



## **Comparative Study of Academic Achievement among Undergraduate English Education and Science Education Students in Selected G.S.T Courses in F.C.E Yola**

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### ***Abstract***

*This paper is aimed at discovering the gap or differences between the performance of English Education and Science Education in one selected G.S.T course. The work was carried out in Adamawa state, Yola Northeast. The school is Federal College of Education, Yola Degree Programme Affiliated to University of Maiduguri. The results were analyzed using the results of Science Education and English Education performance from 2014 to 2017. Only on some selected GST courses. The summary of the results has shown that there are significant difference in performance or achievement of English education students and science education students in GST course. Based on the findings, it was recommended that much attention should be given to science education students.*

**Keywords:** *Comparative, Achievement, Undergraduate, Education, Science.*

## **Introduction**

General Education requirements designed to create a core-curriculum are a ubiquitous feature of Colleges and Universities across the nation. How those requirements are configured on

individual campuses varies greatly especially regarding the presence of inter-disciplinary studies (IDS) courses perspective on an issue. By integrating disciplinary perspective

(Klein and Newell, 1997) much curricular debate since the inception of American universities has focused on the core-curriculum (Rury, 1996). Interdisciplinary studies became a dominant curricular reform movement during the 1970 and 1980 and is still found on computers today (Gaff and Ratcliff, 1997). In the first half of the twentieth century, interdisciplinary studies was mostly found in general education and promoted on the theoretical premise of its intellectual and educational value. As time went along the National Institution in 1984 at its report “involvement in learning” called for knowledge in liberal education to be addressed beyond subject matter to include “capacities of analysis problem solving communication and synthesis”.

(Klein & Newell, 1997) further reported that in 1990, the Association of American Collages highlighted the need for curricular coherence and praised practices that “enable connection making and interdisciplinary skills of synthesis. IDS programs across the nation prolife red ranging from major such as woman’s studies international studies and computer information system to learning communities of linked courses to single seminars housed in a core-curriculum (Klein & Newell, 1997. Higher learning and political office holders before in trickles down to other Nigerian especially students. It is the availability of adequate funding resulting from patriotism that will make the course contents of most general studies courses that are local content driven more attractive and realizable and as such leading to the much needed sustainable national growth and development. It is when this mindset is in place that the actualization of the goals on tertiary education will begin to make meaning and the vision of general studies programmer as the foundation for a rounded tertiary education a reality.

It is clear to every well-meaning and observing Nigerian that we have not been where we ought to be in every aspect of our existence. This is because enough burden is on us to have a rethink. And for Nigerians to be patriotic it means that the injustice in terms of lopsided political structure in Nigeria; the issue must be addressed through a genuine dialogue. It is when every part of the country is positively considered without any remediated marginalization and other attendant ills that the spirit of patriotism will emerge.

### **Background of the Study**

One may ask what is the origin of general studies programme in Nigerian universities? It is through the approval of minimum standard for academic

activities that the National University Commission (NUC) 2007 launched the general studies programmes into the university's curriculum. This was done in order to satisfy the longing for students in Nigerian Universities to be well grounded and perhaps well rounded as well, programmes could be seen from the articulation of different universities in Nigeria (NUC) 2007. For the University of Ilorin, the objectives of the programmes are: (a) to better the language, communication skills of all students and to assist them build enough fitness in the use of English as an instrument for their now and would be occupation. (b) To aid students to grow, develop the knowledge of their social, cultural and physical automatically will equip them to operate actively in their society.

### **Statement of the Problem/Aim & Objectives**

- iv. To stimulate the study by the researcher so as to find out the poor competence and fluency in the achievement of the science education compared with that of the English education students in the selected college.
- v. To identify courses of lower performances of science education students in GST courses and to compare it with English education students.

### **Objectives of the Study**

The general objectives of this paper is to examine the academic achievement among undergraduate students of sciences education and that of English education in GST courses in Federal College of Education, Yola.

