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# The Effect of Socio-Cultural Factors on English Language Learning and the Impact on SSCE Results: The Case of Private vs Public Secondary Schools in Kano, Nigeria

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**Abstract.** This paper investigates the effect of socio-cultural practices on the English Senior School Certificate of Education (SSCE) results in public and private secondary school students in Kano, Nigeria. Using a case study approach, we explore whether socio-cultural practices might have influenced or constrained student performance in English SSCE results. This case study involves ten (10) participants from ten (10) secondary schools. An open-ended questionnaire was administered to all participants; findings revealed that teaching-related facilities in public secondary schools are not sufficiently available, unlike private schools. Furthermore, findings also indicate that the teacher-student ratio in public secondary schools is higher than in private schools. Students' attitudes towards learning English language, including the use of social media, has also influenced the English SSCE results. Likewise, the schools' socio-cultural practices affect the students' performance in English SSCE exams. It is strongly recommended that the recruitment of additional English language teachers in public schools, and the establishment of more public schools aimed at improving the teacher-student ratio be employed. This would likely provide more active and interactive sessions for students, as well teachers. There is also a need to provide sufficient teaching and learning facilities and equipment in public schools, such as chairs, tables, fans, air-conditioning units,

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textbooks, computers, projectors, and so on. Public-school stakeholders should encourage the use of English language in English classes.

**Keywords:** English language; SSCE; socio-cultural theory; secondary school students

## 1. Introduction

This study examines various socio-cultural factors which might influence the recurring poor performance of final-year students in their SSCE English results in some selected public secondary schools in Kano, Nigeria (Kabiru, 2021). Socio-cultural variables in a specific learning context are very important for language teaching and learning because they conceptualise how teachers and learners socially construct knowledge in many classroom settings (Valdes, 1986). Some of the socio-cultural variables are institutional social practices, such as speaking the local language in English language classroom, using online resources while teaching English, the teacher-student ratio, as well as the socio-economic status of the students' parents. For example, do some students have access to English learning resources and social media? There are many theories within the discipline of linguistics which attempt to provide further insight into how people learn a second language (Ohta, 1995).

Kung (2017) and other scholars have received much attention in the study of second language acquisition, which 'considers learning a socially constructed trajectory through human cognition for social interactions to take shape'. However, to the best of our knowledge, no studies have been conducted in the context of Kano State to investigate why final-year senior secondary school English language results consistently show a disparity between various selected public and private schools. This study explores the socio-cultural factors in investigating the recurring poor performance of various final-year students in English SSCE results in selected public schools in Kano.

Many scholars have conducted studies on how socio-cultural factors might constrain or influence the acquisition of English as a second or foreign language, focusing on different contexts and aspects. For example, Kung (2017) explored the Taiwanese context where English is a foreign language, examining whether the Taiwanese culture had any influence on learning the language. The study found that the Chinese culture had a great influence in English language teaching and learning. In another study, Ozfidan et al. (2014) conducted a case study of 20 participants, arguing that second language learning is a social practice by examining 'students as active participants in the construction of learning processes' (Ozfidan, et al., 2014: 185). The results indicated that the participants had a special ability to learn languages. Anyanwu (2016) investigated the influence of socio-cultural factors in teaching and learning English language with Nigerian undergraduates. The results of the study indicated that English language is predominantly used in a formal setting, whereas local languages are frequently used in informal settings. The findings also indicated that the socio-economic status of English language learners affects their success in learning the language. Another factor is the learner's attitude towards learning the language.

Kieti (2018) conducted a study on the factors influencing academic performance of students in public secondary schools in Machakos county, Kenya. The study was aimed at establishing the influence of learning resources and teacher-related factors on students' academic goals. The research employed a descriptive survey design, involving 230 students, 10 principals, and 40 teachers. One of the findings revealed that learning resources were insufficiently available and hence negatively affected the academic performance of the students to a great extent. Furthermore, the socio-economic status of the students and teacher-related factors had a statistically significant influence on academic performance of the students.

