

FACTORS CONTRIBUTING TO STUDENTS' POOR PERFORMANCE IN SSCE FRENCH LANGUAGE IN SECONDARY SCHOOLS IN EBONYI STATE

By

Robert-Onu Charity Loveth
Primary Education Department,
Ebonyi State College Of Education,
Ikwo Ebonyi State

ABSTRACT

This article is an extensive investigation on the factors contributing to students' poor performance in SSCE French Language in Secondary Schools in Ebonyi State. This was achieved through five research questions that were proposed as a guide in the study. A theoretical review of some scholars' works ON students' poor performance in SSCE Secondary Schools and the teaching and learning of the French Language in Nigeria and Ebonyi State in particular. The population of the study comprise of 140 respondents, 25 item structured questions designed to be used to collect information from respondents. Data collected was presented and analyzed statistically using percentage. An average percentage of 50% and above was accepted and any item with percentage below was rejected. The findings of the study determined what could be said to be the factors that contribute to students' poor performance in SSCE French Language or not. The factors are students' lack of interest and confidence in the Language, the amount of time allocated by the school authority to the teaching and learning of French Language and the method of teaching in the classroom, unavailability of French Language textbooks and other teaching materials, none intention of the student to choose French Language as a career and insufficient number of French teachers. Consequent upon the findings of the study, some recommendations were given such as: French teachers should put more efforts into making the learning of the French language more interesting and simple and while evaluating the students, they should consider the fact they are just learning French as a foreign language. School administrations should make a little adjustment on the amount of time allocated to the teaching and learning of French Language and equally introduce modern approach to teaching in the classroom. The state government and owners of secondary schools should equip their schools with enough French Language textbooks and other teaching materials to encourage student's performance in the French Language.

INTRODUCTION

French Language is one of the major international languages in the world today and has even been adopted as a second foreign language in Nigeria. The Federal Government of Nigeria and the Ministry of Education has approved that French Language be studied in schools in Nigeria today, as early as from Primary Four to even Ph.D levels. It occupies a central position in the nation's curriculum as it helps in the promotion of Foreign Languages and transmission of culture: hence it is studied at all levels of national education. At the Senior Secondary Certificate Examinations (SSCE) a candidate is required to register for French Language especially if the student intends to study the Language at the tertiary level of his or her education.

French Language is the mother tongue of a typical French man or woman. The Language which was initially known as Vulgar Latin by the Romans, has passed through some evolutionary processes from the prehistoric days to date.

In Nigeria, the French Language became very important owing to the fact that we are surrounded by Francophone countries and also because of the advantage of mastering more than one foreign language in order to be relevant in the international community.

The teaching and learning of French at the secondary school level has its objective to facilitate interaction with our neighbours in French-speaking countries. However, the National Curriculum for Junior Secondary School and Senior Secondary School (2001) has the following objectives:

- i. To teach the learners to communicate in French Language through the systematic use of lively communication method.
- ii. To widen the scope of the learners' knowledge about the French and French speaking world.
- iii. To assist the teacher in his presentation of the subject in the simplest possible manner, in order to sustain the interest of the learner.
- iv. To encourage teachers to lead the learners to use French Language as a tool for enhancing technological excellence in whatever discipline they may choose in future.
- v. To encourage the innovative capacity of the teacher who should be able to improve on materials in order to enhance effective delivery.
- vi. To be the synthesis of past Nigeria syllabuses as well as those of other countries and benefit from the experience of the past in order to fit into the present modern Nigeria context.
- vii. To help textbook developers to produce teaching materials that will adequately reflect the communicative method approach in modern language learning.

Today in Nigeria Secondary Schools, both private and public, Language is given a very prestigious position. Though it is an international language of European Origin, it is one of the major languages studied in Schools. Two major bodies have been charged with the responsibility of conducting examination at the Senior Secondary. These two bodies are senior school Certificate Examination (SSCE), and West African Examination Council (NECO).

Western education came into West Africa since the colonial days. These colonial masters came with their own method of education measurement. This formal approach to evaluation of performance has given birth to two broad categories of examination.

