

**EXAMINE ROLE OF ENGLISH LANGUAGE IN NATIONAL  
DEVELOPMENT AMONG JSS STUDENTS IN ILORIN WEST  
LOCAL GOVERNMENT AREA, KWARA STATE.**

**BY**

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## CERTIFICATION

This is to certify that this project work has been read and approved as meeting the requirements for the award of the NCE in English/political science, Kwara State College of Education, Ilorin.

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## **DEDICATION**

This research work is dedicated to my parent Alhaji Adekunle Adewale Adesena and Mrs Adekunle Wasilat Bolatito who laboured profusely to make my ambition become reality.

## **ACKNOWLEDGMENTS**

My profound, immense, and overwhelming gratitude goes to Almighty Allah, the most beneficent and the most merciful, and to my parents who have been my strength to this present moment for their care and support in helping me attain another academic status.

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## ABSTRACT

*This study examines the role of English Language in national development among Junior Secondary School students in Ilorin West Local Government Area, Kwara State. The research focused on how the effective use of English Language contributes to educational achievement, communication, and socio-economic progress in Nigeria. A descriptive survey design was adopted, and data were collected from a sample of students through structured questionnaires. The findings revealed that English Language plays a crucial role in promoting literacy, enhancing students' academic performance, and facilitating access to global knowledge. It was also observed that students face challenges in mastering English due to limited exposure, inadequate instructional resources, and the influence of mother tongue. The study concludes that strengthening English Language teaching and learning in schools is vital for sustainable national development. It recommends improved teacher training, provision of relevant instructional materials, and curriculum reforms that emphasize communicative competence and practical usage of English among learners.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Language is a critical tool for communication, social interaction, and national unity. In Nigeria, English Language plays a central role, not only as a medium of instruction in schools but also as the official language used in governance, media, commerce, and law. Since independence, English has functioned as a unifying language in the linguistically diverse Nigerian society, fostering communication across over 500 indigenous languages (Adegbija, 2004). It serves as a bridge across ethnic lines and remains a symbol of national integration and progress.

The educational system in Nigeria, particularly from upper primary through to tertiary levels, uses English as the primary language of instruction. At the Junior Secondary School (JSS) level, English is both a subject and a vehicle through which knowledge in other subjects is transmitted. Therefore, proficiency in English significantly affects students' academic success and their ability to participate meaningfully in societal development (Akindele & Adegbite, 2005). Students who have a strong command of English are better positioned to engage with academic content, express ideas effectively, and access opportunities that contribute to nation-building.

Furthermore, national development is not limited to economic growth; it encompasses improvements in education, civic engagement, health, and governance. The ability of citizens to participate actively in these spheres is often dependent on their communicative competence in English (Ogunmodimu & Adebayo, 2020). Thus, students who learn to use English effectively are being equipped not just for academic

Moreover, English serves as a medium through which national values, civic responsibilities, and democratic ideals are transmitted. Textbooks, civic education content, and even government initiatives often rely on English for dissemination. Hence, students who are proficient in English are more likely to understand government policies, national goals, and their roles as future leaders and contributors to Nigeria's development (Ndimele, 2016). It becomes evident that the role of English in national development is not abstract; it is directly reflected in the intellectual formation, civic awareness, and economic empowerment of the younger generation.

However, the reality on the ground suggests disparities in the acquisition and application of English Language skills among students. Many learners in public JSS schools, especially in semi-urban areas like Ilorin West, face infrastructural and pedagogical challenges. These include overcrowded classrooms, poorly trained teachers, lack of interactive teaching aids, and an over-reliance on rote learning. Such constraints limit

the effective teaching and learning of English and, by extension, diminish its developmental impact (Ogunbanwo & Okon, 2022).

In Ilorin West Local Government Area, where various socio-economic backgrounds and indigenous languages converge, English serves not only as an academic tool but also as a common ground for unity and identity among students from diverse ethnic communities. It allows for equal access to national narratives, school curricula, and educational assessments, all of which are pivotal in fostering national cohesion and social development (Ajayi, 2019). The ability to participate in these shared experiences through English underscores the language's developmental role in shaping informed, competent, and socially responsible citizens.

### **Statement of the Problem**

English Language holds an indispensable position in Nigeria's socio-political, economic, and educational development. As the official language and the medium of instruction at most levels of education, English is expected to equip learners—especially those at the Junior Secondary School (JSS) level—with the communicative competence necessary for academic success, civic participation, and national development. However, in practice, many students struggle with poor proficiency in the English

Language, which adversely affects not only their performance in school but also their ability to function effectively in society.

Despite numerous curriculum reforms and government efforts to improve English Language education, many JSS students in Ilorin West Local Government Area still exhibit deficiencies in speaking, writing, and comprehension skills. These weaknesses often stem from factors such as inadequate teaching methods, lack of qualified English teachers, shortage of instructional materials, overcrowded classrooms, and home-language interference. Consequently, the full developmental benefits of English—such as fostering national unity, global competitiveness, and informed citizenship—remain unrealized among a significant portion of the student population.

### **Purpose of the Study**

The purpose of this study is to examine the role of English Language in national development among Junior Secondary School (JSS) students in Ilorin West Local Government Area, Kwara State. The study seeks to assess how English Language education at this foundational level contributes to students' academic growth, civic engagement, and future participation in national development efforts.

Specifically, the study aims to:

- Identify ways in which English Language education can be improved to better support national development objectives at the junior secondary school level.
- Investigate the contribution of English Language skills to students' awareness of national values, responsibilities, and identity.
- Examine the challenges faced by JSS students in learning and using English effectively.

### **Research Questions**

The study was also guided by the following research questions:

1. How can English Language education be improved to support national development objectives among Junior Secondary School students?
2. How does English Language contribute to students' awareness of national values, responsibilities, and identity?
3. What challenges do JSS students face in learning and using the English Language effectively?