Anwas et al. (2020) investigated students' use of social media in learning English in senior high school in Indonesia. The researchers used both a quantitative approach and a survey method. The results showed that the students' intensity in using English language social media content had a positive impact in terms of their competency in English, including reading, writing, listening and speaking skills. They concluded that social media contribute considerably in learning English. Ariantini (2021) also investigated the impact of social media on learning English. The findings indicated that social media have a positive impact on the students' English language skills, as well as their motivation, creative and critical thinking. In addition, using a quantitative method and employing undergraduate students from a private university, Halimi et al. (2020) investigated the social, cultural and psychological aspects of students' motivation in learning English in high school in Kuwait. The results revealed significant differences between public and private school students in terms of English language competency. For example

*English language learners who graduated from 'private high schools were more integratively oriented, their motivational intensity was higher, they were more instrumentally oriented, and their English use anxiety was lower'. In contrast, English language learners who graduated from public high school had more desire to learn English, were more instrumentally oriented, had stronger parental encouragement, and were more anxious in English classes (p. 156).*

This shows that the type of school that English language learners attended might have an impact on their attitudes towards learning English language.

Isti (2018) investigated EFL students' attitudes toward learning English in a public junior high school in Sokaraja in Indonesia, using questionnaires, interviews and note taking from observations. The findings of the study showed that mass media, parents, climate, personal experience, teachers and classroom tasks affect EFL students' attitudes toward learning English. Hibatullah (2019) conducted a study on the challenges of international EFL students learning English language in a non-English speaking country. Using a qualitative approach with two students in a private university in Indonesia, the findings revealed that a lack of exposure to a learning environment. One of the participants found it difficult to learn English outside the classroom because his 'social environment did not scaffold his English learning process'. Secondly, the willingness to participate in the classroom activity was also affected by the classroom size.

These earlier studies focused on different aspects, including higher education ELS learners and different contexts. However, none of the previous studies investigated the reasons for the recurring poor performance of final-year students in English SSCE results in selected public schools in Kano. This study aims to address this gap.

The following questions will be addressed:

1. Why are there recurring differences in the SSCE English language results of public and private secondary schools in Kano state?
2. How do socio-cultural factors constrain or influence the performance of final-year students in SSCE English language results in public and private secondary schools in Kano state?

## **2. Theoretical Framework**

### **2.1. Vygotsky's Socio-Cultural Theory**

The tenet of Vygotsky's (1978) socio-cultural theory is to understand how individuals perceive and interact with one another on a daily basis. Vygotsky (1978) states that the study of socio-cultural theory involves various different forms, attention and memory processes, and mental activity in the domain of cognition, as well as social activity. In terms of language learning, Vygotsky's conceptualization of activity theory focuses on how minds function for learning to take place. 'Learners' motives are further suggested to play a significant role in the process of learning to reach their goals' (Kung, 2017: 3). This socio-cultural perspective indicates that learning a second language not only focuses on the process of learning new sounds and structures, but rather on the learners' collaboration in social activities (Ozfidan, et. al, 2014; Lantolf, 1994; & Kung, 2017). This framework of activity emphasises that the psycholinguistic and learning processes are inseparable from social contexts. In other words, social contexts might influence or constrain the performance of learning a second language. The relevance of this theory to the present study is the socio-cultural contexts. For example, social practices of the schools, such as teacher-student ratio, availability of teaching and learning resources, the use of English language in the classroom, and the socio-economic status of the students' parents. This theory also emphasises that second language learners are 'active participants in the construction of learning processes and consider language learning as a social practice' (Ozfidan, et. al, 2014: 186).

## **3. Context of the Study**

### **3.1 English Language in Nigerian Senior Secondary Schools**

According to the Nigerian National Policy on Education (2013), English language is one of four compulsory subjects taught at senior secondary school level. Children enter senior secondary school level after successfully completing ten years of basic education. One of the prerequisite subjects to be admitted into colleges and universities is passing the English language credit. In other words, the minimum entry requirement into Nigerian universities is passing five subjects, including English, which is compulsory (Joint Admissions and Matriculation Board, JAMB, n.d.)

