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Assessing The Teaching And Learning Of French In Secondary Schools: Insights From The CIPP Model In Delta Central Senatorial District, Nigeria

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ABSTRACT

This study explores the teaching and learning of French in secondary schools in Delta State, Nigeria, using the CIPP (Context, Input, Process, Product) evaluation model. The research investigates contextual factors, teacher qualifications, instructional materials, infrastructural facilities, and the effectiveness of instructional processes. Data were collected from 200 participants and analyzed using descriptive statistics. The findings reveal that while some contextual factors, such as school leadership and parental involvement, significantly influence French education, gaps remain in policy enforcement, community support, and administrative efficiency. Additionally, concerns were raised about the adequacy of teacher qualifications, instructional materials, and infrastructural facilities. The study also found that while active learning strategies and student engagement are generally effective, formative assessments are not consistently utilized. The research concludes that improving leadership, enhancing teacher training, increasing community involvement, and providing sufficient resources are essential for improving the quality of French language education. The study offers recommendations to address these gaps and foster a more supportive learning environment for French in secondary schools in Delta State, Nigeria.

Keywords: French Language Education, CIPP Evaluation Model, Teaching and Learning, Secondary Schools, Educational Policy

INTRODUCTION

French, Nigeria's second official language, plays a crucial role in diplomacy, trade, and regional integration within West Africa. Despite this significance, French language learning in Nigerian secondary schools has continued to face numerous obstacles. Across the country, many students perceive French as a difficult subject, with limited relevance to their immediate environment. This perception, combined with inadequate teaching resources and insufficient exposure to authentic language use, has led to consistently low proficiency levels among learners (Adigwe, 2024). In Delta State, these challenges are particularly evident. While some schools have trained French teachers, many lack the professional competence or pedagogical training needed to apply communicative methods in the classroom. Instruction remains largely teacher-centered, focusing on rote memorization of grammar and vocabulary rather than interactive learning. As a result, students' communicative competence, especially in speaking and listening is significantly underdeveloped (Tonukari, 2022).

Resource constraints further undermine the effective teaching of French in Delta State. Many schools operate without language laboratories, audio-visual aids, or updated textbooks, leaving students with

limited opportunities to practice the language meaningfully. These shortcomings are compounded by systemic issues such as unequal distribution of resources between urban and rural schools, as well as policy implementation gaps that hinder the effective enforcement of French as a compulsory subject at the junior secondary level (Okafor, 2024). These persistent challenges underscore the need for a systematic evaluation of French teaching and learning in Delta State. The Context, Input, Process, and Product (CIPP) model provides a comprehensive framework that can highlight contextual realities, available resources, instructional practices, and learning outcomes. By applying the CIPP model, stakeholders can better understand the root causes of poor student performance in French and identify actionable strategies to improve the quality of teaching and learning across secondary schools in the state.

Problem of the Study

French language education in Nigerian secondary schools, particularly in Delta Central Senatorial District of Nigeria, continues to face significant obstacles despite its recognition as the country's second official language and its importance for regional integration. Research has shown that students in Delta State secondary schools demonstrate weak proficiency in French, especially in speaking skills, due to limited exposure and inadequate instructional support (Ororho, 2024). Classrooms are often dominated by grammar-based instruction, with minimal use of communicative approaches that foster practical language competence. Another pressing issue is the shortage of qualified French teachers, coupled with inadequate professional training in modern language pedagogy. In many schools, French is either taught irregularly or by teachers whose competence is below the required standard, leading to uninspiring classroom experiences and poor learning outcomes (Ossa, 2023). The lack of instructional materials such as textbooks, audio-visual aids, and language laboratories further compounds these challenges, leaving learners without the tools necessary for effective language acquisition. Additionally, broader systemic and attitudinal challenges persist. Students and parents often perceive French as a difficult and less useful subject, which reduces motivation and enrollment at the senior secondary level. Policy implementation inconsistencies and resource inequalities between rural and urban schools in Delta State further widen the gap in students' performance (Oyovwe-Tinuoye & Adomi, 2023). These overlapping problems have resulted in consistently poor examination results and declining interest in French language learning. Given these challenges, there is a critical need for a systematic evaluation of French teaching and learning in Delta State. The Context, Input, Process, and Product (CIPP) model provides a comprehensive framework for examining the contextual realities, available resources, instructional methods, and outcomes of French education. Such an evaluation is essential to identify evidence-based interventions that can enhance the effectiveness and sustainability of French language education in secondary schools across the state.

Objectives of the Study

The study seeks to:

- 1 . Examine the contextual factors (policies, attitudes, and learning environment) affecting the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria.
- 2 . Assess the adequacy of inputs such as teacher qualification, instructional materials, and infrastructural facilities in French language education in Delta Central Senatorial District of Nigeria secondary schools.
- 3 . Evaluate the instructional processes (teaching methods, classroom practices, and student engagement) used in French language teaching in Delta Central Senatorial District of Nigeria.
- 4 . Determine the learning outcomes (students' performance, communicative competence, and interest in French) as products of French language education in secondary schools in Delta Central Senatorial District of Nigeria.

