

Teachers' and Students' Perception on the Effectiveness of Teaching English Language Through Informal School Club Activities in Junior Secondary Schools in Awka South, Anambra State, Nigeria

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ARTICLE INFO	Abstract
Keywords: Perception, Informal clubs, Co-curricular activities. ©2025 Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International 	<i>This research investigated teachers' and students' perception on the effectiveness of teaching English language through informal school club activities in some selected junior secondary schools in Awka South local government area of Anambra State. The study sampled five hundred participants. Purposive sampling technique was adopted to select six junior secondary schools that have functional informal school club activities in Awka South local government area of Anambra State. The research adopted two questionnaires on teachers' perception on the effectiveness of teaching English language through informal school club activities and questionnaire on students' perception on the effectiveness of teaching English language through informal school club activities. The reliability coefficients were 0.85 and 0.79. Data were analyzed using descriptive statistics of frequency distribution, percentage, mean and standard deviation. Results indicated that Press club, Drama club, Literary and debating club, Reading club, Cultural club and NDLEA club were the available informal school club activities in the schools were effective in studying English Language. Teachers and students' perception on the effectiveness of teaching English language through informal school club activities was positive. Based on the result of the findings, this study recommends that informal school club activities should be actively used as a medium of instruction, and a review of the curriculum to accommodate informal school club activities to enhance the teaching and learning process for a positive learning outcome in English language subject.</i>

Introduction

Teaching and learning activities of the school have been mainly classified into curricular and co-curricular activities. Curricular activities are those teaching and learning activities that are official or formal, they are referred to as the core of the learning a child undergoes in school as it is backed up by the document called Curriculum and is reflected on the school's time table. Co-curricular activities on the other hand are activities sponsored or recognized by a school which are not part of the academic curriculum but are used to supplement the curriculum and are usually carried-out outside the classroom to develop the personality of the child. They are activities that act as a way for students to experience what they are learning in the classroom in real-life context. Co-curricular activities include informal school club activities such as robotic club (new innovations club), literary and debating club, press club, National Drug Law Enforcement Agency club, drama club, cultural dance club, etc.

It is a known fact that all schools indulge in co-curricular activities, the Ministry of Education has made it mandatory for all junior schools to involve students in co-curricular activities but the importance of Co-curricular activities to the teaching and learning process are not been emphasized, as a fact these activities are being under-utilized, most students don't see the link or connection between the curricular and the co-curricular in understanding a subject or in passing school subjects rather most teachers and students see it as a relief period or play time. Well, it can be classified as a

relief period as the curricular activities which are basically classroom based have become rigid, boring and unproductive and can no longer be relied solely on for students' achievement. (Vaughan, 2023; Owoeye, 2020; Yisa, 2021). Students have become too familiar with the teaching methods, especially the conventional method of teacher-talk and student-listen routine that operates in the classroom which have made students resistance to motivation and lack interest in learning because they no longer benefit. (Pezhman& Othman, 2022). Most of these classroom teaching methods are characterized anxiety-based as most teachers practise teaching by domination which causes regimentation and thereby makes students tensed and not free.

In recognition of the problem associated with classroom-centered activities, it is high time the dormant role of co-curricular activity is being activated and put to proper use. Co-curricular activities will supplement the curriculum to promote self-efficacy, decrease anxiety, and enhance informal and learning-supportive environment that will encourage students to set attainable sub-goals that will increase the effectiveness of course content since it is learner-centered (Dornyes, 2018, 2020 & 2021). According to the National Policy of Education (NPE, 2018) "to realize the goals of education, measures to ensure that educational activities shall be learner centered for maximum self-development and self-fulfillment should be taken". It further stated that "teaching shall be practical, activity-based, experiential..." all of which are provided by co-curricular activities. This position was affirmed by Holloway (2021) that education goals and objectives are best achieved by a diversity of learning experience some of which are more appropriately conducted outside the regular classroom programs. Co-curricular activities aids life-long education process as these activities gives students insight into some of the duties of some professions and gears them towards building a career from their interest.

