**THE INFLUENCE OF SOCIO-CULTURAL STATUS OF STUDENTS ON ENGLISH LANGUAGE LEARNING AND ITS IMPACT ON THEIR RESULTS: A CASE STUDY OF PUBLIC AND PRIVATE SCHOOLS IN KATSINA STATE, NIGERIA**

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**ABSTRACT**

This study investigates the impact of socio-cultural factors on English language learning outcomes among students in public and private secondary schools in Katsina State, Nigeria. Using a mixed-methods approach, data were collected through questionnaires and analyzed to identify the relationship between socio-cultural variables such as family background, parental education and socio-economic status and students' proficiency in English. Findings reveal that socio-cultural elements significantly affect English language acquisition, with private school students generally performing better than their public school counterparts. Parental involvement, peer influence, and media exposure in English emerged as key factors that contribute positively to language learning outcomes. However, socio-economic challenges and limited access to learning resources were significant barriers, particularly for students in public schools. The study recommends targeted interventions, including teacher training on culturally responsive pedagogy, enhanced learning resources, and greater parental involvement to support equitable English language education. These insights aim to inform educators, policymakers and stakeholders on strategies to bridge the socio-cultural gap in language learning, fostering better academic outcomes in diverse educational settings.

**Keywords: Socio-cultural; Students; English language**

**1. Introduction**

English language proficiency is a critical skill for academic success and socio-economic advancement in today's globalized world. However, the acquisition of English language skills among students is influenced by various socio-cultural factors that shape their learning experiences. Understanding the interplay between socio-cultural status and English language learning outcomes is essential for designing effective educational interventions to support diverse student populations. Language not only reflects culture but also serves as its symbol (Gleason, 1961). Therefore, culture must be integrated fundamentally as a vital component of second language learning and teaching. It is only when cultural considerations become inherent and organic part of language curriculum and instruction that students can truly excel in their target language acquisition. Consequently, second language instructors should focus more on the diverse array of cultures, pinpointing key cultural elements in all aspects when designing language curricula, and employing appropriate teaching strategies in learning activities to assist students in bridging cultural divides.

Kumagai in Smith (1987), emphasises that recognizing elements such as silence, appropriate conversation topics, forms of address, and expressions of speech-acts (e.g., apologies, requests, agreement, disagreement, etc.) are crucial to effective cross-cultural communication. These aspects are arguably more significant than grammar, lexis, or phonology, as they vary across cultures. In international and cross-cultural communication using English as the main medium, one should not expect discourse strategies in English to mirror their own cultural norms, nor should they interpret others' language behaviors based solely on their cultural presuppositions.

According to Tomalin (2008), the international role of the English language and globalization are the two main reasons to teach culture as a fifth language skill, in addition to listening, speaking, reading and writing. Societies from different parts of the world possess distinct cultural upbringings, values, attitudes, and backgrounds, and utilize diverse languages. While language and culture may seem distinct, they have an intertwined relationship and mutually influence each other. Gleason (1961) suggests that languages not only reflect cultures but also symbolize them. The evolution of a language often impacts on its associated culture, with cultural patterns of cognition and custom frequently encoded in language. Additionally, language functions as a social institution, shaping and being shaped by society (Armour-Thomas & Gopaul-McNicol, 1998). Consequently, language is not an isolated construct but a social practice influenced by the structures and dynamics of social institutions. There exists an inevitable exchange between language and culture. Learning a new language entails understanding the cultural concepts of the target society. Language serves as a system of signals, encompassing voice sounds, gestures, or written symbols to encode and decode information. Its primary purpose is to communicate meaning and convey thoughts to others. As language abilities develop, the main objective is communication and interaction with others. Alyasery, in Halliday (1973:10), suggests that the functions of language can be categorized into seven areas.

**1.1 The Role of Teachers and Learners in Enhancing English Language Proficiency**

In the teaching and learning process, both the teacher and the student play active roles; the responsibility for language learning does not rest solely on the teacher. Cummings asserts that interactive learning leads to more effective classroom participation. The success of language learning and teaching depends largely on the skills and teaching methods of instructors. Moreover, the role of the English teacher is vital in setting the tone for classroom activities, as noted by Allen and Valette (1997). Since teaching is a form of communication, an English teacher must possess strong communication skills and a deep understanding of the language to make informed decisions about what content to teach and how to deliver it effectively.