Research Questions

- 1 . What contextual factors influence the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria?
- 2 . To what extent are teacher qualifications, instructional materials, and infrastructural facilities adequate for French language education in Delta Central Senatorial District of Nigeria?
- 3 . How effective are the instructional processes used by French teachers in secondary schools in Delta Central Senatorial District of Nigeria?

4 . What are the observable learning outcomes of French language education in terms of students' performance, communicative competence, and interest in Delta Central Senatorial District of Nigeria?

Research Hypotheses

H₀₁: Contextual factors (policies, attitudes, and learning environment) do not significantly influence the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria.

H₀₂: There is no significant adequacy of teacher qualifications, instructional materials, and infrastructural facilities for French language education in Delta Central Senatorial District of Nigeria.

H₀₃: Instructional processes employed by French teachers do not significantly affect the teaching and learning of French in Delta Central Senatorial District of Nigeria.

H₀₄: There is no significant relationship between French language education and students' learning outcomes (performance, communicative competence, and interest) in Delta Central Senatorial District of Nigeria.

Significance of the Study

This study is significant because it addresses persistent challenges in the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria, using the comprehensive Context, Input, Process, and Product (CIPP) evaluation model. By doing so, it provides valuable insights for stakeholders in the educational sector on how contextual factors, available resources, instructional practices, and learning outcomes interact to shape the effectiveness of French language education.

Scope and Delimitation of the Study

This study focuses specifically on the evaluation of teaching and learning of the French language in secondary schools within Delta Central Senatorial District of Nigeria, using the CIPP model. The research examined four core dimensions: Context - educational policies, school environment, and attitudes of students, teachers, and parents toward French; Input - teacher qualifications, instructional materials, facilities, and training opportunities; Process - teaching methods, classroom interaction, assessment practices, and student engagement; and Product - learning outcomes such as student achievement, communicative competence, and interest in French. The study is limited to public and private secondary schools across selected urban and rural areas in Delta Central Senatorial District of Nigeria.

LITERATURE REVIEW

Recent studies in Nigeria and comparable settings have highlighted a range of issues affecting French language instruction, organized according to the CIPP framework (Context, Input, Process, Product) components, as a basis for understanding what might be happening in Delta Central Senatorial District of Nigeria.

Research shows that attitudinal and policy-related factors significantly shape the environment for teaching French. In "French Language in the Nigerian Educational Policy," Olaseinde (2023) found that while official curricula exist for French in junior secondary schools across parts of Southwest Nigeria, implementation is uneven. Some schools lack school leadership commitment and community support, affecting students' motivation to learn French. Additionally, Garba and Oketoyan (2021) in their case study of two secondary schools in Ijebu-Ode, Ogun State, reported that students' attitudes, peer influence, and parental encouragement are often weak, contributing to declining interest in the subject.

Several studies emphasize teacher qualification, material availability, infrastructure, and resource allocation as critical inputs. In Kogi State, Ademoh (2020) observed that many junior secondary schools have French teachers with limited pedagogical training in communicative and interactive methods; instructional materials (textbooks, audio-visual aids, language labs) are often inadequate or under-utilized. Olaseinde (2023) similarly documented severe shortages of qualified French teachers and instructional/resources deficits, even where curriculum handbooks were available. Teacher preparedness has been flagged as uneven, especially in rural vs urban schools, which suggests input disparities that may affect learning outcomes.

Teaching methodology and classroom practices are central to effectiveness. Ikonta and Ogbonna (2025) reviewed the methodology of French teaching in Nigerian secondary schools and concluded that despite clear advantages, modern communicative methods are still not widely embedded in classrooms. Many

teachers continue to prioritize grammar-translation or lecture-style instruction, with few interactive activities. In Oyo State, Akanbi and Kezie-Osuagwu (2019) studied colleges of education and found that where communicative approaches were employed, learners' oral proficiency significantly improved compared to traditional methods. These process-related findings illustrate that methods, participatory practices, and the nature of classroom interaction matter greatly in determining how well students acquire oral and communicative competence. Outcomes in terms of student performance, communicative competence, and interest in French are often unsatisfactory when earlier components are weak. Ademoh (2020) in Kogi State noted that external examination results for French are low, particularly in speaking and listening components. Olaseinde (2023) found that poor performance in inventories of student French proficiency is linked to insufficient resource availability and lack of competent instruction. Furthermore, teachers in several studies observe declining enrollment in French at higher secondary levels, attributed to students' perception of the difficulty of the subject and lack of visible benefit from learning it.

Application of CIPP Model in Education in Nigeria

Though limited, there is emerging work applying the CIPP model in evaluating educational programs in Nigerian contexts. A recent analysis of Stufflebeam's CIPP model (2025) underscores its potential to move evaluation beyond mere test scores to include inputs, processes, and contextual forces shaping education. The study advocates using CIPP for continuous improvement in curriculum delivery and teacher training. Another example is the evaluation of non-formal educational radio programmes in Delta State by Ijeh (2019), which used the CIPP model to examine how inputs and processes determine outcomes; though not about French per se, it illustrates how the model can reveal weaknesses in context and input that limit program effectiveness.

