

Determinants of the Decline in English Language Examination Performance among High-Achieving Students: A Case Study of Landmark College, Lagos.

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Abstract

This study investigates the underlying factors responsible for the sudden decline in English Language examination performance among high-performing students at Landmark College, Lagos, Nigeria. The research explores the psychological, pedagogical, and socio-environmental variables influencing this decline in performance. Drawing from theories of Self-efficacy, Philip's Theory of Academic Performance Decline (PTAPD) and Attribution Theory, the study employs a mixed-method research design integrating both quantitative and qualitative data collection. Employing a mixed-method design that integrates both quantitative and qualitative data collection, data were collected from 100 senior secondary students and 10 English Language teachers through questionnaires, interviews, and classroom observations. The instruments were pilot-tested on 20 students at Sarinter College, Igbo Olomu, Lagos, yielding 0.84 reliability coefficient (Cronbach's $\alpha = 0.84$) for internal consistency. Quantitative data were analyzed using descriptive statistics (frequencies, means, percentages), while qualitative data were analyzed thematically. Results revealed that academic burnout, social media distractions, teacher-student relationships, family pressures, and curriculum overload were key contributors to the decline. The study concludes that sustaining academic excellence requires continuous motivation, effective feedback systems, and emotional support. Recommendations include the implementation of regular counseling, teacher professional development, and digital distraction management programs.

Keywords: English Language, Academic Performance, High-Performing Students, Examination Decline, Landmark College, Motivation

Introduction

The English Language plays a central role in Nigeria's educational system as both a subject and the principal medium of instruction. It serves as the official language of communication and is a gateway to academic achievement and global interaction (Ogunniyi, 2021). Consequently, proficiency in English remains essential not only for examination success but also for overall

cognitive and communicative competence. At Landmark College, Lagos, an elite secondary institution known for consistent academic excellence, a growing concern has emerged: several high-performing students have begun to experience a sharp decline in their English Language examination results. These students, who had previously scored distinctions, now record average or below-average grades. This shift raises questions about the factors influencing their academic stability and performance sustainability.

Academic decline among top-performing students challenges the assumption that high achievement is self-sustaining (Adeyemi and Ojo, 2022). Studies indicate that emotional fatigue, changing learning environments, pressure to maintain excellence, and digital distractions can significantly affect students' focus and motivation (Owolabi and Akinyemi, 2020). Understanding the reasons behind such sudden drops in performance is crucial to designing effective interventions that promote consistent excellence. Within the Nigerian context, several general studies have identified a range of factors affecting performance in English Language among secondary school students: teacher quality, availability of instructional materials, student attitude, home environment, and others. Yet comparatively little attention has been given to the phenomenon of sudden downward shifts among previously high-performing learners in a specific school context. It is this specific gap that the present study seeks to fill.

Statement of the Problem

Over the past few academic sessions at Landmark College, school records have shown a recurring pattern of high-performing students underachieving in English Language examinations. Teachers report that students who previously obtained grades between 75% and 90% now struggle to exceed 60%. While English is a compulsory subject at the West African Senior School Certificate Examination (WASSCE) level, recent internal results suggest an inconsistency in student outcomes. This issue is not unique to Landmark College. Research across Nigeria (Adebayo, 2021; Eze and Onu, 2020) has observed that high-performing students often face motivational and emotional crises that lead to academic regression. Despite their potential, these students might encounter burnout, loss of interest, increased anxiety, and digital distraction, resulting in decreased attention span and performance inconsistency. Unfortunately, existing literature focuses largely on poor-performing students rather than high achievers who experience decline. This gap underscores the need to investigate the underlying psychological, instructional, and socio-environmental variables that cause this phenomenon.

Research Objectives

Generally, the study aims to examine the underlying factors influencing the decline in English Language examination performance among high-performing students at Landmark College, Lagos.

Specifically, the study aims:

1. To identify internal (psychological and cognitive) factors contributing to the sudden decline.
2. To examine external (environmental, social, and technological) factors influencing performance.
3. To assess the role of teaching strategies and teacher-student relationships in maintaining performance.
4. To evaluate the influence of digital distractions and study habits on learning outcomes.

5. To recommend strategies to sustain excellence among high-performing students in English Language.

Research Questions

1. What internal factors contribute to the sudden decline in English Language performance among high-performing students?
2. What external factors influence the performance of high-performing students in English?
3. How do teaching methods and teacher-student relationships affect student performance?
4. To what extent do digital distractions impact English Language learning and examination results?
5. What strategies can be implemented to sustain consistent academic performance?