## **Research Hypotheses**

To guide the study, the following research questions were formulated for the study.

**H<sub>01</sub>:** There is no significant relationship between improved English Language education and the promotion of national development objectives among JSS students.

**H<sub>02</sub>:** English Language education does not significantly contribute to students' awareness of national values, responsibilities, and identity.

**H<sub>03</sub>:** There is no significant effect of identified challenges (e.g., teaching quality, instructional materials, home language interference) on JSS students' effective use of the English Language.

## **Significance of the Study**

This study is significant as it provides valuable insights into the role of English Language in fostering national development among Junior Secondary School (JSS) students, particularly in Ilorin West Local Government Area, Kwara State. The findings of this research are expected to benefit various stakeholders in the education and development sectors in the following ways:

1. **Students:** The study will help JSS students recognize the importance of English Language not only as a subject but also as a vital tool for academic success, social interaction, and civic engagement. By understanding how English connects to national development, students may become more motivated to improve their language proficiency.
2. **Teachers:** English Language teachers will gain a deeper understanding of how their instructional practices influence students' ability to contribute to national development. The study may also highlight the need for improved teaching strategies and resource allocation to make English Language learning more effective and relevant.
3. **School Administrators and Curriculum Planners:** The research will provide data that can inform the design and implementation of curricula that reflect the developmental roles of English Language. Recommendations from the study can guide school authorities in developing programs and policies that promote language skills aligned with national values and goals.
4. **Educational Policy Makers:** Findings from the study can be useful for policymakers in evaluating the effectiveness of current English Language education policies. It will provide evidence on whether current practices are

adequately preparing students to contribute meaningfully to national development and where reforms may be needed.

### **Scope of the Study**

This study focuses on the role of English Language in national development among Junior Secondary School (JSS) students in Ilorin West Local Government Area, Kwara State. It is specifically limited to public JSS schools within the region, encompassing students in the early stages of secondary education (ages 12-15). The research will examine how English Language education contributes to students' academic performance, their awareness of national values and responsibilities, and the challenges they face in learning and using English effectively.

### **Operational Definition of Terms**

1. English Language: The official medium of instruction and communication in Nigerian schools.
2. National Development: Growth in education, economy, technology, and social life of a nation.
3. Junior Secondary School (JSS): The second stage of secondary education in Nigeria for ages 12–15.

4. Students: JSS learners in Ilorin West LGA, Kwara State, studying English as a core subject.
5. Proficiency: Students' ability to read, write, speak, and understand English effectively.
6. Challenges: Barriers to learning English, such as poor teaching, limited resources, or language background.
7. Examine: To carefully study and analyze the role of English in national development.
8. Role: The contribution of English to students' academic and social development.
9. Ilorin West LGA: The study area in Kwara State, Nigeria, where the research was conducted.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

The chapter presents a review of related literature under the following sub-headings.

- i. Conceptual Framework
  - o Concept of English Language Education
  - o Concept of National Development
  - o Concept of National Identity and Civic Responsibility
- ii. Role of English Language in National Development
- iii. Impact of English Language Education on Students' Academic Performance
- iv. Challenges Faced by Students in Learning English Language
- v. English Language and National Identity Formation
- vi. English Language and Civic Responsibility
- vii. Curriculum and Pedagogy in English Language Education
- viii. The Influence of Socioeconomic Factors on English Language Learning
- ix. Empirical Framework
- x. Theoretical Framework
- xi. Appraisal of literature Reviewed

## **i. Conceptual Framework**

### **Concept of English Language Education**

English language education refers to the teaching and learning of the English language in formal and informal settings. In Nigeria, English is not only a subject in the curriculum but also the medium of instruction across all educational levels. This places English at the center of knowledge acquisition and communication in the country. The importance of English language education stems from its role in bridging the gap among the diverse ethnic groups in Nigeria, thereby fostering national unity and social integration (Ajayi, 2016).

Furthermore, English language education equips students with essential skills in reading, writing, speaking, and listening, which are critical for academic achievement and personal development. For junior secondary school students, mastery of English is crucial since it is the language through which other subjects are taught. A student's ability to comprehend other disciplines depends largely on their proficiency in English. Therefore, the success or failure in the academic domain is strongly tied to one's competence in the English language (Yusuf, 2014).

In the global context, English serves as a key to accessing international information, technology, and educational resources. Its inclusion in Nigeria's curriculum underscores

its relevance in preparing students to compete globally and participate meaningfully in national development efforts. Hence, investing in English language education is not only vital for personal literacy but also for societal progress and national competitiveness (Akindele & Adegbite, 2015).

### **Concept of National Development**

National development is a multidimensional process that involves the improvement of a nation's economic, political, educational, social, and cultural sectors. It is characterized by progress in areas such as education, infrastructure, healthcare, industry, and governance. National development seeks to enhance the living standards of citizens and promote the nation's productivity and global competitiveness. According to Todaro and Smith (2022), national development includes the expansion of human capabilities and the realization of societal goals through strategic planning and inclusive policies.

Moreover, national development entails fostering a sense of collective identity and purpose. The integration of English in national communication systems helps unify diverse ethnic groups under a common linguistic platform. It facilitates communication between the government and the people, thus enhancing civic participation and policy implementation. Through effective language use, development goals are communicated, understood, and pursued collectively (Salawu, 2014).

## **Concept of National Identity and Civic Responsibility**

National identity refers to a person's sense of belonging to a nation, which is shaped by shared language, culture, values, history, and political aspirations. In a multi-ethnic nation like Nigeria, national identity helps unify the people by promoting common goals and allegiance to the country. English, being the official language, serves as a unifying factor that fosters a collective national identity. It plays a pivotal role in transmitting national ideals, values, and history to the younger generation through formal education (Obanya, 2014).