The need to find out if teachers and students actually understand the effectiveness of co-curricular activities in the teaching and learning process and their perception of these activities is the basis for this research especially as regards the teaching of English language. As important as English language is, it is quite unfortunate that students' performance in public examinations has been discovered to be poor and this has been attributed to the gradual decline in the quality of English teaching and learning in Nigeria (Ola-Busari, 2018). The statistics of students' performance in Basic Certificate Examination (BECE) from 2018-2022 in states in the south east though inconsistent, attest to the fact that students perform below expectation in the Junior Secondary School Certificate Examination in English Language. The statistic of BECE in 2018, asserts that 1,692,436 candidates sat for the examination and 529,425 candidates representing 31.28% obtained credit pass in five (5) subjects and above including English language and Mathematics. In 2019 1,593,442 candidates sat for the examination and 38.6% obtained credit pass in five (5) subjects and above. 2020 took a different turn as improvement in students' performance was recorded with students' aggregate moving up a bit above average.

According to the statistics released 1,552,758 candidates sat for the BECE examination and 52.97% obtained credit pass in five (5) subjects and above including English language and Mathematics. The improvement in performance beefed up in 2021, 1,471,151 candidates were reported to have sat for the examination and 59.22% passed with a minimum of credit pass in five (5) subjects and above. The trend of decline continued in 2022, 1,572,396 candidates sat for the BECE examination, 786,016 candidates representing 49.98% obtained credit pass in five (5) subjects and above. Therefore, the relatively low entries in many subjects call for a review of the strategies for the teaching and learning of these subjects and especially, the teaching and learning of English language should be taken seriously. In view of this poor statistics, the teaching and learning strategy of English language needs to be reviewed and taken seriously as most teachers lack the required qualification for teaching English language, the very few who have teaching qualifications have stuck to the traditional way of teacher-talk-student-listen routine, most teachers make teaching too strict that they end up instilling fear rather than imparting knowledge.

Previous empirical findings (Ajayi and Osalusi, 2020; Gbenedio, 2021; Kolawole&Kolawole, 2018; Ezeokoli&Igubor, 2022) have carried out research on teaching strategies and various factors responsible for the underachievement of students in examinations. It is, therefore, fundamental to note that all the research approaches undertaken by previous studies all proffered explanations, suggestions and solutions to raise the bar of students' performance through classroom-based teaching and learning which has been established as rigid, boring and regimented and cannot be solely relied on for improving students' achievement. Hence, the onus of this study lies on the fact that if there is a paradigm shift from the normal classroom instruction to out-of-classroom, 'co-curricular' activities and the role it can play to aid the teaching and learning of English language through a less regimented and relaxed process, then students will be able to learn better and easier. Be that as it may, for the purpose of this study, co-curricular activities will be referred to as informal school club activities. Informal school club activities are club activities such as literary and debating club, press club, readers club, drama club, music club, cultural dance club, jet club, young farmers club, etc. These informal school club activities are Press club, Literary and debating club, Drama club and Readers club.

According to Makarova and Anna, (2018) these informal school club activities are activities that are the most popular forms of informal school club activities promoting English language among students but have not been given adequate attention from scholars. Previous studies have shown that informal school club activities are forums for language learning and students take responsibilities for their learning into their own hands through participation in these club activities.

Press club is an organization according to Mansansa (2021) that deals with the production and spreading of news, it generally involves the gathering, evaluating and distributing of facts. AlabereShapii and Hassan (2019) explain that Press clubs in schools improves the intellectual activities of students by promoting and creating an exciting entertaining and creative learning environment. They further asserts that students' involvement in the press club helps to improve the level of interaction among students and also helps to develop the skill of writing and speaking for proficiency and efficiency in the use of English language and it also promotes learners' autonomy. This according to studies by Makarova and Anna (2018) would enhance professional skill development as students who intend to be broadcasters, journalist, news editors etc. can develop their skills through participation. Press club will also assist students in the mastery of English language gearing them up towards excellence in the subject knowledge as listening skill, speaking skill, reading skill and writing skill is greatly developed.

