curriculum, which cannot be overemphasised, mainly because it is the principal tool for learning another subject in schools. Interestingly, the English language has attained a high level of acceptability globally. It is regarded as a core subject in the West Africa Senior Secondary School Certificate Examination (WASSCE) and National Examination Council (NECO), National Board for Technical Education (NABTE) and how to improve the students' performance in the subject in both Examinations (Dina, 2008).

Instead of the above explanations, the present study intends to investigate the problem of students' academic performance in English Language Teaching and Learning in Federal polytechnics specifically north eastern part of Nigeria through the following research questions:

THE REVIEW COVERS HEADINGS THAT ARE CONNECTED TO THE STUDY THE ROLE OF ELT TEACHER IN THE NIGERIAN CONTEXT

The importance of instructors and their functions in the education process cannot be over-looked particularly in Nigeria where teachers undoubtedly remain the managers of knowledge; indeed, the Nigerian policy about education (2000) asserted that the educational system cannot be higher than the standard of an instructor preparation, which may include the four main areas:

- General studies
- Professional studies such as philosophy, sociology in relation to teaching, comparative studies, administrating schools and the method of instruction the various courses and technology for education.
- Courses that relate to the students intended field of instructing and
- Teaching practice

The significant courses believe in the words of Balogun (1988) who portray a universal way for teaching academic programs intended to produce “An excellent teacher”. In Nigeria the minimum standard for training the National Certificate in Education teacher (2000) made provision for high academic entry into the national qualification as three credits or five passes at a sitting. The minimum standards for teacher education in Nigerian College of Education that is responsible for the award of NCE were purposely to train professionally qualified and competent teachers. However, the disturbing issue is the lack of any style that will be used to assess the personality for the learners and their intention in the teaching and learning English as a field of study. Ukeje (1991) who has successfully place, ‘the retention and recruitment of competence teachers into the profession is a bit problem and challenge in the whole world’. Nevertheless, the issue of Nigeria is vehemently serious. At the moment, many people assume that teaching or instructing is just becoming the job or profession for the people who have no better job to do. This ideology has to be changed to move in new social order. At this end, instructors productivity should be in accordance with the sound ideology and such relations which should chance the acquisition of an essential knowledge component and some professional skills that can allow them effectively. This expectation of a teacher cannot be overemphasised according to Fafunwa (2004), the teacher is a counsellor, instructor an elevator, a facilitator, an instructional manager, curriculum designer, an academic adviser, and a disciplinarian more especially in ELT. These multiple responsibilities will be carried out with expectations that the instructor should engage in several professional roles often simultaneously. According to Nwigwe (2008), the teacher is expected to give assignment personally, and involve the student in self-assessment (in the case of language class) with care.

The teacher should involve criteria for evaluation and be selecting suitable textbooks for the student. It is quite significant according to the assertion made by Taiwo (1974) that “most textbooks are lacking sound ideas and the authors have not yet produced the English language program that can adequately meet the present need in schools”. They should be dynamic in their approaches to the lesson and be ready to supplement the content of student textbooks and reduce their over-dependence on any books for their teaching or avoid turning the textbooks into masters by following the manual religiously. ELT teachers need to update their knowledge of the subject by attending professional seminars, conference, and workshops where current research findings are shared, and new books on methods of teaching the language are exhibited. The English language teacher will be exposed to new ideas, which can be adopted for trails in the classroom, to motivate the students to participate in school activities like debating, press club, quiz competition and others. It can help to eliminate most of the problems of teaching and learning process of English language in our schools.

The teachers should motivate the students to have an interest in the language to be learned, and many learners fear the English Language as a subject. Due to that, they find it difficult to understand the word. The researcher from experience has noted that even that assist in creating fear by making such remarks, as “The English language Examination is complicated to pass”. Teachers should be good models for students in learning the English language as their second language (L2). Besides, language teachers do not always encourage the timid, support the anxious and the creative from rigid adherence to a pattern. Instead, the teachers make friends with the students who are from the wealthy homes of good background in the English language, they need to mix up freely with the low performing students and expose their errors, by which means they can learn appropriate from others quickly.

