ANALYSIS OF STUDENTS' PERFORMANCES IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATIONS IN NORTH-WEST ZONE, NIGERIA (2010 – 2014): IMPLICATIONS TOEDUCATIONAL ADMINISTRATION AND PLANNING

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ZARIA

JULY, 2018

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF Ph.D DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

JULY, 2018

DECLARATION

I hereby declare that the work in this thesis entitled "Analysis of Students' Performances in West African Senior School Certificate Examinations in North-West Zone, Nigeria (2010-2014): Implications to Educational Administration and Planning" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma in this or any other institution.

Victor Olufunmilola OJETOKUN …….. 26th July, 2018

CERTIFICATION

This thesis entitled "**Analysis of Students' Performances in West African Senior School Certificate Examinations in North-West Zone, Nigeria (2010-2014): Implications to Educational Administration and Planning''** byVictor Olufunmilola OJETOKUNmeets the regulations governing the award of Ph.D degree in Educational Administration and Planning of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

Dedicated to mylate father – Pa Emmanuel Ojetokun, my mother – MrsMosunmolaTaiwoOjetokun, my dear wife Pastor (Mrs) TaiwoOjetokun, my children Victor (Jnr), Samuel, Favour, andEsther.

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ABSTRACT

The study analysed students' performances in West African Senior School Certificate Examinations in North-West Zone, Nigeria (2010-2014): Implications to Educational Administration and Planning.The study was carried out with six objectives among which were to analysepass and fail in English Language between male and female students, compare pass and fail in English Language between private and public students and examine pass and fail in Mathematics between male and femalestudents.Six research questions were asked among which are: what is the number of pass and fail in English Language between urban and rural students?whatis the number of pass and fail in Mathematics betweenprivate and public students?and what is the number of pass and fail in Mathematics between urban and rural?Also, six null hypotheses were formulated some of which are: that there is no significant relationship betweenperformance(pass/fail) in English Language and gender (male/female) ofstudents, there is no significant relationshipbetween performance (pass/fail)in English Language and type (private/public) ofstudents and there is no significant relationshipbetween performance (pass/fail) in Mathematics and gender(male/female) ofstudents, in North-West Zone, Nigeria. The six hypotheses were tested at 0.05 significance level.The population of the study was 1,157 private schools and 3,563 public schools, 647,952 male students and 309,799 female students. A sample size of 10,487 students comprising 6,267 males and 4,220 females SSCE results from seven private and seven public schoolspurposively selected was used for analysis.The study adopted Ex-post facto research design.A proformatitled: Senior Secondary Students Academic Performances (SSSAP) used for the study to collect data.The data collected was analysed using percentages and Chi-square statistics.Two of the hypotheses were retained and four were rejected.Thefindings revealed that there was no significant relationshipin the performances in English Language and Mathematics between male and female students in WASSCE in North-West Zone, Nigeria. However, findings shows significant relationship existed in the performances in English Language and Mathematics between private and public and urban andrural schools in WASSCE in North-West Zone, Nigeria. It wasrecommended among others that officials ofministry of education in the seven states should regularly carry out routine supervision of instructions and monitor performance standards in English Language and Mathematics with a view to improving the quality of delivery.In addition, ministry of education in the seven states should encourage and motivate the teachers from the rural schools by sponsoring them to attend seminars and workshops in English Language and Mathematics in order to broaden their knowledge, reduce the failure rate, bridge the gap with students from urban schools and remove the misconception that these subjects are difficult especially Mathematics.

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ABBREVIATIONS

NBTE National Board for Technical Education

NCCE National Commission for Colleges of Education

NECO National Examination Council

NUC National University Commission

SSCE Senior Secondary Certificate Examination

SSSAPI Senior Secondary Students' Academic Performance Inventory

UBE Universal Basic Education

WAEC West African Examination Council

WASCE: West African School Certificate Examination

ACRONYMS

GRADE	INTERPRETATION
A1(75% - 100%)	Excellent
B2 (70% - 74%)	Very Good
B3 (65% - 69%)	Good
C4 (60% - 64%)	Credit
C5 (55% - 59%)	Credit
C6 (50% - 54%)	Credit
D7 (45% - 49%)	Pass
E8 (40% - 45%)	Pass
F9 (0% - 44%)	Fail

OPERATIONAL DEFINITION OF TERMS

The following key terms are operationally defined.

Academic Performance: The level of attainment of a person in an examination and how individual is able to demonstrate his/her abilities in an examination.

Core Subjects: The core subjects refer to English Language and Mathematics enshrined which are made compulsory for all primary and post primary school students.

Performance: Output arising from teaching and learning resulting to either pass or fail.

Private School: This is a school that is supported and controlled by Religious/Social organizations or private groups/individual.

Public School: This is a school controlled and/or supported by State or Federal Government.

Rural School: They are schools located in villages or remote areas.

Urban School: They are schools located in the cities or metropolis

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education, which is the fundamental instrument for development in all countries, is not fulfilling the objective set down in the National Policy on Education. These objectives includes, the inculcation of national consciousness and unity; the inculcation of the right type of values and attitudes for the survival of the individual and Nigeria society; the training of the mind in the understanding of the world around; and acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society (FRN, 2016).The hopes of every country of the world to the development of human capital for effective functioning of the society are hingedon education, being an instrument of change. Education in Nigeria is an invaluable instrument of political, social, economic, scientific and technological development.

Among the levels of education in Nigeria, secondary education which is the pivot of the entire educational system is fast losing its relevance which among other factors is due to unsatisfactory and poor performance of students in English Language and Mathematics inWest African Certificate Examinations. The broad aims of secondary school education in Nigeria, as stated in the National Policy onEducation (FME,2005), are to prepare the individual child for (i) Useful living in the society's; and (ii) For higher education. In realitythese aims are very often defeated as most secondary school graduates fail to adapt adequately to society and fail to succeed in post-secondary education.For some time now, there has been increasingly vocal and widespread criticism of the examination system in Nigeria. West African Senior School Certificate

Examinations (WASSCE),which determines the placement of Nigeria students in higher learning and for employment, is of particular concern.

In Nigeria, public discussions frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination results. Student outcomes do not match the government and parental investment. All stakeholders are concerned about why the system is turning out graduates with poor results especially in English Language and Mathematics. To them, it is questionable whether or not teacher's in the secondary schools, the most important factors in the effectiveness of schools and in the quality of a child's education is competent to teach effectively. The National Policy on Education states, no education system can rise above the quality of teachers in the system (FME, 2005). Ogunsaju (2004) states that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations.Blumende (2001) corroborated this view when he reported that the decline in the performance of students in English Language and Mathematicscannot be ignored by anyone who is aware of the significant role playedby these subjects in the advancement of students to higher institutions.

There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content (Challand and Popp, 1990; Rodgers, 2001, and Stuart, 2004). In support of the aforementioned scholars, Ekwesili (2006) institutionalized the Private Public Partnership (PPP) and School Based Management Committee (SBMC) to manage secondary education and to promote school effectiveness since students' success depends on the

amount of learning that takes place in the classroom and how effective and efficient the teacher performs in schools. Ijaiya (1998) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising student performance in English Language and Mathematics. Similarly, Guga (1998) and Lassa (2000), claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Corroborating this Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers in English Language and Mathematics who are still willing to serve so that they can contribute their wealth of experience to improving the system andtherebyimproving the academic performance of the students in these subjects.

Apart from the reasons stated above, other reasons outlined as causes of mass failure in English Language and Mathematics include non-chalant attitude of pupils, youth disillusions and uncared attitude of parents about their children (Bello, andOsagie, 2013). Others are dilapidated infrastructure, lack ofteaching and learning facilities, poorteacher's motivation, abysmal funding and in-competent teachers (The Guardian8th July, 2011). Ajayi (2011) mentioned some problems as parents failure to pay attention to the needs of their children and lack of value orientation, corruption and less emphasis on hard work, television viewing and unregulated internet, face-book surfing and abuse of mobile telephone use. In addition, Adesola (2013) said dying culture of reading amongst the children also contributed to the problem of mass failure especially in English Language and Mathematics.

Similarly, a number of researchers have independently outlined some factors they considered responsible, or at least contributed to this trend (Okeke, 2007, Sule, Akonsolu, Olatoun, Chukwu and Peace, 2013). These factors include:

i. Dissatisfaction with the syllabus;
ii. Lack of functional counseling unit;
iii. Lack of appropriate English Language and Mathematics textbooks;
iv. Lack of English Language laboratory;
v. English Language and Mathematics teachers' attitude to work;
vi. Teachers/students relationship;
vii. Motivation and interest in learning Mathematics; and
viii. Students' previous experiences/knowledge of instruction.

Hansen(2000) sees student performance to also depend on different socio-economic, psychological andenvironmental factors. It observed that student performance is affected by different factors such as learning abilities because new paradigm about learning assumes that all students can and should learn at higher levels but it should not be considered a constraint because there are other factors like race, gender, sex that can affect student's performance.Students' performance has been of great concern to parents/guardiansand government throughout the world.It is a subject of discussions and debate among scholars (Alaka, 2011). It is the most vital educational policy and indicator stakeholders are interested in.Xinyi (2006) informs that students' performance has been a subject of national case and comparative studies among countries since the beginning of educational theory.

Adedeji(1998) states that students' performance is very important because it appears to be the major criterion by which the effectiveness and success of any educational institution would be judged.Despite the efforts being made towards ensuring that citizens have equal educational opportunities as well making other training facilities readily accessible to the users so as to improve students' academic performance in West African Examination Council (WAEC), it has been observed byOwoeye (2002),Ajayi(2011), and Adepoju (2011) that all is not well with the system as a result of the poor performance of students recorded in WAEC examinations in the recent years.

The persistent poor performance of secondary school students in English Language and Mathematics inWest African Senior School Certificate Examinations (WASSCE)in Nigeria in the recent times has made the development of secondary education a difficult task.Parents, Guardians, and other stakeholders in education industry have variously commented on the performances of secondary school student particularly in English Language and Mathematics (Adepoju,2011).

Researchers and stakeholders in education industry have in the recent past identified several factors as the causes of poor performance of students in English Language and Mathematics inSSCE examinations. Among such factors identified are poor location of the school, incessant changes in government policies,closure of schools, which is contingent upon teachers' strike action, home-school distance, high student teacher ratio, lack of supervision, monitoring and evaluation machinery, insufficient facilities, poor content and context of instruction, poor and non-conducive environment,inadequacy of professional qualified teachers among others (Odesola, 2001, Adeboyeje, and Olaniyi 2003).

In addition, the field of educational administration and planning have contributed in no small measure to the development of education in Nigeria even at secondary school level in order to ensure better performance of students. Educational Planning is a process of preparing a set of decisions on education in such a manner that the goals and objectives of education will be realized in the future, using the available resources judiciously. Fabunmi (2004) opined that educational administrators and planners need to play major roles at ensuring better performance of students in WASSCE through planning of educational programmes and services, manpower needs of the country, judicious utilization of available physical resources or facilities, setting goals and objectives for educational systems and preparation of alternative decisions for policy makers and executors, that is, administrators.

Corroborating this, Owolabi (2007) said that educational administrators and planners have consistently involved in the administration and supervision of examination at secondary school level in order to ensure quality and standards hence reducing the poor performance.

Released results by the West African Examination Council for the May/June 2014 Senior School Certificate Examination (SSCE) according Leadership Newspaper (August 12, 2014) indicates that a total of 1,705,976 Candidates registered for the examination out which 529,425 candidates representing 31.28% obtained credits in 5 subject and above including English Language and Mathematics indicating that 68.72% of the students failed.

Given the above varying positions and given the fact that the failure rate in English Language and Mathematics has been rising with each successive year a trend that

has been found not only in the North-West Zone, Nigeria but in the entire country. This present study on the Analysis of Students' Performances West African Examinations Council in North West Zone, Nigeria (2010-2014): Implications to Educational Administration and Planning has become quite necessary and urgent based on current trend that might become a greater problem if urgent attention and solution is not given by all stakeholders in the education industry. This is the thrust of the study.

1.2 Statement of the Problem

Performance in West African Senior School Certificate Examinations (WASSCE) in English Language and Mathematics in North-West Zone, Nigeria has been abysmally poor over the years. Available statistics shows that the failure rate in English Language and Mathematics in May/June West African Senior Secondary School Certificate Examinations (WASSCE) has given all stakeholders serious concern. According to online report of released results by WAEC in 2010, 76.50% was recorded as failure rate in English Language and Mathematics in 2008, 74.01% failure rate was recorded in 2009 while 75.06% was recorded as failure rate in 2010.

Also, the trend of the failure rate for a period of five years (2010-2014) shows that there has been steady decline in the failure rate in English Language and Mathematics.The Leadership Newspaper of 12thAugust, 2014, shows the trend of failure rate in English Language and Mathematics in the WASSCE results from 2010-2014. The Newspaper reveals that 75.06% of the students failed both English Language and Mathematics in May/June 2010, while 44.66% failed in 2011. Also 61.19% failed in

2012 while 35.74% failed in 2013. According to the Newspaper, a total of 70% failure was recorded in both English Language and Mathematics in 2014.

Going by the trend above,it is clear that there has been persistent poor performance of secondary school students in English Language and Mathematics examinations conducted by West African Senior Secondary School Certificate Examinations (WASSCE) in Nigeria. Efforts by all stakeholders, including the government towards finding lasting solution yielded no result.

Therefore, the poor performances of the secondary schools undermines students' chances of joining institutions of higher learning and jeopardizes opportunity for placement, and in most cases reduces an individual's active participation in national development. This project therefore sought to analyse students' performances in West African Examinations Council in North-West Zone, Nigeria (2010-2014): Implications for Educational Administration and Planning with a view to salvage the situation.

1.3 Objectives of the Study

The following objectives were formulated:

(1) Analyse pass and fail in English Language between male and female students in North-West Zone, Nigeria (2010-2014).

(2) Compare pass and fail in English Language between private and public students in North-West Zone, Nigeria (2010-2014).

(3) Examine pass and fail in English Language betweenurban and rural students in North-West Zone, Nigeria (2010-2014).

(4) Determine pass and fail in Mathematics between of male and female students in North-West Zone, Nigeria (2010-2014).

(5) Find out pass and fail in Mathematics between private and public students in North-West Zone, Nigeria (2010-2014).

(6) Ascertain pass and fail in Mathematics between urban and rural students in North-West Zone, Nigeria (2010-2014).

1.4 Research Questions

The following research questions guided the study:

(1) What is the number of pass and fail in English Language betweenmale and female students in North-West Zone, Nigeria (2010-2014)?

(2) What is the number of pass and fail in English Language between private and public students in North-West Zone, Nigeria (2010-2014)?

(3) What is the number of pass and fail in English Language between urban and rural students in North-West Zone, Nigeria (2010-2014)?

(4) What is the number of pass and fail in Mathematics betweenmale and female students in North-West Zone, Nigeria (2010-2014)?

(5) What is the number of pass and fail in Mathematics betweenprivate and publicstudents in North-West Zone, Nigeria (2010-2014)?

(6) What is the number of pass and fail in Mathematics between urban and rural secondary studentsin North-West Zone, Nigeria (2010-2014)?

1.5 Research Hypotheses

The following null hypotheses were generated and tested at 0.05 level of significance.

H_{O1} There is no significant relationship between performance (pass/fail) in English Language and gender(male/female) of students in North-West Zone, Nigeria (2010-2014).

H_{O2} There is no significant relationship between performance (pass/fail) in English Language and type(private/public) of students in North-West Zone, Nigeria (2010-2014).

H_{O3} There is no significant relationship between performance (pass/fail) in English Language and location(urban/rural) of students in North-West Zone, Nigeria (2010-2014).

H_{O4} There is no significant relationshipbetween performance (pass/fail) in Mathematics and gender(male/female) of students in North-West Zone, Nigeria (2010-2014).

H_{O5} There is no significant relationship between performance (pass/fail) in Mathematics and type(private/public) of students in North-West Zone, Nigeria (2010-2014).

H_{O6} There is no significant relationship between performance (pass/fail) in Mathematics and location (urban/rural) of students in North-West Zone, Nigeria (2010-2014).

1.6 Basic Assumptions

The study assumed as follows:

1. It is assumed that gender (male and female) affects the academic performances of students in English Language in WASSCE in the North-West Zone, Nigeria.

2. It is assumed that the type of schools (private and public) affects the academic performances of students in English Language in WASSCE in the North-West Zone, Nigeria.
3. It is assumed that the location of schools (urban and rural) affects the academic performances of students in English Language in WASSCE in the North-West Zone, Nigeria.
4. It is assumed that gender (male and female) affects the academic performances of students in Mathematics in WASSCE in the North-West Zone, Nigeria.
5. It is assumed that type of schools (private and public) affects the academic performances of students in Mathematics in WASSCE in the North-West Zone, Nigeria.
6. It is assumed that location of schools (urban and rural) affects the academic performances of students in Mathematics in WASSCE in the North-West Zone, Nigeria.

1.7 Significance of the Study

Stakeholders in the education industry have shown interest in the academic performance of students in SSCE. Successive government in addition to other stakeholders at one time or the other tried to reverse the trend of failure rate especially in English Language and Mathematics in our public examination. Therefore, the findings of this study will be useful in the provision of baseline information with regard to the above.

There is no doubt that policy makers in education, educational planners, principals, teachers and other student researchers will find the result of this study very useful as they will appreciate the need to reverse the trend of mass failure associated with

our secondary education. The government, and particularly policy makers in education at secondary school level will find the result of this study very significant as it will provide them with evidence based on empirical data that will help them to formulate effective policies and programmes in view of the avalanche of challenges facing this level of education as well as adequately monitoring and evaluating such policies and implementing such programmes in such a manner that will reduce the trend in the failure rate and increase the performance of the students.

Also, the findings of this study will help the principals and teachers to discover the strengths and weaknesses of the students in English Language and Mathematics so that they can package their educational programmes accordingly and carefully handle and motivate the students in order to reduce the failure rate in their schools and consequently improve the performances.