Literary and debating club is an informal school club, that is known as one of the most popular and common literary activity in the education setting especially in Nigeria as it is available in most schools (Okoro&Amadioha, 2020). The literary and debating club is known for argument which involves opposition and one of the best ways to resolve issues is to calmly consider opposing opinions and then draw conclusions (Morse, 2021). In other words, without weighing or finding out the argument for and against an issue, it is quite irrational to draw conclusions. Maybe that might be the motive behind the creation of the literary and debating club in schools; to help train students to analyze issues thoroughly and come up with solutions even when the issue seems irrational. Previous studies by (Morse, 2021, Carlin & Payne, 2018) posit that students' involvement in literary and debating clubs will sharpen the skills of logical thinking and develop excellent communication skills that teaches student to think spontaneously and also help develop the speaking and writing skills of learners thereby making them creative and eloquent.

Readers club is also an important informal school club activity. A major problem in education in Nigeria has been identified to be students' lack of reading habit maybe that might be the reason for the creation of readers' club in schools as it was specifically mentioned in the NPE 2018:8d; "all tiers of government shall promote the establishment and support of reading clubs in schools, community libraries and other such resources that will enhance effective learning". The readers club is a very vital club that promotes literacy development, self-development and personal growth. According to

Wilson and Ferguson, (2019) the readers club plays the role of instilling positive reading habits, self-confidence as a reader, increased decision-making skills, increased vocabulary, improved writing ability and improved text comprehension and grammar knowledge. Studies (Anderson, (2018), Adebile, (2020), Olatunji, (2018) affirmed that the readers club helps students' reading proficiency and enables them achieve great success as reading is a great tool of learning. Drama club is equally as important as other informal school club activities discussed. Oriloye et al (2022) stated that drama is a form of educating and entertaining citizens about their culture. And informal activities in dramatic form is a form of academic entertainment and education for the child's all round development under a relaxed atmosphere.

Drama group activities favour the literature students specifically according to Adebile (2020) as students are exposed to cultural improvement and transmissions, values and traditional lifestyle of different cultures, exposed to themes, settings, plot, artistic skills, imaginative expressions, literary devices, talent discoveries, influence in their world through the exploration of a wide range of real life roles, life-like and frictional situations. In regards to the study of English language, the exposure that the club gives to students in exploring real life context through literature-in-English is derived with the use of language which enables the students communicate with English language in real life context. Previous studies by (Adebile, 2020, Ojoraka, 2021) showed that students involvement in drama club will help the students explore their world through a variety of communication skills that the students are taught. It is evident to note that these informal school club activities rely on the use of language tools and researches have consistently supported that students need to practice the target language in order to achieve proficiency and the activities related above have provided room for practice in outside classroom context which encourages self-direction in communication.

Previous studies (Adebile, 2020; Fakeye and Adebile, 2018, Alabere&Shapii, 2019;Oladiti, 2018; Malinovska, 2020; Makarova and Anna, 2018; Okoro and Amadioha, 2020) have revealed the importance of informal school club activities in contributing to the academic achievement of students in various school subjects, but there has been no known study on Teachers and Students' Perception on the effectiveness of teaching English language through informal school club activities, especially in Awka South, Anambra State. Students' performances in external examination in English language has been relatively poor overtime and this has been attributed to frequent use of stereotype and rigid form of handling the teaching by teachers whose teacher-centered strategies tend to make the class regimented. Efforts to make the classroom less regimented have led researchers to advocate for the adoption of informal approach in the teaching and learning of English through school club activities. Studies have shown that the use of school club activities would improve the teaching and learning of different school subjects such as literature-in-English, and many other subjects but it has not been fully explored for the teaching of English language perhaps as a result of lack of awareness by teachers and students and their perception of the effectiveness of the club in teaching English language. In view of the aforementioned problems, this study seeks to provide answers to the following research questions:

- i. What informal school club activities are available in junior secondary schools in Awka South, Anambra State?
- ii. What is teachers' perception of the effectiveness of informal school club activities in the teaching of English language in junior secondary schools in Awka South, Anambra State?
- iii. What is students' perception of the effectiveness of informal school club activities in the learning of English language in junior secondary schools in Awka South, Anambra State?
- iv. What is the difference in the perception of teachers and students on the effectiveness of informal school club activities in teaching English language in junior secondary schools in Awka South, Anambra State?

Therefore, the purpose of this study is to investigate the perception of teachers and students on the effectiveness of teaching English language through informal school club activities especially in Awka South local government area, Anambra State.

