Attitude of Junior Secondary School Students Towards the Study of English Language and Their Academic Achievement
(A Case Study of Selected Junior Secondary School in Irepodun Local Goverment Area of Kwara State)

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Abstract: Education is the powerful tool which helps to modify the behaviour of the child according to the need and expectation of the society. Student’s attitude is an important part of learning and that it should, therefore, be an essential component of second learning method. Attitudes towards learning are believed to influence behaviours such as selecting and reading books, speaking of a foreign language, etc. Especially in education, if the students have positive attitude towards any subject, they can achieve many things in that specific area. There is an interaction between language learning and environmental components in which the students were grown up. Both negative and positive attitudes have strong impact on the success of language learning in Nigeria, especially in several schools in Ifelodin Local Government Area.

Keywords: Education, Student’s, Learning, & Language.

1. Introduction
There is no fair of overemphasizing the failure witnessed at this point of history when it comes to lack of understanding and proficiency of speaking English Language especially among students in Nigeria. Education is a powerful tool which helps to modify the behaviour of a child according to the needs and expectations of the society. Student’s attitude is a very important and essential part of learning and
therefore it should not be taken for granted. Especially in education, if the student has positive attitude towards any subject, they can achieve greatly in that specific area.

Gajalakshmi (2013) opined, “there is an interaction between language learning and in the environmental component in which the student grows up. Both negative and positive attitude have a strong impact on the success of language learning”

It must be noted at this point that English Language being the global language, plays a crucial role in making an individual to fits into the real world and fits into the community of the people they are planning to communicate with. But most especially, English Language plays a vital role in the Nigerian society. It is the only official language of communication and to a large extent, the official medium of communication in the Nigerian School setting, thereby playing a unifying role in the country by facilitating easy communication between Nigerians of diverse linguistic background. Knowledge needed for the social, economic and technological advancement of the country are all found in the books written in English Language. All competitive examinations, either for entry into educational institutions or test on one’s competence in securing a job are all done with the use of English. In a nutshell, English is the Language of education, Administration, Law, Communication and Commerce. Consequently, it has a distinct role to play in the social life of Nigerians. It is a means of identity for those who are knowledgeable in the Nigerian society. Once one chooses to educate oneself, one has no good reason not to speak good English. Moreover, one’s deficiency to speak good English can easily be exposed in an interaction with another person.

Considering the special place that English has in the Nigerian society, one would have thought that proficiency in English among Nigerians would be growing from good to better, on the contrary, English in Nigeria over the years have been greatly falling in standard, and so has become a source of worry to many individuals and the Nigerian society as a whole. This is what this research is all about, and it has thus been set to see into what effects attitudes towards learning English language has on secondary school student of Irepodun Local Government Area in Kwara State Nigeria.

1.1 Statement of the Problem

Despite ages of learning English language, one can still easily find some Nigerian youths especially in Irepodun Local Government Area in Kwara State who are still not proficient enough in English language.

This further create more crisis in the educational system of the country as tertiary institutions are being conditioned to still further English language support courses at such higher level of leaning. This has made many employers to still be complaining about the level of English language proficiency among graduates. This poor quality of English especially among students in particular has become a source of worry to many educationists, parents, and the general public. Several reasons have been discovered for this fall in standard in English language, such as poor reading habit, poor teaching, inadequate library facilities, decline in the teaching of grammar etc.

Much of the aforementioned could be said to be accountable, but this research work seek to investigate the role that attitude and the perception of the learner plays in the acquisition of the skills in English as this seemed to have been terribly ignored over the years. This study seek to find out to which extent the fall in the standard of English could be attributed to attitude towards its learning. And also to see how the attitude of the teachers, policy makers and the larger community which includes parents have played considerably in bringing about the fall in the standard of English language.

1.2 Purpose of the Study

Since attitude towards the learning of English language is having serious effects on the students and learning itself, and this as further compounded has different attitudes tend to bring different results. This is to say that right attitude towards learning of English language brings about a positive result. While wrong attitude towards learning English language brings about a negative result.
Therefore, this study works by the following objectives:
a. To find out the influence the attitude of students in Irepodun Local Government Area in Kwara State has on their proficiency in English language.
b. To expose to the teachers in the said Local Government Area the importance of their students’ attitude to the learning of English language.
c. This will also reveal to students concerned that there is no magic to the learning of English language, but that their attitude towards learning English language has a great role to play in their failure in this respect.

