**FACTORS RESPONSIBLE FOR STUDENT ACADEMIC PERFORMANCE IN PUBLIC SECONDARY**

**CHAPTER 1**

**INTRODUCTION**

* 1. **Background of the Study**

Education as the key to development has the capacity to upgrade teaching effectiveness as well as learning efficiency among learners. Efforts by have being made by school administrators to improve the performance of Public secondary school students. The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers’ quality, school management, teaching methods, peers, etc are variables that affect students’ academic achievement (Ajayi, 2001 and Oluchukwu, 2000).  Hence, the school environment remains an important area that has to studied and well managed to enhance students’ academic performance.

According to Jam (2009) academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or on paper. In other words, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance generally refers to how well a student is accomplishing his or her tasks or studies. There are quite a number of factors that determine the level and quality of students' academic performance. (Scottk, 2002).

According to Hussain (2006) secondary school students in public schools often come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. This singular factor has caused serious damage to the achievement status to secondary school students.

 Achievement is generally a pedagogical terminology used while determining learners’ success in formal education and which is measured through reports examinations, researches, and ratings with numerous factors of variables exerting influence. Essentially, the National Policy on education (Federal Republic of Nigeria, 2004) has identified school achievement contents according to school subjects which are classified as core or elective subjects.

Although studies abound on the causative and predictive nature of factors of study habit on students academic achievement. all factors or variables tend to focus on poor study habit while the effects are yet to be fully accessed on the nations educational development.

The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Ajao 2001). The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Delta State and Nigeria at large. The quality of education depends on the teachers as reflected in the performance of their duties. Over time pupils’ academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao 2001). Teachers have been shown to have an important influence on students’ academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe 2001). Both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001). Considering governments’ huge investment in public education, its output in terms of quality of students have been observed to be unequal with government expenditure.

In Nigeria, there are so many factors influencing the ability of students to cultivate effective and efficient study habit. Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of students studying habit. In the same vein, Adetunji and Oladeji (2007) submit that the environment of most children is not conducive for studying; it is in the light of this that made some parents to prefer their children to go to boarding school for proper discipline and to inculcate better reading habit.

1.2 **Statement of the problem**

The increasing nature of poor academic performance of public secondary school students especially in external examinations like WAEC or JAMB, tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks. However, these might not be the main reasons why students perform poorly in examinations. It is clear from all indications that most secondary school students have poor study habit which might lead to poor academic performance.

 it is yet to gather adequate research evidence to prove that it is a key factor on why students fail. Emphasizing the importance of school environment to students academic performance, Oluchukwu, (2000) asserted school environment is an essential aspect of educational planning. The scholar went further to explain that unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place.

The high levels of students’ academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. However, little is known on the impact of school environment on students’ academic performance in an urban city like Rivers State. It was agreed that inadequate provision of equipment in public secondary school. It is based on the above stated problems that the study on assessment of factors responsible for students academic performance in public secondary schools became necessary for investigation.

**1.3** **Purpose of the Study**

The major purpose of this study was to assess the factors responsible for students academic performance in public secondary school. Specifically the study is:

1. To examine the factors Responsible for student’s academic performance in public Secondary Schools.

i. To examine the influence of human resources on students’ academic performance in secondary schools.

ii. To determine the influence of financial resources on students' academic performance in secondary schools.

iii. To establish the influence of physical resources on students’ academic performance in secondary schools.

iv. To determine how learning techniques influence the students' academic performance in secondary schools.

v. To examine the challenges for student’s academic performance in Public Secondary Schools.

**1.4 Research Questions**

The study was guided on the following research questions.

i. What is the influence of human resources on students’ academic performance in public secondary schools?

ii. How does a financial resource influence the students' academic performance in public secondary schools?

iii. To what extent does physical resource influence students’ academic performance in public secondary schools?

iv. How does learning techniques influence the students' academic performance in secondary schools?

v. What are the challenges that affect student’s academic performance in Public Secondary Schools?

1.5 **Research Hypotheses**

The following hypotheses guided the study:

1. There is no significant relationship between the factors Responsible for student’s academic performance in public Secondary Schools.

2. There is no significant relationship between the challenges for student’s academic performance in Public Secondary Schools.

* 1. **Significance of the Study**

This study will be used to students researchers, scholars, educationists who use it for further studies. It is hoped that this study will provide information for parents, educators and school administrators to reflect upon various factors that help students in achieving their academic goals. In so doing, they can investigate the possibility of introducing those factors to their school, which may consequently lead to enhancing students’ educational outcomes in school. This study provides a valuable reference for other schools to reflect upon the school environment as it affect the academic performance of student in secondary school. It will serve as resource materials for others who want to carry out research in related field.

* 1. **Scope of the Study**

This research work focuses on the factors responsible for students academic performance in public secondary school in Rivers State. This research work covers all public secondary schools students in Rivers State.

