

# Teaching English Language through Informal School Club Activities: The Perception of Teachers and Students in Ogbomoso, Nigeria

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## Abstract

*The study investigated teachers' and students' perception on the effectiveness of teaching English language through informal school club activities in Ogbomoso township, Oyo State. Five hundred participants were involved in the study. Purposive sampling technique was adopted to select six senior secondary schools that had functional informal school club activities in Ogbomoso North and Ogbomoso South LGAs. The instruments used were questionnaire on teachers' perception on the effectiveness of teaching English language through informal school club activities ( $r=0.74$ ) and questionnaire on students' perception on the effectiveness of teaching English language through informal school club activities ( $r=0.76$ ). Data were analysed using descriptive statistics of frequency distribution, percentage, mean and standard deviation. Results indicated that Young farmers club, Entrepreneur club, Press club, Drama club, Literary and debating society, Jet club and Cultural club were the available informal school club activities in the schools used for this study. Teachers perception on the effectiveness of teaching English language through informal school club activities was positive ( $3.34 > 2.5$  threshold). Students perception on the effectiveness of teaching English language through informal school club activities was also positive ( $2.98 > 2.5$  threshold). There was a significant difference between teachers' perception ( $\bar{x} = 50.13$ ) and students perception ( $\bar{x} = 44.71$ ); ( $t=6.548, df=411$ ). Based on the findings, it is recommended that informal school club activities should be actively used as a medium of instruction. There should also be a review of the curriculum to accommodate informal school club activities to help enhance the teaching and learning of English Language in schools..*

**Keywords:** Perception, Teachers and students, Informal clubs, Teaching of English, Co-curricular activities,

## Introduction

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

It is a known fact that all schools indulge in co-curricular activities, the Ministry of Education has made it mandatory for all secondary schools to involve students in co-curricular activities but the importance of Co-curricular activities to the teaching and learning process are not been emphasized, as a fact these activities are being under-utilized, most

students don't see the link or connection between the curricular and the co-curricular in understanding a subject or in passing school subjects rather most teachers and students see it as a relief period or play time. Well, it can be classified as a relief period as the curricular activities which are basically classroom based have become rigid, boring and unproductive and can no longer be relied solely on for students' achievement. (Vaughan, 2014; Owoeye, 2009; Yisa, 2009). Students have become too familiar with the teaching methods, especially the conventional method of teacher-talk and student-listen routine that operates in the classroom which have made students resistance to motivation and lack interest in learning because they no longer benefit. (Pezhman and Othman, 2013). Most of these classroom teaching methods are characterized anxiety-based as most teachers' practice teaching by domination which causes regimentation and thereby makes students tensed and not free.

In recognition of the problem associated with classroom-centered activities, it is high time the dormant role of co-curricular activity is being activated and put to proper use. Co-curricular activities will supplement the curriculum to promote self-efficacy, decrease anxiety, and enhance informal and learning-supportive environment that will encourage students to set attainable sub-goals that will increase

the effectiveness of course content since it is learner-centered (Dornyes, 1994, 1998, 2005). According to the National Policy of Education (NPE 2013: 8a,b) “to realize the goals of education, measures to ensure that educational activities shall be learner centered for maximum self-development and self-fulfillment should be taken” it further stated that “teaching shall be practical, activity-based, experiential...” all of which are provided by co-curricular activities. This position is affirmed by Holloway (2002) that education goals and objectives are best achieved by a diversity of learning experience some of which are more appropriately conducted outside the regular classroom programs. Co-curricular activities aids life-long education process as these activities gives students insight into some of the duties of some professions and gears them towards building a career from their interest.

The need to find out if teachers and students actually understand the effectiveness of co-curricular activities in the teaching and learning process and their perception of these activities is the basis for this research especially as regards the teaching of English language. As important as English language is, it is quite unfortunate that students' performance in public examinations has been discovered to be poor and this has been attributed to the gradual decline in the quality of English teaching and learning in Nigeria Ola-Busari (2014). The statistics of students' performance in WASSCE from 2014-2018 though inconsistent, attest to the fact that students perform below expectation in the Secondary School Certificate Examination. The statistic of WAEC in 2014, asserts that 1,692,436 candidates sat for the examination and 529,425 candidates representing 31.28% obtained credit pass in five (5) subjects and above including English language and Mathematics. In 2015 1,593,442 candidates sat for the examination and 38.6% obtained credit pass in five (5) subjects and above. 2016 took a different turn as improvement in students' performance was recorded with students aggregate moving up a bit above average. According to the statistics released, 1,552,758 candidates sat for the May/June examination and 52.97% obtained credit pass in five (5) subjects and above including English language and Mathematics. The improvement in performance beefed up in 2017, 1,471,151 candidates were reported to have sat for the examination and 59.22% passed with a minimum of credit pass in five (5) subjects and above. The trend of decline continued in 2018, 1,572,396 candidates sat for the May/June examination,

786,016 candidates representing 49.98% obtained credit pass in five (5) subjects and above.