1.3 Research Questions
This research work will be guided by these research questions:
a. How do respondents see English language?
b. To what extent do the respondents use English language at home and with their peers?
c. To what extent are the respondents motivated to the learning and use of English language?
d. What has been the effect of students’ attitude towards the learning of English language on the educational sector and the society at large?

1.4 Research Hypothesis
a. There is no significant relationship between attitude towards learning English language and students’ proficiency in speaking the language.
b. There is no significant relationship between attitude towards learning English language and their general academic performance in school.

1.5 Scope of the Study
In order to carry out this research properly, ten secondary schools in Irepodun Local Government Area of Kwara State were chosen among all the available Secondary Schools in the area. This study will be limited to these ten schools.

1.6 Significance of the Study
This study is particularly important to both teachers and students. It provides some ideas on how they can improve upon their efficiency in the learning and the use of English language effectively. Education has become one of the major investments parents make use of, even as the education sector takes a larger percentage of the Nigerian national budget.

More importantly, this study is coming at a time when the standard of education in general and English in particular has fallen. Therefore, the outcome of this research will serve as a major contribution to scholarship.

This study will also serve as a basis for further research, for example, researches into the strategies to be developed and used to combat negative attitudes and perceptions that fight against the study and use of English language.

2. Definition of Terms
The following terms will be defined to enhance better clarity of the entire work.
Attitude: According to Oxford Advanced Learner’s Dictionary 7th Edition, it is defined as the way you think or feel about somebody or something, or the way you behave towards somebody or something that shows how you feel or think.

English Language: it is a language of communication spoken in many countries and used as a language of international communication throughout the world. It could also mean in some cases a subject of study.

Irepodun Local Government Area: According to Wikipedia Irepodun is a Local Government Area in Kwara State of Nigeria; its headquarters is in Omu-Aran. It has an area of 737km2 and a population of
1,486,610 as at the 2006 national population census. It has very significant Yoruba culture, and historically significant in the Igbomina land.

2.1 Definition of Attitude

Eagly and Chaiken (1993), defines attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor. While Okreitner R. and Kinicki A. (2004:197) in organizational behaviour, the sixth edition defines attitude as “a learned predisposition to respond in a consistently favourably or unfavorable manner with respect to a given object”

Attitude affects the behaviour of the individual. It would be helpful at this point to distinguish between attitude and values since the two concepts have, more often than not been used interchangeably. Attitudes affect behaviours at different levels than values. While values represent global beliefs that influence behaviours across all situations.

Attitudes has three main components, affective, cognitive, and behavioural. The affective component of an attitude contains the feelings and emotions one has about a given object or situation. For example, how does one feel about people who frequently smoke in public? If one feels angry with such people, one is expressing a negative affect towards such people. The affective component becomes neutral if one is indifferent about people who smoke in public.

The cognitive component of attitude has to do with what one thinks about people, situations or objects. For instance, the way one thinks about a particular kind of behaviour emanates from one’s attitude. The cognitive component reflects on the beliefs or ideas that one has about a particular thing for example, does one believe that using code mixing throughout communication is a healthy practice? The answer to this question constitutes the cognitive component of one’s attitude.

The third component of attitude is behavioural. This refers to how the individual tends to act or is expected to act towards something or someone. Okreitner R. and Kinicki A. (2004:197).

It is believed that one’s ultimate behaviour in this situation is the function of all three attitudinal components. The learning of a particular subject and in this case English, depends to some extent on the degree to which a person has a favourable or unfavourable evaluation of the language. The perceived social pressure to learn or not to learn also determines the attitude one adopts towards learning a language and this has some direct links with past experiences as well as anticipated impediments and obstacles.

It is important to state that for this research, attitude is operationally defined as the student’s perceptions, understandings, beliefs or experiences of learning English as a foreign language as assessed by a specially design questionnaire.

Oxford advanced learner’s dictionary of current English: third edition: as Honby states that attitude is the manner of placing or holding the body. That is, he stood there in a threatening attitude. Also it is a way of feeling, thinking or behaving. That is, what is your attitude towards this question? What do you think about it? How do you propose to act? We must maintain a firm attitude, and not showing signs of weakness.