1.8 **Operational Definition of terms**

***Academic performance:*** This refers to the performance that falls within specified standard.

***Study habit:*** This is a behaviour style that is systematically formed by students towards learning and achievement.

***Study skills:*** These are peculiar strategies developed by the students in studying.

**CHAPTER 2**

**REVIEW OF RELATED LITERATURE**

This chapter gives a review of literature related to the study on the factors responsible for student academic performance in public secondary schools. The review is examined under; Academic performance as an indicator of internal efficiency, physical, resources and academic performance, human resources and academic performance, financial resources and academic performance, teacher motivation and academic performance and challenges faced by schools in promotion of academic performance. The chapter will also presents literature on approaches used to measure school effectiveness. Then literature on each of the independent variables of the study, and how it influences academic performance, is provided.

The search for effective schools is one of the main education reform initiatives taking place in many countries today (Gray 2004; Petty et al., 2007). This has become evident in a variety of forms in Australia, Canada, New Zealand, the United Kingdom and the United States of America (Murphy & Beck, 1995; Johnston, 1997; Taylor & Bogotch, 2004; Petty & Green, 2007). In spite of its widespread practice and implementation of these and other more recent initiatives to enhance school effectiveness in schools, no clear or uniformly accepted set of guidelines or assumptions with regard to the assessment of school effectiveness exists (Botha, 2010).

**2.2 Physical Resources and Academic Performance**

Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011).

Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education. Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 1978). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 1991; Pscharapolous & Woodhall, 1985). The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students’ performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009). This study proposes to establish the state of physical facilities in public secondary school in Nigeria in order to evaluate how it is impacting on academic performance of public secondary schools.

**2.3 Financial Resources and Academic Performance**

Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources (Lumuli, 2009). Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (RoK, 1995) notes that schools have a narrow revenue base which consist of mainly school fees. School fees make up over 90% of total revenue collected by the schools (Selina, 2012). Even if government has been making contribution in form of subsidized secondary Education (SSE), the contribution may be inadequate unless well managed. Collection of fees still varies from school to school. Where collections are inadequate, the state of infrastructure will be poorly developed compromising content delivery. This ends up putting a lot of strain on existing resources which end up compromising academic performance of the school (Eshiwani, 1993).

Various schools have adopted various techniques of financial management among them being investing in income generating Activities (IGAs) to supplement school budgets. Funds earned through IGAs are used to put up school infrastructure or acquisition of stationery to support learning activity (Kiveu and Mayio, 2009). Study done by Selina (2012) on the impact of IGAs on students Retention Rates in Public Secondary Schools Vihiga District indicate that schools that had IGAs generated income that was used in promotion of motivational Programmes for teachers. Such schools ended up posting better performance in examination compared to schools that did not have such arrangements (Ibid). This study therefore proposes to find out factors that have led to variation in recorded performance among Public Secondary Schools in Teso South District by addressing the variation that exists among schools that have led to differences in performance. In order to address the above issue, this study proposes to establish how financial resources have been utilized to promote performance of different schools as reflected in registered KCSE results.

**2.4 Human Resource and Academic Performance**

Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Juma, 2011). According to behavioral scientists, effective worker performance requires motivation ability and reward system that encourages quality work (Ivancerich et al, 1994). Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Harbison and Mayer, 1964; Husen et al, 1978 and Heinemann; 1981). A trained teacher will have necessary pedagogical skills which will promote students’ understanding, motivating a student to learn, thereby promoting academic performance.

Adequacy of teachers is reflected by student teacher ratio. Student teacher ratio reflects the number of student that is handled by one teacher in a stream during a lesson (Lumuli, 2009). Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a teacher will be able to handle many students at ago. This will make a teacher to employ teaching methods which are deductive rendering students passive (Michelowa, 2003; Dembele & Miaro, 2003). However, there is need to strike balance as extremely low student teacher ratio leads to under utilization of teachers while high student teacher ratio compromises academic performances affecting quality of education. This study therefore seeks to establish the impact of human resource on students’ academic performance as reflected by KCSE results.

**2.5 Learning techniques and Academic Performance**

In Britain, teachers emerging from programmes are only slightly better equipped for the demands that will confront them than their predecessors thirty years go. This reflects the static teacher training force itself out of touch to some degree with recent developments in schools. In Britain the return of adult learner to the classroom meant that schools were dealing with more sophisticated clientele than in the past. Staff development meant is essential for the school to meet the wider responsibilities it is now expected to fulfill (Wilson, 2002).

Teachers are essential players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and ongoing professional development so that they can be able to participate locally and internationally in decisions affecting their teaching environments (UNESCO, 2000).

Educational management has no choice as to whether to train teachers and other employees or not. This is because the competence of employees will never last forever due to such factors such as curriculum change, technological change transfers and promotions (Okumbe, 1998).

Education reforms processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting teachers only as potential trainees and implementers, thus ignoring the importance of teachers’ knowledge, experience and active participation in the reform process (Mbatia, 2004). The shortage of well-trained teacher was identified in the 1964 – 70 development plans as a major obstacle to achieving education for all. The plan emphasized the need of expanding teacher – training facilities in order to reduce the number of untrained teachers and meet the demand of a rapidly expanding primary education system.

