

ASSESSMENT OF SECONDARY SCHOOL TEACHERS' LINGUISTIC COMPETENCE IN ANAMBRA STATE

By

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Abstract

The purpose of this study was to evaluate the Assessment of Secondary School Teachers' Linguistic Competence as a Panacea for Ineffective Teaching and Learning in Anambra State. Three research questions were formulated to guide the study. The study adopted descriptive survey research design. Simple random sampling technique was used to select one thousand, one hundred and twenty (1120) respondents. The instrument for data collection was a well-structured questionnaire. The instrument was subjected to face and content by experts to validate the instrument. The researcher adopted a test retest method of reliability to ascertain the degree of consistency of test results obtained from the instrument. The data collected was analysed using statistical mean. It was discovered that linguistic competence of any language lays the foundation of the language and that teachers' linguistic competence is a sure possible solution to ineffective teaching and learning. Based on these findings, deductions and recommendations were made.

Introduction

Teacher education refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work, in accordance with the need of a given society at any point in time. It includes training and/or education occurring before commencement of service (pre-service) and during service (in-service or on-the-job). Every society requires adequate human and material resources to improve its social organization, preserve the culture, enhance economic development and reform the political structure. Education is often seen as a pre-requisite for quality manpower development and creation of wealth, a sure path to success in life and service to humanity. Thus, teachers have important role to play to adequately prepare the young for their roles in the society in order to achieve the set national objectives.

Education is an inevitable tool for sustainable development and a vehicle for advancing the frontier of knowledge (Abdul-Kareem, 2001). In this regard, education is severally conceived and inculcated by people of varying backgrounds, ages, needs and aspirations for sustainable development. The potency of education is more evident in its globalization trends imbued with instrumental values of nurturing productive citizens for sustainable development and democracy. Education has been recognized as a process of imparting knowledge, skills and attitudes to the learners. Teachers' influence is always felt in every aspect of the society. The effectiveness of any educational system depends greatly on the educational attainment of teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers.

The fact remains that teaching and learning depend on teachers for there can be no meaningful socio-economic and political development in any country without teachers. It is on teachers' numbers, quality and devotion that rest the effectiveness of all educational arrangements, development and growth. Even the educational planners may have the best educational policies and designs, the government may vote the largest sum of its revenue to education, but the ultimate realization of any set of aims for education depends on the teacher. It is the teacher who will ultimately be responsible for translating policy into action and principles into practice in their interactions with their students.

Ukeje, (1996) supported this fact when he stated that education unlocks the door to modernization, and added that it is the teachers who hold the key to that door. Afe, (1992), states that the realization of the educational objectives depends on the quality and quantity of the

available teaching manpower. This can be influenced by the availability of adequate training and retraining program for those about to teach and those already teaching respectively. Hence, the efficiency of teacher training should be the main determining factor in the success or failure of education to meet the country's needs.

The training is the policies and procedures designed to equip prospective teachers with the knowledge, attitudes and skills they require to perform their tasks effectively in the classroom, school and wider community. Education is the most powerful instrument for social and economic progress. It is the greatest power made known to man for his/her own improvements. Teachers are the heart and soul of the educational enterprises, indeed, the life of the school system depends on them.

The Need for Teacher Education

Teacher education is policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in the classroom, school, the church/mosque and the local and wider society. Although, ideally it should be conceived of and organized as a seamless continuum, teacher education is often divided into three stages:

Initial teacher training (teacher candidates)

Induction (the process of providing training and support during the first few year of teaching or the first year in a particular school).

Teacher development or continuing professional development (CPD) (an intensive process for practicing teachers).

The Ideal Teacher Education

According to Adewuyi and Ogunwuyi, (2002), teacher education is the provision of professional education and specialized training within a specified period for the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens. It is informed by the fact that teaching is an all-purpose profession which stimulates the development of mental, physical and emotional powers of students. Such educated citizens would be sensitive and equipped with peaceful co-existence, environmental management and democratic process.

The heartbeat of manpower development and training for prudent use and sustenance of resources in nation building is teacher education. Teacher education, being inextricably linked with general education and social goals, is constantly caught up in the series of dilemmas derivable from educational expansion, political, technological development and social change. The prevailing crisis in Nigerian education and its society as typified by unemployment, poverty, corruption, crime, indiscipline and underutilization of capacities in all facets of human life and national development, could be ascribed to the neglect of teacher education and pitiable plight of the teachers. All these conflictual relationships precipitated poverty-induced hardships across all segments of the Nigerian community. What structurally becomes important in achieving the nation's quest for self-reliant society, imbued with vibrant economy and productive citizenry, is to put in place a comprehensive teacher education program (Adewuyi, 2012). Ogunwuyi, (2010) contends that education should be globally adopted as an agent of change and stability to promote probity, equity and equality of opportunities and a launching pad for sustainable human development. Herein, teacher education should embrace and radiate the energizing forces of change backed up purposefully by democratic leadership and rational economic policies. This provides the basis for sustainable development and environment which largely facilitate harmonious creation of wealth and well-being of humanity.