West African Examination Council was established in 1952. This is the curriculum that has united major countries in West Africa since its establishment till date.

The commission was charged with the responsibility of determining the education that will be of public interest in West Africa to award Certificates which could be compared with that of England. The (WAEC) has played enormous roles in curriculum development, planning and evaluations in the countries where they render service.

The National Policy on education, revised edition (1998) has spelt out the broad goal of Secondary Education in Nigeria as preparing the individual for:

These noble objectives can hardly be achieved without effective evaluation and assessment machinery. Against this background, the Federal Government of Nigeria established the National Examination Council (NECO) in 1999. The Council has responsible to conduct several Examinations, including the Senior School Certificate Examination (SSCE) for school candidates in Nigeria. The Council conducted the first Examination in June/July 2000.

As a determination to improve the qualities of assessment and to the rising incidence of examination malpractice associated with public examinations in particular, the council has to set out to provide rules and regulations for the conduct of the Senior School Certificate Examination (SSCE). This substance was derived from the law establishing the National Examination Council (NECO) and Decree No 33 of May 1999, titled "Examination Malpractice Decree". Consequently, any infringement of the rules and regulations constitutes a breach of some selections of these enactments.

Research Question

1. Has students' lack of interest and confidence in the Language resulted to their poor performances in French Language (SSCE) in Ebonyi State?

2. Has the amount of time allocated by the school authority to the teaching and learning of French Language and the method of teaching in the classroom affected students' performance?
3. Is unavailability of French Language textbooks and other teaching materials a factor to the student's performance in the French Language?
4. Has none intention of the student to choose French Language as a career affected the students' excellent performance in French Language during (SSCE) in Ebonyi State?
5. Has insufficient number of French teachers contributed to the students' poor performance in French Language during Senior Secondary Certificate Examination (SSCE) in Ebonyi State?

French Language

Much has been written and said in recent times about French Language, its status and importance in Nigeria. The language has been playing some significant roles in the development of Nigeria, socially, politically, economically and technologically. With regard to its status, there has been a very significant positive transformation for French Language. It has moved from non-recognition to recognition, from a mere foreign language to a second official language in Nigeria, from an elective status to being compulsory at both primary and JSS levels (NPE, 2004). In addition, the language has been seen in different perspectives; no longer a mere academic subject, but also an important discipline of study and a means of providing or creating career and job opportunities for Nigerians. No wonder then that French language is being taught at all levels of education system of the country: Primary and Secondary schools, Colleges of Education, Polytechnics and Universities. The teaching of French in Nigeria started long ago in secondary schools. However, the teaching and learning of the language at this level still remains ineffective. In other words, one cannot be proud of the quality of French language products of secondary schools in Nigeria because their performances are low. Several barriers are responsible for this ineffectiveness. This paper intends therefore, to identify the barriers to quality French Language Education in the nation's secondary schools and the attendant consequences. Equally, the paper proffers some constructive and realizable suggestions at making the French Language Education in Nigerian Schools more qualitative, and thus, contributing towards quality education in Nigeria. Before we go ahead to examine the carriers to quality teaching and learning of French, it is not out of place to start first, by looking at some concepts such as education, quality education, French language education and the objectives.

The Learning of French Language in Nigeria

Nigeria's geographical, economic and diplomatic status as well as educational research held's made it very imperative for her and give adequate attention to the teaching and learning of the French Language. This has been applauded by some scholars. According to Ojo (1997),

French would better prepare the Nigeria Child who is planning to move into the future will self assurance, hope and sense of belonging. He will discover that even in the Nigeria of tomorrow, French will serve as a linguistic visa that would open better professional prospects for him.

This benefits and more makes the learning of the language of great importance to any informed parent or administration. Historically, Michael Omolewa dates the learning of French in Nigeria to the 1912 century. According to Omolewa (1978).