Methodology

The study employed the descriptive survey design. The population of this study comprises 500 senior secondary school two (JSSIII) students in six public and private secondary schools in Awka South of Anambra State. Purposive sampling was used to select three public and three private senior secondary schools in Awka South. Two research instruments were used for data collection namely questionnaire on the perception of teachers on the effectiveness of teaching English language through the use of informal school club activities and questionnaire on the perception of students on the effectiveness of teaching English language through the use of informal school club activities. The instruments were divided into three sections. Section A consists of their demographic information, while section B features questions under informal school club activities: press club, literary and debate club, seeking answers to the research questions. The questions were close-ended type in line with the Linkert Rating Scale Format of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire was administered to twenty teachers and twenty SSII students who were not part of the sampled population for the study. The Cronbach Alpha was used to establish the validity and reliability of the instrument and the coefficient value of 0.85 and 0.79 respectively was obtained which shows that the instrument is reliable for use. Data collected from the field survey were analyzed using descriptive statistics of frequency counts, percentage, mean and standard deviation.

Findings and Discussion of Results

Research Question One: What informal school clubs are available in the junior secondary schools in Awka South, Anambra State?

Table 1: Test to show the Availability of Informal School Clubs in Junior Secondary Schools in Awka South, Anambra State

Informal School Club	Frequency			Percentage		Total
	Available	Not Available	Total	Available	Not Available	
Press Club	34	2	36	94.4	5.6	100
Literary & debating club	35	1	36	97.2	2.8	100
Drama club	36	0	36	100	0	100
Robotic club	36	0	36	100	0	100
Cultural club	36	0	36	100	0	100
Reading Club	18	18	36	50	50	100
NDLEA club	36	0	36	100	0	100

Author's Computation (2023)

Table 1 depicts the availability of informal school clubs, as reported by teachers and students of the schools selected for this study. The result indicates that majority of the teachers and students reported that Press Club (34, 94.4%), Literary and Debating Club (35, 97.2%), Drama Club (36, 100%), Cultural Club (36, 100%), Robotic Club (18, 50%) and NDLEA Club (36, 100%) were available in their schools.

Research Question Two: What is teachers' perception of the effectiveness of informal school club activities in the teaching of English language in junior secondary schools in Awka South, Anambra State?

Table 2: Descriptive Statistics of Teachers' Perception of the effectiveness of informal school club activities in the teaching of English language

S/N	ITEMS	SA	A	D	SD	$\bar{X}$	St. D.
1	Informal club activities that enhance students' language skills in English.	26 (72.2%)	10 (27.8%)	-	-	3.72	.454
2	Active participation in press club activities improves students' English language writing skills.	21 (58.3%)	14 (38.9%)	1(2.8%)	-	3.56	.558
3	Informal club activities are distractions to students.	-	4(11.1%)	11 (30.6%)	21 (58.3%)	3.47	.696
4	Informal club activities are more social and entertaining than academic and educational.	1(2.8%)	16 (44.4%)	9(25.0%)	10 (27.8%)	2.78	.898
5	Informal club activities develop students' critical thinking skills that in English composition requires.	21 (58.3%)	13 (36.1%)	1(2.8%)	1(2.8%)	3.53	.736
6	Literary and debating activities increase students' speaking anxiety.	15 (41.7%)	9(25.0%)	11 (30.6%)	1(2.8%)	1.94	.924
7	Students' vocabulary in English is developed by participating in literary and debating activities.	21 (58.3%)	12 (33.3%)	3(8.3%)	-	3.50	.655
8	Informal school club activities are for students to while-away their time.	-	1(2.8%)	18 (50.0%)	17 (47.2%)	3.44	.558
9	Students who participate actively in literary and debating activities do well in English language more than those who do not.	17 (47.2%)	15 (41.7%)	3(8.3%)	1(2.8%)	3.33	.756
10	Informal club activities do not add anything to English language teaching and learning in the secondary school.	1(2.8%)	1(2.8%)	14 (38.9%)	20 (55.6%)	3.47	.696
11	Activities in press club reinforce what has been taught in English language classroom.	14 (38.9%)	21 (58.3%)	1(2.8%)	-	3.36	.543
12	Informal club activities serve as platforms for students to practice in context what they have been learning in English language usage.	13 (36.1%)	22 (61.1%)	-	1(2.8%)	3.31	.624