The scholarly importance of this study cannot be overemphasized as the findings will contribute to existing body of knowledge, provide information, open up research areas and assist in the design of such studies for student researchers in educational administration and planning and other researchers in related fields. In different respects, this study will be a reference material for such student researchers whose research problems may be related to this present study.

1.8 Scope of the Study

The study analysed the students'performances inMay/June Senior School Certificate Examination (SSCE) conducted by WAEC in the North-West Zone, Nigeria from (2010-2014). Also, the study is delimited to two subjects which are English Language and Mathematics. The choice of the two subjects was as a result of their

relevant status to all other subjects and for the fact that English Language and Mathematics are compulsory subjects at secondary school level. Also, the WAEC results of male and female students from seven private and seven publicsecondary schools from urban and rural areas randomly selected were used for this study. Therefore, one private and one public secondary school in each of the state under study formed the sample for the study. In addition, this study sees pass grades to be from A1-C6 and the fail grades to be D7-F9. This is as a result of the fact that pass grades are the only requisite grades for admissions into higher institutions in Nigeria

CHAPTER TWO

REVIEWOF RELATED LITERATURE

2.1 Introduction

This chapter is devoted to the review of related literature on issues of students' academic performances in Senior Secondary Certificate Examination (SSCE). To this end, the chapter is structure intothe following:

2.2 Conceptual Framework;

2.3 Theoretical Framework;

2.4 Students' Academic Performance in English Language;

2.5 Students' Academic Performance in Mathematics;

2.6 Academic Performance and influence of Type of School;

2.7 Academic Performance and Human/Instructional Facilities;

2.8 Academic Performance and Influence of Socio-economic Status;

2.9 Factors responsible for Poor Academic Performance;

2.10 Academic Performance and Stakeholders Reactions;

2.11 Academic Performance and Teachers Effectiveness;

2.12 Administrative Leadership Styles;

2.13 Need for Educational Planning;

2.14 Implications of Students' Performance to Educational Administration and Planning;

2.15 A Review of Related Empirical Studies; and

2.16 Summary.

2.2 Conceptual Framework

Various concepts of academic performance have been postulated by different authors. However, for the purpose of this study, the following concepts of academic performance are discussed:

2.2.1 Academic Performance

Academic Performance can be seen as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or group of courses.Simkins (1981) sees academic performances as a measure of output whichis expressed in terms of learning that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school system. Also, Stan (2002) defines academic performance as the level of attainment of a person in an examination, that is, how an individual is able to demonstrate hisor her abilities in an examination. In addition, Al-shorayye (1995) regarded academic performance in an examination as being depended on his cumulative grade point average.

This was supported by Entroistle and Wilson (1977) that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken. In addition, Santrock (2006) sees academic performance as what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. On the other hand, Ajayi (2011) defines academic performance as how students deal with their studies and how they cope with or accomplish different tasks given to them by their

teachers.Consequently, academic performance based on all these definitions measured students output in terms pass and failure ratein WASSCE. .

The pattern of grading students in the Senior Secondary Certificate (SSC) examinations in Nigeria is such that the distinction grade is being represented by A1 to B3. The credit grade is represented by C4 to C6. The ordinary pass grade is represented by D7 to E8 while the failure grade is represented by F9 (WAEC, 2012). It needs to be mentioned however, that the distinction and credit grades are the only requisite grades for admissions into Nigeria Universities and candidates must have at least credit in five subjects including English Language and Mathematics in order to qualify for admission (JAMB, 2012).

For some years now, there has been public outcry over the persistent poor academic performance of secondary School students in West African Senior Secondary Certificate Examination (WASSCE). According toNwokocha andAmadike (2005), academic performance of Students is the yardstick for testing educational quality of a nation. Hence, it is expedient to maintain a high performance in West African Examination Council (WAEC) examinations. Reports on the pages of newspapers and research findings have shown the abysmalacademic performance of students of secondary schools in WAEC examinations. Ajayi (2002), Nwokocha and Amadike (2005), Adeyemi (2008) and Asikhia (2010) said that there are many challenges facing education in Nigeria. According to them, these challenges include teacher/student ratio, lack of supervision of schools to ensure standards, poor quality of teachers and facilities and lack of regulated body for the secondary level. All these were attributed has been the causes of poor academic performance. The persistentdecline in students' performance in this

examination is not only frustrating to the students and the parents, it effects are equally grievous on the society.

Adedeji (1998), opines that students' performance is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. Aremu (2001), while stressing the importance of academic performance in the educational system, was of the view that academic performance is a fundamental criterion by which all teaching/learning activities are measured, using some standards of excellence and the acquisition of particular grades in examinations to measures candidates ability, mastery of contents, and skills in applying the knowledge acquired to a particular situation.

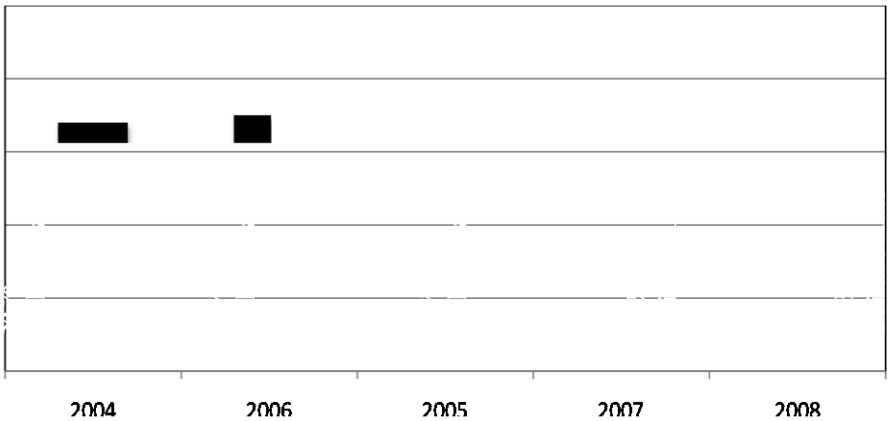
2.2.2 Comparative Analysis of Academic Performance

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or group of courses. Considering the results in the SSCE and similar examinations, there has been a consistent poor performance over the years.

A comparative analysis of these results released by West African Examination Council (WAEC) each year and over many years revealed students abysmal performance in all subjects especially in English Language and Mathematics. WAEC reports of (2004 – 2008) as recorded by Wushishi and Usman (2013) showed that in 2004, 2005, 2006, 2007 and 2008, only 43%, 37%, 35%, 40% and 44% of the students had 5 credits and above including English Language and Mathematics. The Head of the Nigeria National Office of WAEC, DrUyiUwadiae, corroborated this in 2011 report, where only 38.89%

of the candidates obtained 5 credits and above (Vanguard Newspaper, 2011). This is represented in a chat below:

Bar Chart 1: Students Performances in English Language and Mathematics May/June WAEC (2004 -2008)

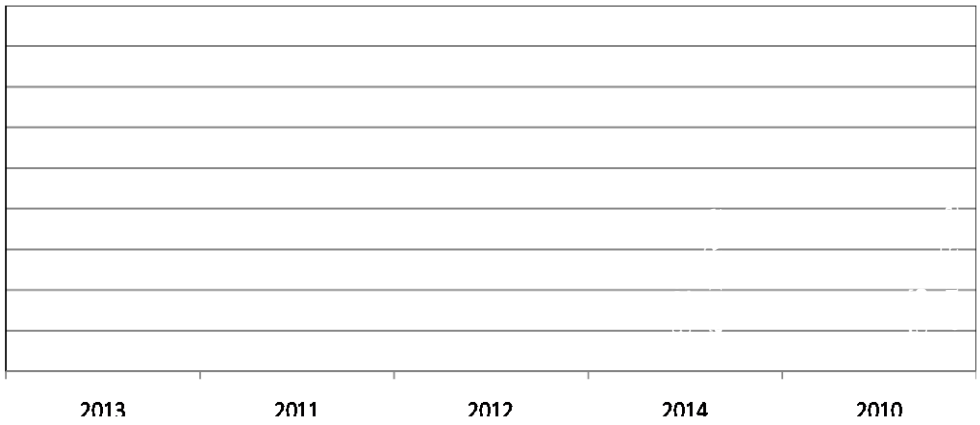


Source: Author

The bar chart 1 shows that in 2004, 34% failure rate was recorded in English Language and Mathematics, 37% failure rate was recorded in 2005, while 35% was recorded as failure rate in 2006. Also, a total of 40% and 44% failure were recorded in 2007 and 2008 respectively.

BarChart 2: Students Performances in English Language and Mathematics May/June WAEC (2010-2014)

Source: The Leadership Newspaper August 12, 2014



The bar chart 2 reveals that 75.06% of the students failed English Language andMathematics in 2010, while 44.66% failure rate was recorded in 2011. In the same vein, 61.19%, 35.74% and 68.72% failure rate were recorded in 2012, 2013, and 2014 respectively in English Language and Mathematics.

To compare this period (2004 -2008) with the years (2010 2014) under review further shows a consistent decline in the performance of the students. Going by the publication of Leadership Newspaper of Tuesday, August 12, 2014, it is disheartening to note that in 2010 Nigeria recorded 75.06% failure rate and 44.66% failure rate in 2011. Also, the failure rate was 61.19% in 2012 while 35.74% and 68.72 was recorded for 2013 and 2014 respectively. This situation can be represented in this chart. This was collaborated by Daily Newswatch Newspaper of Tuesday August 12, 2014 which recorded that only 31% pass SSCE / WAEC in May/June 2014 examinations.

2.2.3 Gender (Male and Female)

Gender is a cultural construct that distinguishes the roles,behaviour, mental and emotional characteristics between males and females developed by a society. Umoh (2003) defines gender as a psychological term used in describing behaviours and attributes expected of individuals on the basis of being born as either male or female. Also, Nwobia (2007) sees sex as a biological distribution between male and female while gender is a social constructs involving differences between male and female, that is, the societal role assignment on the male and female sexes.

According to Okeke (2003) the study of gender is not just mere identification of male and female sexes. Scholars have gone further to identify responsibilities assigned to opposite sexes and to analyze the conditions under which those responsibilitiesare

assigned. Similarly, Haig (2004) sees gender as the range of physical, biological, mental and behavioural characteristics pertaining to and differentiatingbetweenmasculinity and femininity.Depending on the context, the term may refer to biological sex (i.e the state of been male and female or intersex).

Furthermore, Okeke (2003) specifically notes that the study of gender means the analysis of the relationship of men and womenincluding the division of labour, access to resources and other factors which are determined by society as opposed to being determined by sex. It further involves the study of the socio-cultural environment under which responsibilities are assigned and the relationship emanating from it. Thus, gender equally projects the properties that distinguish and, classify organisms on the basis of their reproductive and cultural expectant roles. It relates to the cultural and psychological attributes of men and women through their socio-economic contributions, expectations and limitations.

Thus, the concept of gender does not support or suggest the dominance of male over female or vice versa in academics and other humanresource development areas but it stresses equality and equity in enhancing effective recognition, development and utilization of competencies and efficient and endowed capabilities of both sexes.

2.2.4 Rural Location of Schools

Rural areas are characterized with low population, subsistence mode of life, monotonous and burden. Usually, rural areas are without basic social amenities such as good roads, water, electricity etc. Therefore, rural schools are schools located in villages or remote areas. Owoeye (2002) and Onah (2011) indicated that schools in the rural areas are usually without electricity, pipe borne water, few and less qualified teachers, less

learning facilities and infrastructure. They admitted that the absence of basic social amenities has negatively affected the students' academic performance in public examination.

2.2.5 Urban Location of Schools

Urban consist of people living in a city or town. That is it relates to cities and the people who live in them. Itis characterized by high population density, social amenities such as good roads, electricity, water etc and high variety and beauty. Therefore, urban schools are schools located in the cities or metropolis. Akpan (2008) indicated that schools in urban areas have electricity, water supply, more teachers, more learning facilities and infrastructure.

2.2.6 Educational Administration

Administration is an integral part of any organization. It is crucial for maintaining and expanding the relevance, effectiveness and productivity of institutions such as government departments, school systems colleges, universities and so on. Musaazi (1985) opines that educational administration influence the results to be achieved, the direction to pursued, and the priorities to be recognized within the organization which include the secondary school system. On the other hand, Nwankwo (1981) argued that educational administration can be used by principal, teachers and students to work as a team towards achieving a better performance in public examination.

Edem (1982) supported this argument and reported that a good administrator (principal) must develop policy and strategy that will bring about better performance in examination. According to the author, such policy and strategy includes:

- Determine the problem associated with poor performance of students.
- Examine the detailed make-up of the problem in existing situation.
- Decide on the criteria for resolving the problem
- Develop a plan for action for solving the problem.

Therefore, the study of educational administration has helped the administrator (principal) to use the available body of knowledge as a basis for deriving answers or approaches to specific situations.

2.2.7 Educational Planning

Planning is a rational process of preparing a set of decisions for future action directed at achieving goals and objectives. In this sense, planning is not only concerned with objectives but also with how to achieve them.

Therefore, Fabunmi (2004) defined educational planning as a process of preparing a set of decisions on education in such a manner that the goals and objectives of education will be realized in the future, using the available resources judiciously. Also, Owolabi and Fabunmi (1999) defined educational planning as a continuous process of obtaining and analyzing facts and, from empirical base, of providing information for decision makers on how best the education system is to accomplish its goals and how to achieve cost effectiveness of education programmes.

In addition, Akangbou (1995) said that educational planning involves the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in terms of responding to the needs and goals of students and society as a whole. Ajayi (2003) described educational planning as a continuous process of obtaining and analyzing facts and from empirical

base, of providing information to decision makers on how well the education system is accomplishing its goals.Basically, the task of the educational planner is to see to it that the economic use of the country's educational resources are intelligently planned.

2.3 Theoretical Framework

Educationists have seen the theories of performance in different ways. In order to treat the theory of performance in relation to this study, the following theories of performance are discussed:

2.3.1 Beck's Theory of Performance

The cognitive theory of performance has been reported to have strong relationship with academic performance of students. According to Beck (2004), cognitive is a term used in cognitive psychology to describe the way individuals think and remember information or their preferred approach to using such information to solve problem. Beck's theory focused on field independent (FI) and field dependent (FD) model of cognitive style because it is the dimension that is said to possess the greatest potential for application to educational problem.

TheFI – FD dimension of cognitive theory of performance according to Beck is concerned with the ability to perceive a part of stimulus as distinct to its surroundings through active and analytic as oppose to global processes. He said that FI students tend to be more analytical and better able to restructure an abstract subtle aspect of a problem in contrast to FD students who have their social skills, attitudes, perceptions and qualities strongly influence by their physical and social background. The way individuals prefer to receive information and process them is affected by methods of teaching. Beck submitted

that FI students tend to perform better hence achieve better academic performance in public examination. Some scholars like (Fall, 2003, Okoronka, 2009 and Ekeh, 2011) among others have confirmed the influence of cognitive styles on students' academic performance.

Sloan, Strauss and Wisner (2001) agree that the cognitive styles on students can either impact negatively or positively on the academic performance of the students. According to the authors, the state of mind and distorted thoughts of students affect active participation in academic activities culminating in poor academic performance despite the student's best efforts.

In his own submission, Solomon (1998) agreed with Beck that the academic performance of students will be hampered since they have problem in concentrating, making sound decisions and thinking clearly. Psychologically, concentrating and thinking are indispensable variables of learning and performance and if these are saturated, the student experiences difficulty in information processing and assimilation, and most expectedly, his academic performance will deteriorate remarkably.

The FI students according to Beck's theory will perform better in English Language and Mathematics since these category of students are more analytical and better able to restructure an abstract in solving problem. Unlike the FD students who may not be able to perform better in English Language and Mathematics as a result of their social skills, attitudes, perceptions and qualities that are influence by their physical and social background. These traits in FD students may not aid the students in learning these subjects especially Mathematics that is analytical in nature and needs maximum concentration.

However, it is believed that when Beck's theory is applied, it will help in stimulating learning and result to higher performances in English Language and Mathematics on the part of the students.

2.3.2Theories of Educational Administration

Over the years, the theories of administration has evolve in three stages. These are classical organization theory human relations approach and behavioural approach.

As administrators, we must have heard about Frederick Taylor's scientific management movement. Taylor (1947) viewed man as machine. He believed that every worker should have a clearly defined task laid out before him, that workman should be given standardized conditions and appliances to accomplish the task with efficiency, that high pay should be tied to successful completion of the task. Thus, he emphasized the need for staff training and development. Therefore, specialization of administrative functions, tall hierarchical organization, close supervision, and high degree of centralized control are compatible with the concept of administration as perceived by Taylor. The mood of the scientific management system is rational, logical, highly controlled, and task oriented. Taylor tend to reduce human beings that is, the workers in the organizations into rational machines. In a way, this action could be a barrier to innovation and the development of one's skills.

In spite of all the limitations of Taylor's ideas of management, nevertheless, some of his ideas could be helpful when applied to the school system. For example, his view that members of the organization should know the objectives of their duties is very important. Both school administrators (principals) and teachers must know the objectives of their schools. If the task of the teacher is well defined, he stands a better chance of

performing it well and it will reflect on the performances of the students. This will also facilitate accountability.

Also, his idea of the provisions of appropriate tools and materials to the workers is also very relevant to schools. Teachers and students need to be provided with necessary and up-to-date equipment in order to promote their work. For example, students need textbooks, visual aids, good science equipment, laboratories, libraries and so on to perform well in their studies. There is also the need to have trained teachers and school principals in our schools if our educational objectives are to be achieved especially in English Language and Mathematics.

However, another approach to theories of administration is Human Relations Approach. This approach is in reaction to the mechanistic and impersonal perception by Taylor. Mary Parker Follet is among the first people to recognize the importance of human factors in administration. Follet (1940) believes that neither wage incentives nor change in physical working conditions could explain the amount of production in an organization. It was discovered, however, that the development of social groups like friendship cliques with their own codes of behavior was very important in the functioning of an organization. The human relations movement therefore looked at the organization as a system of individuals interacting, forming informal intergroup relations as well as formal relations defined by the organization chart. For instance, teachers may form informal intergroupings according to age, sex, subjects taught, religion, number of years of service in the school, and interest of various types. Students too may have several different informal groupings within their school community. What is important is that principal as the chief administrator of the school must be aware of all these human

interactions and use them for them for the attainment of the school objectives in order to ensure better academic performance.