THE STUDENT IN ELT

The students are the primary focus of the entire educational process in ELT. According to Onuku, an educationist at research and publication unit of the Institute of Education, University of Ibadan is fruitful. In a paper presented at a seminar organised by the West African Senior Secondary Schools Certificate (WASSCE) recently, stated that students “play a triple role in the education system as the input, output and participants in the processing system” should uphold a high moral standard to achieve success in all endeavours. Success means attainment of goals which students involvement in activities that could distract them from adherence to good morals leads to poor performance Ruth (2013). Laziness is a strong factor, which can affect the performance of the students in the English language in WASSCE and NECO. Most of the students in other schools today is towards assignments such as letter writing, grammar, essay, and reading culture. This situation is made worse by environmental factors non-provision of reading materials and parents’ failure to supervise their children education activities. Adebayo (2010) in the punch newspaper blame “students’ malpractice on a lousy company in the English Language”. Most of the Nigerian students grow up in a home of illiterate parents where English is hardly spoken in such homes especially in the north; there is hardly any reading material too. All these add to the disadvantage of the students of the English language, and this affects their performance in the subject.

THE ELT SCHOOL IN THE NIGERIAN CONTEXT

For harness opportunities presented by globalisation, Nigeria must improve its investment in education sector training, research, and development of schools. Schools should set in education and attainment, not only concerning continuous assessment, goals but also in line with West African Senior Secondary School Certificate Examination Council. Charles, Nigerians representatives of United Nations Organization scientific and cultural organisation (UNESCO), asserted, “Nigerians presented Educational profile relative to that of other countries revealed that much is needed to be done regarding providing quality education services to the citizens. Most schools especially Polytechnics in the north east (Damaturu, Bauchi and Mubi) are unable to achieve their primary objectives due to insufficient investment preparation and all captions of funds, and this reflects at all level of the classroom. According to West African Senior Secondary School Certificate Examination (WASSSCE), schools should commence preparing students for examination by focusing on developing them for higher education; the student should be allowed to attend vacation classes in schools and be encouraged to attain competence in as many skills as they could before leaving school. Most of the Secondary schools lack adequate infrastructures given the fact that most of the classrooms are highly congested especially during English language lesson, instructional materials are hardly available. Learning cannot take place effectively because the environment is not conducive. The school timetable nowadays do not encourage reading, there is no adequate provision for students to be promoted to read and cultivate the habits of reading novels and other materials.

ICT IN CONNECTION TO EDUCATION IN ELT

Birkeholz, (1999) defines learning as “development in behaviour” that is a demonstration by persons implementing ideas, skills, knowledge or practices generated from a field of study. The above definition views learning as a continuing process which adds to the existing or modifies the wisdom of someone over a period. Having seen what knowledge is, let’s see what ICT means. Information technology is an Omnibus term that combines computers and Telecommunication Technology (ICT). It is concerned with the technology used in handling, acquiring, processing, storing and disseminating information (Aina, 2004). According to UNECO (2002), information and Communication Technology (ICT) may be regarded as the combination of information technology with other related technology. The above definition focused on the general application of ICT tools in almost all shares of human life. However, the study intends to

bring a clarity that deals with ICT with education. Thus, according to Daniels (2002) ICT have become within a short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the essential skills and concepts of ICT as part of the core education, alongside reading, writing and numeracy. It shows that there is no way one can talk about culture without reference to ICT.

USES OF ICT TOOLS TO EDUCATION IN ELT

Information and Communication Technology has uncountable benefits to teachers, student's researches, mentors etc. In the field of education without which students' poor performance is necessary. The context of education has been affected by ICTs which have undoubtedly affected teaching, learning and research. A numerous deal of research has proven the benefits to the quality of education (Al-Ansari, 2002). Computers help learners to learn the correct pronunciation of a word, how to spell the word and also the way it should be used in a sentence. In a good sense, it was considered that computer would "take over" the teachers' job Collis, (1989) refers this "rather grim image" whereas small child sits alone with a computer. ICTs help in improving students' performance. It aids in the planning of learning by development cognitive ways, thinking skills critically, information source, evaluation and abilities to put in structure (Castro, 2003). There are consequences of Lack of Instructional Learning Facilities on Students poor performance in the English Language.

Uses of Instructional Facilities in ELT

Many scholars see instructional learning facilities and teaching aids as the backbone of any successful education of any nation. It is to say that learning facilities pay a vital role in achieving a sound knowledge. This view emphasises that lack of instructional facilities is the sole factor for students' poor performance in the English Language. Also, Jaiyeoba and Atanda (2003) posited that inadequate learning facilities are some of the major challenges of teaching and learning of English Language. To them, learning facilities are things which enable a skilful teacher to achieve a level of instructional effectiveness that exceed what is possible when they are not provided. From the above, one can infer from what the authors posit that without learning facilities there is no way a student can perform well in academics especially in ELT. Although, other scholars may have different views from those mentioned above. For instance, Ezema (2006) pointed out that the major challenges in teaching a foreign language (like the English Language is mother tongue interference. To him, mother tongue interference is the major problem which leads to students' poor performance especially in the phonological field of English Language.

