

## Examination of Pidgins English Speaking on Educational Outcomes Among Public Secondary Schools in Nigeria: (Conceptual Study)

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### Abstract

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The study empathized on the impact of pidgins English speaking on educational outcomes among public secondary schools in Nigeria. It has been understood that Pidgin English speaking among public schools across the country has manufactured series of backwardness and it affects all sectors of development in the state. Pidgins English speaking among secondary school pupils have cripple the credibility and core pillars of educational system in the country. The study highlighted, what are the fundamental factors that have triggered in the rapid elopements of pidgin English speaking among secondary school pupils, which could be one of the pests that damage the speaking and poor communicative skills among secondary schools' pupils. The study utilized conceptual and empirical reviewed. Conceptual reviewed was basically secondhand information such information's are reviewed books, journal, newspapers, magazines and other valid secondary information while empirical reviewed was basically, elaborated through the application of a study conducted on the field. The study adapted social learning theory of communication that shows that communication and interactions play a very vital role in changing the nature and pattern of human mode of speaking. However, the study findings revealed that, number of social, economic, political and environmental factors have led in the poor speaking skills among secondary schools' pupils in Nigeria, particularly, public schools. The study, therefore, recommended that revealed that, logical policy and programs must be establish in all public secondary schools in Nigeria to manage and control the rate of pidgins English speaking among students,

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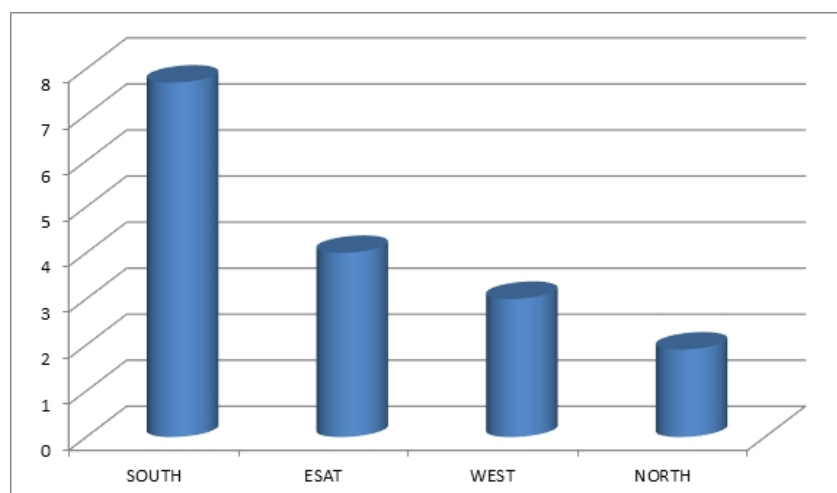
### Background of the Study

Pidgin English speaking language among public secondary schools in Nigeria has greatly affected their fundamental skills and moral technical know-how in the process of interaction, pidgin language is a common speaking language in remote areas particularly, in the barracks, which has direct consequence in child and adult educational development or background. However, the pidgin English language is not a normal speaking language that could be properly addressed in the public. Pidgin English language is a form of speaking and communication student employ in the school that is not acceptable, and could eventually, destroyed the educational background of the state or nations at large.

However, number of students engages into this act due to some certain fundamental reason that, could be poor educational background, location of the pupil, the kind of educational background attended in the primary level or the socio-economic and political status of their family could also became a determining factors that hinders students into pidgin English speaking as a means of communications in several public schools in Nigeria.

The student ability to speak good and correct English is a direct signal of a total failure in the state educational system. According to Sunday, (2012), noted that, pidgin English speaking is more pronounced in the southern parts of the country, where is has been noted that, due to their inability to properly, organized and coordinate into western education. The interpretations of the researcher, the pidgin English speaking language was spread into the northern Nigeria resulted from migration and movement of people from south to the north. From the following chart, it was categorically, identified the percentages of each region and the level of pidgin English speaking as noted by Samson, 2000, reviewed by the researcher, 2022

**Fig. 1**



**Source:** Conceptual Reviewed, 2022

From the above table has indicated that result reviewed from the geo-political zones of the state and therefore identified the percentages of each region on the base of pidgin speaking. It

is fundamental for the government to seriously, address and put to an end of this ugly mess that is happening in Nigeria public secondary schools, not only the government, parents and community leaders and other agencies should as a matter of urgent provide a sectional punishment for anyone who is found speaking pidgin English language and parent teachers association of Nigeria should rapid reformations in Nigeria public secondary schools so as to ensure effective and efficient learning through effective English teaching and speaking.