13	If I have my way ,I would stop informal club activities in my schools.	-	-	11 (30.6%)	25 (69.4%)	3.69	.467
14	Activities in informal school clubs could be used to expose students to register words in English language teaching.	15 (41.7%)	20 (55.6%)	1(2.8%)	-	3.39	.549
15	Literary and debating platform could be used to constructively correct students'' errors that are related to speaking.	24 (66.7%)	11 (30.6%)	1(2.8%)	-	3.64	.543
WEIGHTED AVERAGE						3.34	

Source: Author's Computation (2023)

Table 2 indicates the perception of teachers about the effectiveness of informal school activities in teaching English language. This is revealed by the teachers' responses to each of the items as expressed in percentage and mean. The results show that all the teachers agreed that Informal club activities enhances students' language skills in English ($\bar{\chi} = 3.72$). Majority of the teachers agreed that active participation in press club activities improves students' English language writing skills ($\bar{\chi} = 3.56$), majority of the teachers disagreed that Informal club activities are distractions to students ($\bar{\chi} = 3.47$), majority of the teachers disagreed that Informal club activities are more social and entertaining than academic and educational ($\bar{\chi} = 2.78$); majority of the teachers agreed that informal club activities develop students' critical thinking skills that in English composition requires ($\bar{\chi} = 3.53$); majority of the teachers agreed that literary and debating activities increase students'' speaking anxiety ($\bar{\chi} = 1.94$); majority of the teachers agreed that students' vocabulary in English is developed by participating in literary and debating activities ($\bar{\chi} = 3.50$); majority of the teachers disagreed that informal school club activities are for students to while-away their time ($\bar{\chi} = 3.44$); majority of the teachers agreed that students who participate actively in literary and debating activities do well in English language more than those who do not ($\bar{\chi} = 3.33$); majority of the teachers disagreed that informal club activities do not add anything to English language teaching and learning in the secondary school ($\bar{\chi} = 3.47$) ; majority of the teachers agreed that activities in press club reinforce what has been taught in English language classroom($\bar{\chi} = 3.36$) ; majority of the teachers agreed that informal club activities serve as platforms for students to practice in context what they have been learning in English language usage ($\bar{\chi} = 3.31$) ; majority of the teachers disagreed that If they have their way, they would stop informal club activities in their schools ($\bar{\chi} = 3.69$) ; majority of the teachers agreed that activities in informal school clubs could be used to expose students to register words in English language teaching ($\bar{\chi} = 3.39$) ; majority of the teachers agreed literary and debating platform could be used to constructively correct students'' errors that are related to speaking ($\bar{\chi} = 3.39$). This result implies that teachers had a positive perception of informal school club activities as been effective in teaching English language. This is revealed by the Weighted average of 3.34 which is higher than 2.5 used as the cutoff point.

Research Question Three: What is students' perception of the effectiveness of informal school club activities in the learning of English language in junior secondary schools in Awka South, Anambra State?

Table 3: Descriptive Statistics of Students' Perception of the effectiveness of informal school club activities in the teaching of English language

S/ N	ITEMS	SA	A	D	SD	$\bar{X}$	St.D.
16	I participate in informal school club activities that enhance my language skills in English.	193 (48.7%)	161 (40.7%)	28 (7.1%)	14 (3.5%)	3.35	.762
17	Active participation in press club activities improves my writing skills in English.	160 (40.4%)	148 (37.4%)	68 (17.2%)	20 (5.1%)	3.13	.873
18	I consider informal school club activities as distractions	42 (10.7%)	82 (20.9%)	118 (30.0%)	151 (38.4%)	2.96	1.011
19	Social entertainments in informal school club activities do not allow me to focus on how the activities could improve my use of English language.	64 (16.2%)	87 (22.0%)	140 (35.4%)	105 (26.5%)	2.72	1.028
20	Informal school club activities develop in me critical thinking skills that is required for success in English essay writing.	194 (49.0%)	153 (38.6%)	37 (9.3%)	12 (3.0%)	3.34	.770
21	Speaking anxiety sets in whenever I'm asked to participate in literary and debate.	111 (28.2%)	148 (37.7%)	84 (21.4%)	50 (12.7%)	2.19	.986
22	Participating in literary and debating activities helps me acquire more English	213 (54.2%)	133 (33.8%)	32 (8.1%)	15 (3.8%)	3.38	.794