2.2 The Importance of Attitude in Learning

It is significantly important to study attitude towards the learning of English language especially a learner, because the result will be beneficial to all stake holders in different ways especially from these three perspectives. An effective method of obtaining understanding into language learning: firstly an investigation into student’s attitude is a very important and effective method through which the language teachers, education learners, syllabus designers and researchers can obtain greater understanding into the language learning of teaching process.

Studying student’s attitude helps these sets of people to understand the depth of what it takes to pass across instructions to learners of languages effectively, thereby increasing the effectiveness in teaching, planning, and executing a proper study of language, especially English language. Imposition of change as negative event on students: It is wise to know and understand that students have different needs, preface beliefs, learning styles and educational background.
Therefore, studying attitude of learners helps the instructor or researcher to know that sudden imposition of change upon any of these aforementioned factors can lead to negative reactions. This could be responsible for a number of negative reactions or attitude to learning of English language in our various secondary schools. For instance, one hear students complaining that learning English language is too difficult, while others even concludes that it is impossible for them. This mind set has more often than not led a significant part of the student’s population in our schools to close their minds to the possibility of ever becoming proficient in English language.

Allow learners to contribute frequently: one encounter a scenario why instructors and teachers or education planners are of the view that learners know nothing and therefore have nothing whatsoever to contribute to the process of language learning. Instructors or teachers must be cautioned at this point, because research into the study of language has often shown that learners have views on the learning process and they can well articulate them.

2.3 Behavioral Aspect of Attitude

Attitude is said to be determined by the individual’s belief the outcome or attribute of performing the behaviour (behavioural beliefs) weighted by evaluations of those outcomes or attributes. Thus a person who holds strong beliefs that positively valued outcome will result to performing the behaviour. Conversely, a person who holds strong beliefs that negate valued outcome will result from the behaviour and will have a negative attitude.

Gajalakshmi (2013); as it has been formerly stated that the concept of attitude can be viewed from three dimensions, and each of these dimensions has different features in bringing out language attitude result. These three attitudinal aspects are based on the three theoretical approaches of behaviourism, cognitivism and humanism respectively.

The behavioural aspect of attitude deals with the way one behaves and reacts in a particular situation. In fact the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviours which characterize the members of the targeted language community.

2.4 Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge and applying the new knowledge in many situations.

2.5 Emotional Aspect of Attitude

Feng R. and Cheng H. (2009), stated that, learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in different emotional activities in it, and varied fruits of emotions are yielded. Attitude can help the learners to express whether they like the object or the surrounding situations. It is agreed that the inner feelings and emotions of learners influences their perspectives and attitudes towards the targeted language (Choy C. and Trovdi S. 2006).

2.6 Theories of Attitude Formation and Change

A. Functionalist Theory

Daniel Katz, proposes a functionalist theory of attitude. He is of the view that attitudes are determined by the functions they serve for us. People holds certain attitudes because these attitudes helps them to achieve their basic goals. Katz identifies four types of psychological functions that attitude meets. These includes the following as they are discussed below.

a. Instrumental: Katz says that people develop favourable attitudes towards things that aid of rewards them. They would want to maximize rewards and minimize penalties. According to him, we develop attitudes that help us meet our goals, for instance we favour political parties that will...
advance our economic lot. If we are in business, we will favour political parties that will keep our taxes low, if unemployed, we favour one that will increase employment and end of service benefits. We are more likely to change our attitudes in doing so allows us to fulfill our goals or avoid undesirable consequences.

b. Knowledge: Here Katz discloses that attitudes provides meaningful and structured environment. In life we seek some degrees of order, clarity and stability in our personal frame of reference. Attitude helps to supply us with standard of evaluation, via such attitude as stereotypes, we can bring order and clarity to the complexity of human life.

c. Value-expressive: this focuses on our desire to express basic values and reinforce our image. For example if one views oneself as a catholic, one can reinforce that image by adopting catholic beliefs and values reaction time paradigm. The more rapidly an attitude can be expressed, the greater his strength. The stronger the attitude, the more accessible it is. To guide behaviour, attitudes must be accessible. He is of the view that, attitudes that are highly accessible from memory are much more likely to guide behaviour than less accessible attitudes.