Language is a key medium through which national identity and civic responsibility are nurtured. The use of English in civic education classes, national pledges, the constitution, and public campaigns demonstrates its role in shaping responsible and patriotic citizens. Junior secondary students exposed to such content in English are more likely to develop a sense of national pride and engage in practices that support national development and democratic governance (Okeke, 2019).

### **ii. Role of English Language in National Development**

In Nigeria, a country with over 500 indigenous languages, English serves as the official language and the common medium of communication among diverse ethnic

groups. It functions as a neutral language that fosters national unity, mutual understanding, and peaceful coexistence. Without a common language, interaction across the ethnic and regional lines would be fragmented, leading to disintegration and conflict. As the language of the constitution, laws, and national symbols, English is central to shaping the country's identity and ensuring effective communication between the government and the citizens (Bamgbose, 2020).

Lastly, English empowers citizens to participate in civic and democratic processes. It is used in the media, public campaigns, and civic education. When citizens understand English, they can access important information about their rights, responsibilities, and government policies. This encourages informed participation, accountability, and transparency in governance. As such, English language is not just a means of communication, but a catalyst for national cohesion, education, economic empowerment, and democratic development (Obanya, 2014).

In the realm of science and technology, English serves as the primary language for research, innovation, and publication. Most scientific journals, technical manuals, and digital platforms are produced in English. For Nigeria to thrive technologically and scientifically, its citizens—particularly students and professionals—must be proficient in English to access, interpret, and apply scientific knowledge. This connection between

English proficiency and technological development means that English indirectly fuels industrial growth, innovation, and national advancement (Ogunyemi, 2015).

English language also facilitates regional and international cooperation. As a member of the Commonwealth, African Union, ECOWAS, and the United Nations, Nigeria conducts most of its diplomatic and international correspondence in English. This not only enhances Nigeria's global representation but also strengthens foreign relations, attracts investments, and enables the country to participate in shaping global policies. In this way, English functions as a gateway through which Nigeria accesses global platforms for economic, political, and cultural development (Azeez, 2019).

English language plays a critical role in youth empowerment and employment. In today's digital economy, many job opportunities—including remote jobs, freelancing, and online entrepreneurship—require effective communication in English. Mastery of English enhances employability, both locally and globally. For Nigerian youths, English is more than a school subject; it is a vital skill for navigating the labor market, acquiring digital literacy, and participating in the knowledge economy, which are all key drivers of national development (Eze, 2018).

### **iii. Impact of English Language Education on Students' Academic Performance**

English Language Education serves as the foundational pillar for academic success in Nigeria's education system, especially because English is the primary medium of instruction from upper primary to tertiary levels. Students who possess strong English language skills are better able to understand lessons, follow instructions, and engage with classroom materials across various subjects. This enhances not only their academic performance in English but also in subjects like science, mathematics, and social studies which are taught in English. According to Ajayi (2014), students with higher English proficiency levels generally outperform their peers in standardized tests and classroom assessments.

In addition to comprehension, English Language Education develops students' critical thinking and writing skills. Through essay writing, comprehension passages, debate, and reading assignments, students learn how to analyze information, form opinions, and express ideas coherently. These skills are transferable to other academic disciplines and help students approach problems with a logical and analytical mindset. Moreover, proficiency in writing and speaking allows students to demonstrate their knowledge clearly during examinations and class discussions (Olajide, 2016).

The development of reading culture through English Language Education enriches students' vocabulary and general knowledge. As students are exposed to various texts—fiction, non-fiction, poems, and articles—they develop cognitive skills such as inference, synthesis, and summarization. These skills not only improve academic performance but also encourage lifelong learning habits. According to Adepoju (2015), a strong reading culture built on effective English instruction correlates with academic success and intellectual growth.

Another major impact of English Language Education is in fostering student confidence and classroom participation. When students can express themselves fluently in English, they are more likely to ask questions, engage in group discussions, and give presentations. These participatory behaviors enhance learning outcomes and performance. Conversely, students who struggle with English often remain silent, misunderstood, or disengaged, which negatively affects their academic achievement (Ibrahim, 2018).

English Language Education plays a crucial role in preparing students for national examinations and future academic opportunities. Examinations such as WAEC, NECO, and JAMB require a strong command of English for comprehension and effective response. Students who have been well-taught in English are better prepared

to pass these exams and transition successfully into higher institutions. Therefore, a solid foundation in English is not only beneficial for academic excellence but also for long-term educational progress (Olaofe, 2016).

#### **iv. Challenges Faced by Students in Learning English Language**

One of the major challenges students face in learning English is poor foundational knowledge, especially at the primary level. Many students begin junior secondary school without a proper grasp of basic English grammar, vocabulary, or sentence construction. This weakness makes it difficult for them to cope with the more advanced demands of English at the secondary level. When foundational skills are not properly developed, students struggle with reading comprehension, writing, and oral communication, which negatively affects their academic performance across all subjects taught in English (Ajayi, 2018).

Mother tongue interference is another significant barrier to learning English. Most students in Nigeria grow up speaking indigenous languages at home and in their communities. As a result, they tend to transfer the phonological, syntactic, and semantic features of their first language into English. This interference often leads to poor pronunciation, wrong sentence structure, and confusion in meaning. For instance, Yoruba or Hausa-speaking students may find it difficult to pronounce certain English

sounds or to differentiate between tense and aspect in English grammar (Adegbite, 2016).

Inadequate exposure to English outside the classroom also contributes to poor learning outcomes. In many rural and semi-urban areas, students rarely use English for everyday communication. Their interaction in English is limited to the few hours of classroom instruction they receive weekly. Without continuous exposure to the language through reading, writing, listening, and speaking, students are unable to internalize vocabulary and grammar rules, making progress very slow and frustrating (Olaofe, 2017).