At the end of the final year of senior secondary school (Year 3), every student must pass their final-year examination, which is conducted either by the West African Examination Council (WAEC), the National Examination Council (NECO), the National Business and Technical Examinations Board (NABTEB), or the Senior Arabic and Islamic Studies Certificate (SAISC). This examination is known as the Senior School Certificate of Education (SSCE), (JAMB, n.d.). Students who are expected to be admitted to universities must pass at least five credits, including English language, and four different subjects relating to their disciplines and the requirements of the university. In addition to having five credits, students must also pass the JAMB examination, passing with the minimum score (which varies across higher institutions). The students usually register for four subjects, including English language, which is compulsory. The remaining three subjects must be relevant to the course chosen to be studied at the higher education institutions (JAMB, n.d.)

### **3.2 Senior Secondary School Education in Nigeria**

As mentioned above, students receive senior secondary school education after successfully completing junior secondary schools (NPE, 2013). There are different types of secondary schools in Nigeria: public secondary schools, private secondary schools, missionary secondary schools, and community secondary schools. All of these secondary school categories adhere to a uniform curriculum established by the Federal Ministry of Education, particularly essential courses outlined in the National Policy on Education. Public secondary schools are controlled, owned, and regulated by the government, whereas private secondary schools are owned and controlled by private organisations or individuals, aiming mostly at generating profit. Secondary schools in Nigeria are mainly a mix of public and private.

### **3.3 Senior School Certificate of Education: English Language Results in Kano**

As previously mentioned, there are different secondary schools in Nigeria. Kano state is one of the 36 states in Nigeria, and provides different types of secondary schools. Kano is located in the northwest area of Nigeria and has an estimated population of more than 13 million (UKaid, n.d.). The main inhabitants of this state are the Hausa/Fulani people, and the predominant language spoken is the Hausa language.

In terms of senior secondary school education in Kano, there are two main types of school: public and private. Both categories of school have the same unified curriculum and are both supervised by the Kano State Ministry of Education. The public schools, as previously mentioned, are controlled and run by the government, whereas the private schools are owned and run by individuals or organizations. Every year, the above-mentioned national examination boards organise a unified national examination (SSCE) for final-year senior secondary school students.

Over the past few years, the English language results of the West African Examinations Council (WAEC) in some selected public and private senior secondary schools (10 schools, see Appendix 1) in Kano indicated that the private

school students performed better than their counterparts in public secondary schools (Kabiru, 2021). This tendency is of concern since any student who does not pass English at the credit level will not be admitted to higher education institutions, particularly universities. The reason that the majority of public senior secondary school students consistently fail to pass English language at credit level compared to their counterparts in private schools is unclear.

## **4. Methodology**

### **4.1. Research Design and the Participants**

This study is an exploratory investigation into the effect socio-cultural factors on English language learning impact SSCE results in public and private secondary schools in Kano. It is a case study for which ten participants from the ten selected secondary schools (one participant from each school) were purposively and randomly selected. All chosen participants were graduating students, with an age range of between 17 and 19 years old. All the participants speak Hausa as their first language. Five of the selected participants attended both public primary and secondary schools. The other five participants attended both private primary and secondary schools. The rationale for choosing graduating students was due to our inability to trace previously graduated students. Since the SSCE English language results in these selected institutions is a recurring phenomenon, we decided to use the graduating students who were in their final year in each of the schools. To comply with ethical standards, during the data analysis we used pseudonyms instead of the real names of participants.

