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School Environmental Variables and Implementation of French Language Curriculum in Junior Secondary Schools in Rivers State.

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ABSTRACT: *This research examined the impact of school environmental factors on the execution of the French language curriculum in junior secondary schools in Rivers State. Four goals, four research questions, and four hypotheses were established to direct the study. The study used a descriptive survey approach. The research population included all French language instructors from junior secondary schools in the Obio/Akpor local government region of Rivers State. The sample included 40 French instructors chosen via purposive sampling. The tool used for data collection was a self-developed questionnaire entitled "School Environmental Variables and French Language Curriculum Implementation Questionnaire" (SEVFLCIQ). The instrument was validated using face and content validity methods, and test-retest reliability was assessed, yielding a reliability coefficient (r) of 0.86 by the Pearson Product Moment Correlation (PPMC) approach. The acquired data were analysed using mean and standard deviation to address the study issues, and the t-test statistical technique was used to evaluate the hypotheses at a 0.05 level of significance. The findings indicated that a well-equipped French language laboratory with audio and audiovisual resources would enhance the successful execution of the French language program. The findings indicated that school physical facilities, including the library, French language textbooks, chairs, tables, power supply, water supply, playground, nutritious cafeteria, restrooms, adequate medical facilities, class size, and school location, can significantly enhance the implementation of the French language curriculum. The study's findings recommended that government, educators, parents, community members, school administrators, and other educational stakeholders establish French language laboratories equipped with appropriate instructional materials, including video technology, to enhance students' academic performance in French. Additionally, suggestions for further research were provided.*

Keywords: French Language Curriculum; School Environment; Implementation; Junior Secondary Schools.

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INTRODUCTION

The school environment plays a crucial role in shaping students learning experiences and outcomes. Environmental variables in schools, including physical, social, and psychological aspects, may profoundly affect students' academic performance, motivation, and overall educational experience. The school environment may either promote or obstruct the execution of language curriculum in the context of language learning. The French language curriculum in Nigeria is included into the junior secondary school curriculum to foster linguistic and cultural diversity. The execution of the French language curriculum in junior secondary schools in Rivers State encounters several obstacles. These issues are often associated with environmental factors inside schools, which may influence the processes of teaching and learning. The environmental characteristics of a school may be classified into three categories: the physical environment, the social environment, and the psychological environment. The physical environment include the physical infrastructure, including classrooms, libraries, and labs. The accessibility and quality of these amenities may influence instruction and education. The second aspect is the social environment, which includes the interactions and connections among students, instructors, and other stakeholders. An affirmative social milieu may cultivate a feeling of community and enhance learning. Finally, the psychological environment pertains to the emotional and psychological atmosphere of the school. An encouraging and inclusive psychological atmosphere may augment students' motivation and involvement.

Language facilitates human comprehension of others and fosters continuous interaction with others. Language serves as a medium for communication, facilitating the interchange of information and ideas, the formulation of plans, and the establishment of proposals and policies for sustainable development. Language is used in the decision-making process. It serves as a conduit for the dissemination of information and the maintenance of connections (Asake, 2006). Consequently, for effective and productive communication and collaboration with surrounding nations, Nigerian residents must possess a proficient understanding of the French language. Consequently, it is noted that the French language has garnered little attention in Nigeria. Furthermore, the majority of students see it as a difficult and capital-intensive topic to master. Onyemelukwe and Adie-Offiong (2004) characterised Nigeria as an Anglophone nation within a predominance of Francophone countries.
In the early 1960s, the French language was included into the country's education after the decline of Latin. The language was regarded with more prestige at that time than it is now. During the 1970s and 1980s, expatriates were recruited to teach the language in secondary schools nationwide. In the early 1990s, the Nigerian government started to downplay the instruction of the French language. Currently, French instructors are no longer hired in secondary schools, and those that remain are required to teach other courses. This governmental approach has engendered antipathy to the language among both parents and pupils. Numerous parents now see the acquisition of the French language as unproductive. As a result, students exhibit little or no interest in French as a topic at the limited number of schools (mostly private institutions) where the language is still offered. This disposition has resulted in several French graduates facing unemployment. The school environment, including classrooms, libraries, technical workshops, labs, teacher quality, school administration, teaching methodologies, and peers, comprises characteristics that influence students' academic progress (Ajayi, 2001; Oluchukwu, 2000). Consequently, the school