The importance of education as a weapon against ignorance, conflict, disease and poverty demands coherent information processing systems anchored on manipulative skills which help to coordinate and transform conceptual ideas, emotions and feelings into life supporting operations beyond the school setting. Herein, a sufficiently educated and enlightened population is a quality assurance for individual and social productivity, responsible leadership and prosperous future. A general desire to be educated in spite of the stagnation of opportunities and incentives as well as disenchantment among the teachers at all levels requires a well conceptualized humanistic approach to teacher education program.

A coherent teacher education program should systematically embrace integrated curriculum innovations which reflect the social, economic and political environment of a modern society to

solve societal problems. Oyekan, (2006), said that the purpose of teacher education is to produce well-qualified professional teachers that can adjust to the changing needs of the students and developmental prospects of the modern society.

English as a Second Language (ESL) is very vital in this Nigerian educational system because it is used in the teaching of other subjects in the curriculum except, perhaps, the local languages. It then forms the backbone of every subject in the curriculum, from the pre-primary through the tertiary levels of education. The command of English, that is, the level of spoken English of present day teachers is drastically reducing and declining. On the other hand, some teachers find it very difficult to proficiently express themselves in simple clear English in and outside the classroom. In some community secondary schools in the state or even in most urban centers within the state, the performance of qualified teachers of English language is relatively poor. Surprisingly, some teachers use vernacular in the teaching process.

The use of the mother tongue in teaching and learning, may likely be a prominent cause of the second language learner's problem as he is not conversant with the English language. This, then, forms the need for the present investigators to Assess Senior Secondary School Teachers' Linguistic Competence as a Panacea to Ineffective Teaching and Learning in Anambra State.

Many learners of English as a second language is faced with the task of learning English language which no doubt is not their first language. Similarly, many teachers are faced with the task of teaching and gaining proficiency in the English language, although, English language is not their mother tongue. How then are they to learn this foreign language so that they will be able to speak, read and write it with understanding, close to the native speakers? This is what learners (students and teachers) are so often expected to do in order that a common language will be available when necessary, a language for communication in the wider society, a language in which examination papers are written.

There is no problem about what to teach or what to learn, because there are carefully planned courses in the curriculum which will serve as a guide through school. The problem of the second language learner is how to learn this target language so that we are able to understand, speak, read and write it as the need arises. Marjoria Clarkson (1966) identified that, "Learners' problems are majorly how to learn speaking, how to learn reading, how to learn writing and how to put them to use". Over time, academic performance in external examination is declining drastically. Our graduates and so called qualified teachers could hardly express themselves in the language and so cannot communicate effectively in the classroom, bringing down the quality of our education.

Meaning of Linguistics

According to Wikipedia online dictionary linguistics is the scientific study of language and involves an analysis of language form, language meaning, and language in context. Linguistics traditionally analyze human language by observing an interplay between sound and meaning. Phonetics is the study of speech and non-speech sounds, and delves into their acoustic and articulatory properties. The study of language meaning, on the other hand, deals with how languages encode relations between entities, properties, and other aspects of the word to convey, process and assign meaning, as well as manage and resolve ambiguity. While the study of semantics typically concerns itself with truth conditions, pragmatics deals with how situational context influences the production of meaning.

Grammar is a system of rules which governs the production and use of utterances in a given language. These rules apply to sound as well as meaning, and include componential sub-sets of rules, such as those pertaining to phonology (the organization of phonetic sound systems), morphology (the formation and composition of words), and syntax (the formation and composition of phrases and sentences). Linguistics also deals with the social, cultural, historical and political factors that influence language, through which linguistics and language-based context is often determined.

Meaning of Competence

Wikipedia online dictionary defines competence as the ability to do something well or efficiently. It means possession of a range of ability or skill. It is the condition of being capable and the quality of being competent. Competence means to meet demands, requirements, or requests and to respond to a challenge. It can be said to meet or exceed performance requirements, to succeed or accomplish. It implies to prove one-self proficient and reliable in a given skill or ability. It

infers to pass inspection, to meet or surpass certain standards, to be approved or accepted. It denotes to conform to rules or standards, to come up to scratch, to shape up, to fulfil ones obligation, to perform ones duty, to toe the line.