Significance of the Study

This study is significant to multiple stakeholders:

The findings will help English Language teachers, curriculum planners, and administrators recognize that consistent performance requires maintenance of enabling conditions, not just initial mastery. Teachers need to be aware of subtle psychological and environmental shifts that may undermine high-performing students. Pedagogically, interventions such as:

1. regular performance tracking,
2. mentoring programs,
3. study-skill reinforcement workshops, and
4. differentiated instruction for gifted learners could help sustain excellence.

Moreover, English teachers should emphasize continuous formative assessment over sudden high-stakes testing, to prevent anxiety-driven decline. School administrators must ensure stability in teacher placement, smaller class sizes, and improved teacher-student relationships. At the policy level, the Lagos State Ministry of Education and other stakeholders should incorporate performance maintenance strategies into teacher training programs and evaluation frameworks. The study also recommends integrating psychosocial support services (such as counselling units and exam-preparation programs) into school structures to help students manage stress, maintain motivation, and sustain performance levels. Parents play a crucial role in sustaining their children's academic success. The study implies that parental engagement should not wane once a student begins to excel; rather, continuous monitoring, motivation, and provision of learning resources are needed.

Scope of the Study

This study was confined to English Language examination performance among selected high-performing students in Landmark College, Ikorodu, Lagos. "High-performing students" was defined in the study as those who previously scored above a pre-determined threshold (for example, 70% or above) in internal English assessments in the preceding academic cycle but whose results subsequently dropped below a second threshold (for example 50% or below) in a major external or terminal examination. The timeframe covered was the last one or two academic years to capture the sudden drop in performance. The factors that were investigated are student-, teacher-, school- and home/environment-related.

Theoretical Framework

The study is grounded in three psychological and educational theories:

a. Attribution Theory (Weiner, 1985)

Attribution theory posits that individuals interpret success or failure based on perceived internal or external causes. High-performing students who experience decline may attribute failure to lack of ability, effort, or external pressures. These attributions directly affect motivation and self-confidence (Weiner, 1985).

b. Self-Efficacy Theory (Bandura, 1997)

Bandura's theory explains that students' belief in their competence determines their persistence, effort, and resilience. Once high-performing students lose confidence due to previous setbacks, their performance tends to decline (Bandura, 1997). Self-efficacy thus mediates the relationship between effort and achievement.

c. The Philip's Theory of Academic Performance Decline (PTAPD) (Philip, 2025)

The Philip's Theory posits that the decline in the performance of high-achieving students results from the Displacement of Cognitive Equilibrium; a condition in which the learner's internal balance between motivation, self-concept, and adaptive learning pressure is disrupted by external or internal stimuli that alter their psychological, emotional, or social alignment with academic tasks.

According to this theory, academic excellence is sustained when three forces operate in harmony:

1. Motivational Energy (ME): The internal drive or passion that fuels learning and achievement.
2. Self-Validation Index (SVI): The student's belief in their academic identity and competence.
3. Adaptive Pressure Response (APR): The ability to adjust to new academic challenges and expectations.

When these three forces are balanced, students maintain high performance. However, a displacement in any of them due to academic fatigue, emotional strain, social distractions, or identity conflicts triggers a cognitive disequilibrium, leading to decline.

Principles of the Theory

1. The Principle of Cognitive Saturation:

High achievers often reach a threshold where their minds experience saturation excessive engagement without adequate renewal leading to reduced creativity, focus, and enthusiasm.

2. The Principle of Inverted Motivation:

Continuous success can inversely lower intrinsic motivation. As students become accustomed to high performance, achievement becomes routine rather than rewarding, creating emotional detachment.

3. The Principle of Comparative Identity Crisis:

When high performers encounter peers or environments that challenge their dominance, they may experience an identity conflict a subconscious fear of not meeting expectations which erodes confidence and engagement.

4. The Principle of Environmental Displacement:

Shifts in learning environments (e.g., new teachers, peer groups, or pedagogical styles) can disturb the learner's psychological rhythm, reducing academic productivity.

5. The Principle of Psychological Fatigue:

Constant pressure to maintain excellence produces hidden stress and cognitive exhaustion, which gradually undermines concentration and performance quality.