Yet French and German were among the earliest subjects introduced into the Nigerian Secondary Schools as from 1859 when the first Secondary School was founded in Lagos. The Wesley High School and Training Institution, opened in April 1878 in Lagos, made provision for-French and other modern language

It is therefore worthy of not that French Language learning is not a new thing to Nigeria. There was a rather official and constitutional approach to the learning of the French Language as we can see from Olufunmilayo Ogunkeye's works. According to Ogunkeye (2007),

Up till 1997, French was an optional second foreign language in the Nigeria Educational System. Late in 1997, the then Head of State, Late General Sani Abacha gave French a new status, declaring it Nigeria's second official language. Thus Nigeria became officially, an English/French bilingual Country and this was documented in the National Policy on Education (MPE) in 1998.

The vision of 1997 gave the learning of French a great relevance and it has been widely accepted today in both private and public schools in the country at all levels of education. It is also a very important language in both our junior and senior Secondary School Examinations in the Country while we learn to record some level of success in the learning of the languages more efforts need to be put in place. This was the opinion of Ogungbola. According to Ogugbola (2003).

Portent, le Nigeria n'a pas encore atteint un niveau de francisation acceptable malgré les efforts concertés des différents services de l'Ambassade de France (les services culturels et les alliances françaises etc). Et les efforts du gouvernement fédéral nigérian.

This is the English translation of Ogunbola(2003)'s opinion.

Nevertheless, Nigeria has not gotten to the level of acceptable "francisation" despite the concerted efforts of the different services of the French Embassy (Cultural Services and French alliances etc) and the efforts of the Federal Government of Nigeria.

Senior School Certificate Examination (SSCE)

The Secondary Education is the education given to children after their Primary Education and before their tertiary education. On a general note, Nigeria's philosophy of education guides every other educational programme in the Country. Writing on this subject, National Policy on education (1988) agrees that Nigeria philosophy of education should be based

on:

The development of the individual into a sound and effective citizen, the full integration into the community, and the provision of educational opportunities for all citizens of the Country at the Primary Secondary and Tertiary levels both inside and outside the formal school system.

It is against the above background that the goals of Secondary Education have been stipulated by NPE (1998) that it shall be to:

Provide all Primary School Learner with the opportunity for education of a higher level... offer diversified curriculum to cater for differences in talents ... provide, forward manpower in the applied science ... commerce ... develop and promote Nigeria Language ... inspire the students with a desire for self employment ... foster National unity ... raise a generation of people who can think for themselves.

Inadequate supply of French language teachers

A notable factor which has adversely affected the smooth learning and teaching of French Language is the lack of qualified French Language teachers. On this note, Amah (2009) laments that:

Shortage of teachers of the language has contributed to the ineffective teaching and learning of French in Secondary Schools Despite the fact that government has made French Language a compulsory subject at the Junior Secondary School level, many Secondary Schools do not teach French at all because teachers are not available.

For much success to be achieved in French Language there must be quality and quantity of French Language teachers. Nwanekwe (2002) has this to say on this issue: ... the work of a second teacher therefore required that, each of them should have good command of a range of professional skills and techniques.

Another factor which is hindering the good performance of students in French Language is indifference by both students and their parents. Whiteman's language and see it as unnecessary because they feel English Language should be enough for an average Nigerian student.

Parents in the other hand don't seem to bother if their children or ward fails their French Examination. Amah (2009) holds that: The negative attitude of Secondary School students towards French Language is also a major problem militating against qualitative teaching and learning of French. "The negative attitude is seen through their nonchalant attitude or show of no interest in the subject (Language)."

The lack of French language textbooks and teaching materials

Nothing could be as important as using the appropriate tool or a text at appropriate time. The immense benefits students could derive as the teacher uses an appropriate teaching material during lesson delivery cannot be over emphasized. Students need what they can see or touch as lessons are delivered for a lasting impact.

Hence, Omabe (2005) wrote that: a Chinese adage summarized it thus:

I hear, I forget

I see, I remember

I do, I understand

It will be very useful for teachers of French Language to endeavour to use concrete teaching materials as they teach in the classroom for a better understanding of the students.