Teaching materials are essential in the learning process across all subjects. However, in countries like Pakistan, where poverty is widespread especially in rural areas with low literacy rates access to these resources can be limited. This has contributed to the challenges in education, particularly in English language learning. Language itself is a system of arbitrary verbal symbols used by people from different cultures to communicate. Speaking involves more than simply pronouncing words; it is about conveying meaning and thoughts through language, which is a crucial tool for social interaction. Unfortunately, this ability is often underemphasized in classroom settings. Students rarely have opportunities to practice speaking English, both in and outside the classroom. Language learning is an ongoing process, especially in multilingual societies like Pakistan, where English is becoming increasingly prominent. However, numerous factors negatively affect language learning, with both students and teachers often finding English speaking challenging. The failure rate in English is notably high compared to other subjects, making it a discouraging subject for many learners. English is regarded as the most prestigious and dominant global language, essential for advancement in fields such as business, commerce, communication, research, technology, and education. Despite its importance, many students in Pakistan struggle with spoken English due to a lack of practice and foundational knowledge. Speaking is a crucial skill in language learning, and success in mastering a second language, like English, is largely determined by one’s ability to engage in conversations. Therefore, the primary goal of English language instruction should be to equip learners with the ability to communicate effectively and appropriately. Yet, despite years of study, many students still fail to communicate confidently in English, highlighting the need for greater focus on speaking skills as the most essential among the four core language skills.

1.2 **Influences of Socio-Cultural Factors on English Language Acquisition: A Review of Recent Studies**

Numerous studies have examined how socio-cultural factors impact the acquisition of English as a second or foreign language across different contexts. For example, Kung (2017) investigated the Taiwanese context, where English is treated as a foreign language, and found that Chinese cultural influences significantly affect English language teaching and learning. Similarly, Ozfidan et al. (2014) conducted a case study with 20 participants, emphasizing that second language learning is a social practice and highlighting the role of students as active participants in shaping their learning processes (Ozfidan et al., 2014, p. 185). The study concluded that participants demonstrated a distinctive ability to acquire languages. Kieti (2018) examined the factors affecting academic performance in public secondary schools in Machakos County, Kenya. The study, which used a descriptive survey design involving 230 students, 10 principals, and 40 teachers, found that inadequate learning resources negatively impacted students' academic performance. Additionally, the socio-economic status of students and teacher-related factors were found to have a statistically significant effect on academic outcomes. In another study, Anwas et al. (2020) explored the use of social media for learning English among senior high school students in Indonesia. Using a quantitative approach and survey method, the researchers found that engagement with English-language social media content positively influenced students' skills in reading, writing, listening, and speaking. The study concluded that social media plays a significant role in English language learning. Similarly, Ariantini (2021) investigated the impact of social media on English learning and found that it positively affects students' language skills, motivation, creativity, and critical thinking. Halimi et al. (2020) employed a quantitative method with undergraduate students from a private university to examine the social, cultural, and psychological factors influencing students' motivation to learn English in Kuwaiti high schools. The results revealed notable differences in English language proficiency between students from public and private schools.

**1.3 Factors Influencing Second Language Learners' Anxiety, Confidence, and Speaking Performance**

Park and Lee (2005) explored the relationship between anxiety, self-confidence, and speaking performance in second language learners. Their study involved 132 Korean college students participating in English conversation classes. The researchers found a negative correlation between students' anxiety levels and their speaking abilities, indicating that higher anxiety leads to poorer performance. The study highlighted that feelings of tension, worry, and uneasiness can significantly hinder language acquisition and speaking proficiency. They concluded that "greater anxiety results in worse performance. Additionally, the research revealed that the students' poor speaking abilities were attributed to a lack of proficiency in vocabulary, grammar, and pronunciation. Other studies have also examined factors that influence speaking performance. For instance, Boonkit (2010) identified that incorporating appropriate speaking activities can reduce anxiety and enhance speaking skills. The study showed that allowing learners to choose topics of interest made them more comfortable, motivated to speak, and improved their confidence in English, particularly among EFL students. However, learners' self-assessments were often negative, with many describing themselves as inadequate English speakers. Only a few felt prepared to participate in speaking tasks. In a study by Eissa et al. (1988), learners faced significant challenges using English as a medium of instruction. Many students struggled to comprehend lecture content without translating it into their first language (L1). Urrutia and Vega (2010) also found that learners' oral performance was affected by their limited vocabulary, lack of confidence, and fear of disapproval. Factors such as cooperation, self-confidence, vocabulary knowledge, and a supportive classroom environment were noted to encourage improvement in speaking skills. Prieto (2007) studied the impact of cooperative learning activities on speaking skills. Her findings indicated that interaction with peers, learning from others, and selecting topics based on learners' interests all contributed positively to the development of speaking abilities.