Lastly, the behavioural perspective put together the earlier approaches and added propositions and ideas drawn from sociology, psychology, anthropology, political science and economics. This simply means that an administrator have to drawn knowledge from various field of studies so as to be effective and successful on the job. Chester Barnard originated much of the behavioural approach when he examined carefully the organizational life in the functions of the executives. Barnard (1960) viewed the organization as an exchange system in which rewards (inducements) are exchange for work. In the school system, teachers get salaries in exchange of their work. Thus, a teacher remains in the school to perform well his duty which will reflect on the performance of the students as long as he thinks the inducements are larger than his contributions.

The combination of all the above theories when properly used by all stakeholders in the school system will enhance better performance of students in public examination especially in English Language and Mathematics.

2.4 Students'Academic Performance in English Language

English Language occupies a meaningful position in our curriculum because of its importance. Obanga(1982) points out that English Language plays a uniform role in Nigeria because it is the only language common to Nigerians from diverse linguistics, social, cultural, religious and geographical backgrounds. This is in line with the known fact that English Language is a means of instruction in our primary, post primary and tertiary institutions.

Therefore, English Language serves as a gateway to formal education because almost all the subjects in secondary schools are taught in English Language. The foregoing leaves no doubt in our mind that English occupies an enviable position in Nigeria. It can be seen as the livewire of the survival growth and the unity of Nigeria. In response to this, Olagoke(1979) stresses that English Language should be taught and learned in schools because it is indispensable to modern living. Its indispensability is in view of the fact that it is the language of science and technology, commerce, trade and administration, a means of national and international communication, and finally a passport for educational advancement and prestigious employment.

Furthermore, teaching/learning process for all subjects excepts the indigenous languages, are carried out in English, since all their texts are written in English language. There are about 400 different languages in Nigeria and in such a diversified country like Nigeria where people of many dialects and linguistics background work side by side. English language has been used to cement these different groupings. Also, the aim of language teaching in schools as contained in the language syllabus by Federal Ministry of Education (2005) for junior and senior secondary English Language curriculum are as follows:

a. Provide students with a sound linguistic basis for further learning in secondary, tertiary and vocational instructions.
b. Equip school learner with a satisfactory level of proficiency in English Language in their places of work.
c. Stimulate a love for reading as pleasurable activity.

d. Promote the art of spoken English as a medium for national and international communication.

e. Enhance and develop further the various skills and competences already acquired at the primary and secondary levels

Finally, the National Policy on Education (2005) set out a goal for language teaching at the primary level. That is the aim to attain permanent literacy in the mother tongue and target language. The aim of language teaching is therefore, to enable the learners to use the language in communication both orally and literally (written).

2.4.1 Importance of English Language

The importance of English Language in Nigeria cannot be over emphasized considering the fact that English Language assumes the position of Nigeria second language. Nigeria is a country with diverse ethnic groups and languages considering the land mass and the population of people living in Nigeria into the various languages. English Language has become an important means of communication among the different ethnic groups.

The important of English language is most noticeable in the field of education where any person seeking admission into post-secondary institution must at least have a pass in the subject before he or she can be given admission into any Nigeria University, Polytechnic or College of Education.Onugbo (2005) stated on the importance of English Language, that six grade of credit pass, is acceptable for admission into any university in Nigeria and requirement for employment by implication, this means that a candidate must have at least a credit in English Language before he or she can be given admission.

Quick (2006) said that language is like religion which is clearly powerful and unifying force. This implies that English Language as used in Nigeria today is a powerful unifying instrument to both the students and society at large. Even since the introduction of English in Nigeria by the missionaries that invaded the country during 18th century, English Language has gained dominance and popularity as the world most popular language which is widely used by the government, mass media, in business etc. This means that all the sectors of our economy today make use of the English Language as a means of communication in carrying out their duties.

2.4.2 Performance of Secondary School in English Language Examination

Despite the importance of English Language and the fact that it is the Language of instruction in Nigeria educational system, the performance of students in the subject over the years has been very poor and not encouraging. Ubahakwa(2002) pointed out that increase enrolment figure over the years also shows a decline in the performance of students. A release of the Federal Ministry of Education in 2000 categorically stated that only 421 students (about 9.9%) of the 1,244,524 who wrote the English Language paper in the school certificate examination in the past 3 years, passed above credit level.

According to WAEC enrolment from (2000-2004), a total of 4,333,453 candidates sat for English Language examination at the senior school certificate examination, and only 108,162 (25%) had credit in the subject ranging from (A1-C6), 1,351,09) candidates (31%) had ordinary pass which is equivalent to failure due to its inability to secure admission in the tertiary institution or university. 1,901,234 candidates (43%) of the total enrolled population failed English Language within this period under review.

From the above analysis of WAEC enrolment from 2000-2004 on students' performance in English Language in the senior secondary school certificate examination, it is very discouraging considering the number and percentage of failure released within this period. It shows that performance of Nigeria students in English Language examination is below average.

Most English Language teachers feel very annoyed because sometimes when students perform poorly like this; teachers are usually blamed in most cases. They are assumed not to have done their job well. Sometimes, they blameit on the individual background, mother tongue interference, comprehension problem, social factor and individual differences etc. Eze (2004) was of the opinion that the reason behind the poor performance of students in English Language examinations can be attributed to their inability to interpret written Language and also answer comprehension questions in their own words. Obinyan (2005) agrees with the above comment by Eze where he said that students can do well in English Language examination, if only they can be able to answer the question in their own words and avoid unnecessary lifting which might result to ambiguous answers.

2.4.3 Factors Responsible for Students Poor Performance in English Language

Several factors have been attributed to the reason why students perform poorly in English Language examination. Femi (2006) listed the following factors which include;

1. Childs' background
2. Mother tongue inference
3. Teachers' factor
4. Social factor

1. Childs' Background

According to Femi (2006), the background of a child to an extent has a very strong influence on the child's physical and mental development process. A child from rich background develops faster than a child from a poor background who some time experiences some difficulties in the process of growing up.

Chukwuemeka (2006) share the same view with Femi where he said that children from rich background whose parents are educated are usually exposed more than children from poor homes who are usually shy. They always do not to come out to the public place because of their poor status which sometimes leads to inferiority complex.

However, Anada (2006) was of the view that environment where a child grew-up determines the level of achievement and educational attainment of such a child. A child who grew up in an environment where English Language is the language of communication will definitely grow up to know how to speak English unlike a child that grew up in a remote environment where the language of instruction, communication and interaction is in his/her native dialect, such a child will find it very difficult to adopt to a new environment where they speak a different language altogether.

Okereke (2005) added that rich parents usually send their children to the schools in the town for the sole purpose of acquiring the best knowledge, unlike poor parents who experience some difficulty in sponsoring theirchildren in school. In Nigeria to be precise, it is noticeable that children from rich background go to the best school in the country (private schools) whereas children from poor homes are usually seen in public schools which are less expensive.

2. Mother Tongue Interference

Mother tongue is one of the factors that influence child's ability to speak English fluently. Eze (2006) was of the opinion that children find it very hard to learn a new language especially in a situation where they are only been taught how to do things in their native dialect.

This will take a long time for the children to gain familiarity with the new language. In Nigeria for instance, there are several ethnic groups and diverse language, children are taught morals in their various native dialect. So, there is every possibility that when they want to express themselves in English, there is bound to be some interference in either their information or pronunciation e.g. The vowel sound/i/ and /I:/ look alike but are distinct in terms of functions. Children who have only spoken their natural dialect all their life will find it very difficult to notice the difference between these two vowels in the way they pronounce them.

3. Teachers' Factor

The whole problem of teaching and learning revolved round the teachers whose importance in education system cannot be overemphasized.Holiday, Wright, Horn, and Sanders (2006) were of the opinion that the issue of qualified English teacher is one of the determining factors to the performance of the students in English Language examination. They went further to say that a good English teacher is one of the determining factors to the performance of students in English Language examination. Gwarjiko (2015) stated that a good English teacher ought to know the modern method of teaching language courses in order to bring about moderation, participation and interest. They went further to say that the importance of the modern methodology of teaching English will also aid the teacher and students to acquire the desired objective.

4. Social Factor

This is another factor that may hinder the performance andproficiency of students in English Language in Nigeria considering that Nigeria is linguistically erogenous. Speaking on the social factors that influence the use of English Language Bamgbose (2007) pointed out that the basic errors committed by people using English in bi-lingual situations are usually grammatical and lexical errors. These errorsare caused by the interference of native dialect and Pidgin English. Also, social factor as one of the hindrance to students' performance in English Language and indeed academic work in general has posited by many scholars and researchers. Chinwubar (2006) was of the opinion that high or low performance is not a matter of inheritance, but on the basis of environmental circumstance of the people since everyone is born with the inmate ability to do things.

2.5 Students'Academic Performance in Mathematics

Mathematics is enshrined in the National Policy on Education (NPE) as a core and compulsory subject for all primary and post primary school students in Nigeria (FRN, 2014). This is largely because of the indispensable role it plays in the advancement of science and technology of any nation (Iyekekpolor and Bulus, 2009). This has led to its inclusion as a pre-requisite for admission to science based courses in the institutions of higher learning in Nigeria. The Mathematics syllabus at the secondary school level is aimed at preparing and equipping students with adequate mathematical knowledge that will enhance their learning of Mathematics in their early year of undergraduate programme. According to Yusuf and Adigun (2010), Mathematics is not only considered

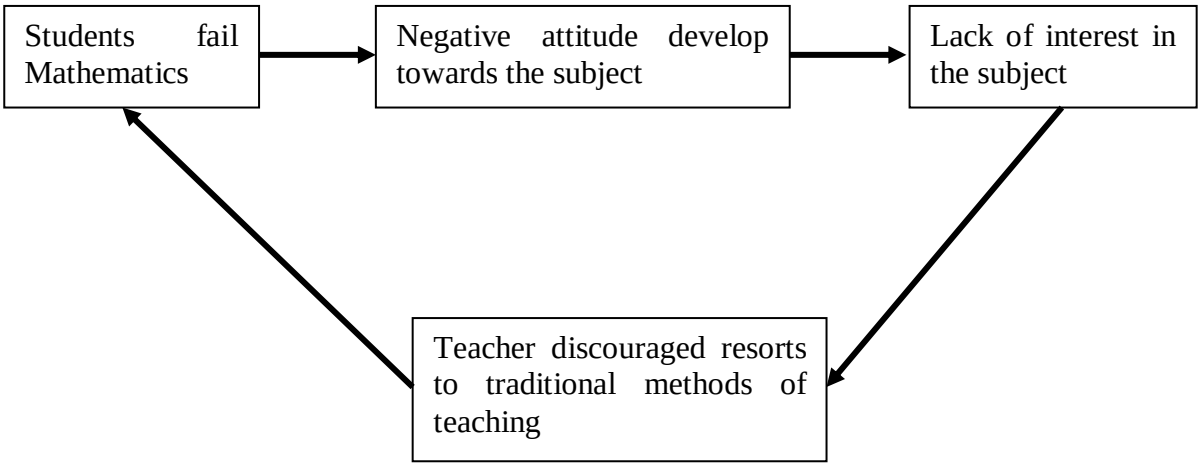
as important in its own right as a field of study and research, but also essential to almost every field of endeavour.

Mathematics has generally been accepted as the foundation of science and technology and it is a very important subject in the secondary school curriculum. Therefore, every nation needs it for sustained scientific and technological development. It is also considered a service tool for the study of sciences. It is ideal for the understanding and application of science and technology, and the discipline plays the vital role of a precursor harbinger to the much needed technological and of course development, which has become an imperative in Nigeria.

Despite the relevance of Mathematics, students still performs abysmally in the subject. This is evident as can be observed in students' performance in the subject in Senior School Certificate Examination (SSCE) conducted by the West Africa Examination Council (WAEC). WAEC reports of (2000-2004) as recorded by Matawal (2012) showed that in 2000, 2001, 2002, 2003 and 2004, only 34%, 37%, 35%, 18% and 34% of the students passed Mathematics at credit level and above respectively. The Head of the Nigeria National office ofWAECcorroborated this in the 2011 report, where only 38.93% of the candidates that sat for Mathematics obtained credit and above (Vanguard Newspaper, Tuesday 10th2011). Furthermore, reports of the Head of National Office of WAEC, in 2011 in the same Newspaper shows that only 38.95% of the 1,526, 248 candidates that sat for the examination obtained credit and above in Mathematics with a failure rate of over 56.54% with 5.29% reported for various of alleged involvement in examination malpractice.

Various factors have been adduced for poor academic performance of students in Mathematics. The interest of students in Mathematics have been related to the volume of work completed, students task orientation and skill acquisition, student personality and self-concept (Moore, 1973), feeling of inadequacy (Aiken, 1976), anxiety (Aiken, 1970), shortage of qualified Mathematics teachers, (Ohuche, 1978, Ale, 1989) poor facilities, equipment and instructional materials for effective teaching (Oshibdu 1984, Akpan 1987, and Odogwu, 1994) use of traditional chalk and talk methods (Oshibodu, 1988, Edwards and Knight, 1994), large pupils to teacher ratio (Alele-Williams, 1988) and so on.

All the above stated reasons for persistent failure in Mathematics, which have been proffered bear relevant in one way or the other to the poor performance of students in Mathematics. This has led to a cycle of events that could be illustrated thus:



Source: Aremu (1998)

Figure 1: Illustration of Factors Affecting Teaching and Learning of Mathematics

When explaining the illustration above, Aremu (1998) explained that when students express lack of interest in the subject, it affects the way they react or listen to the teacher. Also, manyof the students believe that they cannot pass, the teacher is also affected. This is because aside of this negative response from the students, he/she as well

is already being confronted by a lot of other factors like low income, low status in the society, large teacher-students ratio and so on. These may cause him or her to resorts to the easiest way of disseminating knowledge that is 'chalk and talk' without the use of instructional materials. He may not also bother to vary his teaching styles to suit individuals; therefore the cycle goes on.

One fortunate outcome of this is that, the negative attitude towards the subject is passed down from one generation of students to another and therefore the cycle keeps enlarging. What then could be done to breaksuch a cycle of failure? This has been the question by many Mathematics educators and researchers (Akpan, 1987; and Baya'a, 1990). A lot of new modified old methodologies have been proposed to improve performance in the subject (Ande, 1990; Akinsola, 1994; Broussard and Garrison, 2004). Instructional materials have also been designed and developed to aid Mathematics teaching and learning (Skemp, 1989). All these are to help break this cycle of poor performance of the students in Mathematics.

Based on the foregoing, research on Mathematics performance should be considered a continuous process until there is evidence of improvement in interest and performance of the students in the subject particularly at the secondary school level.

2.6 Academic Performance and Influence of Type of School

There have been contentions that a type of school is one factor that affects learning activities which in turn affect performance of students. Type of school can be viewed from two main perspectives, public and private. A public school is any school controlled and/or supported by the State or Federal Government. A private school, on the

other hand, is a school supported and controlled by religious/social organizationsor other private groups/individuals.

There is a widely-held view that students who attend private schools perform better than those who attend public schools in different parts of the world. Adomako (2005) and Asante (2005) opine that performance of private schools in Nigeria has continued to be far better than that of the public schools. Sato (2005) argued that there is more chance of a better academic achievement in private schools, just as Dalmia (2005) was of the view that public schools in the present day were simply not up to the mark. Similarly, available statistics on schools in the United States of America (USA) between 1993 and 2002 by the National center for Education statistics indicated that performance on standardized tests was higher in private schools than in public schools (Council for American Private Education, 2004).

Nevertheless, the belief that private schools are inherently better in academic performance than public schools has been questioned by the findings of Lubienski and Lubienski (2005). They analyzed standardized Mathematics test scores in more than 1,300 public and private schools. They found that "If you look at kids of equal socio-economic class, the kids in public schools are outperforming the equivalent kids in private schools". They therefore emphasized the importance of carefully considering socio-economic differences in comparison to schools achievement.

In Nigeria, type of school can be diagrammatically represented as follow

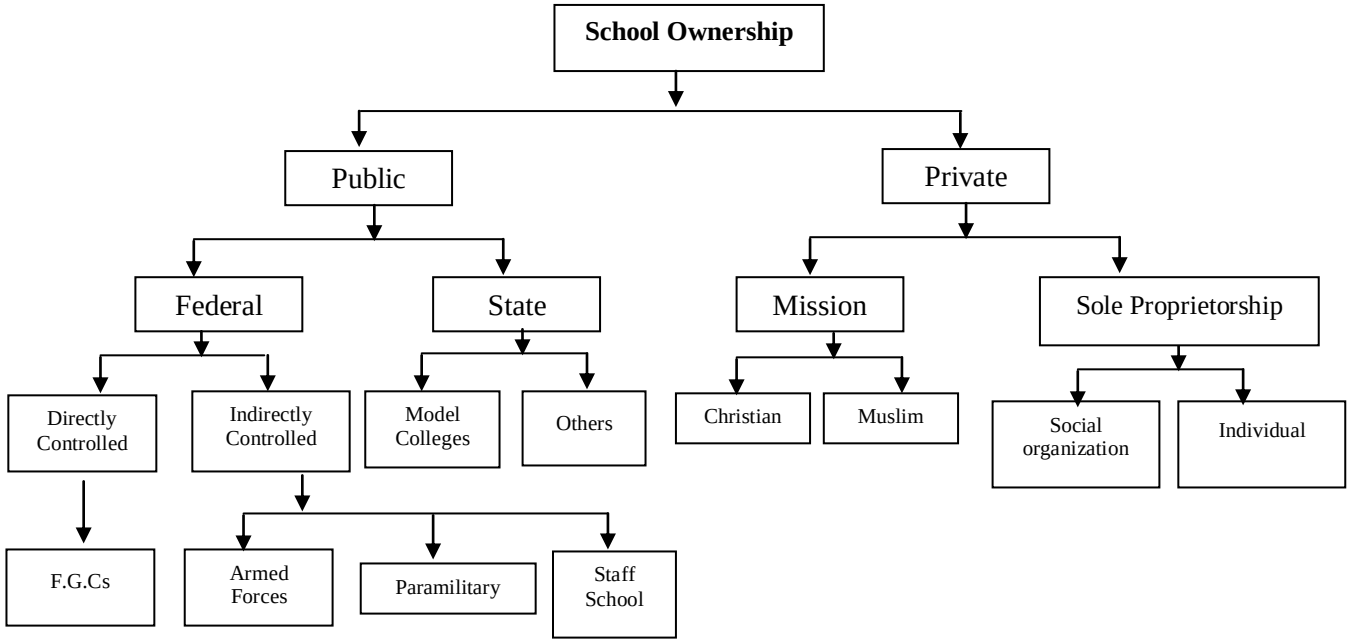


Figure2:Type of School

Source: Oke and Malik (2009)

In the last decade, Nigeria has witnessed subtle but lasting changes in its educational system and management. One of these was the return of schools to their original owners. These owners include the missions and private proprietors. The return of schools thereafter witnessed proposal and implementation of changes, including advertisement on improved teaching facilities, well-qualified teachers, improved teaching techniques and teacher/students interaction. These schools, along with those owned by individuals are believed to provide a better environment for studying than public schools and thus record a better performance.