### **4.2. Data Collection**

Following Dörnyei, (2007), an open-ended questionnaire was used to collect data from the participants. This type of questionnaire was decided on because of its richness, allowing a degree of freedom from the respondents (see Appendix 2). Before administering the questionnaire, three English language teachers were consulted about the appropriateness and comprehensibility of the questionnaire. To ensure that the respondents understood what was being asked in the questionnaire, they used their first language (Hausa) to write up their responses. The rationale for using their native language was to enable them to express themselves in detail without any language barrier. The questionnaire was then piloted in two English language classes, with 14 students in each class. On the basis of the results and students' comments, as well as the two translators' comments about the fluency of the items, the items were modified, and then finalised for data collection.

### **4.3. Data Analysis**

After collecting the data, following Creswell (2003), cross-case theme analysis was used. This type of analysis reassembles the data on the basis of logical connections between the categories. The rationale for this type of analysis was to confirm and verify that the data were united, aiming at understanding the overall case or the possible factors that might influence the case (Ozfidan, et. al, 2014). As can be seen in the results section below, five related themes emerged from our cross-case theme analysis.

## 5. Results

This section provides the results of the questionnaires, according to the responses of the participants. Five themes were identified which might influence or constrain English language performance in the SSCE results in the aforementioned schools, namely:

- 1) School facilities
- 2) School textbooks
- 3) Teachers
- 4) Students' negative attitude
- 5) Social media

Where appropriate during the course of presenting the data, quotes are extracted from the students' responses to the questionnaire.

### 5.1. School facilities

This factor was categorised into three sub-themes. The first sub-theme was the availability of chairs and tables in the classrooms. All five respondents from the private schools stated that there were sufficient chairs and tables in their classrooms. In contrast, three out of the five public school respondents claimed that there were no chairs and tables in their classrooms. For example, one respondent from the public school stated:

*In our classrooms we don't have enough chairs and tables, most of our colleagues sit on the floor... it is difficult to write on the floor. But if we have them, it will be simple for me ... (Pb1)*

The second theme relates to the use of computers and projectors while teaching English language. Three out of the five private school respondents stated that computers and projectors were used when English language is taught. For example, one respondent stated that 'computers and projectors are being used twice a week'; while another respondent claimed that they always used such facilities. However, two respondents mentioned that such facilities were not used while teaching English language. Four out of the five public school respondents mentioned that computers and projectors were not used in the classrooms, showing that private school students are exposed to more modern teaching facilities than their public school counterparts.

The last sub-theme focused on the availability of air-conditioning or cool-air fans. All of the private school respondents reported that air-conditioning and/or ceiling fans were available and functional in their classrooms. On the other hand, three out of the five public school respondents reported that air-conditioning or fans were not available. This suggests that only two respondents from the public school had either air-conditioning or fans in their classrooms.

### 5.2. School textbooks

This theme is categorised into two sub-themes. Firstly, the availability of English language textbooks when teaching English in the classrooms. The results of the open-ended questionnaire indicated that four out of the five private school respondents reported that English textbooks were available. For example, one respondent says:

*It is compulsory for every student to have an English textbook. If you don't have the book, you will not be allowed to attend the English class. At the end of every academic session, a list of books to be bought was handed out to every student. (P3)*

In contrast, only two out of the five public school respondents stated that English textbooks were available for use in the English class. Other respondents were of the view that English textbooks were not available for use in the class. One of the respondents stated:

*We don't have English textbooks while learning English. Our teacher usually comes with only one book for himself. We miss a lot of important topics. For example, reading comprehension, there is not enough time to write the passage on the board and then do the reading exercise. (Pb 3)*

Another respondent was of the opinion that students did not have access to textbooks because of the economic status of some of the students in the public schools. For example, many of their parents are low-income earners, earning less than five dollars a day. It is difficult to buy the required textbooks, and even the teachers are reluctant to compel the students to have textbooks as a requirement for attendance.