From the above analysis the Chief Examiner's report on the 2017/2018 WAEC examination, states that 'the relatively low entries in many subjects call for a review of the strategies for the teaching and learning of these subjects and especially, the teaching and learning of English language should be taken seriously.' In view Of this, the teaching and learning strategy of English language needs to be reviewed and taken seriously as most teachers lack the required qualification for teaching English language, the very few who have teaching qualifications have stuck to the traditional way of teacher-talk-student-listen routine, most teachers make teaching too strict that they end up instilling fear rather than imparting knowledge.

Previous studies (Ajayi and Osalusi, 2013; Gbenedio, 1986; Kolawole and Kolawole, 2007; Ezeokoli and Patience, 2016) have carried out research on teaching strategies and various factors responsible for the underachievement of students in examinations. It is, therefore, fundamental to note that all the research approaches undertaken by previous studies all proffered explanations, suggestions and solutions to raise the bar of students' performance through classroom-based teaching and learning which has been established as rigid, boring and regimented and cannot be solely relied on for improving students' achievement. Hence, it is the conviction of the researcher, that if there is a paradigm shift from the normal classroom instruction, to out-of-classroom 'co-curricular' activities and the role it can play to aid the teaching and learning of English language through a less regimented and relaxed process, then students will be able to learn better and easier.

For the purpose of this study, co-curricular activities will be referred to as informal school club activities. Informal school club activities are club activities such as literary and debating club, press club, readers club, drama club, music club, cultural dance club, jet club, young farmers club, etc. Informal school club activities that will enhance the teaching and learning of English language will be the focus of this research. These informal school club activities are Press club, Literary and debating club, Drama club and Readers club. According to Makarova and Anna, (2017) these informal school club activities are activities that are the most popular forms of informal school club activities promoting English language among students but have not been given adequate attention from scholars. Previous studies have shown that informal school club activities are a forum for

language learning and students take responsibilities for their learning into their own hands through participation in these club activities.

Press club, is an organisation according to Mansansa (2014) that deals with the production and spreading of news, it generally involves the gathering, evaluating and distributing of facts. Alabere and Shapii (2017) explain that Press clubs in schools improves the intellectual activities of students by promoting and creating an exciting entertaining and creative learning environment. They further asserts that student's involvement in the press club helps to improve the level of interaction among students and also helps to develop the skill of writing and speaking for proficiency and efficiency in the use of English language and it also promotes learners autonomy. The club helps to bring the community closer to the school and make people feel like they were part of the educational process. This according to studies by Makarova and Anna (2017) would enhance professional skill development as students who intend to be broadcasters, journalist, news editors etc. can develop their skills through participation. Press club will also assist students in the mastery of English language gearing them up towards excellence in the subject knowledge as listening skill, speaking skill, reading skill and writing skill is greatly developed.

Literary and debating club is an informal school club, that is known as one of the most popular and common literary activity in the education setting especially in Nigeria as it is available in most schools (Okoro and Amadioha, 2016). The literary and debating club is known for argument which involves opposition and one of the best ways to resolve issues is to calmly consider opposing opinions and then draw conclusions ( Morse, 2011). In other words without weighing or finding out the argument for and against an issue, it is quite irrational to draw conclusions. Maybe that might be the motive behind the creation of the literary and debating club in schools; to help train students to analyze issues thoroughly and come up with solutions even when the issue seems irrational. Previous studies by ( Morse, 2011; Carlin and Payne, 1995) posits that students involvement in literary and debating clubs will sharpen the skills of logical thinking and develop excellent communication skills that teaches student to think spontaneously and also help develop the speaking and writing skills of learners thereby making them creative and eloquent.