2.7 Academic Performance andHuman/Instructional Facilities

The availability of human and materialresourcesis very important because of its role in the attainment of educational objectives. The teacher's unique educational input is necessary for the overall development of skill acquisition and literacy of the students. Human resources within the educational system can be classified into teaching and non-teaching staff. Availability of these classes of resources are needed to achieve excellence in the system.

However, it has been observed that secondary schools in Nigeria do not have the required number of teachers (both in terms of quantity and quality). This is evident in high student/teacher ratio in the schools.

Personal observation has also shown that material resources are in short supply in the schools. The poor status of material facilities in the schools isnot unconnected with the dearth of fund in the system. A close look at the schools and what goes on there shows that nothing good can come out of most public secondary schools as they do not have adequate facilities and appropriate human resources to prepare candidate for West African Examination Council (WAEC) examinations (Owoeye and Yara, 2011).

The precarious situation of lack of human and material resources is more evident in public secondary schools than in the private secondary schools and this shows why the private secondary schools tend to perform better than the public secondary schools in WAEC examinations. Ekundayo(2009) in a study conducted in EkitiState submitted that private secondary schools had educational materials better than the public schools.

Studies on the relationship between availability of human resources and academic performance have shown that human resources enhances academic performance of

students, George (2001), Oni (1992), Adewuyi (2002), and Okandeji (2007), had in their various researches submitted that teachers constitute a very significant factor to students' success.

In a similar dimension, Adedeji (1998), Owoeye (2000), Ajayi (2002), Akomolafe (2005) and Owoeye (2002) also submitted a positive relationship between material resources in the schools and students' academic performance. According to Hallack (1990), the material resources that contribute to students' performance include: classrooms, accommodation, libraries, furniture, apparatus and other instructional materials. The author emphasized that the availability, relevance and adequacy of these facilities contribute to students' achievement.

2.8 Academic Performance and Influence of Socio-Economic Status

Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering right attitude and habits. According to Muhammed and Muhammed (2010) they are of the opinion that, cultural heritage and values are transmitted from one generation to another through education.

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change, which is being taught from homes, is relevant to the general well-being of the child. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the developmental stage of children would possibly affect their education or disposition and parent status is one of such variables. When a woman nutritional status improves, so too does the nutrition of her young children.

Parents of different occupational classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every families, rather they influences the average tendencies of families for different occupational classes (Rothestein, 2004).

In line with the above assertion, Hill, Castelino,Lansford, Dodge, Bates and Petti (2004) had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete with their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund(2002) had asserted that significant predictor or intellectual performance at age of 8 years included parental socio-economic status (SES). In the same vein, other researchers had posited that parental socio-economic status could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin, Reinberg, Testu, Boulenguiez, Mechkouri and Touitou 2001). The same view is shared by Machebe(2012), in her research; sheconcluded that, parental socio-economic status could influence academic performance of their children at school. In their finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behavoiuramong students from high and low socio-economic statuses.

The health status of the children which could be traceable to parental socio-economic background can be another factor that can affect the academic performance of the students.Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance

is greatly hindered. This assertion is again hinged on nature of parental socioeconomic background. Moreover, Eze (2006) had opined that when a child get proper nutrition, health care, stimulation during pre-school years, the ability to interact with and take optimal advantage of the full complement of resources offered by a formal learning environment is enhanced.

The foregoing discussion had established that socio-economic status and host of other factors relating to home environment of students, such as educational background of parents, health status of students, parental occupation and family size could have effects on children academic achievement.

2.9 Factors Responsible for Poor Academic Performance

The causes of low level of academic performance of students in recent years have been a subject of concern to all stakeholders. In Nigeria, studies have sought to explain the trend of students' performance in the West African Senior School Certificate Examinations (WASSCE). Some have attributed the low level of performance to factors inherent in the students and in the syllabuses.

The years (2010-2014) under review shows consistent decline in the performance of the students. Going by the publication of Leadership Newspaper of Tuesday, August 12, 2014, it is disheartening to note that in 2010 Nigeria recorded 75.06% failure rate and 44.66% failure rate in 2011. Also, the failure rate was 61.19% in 2012 while 35.74% and 68.72 was recorded for 2013 and 2014 respectively. This was collaborated by Daily NewswatchNewspaper of Tuesday August 12, 2014 which recorded that only 31% pass SSCE / WAEC in May/June 2014 examinations.

In addition, there have been contentions that the type of school affects learning activities which in turn affect performance of students. The type of school can be viewed from two main perspectives: Private and public. A private school is a school supported and controlled by religious/social organizations or other private/groups/individuals. On the other hand, a public school is any school controlled and/or supported by the State or Federal Government.

According to Adomako (2005) and Asante (2005) students who attend private schools perform better than those who attend public schools. They attributed this to the fact that the class size is small and there is adequate attention for close learning. Similarly, available statistics on schools in the United States of American (USA) between 1993-2002 by the National Center for Education statistics indicated that performance on standardized tests was higher in private schools than public schools (Council for American Private Education, 2004). Among the reasons adduced for the relatively lower performance in public secondaryschools are ineffective supervision, low parental support and differences in the school climate including indiscipline and insecurity. Others are differences in infrastructural facilities, motivation of teachers, differences in enrolment and student/teacher ratio.

Also, Yvonme and Soyibo (1998) stressed that student performance is very much dependent on socio-economic background and high school students' level of performance had statistically significant difference if linked to their gender, grade level, school location, school type, student type and socio-economic background. In the same vein, Craig and Ronald (2003) posited that differences in students' socio-economic background explained much of the variation in student performance. George (2001) found that weak

students do better when grouped with other weak students. While Laosa(2005) findings were somewhat contradicting to George (2001) findings that student's performance depends on number of different factors and that when weak students are paired with brilliant students the weak paired might reduce the grades of other students.

Fabunmi, Peter, and Isaiah (2007) examined class factor as a determinant of secondary school students' academic performance in AkwaIbomstate between 1997 and 2002. The researchers used multiple regression and One Way Analysis of Variances (ANOVA) to test the two hypotheses at 0.05% level of significance. The findings revealed that the three class factor (class size, students classroom, and class utilization rate) when taken together, contributed significantly to secondary school students' academic performance. These factors when taken separately, determined significantly secondary school student academic performance.

Shodimu (2009) conducted a study on the relationship between resources (teacher quality, availability of classrooms, well equipped laboratories, libraries, workshops and academic learning time) and students' academic performance in the secondary school examination in 2008 in both private and public schools in Lagos State. The researcher used stratified random sampling to select 35 public schools and 3 private schools. He found that public secondary schools' resources were over-utilized while private secondary schools were under-utilized their resources. He found a significant relationship between student/teacher ratio and school's productivity in term of students' academic performance. He further found a statistically significant relationship between the qualities of teachers, laboratories, workshops and academic learning time provided in the school and school's productivity.

Benjamin (2008) conducted a research on school mapping and resources supply as related to students' performance in KwaraState secondary schools.The study involved 3,614 students, 55 teachers and 50 principals. The researcher used T-test and Chi-Square statistics to test the hypotheses. The researcher found that students' academic performance in English Language and Mathematics was significantly related to geographical location of the schools. Factors such as community influence,journey to school, physical facilities, instructional materials and teacher manpower significantly influenced students' academic performance in English Language and Mathematics except physical facilities, which was not significantly related to student; academic performance in English Language.

Akanle (2007) studied socio-economic factors influencing students' academic performance in Nigeria using some explanation from a local survey. The major instrument used in the collection of data for the study was the self-developed instrument tagged "socio-economic and academic performance rating scale of the student". The data collected were analyzed using T-test. A total of 120 questionnaires were administrated to participants. The study revealed that insufficient parental income, family type and lack of funding by governments are factors influencing students' academic performance.

2.10 Academic Performance andStakeholders Reactions

Stakeholders at various times have lamented over the released of the figure of West African Examination council (WAEC) results. In the comment of Enaube in the Leadership Newspaper of August 12,2014he attributed the failure to the fact that tight invigilation and supervision weakened some of the students in indulging in examination malpractice and consequently poor result.

Olusanya in the same Newspaper said there are so many factors responsible for the decline. Student non-chalant attitude to study, secondary school student are half baked, low remuneration of teachers, chatting on phones and playing with computers and laptops. He added that most of the students depend on "orijo" which make reading culture to be very low.

Also vice chancellor of Caleb UniversityProf AyodejiOlukoju complained in said Newspaper of the extinction of reading culture and low commitment of teachers. He said "do we have teachers that are dedicated? Some of them joined the teaching profession because they have nowhere to go". He added also that due to low remuneration of teachers, they combine business with teaching which also affects output.

A professor of Science Education, Delta State University, Abraka in the same Leadership Newspaper said the failure rate was a disaster which can be likened to Ebola". He gave several reasons ranging from parents, teachers, government, student and society. He said some parents just go out of their way to help their children obtain excellent results whichare not the product of their hard work. He went further to say that many of the teachers are not qualified. On the part of government, he said the Teacher's Salary Scale (TSS) approved by the Federal Government several years ago are yet to be implemented in many states of the Federation. He said further that many students these days seem to devote lot of their time to working with mobile phones at the expense of their studies.

The deputy vice chancellor of TaiSolarin University of Education Prof Joseph Olaiyaaffirmed in the same Newspaper that solution to mass failure will not come overnight; saying government needs to make the teaching profession attractive. The

spokesperson for Education Right Campaign (ERC), Hassan Soweto according to the Leadership Newspaper said the poor performance is attributed to failure of government to fund education and poor education policies. No standard facilities in most of the secondary schools. He added further that most teachers joined the teaching profession because they have nowhere to go and that the overhauling must start from the primary schools level.

The Head of National Office (HNO), Mr Charles Eguridu of WAEC in said Newspaper also disclosed that in May/June 2010, 23.71% passed. In 2011, 30.91% passed; while in 2012, about 39% passed. He attributed these failure rates to a number of factors which include the reading culture of the student, teachers not been dedicated to duties, the role of modern technology which has taken much of their time etc. He also added that there is no governing body regulating the secondary level in order to ensure standard. Just like other levels such as primary level regulated by Universal Basic Education (UBE), Colleges of Education by NCCE, Polytechnics by NBTE and the Universities by NUC.

Adepoju (1995) and Adeboyeje and Olaniyi (2003) summarized the causes of poor performance of student in WAEC as follows; poor location of the school, incessant changes in government policies, closure of schools, which is contingent upon teachers, strike action, home-school distance, high student/teacher ratio, lack of supervision, monitoring and evaluation machinery, lack of good textbooks, poor content and context of instruction and poor and no-conducive environment among others.

2.11 Academic Performance and Teachers Effectiveness

Teachers are the key drivers of internal school conditions for effectiveness, development and school change. Therefore, well qualified teachers will enhance the academic performance of students. Oshodi (1991) investigated resource utilization and students' academic performance in Kaduna State secondary schools using a questionnaire. Spearman rank correlation coefficient was used to determine the most influential factor on student's academic performance. He found that the quality of teachers was the most important determinant of student'sacademic performance in secondary schools.Ijaiya (1998) investigated the problem of teacher staffing in Kaduna State secondary schools and found that there is an acute shortage of teachers in the schools thus contributing to massive failures as well as poor quality teaching.

Also, Akpofure and Ndipu (2000), reported the need for schools to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning. To them, this will pave way for quality assurance in schools. A similar study by Aduwa (2004), on determinants of students' academic success, reported that a student'shome environment, cognitive abilities, self-esteem, self-concept, study habit and motivation affect their academic success.

Contrary to this, Iyamu (2005) contended that the provision of all these factors may not have significant impact on successful learning if the learners are not exposed to competent principal, teachers and other schoolteams. Also, Ferguson (1991) and Ehrenberge and Brewer (1995) asserted that student learn more from teachers with strong academic skills. According to these researchers teachers' assignments depend on their qualification of the subject(s) being taught. Students learn more from teachers who hold

bachelor's or master's degree in subjects they teach and from experienced teachers than they do from less experience ones (Hammond, 2000).

In the study of human resource and organizational achievement, Egungun (1992) found that the placement of only the right employees in the right jobs, at the right time and places assist greatly in attainment of organizational set goals and objectives. Also, the Education Sector Analysis Study (2005) on selected secondary schoolteachers in Nigeriaby qualifications and genders revealed that the bulk of secondary school (n=69,787) were graduates with first or higher degrees where 43,073 were male and 26,714 were female. Among these teachers, 15,353 had no teaching qualification while the rest held the Associate Certificate in Education and TC II. Findings from the study also revealed that the unqualified teachers' proportion affects the quality of learning delivery in the sampled schools.

In the opinion of Amoo (1992) there were wide gaps between the demand and supply of qualified teachers in KebbiState. Shortage of qualified teachers as revealed by the findings of his study was expressed as 44% in the 2010/11 session, 56% in the 2012/13 sessions. He recommended that the state government should ensure the funding of the statetertiaryinstitutionsso that they could train well-qualified teachers and address the problem of teachers' shortage.

The influence of teachers' effectiveness on the learning outcome of student as measured by students' academic performance has been the subject of several scholars (Lock-Head andKomenan, 1988; Starr, 2002; Adediwura and Tayo, 2007; and Adu and Olatundun, 2007; and Borisade, 2011). The above studies suggest that effective teaching

is a significant predictor of students' academic achievement. Therefore, effective teachers should produce student of higher academic performance.

Poor academic performance of students in Nigeria has been linked to poor teachers' performance in term of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions, infrastructure as well as instructional materials in public secondary schools unlike private ones in Nigerians are poor (Oredein, 2000). These prevailing conditions would definitely shows a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary schools students.

Although, teachers strong effect would significantly influence students' academic performance, other factors such as socio-economic background, family support, intellection aptitude of student, personality of students, self-confidence, and previous instructional quality have been found to also influence students examination score (Starr 2002) either positively or negatively. To this end, Blank-Stein (1996) stated that student's grades and test scores are not good indictors of quality of teacher's instruction. In support of this view, a study carried out in Nigeria by Joshua, Joshua, and Kristonis (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness.

Since student academics scores are not the only predictors of teachers' effectiveness, researchers have sought other fairer ways of evaluating teachers' effectiveness. Student, administrator, colleagues and the teachers' self-evaluationhave

been used to evaluate teachers' effectiveness. Students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education. However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness (Pozo-Munoz et al 2000; Barnett, Mattews, and Jackson 2003 and Imhanlahimiand Aguele, 2006). Despite the fact that there are research reports in support of students rating of their teacher's effectiveness Pozo-Munoz, Rebolloso-Pacheco, and Fernandez-Ramirez (2000) and Nulifer (2004) warned that students rating should be one of the comprehensive evaluation system and should never be the only measures of teachers' effectiveness.

The schools administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of schools administrators' evaluation of teachers' effectiveness has also been studied. Jacob and Lofgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is at raising students' performance and that teacher's success in doing so as measured by the value-added approach. The above study suggests that administrators rating may also be one of the comprehensive evaluation systems to measure teachers' effectiveness in secondary schools. The literature reviewed indicates that effective teachers positively influence academic performance of students. However, students related factors were also found to have influence either positively or negatively on student academic performance.

Availability of teaching/learning resources and teachers'motivation enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. The educational effort that will be helpful in developing human resources needed is not given much attention. In particular, low quality education

is an urgent issue to be addressed. Maicibi (2003) opines that all institutions or organization are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource. The implication of these opinions is that well trained and motivated teachers if well deployed to the secondary schools will bring about well-roundedstudents who will perform academically well. Most teachers are trained and have clear goals to guide their teaching, but good motivation for the teachers and teaching/learning materials seem to be inadequate. As a result there has been a public outcry about poor performance at secondary school level.

During the last couple of years, performance in public examination has dropped significantly and this has been a major concern for the society. The West African Examination Council (WAEC) has raise concerns over the poor performance in Senior Secondary School Certificate Examination, Many teachers have left teaching in public schools for greener pastures in better paying private schools as a results of lack of motivation and incentive needed (Cobb, 2008). Students in most public schools are disadvantage in that the classes are overcrowded and they do not have adequate learning facilities. In some cases, they lack adequate textbooks and laboratory equipment. As a result, the students may lose hope in performing well in academic work. This is in sharp contrast to private schools where the numbers of student are few and there as are adequate facilities and the teachers are willing to go an extra mile to ensure that the students perform well in examination but the willingness to go extra mile to ensure good

students' performance may be frustrated when there is no motivation and encouragement on the side of the teachers. Although, it is believed that the reward for the teachers is in heaven, but there is no doubt about the fact that limited or no motivation for the teachers in term of incentives and innovation may drastically reduce their morale which may in turn have a negative impact on students' academic performance.