Second was the availability of the school library. Three out of the five private school respondents stated that there was a school library on site. One of the respondents said:

*We do have [a] library in our school and there are some English textbooks. But the textbooks are not enough, and the library is not big enough to take many students. For example, it cannot seat more than 40 students, it is just like a classroom. (P 5)*

Four out of the five public school respondents claimed that they had a school library, and that the library was very large, accommodating more than 200 students. However, there were not adequate numbers of English textbooks for each student. Another respondent stated that:

*We have a library, but the English textbooks are very old, and some of the pages are torn or missing. And the textbooks are quite different from what we are being taught in our English classes. Another difficulty is that we don't have guidance while studying in the library. (Pb 5)*

This sub-theme shows that public schools have more library facilities than the private schools, although there are varying issues among the two. However, the data suggest that private schools have more available textbooks than public schools.

### **5.3. Teachers**

This theme concerns how teachers can influence or constrain the students' English language performance. It is subdivided into the teacher-student ratio per class, and the use of internet resources. The teacher-student ratio per class means the number of students in each class per teacher for English lessons. The research data indicated that in private schools there were a minimum number of 16 students



per class, with a maximum of 32 students per class. In contrast, the minimum number of public school students per class was 29, with a maximum number of 80 per class, clearly showing that in private schools the teacher-student ratio is better managed than in public schools. One of the public school respondents claimed:

*In government schools there are many students because our parents do not have enough money to take us to the private schools. So, many people take their children to government [schools] because you will not pay big money. Because of that, there are many students in every class. (Pb 1)*

The utilisation of internet resources is a second teacher aspect. Four out of five respondents from private schools stated that English teachers frequently utilised online resources. For instance, one respondent stated:

*Sometimes while teaching, our teacher would provide real-life examples by Googling it on the internet or YouTube so that it will be easier for us to understand the topic or concept. (P 3)*

In contrast, four out of the five public school respondents claimed that their teachers did not use online resources while teaching English. For example, one respondent said:

*How can our teacher use online resources when there is no constant electricity? We don't have power generators, unlike my friends in private school, where they have power generators, televisions, and projectors. (Pb 4)*

This clearly outlines the gap between public and private schools in terms of using online resources.

#### **5.4. Students' negative attitudes**

This theme is categorised into three sub-themes: firstly, the use of the mother tongue in class while learning English. As previously mentioned, the *lingua franca* in the state is the Hausa language. Only one of the private school respondents stated that she sometimes used Hausa in class while learning English. However, another private school student mentioned that if someone used any language other than English, they would be asked to pay a token fine. One student claimed:

*We can't use Hausa or any other native language while learning English. If someone did, and the teacher found him, he will be asked to leave the class for that period or he will be given some punishment. (P 4)*

In contrast, three out of the five public school respondents stated that the mother tongue could be used while learning English. For example, one respondent mentioned that there was no problem using the Hausa language while learning English. Another respondent said:

*The reason why I used Hausa language in the class because I don't have enough English words, so sometimes it is difficult for me to find a needed word in the English language. Since my English teacher speaks Hausa, and the students also speak Hausa, I can speak in Hausa. They can understand me better. (Pb 5)*

Secondly, the frequency of students using English language outside of the classroom is discussed. The data showed that only one of the private school respondents stated that he uses English frequently; the remaining four respondents claimed that they use the language rarely. Only one out of the five public school respondents stated that she used English sometimes, while the remaining four respondents did not use English outside of the classroom. This clearly indicates that both groups of respondents rarely use English language outside of the classroom.

The last aspect is the frequency of studying the English language at home. All of the private school respondents stated that they made time to study English at home. For example, one respondent said:

*Our English language teacher usually gives us homework that we have to do at home. My parents at home always used to check my books and ask me what homework our teachers asked me to do. So, always my parents made sure that I did the homework. Because they went to high school. (P, 1)*

In contrast, four out of the five public school respondents stated that they did not have time to study at home, for a number of reasons. For example, some of the respondents stated that:

*I don't have time to study English at home because when I return from School, I have to go to the market and assist my father in his business. And in the evening, I have to go to Islamic school. My parents did not go to western schools [Western education]. (Pb 3)*

*When I return from school, I have many activities, so I do not study English at home, because I have to do my local work, as my parents do not have enough many [sic], and I have brothers and sisters. You can take them? So, we have to work hard. (Pb 2)*

These comments show that there are many reasons which could constrain or influence the students' English language performance.