Moreover, Halliday (2006) has been the problem of students' poor performance in the English Language from a different point of view. Halliday (2006) pointed out that the issue of qualified teachers is one of the concern areas which has a lot to do with the performance of students in English Language examination.

THE TEACHER TRAINING PROGRAMMES IN ELT

The teacher training programmes have little or no attention in the context of ELT nowadays that is why this study sees the needs to review the plans. It entirely corresponds to some research by language luminaries like Ellis, (1986, P. 91) who claims that in the last few years, most English language teachers as a second or foreign language have been using manuals. Adding that the 'manuals' differ regarding their intended learners and their approaches in different ways information about the theory and practice of English language teaching is provided by all of them. The variation of the information includes activities for teacher trainee. Instances of lesson plans and materials for teaching and expositions of general procedures and principles for carrying out numerous lessons in different ways. Then the manuals have played a dual function because they account for the trainer's activities while taking decisions about what and how to teach English and also provide us with information about the practice of English foreign or second language. According to him, the teacher training practices are subdivided into two; experimentation and raising awareness. The recent focus on trainee in real teaching, this could occur in

teaching practice where there is a need for the trainee to perform the act of teaching in a real classroom for the actual learners. For example, the trainee may engage in teaching their peers. The latter is made to improve and develop the trainees' conscious efforts to focus on the procedure which underline instructing English as an added or foreign language which could be referred to various kind of lesson. (Ellis 1986, P. 92). In a similar, this study regards textbooks evaluation as another essential programme for the teacher training in which most of the ELT practitioners depend, the aim is to enable them to select suitable course books for their teaching purpose that depends on a different lesson. Sheldon, (1988, P. 237) claims that course books account for some problem and challenges in the context of ELT which amounted to failure educationally. It is quite contradicted to the view of some researchers (e.g. Hutchinson and Waters, 1987, p. 97) who argues that textbooks assessing is a straightforward issue which does not need much attention as it is an honest and matching process. He further stresses that course books are the lifeblood and heart of many ELT programmes for students, teachers, and even educational administration. Furthermore, the selection of core materials, a crucial educational decision which may include; profession, finance, and even an investment politically. According to him, to have a certain way like criteria which can be used for evaluating and assessing course books is very useful for teacher training programmes. The ELT textbooks, especially course text, indicate many responses, but as for the teachers they are regarded as a child of necessity for effective teaching and learning of English language either as second or foreign require the need for careful selection of course books that will give value to education. In Nigeria, there is a need for qualified teachers who have gained experience before as this is believed that instructor education is as a way of providing the instructors with the appropriate knowledge or skills that are necessary and they needed to perform their professional duties which are the teaching job effectively (Osunde & Omonuyi, 2004, pp. 405 – 409). Therefore, this study recommends that the ELT teacher training programme should incorporate evaluation and selection of course books in the training.

Mother Tongue Influence in L2 Learning

According to Richards & Renandya (2002) who claim that there is always connectivity between a language and a culture. Whenever a language is taught, a complex system of cultural norms such as feeling, thinking, customs, value and different ways of reasoning equally take place. Moreover, the mother tongue of English language learners as L2 has a significant effect that enables the learner to depend on the prediction of English as a target language principle or system. Even though, the mother tongue system will perform the act of facilitating and possibly interfering, i.e. positive and negative transfer which affects the production and probably comprehension of the target language like the English. Added to that learning L2 such as English, a second language learner is needed to go through some process systematically for the development of the complete competence in the target language. Therefore, the success of interlanguage improvement and development could be a partial factor that will use feedback from others. The practitioners in language classrooms can give a room for such feedback. Above all, it can help learners to improve and generate their feedback which may be outside the classroom situation. (Richards et al. 2002). Cook, (2003) argues that L2 equally has an effect which is claimed is as a result of “multi-competence”. He emphasised that the “multi-competence was as a convenience. “Interlanguage” is the term that is widely known for the speakers' knowledge in the second language. According to him, there is no justification of a single term that combines the second language and the mother tongue knowledge. The aim of introducing “multi-competence is to mean the knowledge of both or more languages in the mind of the L2 learner (Cook, 1991). The student is formed with different ethnic background with different mother tongues or language. It affects when they learn the English language in schools. The students are faced with a problem in the school of managing the consonants vowels, syllable structures, and stress of English with that of their mother tongue; this situation does not allow them to pronounce some sound properly. Jibrin (1982) pointed out that the problem Hausa have is pronouncing /p/ instead of /f/ sounds. Thus the word pow is pronounced as fowfow, pool as fool etc. by the Hausa, Yoruba also have a problem of sound between /z/ and /s/ sound in a word like prize and price are not distinguished as well as hairs and head which that they have difficulty in pronouncing some sounds. In the case of Igbo

language, they have harmony vowels as follows /a/, /e/, /i/, /o/, /u/, /v/. In vowel harmony, all the vowel in a word must come from one set, for instance, a word like ‘vacant’ and ‘available’ the Igbo speakers select the vowel from a set so that we hear (vacant) and (available) to maintain the harmony.