Readers club is also an important informal school club activity. A major problem in education in

Nigeria has been identified to be students' lack of reading habit maybe that might be the reason for the creation of readers club in schools as it was specifically mentioned in the NPE 2013:8d; "all tiers of government shall promote the establishment and support of reading clubs in schools, community libraries and other such resources that will enhance effective learning". The readers club is a very vital club that promotes literacy development, self-development and personal growth. According to Wilson and Ferguson, (2011) the readers club plays the role of instilling positive reading habits, self-confidence as a reader, increased decision-making skills, increased vocabulary, improved writing ability and improved text comprehension and grammar knowledge. Studies (Anderson, 1937; Adebile, 2015; Olatunji, 2012) affirms that the readers club helps student's reading proficiency and enables them achieve great success as reading is a great tool of learning.

Drama club is equally as important as other informal school club activities discussed. Drama can be staged, acted, choreographed, dramatized, filmed etc. and it has a very important feature of being entertaining and very difficult to forget; it is easier to understand a piece when it is simply acted out than reading to understand. Oriloye and Ojo (2010) states that drama is a form of educating and entertaining citizens of a culture about their culture, and informal activities in dramatic form is a form of academic entertainment and education for the child's all round development under a relaxed atmosphere. Drama releases tension, makes students free because of the informal approach used in co-ordination. Drama group activities favors the literature students specifically according to Adebile (2015) as students are exposed to cultural improvement and transmissions, values and traditional lifestyle of different cultures, exposed to themes, settings, plot, artistic skills, imaginative expressions, literary devices, talent discoveries, influence in their world through the exploration of a wide range of real life roles, life-like and frictional situations. In regards to the study of English language, the exposure that the club gives to students in exploring real life context through literature-in-English is derived with the use of language which enables the students communicate with English language in real life context. Previous studies by (Adebile, 2015; Ojoraka, 2003) shows that students involvement in drama club will help the students explore their world through a variety of communication skills that the students are taught. It is also believed by these scholars that the skills acquired will help the students perform greatly in their learning endeavors as literary text for English language can be

brought to the drama club members to act it for proper understanding of the text. It is evident to note that these informal school club activities relies on the use of language tools and researches have consistently supported that students need to practice the target language in order to achieve proficiency and the activities related above has provided room for practice in outside classroom context which encourages self-direction in communication.

Researchers like (Adebile, 2015; Fakeye and Adebile, 2014, Alabere, Shapii and Hassan, 2015; Oladiti, 2017; Malinovska, 2011; Makarova and Anna, 2017; Okoro and Amadioha, 2016) have revealed the importance of informal school club activities in contributing to the academic achievement of students in various school subjects, but there has been no known study on Teachers and Students Perception on the effectiveness of teaching English language through informal school club activities, especially in Ogbomosho, Oyo state. This study will be limited to Press club, literary and debating club as this are the only English language promoting clubs found in most of the schools in Ogbomosho Township.

#### **Statement of the problem.**

Students performances in external examination in English language has been relatively poor overtime and this has been attributed to frequent use of stereotype and rigid form of handling the teaching by teachers whose teacher-centered strategies tend to make the class regimented. Efforts to make the classroom less regimented have led researchers to advocate for the adoption of informal approach in the teaching and learning of English through school club activities. Studies have shown that the use of school club activities would improve the teaching and learning of different school subjects such as literature-in-English, and many other subjects but it has not been fully explored for the teaching of English language perhaps as a result of lack of awareness by teachers and students and their perception of the effectiveness of the club in teaching English language. Therefore, this study investigated the perception of teachers and students on the effectiveness of teaching English language through informal school club activities, especially, in Ogbomosho township, Oyo State.

#### **Research Questions**

Four research questions were answered in the study:

1. What informal school club activities are

available in schools?

2. What is teacher's perception of the effectiveness of informal school club activities in the teaching of English language?
3. What is student's perception of the effectiveness of informal school club activities in the learning of English language?
4. What is the difference in the perception of teachers and students' on the effectiveness of informal school club activities in teaching English language?.