The Philip Model of Academic Decline

This model visualizes performance as a dynamic system of equilibrium:

$$\text{Performance (P)} = f(\text{ME} \times \text{SVI} \times \text{APR}) \div \text{DCE}$$

Where:

ME = Motivational Energy

SVI = Self-Validation Index

APR = Adaptive Pressure Response

DCE = Displacement of Cognitive Equilibrium

As DCE increases (due to stress, emotional imbalance, or overexposure), P decreases, even if ME, SVI, or APR remain relatively stable.

Implications of the Theory

Teachers and parents must recognize that decline among top students is not always due to laziness or distraction but may be a cognitive and emotional imbalance within the learner. Schools should implement renewal programs (academic retreats, mentoring, and mental health check-ins) to restore equilibrium. The theory provides a new perspective for educational psychologists to understand performance regression as a systemic imbalance rather than mere behavioral failure.

Basic Concepts Related to the Study

This section defines and discusses the central concepts in the study: English Language examination performance, high-performing students, sudden drop in performance, and determinants (student-,

teacher-, school-, home/enviromental-related). Clarity in these concepts ensures the research is anchored in precise terms.

English Language Examination Performance

This refers to measurable outcomes in assessments (internal school-based exams or external public exams such as the West African Examinations Council (WAEC) or the National Examinations Council (NECO)) in the subject of English Language. Performance is commonly expressed in grades or percentage scores. The English Language subject in the Nigerian secondary school system is a compulsory core subject and serves as both a subject in its own right and the medium through which many other subjects are taught. Given its centrality in progression to tertiary education and competitiveness in job markets, the performance of students in English is critical.

High-Performing Students

In this study, “high-performing students” are those who, in preceding internal assessments or early examinations, achieved consistently above-average or high marks in English Language (for example scoring 70% or above or being in the top quartile of cohort). These students are characterized by strong subject mastery, good study habits, high motivation, and positive prior trajectories. Importantly, the focus on high-performers differentiates this study from much of the literature which tends to focus on low-achievers or general underperformance. The interest here is in why those who were already doing well might suddenly decline thus pointing to a change in conditions rather than a chronic weakness.

Sudden Drop in Performance

The term “sudden drop” refers to a noticeable and relatively rapid decline in examination outcomes for the English Language subject by those students previously high-performing. It implies a shift: e.g., a student who scored above 70% or received an A in previous exams now achieves below 50% or drops into lower grade bands in subsequent major exam(s). The key feature is that the decline happens in a shorter timeframe (one or two academic years) rather than a gradual slide over many years.

Determinants

“Determinants” are conditions that contribute to the performance decline. For organisational clarity, this research groups these factors into four domains:

Student-Related Factors

These include attitudes toward English, motivation, self-efficacy beliefs, study and reading habits, language exposure (especially outside of English class), test anxiety, prior achievement, school absenteeism, and peer group influence. For instance, a student may have high reading habits initially, but if reading time declines, their performance may dip.

Teacher/Instruction-Related Factors

Teachers’ qualifications, experience, methodology, frequency and quality of feedback, use of instructional media and differentiated instruction, class size, teacher-student interaction, alignment

of teaching with examination requirement, continuity of teacher assignment. For example, a shift from a skilled, engaged teacher to a less-experienced one might disrupt previously smooth learning.

School-Related Factors

School infrastructure, availability of English Language reading materials, technology/media for teaching, library provision, extra-curricular English programmes (reading clubs, debate clubs), timetable and scheduling, class size, peer competition, school culture around English, changes in examination practices, internal assessment consistency. Research in Nigeria suggests inadequate instructional facilities and overcrowded classes negatively impact English performance.

Home/Environmental Factors

Home literacy environment, parental education and involvement, socio-economic status, access to reading materials at home, language spoken at home, time and space for study, distractions (social media, economic demands), peer group outside school, and residential environment. For example, students from literate homes with English reading culture perform better in English. A Nigerian study found socio-economic background significantly connected to English performance.

Review of Related and Empirical Studies

(Osunde and Ogiegbaen, 2005) conducted a research on the Assessment of Factors Associated with Students' Poor Performance in SSCE English Language (English Language) in Nigeria. Data were collected from 600 English Language teachers across Nigeria's six geo-political zones. Their findings indicated that poorly trained English teachers, ineffective instructional delivery, inadequate infrastructural facilities, teacher attitudes toward innovation and the traditional content-oriented curriculum were significant factors associated with students' poor performance in English. While their focus is on general poor performance (not specifically high-performers suddenly dropping), their work highlights the importance of teacher quality, infrastructure, curriculum, and student attitude.