environment is a critical domain that warrants thorough examination and effective management to improve students' academic achievement. The degree to which student learning may be improved is contingent upon their placement within the school premises, the configuration of their classroom, and the availability of instructional resources and equipment. A well-structured school is anticipated to enhance educational results, promoting social, political, and economic emancipation, as well as improving the efficacy of teaching and learning processes and students' academic achievement. Olaseinde and Olaseinde (2024) contended that French language education at the basic and secondary levels is deficient in exposure to a French-speaking environment, which is essential for effective language acquisition. Adebayo (2007) asserts that inadequate teaching and learning of French has been downplayed in some areas due to a lack of interest, among other factors. The subpar performance of the French language in Nigerian schools has resulted in diminished academic achievement of students in French, adversely affecting their performance in both internal and external examinations. Chu (2022) discovered that student population density and big class sizes adversely impact teaching and learning, complicating the administration and grading of tests and assignments for educators. Senimetu and Azuoma (2021) posited that the inability of certain students to achieve satisfactory grades in French and other subjects, including mathematics, physics, and chemistry, adversely affects their perception of environmental factors such as school library resources and French laboratory facilities.

Statement of the Problem

The importance of school environment to students' academic performance in French arising from the effective implementation of the French language curriculum cannot be over emphasized. The school environment is a crucial component of educational planning; without well designed schools, properly built buildings, and well-maintained equipment, effective teaching and learning may be hindered. Elevated academic performance among students cannot be assured in the presence of physically deficient instructional spaces, including classrooms, libraries, technical workshops, and labs. Insufficient classroom physical equipment (chairs, tables, desks, etc.) would undoubtedly impede the effective teaching and learning process in all educational institutions. The academic achievement of each student significantly relies on the available learning facilities; nevertheless, deficiencies in these resources lead to various challenges. Secondary school pupils with well equipped French laboratory facilities will outperform their peers in schools without such resources. The inadequacy of teaching techniques and the scarcity of instructional materials are contributing factors to the subpar academic performance of pupils in French. The learning environment significantly influences student achievement. It is evident that children who study in a good setting tend to do better academically, since a favourable atmosphere enhances their potential and thus improves academic achievement. A secondary school student taking a test in a tranquil environment will likely do better than a kid taking the same exam in a noisy, disorderly one. Research indicates that a healthy learning environment might reduce teacher turnover by 22 percent. Academic achievement in French among junior secondary school pupils in Rivers State exhibits variability. Researchers have been investigating the underlying reasons of these variances and how to provide solutions to them. The primary factor contributing to subpar academic achievement is the insufficient supply of educational facilities in schools.

The researcher tends to investigate the impact of school environment, school facilities, class size and school location on the implementation of French language curriculum in junior secondary schools in Rivers State.

Aim and Objectives of the Study

The main aim of the study is to ascertain the effect of school environmental variables on the implementation of Junior Secondary School French language curriculum in Rivers State.The specific objectives of this study are to:

1. examine the relationship between availability of French language laboratory and the implementation of French language curriculum in Junior Secondary Schools in Rivers State.
2. examine the relationship between school physical facilitiesand the implementation of French language curriculum in Junior Secondary Schools in Rivers State.
3. find out the relationship between class size and the implementation of French language curriculum in Junior Secondary Schools in Rivers State.
4. ascertain the relationship between school location and the implementation of French language curriculum in Junior Secondary Schools in Rivers State.

Research Questions

The following research questions were posed to guide this study.

i. To what extent does the availability of French language laboratory affect the implementation of French language curriculum in Junior Secondary Schools in Rivers State?
ii. To what extent does the availability of school physical facilities influence the implementation of French language curriculum in Junior Secondary Schools in Rivers State?
iii. To what extent does class size affect the implementation of French language curriculum in Junior Secondary Schools in Rivers State?
iv. To what extent does school location affect the implementation of French language curriculum in Junior Secondary Schools in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level:

HO_1. There is no significant relationship between availability of French language laboratory and the implementation of French language curriculum in Junior Secondary Schools in Rivers State.

HO_2 There is no significant relationship between availability of school physical facilities and the implementation of French language curriculum in Junior Secondary Schools in Rivers State.

HO_3. There is no significant relationship between class size and the implementation of French language curriculum in Junior Secondary Schools in Rivers State.

HO_4. There is no significant relationship between school location and the implementation of French language curriculum in Junior Secondary Schools in Rivers State.