In Senior Schools, even the recommended textbooks are not available, and where they are, are grossly inadequate in number to provide effective teaching and learning.

French teachers are therefore encouraged to use appropriate teaching materials when they teach.

The creative ones among them are advised to embark on writing of French textbooks and the likes.

Teachers of French Language should put into consideration the language materials for the learning. This will help in the achievement of the instrument objectives; consequently, the student's language capacity will be developed,

Instructional materials are human or materials resources used by the teacher to promote greater understanding of learning experience. Omebe (2005:10) wrote that:

Instructional materials refers to a great variety of resources which the teacher can use to illustrate the points he wishes to emphasize in his teaching to make his lesson vivid and more interesting... (Instructional materials) help the teacher ' to communicate more effectively to his students.

The types of instructional materials that could be used for effective teaching the following; graphic materials, mass media, flash cards etc. instructional materials help to develop the five senses of the students namely; the sense of sight, hearing, smell, touch and feeling. On this note, Omebe (2005: xi) agreed that: Studies have shown that learners remember 20% of what they hear, 30% of what they see, 50% what they hear and see. 70% of what they hear, see and talk about 90% what they hear, see

The foregoing points underscores the essence of using appropriate teaching of French Language so as to carry the students along as the importance of teaching materials cannot be over emphasized. Besides, students should be encouraged to read French Language textbooks. Before this can be achieved, teachers of French Language should also teach students how to embark on effective reading comprehension. Effective reading comprehension demands as accurate understanding of the words sentences and paragraphs that often contain the ideas or meaning of what is written. It also involves a faster reading defining comprehension. Nwokpor (2003) holds that:

(Comprehension)... is the process of understanding the meaning of thought behind the lexical items. The reader derives meaning from the words recognized in the text. The text can be expressed denotatively or

connotatively by the author ... it also involves making inferences to derive meaning from what is written on page and recreating mental images from the ideas of the writer for this purpose.

From the foregoing statement, one can rightly say that effective reading is something that goes beyond mere fixing of eyes on the printed materials. It is an activity that is accomplished with a heart full of purpose. On this note, Kumuyi (2004) opines that: Keeping always your life's purpose in view will help to turn dreams into reality. In a similar vein, Christian Woman Minor (2003) states thus: Aspire to acquire what you desire, and when you perspire, don't retire but re-fire.

We therefore come to conclude that we should say we have read when we actually understand what we have read.

v. Teachers' Poor Method of Teaching

Teaching could be seen as a process of helping a person or a group of people to learn something. It could be said to be the act of impacting knowledge to the less knowledgeable ones. Good method of teaching helps the teacher to achieve the desired educational objectives and also helps to attain to his instructional objectives as well.

Teaching is said to be an art because it is neither a dogmatic nor a passive process. This could be ascertained by the demonstration below:

Okeworo (2003) wrote that in teaching, the teacher should realize that there are individual differences and that those individual differences affect teaching and learning. Hence the teacher should have a good knowledge of psychological process for the teaching and learning of French Language.

Research design

The survey research is designed to investigate students that performance in SSCE .French, with a view to ascertaining how these problems existed at the time of this research, in order to proffer solutions to the problems.

Area of the study

The area of this study will be based on the senior secondary schools in Ebonyi state and will involve both private and public secondary schools.

Populations of the study

The populations under this study are students in senior secondary (SS3) in Ebonyi state attending both private and public schools

Sample and sampling techniques

A sample of 140 students that comprise of 2 public secondary school and 2 private secondary school in the Ebonyi state, will be randomly selected using random sampling technique .for the eight (4) schools that will be selected,35 will be selected from each school making it a total of 140 respondents from the (4) secondary schools of study.

Instrument for data collection

This type of research is a field research that will involve analysis of information gathered from the sample population .Therefore a structured questionnaire devoid of ambiguity will be used by the researcher as instrument for data collection

Validation of instrument

The instrument will be tested for validity by marching the items of the questionnaire with the research questions as outlined in capital one .This will help the researcher to confirm if the instruments measurement severed its purpose.