(Oribabor, 2022) investigated the myriad factors responsible for poor English performance among Nigerian students, arguing that sociological, psychological, environmental, and political factors play roles. Specifically, the study emphasises the influence of teachers, parents, government policy, and community norms in shaping students' outcomes. This work is useful in outlining broad categories of factors but again does not focus specifically on high achievers' sudden decline, which remains a gap.

(Araromi and Olatubosun, 2023) conducted a correlational study among SSS II students in Oyo State and found that students' interest in reading did not significantly relate to achievement ($r = 0.04$, $p > 0.05$) but availability of reading materials did ($r = 0.14$, $p < 0.05$). They concluded that availability and utilisation of reading materials significantly predicted performance in reading comprehension. This suggests a concrete home-/school-resource factor influencing performance, which is relevant to interpreting why previously high performers might decline (e.g., if resource provision changed).

(Ugo-Ochulo, 2023) carried out a research on The Influence of Social Factors on Students' Performance in Learning English as a Second Language in Abia State. The study explored social

factors (parents' education level, rural/urban location, parents' occupation) and concluded that students whose parents had higher educational qualifications performed better in English; urban students outperformed rural ones; parents' occupation also correlated with performance. This emphasizes the importance of the home and environment context in English Language performance.

Again, (Salim, 2023) conducted a study on factors that affect performance of students in English Language in Uganda. The study identified administrative factors (lack of clear curriculum, under-qualified teachers, poor resource state), student absenteeism, negative attitudes towards English, and inadequate materials as key determinants. (Adebayo, 2021) examined the role of social media in students' academic performance and found that excessive use of platforms such as TikTok and Instagram reduced study concentration.

Similarly, (Adeyemi and Ojo, 2022) observed that teacher competence and classroom engagement are critical predictors of English Language achievement. (Ogunniyi, 2020) explored study habits among secondary school students and concluded that declining reading culture and over-reliance on technology contributed to poor results. (Olanrewaju, 2023) further linked academic burnout to overexposure to competitive pressure in elite schools. (Schunk, 2019) highlighted that high achievers often experience performance fatigue when success becomes habitual. Froiland (2021) emphasized the importance of intrinsic motivation and teacher emotional support in maintaining excellence. (Zimmerman, 2020) argued that self-regulated learning and metacognitive strategies are key to sustaining academic performance, while Kusi (2023) demonstrated that African urban students' exposure to digital media correlates with fluctuating English proficiency.

In Lagos State, a study by (Alade, Kuku and Osoba, 2017) titled Factors influencing candidates' performance in English Language (English Language) and Mathematics at WAEC found that for English Language, only socio-economic background showed a statistically significant relationship with candidate performance; other factors such as study hours or attitude though positively correlated did not reach significance for English in that study. Thus, this study argues that the sudden decline in English Language examination performance among high-performing students at Landmark College is not accidental or isolated but the outcome of complex, interrelated factors both internal and external. Traditional explanations of underperformance often center on poor teaching, low motivation, or socio-economic disadvantage. However, such explanations fail to adequately account for high-achieving students who suddenly begin to underperform despite a history of excellence (Adeyemi, 2019; Alade (et al.), 2017).

The argument posits that the decline in performance may stem from a disruption in the balance between the students' self-efficacy, instructional quality, and environmental scaffolding. In earlier academic phases, these students benefited from stable learning conditions consistent teachers, strong motivation, structured study patterns, and supportive home environments. Over time, changes such as teacher replacement, increased academic pressure, curriculum shifts, or psychosocial stressors (e.g., adolescence, social distractions, or digital overload) may have eroded this equilibrium (Bandura, 1997; Ojo, 2020). Therefore, the study suggests that the problem lies not in lack of ability, but in the transformation of contextual and psychological variables that sustain performance. This aligns with cognitive and sociocultural learning theories emphasizing that learning outcomes depend on dynamic interactions between the learner and their environment

(Vygotsky, 1978; Zimmerman, 2000). While numerous studies in Nigeria and beyond have examined poor performance in English, three key gaps are evident:

1. Lack of longitudinal focus: Most studies provide cross-sectional data but do not trace student trajectories over time to observe shifts from high to low performance.
2. Neglect of internal-psychological dimensions: Few studies integrate self-efficacy, motivation, and exam anxiety as mediators of performance change.
3. Limited institutional specificity: Many studies generalize findings across regions or public schools. There is a dearth of school-specific studies, especially in faith-based or private institutions like Landmark College, which have distinct academic cultures and expectations.