#### **v. English Language and National Identity Formation**

English, as Nigeria's official language, functions as a unifying tool in a country with over 500 indigenous languages and multiple ethnic groups. It bridges communication gaps across ethnic boundaries, allowing Nigerians from different backgrounds to interact and coexist peacefully. This shared language promotes a sense of belonging and collective identity, which is essential in a multi-ethnic society like Nigeria. As Akinnaso (2021) noted, English has provided a linguistic platform for national integration, giving Nigerians a common mode of expression despite their cultural differences.

Moreover, English facilitates the transmission of national values and symbols that are central to identity formation. Through English, students learn about national heroes, historical events, constitutional rights, civic duties, and national symbols such as the anthem, pledge, and flag. These elements help to instill a sense of pride, unity, and loyalty to the nation. In schools, English is the language through which subjects like Social Studies, Civic Education, and Government are taught—subjects that directly address issues of national identity and citizenship (Olaofe, 2018).

The media and educational systems also reinforce national identity through the use of English. Television, newspapers, online platforms, and national examinations use English as the medium of communication. This widespread usage helps standardize information and narratives about what it means to be Nigerian. As students and citizens engage with national events and policies through English, they form a collective understanding of Nigeria's goals, challenges, and aspirations, thereby building a stronger sense of national consciousness (Salawu, 2022).

#### **vi. English Language and Civic Responsibility**

English, being the official language of Nigeria, is the primary medium through which civic education is taught and understood in schools. Subjects such as Civic Education, Government, and Social Studies rely on English to instruct students about

their rights, duties, the rule of law, good governance, and national values. Through classroom discourse, assignments, and national curriculum texts written in English, students gain knowledge of how to participate responsibly in civic life. This promotes informed citizenship, which is critical for sustaining democracy in a multi-ethnic nation like Nigeria (Ajayi, 2022).

In addition, English enables access to a wide range of civic information through media, publications, and digital platforms. Newspapers, online news, government announcements, political debates, and educational broadcasts are predominantly in English. Students who are proficient in English can better understand current affairs, government policies, election processes, and their implications. This access to information empowers them to make informed decisions, engage in civic discussions, and participate meaningfully in democratic processes such as voting, advocacy, and public debate (Olaofe, 2023).

Moreover, English Language education helps students develop critical thinking and communication skills that are essential for responsible civic engagement. Through essay writing, group discussions, public speaking, and debates—often centered on societal issues—students learn how to articulate opinions, evaluate opposing views, and propose solutions. These activities cultivate a sense of accountability, social awareness,

and active participation, all of which are key elements of civic responsibility (Adeyanju, 2020).

## **vii. Curriculum and Pedagogy in English Language Education**

The English Language curriculum in Nigeria is designed to develop learners' communicative competence in listening, speaking, reading, and writing. It also aims to instill skills necessary for academic achievement and functional literacy. At the junior secondary school level, the curriculum outlines specific objectives that include grammar, vocabulary development, comprehension, and oral fluency. However, critics argue that the curriculum is often too theoretical and examination-oriented, lacking in practical, real-life applications that encourage genuine language use (Oyetunde & Muodumogu, 2019). Furthermore, there is sometimes a misalignment between the content of the curriculum and the linguistic backgrounds of learners, which can hinder effective learning.

Pedagogically, the traditional teacher-centered approach still dominates many classrooms in Nigeria, particularly in public schools. This method often involves rote learning, choral responses, and grammar-translation techniques, which limit student engagement and creative language use. Modern language teaching theories such as the Communicative Language Teaching (CLT) approach, which emphasizes interaction,

real-life communication, and learner autonomy, are still not widely adopted due to lack of training, resources, and infrastructural support (Olaofe, 2023). The absence of learner-centered strategies in many classrooms restricts students' active participation and affects their language acquisition process.

Assessment methods within the current English curriculum also contribute to its pedagogical challenges. Emphasis is largely placed on written examinations that test memory rather than competence. Listening and speaking skills are often neglected in testing, despite being crucial for functional communication. This imbalance leads teachers to prioritize exam preparation over holistic language development, causing learners to graduate with limited communicative ability despite passing exams (Adeyanju, 2020). A more balanced assessment strategy, incorporating continuous assessment and performance-based evaluation, is needed to ensure comprehensive language proficiency.

#### **viii. The Influence of Socioeconomic Factors on English Language Learning**

Socioeconomic status (SES)—including family income, parental education, and occupation—has a profound impact on students' English language learning outcomes. Learners from higher SES backgrounds often have greater access to educational resources such as personal tutors, home libraries, internet access, and private schooling

where English is emphasized. These students are also more likely to be exposed to English at home and in social environments, giving them a head start in vocabulary development, reading habits, and communication skills (Adigun & Oyelade, 2016). In contrast, students from low-income families may lack these resources, which limits their exposure to quality English learning environments both in and outside the classroom.

Parental education is another critical determinant of language acquisition. Educated parents tend to provide academic support, encourage language development, and communicate in English at home, which reinforces what children learn in school. They are also more likely to understand the importance of education and motivate their children toward excellence. On the other hand, students whose parents are illiterate or have limited formal education may face challenges such as lack of guidance, inability to help with homework, and limited motivation to pursue academic goals (Ushie et al., 2022). This lack of support can hinder English language proficiency and performance.

## **ix. Theoretical Framework**

The *Sociocultural Theory* developed by Lev Vygotsky emphasizes the importance of social interaction and cultural context in learning. According to Vygotsky, language is a primary tool for cognitive development, and learning is most effective when it occurs in a social context. In the classroom, the interaction between students

and teachers, as well as peer-to-peer communication, plays a crucial role in language acquisition. Vygotsky's concept of the *Zone of Proximal Development (ZPD)* suggests that students learn best when they are guided through tasks that they cannot accomplish independently but can achieve with the support of a more knowledgeable individual, such as a teacher or a peer. In the context of English language education, this theory suggests that active engagement, scaffolding, and social interaction with proficient English speakers facilitate better learning and greater proficiency. In the Nigerian educational context, the *Sociocultural Theory* highlights how the learning of English is influenced by social interactions within the classroom, community, and home environment. The more students are exposed to English in these contexts—whether through formal education, media, or peer interactions—the more likely they are to develop proficiency in the language. This also underscores the importance of teacher-student interaction, peer collaboration, and the creation of a learning environment that supports language use in real-world contexts (Vygotsky, 1978).