Method

This study used a descriptive survey approach. The research elucidated the prevailing circumstances in the execution of the French language curriculum in Obio/Akpor LGA, Rivers State. The questionnaire was used as a data collection device. The research population consisted of all government Junior Secondary Schools in Rivers State. Rivers State has a total of 383 Junior Secondary Schools, with 36 located in the Obio/Akpor local government area. The total population of teachers in public Junior Secondary Schools in Rivers State is 7,738, comprising 3,303 male and 4,435 female educators. Source: Rivers State Universal Basic

Education Board, 2024. The researcher used a self-created questionnaire entitled "School Environmental Variables and French Language Curriculum Implementation Questionnaire" (SEVFLCIQ) to gather data from all chosen respondents. The pre-test and post-test scores were linked using the Pearson Product Moment Correlation (PPMC) technique, yielding a reliability value of 0.86. This indicates that the device is very dependable for use. Forty copies of the questionnaires were disseminated to French teachers in junior secondary schools within the Obio/Akpor LGA of Rivers State, who provided their insights on the impact of school environmental factors on the execution of the French language curriculum. All surveys were obtained. The data generated from the instrument was analyzed using mean and standard deviation to answer the research questions while the t-test was used to test the hypotheses at 0.05 level of significance

Research Questions 1: To what extent does the availability of French language laboratory affect the implementation of French language curriculum in junior secondary schools in Rivers State?
To answer this research question, the data generated from the instrument wasanalyzed using mean and standard deviation.

Table 1 Mean and standard deviation on the availability of French language laboratory and the implementation of French language curriculum in junior secondary schools in Rivers State.

S/N	Availability of French language laboratory	Strongly agree	Agree	Disagree	Strongly disagree	Mean	SD
1.	My school has French language laboratory	0	1	11	28	1.33	0.33
2.	The French language laboratory in my school is well equipped.	0	0	16	24	1.4	0.50
3.	Our French language laboratory has audio and audio-visual materials	0	0	30	10	1.75	0.44
4.	Teachers and students can access audio or audio-visual materials for learning.	0	0	25	15	1.63	0.49
5.	Teachers and students wear headsets to block out background noise	0	0	30	10	1.75	0.44

Table 1 presents the views of French language educators about the correlation between the accessibility of French language laboratories and the execution of the French language curriculum. Thirty-nine respondents reported the absence of a French language laboratory in their schools; among them, 11 disagreed, 28 strongly disagreed, and 1 respondent affirmed the existence of a French language laboratory, albeit lacking audio or audio-visual materials. Consequently, teachers and students are unable to access audio or audio-visual resources, including headsets to mitigate background noise. The mean values vary from 1.33 to 1.75, while the standard deviation varies from 0.44 to 0.53.

Research Question 2: To what extent does the availability of school Physical facilities influence the implementation of French language curriculum in junior secondary schools in Rivers State?

Table 2 Mean and standard deviation analysis of the relationship between school Physical facilities and the implementation of French language curriculum in junior secondary schools in Rivers State.

S/N	School physical facilities and the implementation of French language curriculum	Strongly agree	Agree	Disagree	Strongly disagree	Mean	SD
6.	Absence of French language textbooks, chairs and tables in the library and classroom affect the implementation of French language curriculum negatively.	30	10	0	0	3.75	0.44
7.	It is difficult to study French language in library, laboratory and classroom that has no light and not well ventilated	20	15	5	0	3.38	0.70
8.	Without power supply, the classroom/library will be too hot for learning French language	18	22	0	0	3.45	0.50
9.	Schools without toilet facilities, water supply, proper and healthy cafeteria will affect the implementation of French language curriculum negatively	25	15	0	0	3.62	0.49
10	Without effective medical facilities, the implementation of the French curriculum will be difficult.	16	20	2	2	3.25	0.77

Table 2 indicates that the physical facilities of the school substantially influence the execution of the French language curriculum, with 30 respondents strongly agreeing that the lack of French language textbooks, chairs, and tables in the library and classroom adversely impacts curriculum implementation. Additionally, 10 respondents concurred, resulting in a total of 100% agreement among the respondents. The mean is 3.75, while the standard deviation is 0.44. Twenty respondents strongly agreed that studying the French language in poorly lit and inadequately ventilated libraries, laboratories, and classrooms is challenging, whereas fifteen respondents agreed and five disagreed, yielding a mean value of 3.38 and a standard deviation of 0.70. The respondents addressed the need of power supply in the

classroom, library, and laboratory, with 18 strongly agreeing and 22 agreeing that the absence of power supply would render the classroom/library too warm for studying the French language, resulting in unanimous agreement among all respondents. Twenty-five respondents strongly concurred, while fifteen respondents agreed that the absence of bathroom facilities, water supply, and adequate, hygienic cafeterias would adversely impact the execution of the French language curriculum. In conclusion, 16 respondents highly agreed, 20 respondents agreed, 2 respondents disagreed, and 2 respondents very disagreed that the absence of competent medical facilities would hinder the implementation of the French language curriculum. The mean and standard deviation are 3.25 and 0.77, respectively.

