

**FACTORS RESPONSIBLE FOR STUDENTS' ACADEMIC PERFORMANCE
IN PUBLIC SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT
AREA OF EDO STATE**

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**UNIVERSITY OF BENIN
BENIN CITY, NIGERIA**

FEBRUARY 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY
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REQUIREMENTS FOR THE AWARD OF BACHELOR DEGREE OF
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FEBRUARY 2024

CERTIFICATION

We, the undersigned certify that this project was carried out by Mbaka Patricia Ukamaka with matriculation number, EDU1612343 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project is dedicated to the glory of God.

ACKNOWLEDGEMENTS

I am profoundly grateful to God Almighty who kept me alive up to this minute, for His strength and wisdom throughout my academic pursuit.

I wish to express my profound gratitude to my project supervisor, Dr. O.E. Osagiobare for his time and guidance throughout the period of carrying out this work.

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ABSTRACT

The study investigated the factors responsible for students' academic performance in public secondary schools.

The population for this study consists of all public secondary school students in Oredo Local Government Area of Edo State. Out of the twenty-four public secondary schools in Oredo Local Government, eight secondary schools were selected for the study. This represents 33.3% of the total secondary schools in the local government. In each of the selected school, twenty students and five teachers were randomly selected to make a total number of two hundred (200) respondents. A simple random sampling technique was used to select the respondents. The instrument for the study was questionnaire, titled Assessment of factor responsible for students' academic performance in public secondary schools' questionnaire. (ASAPQ).

Findings revealed that human resources, financial resource, physical resource and learning techniques influence students' academic performance in public secondary schools. It was therefore recommended that subject teachers' pre-service and in-service training must be encouraged and funded. Some innovative teaching methods and instructional strategies combined with new technologies to enhance effective and efficient teaching and learning.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education as the key to development has made it necessary to upgrade teaching effectiveness as well as learning efficiency among learners. Consequently, efforts are being made by school administrators to improve the performance of Public secondary school students. The school environment, which includes 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 be 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 examinations reports, 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.

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. 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.

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?

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.

Significance of the Study

This study will be useful 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 variables as it affects 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.

Scope of the Study

This research work focuses on the factors responsible for students' academic performance in public secondary school in Oredo Local Government Area of Edo State.

This research work covers all public secondary schools' students in Oredo Local Government Area of Edo State.

Operational Definition of terms

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.

Public Secondary School: Schools owned and controlled by the government

Achievement: the act of accomplishing educational goals

School environment: school areas in which teaching and learning activities take place

School Administrator: the school head

Student: Refers to a scholar. It refers to someone who is undergoing a learning process in a school

Academic Performance: It is the extent to which a student, teacher or institution has attained their short or long term educational goals.

CHAPTER TWO

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 the following sub-headings:

- Concept of academic performance
- Academic performance as an indicator of internal efficiency,
- Physical resources and academic performance
- Human resources and academic performance
- Financial resources and academic performance
- Factor Affecting Students' Academic Performance
- Appraisal of literature review

Concept of Academic Achievement

When explaining the meaning of achievement, word like performance and accomplishment are constantly used. This is because achievement or accomplishment and performance are very closely related. In fact, the relationship between the two terms is such that they are often used interchangeably.

Achievement is commonly referred to as proficiency of an individual in a given skill or body or knowledge. Goode (1995) refers to it as the term generally used to describe performance of an individual in a given skill or body of knowledge.

Achievement can therefore mean the level of performance attain by an individual in any activity such as in a school subject which is usually measured by examination or test.

Abayomi (1997) believes that academic performance and achievement can be used in the same vein to stand for the same thing. Kolawole (1988) defines academic performance as any score or performance above or below the class mean score and the difficulty level of a test. He went further to say that there is usually a pass mark like 40% and 50% most common for public examination so that anyone that passed while anybody who score less than this pass mark is adjudged to have failed. According to Bakare (1992), academic performance is viewed in terms of actual achievement in school. According to him, the tools used in measuring this are continuous assessment and periodic examinations.

As pointed in the definition of academic performance, the rating of academic performance takes different methods depending on the criteria considered and the person doing it. The definition of performance in one way or the other, confirms that performance involves the display of knowledge, ability or skills by individuals. Lindsay (1990) refers to the term performance as “involving the motion or accomplishment, attainment in the execution of task”. What Lindsay is actually saying is that performance presupposes achievement and is confirmed by displaying or portraying the knowledge or skills obtained during learning.