QUESTIONNAIRE DESIGN/INSTRUMENTATION

Some set of questionnaires are designed for teachers and students of the polytechnics who were purposely selected. A questionnaire is defined as a standard form that is possibly made for data collection or eliciting information from the participants in the study. Therefore, the questionnaires include a specific question presented to respondents in particular research in which the answers serve as primary data to the researcher. The questionnaires contained ten (10) questions for each teacher and student. The questionnaires are specially designed to find out the problems of students poor performance in the English Language Teaching and learning in the selected polytechnics. The researcher did the gathering of data via construction of questionnaires. To underpin this in this study, Mahboob et al. (2014) argue that questionnaires can be adopted or modified in some important ways to suit the present study for collection of it primary data from the participants involved in the research. One of the ways is to reflect the nature of problems of the students on the English Language Teaching and Learning in the study area. Therefore, the researcher asks a question one to ten for both the teachers and the students to enable him to get accurate information as data for this study.

PRESENTATION AND ANALYSIS OF THE DATA

The presentation of ten (10) questions in the questionnaire involved data responses for each of the hundred (300) lecturers and students purposely selected from three (3) Polytechnics which include: Federal Polytechnic Mubi, Damaturu and Bauchi. The lecturers’ questionnaire was designed in the English language because of their level of education which enables them to understand all the questions. The students’ questionnaire is equally formed in English based on their level of education to answer the questions adequately. This study deliberately set a criterion which draws a line between significant and insignificant findings. According to this criterion, any result of 40% and above is substantial while any result below 40% is to be considered negligible. The table for each of the ten (10) questions for the hundred (300) selected participants in which ninety (90) of them were lecturers and two hundred and ten (210) were students as follows:

Question 1: Do you have adequate English language lecturers in your institutions? The responses of the participants (lecturers) in the English language out of three hundred (300) that were selected from the study areas are tabulated below:

Table 1

Proposition	Responses	Percentage of Responses
Yes	40	44.4
No	50	55.6
Total	90	100

From the table 1 above, 40 of the respondents (44.4%) revealed that there were adequate English teachers in their institutions. 50 of the respondents (55.6%) stated that there is an inadequate number of the English teachers in their schools. It showed that there is an insufficient number of the English lecturers in the study area. Based on the criterion formed in this research, the finding is significant because it is above (50%).

The responses of the ninety (90) selected lecturers from the selected 3 Polytechnics are as follows:

Question 2: How many English language lecturers that read English are there in your institutions?

Table 2

Proposition	Responses	Percentage of Responses
1	20	22.2
4	25	27.8
0	45	50
Total	90	100

From table 2 above, 20 (22.2%) pointed out that there is only (1) English Language lecturer that read English as a course in their institution. 25 of the respondents (27.8%) revealed that there are Four (4) English Language lecturers in their institution while 45 (50%) stated that there is no English Language lecturers that read English as a course in their school. It showed that there is a problem of qualified English Language lecturers in the study area. If you consider the criterion of this study, this result is significant because it is above (40%).

Question 3: How do instructional facilities aid teaching of English language in your class?

Table 3

Proposition	Responses	Percentage of Responses
Very High	20	22.2
High	40	44.4
Moderate	15	16.7
Low	15	16.7
Total	90	100

From the above table, 20 of the respondents who constituted (22.2 %) posit that instructional facilities aid the teaching of English Language very high while only 40 (44.4%) of the respondents stated that it supports the education of English Language high; this reveals that instructional facilities aids teaching of English Language very well. This result is equally significant as proven by the criterion of this study.

Question 4: How do ICT tools affect students' performance in the English Language?

Table 4

Proposition	Responses	Percentage of Responses
Rapid	30	33.3%
Moderate	50	55.6
Low	10	11.1
Total	90	100

The above table (4) revealed that 30 respondents who are (33.3%) stated that Information communication Technology tools affect students' performance in the English Language. It showed that Information Communication Technology plays a vital role in improving students' performance in the English

Language. But in a situation where it is not available it entirely affects the performance of students in English as shown in this result. The criterion of this study agreed that this result is most significant.

Question 5: Does your institution have funding problems?

Table 5

Proposition	Responses	Percentage of Responses
Yes	30	33.3
No	60	66.7
Total	90	100

From table 5 above 60 respondents (66.7%) pointed out that there is a problem of funding in their respective schools. It means that the issue of the financing exists in the study area. The criterion of this study proved that funding is also most significant.