Addressing these gaps, this research seeks to:

1. Analyze the multi-factorial causes of sudden performance decline among high-achievers;
2. Integrate psychological and contextual explanations; and generate localized insights that can inform targeted interventions in similar educational settings across Nigeria

Research Design

A mixed-method design was adopted, combining descriptive survey and phenomenological interviews approaches. This design captures both statistical data and in-depth narratives of experiences related to performance decline.

Population and Sampling

The population comprises all senior secondary students (SS1–SS3) and English teachers at Landmark College, Lagos.

Table 1: A Table Showing Population and Sampling

Category	Population	Sample
Students	300	100
Teachers	15	10
Counselors	3	2

(Source: Field Survey, 2025)

Sampling Technique: Stratified random sampling was used to select students based on grade level, while purposive sampling identified teachers and counselors knowledgeable about student - performance trends.

Research Instruments

Questionnaire was used to gather data from the students. The questionnaire was designed to have:

1. Demographic Data
2. Academic Motivation Scale
3. Digital Distraction and Study Habits
4. Teacher-Student Relationship Scale
5. Self-Efficacy Assessment

Meanwhile, interview guide was structured to gather data from teachers and counselors.

Some of the questions include:

1. What changes have you observed among high-performing English students in recent years?
2. How do you perceive the role of digital devices in students' performance?
3. What measures has the school implemented to sustain student excellence?

Data Collection

Data collection occurred over a four-week period. Questionnaires were administered to 100 students during class hours, and interviews were conducted with 10 teachers and 2 counselors. Classroom observations recorded behavioral engagement and attentiveness.

Data Analysis

Quantitative data were analyzed using descriptive statistics (mean, SD, frequency, percentage) via SPSS. Qualitative responses were analyzed through thematic coding (Braun and Clarke, 2006).

Reliability and Validity

The instruments were pilot-tested on 20 students at Sarinter College, Igbo Olomu, Lagos, yielding a Cronbach's alpha = 0.84 for internal consistency. Content validity was confirmed by two university experts in English education.

Results

This section presents and interprets the data collected from students, teachers, and counselors at Landmark College, Lagos. It provides a detailed analysis of the factors responsible for the sudden decline in English Language examination performance among previously high-performing students. Quantitative findings are presented through frequency tables and mean scores, while qualitative responses are discussed thematically.

Table 2 Summary of Respondents

Category	Number of Respondents	Percentage (%)
Students	100	83.3
Teachers	10	8.3
Counselors	2	1.7
Total	112	100

(Source: Field Survey, 2025)

Factors Contributing to Decline in English Performance

Table 3: Mean and Standard Deviation of Reported Factors

Factor	Mean	SD	Rank
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Digital Distraction	4.21	0.67	1st
Motivation Loss	3.94	0.72	2nd
Teacher Feedback	3.71	0.83	3rd
Burnout	3.58	0.79	4th
Family Pressure	3.40	0.80	5th

(Source: Field Survey, 2025)

The results show that digital distraction ranked as the most influential factor affecting English performance. A mean score of 4.21 indicates that most students spend excessive time on social media or gaming platforms, reducing study engagement. This aligns with (Adebayo, 2021), who found that students' academic concentration declines when they multitask online. Motivation loss ($\bar{x} = 3.94$) also plays a significant role. Students reported losing enthusiasm for English Language due to repetitive syllabus content and examination fatigue. Teachers observed that formerly competitive students now lack curiosity or passion for improvement.

Teacher feedback deficiency ($\bar{x} = 3.71$) was highlighted by both students and teachers as a contributing factor. When teachers delay marking or provide minimal feedback, students lose interest in refining their writing and comprehension skills. (Adeyemi and Ojo, 2022) also emphasized that constructive feedback enhances student achievement.

Qualitative Findings (Themes from Interviews)

Interviews with teachers and counselors yielded five central themes:

1. Academic Burnout and Overload:

Teachers reported that top-performing students often take on multiple academic and extracurricular responsibilities. The constant pressure to maintain excellence leads to fatigue and reduced focus.

2. Digital and Social Media Addiction:

Nearly all teachers noted that students' attachment to smartphones, social media, and gaming apps distracts them from study. Students admitted spending an average of four hours daily online, often during study time.