Meaning of the Teacher

Wikipedia online dictionary define a teacher as a person who helps others to acquire knowledge, competences or value. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. Formal teaching tasks include preparing lessons according to agreed curricula, giving lessons, and assessing pupils' progress. A teacher's professional duties may extend beyond formal teaching. Outside of the classroom, teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some educational systems, teachers may have responsibility for students' discipline.

Teaching is a highly complex activity. This is in part because teaching is a social practice that takes place in a specific context and therefore reflects the values of that specific context. Factors that influence what is expected (or required) of teachers include history and tradition, social views about the purpose of education, accepted theories about learning etc. So the competences required by a teacher are affected by the different ways in which the role is understood around the world. Broadly, there seem to be four models:

- ❖ The teacher as manager of instruction;
- ❖ The teacher as caring person;
- ❖ The teacher as expert learner; and
- ❖ The teacher as cultural and civic person

Teachers belong to the profession which has the only potential of determining the social, economic, political and moral destiny of every Nigerian citizen. This fact underscores the necessity for teacher education to be perceived as a sacred duty that must never be toyed with if teaching must fulfil its divine professional mandate of cultivating generations of highly responsible disciplined and useful Nigerians. However, teacher education should be regarded as the bedrock for national development. Talabi, (1985) Bofarin, (1986) Afe, (1995) said the major problem facing the nation has been that of getting teachers of quality. For teacher quality to rise above the educational system, a strong teacher education program is required.

The concepts of Linguistic Competence

Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language. It is in contrast to the concept of linguistic performance, the way the language system is used in communication. The concept was first introduced by Noam Chomsky as part of the foundation for his Generative Grammar, but it has since been adopted and developed by other linguists, particularly those working in the generativist tradition. In the generativist tradition competence is the only level of language that is studied, because this level gives insights into the Universal Grammar that generativists see as underlying all human language systems. Functional theories of grammar tend to dismiss the sharp distinction between competence and performance, and particularly, the primacy given to the study of competence.

According to Chomsky (1965), competence is the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by grammatically irrelevant conditions such as speech error. He says:

Linguistic theory is concerned primarily with an ideal speaker –listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors in applying his knowledge of this language in actual performance.

One's competence is defined by the grammar or set of language rules, that is represented mentally and manifested based on his or her own understanding of acceptable usage in a given linguistic idiom. Therefore, grammatical competence defines an innate knowledge of rules rather than knowledge of items or relations. According to Chomsky, it is regarded to be innate because one does not have to be trained to develop it and will still be able to apply it in an infinite number of unheard examples.

Statement of the Problem

Many learners of English as a second language is faced with the task of learning English language which no doubt is not their first language. Similarly, many teachers are faced with the task of teaching and gaining proficiency in the English language, although, English language is not their mother tongue. How then are they to learn this foreign language so that they will be able to speak, read and write it with understanding close to the native speakers? This is what learners are so often expected to do in order that a common language will be available when necessary, a language for communication in the wider society, a language in which examination papers are written.

There is no problem about what to teach or what to learn, because there are carefully planned courses in the curriculum which will serve as a guide through school. The problem of the second language learner is how to learn this target language so that we are able to understand, speak, read and write it as the need arises. Marjoria Clarkson (1966) identified that, "Learners' problems are majorly how to learn speaking, how to learn reading, how to learn writing and how to put them to use".

Over time, academic performance in external examination is declining drastically. The result is poor performance in external examinations and indulgence in examination malpractice, bringing down the quality of our education.

The main objective of this study is to evaluate teachers' linguistic competence as a panacea to ineffective teaching and learning and to proffer solution to our drowning educational system. They will also look at some challenges that learners of the target language has that affect their gaining proficiency in the language. Since English language plays a very important role in education in Nigeria and beyond, it thus becomes crucial as well as expedient to stress its importance for teacher education so that effective teaching and learning can take place in every classroom.

Research Questions

The following research questions have been framed so as to give bearing to this study.

1. What factors inhibit secondary school teachers' linguistic competence?
2. How does lack of linguistic competence of teachers contribute to ineffective teaching and learning?
3. How can lack of linguistic competence of secondary school teachers be remedied for effective teaching and learning?

FACTORS AFFECTING LINGUISTIC COMPETENCE

The following have been identified so far as the major factors affecting linguistic competence of teachers:

- The qualification of teachers,
- Method of teaching and learning,
- Examination malpractice,
- Respect for certificate against competence and skill.

Qualification of Teachers

Merriam - Webster Dictionary defines 'qualification' as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers' qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers' qualifications could, therefore, mean all the skills a teacher requires to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development. Someone might have a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training without completing the required years does not possess teacher qualifications.