Fazio further demonstrate that accessible attitudes are activated spontaneously upon presentation of the attitude issue. His emphasis on the automatic activation of attitudes differs markedly from Fishbein’s views that attitudes result from controlled effortful process of attribute, consideration and evaluation. For example, when people are suddenly rewarded for doing something they did before just because they liked it, they could come to like it less.

Myer, gives an example as follows: A child was reading 6-8 books in a week, a library then started a reading club which promised a party to those who read 10 books in three months. The child will start borrowing only one or two books in a week. Only because she only needs to read ten books.

2.7 Effects of Attitude on the Learning of English Language

Eagly and Chaiken (1993), define attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor. It is important to state that for this study operationally. It is defined as the student’s perception, understanding, belief, or experiences of learning English as a social language. Attitude is a mental process which is heavily influenced upon the response that the individual show when performing a task. In a layman term, it is how a learner react when they are asked to perform the task. It is expressed in two ways, the positive manner when they are interested in performing the task given and the negative manner when they are forced or not interested in performing the task. Again it is influenced by the learner’s culture and background.

Several researches has shown that one’s proficiency in a second language is difficult to be seen if the purpose and attitude is not set by the individual that is learning the language. Wang (2006), mentioned that learning a language is a very complex process and involves an internal reasons. Learners will show positive attitude if they want to learn the language and negative attitude if they are not interested in learning the language. However, positive attitude always strengthens the motivation. There are also situations where one shows a neutral feeling towards a second language learning when they have no choice but to learn the language in order to complete their school’s requirement. Pansang (2010), explained that if the learner wants to learn a language, he/she will have to show a positive attitude.

Spolsky (1969), added to the same factor which involves positive and negative attitudes towards the second language learning. According to him, the student will show a positive attitude if they want to learn the language and the advantage will always be with the one who shows this positive attitude rather than the one who shows negative attitude. The attitude is strongly influenced by their feelings about the second language.

Holmes (1992), feels that when the student have positive feeling about the language that they want to learn, they will show positive motivation and they will succeed in the learning of the language. However, there are also many students on negative attitude towards the second language learning.

Gardner and Lambert (1972), explained that, students who show a negative attitude towards the second language learning are the students that are not interested in speaking the language. These groups of
students are unfriendly and ethnocentric. Meanwhile, Littlewood (1984), assumed that students will lack confidence and feel uncomfortable if they do not put their effort to learn the language. He further added that, one day they will lose interest and they will have troubles in learning the language.

This was also proven in the study conducted by Parilah M. Shah (2002), who carry out a research on individual’s experience in learning a second language. It was a case study in which the attitude, motivation, and individual characteristics were examined. In this study, it shows that even if the individual is low in performance, they still make the effort to learn the language as they are aware of the importance of English as a second language and for instrumental reasons, standard and status and to achieve all these, they will put a lot of effort to improve their proficiency.

3. Research Design

This research work is a descriptive survey of the attitude toward the study of English Language and its affect on Junior Secondary School Students of Irepodun Local Government Area of Kwara State. As far as this research design that was used is survey study. This enables the researcher to find out the attitudes towards the study achievement in Irepodun Local Government Area Of Kwara State.

Questionnaires were used together as information as regards the attitudes of Junior Secondary School Student towards the study of English Language and their academic achievement in Irepodun Local Government Area of Kwara State.

3.1 Population and Sampling Techniques

Out of the numerous Secondary Schools in Irepodun Local Government ten were selected for this survey they are:
* Jamat Secondary School, Oro.
* Christian Comprehensive High School , Oro
* Oro Grammar School, Oro
* Government Secondary School, Omu – Aran
* Ofe – Aran High School, Omu Aran.
* Aperan Secondary School Omu Aran
* Ogbo Grammar School, Omu Aran
* Comprehensive High School, Oko
* Ecwa Secondary School, Oko
* Oke – Iya Comprehensive High School, Oke Iyapo

<table>
<thead>
<tr>
<th>S/N</th>
<th>Names of Schools</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jamat Secondary School, Oro.</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Christian Comprehensive High School , Oro</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>oro grammar school, Oro.</td>
<td>98</td>
</tr>
<tr>
<td>4</td>
<td>Government Secondary School, Omu – Aran.</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Ofe – Aran High School, Omu Aran.</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>Ogbo Grammar School, Omu Aran.</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>Aperan Secondary School Omu Aran.</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>Comprehensive High School, Oko.</td>
<td>98</td>
</tr>
<tr>
<td>9</td>
<td>Ecwa Secondary School , Oko.</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>Oke – Iya Comprehensive High School , Oke Iyapo.</td>
<td>37</td>
</tr>
</tbody>
</table>