The few teachers on the government payroll are poorly remunerated as a result most of them take up part time employmentor private business enterprise in order to make ends meet. This greatly reducestheir commitment to teaching and subsequently affects students' academic performance.

2.12 Administrative Leadership Styles

Definitions of leadership are as numerous as the researchers engaged in its study. However, one common element, implicit or explicit, is that leadership is concerned with theimplementationof those policies and decisions which assist in directing the activities of an organization towards its specified goals. Thus, leadership is the process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement in a given situation (Musaazi, 1985).

In any organization, there must be a force to direct its resources (employees, money and materials) towards organizational goals and standards. In a school, for example, there must be a force to guide the activities of staff and students towards achievement of the school's stated objectives.

The administrator's leadership styles is viewed from three perspectives – autocratic leadership, laissez-faire leadership and democratic leadership. According to Musaazi (1985), autocratic leadership is a type of leader that determines policy and

assigns tasks to members without consulting with the subordinates. They have to carry out his directives without question. This kind of leadership is commonly called coercive leadership or dictatorship.

In relating this style of leadership to school, some school heads and class teachers prefer to dictate to students instead of allowing them room for discussion and personal expression. Such leadership kills initiative among the students and very often leads to school riots and strikes.Also, there are many principals who treat their teaching staff in that same manner and thereby affecting the performance of their on the job.

The second leadership style is the laissez-faire. Musaazi (1985) said that this kind of leadership grant complete freedom to group or individual decision without the leader's participation or direction. Here, the administrator (principal) just watches what is going on in the school. The principal in this respect has no authority and less achievement is recorded in terms of academic performance on the part of both staff and students.

The third leadership style is the democratic leadership. Musaazi (1985) sees this leadership as leadership that involved members of the organization in decision making process. This type of leadership emphasizes group and leader participation in the formulation of the policies that serve as guidelines for organizational operations.

In schools, the teachers, student and the principal participate in the determination of the school rules and regulations. The administrator (principal) promotes greater group productivity. Personalities shaped by this style of leadership are more mature more capable of objectivity, and less aggressive. Many successful school administrators practice this participatory style leadership in order to ensure objectives and goals of the school is achieved.

2.13 Need for Educational Planning

The rapid rate of change in the society calls for careful planning. Challenges in the educational environment can be political, sociological, economic or technological and for education to maintain equilibrium in the changing society, educational managers must anticipate the future and plan ahead. Education deals with human beings who cannot be manipulated like machines. They possess unique qualities, capabilities that makes them to be dynamic, therefore, in order to get their cooperation, there is need for careful planning. Careful planning will reduce the limitations of the present and will bring future success. Based on the analysis of the present state of educational planning, Ajayi (2003) outlined the following as the school principal's task:

- Human resources management which include recruitment of personnel, their training, compensation, induction and evaluation of performance.
- Material resources management, which involves the purchasing and distribution of the materials, storage and control of such materials, books and other teaching materials.
- School discipline, which has to do with disciplinary methods to be adopted for both staff and students.
- School finance, which involves the fiscal setting of the school, government grants, school fees, school activities as a source of revenue and the school budget.
- Provision of medical services to both staff and students.

Whether the school is small or big, male or female, private or public, urban or rural, planning will demand much skill, material and time in order to ensure the overall achievement of the school objectives and higher academic performance in public examination.

2.14 Implications of Students' Performance to Educational Administration and Planning

The findings of this study have implications to educational administration and planning and policy in Nigeria. The students' performances in English Language and Mathematics as those investigated in this study are very significant and worthy of note by educational administrators, planners, policy makers curriculum developers, teachers, government, students, researchers and even the parents. Fabunmi (2004) claimed that parents are very conscious of the type of schools they would prefer to send their children for good performance in English Language and Mathematics. Educational administrators, planners, policy makers, curriculum planners and researchers are also challenged to carry out an investigation (action research) into the possible causes and effects of students' poor performances in English Language and Mathematics with a view to finding solution to the problems.

Demie (2004) sees government policies and positions in terms of adoption and application of social demand approach (educational planning method), location and distribution of schools, mass transfer of teachers, expenditure on education as well as other intervening variables such as the contributions of service for teachers and incidence of industrial action and their effects on the performance of students and staff productivity need to be thoroughly investigated and reviewed. There is no gainsaying the fact that where government policies or positions are not favourable enough to the schooling

system, improved performance of students especially in English Language and Mathematics may be a difficult task to be realized.

Of course, where the above scenarios and incidences occur, it therefore becomes imperative for the government, educational administrators, planners, policy makers, curriculum planners, teachers and other stakeholders in education industry to develop remedial mechanism. The type of remedial mechanism being referred to hererequires high commitment from the experts mentioned above so as to be able to engender effective teaching – learning outcome that will improve students' performance in English Language and Mathematics. For instance, government should be able to focus more attention on education by earmarking substantial allocation for the system which would ultimately result in recruitment of more qualified teachers, providing instructional materials, constructing physical facilities and providing other essential materials in the school.

Edem (2006) noted that teachers are challenged to re-examine their pedagogical methods/approaches and refocusing themselves towards achieving improved performance of students in their subject areas in public examinations. Of course, teachers should be conscious of the fact that if students perform poorly in their subjects at public examinations, they are to share from the blame.

2.15 Review of Related Empirical Studies

The following relevant empirical studies were reviewed in relation to the present studyso as to ascertain the performances of students in West African Senior School Certificate Examinations in North-West Zone, Nigeria.

Gwarjiko (2015) conducted a study on the effect of mixed-gender streaming on the academic performance of senior secondary school level students in English Language in Niger State. In the course of the work, the researcher compared the performance of male and female students in the mixed-gender streams in English Language. The population of the study was 53,468 from 248 schools of both single and mixed gender streams. Out of this, one mixed-gender class of 44 students made up of 33 males and 11 females was sampled from senior secondary schools in Minna metropolis. The researcher used quasi-experimental research design. The instruments used for data collection were NECO 2011 November/December past question papers that served as the test instruments, the curriculum content and prepared lesson notes used during treatment. Frequency counts and Arithmetic mean were used for descriptive analysis. This study is anchored on Bandura (1986)'s social learning theory. This theory emphasis the importance of biological, social and cultural impacts on human behavioural development and learning especially on gender and genders specific traits and roles. The results revealed that there was no significant difference between the performance of male and female students in mixed-gender streaming. The female students, however, performed better than the male ones and the results of the two genders were generally poor. It was therefore, concluded that the mixed-gender streaming was less effective in enhancing better academic performance especially in English Language in Niger State. Consequently, the researcher recommends that the Niger State Government review the system for better positioning.

This study is very important and relevant to the present study though limited to Niger State. However, the present study is conducted in the North-West Zone of the

country and is wider in scope as it embracesother variables such asurban/rural and private/public secondary schools.

Also, Ezeudu and Obi (2013) conducted a study on effect of gender and location on students' performance in Mathematics in Secondary Schools in Nsukka Local Government Area of Enugu State, Nigeria. The study was guided by 3 research questions and 3 hypotheses. The sample of the study was made up of 827 students comprising 493 males and 354 females. Eight secondary schools were sampled using simple random sampling techniques. A proforma was instrument which enable the researchers to copy results from the school past records in the respective schools through the help of the school principals. Mean and standard deviations were used to answer the research questions and t-test statistic was used to analyze the hypotheses. The findings showed that male students; achieved significantly better than the female students in both urban and rural schools. Also there was no significant difference in the academic performance of student in urban and rural schools. The study recommended among others that adequate incentives from federal government, parents and stakeholders of education should be provided to female students to encourage them to perform better.

This study is very important and relevant to the present study though conducted in Enugu State. However, the presentstudy covers all the States in the North-West Zone of Nigeria and is wider in scope as it embrace variable on private/public secondary schools.

Abayomi and Obadara (2013) conducted a study on the performance of students in English Language and Mathematicsin West African Senior Secondary Certificate Examination in Nigeria. Their research work was conducted with a total of 1,826 public

secondary schools from Lagos, Enugu, Akwa-Ibom, Kano, Bauchi and Nasarawa states. The study adopted ex- post facto design and the geographical area for this study is the six geopolitical zones in Nigeria. This study adopted purposive sampling method based on the availability of data. The results of 1,541,608 male and female students from 1,826 secondary schools in the WASSCE conducted by WAEC from 2001-2005 were collected from WAEC National Headquarters, Lagos. The data utilized for this study was mainly secondary due to the nature of the research. Therefore, the data were analyzed using simple percentage distribution. The results indicated that students' recorded poor performance in English Language and Mathematics in all the Geo-Political Zones but more pronounced in North-Central, North-East and South-East. The study among others recommended that necessary infrastructure that would improve the performance of students' be provided. Also, the present students/teacher ratio be reduced to conform with the approved 1:40 ratio stipulated by the National Policy on Education.

This study is very relevant and important to the present study though limited to one state in each of the six geo-political zones in Nigeria. Also, the study is limited in scope and in the use of male and female studentsfor data analysis. The present study is wider in scope as it embraces seven states in the North-West Zone of the country and it included other variables such as private/public, and urban/rural secondary schools.

Also, Oke and Maliki (2009) conducted a study on the effect of school ownership on candidates' performance in English Language and Mathematicsin the West Africa Senior Secondary Certificate Examination (WASSCE) in Nigeria. This study investigated the ownership of schools as a determinant of candidates' performance with a view to identifying the factors inherent in the two types (public and private school) which

promote or hinder candidates' performance in English Language and Mathematicsin WASSCE. The researchers adopted multi-stage sampling procedure to select sixty (60) schools so as to ensure a representative sample. The states were clustered into six geo-political zones of the country. Two states were purposively selected from each of the six geo-political zones. The schools were thereafter stratified into public and private schools. Five schools were then randomly selected from each state comprising four public and one private school. Also the study adopted cross-sectional design and two sets of questionnaires tagged Teachers questionnaire (TQ) and students' questionnaire (SQ) as well as a school facilities inventory (SFI) were used to elicit responses from 1,178 students, 574 teachers and 60 principals. Descriptive statistics was used to analyze the data while Chi-square analysis was done to see if there was a significant difference in the attitude of respondents towards the variables under study. Correlation analysis was also conducted to see if there was significant relationship between school ownership and candidates' performance in WASSCE in Nigeria. In addition, regression was used to depict the paths and the contribution of instructional facilities, years of teaching experience, productive engagement of students and teachers' motivation to performance. The results showed that although candidates in private schools performed betterin English Language and Mathematicsthan those in public schools, school ownership was not the sole determinant of candidates' performance; a great deal depended on access to instructional facilities. It was recommended among others, that the types of facilities in Federal Government Colleges and states schools in the country be adequate in order to improve the performance of students in WASSCE.

This study is relevant to the present study as it examines the relationship between public and private schools which is one of the variables being measured in the present study in relation to academic performance. Unfortunately, the study is limited to two States in each of the six geo-political zones of the country. Thus, the present study includes other variables like gender (male and female), and urban/rural secondary schools and seven States in the North-West Zone of Nigeria.

The study of Ekundayo and Alonge (2012) examined human and material resources availability and students' academic performance in public and private secondary schools in Ondo State. The study adopted an inventory format used in collecting data from a sample of 65 public and 49 private secondary schools selected through a stratified random sampling. Five hypotheses were generated and tested at 0.05 level of significance. Pearson product moment correlation and T-test statistic were used to test the hypotheses. The study showed that human and material resources were not significantly related to students' academic performance in both public and private schools. The study also revealed that there was no significant difference in human resources availability in the two schools. It was also revealed in the study that private schools were better equipped in terms of material resources than the public schools and that private school had better academic performance than the public schools in public examination. It was therefore recommended that both human and material resources should be well and adequately utilized to ensure better academic performance. The study also recommended that government should live-up to her responsibility of providing adequate and relevant materials to the public schools so as to ensure better academic performance of the students. Like other studies, this study is relevant to the present study

as it examines the relationship between public and private schools which is one of the variables being measured in the present study in relation to academic performance.

However, the study is limited to one State. Thus, the present study includes other variables like gender (male and female), and urban/rural secondary schools and seven States in the North-West Zone of Nigeria.

In the same vein, the study of Adeyemi (2011) also sought to find out students' academic performance in public examination in secondary schools. The study was a comparative study of students' academic performance in public examination in secondary schools in Ondo and Ekiti states, Nigeria. As a descriptive research, the study population comprised all the 281 secondary school in Ondo state and the 171 secondary schools in Ekiti state, Nigeria. Out of this population, a sample of 240 secondary schools in Ondo state and 146 secondary schools in Ekiti state was taken. The method of selection was by stratified random sampling technique taking into consideration the location of the school on the basis of urban and rural location. The instrument used to collect data for the study was an inventory while the data collected was analyzed using percentages, Chi-square statistic and the T-test. It was found that the performance of students in the Junior Secondary Certificate (JSC) and the Senior Secondary Certificate (SSC) examinations was low. The study therefore recommendedthat the educational system needs to be revamped and made result oriented in the two states. Also, the teaching and learning processes in all school in the two states should be re-examined with the aim of improving the quality of performance of students in JSC and SSC examination.

This study is relevant to the present study as it examines the relationship between urban and rural location in relation to the academic performance of the students.

However, the study like other previous studies is limited in scope as it covers only two States in South-West geo-political zone of the country. Also, other variables like gender, male/female and public/private secondary schools were excluded. Thus, the present study includes other variables like gender (male and female), type of school (private and public) and the seven States in the North-West Zone of the country.

In a similar study, Yusuf and Adigun (2010) examined the influence of type, sex and location on students' academic performance in Ekiti State secondary schools. The sample of the study consisted of 40 secondary schools. Four private schools were purposively selected for the study while 36 public secondary schools were randomly selected. The school sampled had presented candidates for both West African Examination Council (WAEC) and National Examination Council (NECO) respectively. An instrument, school type, sex, location and students' academic performance inventory was used to collect data for the study. Data collected were analyzed using percentage scores and T-test statistics. Three null hypotheses were generated and tested at 0.05 level of significance. Findings from the study showed that the level of students' academic performance was low. It was also revealed that school type, sex and location had no significance influence on students' academic performance. Based on the findings, it was recommended that educational planners, administrators, and evaluators should appreciate the fact that the Parent Teachers Association (PTA), guidance and counselor, philanthropists, students and society at large have crucial role to play in improving students' academic performance and solicit their supports in this regard.

The study above is relevant and similar in scope with the present study. Variables such as school type (public/private), sex (male/female) and location (urban/Rural) were

adequately addressed in this study and in the present study. However, the study is limited to one State in the South-West Geo-Political Zone as against seven States in the North-West Zone of the country covered by the present study.

Alimi, Ehimola and Alabi (2012) conducted a study on school type and academic performance of students in senior secondary school in Ondo State, Nigeria. The survey type designed of the descriptive research was used. The population consists of all senior secondary students in private and public schools in Ondo State. Fifty (50) senior secondary schools were purposively sampled thirty six (36) public and fourteen (14) private. An instrument called Senior Students Academic Performance (SSAP) was used to collect data and was supported by the results (English Language and Mathematics) of the students from sampled schools. The study revealed that there is a significant difference in performances between private and public senior secondary schools in English Language and Mathematics.

However, the study is limited to one state and private and public secondary school students. Thus, the present study includes other variables like gender (male/female) and location (urban/rural) and seven states in North-West Zone, Nigeria.

The study of Ajao, and Awogbemi (2008) examined correlation analysis of students' achievement in WAEC and NECO Mathematics. The data for the study were collected from 4 selected secondary school in Ifedayo Local Government Area of Osun State. The scope of data spans through the period 2000 – 2004. The correlation coefficient (r) of the relationship between male and female students' performance in WAEC Mathematics and NECO Mathematics in the selected schools were calculated.

The results showed that there was significant positive relationship between male and female students achievement in WAEC and NECO Mathematics in 2000 – 2004.

This study is relevant to the present study as it examines the relationship between male and female students which is one of the variables being measured in the present study in relation to academic performance. Unfortunately, the study is limited to one state. Thus, the present study includes other variables like private/public and urban/rural schools and seven states in North-WestZone, Nigeria.

Also, Adepoju and Oluchukwu (2011) conducted a study on secondary school students' academic performance at the senior school certificate examination in Oyo State. The study adopted an ex-post facto research design. The population of the study comprised of all the SS 3 male and female students that sat for the SSCE from 2005 – 2007 as well as their teachers. The sample of the study consisted of six Local Government Area drawn from the six educational and administrative zones. Three urban based and three rural based schools were selected randomly. From each of the secondary school, a simple random sampling method was employed to select six (English Language and Mathematics) teacher. Altogether, a total number of 76 (36 English Language and 36 Mathematics) teachers were involved. Two instrument were developed by the researchers for the study. They are Students Academic Performance in English Language and Mathematics Questionnaire (SAPEMQ). The instrument was used to elicit information on the performance of students in English Language and Mathematics at the SSCE in the sampled schools from 2005 -2007 and Government Policies and Students' Academic Performance Questionnaire (GPSAPQ) which was administered on the teachers to elicit information on various government policies. The instruments were supported with

available records of students' performance at the SSCE in English Language and Mathematics. Data collected were analysed using both descriptive and inferential statistics. The level of significance chosen for the is 0.05.

This study is relevant to the present study as it examines the relationship between male/female students and urban/rural schools in English Language and Mathematics which is being measured in the present study in relation to performance. Unfortunately, the study is limited to one state. Thus, the present study includes other variables like type (private and public) of school and seven states in North-West Zone, Nigeria.

All the empirical studies reviewed are relevant to the present study because the studies deal with predictor variables such as gender (male and female), public, private, urban and rural schools which are measured in the present study as intervening variables in the application of students' academic performances in WASC examination. Some of the designs and methodologies of such studies reviewed will be applied in the present study. Besides, the findings of the studies will provide clue and direction for the current study.