#### **Significance of the study.**

The study is significant in that it will provide first-hand information about the perception of teachers and students on the effectiveness of informal school club activities in teaching English language and it would have identified the factor that is preventing the use of informal school clubs in promoting teaching and learning activities. The researcher hopes that at the end of this study, every stakeholder, teacher, student, language education and all those concerned with the actualization and realization of educational aims and goals of teaching and learning of English language will benefit greatly from the findings and recommendations of this research as it will open their eyes to the effectiveness of informal school club activities to teaching English language. Curriculum planners and designers will benefit immensely from this study as they will see the effectiveness of informal school clubs as alternative platforms that will be prescribed in the curriculum for teaching different aspect of English language. The extent of its use and the perception about its use will serve as feedback to curriculum planners because the curriculum specified the use of informal school club activities in schools.

#### **Methodology**

The study adopted the descriptive survey design. The population of this study comprises 500 senior secondary school two (SSII) students in six public and private secondary schools in Ogbomosho township of Oyo State. Two local government areas were enumerated in Ogbomosho township namely: Ogbomosho North and South. Purposive sampling was used to select three public and three private senior secondary schools in Ogbomosho based on availability of the informal school club activities that are used for this study namely: literary and debating society and press club. Instruments used were Questionnaire on the perception of teachers on the effectiveness of teaching English language through the use of informal

school club activities( $r=0.74$ ) and Questionnaire on the perception of students on the effectiveness of teaching English language through the use of informal school club activities(0.76). Four research questions were answered. Data collected were analyzed using descriptive statistics of frequency

counts, percentage, mean and standard deviation.

**Results and Discussion**

**Research Question One:** What informal school clubs are available in schools?

**Table 1 Test of Norm to show the Availability of Informal School Clubs.**

Informal School Club	Frequency			Percentage		
	Available	Not Available	Total	Available	Not Available	Total
Press Club	34	2	36	94.4	5.6	100.0
Literary and debating society	35	1	36	97.2	2.8	100.0
Jet club	30	6	36	83.3	16.7	100.0
Drama club	36	0	36	100	0	100.0
Young Farmers club	36	0	36	100	0	100.0
Cultural club	36	0	36	100	0	100.0
Entrepreneur club	18	18	36	50	50	100.0

Table 1 shows the availability of informal school clubs, as reported by teachers and students of the schools selected for this study. The result indicates that majority of the teachers and students reported that Press Club (34, 94.4%), Literary and Debating Society (35, 97.2%), Jet Club (30, 83.3%), Drama Club (36, 100%), Cultural Club (36, 100%), Entrepreneur Club (18, 50%) and Young Farmers Club (36, 100%) were available in their schools.

**Research Question Two:** What is the teachers’ perception of the effectiveness of informal school club activities in the teaching of English language?

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

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

11	Activities in press club reinforce what has been taught in English language classroom.	14 (38.9%)	21 (58.3%)	1 (2.8%)	-	3.36	.543
12	Informal club activities serve as platforms for students to practice in context what they have been learning in English language usage.	13 (36.1%)	22 (61.1%)	-	1 (2.8%)	3.31	.624
13	If I have my way, I would stop informal club activities in my schools.	-	-	11 (30.6%)	25 (69.4%)	3.69	.467
14	Activities in informal school clubs could be used to expose students to register words in English language teaching.	15 (41.7%)	20 (55.6%)	1 (2.8%)	-	3.39	.549
15	Literary and debating platform could be used to constructively correct students' errors that are related to speaking.	24 (66.7%)	11 (30.6%)	1 (2.8%)	-	3.64	.543
<b>WEIGHTED AVERAGE</b>						<b>3.34</b>	

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

In conclusion, the result implies that teachers had a positive perception of informal school club activities as been effective in teaching English language. This is revealed by the Weighted average of 3.34 which is higher than 2.5 used as the cutoff point.

**Research Three:** What is the students' perception of the effectiveness of informal school club activities in the teaching of English language?