Question 6: Are the instructional facilities for teaching the English Language adequate in your school?

Table 6

Proposition	Responses	Percentage of Responses
Yes	35	38.9
No	15	16.7
Sufficient	5	5.6
Insufficient	25	27.8
Highly enough	10	11.1
Total	90	100

From the above table (6), 35 of the respondents (38.9%) revealed that there are sufficient instructional facilities for teaching English in their schools, while 5 which constituted (5.6%) stated that there are insufficient instructional facilities for teaching the English Language in their schools. It showed that there are inadequate instructional facilities for teaching the English Language in the study areas. Therefore, lack of instructional teaching facilities is significant according to the criterion of this study.

Question 7: Do you have ICT tools for teaching English Language in your institution?

Table 7

Proposition	Responses	%of responses
Yes	10	11.1
No	80	88.9
Total	90	100

From table (7) above, 10 (11.1%) stated that there is ICT tool for teaching the English language in their schools while 80 respondents which constitute (88.9%) of the respondents revealed that there is no ICT

tool for teaching the English language in their schools. It showed that there is a shortage of ICT tool in the study area and the criterion of the study proved the results to be significant.

Question 8: what is the major problem of students' poor performance in the English language?

Table 8

Proposition	Responses	% of responses
Insufficient English teachers	20	22.2
Problem of funding	25	27.8
Lack of proper instructional facilities	10	11.1
Lack of ICT tool	35	38.9
Total	90	100

From the table above, 35 (38.9%) of the respondents stated that significant part of the problem of students' poor performance is as a result of inadequate number of English lecturers. The 25 of the respondents (27.8%) pointed out that the considerable difficulty of students' poor performance in English is due to problem of funding, 20 of the respondents (22.2%) revealed that the major problem is lack of proper instructional facilities while 10 (11.1%) admitted that the major problem is lack of Information Communication Technology tools for teaching English Language. It showed that the major problem of students' poor performance in the English language is a problem of funding in the selected institutions in this study, as a result of the fact that it was above (40%).

Question 9: What other factors do you think to have a substantial effect on the students' learning the English language?

Table 9

Proposition	Responses	% of responses
Discipline	44	48.9
No idea	46	51.1
Total	90	100

From the above table 9, 44 of the respondents (48.9%) stated that other factors or issues that have an essential effect on learning the English language are disciplines. It revealed that most of English lectures in the study area used to take place as General Studies due to that most of the students used to come late to lectures. It's quite a problem because they used to miss some part of the lessons because to them is not a departmental course. While 46 which represented (51.1%) admitted that they have no idea on any other factor or issues that have an essential effect on learning the English language. It showed that the result is insignificant considering the criterion of this study which states that any result below (40%) is not significant.

Question 10: What have changed at your institution over the past five years? Which has affected the teaching and learning of the English language?

Table 10

Proposition	Responses	% of responses
Transfer of English Teachers	55	61.1
No idea	35	38.9
Total	90	100

RESPONSES OF THE STUDENTS' QUESTIONNAIRE

Question 1: Do you have an adequate English lecturers in your School? The reactions of the participants (students) in the English language who were ninety (90) out of three hundred (300) that are selected from the institutions are tabulated below:

Table 1

Proposition	Responses	Percentage of Responses
Yes	200	95.2
No	10	4.8
Total	210	100

From the table 1, 200 of the respondents (95.2%) revealed that there were an adequate English lecturers in their schools. The 10 of the respondents (4.8%) stated that there is an inadequate number of the English language lecturers in their schools. It showed that there is an inadequate number of the English language lecturers in the study area. Based on the criterion used in this research, the finding is significant for the fact that more than (40%) said there are inadequate number of the English lecturers in their schools. The responses of the two hundred and ten (210) selected students from the selected 3 Polytechnics are as follows:

Question 2: How many English lecturers that read the English are there in your institution?

Table 2

Proposition	Responses	Percentage of Responses
1	45	21.4
4	30	14.3
6	110	52.4
0	25	11.9
Total	210	100

From table 2, 45 (21.4%) pointed out that there is only one (1) English lecturer that read English as a course in their school. 30 of the respondents (14.3%) revealed that there are four (4) English Language lecturers in their school while 110 (52.4%) stated that there is no English Language lecturers that read the English as a course in their institution. It shows that there is a problem of a qualified English Language lecturers in the study area. Going by the criterion of this study results significantly is above (40%).

Question 3: How do instructional facilities aid the teaching of the English Language in your class?