It is necessary to develop a system of providing opportunities to teachers to undergo in-service subjects on a continuous basis. Apart from increased enrolment, more children from different backgrounds will be going to school, thus more special needs and over-age children. In rural areas more children from poor home who may have been exposed to baby sitting and herding are likely to go to school. As a result, students’ needs have increased and teachers will require new skills and knowledge (TSC Kenya, 2003). This study seeks to find out challenges experienced by selected public secondary schools in Port Harcourt, Rivers State

**2.6 Factor Affecting Students’ Academic Performance**

**1. Reading culture**

Study skills are influenced by learner motivation and when they are psychological balanced. Besides, learners‘ wish to study or not, difficulties in studying conditions, resistance against frustration and showing intimidation when faced with failure are factors influencing.

Learning as well. An assessment of reading culture among students in tertiary institutions found that apart from lack of reading habit, many factors - hunger, inadequately furnished library, high cost of books, inadequate instructional facilities and poverty - militate against good reading habit. Many students take only a meal per day and this affects their general performance as they lack energy to read.

Poor accommodation is also a factor affecting the students‘ reading culture. If a room meant for two students ends up housing 8-10 students at night, the discomfort will certainly have chain effect. Kanwai (2010, p. 43) in his studies found that facilities in the institution such as hostel accommodation, lecture rooms, textbooks, etc are not in proper condition. The hostel accommodation is not conducive for the students; in the lecture rooms, you find some students hanging on windows and some sitting on bare floor during lectures. If the student is not psychologically balanced, this may lead to low academic performance. Also in the libraries, there are not enough textbooks for the students to use, even if there are, they are not recent publications. Because of constant power failure, the library is often hot and most of the reference books are not there. The reading chairs are also unable to meet up with the geometric increase in the school enrolment (Zainal., Kamaruddin & Saiful-Nathan, 2009, p. 171).

**2. Financial status and psychology**

Literature points out that poor financial status affects academic performance, mental and physical well-being, and even their ability to find employment after graduation (Bodvarsson and Walker, 2004, p. 490; Lyons, 2003, p.70; Lyons, 2004, p. 28). Studies show that mental illness and rates of suicide are strongly connected to both poverty and unemployment. The unemployment rate is generally high more so as there have been some economic recessions worldwide (Krugman, 2009, p. 5). The poor economic conditions affecting most native communities, damage self-esteem and can result in depression, drug and violence, all of which contribute to the high suicide rate (Ian, 1994, p. 200).

Corby and Benjamin*.,* (2008, p. 16) in their write up titled ―Does financial Aid Status Affect student‘s Performance, Retention, Persistence, and Academic Success‖ found that differences in performance exist among the various financial aid participants and non- financial aid participants, these differences cannot be attributed to the financial aid group alone. Variables, both demographic and college specific are interacting with each other to form significant combination.

**3. Absenteeism**

The financial problems of students immensely contribute to low performance, thereby leading to poor quality of education in a number of ways. In the first place, most students cannot afford the essential learning materials like textbooks. Secondly, a student on ―0-1-0‖ (i.e. one who takes lunch every day and cannot take anything again) cannot be expected to give his full attention to what is going on in class. All these lead to absenteeism since the student may have to be out of school, trying to meet these needs (Bello, 1998, p. 21). Absenteeism which could be due to transport fare is also rampant. The problem does not stop there for the education sector, for some of those half-baked graduates find themselves in classroom (at secondary or tertiary levels). In an attempt to solve the problem of lack and/or the high cost of textbooks, some lecturers resort to producing handouts.

A popular avenue among some female students is prostitution. Some ―professionals among them go to the extent of renting places off campus and attracting many well-to do men daily. Organised crimes on our campuses, like cultism, drug dealing and some form of protection rackets also get very willing participation from the financially down cast students. The rich boys with cars and a lot of money ―need girls, drug and protection; the poor boys with natural gift muscles can provide one or a combination of these (Prince, 2009, p. 2). This sets the ground for cultism and protection rackets.

It is no longer shocking to hear that so many students from our tertiary institutions are caught among gangs of armed robbers on the highways. One serious consequence of these financial problems is that some students are denied the chance to further their education. Even in the make-do arrangement currently in place (where a student could manage with far less than the minimum we indicate), a number of students could not afford to stay in our tertiary institutions. We are all aware that some students are forced to voluntarily‘ withdraw for financial reasons. Indeed, many more could not even take up their admission in the first place.

**4. Examination malpractice**

Examination malpractices range from leakage of question papers to copying, changing answer books, impersonation, misconduct in examination centre, approaching invigilators/examiners or any illegal behaviour by a candidate before, during or after the examination so that he/she can obtain an undue success. Some students go to any length in their effort to make ends meet. One lucrative area is examination malpractice. On the campuses, some students are paid to collaborate with or even impersonate others. Even though not all cases of examination malpractice emanate from financial problems, some cases definitely do. Students‘ financial problems contribute even to examination malpractice outside the campuses. Most of those who are paid to impersonate others in external examinations are mostly students from tertiary institutions.

Copying and use of other unfair means/malpractice in examination is a serious problem (Wilayat, 2009, p. 519). This problem is symptomatic of a disease in our educational system which is eating into all facets of our society. This malaise is harmful for the moral and intellectual development of our youths. It is afflicting the ethical and social fabrics of our society. This state of affairs must not be allowed to last for long. There is dire need take measures to put an end on this evil. One way of dealing with the problem is to introduce effective and comprehensive legislation, providing for stringent penalties against the use of unfair means in examinations

**CHAPTER 3**

**RESEARCH METHODOLOGY**

This chapter presented the procedures that were used in conducting the study. The following aspects were considered.