Reliability of the instrument

The researcher will use the test retest reliability technique to determine whether the instrument is reliable this will be done by administering the instrument to 70 respondents draw from 8 senior secondary schools that are located outside the area of study. This will repeated in two weeks interval on the same respondents.

Method for data collection

The questionnaire method will be used for date collection .The research assistance will be employed in administering the questionnaire. Returns from 140 respondents will be used for the study. Thought this questionnaire method, it would be possible for the researcher to collect information from the respondents on attitudes and opinion, as well as awareness and knowledge of the student poor performance in SSCE French in Ebonyi State.

Methods of data analysis

The method of data analysis for this research work is purely based on the use of statistical technique known as simple percentage. It will be used to determine whether a set of observed frequencies correspond to the questionnaire will be agree or disagree, accepted or rejected. The data collected will be analyzed using simple analysis by percentage.

Research Question 1

Has students' lack of interest and confidence in the Language resulted to their poor performances in French Language (SSCE) in Ebonyi State?

Table 4.1: Causes of students' lack of interest and confidence in French Language in secondary schools in Ebonyi State.

S/N	ITEMS	NO. OF RESP	A	%	D	%
1	You have a French textbook?	140	80	57.1%	60	42.9%
2	You stay in class when French is being taught in school?	140	100	71.4%	40	28.6%
3	You see French language as an important subject?	140	95	67.9%	45	32.1%
4	You think French will be beneficial to you in future?	140	94	67.1%	46	32.9%
5	You find French easy to understand?	140	40	28.6%	100	71.4%
	TOTAL			292.1%		207.9%

N = Number of Respondents A = Agree D = Disagree

From table 4.1 above, the response to item one shows that more than 50% of the students agreed that they have a French textbook, we observe in item 2 with 71% agreement that the students stay in class when French is being taught in school. Item 3 is indicative of the fact that the students see French language as an important subject. The response to item 4 think that French will be beneficial to them in future. Item 5 shows that the students have difficulty understanding the French language.

Research Question II

Has the amount of time allocated by the school authority to the teaching and learning of French Language and the method of teaching in the classroom affected students' performance?

Table 4.2: Methods used by teachers of French in secondary schools

S/N	ITEM	NO. OF RESP	A	%	D	%
1	Your teacher tolerates your errors in class?	140	69	49.2%	71	50.8%
2	You are allowed to express yourself the way you can in French?	140	69	49.2%	71	50.8%
3	Your teacher gives you class works and take home assignments?	140	127	90.7%	13	9.3%
4	Your teacher does all or most of the talking while teaching French?	140	82	58.6%	58	41.4%
5	Your teacher uses textbooks and audio-visuals while teaching French?	140	79	56.4%	61	43.6%
				304.1%		195.9%

N = Number of Respondents A = Agree D = Disagree

From table 4.2 above it is observed from item 1 the percentages show that teachers are most of the time not tolerating the students' errors in class. In item 2, 71% is recorded for the students not allowed to express themselves the way they can in French. Item 3 reports that the teachers give their students class works and take home assignments. The response to item 4 shows that the teacher does all or most of the talking while teaching French. Response to item indicates that the teacher use textbooks and audio-visuals while teaching French.

Research Question III

Is unavailability of French Language textbooks and other teaching materials a factor to the student's performance in the French Language?

Table 4.3: The lack of appropriate teaching materials for French in secondary schools

S/N	ITEM	NO. OF RESP	A	%	D	%
1	You have enough textbooks in your school?	140	109	77.8%	31	22.2%
2	You use audio-visual materials while learning French?	140	34	24.2%	106	75.8%
3	You hear your teacher well while teaching?	140	102	72.8%	38	27.2%
4	You have used a French lab before?	140	22	15.7%	118	84.3%
5	You have electricity in your classrooms?	140	56	40%	84	60%
				230.5%		269.5%

N = Number of Respondents A = Agree D = Disagree

Table 4.3 in item 1 shows that schools have enough textbooks. Item 2 disagree to the use of audio-visual materials while learning French in the school. It can be seen in item 3 that the students hear their teacher well while teaching them. A greater percentage in item 4 shows that the students haven't used a French lab before. The response to item 5 have electricity in your classrooms

Research Question IV

Has none intention of the student to choose French Language as a career affected the students' excellent performance in French Language during (SSCE) in Ebonyi State?

