

DETERMINANTS OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE AS PERCEIVED BY SECONDARY SCHOOL TEACHERS IN ILORIN WEST LOCAL GOVERNMENT, KWARA STATE

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Abstract

The paper investigated the determinants of secondary school students' academic performance as perceived by secondary school teachers in Ilorin West Local Government Kwara State, Nigeria. The differences in the respondents' expression on the bases of age, gender school type were also examined. A total of 200 teachers were selected using stratified and simple random sampling techniques. Data was collected from the respondents with the use of a Researcher-designed instrument entitled "Determinants of Student's Academic Performance Questionnaire (DSAPQ)". The validity of the instrument was done by experts and the reliability of the instrument was ascertained using test re-test reliability method with a value of 0.89. The hypotheses generated were analyzed using the t-test statistics and Analysis of variants (ANOVA) at 0.05 alpha level. Result showed that the major determinants of academic performance are lack of available resource materials, students' poor study habits and poor knowledge of English language. The study indicted no significant difference in the perception of teachers on the determinants of academic performance based gender and type of school, however, there was a significant difference based on age. Recommendations were made that school administrations should provide proper learning resource materials for students; counsellors should help students to cultivate good study and reading habits. Government should also employ qualified teachers in schools.

Keywords: Determinants, academic performance, Perception, Secondary School Teachers.

Introduction

Education is valuable and worthwhile for all individuals worldwide. In this wise, education include all positive values, virtues, skills, trainings, adaptability and characters that human beings acquire by learning. This positive attribute enables the individual to be useful to his society and to himself (Akiniua, 2002). It is on this premise that Nigeria as a nation, places a strong belief in education being the bedrock for national development, national pride and national prosperity (Federal Government of Nigeria, 2014). It is truism that education is the greatest asset that any country can possess. This is so because when the inhabitants of the country are educated all other facts of development have been added to the upliftment of that country. The cultural heritage of a book which through the school system has been deposited into a person would mold him and place him in a position where he can be useful to himself and to the society. This is why formal education is the process by which society through schools, colleges, universities and other institutions deliberately transmit its natural heritage (Ige, 2004).

In the modern world, education plays an important role in the successfulness of individuals (Amusan, 2006). In the formal education, academic achievement is the main measure of the

level of educational attainment and mastery of the curriculum objectives. In essence, high academic performance differentiates between students and predicts success in future endeavours. Academic performance refers to the academic status of students. The academic performance of students shows the degree of understanding and success in learning activities. In the opinion of Aluko (2004), academic performance is the level of achievement of students in their academic activities whether poor or good. It is the level of their responsiveness to what they are being taught in the school. Academic performance according to Adewuja (2003), gives opportunity to the learner in every learning situation to appraise or verify his stand or his achievement in tasks given to him. Osifeso (2003) submitted that good academic performance is based on a desired academic standard. According to Osifeso, poor academic performance refers to the performance that falls below a desired standard. The academic performance of students also reveals how effective the school is contributing its quota to National development, whether the school is producing competent individuals who will be able to contribute to national development.

Poor academic performance of secondary school students has been on the increase in both internal and external examination. Akinboye (2003) defined poor academic performance of a student as one in which he fails to attain a set of performance in a given set of evaluation exercise such as test, examination or series of continuous assessment. Usually, this standard is based on a number of stipulated objectives and other school activities. A student who scores less or below the standard is regarded as having low academic performance in school. Educators are keen about knowing the factors that determines the academic performance of secondary school students (Hassan, 2001).

Several factors have been advanced to affect students' academic performance. Oloyede (2008) and Demide (2000) reported that such factors include student factors, teacher factors, societal factor, governmental infrastructural problem, language problem, and instructional strategies. Oriafio (2002) argued that the science, technology and mathematics education in Nigeria are grossly characterized by inadequacy of content and ineffective methodology by teachers, paucity of facilities, equipment and materials in laboratories, as well as dominated socio-cultural lapses. Other reasons also include overloaded curriculum and ineffective teaching strategies (Demide, 2000). According to Faliyi (2010), the factors affecting academic performance are (i) school factors which is sub-divided into teacher's quality and effectiveness, physical facilities, motivation, incentive motivation, level of discipline and moral standards in schools, time tabling and management of class size; (ii) family factor which include parental care, pattern of child rearing and techniques of home discipline, socio-economic status of the family and nature of home and position of the child in the family; (iii) The child's personal factor which is: The study habits, the child's attitude to work, the child's emotion, retention, interest and readiness/maturation; and (iv) social factor which include peer group influence, environment and exposure to social media.