Critical pedagogy, developed by Paulo Freire, emphasizes the importance of education as a tool for social change and empowerment. Freire argued that education should not be about the transmission of knowledge from teacher to student but about fostering critical thinking, dialogue, and social consciousness. In the context of English

language education, *Critical Pedagogy* stresses the need for students to critically analyze their societal realities and use language as a tool to express their views, challenge inequalities, and participate actively in societal development. This perspective emphasizes that language learning should go beyond just the acquisition of linguistic skills; it should be an avenue for promoting civic responsibility, social justice, and the development of a national identity. For students in Nigeria, particularly those in Ilorin West Local Government Area, *Critical Pedagogy* offers a framework for using English not only as a linguistic tool but also as a medium to engage with issues of national development, governance, and civic participation. Through critical reflection, students are encouraged to understand the power dynamics embedded in language, its role in shaping national identity, and its potential to contribute to societal progress. By incorporating real-world issues into English language education, such as national development challenges, students can develop language skills that empower them to act as informed, responsible citizens (Freire, 1970).

### **Appraisal of the Literature Reviewed**

The literature reviewed in this study has shown that the English language plays a very important role in national development. Several authors agree that English is the official language in Nigeria and is used in education, government, and the media. It is

the main tool for communication across different ethnic groups in the country. The reviewed works explain how English helps students to succeed in school and participate fully in national life. It is also seen as a link between Nigeria and the outside world, especially in areas like trade, science, and technology.

The studies also point out that while English is useful, many students face challenges in learning it. These include lack of qualified teachers, poor learning environments, and the influence of mother tongues. Some researchers highlight that students from poor backgrounds struggle more because they don't have enough learning materials or support at home. In addition, some school curriculums are not well planned, and the methods used to teach English are often outdated. This affects how well students can understand and use English in their daily lives and studies.

The literature shows both the strengths and the problems of English language education in Nigeria. While English helps with national unity and personal growth, students need more support to learn it well. To improve learning, experts suggest better training for teachers, good teaching materials, and student-friendly methods. This review provides a clear background for the current study, which focuses on how English language education helps junior secondary school students in Ilorin West contribute to national development.

## **CHAPTER THREE**

### **REASEARCH METHODOLOGY**

This chapter deals with the method employed in carrying out the research work. The following sub-topics form the guideline for the study:

- Research Design
- Population
- Sample and Sampling Techniques
- Research Instrument
- Procedure for Data Collection
- Data Analysis Techniques

#### **Research Design**

The study will adopt a descriptive survey design. According to Nworgu (2011), a descriptive survey studies a group of people or items by collecting and analyzing data from a small, representative sample of the larger group. This type of research aims at systematically describing the characteristics of a group of people or areas. The descriptive survey design is suitable for this study as it seeks to collect data from

respondents regarding the role of English language in national development among Junior Secondary School (JSS) students in Ilorin West Local Government Area.

### **Population**

The population of this study consists of all **Junior Secondary School students** in Ilorin West Local Government Area, Kwara State, who are currently enrolled in selected public and private secondary schools in the area. The study will specifically target students who are studying **English Language** at the Junior Secondary School level. The schools to be involved in the study include:

- **Government Day Secondary School, Okelele**
- **St. Joseph's Secondary School, Ilorin**
- **Federal Government Girls' College, Ilorin**

These schools were chosen based on their diverse student population, including both urban and semi-urban schools in Ilorin West Local Government Area.

### **Sample and Sampling Techniques**

The sample for this study will consist of 120 JSS students drawn from three selected secondary schools in Ilorin West Local Government Area. The schools will be chosen using random sampling to ensure equal representation of the student population. A total of 40 students will be selected from each school to participate in the study,

resulting in a total of 120 respondents. This sampling technique ensures that the sample is representative of the broader JSS student population in the selected schools.

### **Research Instrument**

The research instrument for this study will be a **structured questionnaire** developed by the researcher with the assistance of experts in education and language studies. The questionnaire will consist of two sections:

- Section A: Respondents' personal details (gender, age, class, home language).
- Section B: Fifteen items (five per research question) on a 4-point Likert scale (SA, A, D, SD), covering three areas: improving English education, English and national values, and challenges in using English.

### **Procedure for Data Collection**

To collect the required data, the **researcher will personally administer the questionnaires** in the selected schools. This approach will allow the researcher to address any concerns or questions raised by the students during the completion of the questionnaire. The researcher will provide clear instructions on how to respond to the questions, ensuring that the students understand the purpose and how to complete the Likert scale. The researcher will also collect the completed questionnaires immediately after they are filled out to ensure a high return rate.

## **Data Analysis Techniques**

The data collected from the questionnaires will be analyzed using quantitative methods. The analysis will be carried out using Statistical Package for Social Sciences (SPSS), version 24.0. The data will be analyzed with the following techniques:

- Descriptive statistics: The mean and standard deviation will be used to answer the research questions.
- T.Test will be used to test the hypotheses and determine the relationships between the variables.

The cut-off points for accepting the mean will be set at 2.5, which will help in interpreting the level of agreement or disagreement on the items presented in the questionnaire.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **Introduction**

This chapter presents and analyzes the data collected through a structured questionnaire administered to Junior Secondary School (JSS) students in Ilorin West Local Government Area of Kwara State. The study examines role of English Language contribute to national development, particularly in terms of awareness, identity, and communication. The data are presented in tables, and interpretations are provided to answer the research questions and test the hypotheses of the study.