Table 4.4: None desire to pursue a carrier in French after secondary school

S/N	ITEM	NO. OF RESP	A	%	D	%
1	Your performance in French encourages you to want to continue with French	140	100	71.4%	40	28.6%
2	You think a Nigerian cannot master and teach french	140	60	42.8%	80	57.2%

3	Your French teacher is your role model	140	55	39.2%	85	60.8%
4	Your parents encourage you to learn French	140	33	23.5%	107	76.5%
5	Your teacher verbally persuades you to learn French	140	84	60%	56	40%
	TOTAL			236.9%		263.1

N = Number of Respondents A = Agree D = Disagree

From table 4.4 above shows that the students' performance in French encourages them to want to continue with French, item 2 indicates the respondents doesn't think a Nigerian cannot master and teach French. In item 3, the French teacher is not the role model of the students. The percentage of respondents recorded in item 4 shows that parents don't encourage the respondents to learn French. In item 5, it is seen that the teachers verbally persuade students to learn French

Research Question V

Has insufficient number of French teachers contributed to the students' poor performance in French Language during Senior Secondary Certificate Examination (SSCE) in Ebonyi State?

Table 4.5: The effects of lack of French teachers in secondary schools in Ebonyi State

S/N	ITEMS	NO. OF RESP	A	%	D	%
1	You have up to six French teachers in your school?	140	39	27.8%	101	72.2%
2	You French teacher attends very well to your academic needs?	140	103	73.5%	37	26.5%
3	Your French teacher spends enough time in class?	140	109	77.8%	31	22.2%
4	You were taught by a new French teacher in each class from your JSS1 ?	140	25	17.8%	115	82.2%
5	Your French teacher teaches only in your	140	68	48.5%	73	51.5%

	school?					
	TOTAL			245.4%		254.6%

N = Number of Respondents A = Agree D = Disagree

Table 4.3 shows in item 1 that most schools don't have up to six French teachers in the whole school, item 2 says that the French teachers attends very well to the academic needs of the students. According to response to item 3, French teachers spend enough time in class. Item 4 shows that the students are not taught by a new French teacher in each class from their JSS1. The student's response to item 5 indicates that more of their French teachers also teach only in another school.

Discussion of Findings

This section discussed elaborately on the findings of the study as related to the research topic:

Factors contributing to students' poor performance in SSCE French language in secondary schools

in Ebonyi State. Therefore questionnaire was administered to the respondents by the researcher for proper obtaining of vital information on the issue under the study. The data collected were presented and analysed in chapter four of this work. The discussion went as thus: Students' lack of interest and confidence in the Language cannot be said to be the cause of their poor performances in French Language (SSCE) in Ebonyi State. The data in Table 1 confirms that students have a French textbook. It is also observed that they stay in class when French is being taught in school. Students see French language as an important subject. And also think that French will be beneficial to them in future. Notwithstanding, they have difficulty understanding the French language.

Based on the findings in Table 2, it could be said that amount of time allocated by the school authority to the teaching and learning of French Language and the method of teaching in the classroom could be said to affect students' performance. In this case, the teachers are most of the time not tolerating the students' errors in class. This could also be seen as the students are not allowed to express themselves the way they can in French. When the teacher does all or most of the talking while teaching French it will surely be of disadvantage to the student.