Students are the most essential asser of any educational institute. The social and economic development of the country is directly linked with the students' academic achievement. The students' achievement plays an important role in producing the best quality graduates who will become great leaders and manpower for the country, thus responsible for the country's economic and social development (Ali, Ali & Salamt, 2009). There has been an upsurge of

Methodology

Descriptive survey research was considered most appropriate for the study because the target population for this study consisted of all secondary schools students in Kwara State. In selecting the respondents, one local government was used for the study (Ilorin west local government). Four secondary schools were randomly selected from the local government area. The sampling population was done through stratified random sampling technique to select fifty teachers in each of the four schools selected for the study to make a total of 200 respondents.

The main instrument that was used for the study is a Researcher-designed questionnaire tagged "Determinants of Secondary School Students' Academic Performance Questionnaire" (DSSSAPQ). The questionnaire consists of two sections: section A consists of three items on the respondents' demographic data such as age, gender and school type. Section B consists of 20 items of the determinants of students' academic performance. The responses were fashioned after the like type rating scale of Strongly Agree –SA- 4 points, Agree (A) 3 Points, Disagree (D) 2 points and Strongly Disagree(SD) 1 point. The corresponding items were developed by the researcher through literature, personal ideas and interaction with experts in the Department of Counsellor Education in University of Ilorin. The content validity of the instrument was established through vetting by five experts in the Department of Counsellor Education, University of Ilorin. In order to establish the reliability of the instrument, the test-re-test method was adopted.

The researcher administered the same instrument on the same group of students at the interval of four weeks. The two sets of scores were correlated using Pearson's Product Moment Correlation Co-efficient formular. A correlation coefficient of 0.89 was obtained and this was considered an appropriate reliability measure for an instrument of this nature. The researcher with the help of two research assistants administered the questionnaire to the secondary school students. Frequency count and percentage which are descriptive statistics were used to complete the demographic data of the respondents. While the students t-test statistics was used to test the three generated hypotheses at 0.05 level of significance.

Results

Research Question 1: *What are the determinants of Students' Academic Performance as Perceived by Secondary School Teachers in Ilorin West Local Government, Kwara State?*

Table 1: Mean Scores and Rank order of Determinants of Academic Performance as Perceived by Teachers in Ilorin West L.G.A

SN	Item No	In my opinion, the following are determinants of academic performance of students:	Mean	Rank
1	20	lack of material resources	3.33	1 st
2	13	poor study habits	3.30	2 nd
3	5	poor knowledge of English Language	3.26	3 rd
4	9	complexity of course materials	3.24	4 th
5	15	exposure to social media	3.23	5 th
6	2	teacher's negative attitude to work	3.21	6 th
7	14	insufficient school counsellors	3.20	7 th
8	7	poor communication skills by teachers	3.17	8 th
9	12	lack of moral training at home	3.15	9 th
10	19	over populated classrooms	3.15	9 th
11	17	poor school climate or learning environment	3.13	11 th
12	16	ineffective teaching materials	3.07	12 th
13	10	lack of trained teachers	3.02	13 th
14	6	poor school policy and practice	3.01	14 th
15	4	unrealistic curriculum contents	3.00	15 th
16	11	students' poor attitude to schooling	2.98	16 th
17	18	inadequate teaching materials like computers textbooks etc.	2.95	17 th
18	1	lack of motivation for teachers	2.93	18 th
19	8	frequent changes of teachers in schools	2.88	19 th
20	3	unsupportive attitude of Government	2.77	20 th

Table 1 showed the respondents' view as regards determinants of academic performance of students. Since all the items have mean scores above 2.50, which is the cut-off for the four point likert score used the instrument. The result indicates that all the factors contained in the instrument determine academic performance of secondary school students. However, the highest factor is 'lack of material resources'.

Hypotheses Testing

This section presents the results on the three null hypotheses that were generated and tested using the t-test and analysis of variance (ANOVA) statistics.

Hypothesis 1: *There is no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of age.*

Table 2: ANOVA of Respondents on the Basis of Age

Source	Sum of squares	df	Mean squares	Cal F-ratio	Crit F-ratio
Between groups	792.365	2	396.183	1.73	3.00
Within groups	45010.390	197	228.479		
Total	45802.755	199			

Table 2 showed a calculated F-ratio of 1.73 and critical F-ratio of 3.00. Since the calculated

f-ratio is less than the critical F-ratio at 0.05 alpha level. there is no significant difference in the respondents' perception of determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of age. The null hypothesis is therefore not rejected.