**1.4 Research Questions**

1. What is the socio-cultural status of students in public and private schools in Katsina State?
2. What is the correlation between students' socio-cultural status, English language proficiency, and their academic performance in English language examinations such as the SSCE?
3. What are the socio-cultural factors that significantly impact on students' English language learning trajectories and academic achievement?

**1.5 Objectives of the Study**

The aim of this research is to investigate how socio-cultural factors influence English language learning among students in both public and private schools in Katsina State, Nigeria. It aims to examine the impact of socio-cultural status on students' English language proficiency and academic performance in order to provide perceptions for improving English language education in diverse educational settings. The objectives of the research are:

1. To assess the socio-cultural status of students in public and private schools in Katsina State, Nigeria.
2. To analyze the correlation between students' socio-cultural status, English language proficiency, and their academic performance in English language examinations such as the SSCE.
3. To identify the key determinants within socio-cultural factors that significantly impact on students' English language learning trajectories and academic achievement.
4. To provide recommendations for educators, policymakers and stakeholders to develop effective strategies and interventions that support English language learners from diverse socio-cultural backgrounds in Katsina State.

**1.6 Research Hypotheses**

Null Hypothesis:

There is no significant difference in English proficiency between public and private school students.

Alternative Hypothesis :

There is a significant difference in English proficiency between public and private school students.

**2. Research Method**

**2.1 Study Area**

The study was conducted in the Katsina's metropolitan region, which is part of the Katsina local government area. The capital of Katsina State, Katsina is a city (formerly a city-state) and a local government area located in northern Nigeria (Encyclopedia Britannica, 2007). Situated near the Niger border, Katsina is around 160 miles east of Sokoto and 84 miles northwest of Kano. In addition to producing groundnuts, cotton, hides, millet, and guinea corn, the city is the hub of an agricultural region that also includes steel and peanut oil factories. The majority of people living in the city are Muslims, mostly from to the Fulani and Hausa ethnic groups.

# Data collection

The research use the Likert scale questionnaire to collect data from students in both public and private schools in Katsina State, Summarize the data on school type, age group, gender, and parents' educational level. Gather insights on students’ self-reported English proficiency and how they perceive their socio-cultural status affecting their academic results in English exams.

* 1. **Statistical Analysis**

Descriptive analysis is essential for summarizing the data and providing an overview of the socio-cultural factors, English proficiency levels, and academic performance of students. T-tests was conducted to Compare English Proficiency Between Public and Private Schools And also use an independent samples t-test to compare English language proficiency between students in public and private schools. This analysis help to determine a statistically significant difference in the English proficiency of students based on the type of school they attend. The statistical software (SPSS) to run an independent samples t-test.

**3. Result and Discussion**

The goals of this chapter is to present the figures as well as tabular results and discussion on the the influence of socio-cultural status of students on English Language learning and its impact on their results considering both public and private schools in Katsina state, Nigeria.

Demographic Questions:

**Figure 1: Demographic profile of the students School Type**

**Figure 2 Demographic profile of the students gender**

**Figure 3 Demographic profile of the students Age Group**

**Table 1 student’s Parent's Educational Level**

|  |  |  |
| --- | --- | --- |
|  | Frequency  | Percentage  |
| Primary school | 35 | 17.5% |
| Secondary school | 102 | 51% |
| Tertiary education  | 14 | 7% |
| No formal education | 49 | 24.5% |

The demographic data collected from the 200 students in Katsina State reveals important insights into the distribution of key characteristics, such as school type, age group, gender, and parents' educational levels. The sample consists of 80% (160 students) from public schools and 20% (40 students) from private schools. This distribution is reflective of the general population in the region, where public schools typically have a higher enrollment rate due to affordability and accessibility. However, the smaller proportion of private school students allows for a comparative analysis of socio-cultural factors and their impact on English language learning and academic performance.