Investigation of the unavailability of French Language textbooks and other teaching materials and their relationship with student's performance in the French Language is captured in table 4.3 where item 1 showed that schools have enough textbooks and Item 2 however disagrees to the use of audio-visual materials while learning French in the school. It can be seen in item 3 that the

students hear their teacher well while teaching them but as a greater percentage in item 4 shows that the students have not used a French lab before it points to the fact that technology is not applied even when some schools according to the response to item 5 have electricity in their classrooms

Coming to the aspect of none intention of the student to choose French Language as a career and its consequence on the students' excellent performance in French Language during (SSCE) in Ebonyi State, the response in table 4 showed that the students' performance in French encourages them to want to continue with French. It is on a positive note that the student doesn't think a Nigerian cannot master and teach French. In item 3, more than half of them said the French teacher is their role model. The percentage of respondents recorded in item 4 shows that parents don't encourage the respondents to learn French though the teachers verbally persuade students to learn French.

A very important factor is that insufficient number of French teachers has contributed to the students' poor performance in French Language during Senior Secondary Certificate Examination (SSCE) in Ebonyi State. Table 5 showed in item 1 that most schools don't have up to six French teachers in the whole school while item 2 said that the few French teachers attend very well to the academic needs of the students but probably not enough..these teachers notwithstanding according to response to item 3 spend enough time in class. In the same table, item 4 showed that the students are not taught by a new French teacher in each class from their JSS1. The student's response to item 5 indicated that more of their French teachers teach only in your school.

Recommendation

Owing to the importance of performance in examinations, the need to boost education at the senior secondary school level and the findings of this research, the following recommendations have been made:

1. French teachers should put more efforts into making the learning of the French language more interesting and simple and while evaluating the students, they should consider the fact they are just learning French as a foreign language.
2. School administrations should make a little adjustment on the amount of time allocated to the teaching and learning of French Language and equally introduce modern approach to teaching in the classroom.
3. The state government and owners of secondary schools should equip their schools with enough French Language textbooks and other teaching materials to encourage student's performance in the French Language.

4. Parents should allow their children to choose their future career and encourage them to follow their passion and ability instead of trying to force them to do their wish and scare them away from their sincere choice.
5. The Ebonyi state government should embark on massive recruitment of qualified French teachers and equally train those who would require training to be qualified. In addition, students of French at all levels should be encouraged with bursaries and grants as incentives.

Conclusion

The general performance of students in the Senior Secondary Certificate Examinations (SSCE) is worthy of investigation so as to ascertain what exactly are the evident challenges and how to address them appropriately. This would nodoubt help to promote the teaching and learning of the French language other related languages that are studied today in the country. Many factors were suspected to be the various causes of noticeable poor performance. Some of these factors that were investigated were Students' lack of interest and confidence in the Language resulting to their poor performances in French Language (SSCE) in Ebonyi State, the amount of time allocated by the school authority to the teaching and learning of French Language and the method of teaching in the classroom affecting students' performance, the unavailability of French Language textbooks and other teaching materials being a factor to the student's performance in the French Language, insufficient number of French teachers contributing to the students' poor performance in French Language during Senior Secondary Certificate Examination (SSCE) in Ebonyi State and none intention of the student to choose French Language as a career affecting the students' excellent performance in French Language during (SSCE) in Ebonyi State.

Consequent upon the intention of the research and a determination to affirm results of the research, they were tested under the five different null hypotheses and the a conclusion on the situation was arrived at that inadequate supply of French teachers has averagely contributed to the students' poor performance in French Language during Senior Secondary Certificate Examination (SSCE) in Ebonyi State. The test on the amount of time allotted by the school authority to the teaching and learning of French Language in the classroom, lack of enough electricity and .fewer language learning facility showed that while some students have not been given the opportunity the learning which some relevant technologies

It was also affirmed that students' lack of confidence in the Language has not resulted to their poor performances in French Language (SSCE) in Ebonyi State with the awareness received so far on the importance of textbooks in the teaching and learning of French Language textbooks, there's no visible evidence of unavailability and therefore not being responsible for the student's performance in the French Language. Coming to the intention of the student to choose French Language as a career, it could be said that it affects affect the students' excellent performance in French Language during (SSCE) in Ebonyi State. This could highly be blamed on the parents role in determining their wards' future career.

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