Research Question 3: To what extent does class size affect the implementation of French language curriculum in junior secondary schools in Rivers State?

Table 3 Mean and standard deviation analysis of the relationship between class size and the implementation of French language curriculum in junior secondary schools in Rivers State.

S/N	Class size and the implementation of French language curriculum	Strongly agree	Agree	Disagree	Strongly disagree	Mean	SD
11	Class size significantly affect learning outcome in French.	30	10	0	0	3.75	0.44
12	Not completing the French syllabus due to class size affects learning of French	16	24	0	0	3.4	0.50
13	Ineffective inspection of students work because of the class size affects learning French language	18	22	0	0	3.45	0.50
14	Effective curriculum implementation will face challenges due to the class size.	20	20	0	0	3.5	0.51
15	Ineffective communication due to class size affects the implementation of the French language curriculum	14	24	0	2	3.25	0.71

Table 3 indicates that over 95% of respondents concurred that a correlation exists between class size and the execution of the French language curriculum. Thirty respondents strongly agreed, while ten respondents acknowledged that class size significantly influences learning outcomes in French, with a mean of 3.75 and a standard deviation of 0.44. Sixteen respondents strongly concurred, while twenty-four respondents agreed that the inability to complete the French curriculum owing to class size impairs French learning; the mean and standard deviation were 3.4 and 0.50, respectively. 18 respondents strongly concurred, whereas 22 respondents agreed that inadequate examination of students' work due to class size adversely impacts the acquisition of the French language. Twenty respondents strongly concurred, while twenty respondents agreed that successful curriculum implementation would encounter obstacles owing to class size. The results indicate that 14 respondents strongly agreed, 24 respondents agreed, and 2 respondents strongly disagreed that ineffective communication due to class size impacts the implementation of the French language curriculum, with a mean ranging from 3.25 to 3.75 and a standard deviation varying from 0.44 to 0.71.

Research Question 4: To what extent does school location affect the implementation of French language curriculum in junior secondary schools in Rivers State?

Table 4 Mean and standard deviation analysis of the relationship between school location and the implementation of French language curriculum in junior secondary schools in Rivers State.

S/N	School location and the implementation of French language curriculum	Strongly agree	Agree	Disagree	Strongly disagree	Mean	SD
16	Nearness of school to noisy places makes the learning of French language difficult.	17	20	2	1	3.33	0.69
17	Irregular visitation of schools by inspectors due to location affects the learning of French language.	15	20	2	3	3.18	0.84
18	School location may prevent students from exchanging experiences with students from other schools.	26	12	2	0	3.6	0.59
19	Long distance from home to school will affect the learning of French language negatively.	29	11	0	0	3.73	0.45
20	Lack of teachers due to school location affects the implementation of the French language curriculum	30	10	0	0	3.75	0.44

Table 4 indicates that the school's location influences the execution of the French language curriculum, with 17 respondents strongly agreeing, 20 respondents agreeing, 2 respondents disagreeing, and 1 respondent strongly disagreeing that proximity to noisy environments hinders the learning of the French language. Fifteen respondents highly agreed, twenty agreed, two disagreed, and three strongly disagreed that irregular school inspections owing to location impact the acquisition of the French language. Twenty-six respondents strongly concurred, twelve respondents concurred, and two respondents disputed that the geographical placement of schools may hinder students from sharing experiences with peers from other institutions. Twenty-nine respondents strongly concurred, whereas eleven respondents agreed that the distance from home to school adversely impacts the acquisition of the French language. Thirty respondents strongly concurred, whereas ten respondents agreed that the scarcity of instructors attributable to school location impedes the execution of the French language program. The mean values range from 3.12 to 3.75, while the standard deviations span from 0.44 to 0.84.

Hypotheses Testing

Hypothesis 1. There is no significant relationship between availability of French language laboratory and the implementation of French language curriculum in junior secondary schools in Rivers State.