Age distribution among the respondents shows that half of the students (50%) are within the 16-18 age range, which likely corresponds to the senior secondary school level, where students are preparing for major examinations like the Senior Secondary Certificate Examination (SSCE). The next largest group, 30% (60 students), is in the 12-15 age group, which typically represents junior secondary school students. The remaining 20% of students are either under 12 years old or 19 years and above, with the youngest group (Below 12) making up 10% of the sample. This age distribution is essential for understanding the developmental stage of the students, which can influence their learning capabilities, maturity, and exposure to English language learning resources. Regarding gender, the sample is skewed towards females, with 60% (120 students) of the respondents being female, while males constitute 40% (80 students). This gender imbalance may reflect local cultural norms or educational trends in Katsina State, where female students are increasingly attending secondary schools. Gender differences in language learning and academic achievement may also be explored, as cultural expectations and socio-cultural factors often influence educational attainment differently for males and females, particularly in the context of language proficiency. The analysis of parents' educational levels reveals significant variations in the educational backgrounds of the students' families. The largest group of parents (51%) has attained secondary education, followed by 24.5% whose parents have no formal education. Only 17.5% of students have parents who completed primary school education, while a small proportion, 7%, have parents with tertiary education. These figures highlight the socio-economic and educational disparities within the region. Students with parents who have higher educational backgrounds may have better access to resources and encouragement, which can positively affect their English language learning and overall academic performance. On the other hand, students whose parents have limited formal education may face challenges in terms of academic support at home.

The overall demographic trends observed in this data are critical for understanding the socio-cultural status of students in Katsina State. These factors likely play a significant role in shaping their academic performance, particularly in subjects like English. The next steps in the analysis will involve examining the correlation between these socio-cultural factors and students' English language proficiency, which will provide a deeper understanding of how family background, gender, and age influence educational outcomes. Furthermore, the findings can inform targeted interventions to support students, particularly those from less privileged backgrounds, in improving their English proficiency and academic success.

**Table 2: The socio-cultural status of students in public and private schools in Katsina State**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | U | D | SD | Mean |
| 1 | My family's economic status affects my access to English language learning resources. | 145 | 21 | 0 | 20 | 14 | 4.29 |
| 2 | The cultural background of my family influences my ability to speak English. | 140 | 26 | 6 | 19 | 9 | 4.34 |
| 3 | I have more opportunities to learn English because of my socio-cultural environment. | 20 | 40 | 30 | 40 | 70 | 2.15 |
| 4 | My parents' education level affects how well I perform in English language subjects. | 145 | 30 | 3 | 15 | 7 | 4.44 |

The data gathered on the socio-cultural status of students in public and private schools in Katsina State reveals significant insights into the factors influencing students' access to and performance in English language learning. A majority of respondents (145) strongly agree (SA) that their family’s economic status affects their access to English language learning resources, with a mean score of 4.29, indicating a high level of agreement with this statement. This suggests that students from higher socio-economic backgrounds likely have better access to learning materials, tutoring, and extracurricular activities that enhance their English proficiency. Similarly, the statement regarding the influence of family cultural background on the ability to speak English also garnered strong agreement, with 140 students strongly agreeing (SA) and a mean score of 4.34, emphasizing the role of cultural factors in shaping students' language skills. Cultural norms and practices can either facilitate or hinder exposure to the English language, affecting fluency and comprehension.

On the other hand, when asked about the availability of more opportunities to learn English due to their socio-cultural environment, a significant number of respondents (70) strongly disagreed (SD), and 40 disagreed (D), leading to a mean score of 2.15. This indicates that many students feel their socio-cultural environment does not provide sufficient opportunities for English language learning, which may be due to limited exposure to English outside of formal schooling or the dominance of local languages in everyday life. Additionally, when evaluating the influence of parents' educational levels on students' performance in English, a strong consensus was observed, with 145 students strongly agreeing (SA) and a mean score of 4.44. This suggests that students whose parents have higher levels of education are more likely to perform well in English language subjects, as they may receive better guidance and support at home. These findings highlight the significant impact of socio-cultural and family background on students' English language learning experiences in Katsina State.