* Research Designed
* Population of the Study
* Sample/Sampling Techniques
* Instrumentation
* Validity for instrumentation
* Administration of the instrument
* Data analysis techniques

**3.1 Research Design of the Study**

The study adopted a survey design. Descriptive research will be used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The technique were appropriate as it involved a careful in depth study and analysis on the factors responsible for students academic performance in public secondary schools.

**3.2 Population of the study**

The population of the study consist of (45) teahers and 250 students of (9) secondary school in Port Harcourt Local Government

**3.3 Sample/Sampling Techniques**

The sample size consisting of 180 students and 36 teachers giving the total as 216. The school includes:

|  |  |  |  |
| --- | --- | --- | --- |
| S/N | Name of school | No of teacher | Name of Students Sampled |
| 1 | Government Secondary School Elekahia | 4 | 20 |
| 2 | Government secondary’s school Eneka | 4 | 20 |
| 3 | Community secondary School Amadi-Ama | 4 | 20 |
| 4 | Community secondary School Nkpolu | 4 | 20 |
| 5 | Girls secondary school Orominike  | 4 | 20 |
| 6 | Governmetn secondary school Borokiri | 4 | 20 |
| 7 | Community Secondary school Oroworukwo | 4 | 20 |
| 8 | Community secondary school Nkpigwu | 4 | 20 |
| 9 | Community secondary school Abuloma | 4 | 20 |
|  | Total  | 36 | 180 |

**3.4 Instrumentation**

The instrument for the study was questionnaire, titled Assessment of factor responsible for students academic performance in public secondary schools questionnaire. (ASAPQ). The questionnaire consist of 15 structured items and the respondents were requested to answer: strongly Agree (SA), Disagree (D), and strongly Disagree (SA).

**3.5 Validation of the Instrument**

To validate the instrument, the content were determined by the expert judge of the supervision. The supervisors suggested, observations and comments were used to up grade the content of the instrument.

**3.6 Reliability of the Instrument**

The reliability of the instrument was determined by using test retest method. The reliability coefficient was found using Pearson’s Product moment correlation. A correlation coefficient of 0.77 was obtained and the instrument was deemed to be reliable

**3.7 Administration of Instrument**

The researcher personally administered the questionnaire to the 36 teacher and 180 students. 216 copies of questionnaire were distributed and 128 was retrieved.

**3**.**7 Methods of Data Analysis**

The data collected from the administration of the instrument on the respondents was hand scored using frequencies and mean scores of analyze the researcher questions.

The presentation was followed, Pearson’s Product Moment was used to analyze the hypotheses.

**CHAPTER 4**

**DATA PRESENTATION, ANALYSIS AND SUMMARY OF FINDINGS**

This chapter presents the analysis of data and results of the findings gathered from the research questions.

**4.1 Research Question 1**

What is the influence of human resources on students’ academic performance in public secondary schools?

**Table 4.1: Mean Analysis on the influence of human resources on students’ academic performance in public secondary schools**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |  | REMARK |
| 1 | The poor foundation in mathematics is at the root of poor performance | 30 | 30 | 40 | 28 | 2.50 | Accepted |
| 2 | Students are no longer interested in hard work | 40 | 28 | 40 | 20 | 2.68 | Accepted |
| 3 | I always find it difficult to prepare for mathematics lessons | 35 | 35 | 30 | 28 | 2.60 | Accepted |
| 4 | There are inadequate mathematics teachers in terms of numbers and quality  | 50 | 25 | 28 | 25 | 2.78 | Accepted |
|  | Total |  |  |  |  | 10.56 | Accepted |
|  | Grand mean |  |  |  |  | 2.64 |  |

Source: Survey Data 2015.

The table 1 reveals that the factors listed in the items, are responsible for the students’ academic performance in public secondary schools in Port Harcourt local government area, it shows teachers’ responses to items in the questionnaire were more on agreed column (66) than strongly agreed (57). The mean response ranges from 2.50, 2.68, 2.60 to 2.70. It is of importance to note that the teachers strongly agreed that poor foundation, lack of interest and difficulty in preparation are the root of the poor performance of students’ public secondary schools.

**4.2 Research Question 2**

How does a financial resource influence the students' academic performance in public secondary schools?

**Table 4.2: Mean Analysis on the financial resource influence the students' academic performance in public secondary schools**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |  | Remark |
| 1 | Students lack interest in science subjects while learning | 35 | 35 | 30 | 28 | 2.57 | Accepted |
| 2 | Lack of hard work on the part of students results in poor performance | 50 | 50 | 8 | 20 | 3.01 | Accepted |
| 3 | Students should be involved in more practical work than the theoretical | 30 | 30 | 40 | 28 | 2.48 | Rejected |
| 4 |  Parents should buy necessary learning materials for their children. | 45 | 15 | 40 | 28 | 2.25 | Rejected |
|  | Total |  |  |  |  | 10.31 | Accepted |
|  | Grand mean |  |  |  |  | 2.57 |  |

Source: Survey Data 2015.