3. Fear of Failure and Anxiety:

Counselors revealed that some students fear losing their "top student" status, causing anxiety that negatively impacts their test performance.

4. Monotony in Teaching Methods:

Teachers acknowledged that traditional lecture-based approaches in English classes fail to engage high-level learners, leading to disinterest. Interactive and project-based strategies were recommended.

5. Parental and Peer Pressure:

Students face expectations from parents and peers to always excel. This emotional burden contributes to mental exhaustion and, consequently, poor results. Findings from questionnaires, interviews, and classroom observations consistently indicated that digital distraction, motivation decline, and teaching style rigidity were primary causes of the observed performance drop. The integration of quantitative and qualitative evidence enhances the study's validity.

Discussion of Results

Influence of Internal (Psychological) Factors

The study revealed that emotional fatigue and anxiety significantly affect students' learning processes. This supports (Bandura (1997) Self-Efficacy Theory, which asserts that students' confidence in their ability to succeed affects their persistence and achievement. Once high-performing students experience minor failures or pressure, their self-belief weakens, leading to further decline.

External (Environmental) Influences

Environmental factors, such as parental pressure and peer competition, compound the problem. Students feel compelled to maintain unrealistic standards, increasing stress and reducing concentration (Owolabi and Akinyemi, 2020).

Role of Teachers

Effective teaching goes beyond content delivery; it requires emotional connection and formative feedback (Adeyemi and Ojo, 2022). Teachers' inability to adapt to evolving student needs can disengage learners who previously thrived on challenge and interaction.

Digital Distraction

Consistent with (Adebayo, 2021), this research affirms that social media use is both a cognitive and temporal distraction. Students often underestimate the cumulative hours lost to online activities, which replaces active study time.

Curriculum Difficulty and Assessment Fatigue

The current English syllabus demands intensive reading and writing. High achievers who initially found this stimulating may later experience fatigue, especially when assignments feel repetitive or overly rigid.

Summary of Findings

This research investigated the sudden decline in English Language examination performance among high-performing students at Landmark College, Lagos. Through a combination of surveys, interviews, and observations, several key findings emerged:

1. Digital Distraction: Students spend excessive time on social media, gaming, and mobile entertainment, which interferes with focused study time.
2. Motivation Decline: High achievers often lose enthusiasm due to repetitive learning methods and lack of recognition.
3. Burnout: Constant pressure to remain at the top leads to emotional and academic fatigue.
4. Teaching Approach: Teachers relying heavily on lecture-based methods struggle to engage advanced learners.
5. Parental Pressure: Unrealistic expectations from parents foster anxiety and emotional withdrawal.

Conclusion

In summary, this study addresses the critical issue of a sudden drop in English Language examination performance among previously high-performing students at Landmark College, Ikorodu, Lagos. It rests on the premise that such a decline is not the result of a single factor but arises from a disruption in the complex system of student motivation and capability, instructional support, school environment and home/contextual factors. The theoretical underpinnings of sociocultural theory and self-efficacy theory provide a lens to understand how internal beliefs and external scaffolding combine to affect performance trajectories.

The literature review confirms a wide range of factors influencing English performance in Nigeria and beyond teacher quality, instructional resources, home socio-economic background, student attitude, test anxiety and more but also reveals a gap in research focused on high-performing students experiencing a drop. By focusing on this cohort and context, the study promises to fill that gap and generate practical recommendations for schools, teachers, policymakers and researchers.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Teacher Stability and Continuous Professional Development: Schools should minimize teacher turnover and provide ongoing training in modern pedagogies and formative assessment strategies to maintain instructional consistency.
2. Student Motivation and Self-Efficacy Enhancement: Regular workshops and counselling sessions should be organized to strengthen students' confidence, coping skills, and exam strategies.
3. Parental Involvement: Parents must remain actively involved in their children's academic monitoring even after achieving success. They should provide moral and logistical support, including creating an enabling home study environment.

4. Curriculum and Assessment Reforms: Schools should align English Language curricula with real-life communicative competencies, critical reading, and creative writing rather than rote examination drills.
5. Early Detection Systems: Schools should implement data-driven performance monitoring systems to identify early warning signs of decline among high achievers.
6. Peer Support and Reading Culture Promotion: Encourage reading clubs, debate teams, and peer mentoring systems to maintain engagement and linguistic exposure outside formal classroom hours.

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