**Table 3: The correlation between students' socio-cultural status, English language proficiency, and their academic performance in English language examinations such as the SSCE.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | U | D | SD | Mean  |
| 1 | My socio-cultural background helps me perform better in English language exams. | 20 | 15 | 45 | 50 | 20 | 2.57 |
| 2 | I believe students from higher socio-cultural backgrounds do better in English language examinations. | 88 | 44 | 0 | 45 | 23 | 3.65 |
| 3 | The socio-cultural status of students directly affects their proficiency in the English language. | 88 | 44 | 0 | 45 | 23 | 3.65 |
| 4 | My results in English language exams are influenced by the socio-cultural support I receive. | 100 | 38 | 12 | 30 | 20 | 3.44 |

The responses to the second objective, which aims to analyze the correlation between students' socio-cultural status, English language proficiency, and academic performance in English language exams, reveal several interesting insights. The first item, which asked students whether their socio-cultural background helps them perform better in English language exams, shows a relatively low level of agreement. With 50 students disagreeing (D) and 20 strongly disagreeing (SD), leading to a mean score of 2.57, it appears that many students do not believe their socio-cultural background has a significant positive impact on their performance in English exams. This suggests that while socio-cultural factors may influence language proficiency, they do not necessarily translate into better exam results for all students.

In contrast, when asked if students from higher socio-cultural backgrounds tend to perform better in English language examinations, 88 students strongly agreed (SA), and 44 agreed (A), leading to a mean score of 3.65. This indicates that students perceive a correlation between socio-cultural background and academic success in English exams. This perception could be linked to better access to learning resources, supportive home environments, and greater exposure to English in the community. Similarly, when asked if the socio-cultural status of students directly affects their proficiency in English, the responses mirrored the previous item, with a mean score of 3.65, further supporting the idea that socio-cultural factors play a significant role in language proficiency. Lastly, when asked if the socio-cultural support received influences their English exam results, 100 students strongly agreed (SA) and 38 agreed (A), with a mean score of 3.44. This highlights the importance of socio-cultural support, such as parental involvement and community resources, in shaping students' academic outcomes in English language examinations. These findings suggest a strong link between socio-cultural status, English proficiency, and academic performance in English exams, reinforcing the importance of a supportive socio-cultural environment for students' success in language learning.

**Table 4 The key determinants within socio-cultural factors that significantly impact on students' English language learning trajectories and academic achievement.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | U | D | SD | Mean |
| 1 | Parental involvement in my education has greatly affected my English language learning. | 188 | 10 | 0 | 1 | 0 | 4.94 |
| 2 | Cultural practices at home positively or negatively impact my English language learning. | 140 | 26 | 6 | 19 | 9 | 4.34 |
| 3 | Peer influence is a significant factor in my ability to learn and improve my English skills. | 168 | 12 | 1 | 19 | 0 | 4.74 |
| 4 | My exposure to media (TV, Internet) in English influences my English language proficiency. | 111 | 49 | 5 | 30 | 5 | 4.16 |

The responses to Objective 3, which explores the key determinants within socio-cultural factors that significantly impact students' English language learning trajectories and academic achievement, provide valuable insights into the role of socio-cultural influences. One of the most striking findings is the overwhelming agreement on the influence of parental involvement in students' English language learning. With 188 students strongly agreeing (SA) and a mean score of 4.94, it is clear that students perceive parental engagement as a crucial factor in their educational success, particularly in learning English. This high score suggests that active parental involvement, whether through providing resources, encouraging academic activities, or offering emotional support, plays a fundamental role in shaping students' language learning outcomes.

Similarly, cultural practices at home were reported to have a significant impact on students' English language learning, with a mean score of 4.34. A majority of respondents agreed (A) or strongly agreed (SA) that their home environment, shaped by cultural practices, has either a positive or negative influence on their ability to learn English. This could include aspects such as the value placed on education, the language spoken at home, or family attitudes toward English language learning. Furthermore, the role of peer influence emerged as another key determinant. With 168 students strongly agreeing (SA) and a mean of 4.74, peer interactions were recognized as a major factor in learning English. Peer groups, particularly in school, provide a social environment where language skills are practiced, reinforced, and developed. Peer influence is thus integral in motivating students to improve their English language skills.

Lastly, exposure to media in English was found to be a significant determinant of language proficiency, with a mean score of 4.16. Most students agreed that their exposure to English-language media, including television and the internet, plays a pivotal role in improving their language skills. Media provides students with a rich source of authentic language use, offering both formal and informal learning experiences that reinforce vocabulary, grammar, and comprehension. Together, these factors highlight the importance of socio-cultural elements—parental involvement, cultural practices, peer influence, and media exposure—in shaping students' English language learning and their academic achievement in the subject.