- a. To examine the performance of English education student undergraduate studies in GST.
- b. To identify the comparison of science education students and English education students.
- c. To find out why science education students are performing lower in GST courses.
- d. To evaluate the performance of English and science education students.

### **Justification of the Study**

The significance of the research is to know the weakness and strengths of the learners. It is also to compare the differences of science education and English education students in some GST courses between 2014 to 2017.

### Research Questions

- vii. Does the nature of General studies (GST) courses syllabus/synopsis contribute to the poor performance of the students in FCE Yola?
- viii. Does the lecturers/teachers of these selected courses contribute to the problem of the poor performance of the students?
- ix. Does the atmosphere of learning create problem of poor performance to the students?
- x. Do students in non-English education department have passion for GST courses?

### LITERATURE REVIEW

The medium by which speakers of a language communicate their thoughts and feelings to others the tool with which they conduct their business or government of millions of people. The wealth of its vocabulary together with the sources from which that vocabulary has been and is being enriched and the complex relationship among the many different varieties of speech that are gathered under a single name of the English language.

#### The History of the English Language as a Cultural Subject

The National University Commission (NUC) is empowered by Decree Act no 16 of 1985 as contained in the National Universities Commission amended Decree (Act) No 48 of 1988 to laydown minimum standards for all programmes taught in Nigerian universities and their staff developed minimum academic standard for all programmes taught in Nigerian Universities in 1989 (NUC, 2007).

The minimum academic standard developed for all the programmes taught in Nigerian universities in 1989 called minimum academic standard (MAS) contained general studies with their credit unit as follows:

**Table:1 An assessment of Moral and Religion Education in the General Studies Programmes of Nigerian Universities**

S/N	COURSES	CREDIT UNITS
1	Use of English	3
2	Philosophy and Logic	2
3	History and Philosophy of Science	2
4	Nigerian People Culture	2
5	Introduction to Computer	3
	Application of Computer to Arts	3

*Source: MAS 1989*

The MAS was later reviewed some of the compelling reasons included the need to update the standard of education on the country as well as to integrated entrepreneur studies peace and conflict as essential new platform that will guarantee all graduates from Nigerian universities the knowledge of the appropriate skills competences and dispositions that will make them globally competitive and capable of contributing meaningfully to Nigerian's socio-economic development.

### **Summary of the Reviews**

Communication ability can never be over emphasized. Students who have much difficulties with their communication skill in English language may not function effectively, not only in English language but in their academic and there is the reason the fact that English language in Nigeria today is the language of textbooks and the language of instructions in school. Adagboye, (1993). Vehemently, revealed that lack of proficiency in English language is one of the factors contributing to poor performance in

### **METHODOLOGY**

This paper describes the activity that involved in the collections of data for purpose of this study which includes problems identification, population, sample and sampling technique, method of data collection and procedure for data analysis and identified the objectives as follow:

- a. To examine the performance of English education student undergraduate studies in GST.
- b. To identify the comparison of science education students and English education students.
- c. To find out why science education students are performing lower in GST courses.
- d. To evaluate the performance of English and science education students

### **Identification of Problem**

This paper is to find out some of the causes or reason why in some selected education are performing lower in some selected GST courses while students of English education are performing higher one of these problems could be lack of fluency in speaking of English language as a second language.

### **Population of the study**

The population of this study comprises from Biology and English language comprises of two different categories drawn from a total population of 483, where the sample size is 214 according to Krejcie & Morgan {1970} that was taken for the study.

### Method of Data Collection

In this paper, the method is also to examine the collection of students' results from year 2014 to 2016 which would be analyzed data.

### Procedure for Data Analysis

The data obtained were subjected to some descriptive data analysis, to this end the data were reduced to percentage (%) distribution, while tables were developed to accompany the analyzed.

### Data Analysis and Interpretation

This paper primarily deals with the interpretation and analysis of data collection based on the formulated research, responses and converted to percentage (%) for better interpretation. Meanwhile, results in English education degree in some selected GST course and science education degree course from 2014 to 2015 are presented and analyzed.