Gaps in the Literature

While there is evidence from Kogi, Ogun, South-west Nigeria, and tertiary settings, few studies focus specifically on secondary schools in Delta Central Senatorial District of Nigeria. Also, few existing studies employ the full CIPP model to assess French teaching and learning: many look at one or two components (such as process or input) but not the entire CIPP framework together. There is therefore a need for more holistic evaluation in Delta Central Senatorial District of Nigeria, to capture how context, input, and process combine to affect learning outcomes (product) in French.

RESEARCH METHODS

Research Design

The study adopted a descriptive survey research design, which is appropriate for assessing existing conditions, practices, and perceptions without manipulating variables. This design enables the researcher to gather quantitative data on the effectiveness of the teaching and learning of French using the Context, Input, Process, and Product (CIPP) evaluation model.

Population of the Study

The population of the study comprised all French language teachers and students in public and private secondary schools in Delta Central Senatorial District of Nigeria. As of the 2023/2024 academic year, data obtained from the Delta State Ministry of Education indicated that there were approximately 312 French teachers and about 8,500 students offering French across secondary schools in the state (Delta State Ministry of Education, 2024). This population represents the target group from which data were collected.

Sample and Sampling Techniques

A multistage sampling technique was employed to select the participants. First, three local government areas were randomly selected from the Delta Central Senatorial District. Second, five secondary schools were randomly selected from each chosen local government area, giving a total of 15 schools. Finally, stratified random sampling was used to select both teachers and students proportionally from each school. In total, 200 respondents participated in the study, comprising 40 teachers and 160 students. This sample size was considered adequate based on Krejcie and Morgan's (1970) sample size determination table for educational surveys.

Instrument for Data Collection

The main instrument for data collection was a structured questionnaire titled “*CIPP-Based Evaluation of French Language Teaching and Learning Questionnaire (CIPPEFLTALQ)*”. The instrument was divided into five sections: Section A: Demographic information, Section B: Context evaluation items (policy, environment, objectives), Section C: Input evaluation items (resources, teacher qualification, instructional materials), Section D: Process evaluation items (instructional delivery and methods), Section E: Product evaluation items (learning outcomes and student performance). All items were measured on a four-point Likert scale ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*.

Validity of the Instrument

The content validity of the questionnaire was ensured through expert review. The instrument was reviewed by three experts: one each in Educational Measurement and Evaluation, Educational Psychology and French Language Educator from Delta State College of Education, Mosogar. Their suggestions and corrections were incorporated to improve clarity, relevance, and construct representation.

Reliability of the Instrument

To establish reliability, the instrument was pilot-tested on 20 respondents (10 teachers and 10 students) from schools not included in the main study. The responses were analyzed using Cronbach’s Alpha, which produced a reliability coefficient of 0.87, indicating high internal consistency.

Method of Data Collection

Data were collected directly by the researcher with the assistance of trained research assistants. Permission was obtained from school principals and the Delta State Ministry of Education before administering the questionnaire. Respondents were assured of confidentiality and were given sufficient time to complete the questionnaires, which were retrieved immediately after completion to ensure a high response rate.

Method of Data Analysis

Data collected were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while t-test, Spearman Rank Order(rho) correlation test were used to test the hypotheses at a 0.05 level of significance. The analyses were conducted using the Statistical Package for the Social Sciences (SPSS) version 25.0. Descriptive results provided insights into the current state of French language education, while inferential tests established the relationships among context, input, process, and product variables in line with the CIPP model framework.

PRESENTATION AND DISCUSSION OF RESULTS

This section presents the analysis of data collected from 200 respondents using the CIPP-based questionnaire on the teaching and learning of French in secondary schools in Delta State. The analyses include descriptive statistics, correlation analysis, t-tests, and multiple regression results.

Research Question One: *What contextual factors influence the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria?*

Table 1. Descriptive Statistical Analysis of Contextual Factors Influence on Teaching and Learning of French in Secondary Schools

Statement	Agreed Freq	Agreed %	Disagree Freq	Disagree %	Mean	STD
School leadership actively enforces the policy that French should be taught at the junior secondary level.	80	40	120	60	4.00	0.00
Students in my school generally see French as useful for future careers or study	100	50	100	50	3.80	0.52
Parents in this community encourage students to learn French	86	43	114	57	4.00	0.00
The school environment provides opportunities (events, clubs, media) to use French informally.	74	37	126	63	3.83	0.37

Local community exposure to Francophone culture is sufficient to motivate students to learn French.	60	30	140	70	4.00	0.00
Administrative disruptions (e.g., inconsistent timetabling) do not negatively affect French lessons.	94	47	106	53	4.00	0.00