Professional development and experience also count for teachers' qualifications because several studies have revealed this. Qualification is one of the critical factors that drive students' academic performance. Some observed that one of the most important factors in the teaching process is the qualification of the teacher. The perspective of an investigator was that teachers' qualifications

can go a long way to bring about students' higher academic achievement. Teachers' profession relates to competence in instruction and management of students and materials in the classroom. Teachers' qualifications, therefore, might not only be the certificate someone is holding as erroneously conceived by some people. Teachers' qualifications are more than just holding a certificate of any institution. The researcher of a study on "Teachers' qualifications and their impact on students' achievement findings from TIMMS-2003 data in Israel "ties teachers' qualifications to seven indicators that are:

- Teachers' formal education
- Teachers' education in the subject matter of teaching (in-field preparation)
- Teacher education in pedagogical studies
- Duration of the preparation period
- Certification and licensing status
- Years of experience
- Preparation in professional development activities

These indicators are central to this assessment because they act as a compass through which to navigate this review. Therefore, each of them will be separately discussed in detail for proper understanding of what qualifications are.

Formal Education: Here we talk about various academic degrees a teacher can possess to qualify him or her to teach. In Nigeria, these are Bachelor's, Master's, Doctorate degrees, other certificates, and diplomas inclusive. However, only degree holders are qualified to teach in senior secondary schools. According to the researcher above, findings related to teachers' academic degrees are inconclusive. Some scholars believed that higher degrees showed positive correlation with students' academic achievement. There are others who believed that higher degrees had an adverse correlation with students' achievement. Teacher's formal education is imperative. Some asserted that teachers who have more training produce students who have the better achievement.

In-Field Preparation: This is related to the subject matter knowledge a teacher acquires while in training. Several studies showed a positive relationship between teachers' preparation in the subject matter they later teach and students' achievement. Some observed that recent studies revealed a positive correlation between content knowledge and students' achievement. Research shows that teachers' knowledge of the specific subject matter, particularly at secondary school level is a good predictor of pupils' achievement. Teachers with content knowledge achieve a higher percentage of students' outcomes than teachers without such experience. Assigning students to a teacher with deeper content knowledge has a positive correlation with greater academic growth. According to a scholar, students taught by more qualified and experienced teachers in terms of knowledge of subject matter performed better than those taught by less qualified but experienced teachers. A well-prepared teacher of a subject should also have a strong command of the subject matter, knowledge of the difficulties it presents to students.

Pedagogy Studies: Studies revealed that several of the pedagogical studies of teachers' preparation programs reinforce the view that the pedagogical aspects of teachers' preparation is important because of the effects it has on teaching practice and for their ultimate impact on students' achievement. Some found out that pedagogical studies enable teachers to harmonize the minds and emotions of their students in class and result into higher academic achievement. Zeichner cited in Afe (1999) that conventional pre-service teacher preparation programs have been under criticism for being too often characterized by fragmentation and weak pedagogy. Results showed that beginning teachers with extensive preparation in pedagogy and supervised teaching were more likely to be teaching in the field of their subject matter expertise. Another underscored the importance of pedagogical knowledge. They suggest that productive pedagogy knowledge of early stage of teacher education should come to be integrated fully into students' knowledge base for learning.

Duration of Pre-service Education: There are agitations about the years teachers spent in pre-service education in some countries. There is no evidence that graduates of the longer programs become more effective teachers. Teacher preparation is a possible determinant of students' achievement. A positive connection exists between teachers' preparation in their subject matter and their performance and impact in the classroom but not on the number of years spent in school. The perceived crisis in science education is the failure of the teachers' training institution to provide the type of preparation that precollege teachers need to teach science effectively. But not the number of years spent for pre-service education. Some said if teaching is—and should be—one of our most revered professions, teacher preparation programs should be among a

university's most important responsibilities. Teachers with extensive preparation reported being better prepared to teach assigned subject matter than did those with little or no preparation.

Certification/Licensing: Certification is a measure of teacher qualifications that combines both aspects of knowledge about the subject matter with teaching and learning. Certified teachers are usually those who have graduated from accredited teacher education programs. These categories of teachers are also required to complete an induction program or pass a national teacher examination test to obtain a license. In the Nigerian context, a certified teacher must be licensed by the Teacher Registration Council of Nigeria apart from graduating from an accredited institution. The major problem facing Nigeria now is the rate at which private teacher training institutions are springing up. Many of these institutions bribed their ways to get accredited when they have not met the required standard. Some scholars argued that teachers' issues are critical for students' achievement, but teacher education and certification are related not to teacher effectiveness. This author said several aspects of teachers' qualifications like subject matter knowledge, preparation experience, and teaching experience had been found to have some relationship with student achievement. There is mixed evidence on the influence of licensing on students' academic achievement. Some believed that certified as a teacher does not guarantee achievement gain. While some researchers; agreed that been certified as a teacher influences academic gain. In agreement it is said that students who are taught by certified teachers outscored those with another kind of teachers.