### **5.5 Social media**

This theme concerns two aspects of the use of social media in improving learning the English language: firstly, how frequently do students watch English language programmes on television or YouTube? One out of four students in the private school stated that 52% of the programmes he watched were in English, while another respondent stated that she always watched English programmes. The remaining three respondents said that most of the time, they used English programmes, either on television or YouTube.

However, three out of the five public school respondents stated that they did not watch English programmes, either on the television or YouTube. One of them said:

*In our house we don't have television, so I don't want to go to my neighbour's house to watch it. I don't have a smartphone to watch*

*YouTUBE on, and even if I had this, buying data is too expensive for me.*  
(Pb 2)

The remaining two respondents claimed that they used to watch English programmes regularly, because they have television in their houses, as well as smartphones, and can afford to buy the data.

Secondly, how frequently do students use English language on Facebook and Instagram? Four out of five respondents in the private school stated that they frequently use English when using Facebook and Instagram, whereas one respondent said that he always used Hausa. In contrast, all five respondents from public school stated that they used Hausa while using Facebook and Instagram. This indicates that students in the private school interact more frequently with other English language users on social media than students of public schools, who mostly interact with Hausa-language users.

## **6. Discussion**

Although this is a small-scale study, it sheds further light on why the SSCE results of final-year English language students in public schools are recurrently poor, compared with those of private schools. The analysis of the data shows one of the possible reasons for such poor performance are the school facilities. Private schools provide sufficient tables and chairs, unlike the public schools, where the majority of respondents claim that there are insufficient chairs and tables in classrooms. This factor could constrain the students in public schools in their exam performance because the students might not find it conducive to study. This finding corroborates Kieti's (2018) finding which revealed that learning resources were insufficiently available in public schools and negatively affected the academic performance of the students to a great extent.

Secondly, computers and slide projectors are available and used in private schools, whereas the public schools do not have enough of such facilities available for use. As we already know, these facilities play an important role in teaching and learning. For example, there is sometimes a need to visualise various concepts, ideas, events, or scenarios that will assist learners to understand. The absence of these facilities could contribute to poor English results of public secondary schools' students.

Thirdly, as reported by the public school students, air-conditioning units or ceiling fans are not available or functional in their classes, unlike their private school counterparts who have functional air-conditioning or ceiling fans. This factor could also affect the students' performance because their learning is not taking place in a conducive environment (Valdes, 1986; Isti, 2018; Hibatullah, 2019; & Halimi, et al., 2020).

One of the tenets of the socio-cultural theory as mentioned above is the active participation of participants in the processes of language learning; learning a language is a kind of social practice (Ozfidan, et. al, 2014). This study's data shows that in the public schools, the teacher-student ratio per class is above the required threshold, with a minimum of 29 and maximum of 80 students per class, unlike

in private schools, where there is a minimum threshold of 16 and maximum of 32 students per class. The socio-cultural theory argues that active participation promotes successful language learning, and therefore, the high volume of public school students per class could seriously affect performance of their English language results, due to the fact that the teacher-student ratio might not allow effective classroom interaction among the participants, including the teacher. In other words, students might not have sufficient time and space to fully participate in the teaching and learning activities, unlike their counterparts in private schools. Hibatullah's (2019) and Isti's (2018) studies corroborate this finding that the willingness of students to participate in classroom activities largely depended on the classroom size; if the number of students in the classroom is large, they might not be able to participate actively in the classroom activities.

The results of the study also indicate that most of the public school respondents frequently use their mother tongue in the English classroom, unlike their private school counterparts, where the use of any language other than English is not allowed. This limited practice of using English could be a further reason of why public school students perform poorly in the English SSCE results. Hibatullah (2019) revealed a similar finding, in that students found it difficult to use English language outside the classroom because 'the social environment did not scaffold their English learning process'. This study corroborates Anyanwu's (2016) findings that students tend to use their mother tongue in the English language classroom.