To test this hypothesis, the researcher adopted the t-test statistical tool.

Table 5 T-test analysis of the availability of French language laboratory and the implementation of French language curriculum in junior secondary schools in Rivers State

French language laboratory	N	X_1	X_2	S_1^2	S_2^2	T_{cal}	T_{crit}
	40	0.025	4.975	0.025	73.191	-3.659	2.021

The result in Table 5 showed significant relationship between the availability of French language laboratory and the implementation of French language curriculum, since the calculated t-test value is more than critical value, the null hypothesis (H_o) will be rejected.

Hypothesis 2. There is no significant relationship between school physical facilities and the implementation of French language curriculum in junior secondary schools in Rivers State.

To test this hypothesis, the researcher adopted the t-test statistical tool.

Table 6 T-test analysis of the availability of school physical facilities and the implementation of French language curriculum in junior secondary schools in Rivers State

Availability of school physical facilities	N	X_1	X_2	S_1^2	S_2^2	t_{cal}	T_{crit}
	40	4.78	0.22	60.04	0.757	3.698	2.021

The result in Table 6 showed significant relationship between the availability of school physical facilities and the implementation of French language curriculum, since the calculated t-test value is more than critical value, the null hypothesis (H_o) will be rejected.

Hypothesis 3. There is no significant relationship between class size and the implementation of French language curriculum in junior secondary schools in Rivers State.

To test this hypothesis, the researcher adopted the t-test statistical tool.

Table 7 T-test analysis of class size and the implementation of French language curriculum in junior secondary schools in Rivers State

Class size	n	X_1	X_2	S_1^2	S_2^2	t_{cal}	T_{crit}
	40	4.95	0.05	64.02	0.098	3.870	2.021

The result in Table 7 showed significant relationship between class size and the implementation of French language curriculum, since the calculated t-test value is more than critical value, the null hypothesis (H_o) will be rejected.

Hypothesis 4. There is no significant relationship between school location and the implementation of French language curriculum in junior secondary schools in Rivers State.

To test this hypothesis, the researcher adopted the t-test statistical tool.

Table 8 T-test analysis of school location and the implementation of French language curriculum in junior secondary schools in Rivers State

School location	n	X_1	X_2	S_1^2	S_2^2	t_{cal}	t_{crit}
	40	4.75	0.25	64.53	0.452	3.529	2.021

The result in Table 8 showed significant relationship between school location and the implementation of French language curriculum, since the calculated t-test value is more than critical value, the null hypothesis (H_o) will be rejected.

Summary of Findings

The findings of the study are summarized as follows:

1. A well-equipped French language laboratory will significantly influence the effective implementation of French language curriculum. This explains why the students taught using video technology method will perform higher than those taught using the classroom discussion method. In addition the use of technology will facilitate students learning significantly.
2. Schools without language laboratories cannot provide students with hands-on experience with French language software, audio-visual equipment, and other language learning tools.
3. The availability of school physical facilities and instructional materials have a positive influence on the level of academic performance of students in French language. It enhances quality teaching and learning and boosts teachers and students moral.

Discussion of Findings

The findings of research question 1 (Table 4.1) indicated a substantial correlation between the availability of French language laboratories and the execution of the French language curriculum in junior secondary schools in Rivers State. The mean scores range from 1.33 to 1.75, and the standard deviation of 0.44 to 0.53 indicates that most schools in Rivers State lack French language labs. Of the 40 respondents, just one affirmed that their school had a French language laboratory, although inadequately equipped. The results corroborate hypothesis 1 (Table 4.5), indicating a substantial correlation between the availability of French language laboratories and the execution of the French language curriculum in junior secondary schools in Rivers State. The findings of this research question align with David-Wilson and Thayalan (2007), indicating that school facilities, including French language laboratories, libraries, and classrooms, are fundamental to the education system. They concurred that instructional films enhance learning efficiency, since visuals diminish the need for written explanations. The findings of research question 2 (Table 4.2) indicated a substantial correlation between the availability of physical facilities in schools and the execution of the French language curriculum in junior secondary schools in Rivers State. The mean scores range from 3.25 to 3.75, with a standard deviation of 0.44 to 0.77, indicating that sufficient educational facilities facilitate successful teaching and learning of the French language. Schools without sufficient libraries, classrooms, sanitation facilities, electricity, water supply, cafeterias, and health services would struggle to execute the French language program. A school with sufficient teaching materials is likely to achieve superior academic performance compared to a school with inadequate physical resources. The respondents agreed that a school with insufficient classrooms would be compelled to enroll more pupils than desirable. This places significant strain on resources, such as educators, who may alter their methodologies as an adaptive response. The absence of essential infrastructure,

including French language labs, libraries, classrooms, and other instructional resources, has undermined the teaching of the French language using video technology, leading to a reliance on classroom discussion methods instead. The results corroborate hypothesis 2 (Table 6), indicating a substantial correlation between the availability of physical facilities in schools and the execution of the French language curriculum in junior secondary schools in Rivers State.