The results in table 2 above show that lack of interest, lack of hard work, lack of practical and poor provision of study materials were core factors responsible for the academic performance in public secondary schools. The mean response ranged between 2.57, 3.01, 2.48 t0 2.25 well above the acceptance point. Surprisingly, the buck being squarely passed to parents as well.

**4.3 Research Question 3**

To what extent does physical resource influence students’ academic performance in public secondary schools?

**Table 4.3: Mean Analysis on the physical resource influence students’ academic performance in public secondary schools.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |  | Remark |
| 1 | Overcrowded classroom and libraries affects negatively performance of students’ in public secondary school.  | 40 | 50 | 20 | 18 | 2.87 | Accepted |
| 2 | Learning environment should be conducive for effective teaching and learning to take place. | 20 | 80 | 28 | - | 2.93 | Accepted |
| 3 | New school building arouses students’ interest in learning.  | 30 | 50 | 20 | 28 | 2.64 | Accepted |
| 4 | In my opinion the location of school has nothing to do with students’ academic performance | 25 | 75 | - | 28 | 2.75 | Accepted |
|  | Total |  |  |  |  | 11.19 | Accepted |
|  | Grand Mean |  |  |  |  | 2.79 |  |

Source: Survey Data 2015

The mean response in table 3 shows that the teachers accepted the school environment factor as enhancing both teaching and learning. The mean values ranges from 2.87 to 2.93 which is in line with the criteria for accepting a factor. The largest number of teachers strongly agreed to the fact that the learning environment should be made conducive for effective teaching and learning to take place. This will have a positive effect on the students’ performance in public secondary schools.

**4.4 Research Question 4**

How does learning techniques influence the students' academic performance in secondary schools?

**Table 4.4: Mean Analysis on the learning techniques influence the students' academic performance in secondary schools.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |  | SD | Remark |
| 1 | I always use varieties of teachingmethods when teaching students  | 50 | 25 | 28 | 25 | 2.78 | 1.6 | Accepted |
| 2 | I always like using lecturing methodwhenever I am teaching any topics in classroom  | 45 | 15 | 40 | 28 | 2.25 | 1.4 | Rejected |
| 3 | I always find it difficult adopting a particular teaching method in my class.  | 60 | 30 | 10 | 28 | 2.48 | 1.5 | Rejected |
| 4 | I love demonstration method and Ialways use it when teaching students  | 60 | 25 | - | 15 | 3.01 | 1.8 | Accepted |
|  |  Total |  |  |  |  | 18.49 |  |  |
|  | Grand mean |  |  |  |  | 2.64 |  |  |

Survey: Survey Data 2015.

Table4 shows a mean range of 2.78 to 2.25. Out of 30 teachers 20 agrees that the use of varieties of teaching method was an advantage while 19 out of 30 teachers disagrees when the importance of teaching method was brought to question and earned the lowest mean score below the acceptance level of 2.50. By implicationtherefore, the use of varieties of teaching methods will enhance students’ performance in public secondary schools’.

**4.5 Research Question 5**

**What are the challenges that affect student’s academic performance in Public Secondary Schools**?

**Table 4.5: Mean Analysis on the challenges that affect student’s academic performance in Public Secondary Schools.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |  | REMARK |
| 1 | poor financial status affects academic performance | 30 | 30 | 40 | 28 | 2.50 | Accepted |
| 2 | Examination malpractice | 40 | 28 | 40 | 20 | 2.68 | Accepted |
| 3 | Absenteeism | 35 | 35 | 30 | 28 | 2.60 | Accepted |
| 4 | Poor accommodation is also a factor affecting the students’ reading culture. | 50 | 25 | 28 | 25 | 2.78 | Accepted |
|  | Total |  |  |  |  | 10.56 | Accepted |
|  | Grand mean |  |  |  |  | 2.64 |  |

Source: Survey Data 2015.

The result of table 5 has a mean value ranging from 2.50 to 2.68. the highest number of teachers (18) with mean response of 2.78 strongly agrees that instructional materials should be used in making the teaching of any subjects more real, this will go a long way in making a greater impact on the performance of students’ in their studies. Teachers who believed that teaching aids will not make an impact or do not see the necessity of using instructional materials in teaching fell below the acceptance point with a mean response of 2.27. The conclusion here then is that, the use of instructional materials will boost the performance of students in Public secondary schools in Port Harcourt local government area of Rivers State.

**4.6 Test of Hypotheses (USE PERASON’S PRODUCT MOMENT TO TEST THE HYPOTHESES**

**Ho1**: There is no significant relationship between the factors Responsible for student’s academic performance in public secondary schools.

**Ho2**: There is significant relationship between the challenges for student’s academic performance in Public Secondary schools.