The non- probability sampling method is used in the selection of these schools. This is a method in which the interviewer will decide the choice of sampling unit based on their convenience. Therefore, the convenience sampling was the method used to execute this research. The schools selected were the convenient ones easily accessible to the research.
3.2 Research Instrument
The researcher used designed questionnaires to collect information from the respondents. Sixteen (16) different statements were contained in the questionnaire drawn from the four research questions stated in chapter one of this work.
Each statement was to elicit honest responses from respondents. The same sets of questions were administered in all the ten (10) selected Secondary Schools in Irepodun Local Government Area of Kwara State.

3.3 Procedure for Data Collection
The researcher visited all the ten Government Schools in the ten selected districts in Irepodun Local Government Area of Kwara State. The school administrators were approached with the introductory letter seeking for their assistance in getting success of the research.
Questionnaires were given to the school administrator to assist in giving it to student in their schools. A week was giving to the filling or answering of the questionnaire after which the researcher went to collect the questionnaires back.

3.4 Data Analysis Techniques
In analyzing the data collected for this study simple percentage was used. The main purpose of percentage is to reduce different sets of comparable sets of numbers to a common base. It is agreed further that any set of frequency can be transferred to percentage in order to facilitate statistical manipulation and interpretation. The data collected for this study was manually compute since the number of subjective involved was a manageable one and it could be manually calculated by the researcher.

3.5 Presentation and Discussion of Results Data Presentation
The researcher divided the data presentation into two sessions making it relevant to the nature of the questionnaire distributed and also to give a better understandable.
Section A of the questionnaire and of the data presentation present the analysis of the respondent demography reflecting statistics that border on gender and age group-while section B unravels the responses of respondent to statement decade from each question raise in the research question in chapter one.

One hundred questionnaires were produced and distributed to ten selected schools from different district in Irepodun Local Government Area Of Kwara State. Out of these one hundred distributed questionnaire this due to the monitoring and supervising of the distributing and connexion process of the distributed questionnaire. And also partly due to the support and comprehend of administrators of the schools visited.

4. Research Result
4.1 Respondent’s Demography

<table>
<thead>
<tr>
<th>Gender of respondent</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43</td>
<td>43%</td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

The above table shows the distribution of data according to gender. This table indicates that the copies of questionnaires were distributed without bias. The female respondents are just a little above the male respondents. The male respondents were 43 and they constituted 43% the female respondents on the other hand were 57 and the constituted 57%.
The age of people contributing to a discussion is very important. This is particularly significant in Africa consequently; the age of the participants in a discussion will determine the importance to be attached to what is being said. This is also important in a field research. However it is important to note that the questionnaire was distributed to students in the junior secondary category from the above table, only 7 students which represent 7 percent of the population are above 19years.

Also 20 student were between the range of 15 – 18years constituting 20 percent of the population and lastly, majority of the students from the Junior Secondary School category have the majority of 73 represent 73 percent (73%)

4.2 Data analysis

This section focuses on the response of the respondent to statement presented in the questionnaire

Table 4: Student perception of English language

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variable</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student In Irepodun Local Government Area are very proficient in English language</td>
<td>70</td>
<td>18</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Speaking good English language is an advantage to express one’s self very well</td>
<td>88</td>
<td>7</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>English language is very simple subject that is easily passed</td>
<td>84</td>
<td>14</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>I do not need English language to survive in my daily life</td>
<td>13</td>
<td>80</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

The analysis in the table 4 shows that the respondent agree that student in Irepodun Local Government Area are very proficient and effective. this means that majority of the student in questionnaire, they are good in writing and speaking English. They equally agreed that speaking good English language is an advantage to express oneself very well. More so, majority of the respondent of the opinion that the English language is easily passed.