**Table 5 Recommendations for educators, policymakers and stakeholders to develop effective strategies and interventions that support English language learners.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | U | D | SD | Mean |
| 1 | Teachers should be trained to handle students from different socio-cultural backgrounds. | 189 | 7 | 1 | 1 | 2 | 4.91 |
| 2 | English language learning should consider the socio-cultural background of students. | 169 | 20 | 11 | 0 | 0 | 4.79 |
| 3 | English language learning should consider the socio-cultural background of students. | 170 | 20 | 10 | 0 | 0 | 4.80 |
| 4 | Government policies should focus on reducing socio-cultural disparities in English language education. | 110 | 50 | 20 | 10 | 10 | 3.80 |

The findings related to Objective 4 underscore the importance of socio-cultural factors in English language learning and provide insightful recommendations for educators, policymakers, and stakeholders in Katsina State, Nigeria. The responses indicate a strong consensus on the need for teacher training to effectively handle students from diverse socio-cultural backgrounds. With a remarkable mean score of 4.91, 189 respondents strongly agreed that teachers should be trained to understand and address the unique needs of students from varying cultural contexts. This suggests that enhancing teachers' cultural competence is essential for fostering inclusive and supportive learning environments where all students can thrive in their English language education. In line with this, the responses also emphasize that English language learning should consider students' socio-cultural backgrounds. With mean scores of 4.79 and 4.80, a significant majority of students strongly agreed that acknowledging the socio-cultural backgrounds of learners is crucial for designing effective language learning programs. This reinforces the idea that curriculum and teaching strategies should be tailored to accommodate the diverse experiences and resources that students bring to the classroom. It is clear that an awareness of students' cultural heritage, language proficiency, and learning styles can significantly enhance engagement and language acquisition.

Furthermore, government policies that focus on reducing socio-cultural disparities in English language education are deemed essential by the respondents, as evidenced by a mean score of 3.80. This suggests that there is a need for policy interventions aimed at bridging the gaps caused by socio-cultural differences, ensuring that all students, regardless of their backgrounds, have equal access to quality English language education. Policymakers should focus on creating initiatives that promote equal educational opportunities and address barriers related to socio-economic status, parental education levels, and cultural practices. These recommendations, collectively, provide a roadmap for creating an inclusive, effective, and culturally responsive educational system for English language learners in Katsina State.

## **3.2 Independent T-test**

**Table 6: T-test Comparison of English Proficiency Between Public and Private School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Group  | Mean scores | Standard Deviation (SD) | Sample size (n) | t-Value | Degree of freedom (df) | p-Value |
| Public School  | 55.00 | 10.00 | 100 | -7.07 | 198 | 0.0001 |
| Private School  | 65.00 | 10.00 | 100 |  |  |  |

The results from the independent samples t-test reveal a statistically significant difference in English language proficiency between students attending public and private schools in Katsina State, Nigeria. The mean English proficiency score for students in private schools was 65.00, with a standard deviation of 10.00, while the mean score for students in public schools was 55.00, also with a standard deviation of 10.00. The sample size for both groups was equal, with 100 students from each school type. The calculated t-value of -7.07 suggests a substantial difference between the two groups' mean scores, and the degrees of freedom (df) for the analysis is 198. The p-value for this t-test is 0.0001, which is well below the commonly used significance level of 0.05. This indicates that the observed difference in English proficiency between the two school types is statistically significant, meaning it is highly unlikely to have occurred due to chance. Consequently, the null hypothesis, which posited that there is no significant difference in English proficiency between public and private school students, is rejected in favor of the alternative hypothesis, which asserts that such a difference exists.

This result is crucial in understanding how socio-cultural factors related to the school environment influence students' academic outcomes. The higher mean proficiency score in private schools suggests that students in these institutions may benefit from better resources, teaching methods, or socio-cultural support that enhances their ability to learn and perform in English. On the other hand, public school students, with a lower mean score, may face challenges such as fewer educational resources, larger class sizes, and socio-economic disparities that affect their academic achievement. These findings underscore the importance of addressing the socio-cultural context in which students learn, as private school environments may provide advantages that contribute to higher levels of language proficiency. For policymakers and educators, the results of this t-test emphasize the need for targeted interventions to improve English language learning outcomes, particularly in public schools, by focusing on resource allocation, teacher training, and strategies that account for the socio-cultural challenges students face.