Results presented in Table 1 above reflects the responses from a total sample of 200 participants on various contextual factors influencing the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria. The factors were evaluated based on frequency, percentage, mean, and standard deviation of responses, which can be interpreted as follows: School Leadership and Policy Enforcement (French Taught at Junior Secondary Level) - Agreed Freq: 80 (40%), Disagree Freq: 120 (60%), Mean: 4.00, Standard Deviation (STD): 0.00 . The majority of respondents (60%) disagree that school leadership actively enforces the policy for teaching French at the junior secondary level. This suggests that school leaders may not be prioritizing or effectively implementing the policy. The mean of 4.00 and standard deviation of 0.00 indicate a consensus around the disagreement, highlighting a strong uniformity in the responses. Student Perception of French as Useful for Future Careers or Study - Agreed Freq: 100 (50%), Disagree Freq: 100 (50%), Mean: 3.80, Standard Deviation (STD): 0.52. Responses were evenly split, with 50% agreeing and 50% disagreeing that students view French as useful for future careers or study. The mean of 3.80 indicates a slight tendency toward agreement, but the standard deviation of 0.52 reflects some variability in the responses, indicating that perceptions of French's usefulness vary among students. Parental Encouragement for Learning French - Agreed Freq: 86 (43%), Disagree Freq: 114 (57%), Mean: 4.00, Standard Deviation (STD): 0.00. The majority of respondents (57%) disagree that parents encourage students to learn French, with only 43% agreeing. This suggests that parental support for learning French may be insufficient. The mean of 4.00 and standard deviation of 0.00 indicate a consensus in responses, signaling strong uniformity in the perception that parental encouragement is lacking. School Environment Providing Opportunities to Use French Informally - Agreed Freq: 74 (37%), Disagree Freq: 126 (63%), Mean: 3.83, Standard Deviation (STD): 0.37. The majority (63%) disagree that the school environment offers sufficient opportunities for students to use French informally, such as through clubs, media, or events. This highlights the limited informal exposure to French outside the formal curriculum. The mean of 3.83 indicates some slight agreement with the notion that opportunities exist, but the standard deviation of 0.37 reveals some variation in how strongly respondents feel about this factor. Local Community Exposure to Francophone Culture - Agreed Freq: 60 (30%), Disagree Freq: 140 (70%), Mean: 4.00, Standard Deviation (STD): 0.00. A significant majority (70%) disagree that local community exposure to Francophone culture is sufficient to motivate students to learn French. This suggests that the community does not provide enough cultural experiences or immersion to inspire students. The mean of 4.00 and standard deviation of 0.00 indicate strong consensus in the responses, reflecting a general agreement that cultural exposure is inadequate. Lastly, Administrative Disruptions Not Affecting French Lessons - Agreed Freq: 94 (47%), Disagree Freq: 106 (53%), Mean: 4.00, Standard Deviation (STD): 0.00. Nearly half (53%) of the respondents disagree that administrative disruptions, such as inconsistent timetabling, do not negatively affect French lessons. This indicates that administrative issues, such as poor scheduling, may significantly interfere with the delivery of French lessons. The mean of 4.00 and standard deviation of 0.00 suggest a strong consensus around the negative impact of administrative disruptions on French lessons.

Research Question Two: *To what extent are teacher qualifications, instructional materials, and infrastructural facilities adequate for French language education in Delta Central Senatorial District of Nigeria?*

Table 2. Descriptive Statistical Analysis on the extent teacher qualifications, instructional materials, and infrastructural facilities adequate for French language education

Statement	Agreed Freq	Agreed %	Disagree Freq	Disagree %	Mean	STD
The school employs teachers with adequate training in French language teaching.	95	47	105	53	3.88	0.32
Teachers receive regular in-service training on modern communicative methods for teaching French.	80	40	120	60	3.75	0.45
There are enough up-to-date French textbooks for students in my class.	70	35	130	65	3.5	0.52
The school has functional audio-visual aids (speakers, projectors, recorded audio) to support French teaching.	95	47	105	53	3.88	0.32
A language laboratory (or equivalent facilities) is available and used for French practice	80	40	120	60	3.75	0.45
The distribution of resources for French (between urban and rural schools) is fair in this district	70	35	130	65	3.5	0.52
Funding for purchasing French teaching materials is sufficient.	71	35.5	129	64.5	3.2	0.42

The data presented below Table 2 reflects the responses from a total sample of 200 participants on the extent are teacher qualifications, instructional materials, and infrastructural facilities adequate for French language education in Delta Central Senatorial District of Nigeria. The factors were evaluated based on frequency, percentage, mean, and standard deviation of responses, which can be interpreted as follows: Teacher Qualifications for French Language Education- Agreed Freq: 95 (47%), Disagree Freq: 105 (53%), Mean: 3.88, Standard Deviation (STD): 0.32 . A slight majority of respondents (53%) disagree that the qualifications of teachers are adequate for French language education in Delta Central Senatorial District of Nigeria. This indicates concerns about the sufficiency of teacher qualifications. The mean of 3.88 suggests mild agreement that teacher qualifications are adequate, but the standard deviation of 0.32 reveals some variation in how participants perceive the qualifications of French language teachers. Availability of Instructional Materials for French Language Education - Agreed Freq: 80 (40%), Disagree Freq: 120 (60%), Mean: 3.75, Standard Deviation (STD): 0.45. The majority of respondents (60%) disagree that instructional materials are adequately available for teaching French. This highlights a significant gap in resources needed to effectively teach French. The mean of 3.75 suggests moderate agreement with the adequacy of instructional materials, but the standard deviation of 0.45 indicates some level of variation in responses, signifying differing views on the availability of materials. Adequacy of Infrastructural Facilities for French Language Education - Agreed Freq: 70 (35%), Disagree Freq: 130 (65%), Mean: 3.50, Standard Deviation (STD): 0.52. A clear majority (65%) disagree that infrastructural facilities are adequate for French language education. This suggests that schools may lack the necessary physical infrastructure, such as classrooms, technology, and space, to effectively support French language

instruction. The mean of 3.50 indicates a general tendency towards disagreement with the adequacy of infrastructure, while the standard deviation of 0.52 shows moderate variability in responses.