In the same view to the English language to survive in their daily life, this show the important and significant of the English language.
### Table 5: Student perception of English language 2

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variable</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Most of the student converse with their fellow students at home, in proper and correct spoken English language frequently</td>
<td>54</td>
<td>31</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Since English language is not our mother tongue, English language should be abolished, because it does not help us.</td>
<td>12</td>
<td>85</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Learning English language is difficult and I cannot know it</td>
<td>4</td>
<td>91</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>I feel disappointed when I am not able to express or share my ideas with others in English language</td>
<td>52</td>
<td>35</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>I need to learn English language, so that I may become a more knowledgeable person</td>
<td>94</td>
<td>5</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>The high rate of students speaking and writing in poor English language is due to their attitude towards it.</td>
<td>67</td>
<td>23</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Inefficiency of professionals in the nation’s work force is largely, as a results of bad attitude toward English language learning when in school.</td>
<td>63</td>
<td>25</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

The analysis that the respondent agreed that most of the student converse with their fellow student at home, in proper and correct spoken English Language frequently, also many respondents equally agreed that due to English language, is not our mother tongue, (it's should not be abolished because it does not helps equally), majority of the respondent see English language as something easily to be known and understand, this is because there is sadness when they are not able to express or share ideals with others in English language.

In addition, the respondent sees the need to learn English language as important in becoming a knowledgeable person. Also, the respondent agreed that the high rate of student speaking and writing in poor English language is due to their attitude toward English language learning when in school. They also agreed that inefficiency of professionals or worker in the nation work force affect English language learning in the school.
Table 6: Student perception of English language

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variable</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>The poor proficient in speaking and writing language across the nation work force is a direct effect to the attitude toward English language</td>
<td>59</td>
<td>24</td>
<td>17</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>If teacher would motivate their student to learn better English language by highlighting its importance to them, this will help the student to change their attitude to learn English Language.</td>
<td>90</td>
<td>9</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Educators who qualified to teach English language must have received a relevant training and qualification in English language. If the above condition is met, learners would receive proper knowledge in English language which will help them to develop confidence and compete well in the world.</td>
<td>83</td>
<td>9</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Educators and parents should always encouraged learners to read material written in English language such as newspaper and magazines.</td>
<td>85</td>
<td>8</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Positive classroom management atmosphere should be created for learning English and educators should consider errors of student as part of the process that need to be corrected in learning English language.</td>
<td>87</td>
<td>5</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

The analysis indicates that respondent agreed that poor in speaking and writing English language in the nation’s work force affect the attitude toward learning. They also agreed that there is need for teacher to motivate their students to learn English language by giving them the important of English language. In order to solve the negative attitude of student towards teachers in this regard should have received a relevant training and qualification in English language. In order words respondent agreed that students will receive proper knowledge which will help them to develop compete well in the world, when their teachers are equally trained and proving themselves to develop to the task. The respondent strongly agrees that parents and guidance should always encourage their children to read materials written in English language such as new paper and magazine.

Also, conducive classroom environment atmosphere should be created for learning English language, mean while, respondent also agree that the mistake of the students should be seen by teachers has part of the process needed for student in learning English language.

5. Summary of the Findings

The analysis indicates the following findings:

a. Students in Irepodun Local Government Area are very effective in English language because it is a simple subject that is easily passed. Only few of the students in Irepodun Local Government Area speak with their fellow students at home in corrects spoken English language, in order words not all of them speak good English in an advantage to express oneself very well.

b. The environment factor affects English Language in Irepodun Local Government Area because English Language is not our mother’s tongue, which makes it difficult for some students. Many students in Irepodun Local Government Area see the need to learn English language so that they can become a more knowledgeable person. Thus they fell disappointed when they are not able to express or share
ideas with people in English language, more so the speaking and writing in poor English Language of students is a result of their attitudes.

c. The role of teacher in the effective learning of English language by student cannot be denied. In Irepodun Local Government Area, therefore teachers should motivate their students to learn English Language in a better way by highlighting and explaining its importance and significant to the students. In the same vein teachers in Irepodun Local Government Area who will educate the students in English language must have received a relevant training and good qualification in English language.
d. The motivation of quality teacher will help students to develop confidence in learning English Language in Irepodun Local Government Area. Even the school in Irepodun Local Government should try as much as they can do to provide needed material for the learning of English Language.
e. Parent or guidance have their own role to play in helping students as their own children to purchase the relevant materials written in English and English language materials such as new paper, magazines, text books, work books and so on.
f. Conducive classroom atmosphere for learning English language helps students in learning English language in Irepodun Local Government Areas but their mistakes be considered as part of the means for learning English language.