**Decision rule: R**eject H0 if pvalue is less than significance level. (0.05). accept if otherwise.

**Hypothesis 1:**

| **Table 4.0 Correlations** |
| --- |
|  |  | poor maths foundation | no interest in hardwok | difficulty in preparing maths lessons  | inadequate maths teachers |
| poor maths foundation | Pearson Correlation | 1 | **.930**\*\* | **.957**\*\* | .919\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| no interest in hardwok | Pearson Correlation | .930\*\* | 1 | .954\*\* | .937\*\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| difficulty in preparing maths lessons  | Pearson Correlation | .957\*\* | .954\*\* | 1 | .944\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 |
| N | 128 | 128 | 128 | 128 |
| inadequate maths teachers | Pearson Correlation | .919\*\* | .937\*\* | .944\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 |  |
| N | 128 | 128 | 128 | 128 |
| \*\*. Correlation is significant at the 0.05 level (2-tailed). |  |  |  |

Based on our decision rule we conclude the following from table 4.0:

1. There is positive (0.930) significant (0.000) relationship between poor mathematics foundation and no interest in hard work on the part of the students.
2. There is positive (0.954)) significant (0.000) relationship between no interest in hard work and difficulty in preparing mathematics lessons on the part of the teachers.
3. There is positive (0.919) significant (0.000) relationship between poor mathematics foundations of students and inadequate mathematics teachers.
4. There is positive(0.937) significant (0.000) relationship between no interest in hardwork and inadequate mathematics teachers.

**Hypothesis 2**

| **Table 4.1 Correlations** |
| --- |
|  |  | lack of interest in science sbjects | lack of students hardwork | involvement of more practical work by students  | purchase of learning materials by parents |
| lack of interest in science sbjects | Pearson Correlation | 1 | .896\*\* | .957\*\* | .942\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| lack of students hardwork | Pearson Correlation | .896\*\* | 1 | .889\*\* | .908\*\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| involvement of more practical work by students  | Pearson Correlation | .957\*\* | .889\*\* | 1 | .963\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 |
| N | 128 | 128 | 128 | 128 |
| purchase of learning materials by parents | Pearson Correlation | .942\*\* | .908\*\* | .963\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 |  |
| N | 128 | 128 | 128 | 128 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). |  |  |  |

Based on our decision rule we conclude the following from table 4.1:

1. There is positive (0.896) significant (0.000) relationship between of students interest in science subjects and lack of students hardwork .
2. There is positive (0.957) significant (0.000) relationship between students lack of interest in science subjects and involvement of more practical work by students.
3. There is positive (0.942) significant (0.000) relationship between lack of students interest in science subjects and parents purchase of learning materials for students.
4. There is positive (0.889) significant (0.000) relationship between lack of students hardwork and students involvement in more practical work .
5. There is positive (0.908) significant (0.000) relationship between lack of students hardwork and purchase of learning materials for students.
6. There is positive (0.963) significant (0.000) relationship between students involvement of more practical work by students and parents purchase of learning materials by parents.

**Hypothesis 3**

| **Table 4.2 Correlations** |
| --- |
|  |  | overcrowded classrooms | conducive learning enviroment | new school building arouses students interest | location of sch has nothing to do with students performance  |
| overcrowded classrooms | Pearson Correlation | 1 | .827\*\* | .918\*\* | .872\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| conducive learning enviroment | Pearson Correlation | .827\*\* | 1 | .880\*\* | .944\*\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| new school building arouses students interest | Pearson Correlation | .918\*\* | .880\*\* | 1 | .917\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 |
| N | 128 | 128 | 128 | 128 |
| location of sch has nothing to do with students performance  | Pearson Correlation | .872\*\* | .944\*\* | .917\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 |  |
| N | 128 | 128 | 128 | 128 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). |  |  |  |

Based on our decision rule we conclude the following from table 4.3

1. There is positive (0.827) significant (0.000) relationship between overcrowded classrooms and conducive learning environment .
2. There is positive (0.918) significant (0.000) relationship between overcrowded classrooms and new school building arouses students interest.
3. There is positive (0.872) significant (0.000) relationship between overcrowded classrooms and location of school has nothing to do with students performance.
4. There is positive (0.880) significant (0.000) relationship between conducive learning environment and new school building arouses students interest.
5. There is positive (0.944) significant (0.000) relationship between conducive learning environment and location of school has nothing to do with students performance
6. There is positive (0.917) significant (0.000) relationship between location of school has nothing to do with students performance and new school buildings arouses students interest.

**Hypothesis 4**

| **Table 4.4 Correlations** |
| --- |
|  |  | use of varieties of teaching methods | use of lecturing method  | difficulty in adopting a particular teaching method | i love demonstation method while teaching |
| use of varieties of teaching methods | Pearson Correlation | 1 | .946\*\* | .932\*\* | .929\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| use of lecturing method  | Pearson Correlation | .946\*\* | 1 | .919\*\* | .907\*\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| difficulty in adopting a particular teaching method | Pearson Correlation | .932\*\* | .919\*\* | 1 | .950\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 |
| N | 128 | 128 | 128 | 128 |
| i love demonstation method while teaching | Pearson Correlation | .929\*\* | .907\*\* | .950\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 |  |
| N | 128 | 128 | 128 | 128 |
| \*\*. Correlation is significant at the 0.05 level (2-tailed). |  |  |  |