## **3.3 Discussion of the Findings**

The findings of this study highlight significant socio-cultural factors that influence students' English language learning and their academic performance, particularly in the context of public and private schools in Katsina State, Nigeria. The results of the t-test comparing English proficiency scores between students in public and private schools reveal a notable difference, with private school students performing better in English than their counterparts in public schools. This disparity can be attributed to a variety of socio-cultural influences, such as access to resources, parental involvement, and school infrastructure, which are often more readily available in private institutions. The higher socio-economic status of families sending their children to private schools may provide students with enhanced educational support, including access to extracurricular activities, private tutoring, and a better learning environment. These factors likely contribute to the improved English proficiency observed in private school students, confirming the significant role that socio-cultural status plays in educational outcomes.

Furthermore, the study emphasizes the crucial role of socio-cultural factors, such as parental education, peer influence, and media exposure, in shaping students' ability to excel in English language learning. The analysis indicates that parental involvement in education, along with exposure to English through media such as television and the internet, significantly boosts students' language proficiency. These findings support existing literature on the importance of socio-cultural support in learning outcomes. For instance, parental education was found to be positively correlated with students' academic success, as educated parents are more likely to provide their children with resources and encouragement to succeed in their studies. Additionally, peer influence, particularly in the context of private school environments where students may have more academically motivated peers, contributes to a positive learning trajectory in English language proficiency. These socio-cultural determinants should be considered when developing educational policies and interventions aimed at improving English language learning, particularly for students in disadvantaged backgrounds. The findings also point to the need for targeted interventions aimed at bridging the gap between public and private school students in terms of English language proficiency. Given that public school students are often disadvantaged by socio-cultural factors, there is a pressing need for policies that address these disparities. Improving public school infrastructure, providing teacher training, and incorporating socio-cultural awareness into the curriculum could help mitigate some of the challenges faced by students in these schools. In addition, the study underscores the importance of a holistic approach to education that considers the socio-cultural backgrounds of students. Educators, policymakers, and stakeholders must recognize the vital role that family involvement, cultural practices, and socio-economic status play in shaping students' academic outcomes. By addressing these factors, it is possible to create a more equitable educational environment that allows all students, regardless of their socio-cultural background, to succeed in English language learning and academic performance.

**4. Conclusion**

This study concludes that socio-cultural factors have a profound influence on English language learning among students in Katsina State, with distinct differences between public and private school environments. Family background, socio-economic status, and access to resources emerged as critical factors affecting students' language proficiency. Private school students generally perform better in English due to supportive socio-cultural conditions, while public school students face significant challenges due to limited resources and socio-economic constraints. These findings underscore the need for educational strategies that account for socio-cultural diversity, ensuring that all students, regardless of background, have equitable opportunities to succeed in English language learning. By addressing socio-cultural barriers through targeted teacher training, enhanced learning resources, and greater parental involvement, educational stakeholders in Katsina State can create a more inclusive learning environment. This research contributes valuable insights into the socio-cultural dimensions of language education, highlighting the importance of integrating culturally responsive teaching practices to foster better learning outcomes for all students.

**5. Recommendation**

Based on the research conducted the following recommendation are made to the Katsina state government to improve the learning aspect of English language among the students of Katsina state.

* Strengthen Teacher Training: To effectively help students from a variety of sociocultural backgrounds, educators should get professional development centered on culturally responsive teaching techniques.
* Enhance Learning Resources: To promote better English language acquisition, schools should make sufficient investments in learning materials and resources that meet the requirements of students from all socioeconomic backgrounds.
* Encourage Cultural Sensitivity: Include training in cultural sensitivity and awareness in the curriculum to assist students in appreciating and comprehending various cultural viewpoints, which can improve their language learning process.
* Promote Parental Involvement: Give parents tools and techniques to help their kids learn languages at home to involve them in the educational process.
* Promote Socio-Cultural Integration: Create initiatives that include socio-cultural activities into the study of English to make the language more interesting and relevant for student.
* Strengthen Collaboration Between Public and Private Schools: Encourage cooperation between public and private schools to exchange resources and best practices that can help kids in a variety of learning environments.

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