2.16 Summary

In the foregoing literature on the analysis of students' academic performance in WASSCE, attempts were made to review the meaning of academic performance, performance as a concept and theories. Among all the theories reviewed, Beck (2004) cognitive theory of performance seems to have direct application to students' academic performance. The theory focused FI and FD dimension of cognitive theory of performance. The theory viewed students on the two dimensions and submitted that FI students tend to exhibit better academic performance. Also, the students' academic

performance in English Language and Mathematicswas reviewed to determine the level of performance based on the variables such as types of school (private and public), gender differences (male and female), and location of school (Urban and Rural).

The literature equally reviewed other areas which have contributed to the academic performance of the students. These areas include academic performance and influence of type of school academic performance andhuman/instructional facilities and academic performance and influenceof socio-economic status. Others include factors responsible for poor academic performance, academic performance and stakeholders reactions and academic performance and teachers' effectiveness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses all that the researcher did systematically in order to gather the data needed for this study. The chapter discusses the research design, the population and the sample size, also discussed in this chapter is the instrumentation, its validity and reliability, and administration of the instrument and statistical techniques.

3.2 Research Design

The research design that was adopted for this study was the ex-post facto research design. This design is chosen because the researcher has no control over certain factors or variables, or why differences exist - (WASSCE results). An attempt can only be made to find the cause or reason. The factors or variables cannot be manipulated because they already exist (Egbochukwu, 1999). The study therefore involved analysis of students' performancesin West African senior school certificate examinations in North West Zone, Nigeria (2010-2014): Implications to Educational Administration and Planning.

3.3 Population of the Study

The population for this study consisted of all private/public schools and all senior secondary students that sat for May/June senior secondary certificate examination conducted by WAEC in the states that constitute the North West Zone, Nigeria (2010 – 2014). Therefore, a total of 1,157 private schools, 3,563 public schools, 647,952 male students and 309,799 female students constitute the entire population. The population distribution is represented on Table 1.

Table 1:Population Distribution of Senior Secondary School Students that Sat for English Language and Mathematics in North West Zone (2010-2014)

States	No of Private Secondary	No of Public Secondary	Male	Female	Total
Kaduna	370	623	180,956	130,970	311,926
Kano	280	677	145,227	73,598	218,825
Katsina	112	380	100,859	36,600	137,459
Kebbi	82	320	47,122	18,870	65,992
Jigawa	133	623	52,288	11,423	63,711
Sokoto	128	584	56,460	19,191	75,651
Zamfara	52	356	65,040	19,147	84,187
Total = 7	**1,157**	**3,563**	**647,952**	**309,799**	**957,751**

Source: NBS (2015)

Table 1 shows the total population of private (1,157) and public (3,563)secondary schools in all the states that constitute the North-West Zone, Nigeria (2010-2014). Therefore, the total population of the secondary schools amounted 4,720. In the same vein, the total population of male students (647,952) and female students (309,799) amounted 957,751 in North-West Zone, Nigeria (2010-2014).

3.4 Sample and Sampling Technique

Due to the large population of the secondary schools for the study, a purposive sampling technique was adopted to select fourteen (14) schools so as to ensure a representative of the population. Therefore,a total of two (2) schools were randomly selected from each state comprising one (1) private, male and female, urban or rural school and one (1) public, male and female and urban or rural school.This is in line with Yusuf (2013) who opined that purposive sampling is ideal when seeking or considering one or more specific predefined groups that are capable of providing the required data.

The sample size for this study was 10,487 students comprising 6,267 males and 4,220 females respectively that sat for May/June Senior School Certificate Examinations (SSCE) in North-West Zone, Nigeria (2010-2014).Two (2) senior school certificate (SSC) subjects was selected. The subjects are English Language and Mathematics. The choice of the two (2) subjects was as a result of their relevant status to all other subjects especially the science subjects and for the fact that English Language and Mathematics are compulsory subjects at secondary school level.

Table 2: Distribution of Sample of Students that Sat for English Language and Mathematics in North-West Zone (2010-2014)

S/NO	States/Name of School	Private Schools	Public Schools	Urban School	Rural School	Selected Secondary Private Schools		Selected Secondary Public Schools		Total	
						Male	Female	Male	Female	Male	Female
	Kaduna State										
1	Godwill Schools AngwaYelwa, Kaduna.	1		1		1,038	793				
2	Government secondary School GanGoraZonkwa		1		1			412	232	1,450	1,025
	Kano State										
1	Amina Memorial School kiru	1			1	360	263			884	263
2	Government Secondary School Warure		1	1				524	-		
	Katsina State										
1	Government Secondary School bardeBakori		1		1			393	276	776	547
2	Global Science Secondary School Katsina	1		1		383	271				
	Kebbi State										
1	Joda Nursery, Primary & Secondary School Burnin-Kebbi	1		1		472	376			832	669
2	Federal government College BirninYauri		1		1			360	293		
	Jigawa State										
1	Government Day secondary School Sabu-war		1	1				317	211	752	577
2	Al-Iman Secondary School Jalingo, Yauri Road	1			1	435	366				
	Sokoto State			1							
1	Alheri Schools GuiwaLowcostSokoto	1				603	472			911	714
2	Government Day Senior Secondary School (GDSSS), Illela		1		1			308	242		
	Zamfara State				1			274	180		
1	Government Junior & Senior Secondary School, Bingi Village		1							662	425
2	Muslim's Student Society Secondary School (MSS) UngwanYarimaGusau	1		1		388	245				
	Total	**7**	**7**	**7**	**7**	**3,679**	**2,786**	**2,588**	**1,434**	**6,267**	**4,220**

Source: Field Work, (2016)

Table 2 shows the distribution sample of male and female students based on type of school and location of school by state in the North-West Zone, Nigeria 2010-2014. Kadunastate have a total sample of male (1,450) and female (1,025), while Kano State have a total sample of male (884) and female (263). Also, KatsinaState have sample size of male (776) and female (547), KebbiState with a male sample (832) and female sample (669) and JigawaState with a male sample (752) and female sample (577). In the same vein, Sokoto State with a male sample (911) and female sample (714) and ZamfaraState with male sample (662) and female sample (425).

3.5 Instrumentation

The study used May/June WAEC Senior Secondary Certificate examination results from 2010 – 2014 obtained from the sampled schools based on private, public, urban,rural and male and female.

Also, the researcher adopted a proforma titled the "Senior Secondary Students Academic Performances" (SSSAP) for data collection. The proforma include among other things, data on sex (male and female) of student, type of school, (private and public), location of school (urban and rural), and number of students that either pass or fail in English Language and Mathematics in SSS III WAEC examinations from 2010 – 2014.

3.5.1 Validity of the Instrument

The WASSCE resultsare already a valid and an existing document, therefore no validity was conducted. However, a proforma called the SeniorSecondary Students Academic Performances (SSSAP) developed by the researcher was to solicit information from the sampled schools. This proformwas given to experts in Educational Foundations and Curriculum for their scrutiny and possible modifications. These were lecturers in the

Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria including the supervisors of this dissertation. Their approval of the fitness of the proforma for the study was subsequently obtained. The proforma was supported with the available records of students' academic performances at the senior secondary certificate Examination (SSCE) May/June in English Language and Mathematics from the schools under study from 2010-2014.

3.5.2 Pilot Study

No pilot study was conducted. The study adopted an existing document – (WASSCE results (2010-2014).

3.5.3 Reliability of the Instrument

The reliability of the instrument is not tested because the instrument is a tested result. This is because the instrument is already a prepared record. However, a proforma called the Senior Secondary Students' Academic Performanceswas adopted by the researcher to solicit information for data gathering.

3.6 Administration of the Instrument

No administration of the questionnairewas conducted. However, a proforma -Senior Secondary Students' Academic Performance (SSSAP) adopted by researcher was used to solicit information for data gathering. For the administration of this proforma, teachers from the sampled schools were trained and used as research assistants. The training was geared towards their in-depth understanding of the content of the proforma. This is to enable them effectively assist the researcher in collecting the necessary data for analysis.

The permission and cooperation of the principals from the sampled schools were solicited through a letter of introduction collected from the department addressed separately to them. The letters to the principals explained the purpose of the study and the need for access to information for the purpose of research study only.

3.7 Method of Data Analysis

The data collected wereanalyzed using descriptive and inferential statistics. The statistical techniques are summarized as follows:

1. Frequency counts and simple percentages were used to determine the data collected.
2. Simple percentages contingency coefficient value was used to analyse the data based on the research questions.
3. Chi-Square test for independencewas usedto test the six null hypotheses in order to analyse the performances of the students based on the variables.
4. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings of the study in respect of analysis of students' performances in English Language and Mathematics in West African senior school certificate examinations in North-West Zone, Nigeria (2010 – 2014). The study comprised of fourteen secondary schools in the seven states in the North-West Zone of Nigeria. A total of two schools were purposively selected from all state comprising one private, public, male and female and urban and rural. The chapter is organized along the variables of investigation i.e male, and female, private, and public, and urban and rural in relation to whether they have any effect on the academic performances of students in English Language and Mathematics. A total of 10,487 students' results were used as the sample for the study. The statistical package IBM version 20 SPSS was used for the analysis.

The first section analyses the students performances in English Language and Mathematics using the results collected. The second section answers the research questions using percentages and contingency coefficient value. The research hypotheses were tested using the chi-square test statistics at 0.05 level of significance. The summary and discussion of major findings are presented at the end of the chapter.

4.2 Data Analysis on English Language Academic Performances

In analysing the performances of male and female secondary students in English Language, the results of the studentsin West African Senior School Certificate

Examinationswere collected and analysed from the secondary schools under study in the North-West Zone, Nigeria (2010-2014). The result is shown in table 3.

Table 3: Performances (pass/fail) in English Language betweenGender(Male/Female)of Students (WASSCE) in North–West Zone (2010-2014)

	PASSED ENGLISH		FAILED ENGLISH	
North-West Zone (States)	**Male**	**Female**	**Male**	**Female**
JIGAWA	538	414	214	163
KADUNA	1373	971	76	54
KANO	560	187	324	76
KATSINA	575	382	201	165
KEBBI	622	482	210	187
SOKOTO	717	541	195	173
ZAMFARA	483	307	179	118
TOTAL	**4868**	**3284**	**1399**	**936**

***Source**: Author field work.*

Table 3 reveals the distribution of male and female students' academic performances in English Language in West African Senior School Certificate Examination in North-West Zone, Nigeria (2010-2014). The total number of male and female students that passed English Language is 4,868 and 3,284 while the total number of male and female students that failed English Language is 1,399 and 936.

In analysing the performances of private and public secondary students in English Language, the results of the studentsin West African Senior School Certificate Examinationswere collected and analysed from the secondary schools under study in the North-West Zone, Nigeria (2010-2014). The result is shown in table 4.

Table 4: Performances (pass/fail) in English Language betweenType(Private/Public) of Students (WASSCE) in North–West Zone (2010-2014)

	PRIVATE		PUBLIC	
North-West Zone (States)	**PASSED**	**FAILED**	**PASSED**	**FAILED**
JIGAWA	596	212	356	165
KADUNA	1773	50	571	80
KANO	456	162	291	238
KATSINA	500	172	457	194
KEBBI	656	192	448	205
SOKOTO	879	197	379	171
ZAMFARA	501	135	289	162
TOTAL	**5361**	**1120**	**2791**	**1215**

***Source**: Author field work.*

Table 4shows the academic performances in English Language between private and public secondary schools in West African Senior School Certificate Examination in North-West Zone, Nigeria (2010-2014). The total number of private and public schools students that passed English Language is 5,361 and 2,791 while the total failed is 1,120 and 1,215 respectively.

In analysing the performances of urban and rural secondary students in English Language, the results of the studentsin West African Senior School Certificate Examinationswere collected and analysed from the secondary schools under study in the North-West Zone, Nigeria (2010-2014). The result is shown in table 5.

Table 5: Performances (pass/fail) in English Language betweenLocation(Urban/Rural)of Students (WASSCE)in North–West Zone (2010-2014)

	URBAN		RURAL	
North-West Zone (States)	**PASSED**	**FAILED**	**PASSED**	**FAILED**
JIGAWA	356	165	596	212
KADUNA	1773	50	571	80
KANO	291	238	456	162
KATSINA	500	172	457	194
KEBBI	656	192	448	205
SOKOTO	879	197	379	171
ZAMFARA	501	135	289	162
TOTAL	**4956**	**1149**	**3196**	**1186**

***Source**: Author field work.*

Table 5 reveals the academic performances in English Language between urban and rural secondary schools students in West African Senior School Certificate Examination in North-West Zone, Nigeria (2010-2014). The total number of urban and rural schools students that passed English Language is 4,956 and 3,196 while the total number of urban and rural schools students that failed English Language is 1,149 and 1,186.

4.3 Data Analysis on Mathematics Academic Performances

In analysing the performances of male and female secondary students in Mathematics, the results of the students in West African Senior School Certificate Examinations were collected and analysed from the secondary schools under study in the North-West Zone, Nigeria (2010-2014). The result is shown in table 6.

Table 6: Performances(pass/fail) in Mathematics betweenGender(Male/Female)ofStudents (WASSCE)in North–West Zone (2010-2014)

	PASSED MATHEMATICS		FAILED MATHEMATICS	
North-West Zone (States)	**Male**	**Female**	**Male**	**Female**
JIGAWA	537	403	215	176
KADUNA	1294	1002	119	43
KANO	491	177	398	81
KATSINA	575	379	218	188
KEBBI	538	424	287	236
SOKOTO	629	440	283	274
ZAMFARA	449	273	200	142
TOTAL	**4513**	**3098**	**1720**	**1140**

***Source**: Author field work.*

Table 6 reveals the distribution of male and female academic performances in Mathematics in West African Senior School Certificate Examination in North-West Zone, Nigeria (2010-2014). The total number of male and female students that passed Mathematics is 4,513 and 3,098 while the total number of male and female that failed Mathematics is 1,720 and 1140.

In analysing the performances of private and public secondary students in Mathematics, the results of the studentsin West African Senior School Certificate Examinationswere collected and analysedfrom the secondary schools under study in the North-West Zone, Nigeria (2010-2014). The result is shown in table 7.

Table 7: Performances (pass/fail) in Mathematics between Type (Private/Public)ofStudents(WASSCE) in North–West Zone (2010-2014)

	PRIVATE		PUBLIC	
North-West Zone (States)	**PASSED**	**FAILED**	**PASSED**	**FAILED**
JIGAWA	581	225	359	166
KADUNA	1803	162	493	155
KANO	434	185	234	294
KATSINA	493	184	461	222
KEBBI	597	251	365	272
SOKOTO	756	320	313	237
ZAMFARA	485	142	237	200
TOTAL	**5149**	**1469**	**2462**	**1391**

***Source**: Author field work.*

Table 7 shows the academic performances in Mathematics between private and public secondary schools in West African Senior School Certificate Examination in North-West Zone, Nigeria (2010-2014). The total number of private and public schools students that passed Mathematics is 5,149 and 2,462 while the total failed is 1,469 and 1,391 respectively.

In analysing the performances of urban and rural secondary students in Mathematics, the results of the studentsin West African Senior School Certificate Examinationswere collected and analysedfrom the secondary schools under study in the North-West Zone, Nigeria (2010-2014). The result is shown in table 8.

Table 8: Performances (pass/fail) in Mathematics betweenLocation(Urban/Rural)ofStudents(WASSCE) in North–West Zone (2010-2014)

	URBAN		RURAL	
North-West Zone (States)	**PASSED**	**FAILED**	**PASSED**	**FAILED**
JIGAWA	359	166	581	225
KADUNA	1803	107	493	155
KANO	234	294	434	185
KATSINA	493	184	461	222
KEBBI	597	251	365	272
SOKOTO	756	320	313	237
ZAMFARA	485	142	237	200
TOTAL	**4727**	**1364**	**2884**	**1496**

***Source**: Author field work.*

Table 8 reveals the academic performances in Mathematics between urban and rural secondary schools students in West African Senior School Certificate Examination in North-West Zone, Nigeria (2010-2014). The total number of urban and rural schools students that passed Mathematics is 4,727 and 2,884 while the total number of urban and rural schools students that failed Mathematics is 1,363 and 1,496.

4.4 Answering the Research Questions

Research Question 1: What is thenumber of pass and fail in English Language between male and female students in North-West Zone, Nigeria (2010-2014)?

To answer this question, the results of the male and female secondary school students in English Language in West African Senior School Certificate Examination in North–West Zone, Nigeria (2010-2014) were computed and analysed using percentages and contingency coefficient value. The result is shown intable 9.

Table 9: Cross Tabulation of Performances (pass/fail) between Male and Female in English Language(WASSCE) in North–West Zone (2010-2014)

			Gender			Contingency Coefficient Value
			Male	**Female**	**Total**	
Academic-performance	Pass	Count	4868	3284	8152	.211
		Expected Count	4871.6	3280.4	8152.0	
		%	**59.7%**	**40.3%**	**100.0%**	
	Fail	Count	1399	936	2335	
		Expected Count	1395.4	939.6	2335.0	
		%	**59.9%**	**40.1%**	**100.0%**	
Total		Count	6267	4220	10487	
			6267.0	4220.0	10487.0	
		Expected Count %	**53.7%**	**46.3%**	**100.0%**	

***Source**: Author field work.*

Table 9 revealed that out of the 10487 male and female, 53.7% (6267) are the total of the male students that passed English Language while 46.3% (4220) are the total of female students that passed English Language. A breakdown shows that 59.7% (4868) of the male passed English Language and 40.3% (3204) of the female passed also passed English Language. Also 59.9% (1399) of the male students failed English Language and 40.1% (936) of the female students failed English Language.Thus, the contingency coefficient value (0.211) depicts that there is a weak positive relationship between academic performances and gender of secondary school students in English Language in the North West Zone, Nigeria (2010 – 2014).

Research Question 2: What is the number of pass/fail in English Languagebetween private and public studentsin North-West Zone, Nigeria (2010-2014)?