The findings of this research question align with Olugbenga (2019), indicating that educational institutions should possess a well-equipped library featuring contemporary books, journals, multimedia projectors, reading tables and chairs, adequate lighting, ventilation, and internet/email services. In the absence of such facilities in secondary schools in Rivers State, the academic performance of students is likely to be subpar. The findings of research question 3 (Table 3) indicated a substantial correlation between class size and the execution of the French language curriculum in junior secondary schools in Rivers State. The research indicated that substantial class sizes obstructed the efficient execution of the French language program. French educators in public junior secondary schools in Rivers State predominantly indicated challenges in delivering personalised attention to students, which is crucial for language acquisition, and noted that students in these classes are experiencing stress and overwhelm, struggling to maintain pace with the curriculum. The mean scores range from 3.25 to 3.75, with a standard deviation between 0.44 and 0.71. The results corroborate hypothesis 3 (Table 7), indicating a substantial correlation between class size and the adoption of the French language curriculum in junior secondary schools in Rivers State. The findings of this research question align with Fan (2012), indicating that reduced class sizes foster enhanced student engagement, increased involvement, heightened concentration, and sustained alertness. Reduced class size enables educators to concentrate more on pupils, leading to enhanced comprehension and facilitating the adaptation of teaching approaches to address individual requirements. Additionally, big class sizes complicate student supervision, hence fostering disruptive conduct among pupils. The findings of research question 4 (Table 4) indicated a substantial correlation between school location and the execution of the French language curriculum in junior secondary schools in Rivers State. The research revealed that schools situated in loud environments and rural regions might adversely affect the learning atmosphere and the successful execution of the French language curriculum. Educational institutions situated near bustling thoroughfares, industrial zones, airports, marketplaces, bus terminals, and construction sites may experience diminished academic performance, since students often find it challenging to study and remember knowledge among a cacophonous atmosphere. Furthermore, it was noted that the geographical location of a school might significantly restrict students' possibilities to share experiences with classmates from other institutions. This may result from the distance between rural and urban schools, the availability of social amenities, the presence of skilled educators, and the elevated costs of transportation or technology. The mean scores range from 3.33 to 3.75, with a standard deviation between 0.44 and 0.84. The results corroborate hypothesis 4 (Table 8), indicating a strong association between school location and the implementation of the French language curriculum in junior secondary schools in Rivers State. The findings of this study question align with Ajayi (2017), who contends that the location of a school significantly influences the implementation of the French language curriculum. He observed that schools situated in metropolitan regions often had superior access to competent educators, texts, and technology, hence facilitating the execution of the French language curriculum. Conversely, educational institutions in rural regions may have difficulties in obtaining these resources.

Conclusion

The research suggests that a well-equipped French language laboratory, with audio and audio-visual materials, headsets, and other resources, will significantly improve the successful execution of the French language curriculum. Video technology (VT) enhances French language proficiency more effectively than conventional classroom discussions. The research indicated that physical school facilities, including French language textbooks, seats, tables, and instructional materials in libraries and classrooms, may facilitate or impede the proper execution of the French language curriculum in junior secondary schools in Rivers State. Schools without electricity, water supply, sanitation facilities, medical services, and adequate cafeteria provisions may have substantial difficulties in executing the French language program

Recommendations

The following recommendations were made based on the results of the study;

1. A French language laboratory, equipped with advanced audio-visual equipment, should be used for teaching the French language in schools across Rivers State and Nigeria to enhance students' academic performance in French.
2. The Rivers State government, along with all levels of government, must ensure the adequate provision of educational facilities, including libraries, restrooms, cafeterias, water supply, health services, modern technological innovations, and instructional materials, to enhance the effective teaching and learning of the French language.
3. The government, via the various school boards, should facilitate regular training and retraining of French language educators to adopt contemporary technological teaching methods, thereby acquiring the technical expertise necessary for the application of video technology and ICT to enhance effective French language instruction and learning.

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