Table 3

Proposition	Responses	Percentage of Responses
Very High	150	71.4
High	60	28.6
Moderate	0	0
Low	0	0
Total	210	100

From the above table, 150 of the respondents who constituted (71.4%) posit that instructional facilities aid the teaching of English Language very high while only 60 (28.6%) of the respondents stated that it supports the learning of English Language high: this revealed that instructional facilities aid teaching of English Language very well. This result is equally significant as proves by the criterion of this study.

Question 4: How do ICT tools affect students' performance in the English Language?

Table 4

Proposition	Responses	Percentage of Responses
Rapid	210	100%
Moderate	0	0
Low	0	0
Total	210	100

The table (4) revealed that 210 respondents (100%) stated that Information communication Technology tools affect students' performance in the English Language. It showed that Information Communication Technology plays a vital role in improving students' performance in the English Language. But in a situation where it is not available its entirely affect the performance of students in English as shown in this result. The criterion of this study agrees that this result is most significant.

Question 5: How often do you use a computer in your institution?

Table 5

Proposition	Responses	Percentage of responses
Once a day	90	42.9
Every day	50	23.8
Not at all	70	33.3
Total	210	100

From table 5, seventy (50) respondents (71.49%) pointed out that there is a problem of using a computer in their respective schools because they do not use it at all. Only 20 respondents which represent (28.57%) use it once a day. It means that the problem of computer exists in the study area. The criterion of this proves that lack of using a computer is also a significant finding which lead to the poor performance in English language.

Question 6: How does your school environment help in learning the English language?

Table 6

Proposition	Responses	Percentage of Responses
It helps	40	19.2
It helps well	70	33.3
It does not help at all	100	47.6
Total	210	100

From the table (6), 5 of the respondents (7.14%) revealed that their school environment helps in learning the English language as found in this study. While 65 which constitute (92.87%) stated that their school environment does not assist in determining the English language in any way in their schools. It showed that the school environment is part of the problem of teaching and learning the English Language in the study area. Therefore, the school environment is a significant finding regarding the English language teaching according to the criterion of this study.

Question 7: Do you have ICT tools for teaching the English language in your school?

Table 7

Proposition	Responses	% of responses
Yes	60	28.6
No	150	71.4
Total	210	100

From table (7), 150 (71.4%) stated that there is ICT tool for teaching the English language in their schools while 60 respondents which constituted (28.6%) of the respondents revealed that there is no ICT tool for teaching the English language in their schools. It showed that there is a shortage of ICT tool in the study area and the criterion of the study proved the results to be significant.

Question 8: Do you have a class rapport with your English language lecturers in your institution?

Table 8

Proposition	Responses	% of responses
Yes	110	52.4
No	70	33.3
No idea	30	14.3
Total	210	100

From the table, 55 (78.57%) stated that the significant problem of students poor performance is lack of classroom rapport between the English language lecturers and the students in the study area. The 15 of

the respondents who constituted (21.43%) pointed out that there is classroom rapport between the English language lecturers and the students. This result admitted that lack of classroom rapport between the English language lecturers and students is a challenge that hampers the instructing and learning of the English language in the study area. It showed that the significant challenge of students' poor performance in English is lack of classroom rapport between the English language lecturers and the students in the selected institutions as the study areas, as a result, is (78.57%). Therefore the effect is significant as confirm by the criterion of this study.

Question 9: How do you understand the method your teachers use for teaching the English language in your school?

Table 9

Proposition	Responses	% of responses
I understand	100	47.6
I do not understand	50	23.8
I do confuse	60	28.6
Total	210	100

From the table 9, 100 respondents who constituted (47.6%) stated that they do not understand the method of teaching English language used by their lecturers in their schools in the study areas. The 50 which represented (23.8%) admitted that they did have confusion when their lecturers were teaching the language using the teaching method. The 60 respondents who represented (28.6%) revealed that they understood the process of teaching English language used by their lecturers in the study area. It showed that the result is insignificant considering the criterion of this study which states that any effect under (40%) is not significant.

Question 10: Do you use to pass your English language examination at your school?

Table 10

Proposition	Responses	% of responses
I pass	200	95.2
I fail	0	0
I pass well	0	0
I fail well	10	4.8
Total	90	100

From the table 10, 200 respondents who represented (95.2%) revealed that they do fail the English language Examination set by the English language lecturers in their institutions. The ten respondents who constituted (4.8%) admitted that they pass English language examination without a problem.. It, therefore, proved that most of the participants used to pass an English language examination in their respective schools. It showed that the percentage of students who do pass the English language examination is significant in this study. It is because the 60% value is above 40% used as the criterion for this study.