	vocabularies.						
23	Participating in school informal school club activities help me to relax my brain in school.	134 (34.2%)	152 (38.8%)	72 (18.4%)	34 (8.7%)	2.02	.935
24	I do well in English language because of my active participation in literary and debating society.	170 (43.3%)	146 (37.2%)	58 (14.8%)	19 (4.8%)	3.19	.860
25	Informal school club activities do not add anything to English language teaching and learning in the secondary school.	67 (17.0%)	88 (22.3%)	122 (31.0%)	117 (29.7%)	2.73	1.064
26	Activities in press club reinforce what I have learnt in English language classroom.	154 (39.4%)	145 (37.1%)	63 (16.1%)	29 (7.4%)	3.08	.920
27	I see informal school club activities as platforms for practicing in context things I have learnt in English language lessons.	168 (43.1%)	148 (37.9%)	49 (12.6%)	25 (6.4%)	3.18	.885
28	If I have my way, I would stop informal school club activities in my schools.	61(15.6%)	71 (18.2%)	108 (27.6%)	151 (38.6%)	2.89	1.088
29	Activities in informal school clubs exposes me to register words in English language usage.	169 (43.1%)	156 (39.8%)	53 (13.5%)	14 (3.6%)	3.22	.813

30	I learnt current and correct usage of English language during literary and debating activities.	207 (52.8%)	141 (36.0%)	27 (6.9%)	17 (4.3%)	3.37	.796
WEIGHTEDAVERAGE						2.98	

Source: Author's Computation (2023)

Table 3 shows the perception of students about the effectiveness of informal school activities in teaching English language. This is revealed by the students' responses to each of the items as expressed in percentage and mean. The results show that majority of the students agreed that they participate in informal school club activities that enhance their language skills in English ($\bar{x} = 3.35$); majority of the students agreed that active participation in press club activities improves their writing skills in English ($\bar{x} = 3.13$); majority of the students disagreed that they consider informal school club activities as distractions ($\bar{x} = 2.96$); majority of the students disagreed that Social entertainments in informal school club activities do not allow them to focus on how the activities could improve their use of English language ($\bar{x} = 2.72$); some agreed that Informal school club activities develop in them critical thinking skills that is required for success in essay writing ($\bar{x} = 3.34$); majority of the students agreed that speaking anxiety sets in whenever they are asked to participate in literary and debating ($\bar{x} = 2.19$); some agreed that participating in literary and debating activities helps them acquire more English vocabularies ($\bar{x} = 2.02$); some agreed that participating in school informal school club activities help them to relax their brain in school ($\bar{x} = 3.19$); majority of the students agreed that they do well in English language because of their active participation in literary and debating society ($\bar{x} = 2.73$); majority of the students agreed that informal school club activities do not add anything to English language teaching and learning in the secondary school ($\bar{x} = 3.08$); majority of the students agreed that activities in press club reinforce what they have learnt in English language classroom ($\bar{x} = 3.18$); majority of the students agreed that they see informal school club activities as platforms for practicing in context things they have learnt in English language lessons ($\bar{x} = 2.89$); majority of the students disagreed that if they have their way, they would stop informal school club activities in their schools ($\bar{x} = 3.22$); majority of the students agreed that activities in informal school clubs exposes them to register words in English language usage ($\bar{x} = 3.37$). The result implies that students had a positive perception of informal school club activities as been effective in teaching English language. This is revealed by the weighted average of 2.98 which is higher than 2.5 used as the cutoff point.

Research Question Four: What is the difference in the perception of teachers and students on the effectiveness of informal school club activities in teaching English language in junior secondary schools in Awka South, Anambra State?

Table 4 shows the difference between the perception of teachers and students about the effectiveness of informal school club activities in teaching English language. The result revealed that teachers' perception ($\bar{x} = 44.71$) had a higher mean score than students' perception ($\bar{x} = 5.424$). The mean difference (5.424) tested by ($t = 6.548$, $df = 411$, $p < .05$).