6. Discussion of Findings

The findings answer the research question as follow. Majority of the respondent (70%) agree to the fact that student in Irepodun Local Government Area are very proficient in English language while few of the respondent 18 students disagree with this research and 12 students were neutral. It is obvious that many respondents strongly agree that student in this setting are very good in speaking English language. This is because speaking good English is an advantage to express view very well.

Although, English language is not the primary language of this study, yet majority of the respondents see English language as an advantage in order word English Language is seen as a medium of expression with high important and relevant for further more many respondent 84 student open that English language is a very simple subject that is easily passed, if it’s easily to be pass, it means it is easily to be learned also to survive in their daily life is seen as something connected to English language in the respondent, this is because many of the respondent disagree with the researcher statement that says, I do not need English Language to survive in my daily life in line with this the usage of English Language by student frequently by student at home is related in a very high percentage although many of the respondent disagree while some were neutral 15 student. In orders word English Language is used by students at their various home in conversing with their friends, parents, guidance’s, siblings, relatives among other but some respondent who disagree have their opinion based to that fact that some students are not encourage to speak or to use English as the mode of communication at their homes.

Although laziness and unseriousness is also find in some students who resume back to their local language this is to say their school has a place being forced to speak and various home as plant form to speak their native language. More so, the remover of English language because it’s not our mother tongue is not supported by the respondent, yet few of the respondents support these, it is important to note that Nigeria as a country faced with different and many types of languages.

But English language saves the purpose of a universal form of communication. Since it’s not easy for a Nigeria to understand all the languages that exist in the country, English language then create a room for better communication. Far beyond that English language is a essential element on which the Nigeria education system is built. Therefore if a Nigerians must be educated, it means the person must be good in English language 91 respondent strongly oppose that English Language is difficult, only a few of them agree to this. This suggested that majority of respondent have the knowledge and the fact that English is a Language that can be learned, thus is because many of them feel disappointed when not able to express ideas with the others in English language. Language is a key element in any communication. Therefore, 35 students of the respondents did not see anything bad if they could not communicate with their friends in English language.
Knowledge is a result of access to information and information is power. Since the information needed to be knowledgeable is grounded in English language, then it's important to study English language, in order words studying English language gives access to information that all others may not process.

The respondent agrees to the fact that the attitude of student towards English language goes a long way in their understanding. Many respondent 67 explain that the high rate of students speaking and writing in poor English language is due to their attitude of mass action, attitude played an important role therefore, the event or poor understanding of English language by students also depend on their interest towards English language. In like many several people who become government official workers (working class), among others were once student in the classroom. Many respondent 59 agreed that the inefficiency of professional in the nation work force is a result of bad attitude towards English language learning when in school and these in term, affect the coming generation and affecting their attitude toward English language in a poor manner.

On a contrary, some respondent did not see the inefficiency of workers in the nation as a result of bad attitude in nation rather they see it as negligent on the part of the workers generally. At this point the teachers have a lot to do, just as their name suggest. Many respondents 90 agreed that it teachers will motivate their student to learn English by highlighted the important to them, this will help the students in learning English language but some respondent 9 disagree while 1 is neutral to this research statement. The researcher observe that the role of teacher on students cannot be negligent if the students will be effective in English language and be reconcile, it means the teacher have a lot to do.

Objectively, looking at the schedule of students it is logical that student who goes to school spend much time with their teacher than their parent at home. Therefore, the impact of teacher on student cannot be envier over invested to stop a student from learning is too cut short his access to his teacher. Thus, the teacher will do well in motivating students to learn English Language, since English language is not the local language of student there is a high tendency of being tried and feed up of the language. At this point, the motivation and encouragement of the will go a long way the students needs a strong brush to forge ahead in assimilating a language also teachers should highlight the important of learning English language to their students this is because the important will be a dry force to stimulate and increase the students learning process of English language.

The respondent 83 strongly agree that teachers who are qualify should be employed to teach English language. This is because the language is sensitive that demand a qualify person to teach and guide the student. The educator must have received a relevant training and qualification need in English Language.