**Table 1: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	64	53.3%
Female	56	46.7%
<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: Field Survey, 2025**

Table 1 reveals that out of the 120 respondents, 64 (53.3%) were male while 56 (46.7%) were female. This indicates a relatively balanced representation of both genders among the junior secondary school students surveyed.

**Table 2: Distribution of Respondents by Age**

<b>Age Range</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below 15	42	35.0%
15 – 17	58	48.3%
18 and above	20	16.7%
<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: Field Survey, 2025**

From Table 2, the majority of respondents fall within the 15–17 age bracket (48.3%), followed by those below 15 years (35.0%). A smaller percentage, 16.7%, are 18 years and above. This aligns with the typical age range of students in JSS classes.

**Table 3: Distribution of Respondents by Class Level**

<b>Class Level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
JSS 1	33	27.5%
JSS 2	40	33.3%
JSS 3	47	39.2%
<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: Field Survey, 2025**

Table 3 shows that students from all three junior secondary classes were represented. JSS 3 students formed the highest group (39.2%), followed by JSS 2 (33.3%) and JSS 1 (27.5%). This distribution supports a balanced and inclusive sample across levels.

**Table 4: Languages Spoken at Home**

<b>Language(s) Spoken at Home</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yoruba only	58	48.3%
Yoruba and English	41	34.2%
Hausa/Igbo + English	13	10.8%
Other local languages + English	8	6.7%
<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: Field Survey, 2025**

According to Table 4, most respondents (48.3%) spoke only Yoruba at home, while 34.2% spoke both Yoruba and English. A minority used a combination of Hausa/Igbo and English (10.8%) or other local languages with English (6.7%). This

reflects the linguistic diversity of the student population, with Yoruba being the most dominant home language.

**Table 5: Parents' Primary Language**

Parents' Primary Language	Frequency	Percentage (%)
Yoruba	88	73.3%
English	11	9.2%
Hausa/Igbo	15	12.5%
Other Nigerian Languages	6	5.0%
<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: Field Survey, 2025**

Table 5 shows that the primary language of most respondents' parents is Yoruba (73.3%), followed by Hausa/Igbo (12.5%) and English (9.2%). Only a few (5.0%) spoke other Nigerian languages at home. This emphasizes the influence of local languages on students' exposure to English.

### **Research Question 1**

**How can English Language education be improved to support national development objectives among Junior Secondary School students?**

No	Questionnaire Items	SA	A	D	SD	Mean	Std. Dev	Remark
1	English lessons should include topics about national development.	55	48	10	7	3.26	0.84	Accepted
2	Teachers link English Language lessons to real-life issues in Nigeria.	52	50	12	6	3.23	0.82	Accepted

3	Improving English skills can help me contribute to national progress.	60	45	10	5	3.33	0.80	Accepted
4	English Language education prepares me to be a responsible citizen.	57	49	8	6	3.31	0.80	Accepted
5	I think digital tools (e.g., audio, video) should be used more in English classes.	63	42	10	5	3.36	0.80	Accepted

**Source: Field Survey, 2025**

All the items under this question scored mean values greater than 2.5, which indicates strong agreement among students. This implies that students believe English Language lessons should actively contribute to national development by being relevant, engaging, and digitally enhanced.

**Research Question 2**

**How does English Language contribute to students' awareness of national values, responsibilities, and identity?**

No	Questionnaire Items	SA	A	D	SD	Mean	Std. Dev	Remark
6	I learn about values like honesty and unity in my English Language lessons.	60	46	8	6	3.33	0.81	Accepted
7	Reading English textbooks and passages teaches me about Nigeria's history and culture.	62	44	6	8	3.33	0.85	Accepted
8	English Language helps me express my thoughts about Nigeria's problems and solutions.	54	50	12	4	3.28	0.78	Accepted

9	My spoken English helps me participate confidently in public discussions.	50	52	14	4	3.23	0.78	Accepted
10	English makes me feel more connected to my country's development goals.	53	48	13	6	3.23	0.83	Accepted

**Source: Field Survey, 2025**

Students agreed that English Language helps them gain national awareness and feel connected to Nigeria's culture and responsibilities. This emphasizes the broader societal role of English in shaping identity and civic responsibility.

### **Research Question 3**

**What challenges do JSS students face in learning and using the English Language effectively?**

No	Questionnaire Items	SA	A	D	SD	Mean	Std. Dev	Remark
11	I find it difficult to understand English because of how we speak at home.	45	43	18	14	2.99	1.00	Accepted
12	My teachers sometimes teach English using complex or unclear methods.	40	41	20	19	2.85	1.05	Accepted
13	I lack confidence when speaking English in public.	38	46	22	14	2.90	0.98	Accepted
14	There are not enough learning materials (books, videos, etc.) to support my English learning.	47	42	19	12	3.03	0.97	Accepted

15	I need more speaking and writing practice to be good at English.	56	40	18	6	3.22	0.88	Accepted
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**Source: Field Survey, 2025**

Students reported facing practical challenges in learning English. These include home-language interference, lack of confidence, limited learning materials, and insufficient practice opportunities. Addressing these barriers could greatly enhance English learning outcomes.

### Testing of Hypotheses

**H<sub>01</sub>:** There is no significant relationship between improved English Language education and the promotion of national development objectives among JSS students.

**Table 4.1: Relationship between English Language Education and Promotion of National Development Objectives**

Variables	N	Mean	SD	r	Df	Sig (detailed)	Decision
English Language Education	120	3.28	0.97	0.201	118	0.023	Rejected
National Development Objectives	120	3.34	1.04				

**Source: Field Survey, 2025**

**Significant,  $p < 0.05$**

The Pearson correlation coefficient ( $r = 0.201$ ) with a p-value of 0.023 shows a statistically significant relationship between English Language education and national development objectives among JSS students. Since  $p < 0.05$ , the null hypothesis is

rejected. This implies that improving English Language education contributes meaningfully to promoting national development goals.