Years of Experience: A teacher's years of experience is one of the teachers' qualifications indicators that is believed to be a significant determinant of students' academic performance. Some investigators believed that greater teaching experience will produce students with higher achievement. Studies have shown that inexperienced teachers are typically less efficient than the experienced teacher. Studies have found a positive relationship between teachers' effectiveness and their years of experience and efficient teacher positively influence students' academic achievement.

However, there is the need for caution in Nigeria about the experience. Many teachers may have been in the teaching profession for over twenty years without properly developed himself or herself for years. This category of teachers may not be able to cope with the new trends in education. The subject curriculum is changing almost every year as the whole world is changing with technology. Therefore, it is better to say there is a positive relationship between experience and student achievement when there is adequate teacher professional and academic development.

Professional Development: Professional development is activities that develop an individual skill, knowledge, expertise and other characteristics as a teacher. It is a conscious and systematic steps to ensure teachers upgrading and continuous self-improvement. Professional development is critical to the retention and improvement of any teacher in the classroom.

Professional development is an aspect of teachers' qualifications that is paramount for an effective classroom teaching. Some academics said professional development enhances and improve teachers teaching skills. This author posited that there was the need to foster teacher's continuous professional development to cope effectively to improve the quality of education. Teachers' continuous professional development is highly relevant both to improving educational performance and effectiveness, and for enhancing teachers' commitment, identity and job satisfaction. Ukeje (2000) cited Wenglinisky that professional development is related positively to students' achievement. Professional development helps practicing teachers to upgrade their content knowledge and teaching skills to adjust to the introduction of new curricula, new research finding on teaching and learning. Having explained the seven indicators is now clear that qualification is not just only the certificate, that qualification is essential to a teaching profession. The qualification of a teacher tell much about his / her quality that is why a scholar observed that teacher quality is a crucial driving force for improving student achievement. Policy makers widely recognize Teachers' quality, practitioners and researchers alike to be the most powerful school-related influence on a child's academic performance.

Method of Teaching and Learning

Marjorie (1966:4) was cited as saying that the major problem which teachers in training and many untrained teachers face is not *what to teach* or *when to teach*, but "how to teach". What Marjorie is saying is that the problem is not the content that is, what to teach, because in his own views, this is already defined and prescribed by the educational boards of the state. It is not also with when to teach, because this is also prescribed, rather that the issue in contest according to

him is the method of teaching and learning, ie the teaching methodology or in his own words “how to teach”.

Scholars and linguists agreed that one major difficulty of second language learning is the poor level of teacher qualification or the issue of quacks in the teaching profession. The view of Marjorie, corroborate the assertion of Oyetunji earlier quoted, that poorly trained or unskilled teachers lack the teaching methodology which is auxiliary and indeed critical to effective language teaching and learning. Marjorie (1966:4) further noted that:

Second language learning has a problems that non-professional teachers encounter, which is exemplified in how shall we begin to teach this strange sounding language to our pupils, such that they learn well enough to speak, to read and to write it so that they can use it?

Marjorie (1966) went further to argue that the question is answered “by the use of appropriate, congenial teaching/learning methods which stimulate the interest of the learners and place him in an eagerness for the appreciation of learning the target language”. Concluding, he advised that practical approaches in the learning of the second language are very crucial and expedient. In line with Clarkson’s views Funocchiaro (1969) assert that the question even asked by seasoned teachers of ESL, in relation to planning is

What can I do an hour or more with people whose language I don’t understand? While others find it difficult in allotting time to varied areas of the learner’s needs which include; drilling of pronunciation, fostering of socio cultural concepts, for development of language competence, for creating and maintaining interest, and since is vitally important for helping pupils retain a pride in their own language or cultural heritage.

From the above, one notices the height of preparedness on the part of skilled and seasoned English as a second language teacher as they tend to tackle the problems of second language learning via forging out a congenial teaching method.

Furthermore, Funocchiaro (1969) has stressed that if any meaningful objective must be realized in any curriculum development plan or lesson plan, that the primary selection of pupils activities (including creative and game activities) should be the contribution the activity will make to the growth of one or more phases of the language development. She notes clearly that:

If we agreed that habitual control of vocabulary and language patterns is essential for communication and that pupils’ activities is fundamental to learning, the instructor must make provision for a well-rounded, varied, stimulating series of activities which will help pupils towards language mastery.

In clear terms, what Funocchiaro is saying is that the method of teaching matters or is very crucial if any crucial learning can take place. In sum, if teaching of English by English as a foreign language teachers is so demanding, what then should we expect of English as a second language who themselves are non-native English speakers? Therefore, ESL teaching is such a herculean task which requires esoteric approach by careful instructors to groom appropriately.