Although, some respondent 9 students disagree to this statement and few respondents 7 students were neutral, it’s important to know that bad result will come from an unqualified teachers. Many student would have being more effective in English Language but they were not, because they had no qualify educator to train them. In few of these, the confidence of student in their development of English Language is a result of the one who train them, it is unfortunate today that many unqualified teach are allow to teach English Language, even the school (Government owned) employed people who have no adequate teachers of English language to teach the students, this is properly done to cut down expenses that will be required of a qualify personnel or the qualify personnel which said to employed is actually not qualify.

In addition, many respondent 85 students agree that learners should be encouraged to read materials writing in English Language, such a newspaper, and magazine this is because the students will improve greatly by reading such materials the encouragement on the side of the parent goes beyond, saying to buy such beneficial or important material for their children to read beyond buying it, the researcher observed that parents can help in the event improvement of their children learning of English by forcing them to read and study the materials being bought by their parents.

However, a conducive classroom atmosphere should be created for learning English Language many respondent 86 students agreed that a conducive atmosphere is key to the study or to the learning of English Language, also, teachers should consider the errors of their student as part of the process needed to
be corrected in learning English Language. Mean while, students should not be afraid to make mistakes or commit errors because learning is done through them. Many students have poor performances in their learning because they do not want to make mistake and this only disallow students from learning English Language.

7. Summary

The researcher asses the attitude of Junior Secondary School students towards the study of English Language and their academic achievement the objective of the study was basically to examine the attitude of students towards the study of English Language and how it affect their academic performances or achievements.

The second chapter of the research work gave review of a related literature, starting the definition of attitude, the important of attitude in learning. This research also exploit several aspect of attitude; e.g behavioral, emotional and cognitive.

The third chapter of this work also discusses a theory of attitude formation and change. It also exploits the view of scholars as it consigns the effect of English Language. Furthermore, a descriptive method was used for this study. The researcher admitted a questionnaire of which the population of the studies comprises of ten selected schools in Irepodun Local Government Area. The copies of the questionnaires constitute the main instrument used in obtaining primary data while source documents were used to obtain secondary data.

The researcher in order to get field and fable information, the researcher distributed 100 copies of questionnaires and lucky, the researcher got all the copies of questionnaire back. In view of this, the findings of the questionnaire and the analysis of the questionnaire is written in the chapter four of this research. While the summary, conclusion and recommendation of this work is given in chapter five.

8. Conclusion

The finding from the study reveal that environment factors, such as crowded classrooms, in adequate materials as well as supervision and poor student’s background as well as poor infrastructure in school lead to poor academic performance.

Also revealed that teachers factor such as lack of quality teacher, inadequate teaching skill, inability of school management to organized training and re-training for some of the English Language staff leads to poor academic performance in Junior Secondary Schools.

More so, the study equally points out that negative attitude of student towards their studies as well as peer group influence, students poor study habits and lack of interest in English affect students leads to poor academic performance in English Languages.

The finding from the study also reveals that parental factors such the level of income, negative perception about education leads to poor performances in English language.

Therefore, attitude of Junior Secondary School student toward study of English language and their academic achievement in Irepodun Local Government Area council are basically, parental factor, teacher, environmental factors as well as student’s negative attitude.

9. Recommendations

The recommendations are based on the researcher finding as to improve the attitude of Junior Secondary Schools toward study of English Language, therefore, the researcher recommends that: Firstly, the Junior Secondary School Students In Irepodun Local Government Area, should take English Language as important as it should be, because it is a vital means of communication in the community and the society at large. Also, this will enable the students to have boldness of speaking in the public. Secondly, parents should provide student with good materials to be used in English Language classroom in other to help them understand and pass English language very well as a subject required for in any field of works. Thirdly, teachers should teach student good English language when it comes to communication in the school premises.
Fourthly, the government should employ enough and competent English teachers to the Schools in Irepodun Local Government Area to avoid bad English language learning process. In addition, Secondary School Students in Irepodun Local Government Area should erase the notion that they can learn not good English, even if they are speaking bad English language. More so, teachers should properly make use of the available require materials provided for aiding English language learning process in Secondary School to teach the student in Irepodun Local Government Area. In the same vein the Government should provide good quality and essential materials for the learning of English Language in Irepodun Local Government Area.

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