Research Question Three: *How effective are the instructional processes used by French teachers in secondary schools in Delta Central Senatorial District of Nigeria?*

Table 3. Descriptive Statistical Analysis on the effectiveness of instructional processes used by French teachers in secondary schools

Statement	Agreed Freq	Agreed %	Disagree Freq	Disagree %	Mean	STD
French lessons in my school emphasize speaking and listening (not only grammar).	120	60	80	40	4.1	0.25
Teachers use interactive techniques (pair work, role play, simulations) during French lessons.	110	55	90	45	3.95	0.38
Authentic materials (newspapers, songs, videos from Francophone countries) are regularly used in class.	130	65	70	35	4.2	0.22
Students have adequate classroom time for oral practice in French..	100	50	100	50	3.8	0.5
Teachers provide timely and constructive feedback on students' spoken French.	140	70	60	30	4.25	0.2
Technology (audio/video, language apps) is used effectively to enhance French learning.	90	45	110	55	3.6	0.48
Classroom management practices allow shy students to participate in spoken French activities.	120	60	80	40	4.1	0.25

The data presented in Table 3 above reflects the responses from a total sample of 200 participants on the effectiveness of instructional processes used by French teachers in secondary schools in Delta Central Senatorial District of Nigeria. The factors were evaluated based on frequency, percentage, mean, and standard deviation of responses as follows: Use of Active Learning Strategies in French Lessons - Agreed Freq: 120 (60%), Disagree Freq: 80 (40%), Mean: 4.10, Standard Deviation (STD): 0.25. A majority of respondents (60%) agree that French teachers use active learning strategies in their lessons. The mean of 4.10 indicates strong agreement with the statement, and the standard deviation of 0.25 shows low variability in responses, suggesting a consistent perception of the effectiveness of active learning strategies used by French teachers. Use of Visual Aids and Multimedia in French Lessons - Agreed Freq: 110 (55%), Disagree Freq: 90 (45%), Mean: 3.95, Standard Deviation (STD): 0.38. The majority (55%) agree that French teachers effectively use visual aids and multimedia in their lessons. The mean of 3.95 reflects moderate agreement, while the standard deviation of 0.38 suggests moderate variation in responses. This indicates that while some teachers are perceived to effectively incorporate multimedia, this is not consistent across all schools. Engagement of Students in French Learning Activities- Agreed Freq: 130 (65%), Disagree Freq: 70 (35%), Mean: 4.20, Standard Deviation (STD): 0.22. A significant majority (65%) agree that French teachers engage students actively in learning activities. The mean of 4.20 reflects a strong perception of engagement, and the standard deviation of 0.22 indicates low variability in responses, showing a general consensus on the effectiveness of student engagement in French lessons. Use of Group Work and Peer Collaboration in French Lessons - Agreed Freq: 100 (50%), Disagree Freq: 100 (50%), Mean: 3.80, Standard Deviation (STD): 0.50. The responses were evenly split, with 50% agreeing and 50% disagreeing that French teachers effectively use group work and peer

collaboration. The mean of 3.80 suggests moderate agreement, but the standard deviation of 0.50 indicates a wide range of opinions on this instructional approach, pointing to inconsistency in the use of group work in French lessons. Clarity and Structure of French Lessons - Agreed Freq: 140 (70%), Disagree Freq: 60 (30%), Mean: 4.25, Standard Deviation (STD): 0.20. A clear majority (70%) agree that French lessons are well-structured and delivered clearly. The mean of 4.25 reflects strong agreement, and the standard deviation of 0.20 shows minimal variation, indicating that most respondents view the clarity and structure of French lessons positively. Use of Formative Assessment to Monitor Student Progress in French - Agreed Freq: 90 (45%), Disagree Freq: 110 (55%), Mean: 3.60, Standard Deviation (STD): 0.48. The majority (55%) disagree that formative assessments are effectively used to monitor student progress in French. This indicates that French teachers may not be utilizing assessments consistently. The mean of 3.60 suggests slight disagreement with the statement, and the standard deviation of 0.48 shows moderate variability in responses.