EXAMINATION MALPRACTICE

One of the objectives of education in Nigeria is to prepare the young ones to face future challenges and develop them to meet the nation’s manpower requirements. Schools need to conduct examinations as yardstick for assessment. It is the most practical way of assessment in education Maduka (1993) defined examination as a way to ascertain how much of a subject matter in a particular field of study the candidate has mastered. Homby (1995) defined an examination as a formal lest of somebody’s knowledge or ability in a particular subject, especially by means of answering questions or practical exercises (p. 58). Balogun (1999) also defined it as the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period.

Examinations could be internal or external. It could be oral, written or both. Examples of internal examinations are continuous assessment tests, terminal, semester and annual or promotion examinations. Examples of external (public) examinations common in Nigerian schools are Common Entrance Examination for admission into secondary school. School certificates examination are conducted by West African Examination Council (WAEC) and National Examination Council (NECO). The Joint Admission Matriculation Board (JAMB) and National

Teachers' Institute (NTI) conduct admission tests into tertiary institutions while the National Business and Technical Examination Board (NABTEB) conducts professional examinations for teachers and technicians respectively. Examination malpractice is any wrong doing before, during or after any examination. Although one may not be able to rule out examination malpractice in the past, the current trend is alarming and calls for proper management in order to rid the school system of its consequences.

Teaching is a versatile field that requires at all times the correct identification of indices of developments in the society. This responsibility makes it imperative that teachers be an embodiment of a constant search for updated knowledge in various fields of life, i.e. latest information, skills and breakthroughs. A concern for teacher quality brought about an ongoing argument over what should constitute the significant portion of a teacher training program - the knowledge of what to teach or how to teach it? While there is yet to be a conclusive end to the debate, Obanya (2004) noted that gone is the past where all that was required of a teacher was subject matter knowledge. This plain attitude is becoming more apparent for the 21st century where rapid technological development implies that knowledge is no longer a 'once in a lifetime' experience for the individual. It is rather an asset, which constantly has to be updated. The teacher therefore needs to be equipped with an acceptable standard of general studies. Improving teacher education program then is a worldwide concern; with special focus on developing countries, since no education (country) can rise above the quality of its teachers (National Policy on Education, 2004). This is to say that a teacher should be one whose educational quality is devoid of examination malpractice. He/she must conform to the 21st century skills for a teacher among which are competence, skill and quality.

In a knowledge driven economy pulled by globalization and continuous technological advancement, the term 21st century skills have brought global awareness each country's need to constantly update its workforce in preparation for the future. The Partnerships for 21st Century Skills (2008) identify the following:

- A blend of content knowledge, specific skills, expertise and literacies;
- Critical thinking, problem solving, creativity, flexibility, effective communication and collaboration, self-directed learning as a base for core academic knowledge; and
- Skills needed to make the best use of rapidly changing technologies and vital to working and living in an increasingly complex, rapidly changing global society. These skills are captured in a model curriculum for inculcating and developing them by the Partnerships for 21st Century Skills (2009). According to the model, the 21st century curriculum should cover four broad areas, namely;
 - Review teacher education curriculum content areas (Early Childhood Care & Education, Primary Education Studies, Junior Studies, Special Needs, and Adult/Informal Education) and develop minimum standards for a curriculum implementation framework;
 - Prescribe Minimum Standards for institutional management to ensure that colleges provide the appropriate resource-base for the delivery of quality teacher education;
 - Develop a quality assurance system that focuses on quality curriculum implementation and college management rather than only on checking the availability of minimum levels of staffing and other resources.
 - Develop a standardized Teaching Practice Model; and
 - Establish an efficient, practical Quality Assurance System that supports the creation and maintenance of quality. From the framework, the minimum standard for best practices in curriculum implementation agrees with our focus on training teachers with 21st century skills. This framework is divided into five core areas covering teachers educational practices, teacher standards, learning opportunities, assessment and teaching practice.

The consequences of examination malpractice both to education and the society will be catastrophic in the long run. Candidates/students who would ordinarily be working hard to pass examination will now depend on quack arrangements since they believe so much in such arrangements that it rarely failed. Then the fraud or malpractice may eventually be seen as a way of academic exercise. The candidates produced in this manner will grow into adults and teachers or examinations officials who will not see anything wrong with such sophisticated and high class examination fraud thus defeating the goals of education by turning out certificated illiterates. Examination malpractice increases lack of confidence among students. Students who would have ordinarily passed an examination feel disappointed and lose confidence when less intelligent ones perform better than them through cheating, thus leading to loss of confidence in themselves and

in the examination and the system at large. Examinations malpractice may lure some students into other areas of misconducts such as prostitutions and or armed robbery, female students who lack money to sort or pay for scores may take prostitution while male may as well take stealing or armed robbery in a bid to make money to pay for scores (Onyechere, 2004; Adewale, 2014 & Uzochukwu, 2015)

Other general effects of examinations malpractice can be summarized as follows:

- The products of examinations malpractice are square pegs in round holes. They lack the required knowledge and experience to carry out their assignment and professional duties effectively. They are not competent.
- Examinations malpractice produces candidates with low morale and academic values. The products of examination malpractice always end up with unfulfilled dreams in their chosen career.
- Examinations malpractice is a negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices.
- Anyone who engages in examinations malpractice is building on a false foundation which can lead to serious professional errors.