Olakitan (1989) sees the term as an actual accomplishment as distinguished from potential ability. This implies that it is what is actually displayed and not what can be

done or achieved or available skills that constitute performance. Likewise, performance has been described as an action of a person or a group of people when given a learning task. On the other hand, if the learner has not be able to carry out the task properly, hence the performance of the learners depends on or portrays his or her achievement.

Causes of Low Academic Achievement

Student achievement is not simply a matter of what happens in school. Although schools can and do make a significance difference, research has identified numerous factors which affect students' success especially the female students.

Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his or her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavourable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favourable conditions of service.

Neagley and Evans (1970) emphasized that effective of instruction can improve the quality of teaching and learning in the classroom. Etsey, Amedahe and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work.

Another factor is motivation. A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Young

(1988) examined the job satisfaction of California public school teachers in USA and found predictors were the salary one earned from it. Studies by Lockheed et al (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

The availability and use of teaching and learning materials affects the effectiveness of a teacher's lessons. According to Brown (1973) the creative use of variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning concluded that class sizes above 40 have negative effects on students' achievement. Asiedu Akroti (1879) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

Butler (1987) (has also found home work to be a correlate of academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students. Churchill (1965) found a positive relationship between the location of school and the students and teacher performance.

Another cause of poor performance is tracking – Many schools group students on the basis of ability. As a result, many students end up in the slow tract and are taught as if they cannot learn. Remedial courses move more slowly, the students have little hope of ever catching up. In fact, they fall further behind each year, and this is viewed as acceptable. Many of us do not believe that all kids can learn and act on the basis of this belief. Glickman (1991) states, “we know that the evidence shows no benefits are gained by tracking students into ability groups.

School Size: Recent research on the effect of school size on student’s achievement indicates that a small school strategy may be a powerful school improvement model. While there is no single definition of ‘smallness’, some research indicates that an effective size for an elementary school is in the range of 300-400 students and that 400-800 students is appropriate for a secondary school (Cotton, 1996). Lee and Smith (1996) argue that slightly larger secondary schools, from 600-900 students are necessary for good curricular diversity on the other hand, small school advocates such

as Deborah Meier and Tes Sizer of the Coalition of Essential Schools, believe that no secondary school should exceed 300 students (Cushman, 1997).

For both elementary and secondary students of all ability levels and in all kinds of settings, research has repeatedly found small schools to be superior to large schools on most measures and equal to them on the rest. A recent review of 103 studies identifies the relationship of school size to various aspects of schooling (Cotton, 1996).

- Academic achievement in small school is at least equal, and often superior to that of large schools. The effects of small schools in the achievement of ethnic minority students and students of low socio-economic states are the most positive of all.
- Students attitudes towards school in general and towards particular school subjects are more positive in small schools.
- Students social behaviour, as measured by truancy, discipline problems, violence, theft, substance abuse, and gang participation more positive in small schools than large ones.
- Levels of extracurricular participation are much higher and more varied in small schools than large ones.
- Students' attendance is better in small schools than in large ones especially with minority and low students.
- A smaller percentage of students drop out of small schools than large ones.

- Students have a greater sense of belonging in small schools than in large ones, interpersonal relations between and among students, teachers and administrators are more positive in small schools than in large ones.
- Students' academic and general self-regard is higher in small schools than in large schools.

There is increasing evidence that school size and poverty interact to affect student achievement. Research (Strange, 1997) indicates that:

- Large schools moderately affluent students, compared to smaller schools, but they increase the negative effect of poverty on the educational achievement of poor students.
- Smaller schools substantially benefit students from poor communities, compared to large schools.
- The benefit of small schools for poor children are much greater than the benefit of large schools for rich children.

The research indicates that large schools not only hurt poor students, but actually increase the educational gap between wealthy and poor children.

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.

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 Mayo, 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 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.

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 underutilization of teachers while high student teacher ratio compromises academic performances affecting quality of education.

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).

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) 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).

Financial status and Academic Performance

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; Lyons, 2003; Lyons, 2004). 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). 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).

Corby and Benjamin., (2008) 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.

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). 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). 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.

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). 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

Summary of Literature Review

On the basis of the controversial findings on the influence of factors responsible for students' academic performance in the Literature.

With several research works quoted and reviewed on the effect of human resources, financial resources, physical resources, learning techniques and several other challenges on student academic, it can be ascertained that the aforementioned variables has little or no effect on students' academic performance. So also, to test the aforementioned research questions to determine if these variables has effect on student academic performance on Secondary Schools, various research questions will be subjected to test and thus a conclusion will be made on the effect of these variables on student academic performance.

CHAPTER THREE

METHODOLOGY

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

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

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.

Population of the Study

The population for this study consists of all public secondary school students in Oredo Local Government Area of Edo State.