To answer this question, the results of the private and public secondary school students in English Language in West African Senior School Certificate Examination in North–West Zone, Nigeria (2010-2014) were computed and analysed using percentages and contingency coefficient value. The result is shown in table 10.

Table 10: Cross Tabulation of Performances (pass/fail) in English Language between Private and Public Students (WASSCE) in North–West Zone (2010-2014)

			Classification			Contingency Coefficient Value
			Private	**Public**	**Total**	
Academic-performance	Pass	Count	5361	2791	8152	0.891
		Expected Count	5038.0	3114.0	8152.0	
		%	65.8%	34.2%	100.0%	
	Fail	Count	1120	1215	2335	
		Expected Count	1443.0	892.0	2335.0	
		%	48.0%	52.0%	100.0%	
		Count	6481	4006	10487	
			6481.0	4006.0	10487.0	
	Total	**Expected Count %**	**61.8%**	**38.2%**	**100.0%**	

***Source**: Author field work.*

Out of the 10487 students from private and public schools, 61.8% (6481) are the total number of students from private schools that passed English Language and 38.2% (4006) are the number of students from public schools that also passed English Language. A breakdown shows that 65.8% (5361) of the students from private schools passed English Language and 34.2% (2791) of the students from public schools passed English Language. Also 48.0% (1120) of the students failed English Language from private schools and 52.0% (1215) of the students failed English Language from the public schools. Meanwhile the contingency coefficient (0.891) indicates that there is strong positive relationship between academic performances and students in public/private secondary school students in English Language in the North West Zone, Nigeria.

Research Question 3: What is thenumber of pass/fail in English Language between urban and rural students in North-West Zone, Nigeria (2010-2014)?

To answer this question, the results of the urban and rural secondary school students in English Language in West African Senior School Certificate Examination in North–West Zone, Nigeria (2010-2014) were computedand analysedusing percentages and contingency coefficient value. The result is shown in table 11.

Table 11: Cross tabulation of Performances (pass/fail) in English Language between Urban and Ruralstudents in(WASSCE) in North–West Zone (2010-2014)

			Location			Contingency Coefficient Value
			Urban	**Rural**	**Total**	
Academic-performance	Pass	Count	4956	3196	8152	0.927
		Expected Count	4745.7	3406.3	8152.0	
		%	60.8%	39.2%	100.0%	
	Fail	Count	1149	1186	2335	
		Expected Count	1359.3	975.7	2335.0	
		%	49.2%	50.8%	100.0%	
	Total	Count	6105	4382	10487	
		Expected Count %	6105.0	4382.0	10487.0	
			60.2%	**39.8%**	**100.0%**	

***Source**: Author field work.*

Table 11 revealed that out of the 10487 students from urban and rural schools, 60.2% (6105) are the students from urban schools that passed English Language and 39.8% (4382) are the students from rural schools that passed English Language. A breakdown shows that 60.8% (4956) of the students from urban schools passed English Language and

39.2% (3196) of the students from rural schoolsalso passed English Language. Also, 49.2% (1149) of the students failed English Language from the urban schools and 50.8% (1215) of the students failed English Language from the rural schools. However, the contingency coefficient (0.927) indicates that there is strong positive relationship between academic performances and students in Urban/Rural secondary school students in English Language in the North West Zone, Nigeria (2010-2014).

Research Question 4: What is the number of pass/fail in Mathematics between male and female students in North West Zone, Nigeria (2010-2014)?

To answer this question, the results of the male and female secondary school students in Mathematics in West African Senior School Certificate Examination in North–West Zone, Nigeria (2010-2014) were computed and analysed using percentages and contingency coefficient value. The result is shown in table 12.

Table 12: Cross Tabulation of Performances (pass/fail) in Mathematics between Maleand Female Students (WASSCE) inNorth–West Zone (2010-2014)

			Gender			Contingency
			Male	**Female**	**Total**	**Coefficient value**
Academic-performance	**Pass**	Count	4513	3098	7611	0.321
		Expected Count	4530.5	3080.5	7611.0	
		%	59.3%	40.7%	100.0%	
	Fail	Count	1720	1140	2860	
		Expected Count	1702.5	1157.5	2860.0	
		%	60.1%	39.9%	100.0%	
	Total	Count	6233	4238	10471	
			6233.0	4238.0	10471.0	
		Expected Count %	**54.3%**	**45.7%**	**100.0%**	

***Source**: Author field work.*

Table 12 depicts that out of 10471 male and female students, 54.3% (6233) are the total of the male students that passed Mathematics while 45.7% (4238) are the total of the

female students that passed Mathematics. A breakdown shows that 59.3% (4513) of the male students passed Mathematics and 40.7% (3098) of the female students passed Mathematics. Also, 60.1% (1720) of the male students failed Mathematics and 39.9% (1140) of the female students failed Mathematics. However, the contingency coefficient (0.321) indicates that there is a weak positive relationship between academic performances and male and female secondary school students in Mathematics in the North West Zone, Nigeria (2010-2014).

Research Question 5: What is thenumber of pass/fail in Mathematics between private and public students in North-West Zone, Nigeria (2010-2014)?

To answer this question, the results of the private and public secondary school students in Mathematics in West African Senior School Certificate Examination in North–West Zone, Nigeria (2010-2014) were computed and analysed using percentages and contingency coefficient value. The result is shown in table 13.

Table 13: Cross Tabulation of Performances (pass/fail) in Mathematics between Private and Public Students (WASSCE) in North–West Zone (2010-2014)

			Classification			Contingency Coefficient Value
			Private	Public	Total	
Academic-performance	Pass	Count	5149	2462	7611	0.991
		Expected Count	4810.4	2800.6	7611.0	
		%	67.7%	32.3%	100.0%	
	Fail	Count	1469	1391	2860	
		Expected Count	1807.6	1052.4	2860.0	
		%	51.4%	48.6%	100.0%	
	Total	Count	6618	3853	10471	
		Expected Count	6618.0	3853.0	10471.0	
		Count %	**63.2%**	**36.8%**	**100.0%**	

***Source**: Author field work.*

Table 13 indicates that out of the total 10471 of students from private and public, 63.2% (6618) are the total of students from private schools that passed Mathematics and 36.8% (3853) are the total of students from public schools that passed Mathematics. A breakdown shows that 67.7% (5149) of the students from private schools passed Mathematics and 32.3% (2462) of the students from the public schools also passed Mathematics. Also, 51.4% (1469) of the students from private schools failed Mathematics and 48.6% (1391) of the students from public schools failed Mathematics. Furthermore, the contingency coefficient (0.991) indicates that there is a strong positive relationship between academic performances and Private/public secondary school students in Mathematics in the North West Zone, Nigeria (2010-2014).

Research Question 6: What is the number of pass/fail in Mathematics between urban and rural students in North West Zone, Nigeria (2010-2014)?

To answer this question, the results of the urban and rural secondary school students in Mathematics in West African Senior School Certificate Examination in North–West Zone, Nigeria (2010-2014) were computed and analysed using percentages and contingency coefficient value. The result is shown in table 14.

Table 14: Cross Tabulation of Performances (pass/fail) in Mathematics between Urban and Rural Students(WASSCE) in North–West Zone (2010-2014)

			Location			Contingency
			Urban	**Rural**	**Total**	**Coefficient Value**
Academic-performance	**Pass**	Count	4727	2884	7611	0.911
		Expected Freq.	4427.3	3183.7	7611.0	
		%	62.1%	37.9%	100.0%	
	Fail	Count	1364	1496	2860	
		Expected Count	1663.7	1196.3	2860.0	
		%	47.7%	52.3%	100.0%	
		Count	6091	4380	10471	

		6091.0	**4380.0**	**10471.0**
Total	**Expected Count %**	**61.2%**	**38.8%**	**100.0%**

***Source**: Author field work.*

Table 14 indicates that out of 10471 of students from urban and rural schools, 61.2% (6091) are the total number of students from urban schools that passed Mathematics and 38.8% (4380) are the total number of student from rural schools that passed Mathematics. A breakdown shows that 62.1% (4727) of the students from urban schools passed Mathematics and 37.9% (2884) of the students from rural schools also passed Mathematics. Also, 47.7% (1364) of the students from the urban schools failed Mathematics and 52.3% (1496) of the students from rural schools failed Mathematics. Furthermore, the contingency coefficient (0.911) indicates that there is a strong positive relationship between academic performances and urban and rural secondary school students in Mathematics in the North -West Zone, Nigeria (2010-2014).

4.5 Hypotheses Testing

This section presents the result from the test of the hypotheses generated for the study. Chi-Square statistic was use to analyse the data.

Hypothesis 1: There is no significant relationship between performances (pass/fail) in English Language and gender(male/female) ofstudents in North-West Zone, Nigeria (2010-2014).

To test this hypothesis, the results of male and female secondary school students in English Language from 2010-2014were analysed usingchi-square statistic at (0.05) level of significance. The result is shown in table 15

Table 15: Chi-Square Tests of Performances (pass/fail) in English Language betweenMale and Female Secondary School Students

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Phi crammers
Pearson Chi-Square	.030[a]	1	.863			.12
Continuity Correction[b]	**.022**	**1**	**.882**			
Likelihood Ratio	.030	1	.863			
Fisher's Exact Test				.867	.441	
Linear-by-Linear Association	.030	1	.863			
N of Valid Cases	10487					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 939.61.
b. Computed only for a 2x2 table
***Source**: Author field work.*

The chi-square test yielded the results as presented in table 15. On one degrees of freedom, the chi-square statistic (p–value; 0.882) is greater than the level of significance (0.05), hence the null hypothesis is retained.Therefore, there is no significancerelationship betweenmale and female academic performances in secondary schools in English Language in North-West Zone, Nigeria (2010-2014)in the West African Senior School Certificate examination (WASSCE).

Hypothesis 2: There is no significant relationship between performances (pass/fail) in English Language and type (private/public) ofstudents in North-West Zone, Nigeria (2010-2014).

To test this hypothesis, the results of the private and public secondary school students inEnglish Language from 2010-2014 were analysedusing chi-squarestatistics at 0.05 level of significance. The result is shown in table 16.

Table 16: Chi-Square Tests of Performances (pass/fail) in English Language between Private and Public Students

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Phi crammers
Pearson Chi-Square	243.532[a]	1	.000			.932
Continuity Correction[b]	**242.779**	**1**	**.000**			
Likelihood Ratio	238.406	1	.000			
Fisher's Exact Test				.000	.000	
Linear-by-Linear Association	243.509	1	.000			
N of Valid Cases	10487					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 891.96.
b. Computed only for a 2x2 table
***Source**: Author field work.*

The chi-square test yielded the results as presented in table 16. On one degrees of freedom, with a high chi-square statistic (242.779) and a corresponding significance value (p–value; 0.000) which is less than level of significance (0.05), hence the null hypothesis is rejected. Therefore, there is a significancerelationship in the academic performances in English Language between the private and public secondary school students in the North–West Zone, Furthermore, the phi and crammers value (0.932) also shows that there strongpositive relationship in the academic performances in English Language between the private and public secondary school students in the North–West Zone Nigeria in the West African Senior School Certificate Examination (WASSCE).

Hypothesis 3: There is no significant relationship between performances (pass/fail) in English Language and location(urban/rural)of studentsin North-West Zone, Nigeria (2010-2014).

To test this hypothesis, the results of the urban and rural secondary school students in English Language from 2010-2014 were analysedusing chi-square statistic at 0.05 level of significance. The result is shown in table 17.

Table 17: Chi-Square Tests of Performances (pass/fail) in English Language between Urban and Rural Students

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Phi crammers
Pearson Chi-Square	100.184[a]	1	.000			.893
Continuity Correction[b]	**99.709**	**1**	**.000**			
Likelihood Ratio	99.201	1	.000			
Fisher's Exact Test				.000	.000	
Linear-by-Linear Association	100.175	1	.000			
N of Valid Cases	10487					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 975.68.
b. Computed only for a 2x2 table
***Source**: Author fieldwork.*

The chi-square test yielded the results as presented in tables 17. On one degrees of freedom, with a high chi-square statistic (99.709) and a corresponding significance value (p – value; 0.000) which is less than level of significance (0.05), hence the null hypothesis is rejected. Therefore, there is a significancerelationship in the academic performances in English Language between the urban and rural secondary schools in the North–West Zone,Furthermore, the phi and crammers value (0.893) also shows that there strong positive relationship in the academic performances in English Language between the urban and ruralsecondary school students in North-West Zone, Nigeria (2010 – 2014) in the West African Senior School Certificate Examination (WASSCE).

Hypothesis 4: There is no significant relationshipbetween performances (pass/fail) in Mathematicsand gender(male/female)of students in North-West Zone, Nigeria (2010-2014).

To test this hypothesis, the results male and female secondary school studentsin Mathematics from 2010-2014 were analysed using chi-square statistic at 0.05 level of significance. The result is shown in table 18.

Table 18: Chi-Square Tests of Performances (pass/fail) in Mathematicsbetween Male and Female Students

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Phi crammers
Pearson Chi-Square	.615[a]	1	.433			.310
Continuity Correction[b]	**.580**	**1**	**.446**			
Likelihood Ratio	.615	1	.433			
Fisher's Exact Test				.434	.223	
Linear-by-Linear Association	.615	1	.433			
N of Valid Cases	10471					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 1157.55.

b. Computed only for a 2x2 table

***Source**: Author field work.*

The chi-square test yielded the results as presented in table 18. On one degrees of freedom, the chi-square statistic (p–value; 0.446) is greater than level of significance (0.05), hence the null hypothesis is accepted and retained.Therefore, there is no significancerelationship in the academic performances in Mathematics between the male and female secondary school students in the North–West Zone, Nigeria (2010 – 2014) in the West African Senior School Certificate Examination (WASSCE).

Hypothesis 5: There is no significant relationship between performances (pass/fail) in Mathematics and type(private/public)studentsNorth-West Zone, Nigeria (2010-2014).

To test this hypothesis, the results of the private and public secondary school students in Mathematics from 2010-2014 were analysed using chi-square statistic at 0.05 level of significance. The result is shown in table 19.

Table 19: Chi-Square Tests of Performances (pass/fail) in Mathematicsbetween Private and Public Students

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Phi crammers
Pearson Chi-Square	237.153[a]	1	.000			.891
Continuity Correction[b]	**236.454**	**1**	**.000**			
Likelihood Ratio	232.645	1	.000			
Fisher's Exact Test				.000	.000	
Linear-by-Linear Association	237.131	1	.000			
N of Valid Cases	10471					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 1052.39.

b. Computed only for a 2x2 table

***Source**: Author field work.*

The chi-square test yielded the results as presented in table 19. On one degrees of freedom, with a high chi-square statistics (236.454) and a corresponding significance value (p–value; 0.000) which is less than level of significance (0.05), hence the null hypothesis is rejected. Therefore, there is a significance relationship in the academic performances in Mathematics between the private and public secondary school students in the North–West Zone,Moreover, the phi and crammers value (0.891) also shows that there strong positive relationship in the academic performances in Mathematicsbetween the private and

publicsecondaryschoolstudents in North-West Zone, Nigeria (2010 – 2014) in the West African Senior School Certificate examination (WASSCE).

Hypothesis 6: There is no significant relationship betweenperformances (pass/fail)in Mathematics and location(urban/rural) of studentsin North-West Zone, Nigeria (2010-2014).

To test this hypothesis, the results of the urban and rural secondary school students in Mathematics from 2010-2014 were analysed using chi-square statistics at 0.05 level of significance. The result is shown in table 20.

Table 20: Chi-Square Tests of Performances (pass/fail) in Mathematics between Urban and RuralStudents

Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Phi crammers
Pearson Chi-Square	1	177.530[a]	.000		.922
Continuity Correction[b]	**1**	**176.938**	**.000**		
Likelihood Ratio	1	176.002	.000		
Fisher's Exact Test	1		.000	.00	
Linear-by-Linear Association		177.513	.000		
N of Valid Cases		10471			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 1196.33.
b. Computed only for a 2x2 table

***Source**: Author field work.*

The chi-square test yielded the results as presented in table 20. On one degrees of freedom, with a high chi-square statistics (176.938) and a corresponding significance value (p – value; 0.000) which is less than level of significance (0.05),hence the null hypothesis is rejected. Therefore, there is a significant relationship in the academic performances in Mathematics between the urban and rural secondary schools in the North–West Zone, However, the phi and crammers value (0.922) also shows that there strong positive

relationship in the academic performances in Mathematicsbetween urban and rural secondary school students in North-West Zone,Nigeria (2010-2014) in the West African Senior School Certificate Examination (WASSCE).

4.6 Summary of Hypotheses Testing

The six stated and analyzed hypotheses were summarized and represented on table 21.

Table 21: Summary of Hypotheses Testing

S/N	Hypotheses	Stat.	P Value	Sig.	Decision	Restated Hypotheses
H_1	There is no significant relationship in the academic performances between male and female students in English Language in secondary schools.	chi-square	.882	0.05	Retained	There is no significant relationship in the academic performances between male and female students in English Language in secondary schools.
H_2	There is no significant relationship in the academic performances between the private and public secondary school students in English Language	chi-square	.000	0.05	Rejected	There is no significant relationship in the academic performances between the private and public secondary school students in English Language.
H_3	There is no significant relationshipin the academic performancesbetween urban and rural secondary school students in English Language.	chi-square	.000	0.05	Rejected	There is no significant relationship in the academic performances between urban and rural secondary school studentsin English Language.
H_4	There is no significant relationship in the academic performances between male and female studentsin Mathematics in secondary schools.	chi-square	.446	0.05	Retained	There is no significant relationship in the academic performances between male and female students in Mathematics in secondary schools.
H_5	There is no significant relationship in the academic performances between private and public secondary school students in Mathematics	chi-square	.000	0.05	Rejected	There is no significant relationship in the academic performances between private and public secondary school students in Mathematics.
H_6	There is no significant relationship in the academic performances between urban and rural secondary school students in Mathematics.	chi-square	.000	0.05	Rejected	There is no significant relationship in the academic performances between urban and rural secondary school students in Mathematics.