Respect for Certificate:

The society regards possession of certificate as Alfa and Omega; Where an individual is only recognized if he possesses a certain certificate, built professional's skills are not recognized. Nigeria's education system is largely certificate oriented, so much value and emphasis are placed on certificate instead of knowledge, skills and competence. Many school leavers and dropouts have certificates without knowledge, skills and the right attitude. This is why examination malpractices are increasing day after day for the rush to get paper qualification for jobs they possess not the right skills to perform.

Methodology

The sample for the study comprises of the two hundred and fifty nine public (259) secondary schools in Anambra State. The researchers adopted the simple random sampling technique. One thousand one hundred and twenty (1120) teachers were administered with the questionnaire and all the questionnaires were returned.

The researchers in order to collect useful data used well-structured questionnaire method. Four research questions were formulated based on the research topic and the respondents were to tick (✓) the questions based on their personal opinion. They were not given any form of kickback but were encouraged to give the right answers as this would go a long way to solve our educational problems.

The instrument was subjected to face and content validity by two experts in Measurement and Evaluation. These experts vetted the instruments and made some corrections. However, their corrections were taken into effect and the items of the questionnaire were modified and used for data collection.

The researchers adopted a test re-test method of reliability. This is to ascertain the degree of consistency of test results obtained from the same instrument. The instrument was first administered to the ten (10) respondents outside the area of study. Afterwards the researchers repeated the exercise to the same group of students after one week. The two sets of response were correlated using Pearson Product Moment (PPM) correlation co-efficient. The results obtained from the two variables are 0.85 which shows a very high correlation indicating that the instrument was reliable enough for the study.

The questionnaires for the research were distributed to secondary school teachers in the area as a means of collection of data for the study from the selected areas. The responses to the questionnaires were collected and analysed using mean frequency system.

The data was analysed using the frequency table and weighted mean category which includes;

Strongly agreed (SA)	5 points
Agreed (A)	4 points
Disagreed (D)	3 points
Strongly disagreed (SD)	2 points.

Undecided

1 point

$$\text{Weight Mean} = \frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3.0$$

The decision rule was drawn on the criterion mean for agreeing or disagreeing on the item used for the analysis. The criterion mean score is 3.0. Therefore, weighted mean score of 3.0 and above for any item indicated that the respondents agree on the items whereas a weighted mean score below 3.0 revealed that the respondents disagreed on the items.

Research Question 1

What factors inhibit linguistic competence of secondary school teachers in Anambra State?

Questionnaire Items	SA	A	D	SD	UND	X	Remarks
Poor emphasis laid on the Language as the key to learning	385 1925	560 2240	140 420	35 70	0 0	4.2	Agreed
Teachers poor academic background during early education	350 1750	525 2100	245 735	0 0	0 0	4.1	Agreed
Mother tongue interference	315 1575	560 2240	175 525	35 70	35 35	4.0	Agreed
Dependence on examination malpractices	385 1925	350 1400	315 945	70 140	0 0	3.9	Agreed
Lack of instructional materials and good textbooks	420 2100	560 2240	140 420	0 0	0 0	4.3	Agreed
Stressing so much on certificate acquisition	420 2100	315 1260	315 945	70 140	0 0	4.0	Agreed
Parents low level or lack of education	315 1575	525 2100	105 315	175 350	0 0	3.9	Agreed
Poor emphasis on competence and skill	175 875	630 2520	280 840	0 0	35 35	3.8	Agreed
Poor practice during and after school	350 1750	560 2240	140 420	35 70	35 35	4.0	Agreed
Rigid personality of some teachers	210 1050	315 1260	245 735	175 350	175 175	3.2	Agreed
Lack of interest in language acquisition	315 1575	455 1820	210 630	70 140	70 70	3.8	Agreed
Lack of in-service training for teachers	385 1925	560 2240	70 210	105 210	0 0	4.1	Agreed
Intrusion of corruption in the system	350 1750	350 1400	280 840	105 210	35 35	3.8	Agreed
Low cut off mark for colleges of education at JAMB	280 1600	210 840	315 945	315 630	0 0	3.6	Agreed

Research Question 2

How does lack of linguistic competence of teachers contribute to ineffective teaching and learning?