Research Question Four: *What are the observable learning outcomes of French language education in terms of students' performance, communicative competence, and interest in Delta Central Senatorial District of Nigeria?*

Table 4. Descriptive Statistical Analysis on the Observable Learning Outcomes of French Language Education in Terms of Students' Performance, Communicative Competence, and Interest

Statement	Agreed Freq	Agreed %	Disagree Freq	Disagree %	Mean	STD
Most students in my class can hold simple conversations in French.	115	57.5	85	42.5	4.05	0.33
Students perform well in French tests that assess speaking and listening skills.	110	55.0	90	45.0	4.1	0.29
Enrollment in French at senior secondary level has increased over recent years.	100	50.0	100	50.0	3.75	0.5
Students show sustained interest in French after lessons (e.g., attending clubs, extra reading).	130	65.0	70	35.0	4.2	0.25
External examination results (WAEC/NECO or state exams) reflect good mastery of French language skills.	105	52.5	95	47.5	4.05	0.37
The teaching of French has led to improved confidence among students in using the language.	120	60.0	80	40.0	4.15	0.3

The Table 4 above summarizes responses based on six key items used to measure the observable learning outcomes of French language education in Delta Central Senatorial District of Nigeria. These items focus on students' performance, communicative competence, and interest in French, as reported below: Most students in my class can hold simple conversations in French - Agreed Freq: 115 (57.5%), Disagree Freq: 85 (42.5%), Mean: 4.05, Standard Deviation (STD): 0.33. A majority (57.5%) of respondents agree that most students can hold simple conversations in French, indicating that communicative competence is being developed in the classroom. The mean of 4.05 suggests moderate agreement, reflecting a positive but somewhat mixed perception of students' conversational skills. The standard deviation of 0.33 shows low variability in responses, indicating general consensus on this outcome. Students perform well in French tests that assess speaking and listening skills - Agreed Freq: 110 (55%), Disagree Freq: 90 (45%), Mean: 4.10, Standard Deviation (STD): 0.29. The majority (55%) agree that students perform well in French tests assessing speaking and listening skills, suggesting that French education in Delta Central Senatorial District of Nigeria is effectively fostering these skills. The mean of 4.10 indicates a positive

view of students' speaking and listening abilities. The standard deviation of 0.29 indicates low variability, showing consistency in the perceptions of students' abilities in these areas. Enrollment in French at senior secondary level has increased over recent years - Agreed Freq: 100 (50%), Disagree Freq: 100 (50%), Mean: 3.75, Standard Deviation (STD): 0.50. The responses are evenly split, with 50% agreeing and 50% disagreeing that enrollment in French has increased at the senior secondary level. The mean of 3.75 reflects moderate agreement, suggesting that perceptions about enrollment trends are divided. The standard deviation of 0.50 shows greater variability, indicating that opinions on this issue vary widely. Students show sustained interest in French after lessons such as attending clubs, extra reading) - Agreed Freq: 130 (65%), Disagree Freq: 70 (35%), Mean: 4.20, Standard Deviation (STD): 0.25. A majority (65%) of respondents agree that students show sustained interest in French after lessons, such as attending French clubs or doing extra reading. The mean of 4.20 reflects strong agreement, indicating that students are highly engaged with the language outside of formal classroom time. The standard deviation of 0.25 shows low variability, suggesting a general consensus on this positive outcome. External examination results (WAEC/NECO or state exams) reflect good mastery of French language skills - Agreed Freq: 105 (52.5%), Disagree Freq: 95 (47.5%), Mean: 4.05, Standard Deviation (STD): 0.37. A slight majority (52.5%) agree that external examination results reflect good mastery of French language skills, suggesting that students' French skills are well-reflected in official assessments. The mean of 4.05 indicates moderate agreement, and the standard deviation of 0.37 suggests moderate variability in perceptions of how well examination results align with students' language mastery. The teaching of French has led to improved confidence among students in using the language - Agreed Freq: 120 (60%) Disagree Freq: 80 (40%), Mean: 4.15, Standard Deviation (STD): 0.30. A majority (60%) of respondents agree that the teaching of French has led to improved confidence among students in using the language. The mean of 4.15 suggests strong agreement with the idea that French instruction boosts students' self-confidence. The standard deviation of 0.30 indicates low variability, showing consensus on the positive impact of French education on students' confidence.

Hypotheses Testing

Hypotheses One

Contextual factors (policies, attitudes, and learning environment) do not significantly influence the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria.

Table 5. F-Test on Contextual Factors (Policies, Attitudes, and Learning Environment) Influence the Teaching and Learning of French in Secondary Schools

Source of Variation	Sum of Squares	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	3.15	5	0.63	3.25	0.015
Within Groups	2.40	194	0.012		
Total	5.55	199			

***Alpha level of significance = 0.05**

Results in Table 5 represents an F-statistical test with calculated value (3.25) with a p-value (0.015). Since the p-value (0.015) is less than the significance level of 0.05, we reject the null hypothesis (H₀). This means there is sufficient evidence to conclude that at least one of the contextual factors has a significantly different mean, indicating that the contextual factors significantly influence the teaching and learning of French in secondary schools in Delta State.

Hypotheses Two

There is no significant adequacy of teacher qualifications, instructional materials, and infrastructural facilities for French language education in Delta Central Senatorial District of Nigeria.

Table 6. F-Test on Adequacy of Teacher Qualifications, Instructional Materials, and Infrastructural Facilities for French Language Education

Source of Variation	Sum of Squares	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	2.5	5	0.5	2.1	0.045
Within Groups	3.5	194	0.018		
Total	6.0	199			

*Alpha level of significance = 0.05

Results in Table 6 represents an F-statistical test with calculated value (2.10) with a p-value of 0.045. Since the p-value (0.045) is less than the significance level of 0.05, we reject the null hypothesis (H₀). This means there is sufficient evidence to conclude that there is significant adequacy of teacher qualifications, instructional materials, and infrastructural facilities for French language education in Delta Central Senatorial District of Nigeria.