Table 4: Independent-Sample T-Test of Differences between Teachers' and Students' Perception on the effectiveness of Informal School Club Activities in the Teaching of English Language

Perception	N	Mean	SD	Df	Mean Difference	T	Sig.	Remark
Teachers	36	50.134	4.642	411	5.425	6.548	.000*	Sig.
Students	377	44.71	5.755					

P>0.05

Source: Author's Computation (2023)

Discussion

The study revealed that informal school club activities are highly available in all the six schools selected for this study. The availability might be due to the fact that across the six schools, the school management and their teachers realize the benefits of informal school clubs not only as a co-curricular activity but as an activity that can help in promoting language instruction and development. These findings agree with Greg Kearsley' engagement theory (1963) which confirms the importance of informal school club activities as a students' collaborative activity which creates a motivating environment for learning, helping them to be comfortable and free to express themselves, which in turn, is a gainful activity towards good academic achievement.

Also, the study reports that teachers had a positive perception of informal school club activities as being effective in the teaching and learning of English language. This is not surprising because when teachers have a positive perception of the effectiveness of informal school club activities, this will motivate them to make use of these activities for classroom instructions or teaching and learning process. Little (2020) that submits that teachers lack the knowledge for carrying out the task of informal school club activities because the attitude of teachers to informal school club activities is often that of doubt of the feasibility of the activity in promoting learning and the findings of Ferdous (2018) submits that teacher's commitment to the use of informal school club activities is very poor and he also reports that teacher's lackadaisical attitude is also affecting the students as they don't seem to understand the importance of informal school club activities to learning. The perception of students according to the findings of this study also reports that students perceive the positive effectiveness of informal school club activities in the teaching of English language. The findings of this study show that students are aware and knowledgeable about the importance of informal school club activities in the teaching and learning of English language. According to the findings, students' awareness of the effectiveness of informal school club activities, will motivate full participation in these activities and in turn help students to develop a positive and creative personality; intellectual and expressive skills; understanding of the importance of team-work; develop the ability to explore and appreciate the experiences they have acquired and understand what particular or specific skill is needed to be developed.

The findings of the study revealed that there is a significant difference between teachers' perception and students' perception with teachers' perception having a higher mean score than students' perception about the effectiveness of informal school club activities in teaching English language. The findings show that teachers are fully aware of the importance of informal school club activities as an important tool to enhance the teaching and learning process. This is confirmed by Rose (2019) and Richard (2021) who submitted that informal school club activities are a worthwhile venture in the teaching and learning process as they involve activities that will help the teacher to be creative, dynamic, productive and functional.

Conclusion

Based on the findings, it revealed that informal school club activities have the benefits of promoting teaching and learning activities such as language, literature activities and other subjects much more than the recreation it provides. Findings also revealed that informal school club activities are beneficial to the teaching environment in order to make the classroom less intensive, not rigid and threat-free.

Recommendations

Based on the result of this study, it recommends that

- 1 More informal school activities should be created in schools to give students opportunity to create new ideas, explore, relate and interact with their school environment and peers. This will help improve their interest and attitude to learning as learning will be made easy.
- 2 A convenient time should be slated for informal school club activities on the school time-table because of its major contribution to enhancing the teaching and learning process. This is as a result of the high teachers' perception and positive students' perception on the effectiveness of informal school club activities in teaching English language that was discovered in the study.
- 3 Adequate resources needed for the proper running of informal school club activities should be provided by school administrators and the government. The environment for these activities should be conducive and fit for learning. When all these are in place this will help improve the significant contribution of students' participation in informal school club activities in further research studies.
- 4 Informal school club activities should be used as a medium of instruction and not just a mere co-curricular activity. Students should be encouraged to highly participate in informal school club activities as this will benefit them.

For positive perception, workshops should be organized for English language teachers in order to expose them to the benefits of informal approach of teaching English language through informal school club activities and educating them more on the effectiveness of learner-centered strategies. Curriculum planners and designers should review the English language curriculum for schools to accommodate the use of informal school club activities in teaching English language. These club activities should be prescribed in the curriculum for teaching certain concepts in English language.

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