**H<sub>02</sub>:** English Language education does not significantly contribute to students' awareness of national values, responsibilities, and identity.

**Table 4.2: Relationship between English Language Education and Students' Awareness of National Values and Identity**

Variables	N	Mean	SD	r	Df	Sig (detailed)	Decision
English Language Education	120	3.21	0.92	0.234	118	0.014	Rejected
Awareness of National Values	120	3.39	1.06				

**Source: Field Survey, 2025**

**Significant,  $p < 0.05$**

The result shows a moderate positive relationship ( $r = 0.234$ ) with a significant p-value of 0.014, which is below 0.05. Therefore, the null hypothesis is rejected. This indicates that English Language education significantly contributes to students' understanding of national values, civic duties, and identity formation.

**H<sub>03</sub>:** There is no significant effect of identified challenges (e.g., teaching quality, instructional materials, home language interference) on JSS students' effective use of the English Language.

**Table 4.3: Relationship between Challenges and Effective Use of English Language**

Variables	N	Mean	SD	r	Df	Sig (detailed)	Decision
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<b>Identified Challenges</b>	<b>120</b>	<b>2.95</b>	<b>1.10</b>	<b>0.281</b>	<b>118</b>	<b>0.004</b>	<b>Rejected</b>
<b>Effective Use of English</b>	<b>120</b>	<b>3.11</b>	<b>1.18</b>				

**Source: Field Survey, 2025**

**Significant,  $p < 0.05$**

With a correlation coefficient of 0.281 and a p-value of 0.004 ( $p < 0.05$ ), the null hypothesis is rejected. This result shows a significant effect of challenges—such as lack of materials, poor teaching methods, or home language barriers—on how effectively

### **Discussion of the Findings**

The findings from this study reveal that many junior secondary school students believe that English Language education can be improved to support national development. Most of the respondents agreed that English lessons should include topics related to national development and real-life situations in Nigeria. They also believe that learning English well can help them contribute positively to the progress of the country. This shows that students understand the practical importance of English beyond the classroom. In addition, a large number of them agreed that using digital tools like videos and audio materials can make English lessons more interesting and effective. This indicates that students are open to modern and engaging teaching methods that could make learning more meaningful.

Another major finding is that English Language plays an important role in helping students understand national values, their responsibilities as citizens, and their sense of identity. Students pointed out that they learn about honesty, unity, and patriotism through their English textbooks and classroom discussions. They also noted that English helps them express their views on Nigeria's challenges and possible solutions. Some students said that being able to speak English gives them the confidence to participate in group discussions and school debates. These results show that English Language lessons can help students connect with their culture and take an active interest in national development. The responses also suggest that learning English can build their confidence and communication skills, making them better prepared for leadership roles in the future.

However, the study also identified some challenges faced by students in learning and using English effectively. A number of students said that the way English is taught can sometimes be confusing, especially when teachers use difficult language or do not explain well. Many also mentioned that their background at home—where local languages are mostly spoken—makes it hard for them to learn English properly. Others expressed concern over the lack of materials such as textbooks and learning tools. These challenges make it difficult for students to practice and improve their English skills. The

results show that while students are interested in learning, several obstacles hinder their progress, including limited resources, poor teaching methods, and language interference from their home environment.

Overall, the findings confirm that English Language education, when well-delivered and properly supported, can help shape students into active citizens who understand and contribute to national development. At the same time, the study emphasizes the need to address the teaching challenges and language barriers that many students face. Improving teaching strategies, providing modern learning tools, and supporting students from diverse linguistic backgrounds are key steps toward ensuring that English Language education fulfills its potential in shaping responsible and well-informed citizens.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSION, AND RECOMMENDATIONS**

#### **Summary**

The aim of this research was to investigate the role of English Language in supporting national development among Junior Secondary School (JSS) students in Ilorin West Local Government Area, Kwara State. The study explored how English Language education contributes to students' awareness of national values, their identity as Nigerians, and their ability to communicate effectively. It also examined the challenges students face in learning and using the English Language within school and home environments.

To achieve these objectives, the researcher designed and administered a structured questionnaire to 120 JSS students selected from various schools across Ilorin West L.G.A. The responses were analyzed using both descriptive statistics (such as mean and standard deviation) and inferential statistics (Pearson correlation), to answer the research questions and test the formulated hypotheses.

The major findings of the study revealed that students perceive English Language education as a vital tool for national development, as it helps them understand issues related to patriotism, national unity, civic responsibility, and socio-economic development. It was also discovered that English lessons that include topics about Nigeria's development and values are more engaging and meaningful for students.

Moreover, students expressed that they become more confident in expressing themselves and participating in public discussions through improved English communication skills.

However, the study also uncovered several challenges that hinder effective English Language learning. These include home language interference, lack of learning materials, poor teaching methods, and limited opportunities to practice speaking and writing English. Such barriers were found to significantly affect students' ability to use English effectively, thereby influencing their contribution to national goals.

The inferential statistics further supported the findings. All three hypotheses tested were rejected, showing significant relationships between:

- English Language education and national development goals,
- English education and national identity/values,
- Learning challenges and the effective use of English Language.

These findings are consistent with those of Olawepo (2022) who observed that English, being Nigeria's official language, is an important vehicle for civic education, communication, and development. Similarly, Ajayi (2019) emphasized that proficiency in English enhances students' participation in nation-building and prepares them for leadership roles.

In summary, the study underscores the central role of English Language education in shaping socially responsible, confident, and development-minded citizens. It also highlights the urgent need to address learning challenges and strengthen the teaching of English in schools.

## **Conclusion**

Based on the findings of this study, it can be concluded that English Language education plays a pivotal role in the promotion of national development objectives among Junior Secondary School students in Ilorin West L.G.A. Through well-structured and relevant English lessons, students gain knowledge of national values, become more confident communicators, and develop a sense of responsibility as future leaders.