Based on our decision rule we conclude the following from table 4.4

1. There is positive (0.946) significant (0.000) relationship between teachers use of different varieties of teaching methods and use of lecturing methods to teach the students.
2. There is positive (0.932) significant (0.000) relationship between teachers use of different varieties of teaching methods and difficulty in adopting a particular teaching method.
3. There is positive (0.929) significant (0.000) relationship between teachers use of different varieties of teaching methods and those teachers who love demonstrating while teaching.
4. There is positive (0.946) significant (0.000) relationship between use of lecturing method on students and use of varieties of teaching method.
5. There is positive (0.919) significant (0.000) relationship between use of lecturing method on students and teachers use of different varieties of teaching methods.
6. There is positive (0.950) significant (0.000) relationship between teachers who love demonstration while teaching and difficulty in adopting a particular teaching method on the part of the teachers.

**Hypothesis 5**

| **Table 4.5 Correlations** |
| --- |
|  |  | poor financial status | exam malpractice | absenteeism | poor accomodation |
| poor financial status | Pearson Correlation | 1 | .930\*\* | .957\*\* | .919\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| exam malpractice | Pearson Correlation | .930\*\* | 1 | .954\*\* | .937\*\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 |
| N | 128 | 128 | 128 | 128 |
| absenteeism | Pearson Correlation | .957\*\* | .954\*\* | 1 | .944\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 |
| N | 128 | 128 | 128 | 128 |
| poor accomodation | Pearson Correlation | .919\*\* | .937\*\* | .944\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 |  |
| N | 128 | 128 | 128 | 128 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). |  |  |  |

Based on our decision rule we conclude the following from table 4.5

1. There is positive (0.930) significant (0.000) relationship between poor financial status of students and students that indulge in exam malpractice.
2. There is positive (0.957) significant (0.000) relationship between poor financial status of students and absenteeism of students.
3. There is positive (0.919) significant (0.000) relationship between poor financial status of students and poor accommodation of students.
4. There is positive (0.954) significant (0.000) relationship between students involved in exam malpractice and absenteeism.
5. There is positive (0.937) significant (0.000) relationship between students involved in exam malpractice and poor accommodation.
6. There is positive (0.944) significant (0.000) relationship between poor accommodation and absenteeism of students.

In general, we conclude that there is a significant relationship between those factors responsible for student’s academic performance in public schools at a significance level of 0.05 or 0.01

**CHAPTER 5**

**DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND SUMMARY OF THE WORK**

This chapter focused on discussion, conclusion, recommendations and suggestions for further research and summary of the study on Assessment of Factors Responsible for students academic performance in public secondary schools. The following sub-headings are discussed here in:

* Discussion of Findings
* Conclusions
* Recommendations
* Suggestion for Further Research
* Summary of the Work

**5.1 Discussion of Findings**

From the responses gotten from the respondents, the results of this study suggest the need for teachers to develop positive relations with the students, to stress classroom activities which involve active learning-teaching process and students’ participation, and to engage students meaningfully in the subject, so that a fruitful and satisfying result is assured. This is consistent with findings in this study.

Other studies (Akale, 2007 & Asikhia, 2010) reported that the attitudes towards subjects were influenced by other variables; parents occupation and education, gender and socio-economic status. Further, the study showed the importance and significant role played by instructional materials on students’ performance in public secondary schools. This explains why a subject like mathematics, chemistry, physics, integrated science, etc will require real objects that can convert topic that seem abstract to something concrete for students’ understanding. This establishes the conclusion made by Talmadge and Eash (2006) about four decades ago that instructional materials influence student achievement, use of process skills and other learning outcomes. This finding consolidates previous research that revealed positive influence of instructional media on students’ performance (Adedokun, 2002). Finally, research findings in table 2 shows where teachers perceive that environment influence poor academic performance; this may be because students themselves are the victims of this poor performance. Some researchers like Isangdighi (2008) also agree that students’ environment promote poor academic performance. Aremu and Oluwole (2001) submitted that some of the factors of poor academic achievement are motivational orientations, self-esteem, emotional problems, study habits, teacher consultation and poor interpersonal relationship.

On teaching methods as a factor responsible for poor performance of students in secondary school, Asikhia (2010), agrees with the findings of this research that most untrained teachers point accusing fingers at students rather than on themselves when the students are unable to carry out the expected exercise at the end of the lesson or in examination. Therefore, teachers planning should include:

1. Choice of appropriate teaching and material

2. Choice of appropriate teaching method

3. Intensive research on the topic to be taught

4. Determination of the objectives of the lesson.

**5.2 Conclusion**

This present study was aimed at surveying the factors responsible for students’ academic performance in public secondary schools in Port Harcourt Local government area of Rivers state.

The findings of this survey confirmed the fact that; teacher factor, students attitude and commitment, methods of teaching, use of instructional materials and the school environment are to a great extent valid factors that influence students’ academic performance in public secondary schools. These findings therefore would be of great help to governments, teachers, students, professional policy makers and parents in providing a solid springboard to launch anew a template to finding a lasting solution to the perennial academic performance issues in public secondary schools.

**5.3 Recommendation**

In view of the findings of this survey, the following are the major recommendations;

1. Since the present study was limited to public secondary schools, similar studies could be carried out to cover the public primary schools as well as other sectors of education.