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

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	St. D.
1	I participate in informal school club activities that enhance my language skills in English.	193 (48.7%)	161 (40.7%)	28 (7.1%)	14 (3.5%)	3.35	.762
2	Active participation in press club activities improves my writing skills in English.	160 (40.4%)	148 (37.4%)	68 (17.2%)	20 (5.1%)	3.13	.873
3	I consider informal school club activities as distractions	42 (10.7%)	82 (20.9%)	118 (30.0%)	151 (38.4%)	2.96	1.011
4	Social entertainments in informal school club activities do not allow me to focus on how the activities could improve my use of English language.	64 (16.2%)	87 (22.0%)	140 (35.4%)	105 (26.5%)	2.72	1.028
5	Informal school club activities develop in me critical thinking skills that is required for success in English essay writing.	194 (49.0%)	153 (38.6%)	37 (9.3%)	12 (3.0%)	3.34	.770
6	Speaking anxiety sets in whenever I'm asked to participate in literary and debating.	111 (28.2%)	148 (37.7%)	84 (21.4%)	50 (12.7%)	2.19	.986
7	Participating in literary and debating activities helps me acquire more English vocabularies.	213 (54.2%)	133 (33.8%)	32 (8.1%)	15 (3.8%)	3.38	.794
8	Participating in school informal school club activities help me to relax my brain in school.	134 (34.2%)	152 (38.8%)	72 (18.4%)	34 (8.7%)	2.02	.935
9	I do well in English language because of my active participation in literary and debating society.	170 (43.3%)	146 (37.2%)	58 (14.8%)	19 (4.8%)	3.19	.860
10	Informal school club activities do not add anything to English language teaching and learning in the secondary school.	67 (17.0%)	88 (22.3%)	122 (31.0%)	117 (29.7%)	2.73	1.064
11	Activities in press club reinforce what I have learnt in English language classroom.	154 (39.4%)	145 (37.1%)	63 (16.1%)	29 (7.4%)	3.08	.920
12	I see informal school club activities as platforms for practicing in context things I have learnt in English language lessons.	168 (43.1%)	148 (37.9%)	49 (12.6%)	25 (6.4%)	3.18	.885
13	If I have my way, I would stop informal school club activities in my schools.	61 (15.6%)	71 (18.2%)	108 (27.6%)	151 (38.6%)	2.89	1.088
14	Activities in informal school clubs exposes me to register words in English language usage.	169 (43.1%)	156 (39.8%)	53 (13.5%)	14 (3.6%)	3.22	.813
15	I learn current and correct usage of English language during literary and debating activities.	207 (52.8%)	141 (36.0%)	27 (6.9%)	17 (4.3%)	3.37	.796
		<b>WEIGHTED AVERAGE</b>				<b>2.98</b>	

Table 3 shows the perception of students about the effectiveness of informal school activities in teaching English language. This is revealed by the students' responses to each of the items as expressed in percentage and mean. The results show that majority of the students agreed that they participate in informal school club activities that enhance their language skills in English ( $\bar{x} = 3.35$ ); majority of the students agreed that active participation in press club activities improves their writing skills in English ( $\bar{x} = 3.13$ ); majority of the students disagreed that they consider informal school club activities as distractions ( $\bar{x} = 2.96$ ); majority of the students disagreed that Social entertainments in informal school club activities do not allow them to focus on how the activities could improve their use of English language ( $\bar{x} = 2.72$ ); agreed that Informal school club activities develop in them critical thinking skills that is required for success in English essay writing ( $\bar{x} = 3.34$ ); majority of the students agreed that speaking anxiety sets in whenever they are asked to participate in literary and debating ( $\bar{x} = 2.19$ ); agreed that participating in literary and debating activities helps them acquire more English vocabularies ( $\bar{x} = 3.38$ ); agreed that participating in school informal school club activities help them to relax their brain in school ( $\bar{x} = 2.02$ ); majority of the students agreed that they do well in English language because of their active participation in literary and debating society ( $\bar{x} = 3.19$ ); majority of the students agreed that informal school club activities do not add anything to English language teaching and learning in the secondary school ( $\bar{x} = 2.73$ ); majority of the students agreed that activities in press club reinforce what they have learnt in English language classroom ( $\bar{x} = 3.08$ ); majority of the students agreed that they see informal school club activities as platforms for practicing in context things they have learnt in

English language lessons ( $\bar{x} = 3.18$ ); majority of the students disagreed that if they have their way, they would stop informal school club activities in their schools ( $\bar{x} = 2.89$ ); majority of the students agreed that activities in informal school clubs exposes them to register words in English language usage ( $\bar{x} = 3.22$ ); majority of the students agreed that they learn current and correct usage of English language during literary and debating activities ( $\bar{x} = 3.37$ ).

In conclusion, the result implies that students had a positive perception of informal school club activities as been effective in teaching English language. This is revealed by the **Weighted Average** of **2.98** which is higher than **2.5** used as the cutoff point.

**Research Four:** What is the difference in the perception of teachers and students on the effectiveness of informal school club activities in the teaching of English language?