### **Research Problems**

Nigeria is a country blessed with educationalists, scholars, pioneers, founders of western educationalist, professors, academic doctors and many more, yet Nigeria public secondary schools remain very poor due to pidgin English language and this communication damage and destroy student and national integrity. several factors could be resulted those factors are

1. Poor background of primary school
2. Location of the child
3. The environment or influence of environment
4. Social factor
5. Economic factor
6. Political factor
7. Peer groups
8. Media etc.

All of these factors have damage comprehensive English speaking in most public secondary schools, all of these could be identified as lack of governmental policies and programs that could enhances and promote public secondary schools.

### **Objectives of the Study**

From the general objective of the study is to examine the impact of pidgin English language in Nigerian public secondary schools, and therefore, specifically, to understand the factors responsibly for pidgin English language, and to identify the vital challenges confronted by the school management in trying to stop or bringing the end of pidgin language in public secondary schools and finally, to highlights the role of the government and parent teachers associations towards bringing the end of pidgin communication in public secondary schools.

Historically, pidgin English language was dated back in the 18<sup>th</sup> to 19<sup>th</sup> centuries in a country called China begins it began to spread in South China city of Guangzhou. Chinese merchants interacting through the migration and movement of people from one place to another with English speakers as a means of tractions and business operations, ideally those who brought the ideas of pidgin communication were the chines who came to Nigeria for business and other important issues. The word itself then became the descriptor of the unique communication used by people who speak different languages. Pidgins generally consist of small vocabularies (Chinese Pidgin English has only 700 words), resulting from these factors it could be understood that the pidgin communication began to be spared in many parts of Nigeria, from the south to west to west to east from east to the northern Nigeria.

### **Typical examples of pidgin sentences**

1. I de go school
2. I go carry am go school
3. My teacher no come today
4. I no understand
5. My teachers yesterday say if we no bring our assignment him go bit us me and my sister, na him be say I no fit go into school

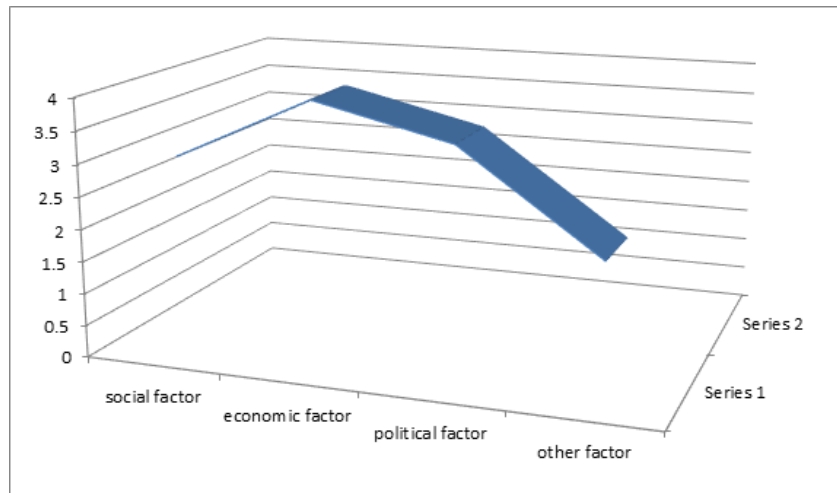
Increasingly, the structural organization of good speaking English were not captured due to the fact that, the communication dose not effectively response to good grammar which directly and basically damage the educational background of a student, tarnished the image of the school and bring about rapid feature of educational system in the nations at large and could be translated in the picture of the nations that public secondary schools has no capacity that could teach our children good speaking language so that tomorrow they will emerge good ambassadors of the great nation.