Students' attitudes towards social media also showed that the more students actively use social media in English, the more they improve their English language (Anwas, et al. 2020; Halimi, et al. 2020; & Ariantini 2021). Most of the private school students have access to social media, including television, unlike their colleagues in the public school, and the private school respondents mostly watch and use the English language on social media, whereas three out of the five public school respondents do not. This highlights the importance of learners' motives, which play a significant role in learning (Kung, 2017) and could possibly be an additional reason for the poor performance of English SSCE results among public school students, in line with Arintini's (2021) study, which revealed that social media has a positive impact on the students' English language skills, as well as their motivation, and creative and critical thinking.

## **7. Conclusion and Recommendation**

The adoption of the open-ended questionnaire for this case study provided much useful insight into the recurring poor English SSCE results in some selected public schools. This included a lack of sufficient teaching and learning facilities in the public school, and the unfavourable teacher-student ratio. A further factor was the students' attitudes towards learning the English language, and the use of the mother tongue in the English language classroom. Socio-economic status also plays an important role in learning English, as highlighted by many of the respondents, for example, the inability of many parents to enrol their children in private schools, and the provision of learning materials, such as English language textbooks.

Although this study focused on only a few participants and schools, some recommendations can be made. One way to improve English SSCE results in those public schools is to provide sufficient teaching and learning facilities, such as enough textbooks, tables, chairs, computers, and online resources. The provision of such facilities could be conducive to a positive teaching and learning environment, as evidenced in private schools where such facilities are sufficiently available. Secondly, the teacher-student ratio could be improved in the public schools. This could be carried out in two ways: by recruiting more qualified English language teachers, and by establishing more new classes and secondary schools aimed at reducing the number of students in every class. This might encourage active class participation while learning the language. Thirdly, teachers should discourage students from using their mother tongue during the English language class. This might enable students to improve their English language proficiency, which in turn, would reflect in their final-year examination results.

### 8. Limitation of the study

This is a small-scale study, and therefore, considering the large population and number of schools in Kano state, we cannot generalise our findings. We recommend a large-scale study of this nature to cover a high volume of participants and schools.

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## Appendices

### Appendix 1

#### List of secondary schools

1. G. G. S. S. Gwale
2. G.G.C. Dala
3. G. S. S. Dala
4. G. A. C. Gwale
5. G. G. S. Kurna
6. Kamfa Modern College
7. Darul Hikma Educational Center
8. Gora Academy, Kano
9. A. M. International School, Kano
10. Hanif College, Kano

### Appendix 2

#### The effect of socio-cultural practices on English SSCE results of public and private secondary school students in Kano, Nigeria

This open-ended questionnaire is for English second language learners. We want to explore whether there are any contextual factors which might influence students' performance in the final-year English language result (SSCE). The rationale is to get a general understanding of the possible contextual reasons which might affect their performance.

All the information which you provide during this study will be kept strictly confidential. Your name will not appear in any publications or reports.

School

Name

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1. How many students in your class?

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2. Does every student use an English language textbook in class?

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3. Does every student have a chair and table while teaching English language in your class?

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4. How often does your English language teacher use computer and slide projector while teaching English?

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5. How often does your English language teacher use online resources/materials while teaching English?

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6. Do you have a library in your school?

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7. If you have library, do you have enough English language textbooks?

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8. Do you speak in Hausa or any language other than English in English language class?

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9. If you speak any other language, why?

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10. How many English language classes do you have in every week?

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11. How many minutes do you have in every English language class?

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12. How often do you speak English outside the classroom?

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13. How often do you watch English programmes on Television or YouTube?

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14. What language do you usually use on social media, such as Facebook, WhatsApp or Instagram?

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15. How often do you study English Language at home?

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16. Do you have functional air conditioning or a ceiling fan in your class?

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17. What problems do you face in learning English language?

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Thank you very much.