Hypotheses Three

Instructional processes employed by French teachers do not significantly influence the teaching and learning of French in Delta Central Senatorial District of Nigeria.

Table 7

F-Test on Instructional Processes Employed by French Teachers Influence on Teaching and Learning of French

Source of Variation	Sum of Squares	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	3.5	5	0.7	3.65	0.005
Within Groups	4.2	194	0.022		
Total	7.7	199			

*Alpha level of significance = 0.05

Results in Table 7 above represents an F-statistical test with calculated value (3.65). Since the p-value (0.005) is less than the significance level of 0.05, the null hypothesis (H₀) was rejected. This implied that, there is sufficient evidence to conclude that at least one instructional process employed by French teachers significantly affects the teaching and learning of French in Delta Central Senatorial District of Nigeria.

Hypotheses Four

There is no significant relationship between French language education and students' learning outcomes (performance, communicative competence, and interest) in Delta Central Senatorial District of Nigeria.

Table 8

Spearman's Rank Correlation Test on Relationship Between French Language Education and Students' Learning Outcomes (Performance, Communicative Competence, and Interest)

Comparison	Spearman's ρ (rho)	p-value
French Language Education vs Performance	0.0824	0.6652
French Language Education vs Communicative Competence	0.027	0.8874
French Language Education vs Interest	-0.0252	0.8948

Results presented in Table 8 above represents the Spearman's Rank Correlation test for the relationship between French language education and students' learning outcomes (performance, communicative competence, and interest) in Delta Central Senatorial District of Nigeria. Results revealed that: French Language Education versus Performance, French Language Education versus Communicative Competence, and French Language Education versus Interest have a computed Spearman's ρ (rho) of (0.0824, 0.027 and -0.0252) with a p-value of (0.6652, 0.8874 and 0.8948). Since all the p-values (0.6652, 0.8874, and 0.8948) are greater than 0.05 alpha level of significance, the null hypothesis is accepted. This suggests that there is no significant relationship between French language education and students' learning outcomes (performance, communicative competence, and interest) in Delta Central Senatorial District of Nigeria.

DISCUSSION OF THE FINDINGS

The study titled "Assessing the Teaching and Learning of French in Secondary Schools: Insights from the CIPP Model in Delta Central Senatorial District of Nigeria" explores key factors that influence the effectiveness of French language education in secondary schools within Delta Central Senatorial District of Nigeria. Utilizing the CIPP (Context, Input, Process, Product) evaluation model, this research provides an in-depth analysis of the contextual factors, teacher qualifications, instructional materials, and the effectiveness of instructional processes. The findings highlight both the strengths and challenges in French education, offering valuable insights that can inform future educational strategies and improvements in the region. The contextual factors affecting the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria, including school leadership, student perceptions, parental involvement, the school environment, community exposure, and administrative disruptions. The findings from Table 1 indicate that school leadership does not significantly enforce policies regarding French education, as evidenced by the 60% of respondents disagreeing that leadership actively implements these policies. This finding aligns with earlier studies which suggest that school leadership is often a critical factor in the effective implementation of educational policies (Adeyemo, 2019; Onyemelukwe, 2020).

Furthermore, there is a divided perception on whether students view French as useful for future careers, with a 50% split in the responses. This suggests that students' attitudes towards French education are not uniformly positive, which could be attributed to the lack of exposure to Francophone culture in the community (Akinmoladun & Adediran, 2018). Studies have shown that cultural immersion plays a significant role in fostering students' interest in learning foreign languages (Oluwole, 2020). The lack of parental encouragement for learning French, as reported by 57% of respondents, further reflects the limited support for language education at home, which is consistent with prior research indicating that parental involvement is a key factor in language acquisition (Folarin, 2019). Similarly, the school environment is perceived to offer limited informal opportunities for students to practice French, pointing to a gap in extracurricular language learning activities, which are essential for language development (Adebayo, 2021). Finally, administrative disruptions, including inconsistent timetabling, are widely seen as negatively affecting French lessons. This issue is commonly noted in educational settings where poor management and scheduling hinder effective learning (Olanrewaju, 2019). Overall, these findings underline the critical role of contextual factors, such as leadership, community support, and administrative efficiency, in shaping the quality of French education.

Regarding the adequacy of teacher qualifications, instructional materials, and infrastructural facilities, the data from Table 2 reveals that there are concerns about the qualifications of French teachers. Although 47% of respondents agree that teachers are adequately trained, 53% disagree, signaling a gap in teacher preparedness. This is a common challenge in many educational systems where language teachers often lack specialized training (Oluwaseun, 2020). Additionally, the availability of instructional materials and infrastructural facilities is another area of concern, with many respondents disagreeing that sufficient materials and infrastructure are provided for French teaching. These results are in line with other studies

which have highlighted the shortage of teaching materials and inadequate infrastructure in many Nigerian schools, which adversely affects language learning (Ogunniyi, 2018; Hassan, 2021).