DISCUSSION OF THE FINDINGS

The research indicated that there is a problem of an inadequate English lecturers in the study area. From the presentation of data in the table one (1) of the lecturers' showed that 25 of the respondents which constituted (83.33%) revealed that there is a problem of an inadequate English lecturers. This result is quite significant. In a similar vein, the table (1) of students' questionnaire revealed that 50 participants who constituted (71.43%) proved that the problem of an inadequate English lecturers exists in the study area. These agree with the result of Gist (2013), who conducted a research in which he discovered that the ratio of the English teachers to the students in his study area stood at 1:55. It proved the number of the English lecturers as of that time was found to be deficient. Hence, the poor performance of students in the English Language. The study also found that there is a problem of qualified lecturers in the study area from the presentation and analysis of data in table (2), of the lecturers' questionnaire in which 15 (50%) pointed out that there is only one (1) English lecturers that read English as a course in their institution. 6 of the respondents (20%) revealed that there are four (4) English lecturers that read the English in their school while 9 (30%) stated that there is no English Language lecturers that read the English as a course in their school. Similarly, the table 2 of the students' questionnaire pointed out that 45 respondents which represent (64.29%) revealed that absence of the specialised English language lecturers is among the problems in the study area which is equally a significant finding. It showed that there is a shortage of a qualified English lecturers in the study area. It agrees with Adedokun, (2011) who viewed that poorly trained English and untrained lecturers of the English were put in place to teach and train Polytechnic students for the national diploma (ND) certificate examinations in connection to their fields of academic endeavours. This situation gave immense contribution to the national diploma students.

Therefore, this means that an insufficient qualified lecturers in the study areas led to the low performance of students in the English Language. Furthermore, Quist, (2000) opines that in a successful instructing and quality of students studying is closely connected to the teachers' idea and comprehending of the subject. It means that an English Language lecturer who lacks the basic foundation of the English Language has immensely contributed to the students' poor performance in the subject (English Language) as either General Studies or Departmental course.

This study further discovered that there is a problem if the instructional facilities that will aid the teaching of English Language in the study area are not used at all since they remain the most critical part of teaching the Language in the study area. From the presentation and analysis of the data collected in table (3), of the lecturers' questionnaire 20 of the respondents which constituted (66.67%) posit that instructional facilities aid teaching of English Language; very high while only 10 (3.33%) of the respondents stated that it aids teaching of English language high. It revealed that instructional facilities aid the teaching of English Language very well in the selected institutions. It portrays that instructional facilities aid teaching of English Language in the Polytechnics. Also in table 3, of the students' questionnaire that 45 participants with (64.29%) admitted that instructional facilities aid teaching and learning English language but it was discovered not to be available in the study area. Not in a small way, it goes in line with Roger, (1981) who cited in Sa'ad and Usman, (2014) that instructional materials and facilities are an essential part of the process of learning as they provide practice and feedback in learning track. Nowadays, post-primary schools students, especially the ones belonging to government learners, are mostly found seated in their classrooms on the floor and windows during lessons. This is quite relevant issue which is equally found in some tertiary institutions such as the Polytechnics under study in this work.

In some cases, students received lectures in old and dilapidated classroom which is not convenient for most academic activities. In addition to that even where there are enough classes, they are overcrowded, and language laboratories are lacking. All these cannot allow for proper learning of English Language and other courses as well hence leading to poor performance of students of English Language in the Polytechnics.

In addition to the points mentioned above Kapoli, (2001) cited in Nyamubi, (2003) noted that real materials help the learners to discover the language that is used in day to day transactions and which linked to their interests and needs. In the same vein, UNESCO (2000) posited that the providing of teaching and learning materials such as textbooks is an active way of developing results in the study

areas. Therefore, if the instructional facilities that will aid the teaching of English Language are not available, it will result in the poor performance of students in the institutions. The study found that ICT tools affect the student performance in the English Language as it remains one of the primary means that improve their performance. From the data collected in the table (4) of the lecturers' questionnaire, 90 respondents who constituted (100%) stated that ICT tools improve students' performance in English in a rapid manner. It is also found to be similar finding in the students' questionnaire which revealed that 70 respondents admitted ICT affects students' performance once it's available. This tallies with Kapoli, (2001) who noted that authentic material such as ICT tools enable learners to discover and explore the language used in day to day life which tailored to their need and interests. From the presentation and analysis of data in the table (5) shows that 90 of the respondents who constitute (100%) from the lecturers' questionnaire pointed out that there is a problem of funding in their schools. This agrees with the opinion of Aghenta (2011), Udoh (2002), Ramalan (2002) and Fanfuwa (2004) cited in Korade (2015) who pinpointed that inadequate funding as one of the major problems in educational administration in Nigeria. However, the table 5 of the students' questionnaire showed that 50 (71.49%) participants out of 70 do not use a computer at all in their schools. It indicated that there is the existence of computer problems in the study area.