Hypothesis 2: *There is no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of gender.*

Table 3: Mean Standard Deviation and t-value on Determinants of student's Academic Performance as Perceived by Teachers in Ilorin West L.G.A on the Basis of Gender

Gender	N	Mean	df	SD	Calculated t-value	Critical t-value
Male	74	60.97	198	8.791	1.00	1.96
Female	126	62.55		11.677		

Table 3 indicated a calculated t-value of 1.00 and a critical t-value of 1.96. Since the calculated t-value is less than the critical t-value at 0.05 level of significance, the null hypothesis is therefore not rejected. This means that there is no significant difference in the determinants of students' academic performance perceived by teachers in Ilorin West L.G.A on the basis of gender.

Hypothesis 3: *There is no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of school type.*

Table 4: Mean Standard Deviation and t-value of Respondents on the Basis of School Type.

School Type	N	Mean	SD	df	Calculated t-value	Critical t-value
Private	100	61.44	10.788	198	0.69	1.96
Public	100	62.49	10.648			

Table 4 showed that the calculated t-value of 0.69 is less than the critical t-value of 1.96. Therefore, hypothesis three which states that there is no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of school type, is not rejected.

Discussion of Findings

The study investigated the determinants of secondary school students' academic performance as perceived by teachers in West L.G.A, Kwara State. The study indicates the major determinants of academic performance as lack of material resources, poor study habits and complexity of course materials. This is in line with the submission of Amisi (2007), who opined that resources available to teach students in schools play an active role in determining students' academic performance. Also, the findings is in line with that of Wint (2003) who found that one of the most important factors which determines students' academic performance is students' competence in English. A possible reason for this finding could be

that good education is not by chance, it involves effective teaching and learning with personal effort of the learner.

Hypothesis one which was tested with ANOVA showed that there was no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of age. This means that the ages of the respondents did not influence their perception of the determinants of academic performance of secondary school students. A logical explanation for this finding is that in the Nigerian society, many teachers whether old or young are aware that in formal education, academic achievement is the main yard stick for measuring the level of educational attainment. This is in line with the findings of Jacobs (2002) who also found that there was no difference in the expression of young and old adults on the determinants of academic performance of students.

Hypothesis two was tested with t-test. The result showed that there was no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of gender. This implies that gender does not influence the perception of the respondents. This finding is against the finding of Bailey (2002) who found in his study that gender affects the perception of the respondents on the determinants of academic performance of students. The trend of this finding may be traced to the fact that it does not require gender to know that good academic performance shows the difference between students and helps forecast success in future attempts.

Hypothesis three which stated there was no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the basis of school type was tested with t-test. The result showed no significant difference. This implies that whether the teachers work in a private nor government school, does not influence their perception. This is in support of the findings of Faluyi (2010) which revealed that type of school in which a teacher works, does not affect their perceptions on the determinants of secondary school students' academic performance. Even though it has been established that there is the likely hood that the environment in which an individual is may affect his perception of issues. It is therefore surprising, that school type does not influence teachers' perception of the determinants of secondary school students' academic performance. This could be as a result of poor academic performance of secondary school students which has recently been on the increase in both private and government owned schools.

Conclusion

The major determinants of academic performance of secondary school students are lack of material resources, poor study habits, complexity of course materials and poor communication skills by teachers among many others. There was no significant difference in the determinants of secondary school students' academic performance as perceived by teachers in Ilorin West L.G.A on the bases of age, gender and school type.

Recommendations

Based on the findings of the study, the following recommendations were drawn:

1. School Administrators should provide adequate and sufficient material resources on

regular basis, to meet the needs of individual students. This in no doubt will improve the academic performance of secondary school students in the Nigerian society.

2. Counsellors should help students to cultivate good study and reading habits. Since without a good study habit, students can achieve little or nothing academically on their own.
3. Parents should assist students to improve their proficiency in English Language because most of the questions for continuous assessment and examinations are set in English Language except in few subjects. Parents could employ home lesson teachers to augment the paucity of trained teachers in schools.
4. Government should ensure that teachers are well trained and qualified teachers are recruited in schools. Employment of untrained teachers will completely jeopardize the standard of education which could be more costly to resuscitate than adequately training teachers.
5. Students are fond of blaming others for their failure. Students on their own should also learn to set achievable goals for themselves and strive to accomplish those goals. They should be ready to bear the responsibilities of their academic performance.

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