**Table 2. Use of English (GST 101) Performance 2014 – 2015) English Education Department.**

Grade	Number of English Education students	Percentage
A	07	12.5%
B	19	33.9%
C	20	32.7%
D	09	16.1%
F	01	1.7%
<b>Total</b>	56	100%

From the above table, we can observe that 56% students, the number of English students that sat for the use of English course from the year (2014-2015) examination. Also the total people or students that have grade A is 7 representing 12.5% while those with grade B are 19 in number representing 33.9% and the grade C students which are 20 in number represent 35.7% the rest of the grades which are D and F are represent 16.1% and 1.7% respectively.

**Table: 3 Use of English Performance result from (2015-2016) English Education Department**

Grade	Number of English education	Percentage
<b>A</b>	04	5.9%
<b>B</b>	13	19.4%
<b>C</b>	20	29.8%
<b>D</b>	15	22.4%
<b>F</b>	15	22.4%
<b>Total</b>	67	100%

The total number of students in English education that sat for the use of English us 67 students from (2015 to 2018). The percentage is 100% and those that scored C grade 15 the higher courses while those that scored C grade 15 the higher course while those that scored A grade is 4 and B grade scored 13 and finally, D and F grade scored the same number 15.

**Table: 4 Use of English Performance result from (2015-2016) English Education Department**

Grade	Number of English Education Students	Percentage
<b>A</b>	14	24.6%
<b>B</b>	13	19.4%
<b>C</b>	19	29.8%
<b>D</b>	08	22.4%
<b>F</b>	03	22.4%

From the above table we can observe that in the year (2016-2017) students in English education that sat for examination of use of English are 57 in number (24.6%) are representing the number of students that scored A grade while 12.8% are number of students that represent the student that scored B grade in the result or examination. The rest which is (33.3%)- 14.0%) and 5.3% are those that scored the following grade C,D, and F.

**Table: 5 Use of English (GST 101) Performance from (2014 to 2015) Science Education Department**

Grade	Number Science Education Students	Percentage
<b>A</b>	0	0%
<b>B</b>	07	35%
<b>C</b>	08	40%
<b>D</b>	04	20%
<b>F</b>	01	3%
<b>Total</b>	20	100%

From the above analysis, you can find out that the total number of students that sat for the exams are 35 grade A, students is non or 0% percentage while grade B is total of 07 which represents the percentage of 35%. Also the grade C are the total of 8 students representing the percentage of 40% and the rest of the grade which are grade D and F are representing the percentage of 20% and 50% respectively.

**Table: 6 Use of English (GST 101) from 2015-2016) Science Education Department Student**

Grade	No. of Science Education Students	Percentage
<b>A</b>	01	4%
<b>B</b>	03	12%
<b>C</b>	07	28%
<b>D</b>	04	16%
<b>F</b>	10	40%
<b>Total</b>	25	100%

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### **Summary of Major Findings**

In summary, the study was conducted in degree programme of FCE Yola, Adamawa state. The researcher embarked upon this research with the aim of finding between two departments' i.e academic achievement among undergraduate students of English education and Biology department (science).

### **Conclusion**

In conclusion, based on the findings of the study we discovered that students of English education have greater advantage in GST courses better students of science education. Based on the finding, also we have seen that the students of

English education performed better than those in science education because they have foundation in English language and greater advantage than them.

### **Recommendations**

The researcher is hereby making the following recommendations based on the research work, so that both students in English education and science (biology) education will performed better in their GST courses but based on the research work much effort should be given to science education (Biology) education students.

1. Teachers should also encourage their students by giving them more assignments and presentation. The atmospheric condition of the schools also conducive for teaching and learning to take place effectively.
2. If the above recommendations should be put in place, some of the challenges or gaps between English students and science (Biology) student's performances in the GST courses would be solved.

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