Despite these positive outcomes, several limitations still exist—particularly in relation to teaching methods, availability of instructional materials, and students’ linguistic backgrounds. If these are addressed, the impact of English Language education on students' development and contribution to the nation would be significantly greater.

## **Implications of the Findings**

The findings of this study carry several important implications for educational stakeholders, including teachers, curriculum developers, school administrators, policymakers, and parents. First, the strong relationship between English Language

education and students' awareness of national values and identity suggests that English should not be treated solely as a subject for passing examinations but as a tool for nation-building and civic engagement. This means that English lessons should be deliberately designed to include discussions about social responsibility, unity, history, and national goals to foster a sense of belonging and patriotism among students.

Secondly, the identification of challenges such as home language interference, lack of learning materials, and limited teacher effectiveness indicates that systemic support is needed to make English instruction more effective. If these challenges persist, students may continue to struggle with English usage, which may affect their academic success and ability to fully participate in national discourse. Therefore, schools must invest in training teachers and providing adequate resources to make English learning more accessible and impactful.

The findings imply that students are ready and willing to embrace improved methods of English instruction, especially those involving the use of digital tools. This highlights the need for the integration of technology into English Language teaching to meet students' learning preferences and enhance engagement. The study also shows that language practices at home have a measurable effect on students' proficiency. This suggests that parents and guardians should be sensitized to create home environments

that support the use of English where possible, or at least encourage positive language attitudes.

## **Recommendations**

Based on the results and conclusions of this study, the following recommendations are made:

### **1. Curriculum Enrichment:**

English Language curriculum for JSS students should be revised to include more content on national values, development, and citizenship education.

### **2. Teaching Enhancement:**

Teachers should be encouraged to relate English lessons to real-life national issues and use engaging teaching methods that foster student participation and critical thinking.

### **3. Provision of Learning Resources:**

Government and school authorities should provide adequate teaching materials, including textbooks, visual/audio aids, and access to digital tools to support English learning.

### **4. Teacher Training and Support:**

Continuous professional development programs should be organized to equip English teachers with **modern pedagogical skills** and the ability to use interactive, media-rich approaches.

## **5. Language Support for Students:**

Intervention programs such as remedial classes, English clubs, and speaking workshops should be introduced to help students overcome home language interference and improve fluency.

## **6. Stakeholder Involvement:**

Parents, community leaders, and education stakeholders should be involved in promoting English Language learning as a means of fostering national unity, peace, and development.

## **Limitation of the Study**

Despite the relevance of this study, it faced certain limitations. The research was limited to junior secondary school students in Ilorin West Local Government Area of Kwara State, which means the findings may not be generalizable to all regions of Nigeria. Additionally, the study relied solely on self-reported data collected through questionnaires, which may be subject to biases such as exaggeration or misunderstanding of questions by respondents. Time constraints and limited access to a wider range of schools and respondents also affected the scope of the research. Moreover, the study did not deeply explore the perspectives of teachers or parents, which could have added more depth to the findings regarding the influence of home environment and instructional strategies.

## **Suggestions for Further Research**

Future researchers may wish to:

- Investigate the effectiveness of digital tools and technology in enhancing English proficiency at the JSS level.
- Explore the impact of home language policies on students' academic performance in English.
- Examine regional variations in English Language education and their effects on national identity across different geopolitical zones in Nigeria.

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**APPENDIX**  
**KWARA STATE COLLEGE OF EDUCATION, ILORIN**  
**EXAMINING THE ROLE OF ENGLISH LANGUAGE IN NATIONAL**  
**DEVELOPMENT AMONG JSS STUDENTS IN ILORIN WEST LOCAL**  
**GOVERNMENT AREA, KWARA STATE"**

Dear Respondent,

This questionnaire is designed to collect information for a research study on the topic above. Your sincere responses will be treated with the utmost confidentiality and are purely for academic purposes.

Thank you for your cooperation.

Yours sincerely,

**ADEDOYIN,**

**SECTION A: PERSONAL INFORMATION**

- **Gender:**  
Male ( ) Female ( )
- **Age:**  
Below 15 ( ) 15–17 ( ) 18 and above ( )
- **Class Level:**  
JSS1 ( ) JSS2 ( ) JSS3 ( )
- **Language(s) spoken at home:** \_\_\_\_\_
- **Parents' Primary Language:** \_\_\_\_\_

**SECTION B: QUESTIONNAIRE ITEMS**

**Key:** Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

**Research Question 1:** *How can English Language education be improved to support national development objectives among Junior Secondary School students?*

No.	Questionnaire Items	SA	A	D	SD
1	English lessons should include topics about national development.				
2	Teachers link English Language lessons to real-life issues in Nigeria.				
3	Improving English skills can help me contribute to national progress.				

4	English Language education prepares me to be a responsible citizen.				
5	I think digital tools (e.g., audio, video) should be used more in English classes.				

**Research Question 2: *How does English Language contribute to students' awareness of national values, responsibilities, and identity?***

No.	Questionnaire Items	SA	A	D	SD
6	I learn about values like honesty and unity in my English Language lessons.				
7	Reading English textbooks and passages teaches me about Nigeria's history and culture.				
8	English Language helps me express my thoughts about Nigeria's problems and solutions.				
9	My spoken English helps me participate confidently in public discussions.				
10	English makes me feel more connected to my country's development goals.				

**Research Question 3: *What challenges do JSS students face in learning and using the English Language effectively?***

No.	Questionnaire Items	SA	A	D	SD
11	I find it difficult to understand English because of how we speak at home.				
12	My teachers sometimes teach English using complex or unclear methods.				
13	I lack confidence when speaking English in public.				
14	There are not enough learning materials (books, videos, etc.) to support my English learning.				
15	I need more speaking and writing practice to be good at English.				