Sample and Sampling Technique

Out of the twenty-four public secondary schools in Oredo Local Government, eight secondary schools were selected for the study. This represents 33.3% of the total secondary schools in the local government. In each of the selected school, twenty students and five teachers were randomly selected to make a total number of two hundred (200) respondents. A simple random sampling technique was used to select the respondents.

Research Instrument

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

Validation of the Instrument

To validate the instrument, the content was determined by the expert judge of the supervision. The supervisor suggested, observations and comments were used to upgrade the content of the instrument.

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.

Method of Data Collection

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

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.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

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

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	$\bar{\chi}$	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 2023.

The table 1 reveals that the factors listed in the items are responsible for the students' academic performance in public secondary schools in Oredo 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.

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	S	A	D	SD	$\bar{\chi}$	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 2023.

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 to 2.25 well above the acceptance point. Surprisingly, the buck being squarely passed to parents as well.

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	$\bar{\chi}$	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 2023

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.

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	$\bar{\chi}$	SD	Remark
1	I always use varieties of teaching methods when teaching students	50	25	28	25	2.78	1.6	Accepted
2	I always like using lecturing method whenever 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 I always use it when teaching students	60	25	-	15	3.01	1.8	Accepted
	Total					18.49		
	Grand mean					2.64		

Survey: Survey Data 2023

Table 4 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 implication therefore, the use of varieties of teaching methods will enhance students' performance in public secondary schools'.

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	$\bar{\chi}$	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 2022.

The result of table 5 has a mean value ranging from 2.50 to 2.78. It is of importance to note that the teachers strongly agreed that poor financial status affects academic performance, examination malpractice, absenteeism and poor accommodation are the root of the poor performance of students' public secondary schools. The conclusion here then is that, the challenges listed on the table will boost the performance of students in public secondary schools in Oredo Local Government Area of Edo State if they are adequate.

Discussion of Findings

The finding in table one revealed the influence of human resources on students' academic performance in public secondary schools. 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. This finding was in agreement with Heinemann (1981) who stated that a trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

The result in table 2 revealed the influence of financial resource on the students' academic performance in public secondary schools. Financial resource is a key element among educational resources. They are used for acquisition of other resource such as physical facilities, textbooks and human resources. Availability or adequacy of financial resources will enable a school acquire other facilities that will help in the teaching and learning process. Where there is inadequate financial resources, the academic performance of the students might be affected. This was supported by Akale (2007) and Asikhia (2010) who affirmed that the attitudes towards subjects were influenced by other variables; parents occupation and education, gender and socio-economic status.

Further, findings in table 3 revealed the influence of physical resource on students' academic performance in public secondary schools. The 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. Provision of adequate

learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners. 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. Findings in table 3 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.

Result in table 4 revealed that learning techniques influence the students' academic performance in secondary schools. 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.

Table 5 revealed the various challenges that affect student's academic performance in public secondary schools. The financial problems of students immensely contribute to low performance, thereby leading to poor quality of education in a number

of ways. This problem could lead to inadequate supply of instructional materials in the school. The importance and significant role played by instructional materials on students' performance in public secondary schools is so great. This explains why a subject like mathematics, chemistry, physics, integrated science and so on 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).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter focused on summary, conclusion, recommendations and suggestions for further research.

Summary

The study was aimed at surveying the factors responsible for students' academic performance in public secondary schools.

The population for this study consists of all public secondary school students in Oredo Local Government Area of Edo State. Out of the twenty-four public secondary schools in Oredo Local Government, eight secondary schools were selected for the study. This represents 33.3% of the total secondary schools in the local government. In each of the selected school, twenty students and five teachers were randomly selected to make a total number of two hundred (200) respondents. A simple random sampling technique was used to select the respondents. 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). 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.

Findings revealed that human resources influence students' academic performance in public secondary schools.

It was also revealed that financial resource influences the students' academic performance in public secondary schools.

The study also revealed that physical resource influences students' academic performance in public secondary schools.

It was also revealed that learning techniques influence the students' academic performance in secondary schools.

Conclusion

The findings of this survey confirmed the fact that; teacher factor, student's 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.

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. Subject teachers' pre-service and in-service training must be encouraged and funded. Some innovative teaching methods and instructional strategies combined with new technologies to enhance effective and efficient teaching and learning.
3. Student-teacher ratio in our public secondary schools should be reduced.
4. 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.
5. Provision of 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.

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.

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APPENDIX A

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 more practical 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 teaching methods when teaching students				
2	I always like using lecturing method whenever 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 I always 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.				