### **Factors That Have Contributed in The Speaking Of Pidgin English In Nigeria Public Secondary Schools**

1. Poor background of primary school
2. Location of the child
3. The environment or influence of environment
4. Social factor
5. Economic factor
6. Political factor
7. Peer groups
8. Media etc

Virtually, understanding the factors that have contributed to the development of pidgin speaking inn many public secondary schools across the nations, there is needs for urgent and rapid intervention from several formal institutions. The breakdown of the factors could be summarize on the basis of socio-economic and political factors

**Fig. 2**



**Source:** Conceptual reviewed paper, 2022

From the above table demonstrated that, based on the paper reviewed, from 2017 noted by Sydney, argued that social factors had contributed in the development of pidgin speaking in several public secondary schools, however, he noted that social factors could be the environmental reasons, family background of the child, it could be peer ground, domestic violence and many more factors attached to social. The writers noted on the ideal reasons social factor could also associated with cultural and traditions of the people and how those people viewed western educations and therefore the relationship between religion and western education.

However, economic factor id=s one of the mean factors that had contributed to the educational development of a child and a child or parents could not be able to finance his some, due to weak economic status, based on that the condition could not guarantee him to private institution. Macheal, 2012. Argued that, only in private secondary schools that good English are spoken., the argument of the writer noted that, private own schools employed qualitative teachers, while public secondary schools employed teachers not on the bases of requirement and knowledge but on the bases of who you know and who can stand for you.

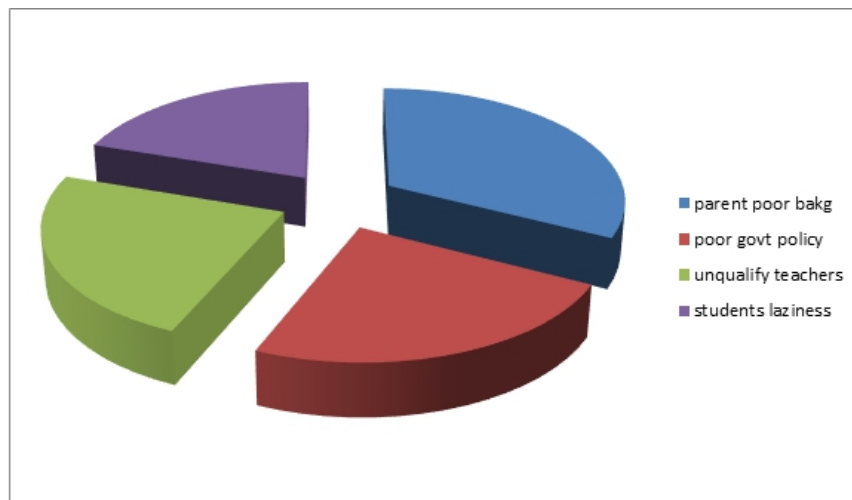
Political factor is a vital factor that need to be consider, policies and programs coined by government to public secondary schools does not favor the schools and the students event the teachers, Fafunwa, 1982, noted education is the key to national development, government should ensure effective founding and promote policies that would effectively transform all public schools in the states. However, the interpretation of the writer noted that, since than carefully attention was\ not put in place to adequately enhanced the quality of public schools. Base on that the idea and unwanted communication of English are soo rampart in over 90% of our country public secondary schools.

### Recommendation/ Summary of Findings

In line with the objectives national policy for education from the local, state and national level should be restructure in the fact that a lot of shortcomings have pest the movement to achieved good educational system. Several findings have shown that the primary problems of inability for the pupils to speak good English depend on there socio-economic and political status of there parents. Summary of the findings are as follows.

Table below demonstrated reviewed findings.

**Table 1.**



**Source:** Reviewed paper, 2022

From the above table indicated that, the based on the gathered findings shows that parent poor economic standard had affected child development in relations to good English speaking. Basically, the recommendations should be critically, consider so as to protect future accuracy Government should make sure that effective control on how student speak in public secondary school must be measured and evaluated through the necessary stake holders responsibly.

Government should as a matter of urgency enact a law that will band all forms of speaking in public secondary schools especially, pidgin language. Parent should carefully and critically, study their children on how the speak and make sure all sort of language should stop. Community leaders should punish any teacher who uses the pidgin language as means of communication to pupils in public secondary schools. Other private agencies should stand as looking glass to ensure effective teaching in Nigeria public schools.

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