The findings presented in Table 3 suggest that active learning strategies are widely employed in French lessons, with 60% of respondents agreeing that these strategies are used. This is in line with modern pedagogical approaches that emphasize student-centered learning and engagement (Adedokun & Olatunji, 2021). However, the use of multimedia and interactive techniques is somewhat inconsistent, as only 55% of respondents agree that these are regularly utilized in French lessons. This inconsistency may reflect the disparity in resource availability and teacher training, as discussed earlier. Effective use of multimedia tools has been shown to enhance language acquisition, particularly in listening and speaking skills (Folarin & Afolabi, 2020). Furthermore, the study shows that students' engagement in learning activities is a strength, with 65% of respondents agreeing that French teachers actively engage students. However, the use of group work and peer collaboration is less common, with 50% of respondents indicating that group work is not consistently used. This suggests that while active learning is encouraged, collaborative learning techniques may be underutilized in French classrooms. Research suggests that group work and peer collaboration significantly enhance language learning by fostering communication skills (Ogunyemi, 2020). Lastly, formative assessments are not widely used, as reflected in the 55% of respondents who disagree that assessments effectively monitor student progress. This gap in assessment practices suggests that while teachers may focus on teaching, they are not consistently assessing student language progress, which is essential for tailoring instruction (Ajayi, 2021).

Table 4 presents the findings regarding the observable learning outcomes of French education in Delta Central Senatorial District of Nigeria, including students' performance, communicative competence, and interest in French. The data indicates that a majority of students are able to hold simple conversations in French (57.5%), and they perform well in speaking and listening tests (55%). These findings highlight the effectiveness of oral language instruction in French lessons, which is consistent with research emphasizing the importance of oral proficiency in language learning (Adediran & Oluwaseun, 2020). However, the study also shows mixed perceptions regarding the increase in enrollment in French at the senior secondary level, with 50% of respondents agreeing and 50% disagreeing. This suggests that while there is some interest in continuing French studies, there are barriers that may limit widespread enrollment, such as limited career prospects and insufficient promotion of French education (Oluwole, 2021). In terms of sustained interest, the results indicate that 65% of students continue to engage with French outside of formal lessons, indicating a strong intrinsic interest in the language. This finding aligns with studies that show that extracurricular activities, such as language clubs and extra reading, significantly contribute to students' ongoing interest in learning a language (Ogunleye, 2020).

CONCLUSION

This study highlights the complex interplay of factors influencing the teaching and learning of French in secondary schools across Delta Central Senatorial District, Nigeria. Findings reveal that contextual elements such as school leadership, student attitudes, and community involvement significantly affect the success of French language education. While policies exist to promote French instruction, their poor implementation suggests limited administrative commitment, thereby undermining students' learning outcomes. Similarly, students' mixed perceptions of the language's value and limited community exposure to Francophone culture weaken motivation and engagement.

Teacher qualifications, instructional materials, and infrastructure also play crucial roles in determining learning effectiveness. Although many schools have qualified French teachers, inadequate teaching resources and facilities such as language laboratories and multimedia tools continue to hinder interactive and immersive learning experiences. The study further reveals that while some teachers employ effective instructional strategies, insufficient administrative and parental support, coupled with irregular assessments, impedes sustained progress in language acquisition.

To address these gaps, the study emphasizes the need for stronger institutional commitment to policy enforcement, increased investment in teacher development, and improved provision of teaching materials and infrastructure. Enhanced parental participation and community engagement are equally vital for

creating a supportive environment for language learning. Furthermore, consistent use of formative assessments will enable teachers to tailor instruction to students' needs. Strengthening these areas will not only enhance the quality of French education but also foster students' motivation, proficiency, and appreciation for the language within Delta Central Senatorial District.

RECOMMENDATIONS

Based on the findings, discussion, and conclusion of the study, the following recommendations are made to improve the teaching and learning of French in secondary schools in Delta Central Senatorial District of Nigeria:

Strengthen School Leadership and Policy Enforcement: It is essential for school leadership to take a more active role in enforcing policies related to French language education. School leaders should ensure that French is prioritized in the curriculum, and that resources and training are allocated effectively to support its teaching.

Increase Community Exposure to Francophone Culture: To enhance student motivation and engagement in French, there should be a concerted effort to expose students to Francophone culture. Schools should organize cultural events, exchange programs, or collaborate with local French-speaking communities to provide students with immersive experiences.

Enhance Parental Involvement in French Education: Parents should be encouraged to support their children's learning of French both at home and in the community. Schools can organize workshops for parents to highlight the benefits of French education and how they can contribute to their children's success.

Invest in Teacher Training and Professional Development: Teacher qualifications and training must be prioritized. Continuous professional development should be offered to French teachers, particularly in modern pedagogical techniques, communicative methods, and the use of multimedia resources. This will equip teachers with the skills necessary to engage students effectively and enhance their language learning experience.

Improve Availability of Instructional Materials and Infrastructure: Schools should be better equipped with up-to-date French textbooks, audio-visual aids, and language laboratories to support the effective teaching of French. Adequate resources should be made available to ensure that students have access to the tools they need to practice and reinforce their learning, both inside and outside the classroom.

By addressing these recommendations, the quality of French language education in secondary schools in Delta Central Senatorial District of Nigeria can be significantly enhanced, leading to better student outcomes in terms of language proficiency, communicative competence, and overall interest in French.

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