ITEMS	SA	A	D	SD	UN	X	Remark
It results to poor academic performance	420	595	105	0	0	4.3	Agreed
	2100	2380	315	0	0		
It slows the teaching and learning process	210	665	140	105	0	3.9	Agreed
	1050	2660	420	210	0		
It hampers comprehensibility	350	595	105	70	0	4.1	agreed
	1750	2380	315	140	0		
Poor transmission of knowledge	350	525	140	70	35	4.0	agreed
	1750	2100	420	140	35		
It limits the teacher	350	385	140	140	105	3.7	Agreed
	1750	1540	420	280	105		
It results to lack of passion on the teacher	280	350	420	0	70	3.7	Agreed
	1400	1400	1260	0	70		
It results to low self-esteem of teachers	245	455	315	70	70	3.8	Agreed
	1225	1820	945	140	70		
It hampers students comprehensive ability	245	595	175	105	0	3.9	Agreed
	1225	2380	525	210	0		
It contributes to rigidity	140	350	455	140	35	3.4	Agreed
	700	1400	1365	280	35		
It could make the teacher develop negative attitude towards the students	175	315	420	140	70	3.3	Agreed
	875	1260	1260	280	70		
Inability of students to speak English frequently	490	420	210	0	0	4.3	Agreed
	2450	1680	630	0	0		

Research Question 3

How can lack of linguistic competence of secondary school teachers be remedied for effective teaching and learning?

ITEMS	SA	A	D	SD	UN	X	Remark
Language as a prerequisite to learning should be upheld	420	595	105	0	0	4.3	Agreed
	2100	2380	315	0	0		
Teachers should be exposed to regular in-service trainings, workshops and seminars	770	350	0	0	0	4.7	Agreed
	3850	1400	0	0	0		

Teachers of English language should be motivated	490 2450	420 1680	105 315	70 140	35 35	4.1	Agreed
The government should provide quality textbooks for use in schools	700 3500	350 1400	0 0	70 140	0 0	4.5	Agreed
Teaching should be learner-centred	630 3150	385 1540	105 315	0 0	0 0	4.5	Agreed
Making choices in education the first	245 1225	490 1960	140 420	105 210	140 140	3.5	Agreed

CONCLUSION

The results of this study and its discussion have been shown. They confirm that linguistic competence lay a solid foundation for communicative competence. Where this is lacking, it results to poor proficiency of the target language which gives birth to poor teaching and learning. There is no sure way of measuring ones competence except with his performance. When a teacher knows what to say and could not express it to the students, it is likely he might be saying one thing and meaning another. This is what Confucius cited in Eyisi (2004),

If the language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone; if this remains undone, morals and arts deteriorates; if morals and arts deteriorates, justice goes astray; if justice goes astray, the people will stand out in helpless confusion. Hence, there must be no arbitrariness in what is said. This matters above everything.

Therefore the following conclusions could be drawn;

1. That teachers' poor performance was basically as a result of a poor foundation given to them.
2. That poor emphasis is laid on the language of instruction in our teacher education.
3. That more emphasis is laid on the certificate against competence and skill.
4. There was an overwhelming prevalence of the intrusion and interference of the native language on the target language in the area. There were not enough specialist teachers of English language in Anambra State.
5. Most teachers are not proficient so cannot give what they have not.
6. The teachers lack the required resources to equip themselves with the English language.
7. The teachers' linguistic incompetence affects their performance in other subjects (subject area).
8. Some teachers are rigid and do not welcome new ideas.
9. Only very few teachers are dedicated and committed to their job.

WAY FORWARD

In essence, principles and strategies must be put in place to ensure productive and successful partnerships in teacher preparation, especially in meeting the challenges of the 21st century. However, in recognition of the issues earlier isolated in teacher education, the policy hopes to re-orientate and restructure teacher education through the following objectives:

- Create adequate incentives to attract and retain capable teachers;
- Recommend rigorous admission and graduation requirements and apply them consistently;
- Ensure that teacher education institutions are well equipped both in human and material resources;
- Recommend that teachers have sufficient mastery of content and varied methods of teaching that are subject-specific including teachers for Special Needs Learners;

- Ensure structured, effective and supportive supervision of teaching practice and induction as well as certification and licensing;
- Produce sufficiently trained teacher educators capable of imparting and modeling desired knowledge, skills and attitudes;
- Motivate teachers and provide opportunities for their continuing professional development, retention, advancement and improvement in their chosen career and
- Recommend that teachers need to constantly upgrade their skills in order to remain competent and relevant.

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