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

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

P<0.05

Table 4 shows the difference between the perception of teachers and students about the effectiveness of informal school club activities in teaching English language. The result revealed that teachers' perception ( $\bar{x} = 50.13$ ) had a higher mean score than students' perception ( $\bar{x} = 44.71$ ). The mean difference (5.424) tested by ( $t= 6.548$ ,  $df= 411$ ,  $p<.05$ ) further shows that there existed a significant difference between the perception of teachers and students about the effectiveness of informal school club activities in teaching English language, with the teacher having the higher perception.

### Discussion of Findings

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

Also, the study reports that teachers had a positive perception of informal school club activities as been effective in the teaching and learning of English

language. This is not surprising because when teachers have a positive perception of the effectiveness of informal school club activities, this will motivate them to make use of these activities for classroom instructions or teaching and learning process. The findings of this study shows that teachers are aware and knowledgeable about the importance of informal school club activities in the teaching and learning of English language as against the findings of Little (2000) that submits that teachers lack the knowledge for carrying out the task of informal school club activities because the attitude of teachers to informal school club activities is often that of doubt of the feasibility of the activity in promoting learning and the findings of Ferdous (2013) that submits that teacher's commitment to the use of informal school club activities is very poor and he also reports that teacher's lackadaisical attitude is also affecting the students as they don't seem to understand the importance of informal school club activities to learning. The disagreement in reports of Little (2000) and Ferdous (2013) to the findings of this study could be attributed to the location of the study that differs. Little (2000) study was carried out in Dublin, Ireland while that of

Ferdous (2013) was carried out in Bangladesh, and also while little's study was based on learners of all levels, Ferdous's study was based on undergraduates of universities who are higher level students compared to senior secondary students in Ogbomoso township, Nigeria used for this study.

The perception of students according to the findings of this study also reports that students perceive the positive effectiveness of informal school club activities in the teaching of English language. This is not surprising because when students have a positive perception of the effectiveness of informal school club activities, this will motivate them to make use of these activities for a better learning process. The findings of this study show that students are aware and knowledgeable about the importance of informal school club activities in the teaching and learning of English language which disagrees with Ferdous (2013) report that students don't seem to understand the importance of informal school club activities. According to the findings, students awareness of the effectiveness of informal school club activities, will motivate full participation in these activities and in turn help students to develop a positive and creative personality; intellectual and expressive skills; understanding of the importance of team-work; develop the ability to explore and appreciate the experiences they have acquired and understand what particular or specific skill is needed to be developed. The findings of the study revealed that there is a significant difference between teachers' perception and students' perception with teachers' perception having a higher mean score than students' perception about the effectiveness of informal school club activities in teaching English language. This findings show that teachers are fully aware of the importance of informal school club activities as an important tool to enhance the teaching and learning process. This is confirmed by Rose (2006) and Richard (2000) who submitted that informal school club activities are a worthwhile venture in the teaching and learning process as they involve activities that will help the teacher to be creative, dynamic, productive and functional.

### Conclusion

Based on the findings revealed for this study it can be concluded that informal school club activities have the benefits of promoting teaching and learning activities such as language, literature activities and other subjects much more than the recreation it provides. Findings also reveal that informal school

club activities are beneficial to the teaching environment in other to make the classroom less intensive, not rigid and threat-free.

### Recommendations

More informal school activities should be created in schools to give students opportunity to create new ideas, explore, relate and interact with their school environment and peers. This will help improve their interest and attitude to learning as learning will be made easy.

A convenient time should be slated for informal school club activities on the school time-table because of its major contribution to enhancing the teaching and learning process. This is as a result of the high teachers' perception and positive students' perception on the effectiveness of informal school club activities in teaching English language that was discovered in the study.

Adequate resources needed for the proper running of informal school club activities should be provided by school administrators and the government. The environment for these activities should be conducive and fit for learning. When all these are in place this will help improve the significant contribution of students' participation in informal school club activities in further research studies.

Informal school club activities should be used as a medium of instruction and not just a mere co-curricular activity. Students should be encouraged to highly participate in informal school club activities as this will benefit them.

For positive perception, workshops should be organized for English language teachers in order to expose them to the benefits of informal approach of teaching English language through informal school club activities and educating them more on the effectiveness of learner-centred strategies.

Curriculum planners and designers should review the English language curriculum for schools to accommodate the use of informal school club activities in teaching English language. These club activities should be prescribed in the curriculum for teaching certain concepts in English language.

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