The study found that there are insufficient instructional facilities in the study area. Based on the evidence from the data in table (6) in which 25 (83.33%) stated that there are insufficient instructional facilities for teaching the English Language in the study area. This tallies with (Nyambi, 2003), who opined that teaching materials are essential in the process of teaching and learning more pleasant to the learners due to their offer of a real experience which improves soft-activities and imagination on the part of the learners. In the students' questionnaire from table (6), it was discovered that 65 (92.87%) respondents posit that the school environment does not help to the learning of English language which is a problem. The finding is found useful in (Glassman, 1994) who emphasised that environment helps to contribute to students' performance in English. The study also found that there are no ICT tools for teaching the English Language in the study area. From the data in the table (7) 20 of the respondents who constituted (66.67 %) pointed out that there are no ICT tools, hence the problem of poor performance of the students in the English Language.

Similarly, in the table (7) of the student's questionnaire 50 (71.43%) participants admitted that there are no ICT tools for teaching English in the study area. From the presentation of data in table (8), 15 of the respondents constituting (50%) revealed that the primary problem, of students poor performance in English Language is as a result of inadequate funding, this is followed by 5 (16.67%) of the respondents who pointed out that the significant problem of students' poor performance in English Language in the study areas is inadequate English lecturers in schools. Other see the major problem as lack of instructional facilities which are 5 (16.67 %) and lack of ICT tools as pointed by 5 of the respondents (16.67%). It agrees with Obe, (2009) and Korode, (2014) who stated that without an adequate funding, the standard of education at any level is tantamount to collapse. From the table 8 of the students' questionnaire, 55 (78.57%) participants revealed that lack of classroom rapport between lecturers and students affects the teaching of English language in the study area which is quite significant.

In both tables 9 and 10, the two findings revealed that the factors that have effect on learning of English language has changed over the past five years as the 60% of the students passed the English language and 57.12% understood their lecturers method of teaching. Hence these two factors are not significant findings as justified by the criterion of this study which pointed out that any result below (40%) is to be considered insignificant. The following is the presentation, analysis and discussion of findings from the students' questionnaire which were constructed according their educational level to fully understand the questions. The questions are almost all the same as lecturers' except where students have not been involved for example 'funding'. The participants selected in this set of the questionnaire are 90 since they are the target of learning the English language in the study areas. Table 9 of the students' questionnaire showed that 40 (57.14%) of the respondents understand the method used for teaching the English language while in table 10 of the students' questionnaire indicates that 42 (60%) of the participants admitted passing their examination in the study area. It noted that both of the results are insignificant because they showed no problem in the study area.

CONCLUSION

According to these findings, the following results were made: - That the genesis of the low or poor performance in English Language Teaching and Learning among the students of the selected institutions in this study include: insufficient numbers of English Language lecturers in the study areas. An inadequate amount of qualified English Language lecturers. Lack of instructional facilities which aid the teaching of English Language very high. Lack of information communication technology (ICT) tools which improved the students' performance in the English Language. Insufficient funding in the respective institutions. Insufficient instructional material for teaching the English Language, shortage of information communication technology (ICT), and so all findings mentioned above in the study area contributed to students' poor performance in the English Language Teaching and Learning as confirmed in this research. On the students' questionnaires, the following results were found to be significant: The 50 of the respondents showed that there is an insufficient number of English lecturers in the study area. 45 participants pointed out that there is only one (1) English lecturer that read the English as a course in their school in table 2. From table 3, 45 of the respondents posited that instructional facilities aid the teaching of English Language very high but not available in their school. In table 4, 70 respondents stated that Information communication Technology tools affect students' performance in the English Language. 50 respondents pointed out that there is a problem with using a computer in their respective schools in table 5. From table 6, 65 participants showed that the school environment is part of the problem of teaching and learning the English Language in the study area. 50 respondents revealed that there is no ICT tool for teaching the English language in their schools in table 7. 55 respondents from table 8, admitted that lack of classroom rapport between the English language teachers and students is a problem that affects the teaching and learning of English language in the study area. Based on the criterion form in this research, the findings are significant for the fact that the results are more than (40%).

RECOMMENDATIONS

In a nutshell, the teachers training programme; National Policy on Education to structure the syllabus and curriculum for teaching and learning the English language; modern instructional facilities; ICT equipment to be provided for the betterment of teaching and learning of English language; employment is to be made for qualify English Language lecturers and better funding are quite the most useful recommendation in this study.

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