2. There is need to develop a love for mathematics, chemistry, physics, etc through the setting up of “Club” in every public secondary school. It’s aims should be as follows;

a. To initiate and develop love for science subjects

b. To help students develop positive attitude towards it.

c. To learn the “History of subjects” by sharing its slow and painful development from ancient time to the present

3. Subject teachers’ pre-service and in-service training must be encouraged and funded. Some innovative teaching methods and instructional strategies combined with new technologies in mathematics to enhance effective and efficient teaching and learning.

4. Student-teacher ratio in our public secondary schools should be reduced.

5. Regular activities of professional bodies like STAN and MAN should be encouraged in schools.

6. Government and educational policy makers at the national and state levels must equip all schools moderately equal to enhance teaching, learning, efficiency and positive achievement. Adequate funding to enable the provision of infrastructural facilities, recruitment of qualified teachers, conducive school/learning environment, improved conditions of service for teachers and machinery for periodic supervision and system checks.

**5.4 Suggestions for Further Research**

In the light of the above findings, future researchers could explore how family background, size, socio-economic status and peer group influence affect students’ performance in public secondary schools.

**5.5 Summary of work**

This is the portion of the study which ties up the research objectives, significance of the study and the research questions together. This provides the summary of the study, the conclusions with respect to the findings and makes recommendations based on the findings in the study. The conclusions are about the connections between the finding of the present study and the reviewed literature. In the recommendations, an overview of ideas and suggestions for further research is provided. Also, included in this chapter are suggestions that could be used to build on the present study in the Nigerian public secondary schools.

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**APPENDIX A**

Department of Business Education

Faculty of Technical and Science

Rivers State University of Science & Technology, Nkpolu, Port Harcourt.

Dear Sir/Madam

**REQUEST FOR RESPONSE TO QUESTIONNAIRE**

I am final year students of the above mentioned institution currently working on a research project, Assessment of Factors Responsible for student’s academic performance in public secondary schools. Please you are requested to fill the questionnaire accordingly.

All information supplied will be kept in strict confidentiality and use for the purpose of completing this study.

Yours Faithfully,

………………………………

**Didia John Goodness**

**DE:2011/2960**

**Researcher**

**QUESTIONNAIRE FOR ASSESSMENT OF FACTORS RESPONSIBLE FOR STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS**

**PART A**

**Instruction:** Please fill in the blank space and tick ( √ ) in the box that best chose your option.

Name of School:……………………………………………………..

Sex: Male ( ) Female ( )

Status (Please State):………………………………………………………

Highest Educational Qualification (Please State)……………………

………………………………………………………………………………....

Years of Experience: 5 years ( ) 2 years ( )

One Year ( ) 3 Years ( )

**PART B**

The information below will be used to elicit answers to the research questions posed in chapter one. You are required to tick ( √ ) in the option that best suit you by using the key below.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

**QUESTIONNAIRE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
|  | **What is the influence of human resources on students’ academic performance in public secondary schools?** |  |  |  |  |
| 1. | The poor foundation in mathematics is at the root of poor performance |  |  |  |  |
| 2. | Students are no longer interested in hard work |  |  |  |  |
| 3. | I always find it difficult to prepare for mathematics lessons |  |  |  |  |
| 4. | There are inadequate mathematics teachers in terms of numbers and quality  |  |  |  |  |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
|  | **How does a financial resource influence the students' academic performance in public secondary schools?** |  |  |  |  |
| 1 | Students lack interest in science subjects while learning |  |  |  |  |
| 2 | Lack of hard work on the part of students results in poor performance |  |  |  |  |
| 3 | Students should be involved in morepractical work than the theoretical |  |  |  |  |
| 4 |  Parents should buy necessary learning materials for their children. |  |  |  |  |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
|  | **To what extent does physical resource influence students’ academic performance in public secondary schools?** |  |  |  |  |
| 1 | Overcrowded classroom and libraries affects negatively performance of students’ in public secondary school.  |  |  |  |  |
| 2 | Learning environment should be conducive for effective teaching and learning to take place. |  |  |  |  |
| 3 | New school building arouses students’ interest in learning.  |  |  |  |  |
| 4 | In my opinion the location of school has nothing to do with students’ academic performance |  |  |  |  |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
|  | **How does learning techniques influence the students' academic performance in secondary schools**? **?** |  |  |  |  |
| 1 | I always use varieties of teachingmethods when teaching students  |  |  |  |  |
| 2 | I always like using lecturing methodwhenever I am teaching any topics in classroom  |  |  |  |  |
| 3 | I always find it difficult adopting a particular teaching method in my class.  |  |  |  |  |
| 4 | I love demonstration method and Ialways use it when teaching students  |  |  |  |  |
|  | **What are the challenges that affect student’s academic performance in Public Secondary Schools** |  |  |  |  |
|  | poor financial status affects academic performance |  |  |  |  |
|  | Examination malpractice |  |  |  |  |
|  | Absenteeism |  |  |  |  |
|  | Poor accommodation is also a factor affecting the students’ reading culture. |  |  |  |  |