In table 21, on hypothesis one, the (p-value; .882) which is greater than the level of significance (0.05), hence the null hypothesis is retained. This reveals that there is no significance relationship between male and female students' academic performances in secondary schools in English Language.

However, hypothesis two in table 21 indicates a (p-value; 0.000) which is less than the level of significance (0.05), hence the null hypothesis is rejected. This shows that significance relationship existed in the academic performances in English Language between the private and public secondary school students.

Also, hypothesis three in table 21 shows a (p-value; 0.000) which is less than the level of significance (0.000), hence the null hypothesis is rejected. This reveals that there is a significance relationship in the academic performances in English Language between the urban and rural secondary school students.

Hypothesis four in table 21 indicates a (p-value; 0.446) which is greater than the level of significance (0.05), hence the null hypothesis is retained. This therefore, shows that there is no significance relationship in the academic performances in Mathematics between male and female secondary school students.

However, hypothesis five in table 21 indicates a (p-value; 0.000) which is less than the level of significance (0.05), hence the null hypothesis is rejected. This shows that there is a significance relationship in the academic performances in Mathematics between the private and public secondary school students.

Also, hypothesis six in table 21 shows a (p-value; 0.000) which is less than the level of significance (0.05), hence the null hypothesis is rejected. This reveals that there is a

significance relationship in the academic performances in Mathematics between the urban and rural secondary school students.

4.7 Summary of Major Findings

The study revealed that there was:

1. no significant relationship in the performances of male and female students in English Language in North-West Zone, Nigeria from 2010-2014. In 2010, a total of 496 (52.33%) of female students passed English Language better than the male students totaling of 629 (47.67%). Also, in 2011, a total of 638 (50.9%) of male students passed English Language more than their female counterpart who totaled399 (49.08%). In 2012, the male and female students performances were related with the male totaling616 (50.27%) and female totaling 406 (49.73%). In the same vein, in 2013, the performances of male and female students were related with a total of604 (49.67%) maleand 455 (50.33%) female. However, in 2014, the female students totaling 434 (51.63%) performed better than their male counterpart who totaled638 (48.37%);
2. a significant relationship in the performances of students of private and public secondary school students in English Language in North-West Zone from 2010-2014. The study showed that in 2010, 2011 and 2012, a total of 459 (56.55%), 529 (58.78%) and 449 (62.27%) of the private secondary school students performed better in English Language than their counterpart from the public secondary schools with a total of 655 (43.45%), 491 (41.28%) and 483 (37.73%) respectively. Similarly, in 2013 and 2014, a total of 427 (59.21%) and 563 (62.37%) representing the students from private schools performed better in English Language than the

students from public schools with a total of 551 (40.79%) and 476 (37.63%) respectively;

3. a significant relationship in the performances of students from urban and rural schools in English Language in the North-West Zone from 2010-2014. In 2010, 2011 and 2012, a total of 718 (67.33%), 678 (60.82%) and 563 (55.27%) of the students from urban schools performed better in English Language than their counterpart from rural schools who totaled 278 (32.67%), 402 (39.18%) and 428 (44.73%) respectively. Also, in 2013 and 2014, a total of 784 (59.67%) and 692 (58.22%) of the students from urban schools performed better in English Language than their counterparts from the rural schools with a total of 435 (40.33%) and 473 (41.8%) respectively;
4. no significant relationship in the male and female students performances in Mathematics in the North-West Zone, Nigeria from 2010-2014. In 2010, a total of 480 (50.66%) of the female students passed Mathematics better than the male students with a total of 649 (49.34%). Also, in 2011, a total of 628 (50.18%) of the male students passed Mathematics more their female counterpart with a total of 405 (49.82%). In 2012, the male students passed Mathematics better than female students with a total of 630 (51.45%) and female students performances with a total of 397 (48.55%). In the same vein, in 2013, the performances of male and female students were related in Mathematics with a male total of 604 (49.67%) and female total of 455 (50.33%). Also, in 2014, the male students totaling 690 (52.33%) performed better than their female counterpart totaling 400 (47.67%) in Mathematics;

5. a significant relationship in the performances of students of private and public secondary school students in Mathematics in North-West Zone from 2010-2014. In 2010, 2011, and 2012, the study showed that a total of 465 (57.33%), 530 (58.72%) and 442 (61.37%) of the private secondary school students performed better in Mathematics than their counterparts from the public secondary schools with a total of 643 (42.67%), 490 (41.28%) and 494 (38.63%) respectively. In the same vein, in 2013 and 2014, a total of 430 (59.66%) and 551 (61.02%) representing the students from private schools performed better in Mathematics than the students from public schools with a total of 545 (40.34%) and 493 (38.98%) respectively; and
6. a significant relationship in the performances of students from urban and rural schools in Mathematics in the North-West Zone from 2010-2014. In 2010, 2011 and 2012, a total of 698 (65.43%), 673 (60.43%) and 563 (55.27%) of urban secondary school students performed better in Mathematics than their counterpart from rural secondary schools who totaled 302 (35.57%), 406 (39.57%) and 385 (44.73%) respectively. Also, in 2013 and 2014, a total of 800 (60.85%) and 691 (58.09%) of students from urban schools performed better in Mathematics than students from the rural schools who totaled 422 (39.15%) and 475 (41.91%) respectively.

4.8 Discussions of Major Findings

The main objective of the study was to analyse students' performances in English Language and Mathematics in West African Senior School Certificate Examinations (WASSCE) in North-West Zone, Nigeriabetween 2010-2014. The discussion of findings of

this study is based on the results emanating from the test of hypotheses and the relationship between the present results and the findings of previous related studies.

The outcome of hypothesis 1shows that there was no significant relationshipin the academic performancesbetween the male and female secondary school students in English Languagein West African Senior Certificate Examination (WASSCE). The findings reveals that the performances of both male and female students in English Language in the North-West Zone, Nigeria (2010-2014) were closely related.This submission is not surprising as it is a good thing for both male and female students to strive hard to compete with each other in English Language. This finding was in consonance with the findings of Adeboyeye (2003) that there was no significant relationshipin the male and female academic performances in WASSCE in English Language in Ondo State, Nigeria. The low level of performances in the subject in the North-West Zone, Nigeria might perhaps be attributed to what Omotoso (1992) described as poor staffing in schools, frequent withdrawal of children from schools, laziness on the account of many students and poor preparation of work in respect of many teachers in the schools.

Hypothesis 2of this study also reveals that significant relationship existed in the academic performancesbetween the private and public secondaryschool of students in English Language. The result showed a significant relationship in favour of male and female students in the private schools as against male and female students in the public schools.The finding shows that male and female students from private secondary schools performed better in English Language than their counterpart from the public secondary schools in 2010, 2011, 2012, 2013 and 2014 respectively. This is also in conformity with the result of the study conducted by Eze (2004) on the academic performance of students in

WASSCE and NECO in private and public schools in Enugu State.In a similar study, Wushishi and Usman (2013) found a huge positive relationship in male and female students' academic performances in the private schools as against the male and female students' academic performances in the public schools in English Language as a result of provision of facilities such as textbooks, laboratories, equipment and conducive classrooms. Also, a study conducted by Ofoegbu (2004) on teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria revealed that poor academic performances in public schools can be attributed to poor teachers' performance in terms of accomplishing the task, negative attitude to work and poor teaching habits.

Based on the outcome of hypothesis 3, the study found out that there was significant relationship in the academic performances between the urban and rural secondary schoolstudents in English Language. The study revealed that urban schools had better performances than the rural schools. The finding of the study shows that students from urban secondary schools performed better in English Language than the students from the rural secondary schools in 2010, 2011, 2012, 2013 and 2014 respectively. This study corroborates Oloyede (2003), Nwokocha andAmadike (2005) and Bello and Osagie (2013)that causes of mass failure in the rural schools includes nonchalant attitude of students, dilapidated infrastructure, lack of teaching and learning facilities and incompetent teachers. This finding does not come by chance as there are provisions of social amenities such as electricity, water, good roads, conducive learning environmentetc in the urban areas to justify the better academic performance hence better results are expected from students from the urban areas as against theircounterparts from the rural areas.

Also,the outcome of hypothesis 4 reveals that there was no significant relationship in the academic performances between the male and female secondary school students in Mathematics in West African Senior Certificate Examination (WASSCE). The findings reveals that the performances of both male and female students in Mathematics in the North-West Zone, Nigeria (2010-2014) were closely related. The finding was in consonance with the finding of Adeniju (2003) that there was no significant relationshipin the male and female academic performances in WASSCE in Mathematics in Ekiti State, Nigeria. Also, Omotoso (1992) attributed the low level of performances in the subject to poor staffing, frequent withdrawal of children from schools, laziness of many students and poor preparation of work in respect of many teachers in the schools. Also, this finding corroborates the findings of Adeyemo, Oladipupo and Omisore (2013) that there was no significant difference in male and female academic performances in WASSCE in Mathematics in Government Secondary Schools, Makurdi Local Government Area. They attributed the poor performance to teachers not being dedicated to their duties and inadequate teaching and learning resources.

Hypothesis 5 shows that significant relationship existed in the academic performances of students in Mathematics between the private and public schools. The findings from the study shows that students from private secondary schools performed better in Mathematics than the students from public secondary schools on 2010, 2011, 2012, 2013 and 2014 respectively. A similar study conducted by Wushishi and Usman (2013) also found a huge positive relationship in male and female students' academic performances in private and public schools as against the male and female students' academic performances in the public schools in Mathematics as a result of facilities such as

textbooks and conducive classrooms. Also, this finding was in consonance with the findings of Adeyemo, Oladipupo, and Omisore (2013) that significant relationship existed in the academic performances of students in Mathematics between private and public schools. They attributed this to better paying package in private schools, conducive learning environment and adequate learning facilities.

The outcome of hypothesis 6 of the study reveals that there was significant relationship in the academic performances of students in Mathematics between the urban and rural secondary schools. The study shows that urban schools had better performances than rural schools. The result of the findings shows that students from the urban secondary schools performed better in Mathematics than the students from the rural secondary schools in 2010, 2011, 2012, 2013 and 2014 respectively. The result is similar to the study of Ekundayo and Arogundade (2007), where it was reported that provisions of social amenities such as electricity, water and good roads in the urban areas contributed immensely to better academic performances in Mathematics hence better results are expected from students from the urban areas as against the students from the rural areas. Also, this study corroborates Oloyede (2003), Nwokocha and Amadike (2005) and Bello and Osagie (2013) that causes of mass failure in the rural schools includes nonchalant attitude of students, dilapidated infrastructure, lack of teaching and learning facilities and incompetent teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is the concluding chapter in this research report. It provides the summary of the study, conclusions drawn fromthe results of the study, implications to educational administration and planning and recommendations that could enhance students' academic performances in West African senior school certificate examination (WASSCE) in secondary schools in North West Zone, Nigeria. Suggestions for further studies are also presented in this chapter.

5.2 Summary

This study was an analysis of students' performances inWest Africansenior schoolcertificate examinationsin North-West Zone, Nigeria (2010–2014): Implications to Educational Administration and Planning.In chapter one, the background to the study was highlighted along with the statement of the problem, the research objectives, the research

questions and hypotheses formulated to establish the significance relationship of the findings. Other aspects of the chapter are significance of the study and scope of the study. Chapter two reviewed the related literature which includes conceptual framework, theoretical framework, students' academic performance in English Language and Mathematics, type of schools, academicperformance/human and instructional facilities and academic performance/influence of socio-economic status. Other areas of the chapter are factors responsible for poor academic performance, teachers' effectiveness, administrative leadership styles, need for educational planning, implications of students' performance to educational administration and planning, review of related empirical studies and summary. Chapter three discusses the research methodology adopted. Also, included in this chapter isaproforma titled "the senior secondarystudents' academic performances (SSSAP)" adopted for data collection. The sample size for this study was 10,487 students comprising of6,267 males 4,220 females respectively. The Chi-square test was the statistical tool used for the data analysis.Also, chapter four consisted of the statistical analysis of the data. The six research questions were answered and six null hypotheses were tested,out of which four were rejected while two were retained. Chapter five which is the concluding chapter provides the summary of the study, conclusions drawn from the study, implications of students' performance to educational administration and planning and recommendations that could enhance students' academic performances in West African senior school certificate examination in secondary schools. Also, presented in this chapter are suggestions for further studies.

5.3 Conclusions

Based on the result of the study, it is concluded as follows:

i) Gender (male and female) does not affect the academic performance of secondary school students in English Language in the North-West Zone, Nigeria (2010-2014);

ii) Type of school (private and public) affect the academic performance of secondary school students in English Language in the North-West Zone, Nigeria (2010-2014);

iii) Location of school (urban and rural) affect the academic performance secondary school students in English Language in the North-West Zone, Nigeria (2010-2014);

iv) Gender (male and female) does not affect the academic performance of secondary school students in Mathematics in the North-West Zone, Nigeria (2010-2014);

v) Type of school (private and public) affect the academic performance of secondary school students in Mathematics in the North-West Zone, Nigeria. (2010-2014); and

vi) Location of school (urban and rural) affects the academic performance secondary school students in Mathematics in the North-West Zone, Nigeria (2010-2014).

Adeyemi (2008) and Asikhia (2010) are of the opinion that the downward trend in the academic performance of students can be attributed to a number of factors which are: the principal's leadership style, teachers quality, home factors, government factors and non-provision of educational resources (human, material, financial, and physical resources).

5.4 Implications of Students' Performance to Educational Administration and Planning

The findings of this study have implications to educational administration and planning. For instance, the students' performances in English Language and Mathematics in WASSCE such as those investigated in this study are very significant and worthy of note by educational administrators and planners. Educational administrators and planners are also challenged to carry out an investigation into the possible causes and effects of

students' poor performances in English Language and Mathematics with a view to identifying and proffering solution to the emerging problems at the classroom level.

The information about the trend in students' performance in English Language and Mathematics over a given period such as the one ex-rayed in the present study no doubt, provides the strengths and weaknesses of the performance (pass/fail) which would form the basis for rational decision or policy making by government, administrators and planners.

It has also been established that type of schools (private/public) and location of schools (urban/rural) were significantly related with students' performance in English Language and Mathematics and as established in the present study, students from private and urban schools performed significantly better than those in public and rural schools. The reason is partly not unconnected with the policy of the government in the seven states under study over the years to locate secondary schools in some areas without adequate consideration. Research finding and enough evidences (Azikiwe, 2007, and Adepoju, 2008) have revealed that policies and decisions on location (urban/rural) of schools in Nigeria are very well much based on political motivation.In order to address these inadequacies, it is very expedient for educational administrators and planners to be conscious of their strategic roles by advising the government in power of the need to follow due process and work according to the ethic of their profession, which demands objectivity in matters that concern the future of the children.Also, administrators (principals) should ensure that the teachers in the rural schools are more committed to their work through regular homework and organization of extra lessonsespecially in English Language and Mathematics.

More importantly, educational administrators and planners should always consider the essential parameters before new schools are established. They should see themselves as professional rather than "errand boys" of the government in power.

5.5 Recommendations

The following recommendations are made based on the findings of the study:

1. Since the performance of male and female students are not impressive, efforts should be made by officials of the ministries in the seven states to regularly carry out routine supervision of instructions and monitor performance standards in English Language with a view to improving the quality of delivery.
2. Since the pass rate in private schools are higher than the public schools in English Language, the principals and teachers in the seven states should organize extra lessons and subject the students to regular homework. Doing this, will enhance better performance of the public schools students in WASSCE and help bridge the gap with the students from the private secondary schools. .
3. The State Ministry of Education in the seven states should encourage and motivate teachers from the rural schools by sponsoring them to attend seminars and workshops in English Language in order to broaden their knowledge of the subject and reduce the failure rate of the students and help bridge the gap with students from the urban schools.
4. Since the performance of male and female students are not impressive, efforts should be made by officials of the ministries in the seven states to regularly carry out routine supervision of instructions and monitor performance standards in Mathematics with a view to improving the quality of delivery.

5. Since the pass rate in private schools are higher than the public schools in Mathematics, the principals and teachers in the seven states should organize extra lessons and subject the students to regular homework. Doing this, will enhance better performance of the public schools students in WASSCE and help bridge the gap with the students from the private secondary schools.
6. The State Ministry of Education in the seven states should encourage and motivate teachers from the rural schools by sponsoring them to attend seminars and workshops in Mathematics in order to broaden their knowledge of the subject, reduce the failure rate of the students, help bridge the gap with students from the urban schools and remove the misconception that Mathematics is difficult.
7. A remedial mechanism should be developed and built into the school system by the government in the seven states, educational administrators, educational planners and other stakeholders in education industry. Government should always be conscious of the implication of its policies and positions on schooling and the multiplier effect on academic performance of students and teachers productivity.

5.6 Suggestions for Further Studies

The researcher suggests as follows:

1. Since this study was directed at analysing the students' performances in English Language and Mathematics inWest African Senior Certificate Examination (WASSCE)in North-West Zone, Nigeria, a similar study should be conducted in other Geo-graphical Zones of Nigeria in order to have a thorough analysis of the students' academic performances in West African Senior CertificateExamination (WASSCE) in the country.

2. The study should also be replicated using National Examination Council (NECO) to see if the same result will be obtained.
3. Studiesshould be carried out using boys only and girls' only secondary school students in order to determine whether the male would perform better than the female students or vice versa.
4. Studiesshould be conducted to determine other factors such as parental socio-economic status and teachers' effectiveness that may influence male and female students' academic performances in English Language and Mathematics to see if the same results could be achieved.
5. Another study should be conducted using day and boarding school system to see if similar results will be produced.

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APPENDIX I

APPENDIX II

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION,
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

Dear Sir/Madam,

ANALYSIS OF STUDENTS' PERFORMANCES IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATIONS IN NORTH-WEST ZONE, NIGERIA (2010 – 2014): IMPLICATIONS TO EDUCATIONAL ADMINISTRATION AND PLANNING

I am a post graduate student of Ahmadu Bello University, Zaria. I am conducting a study on the Topic above in partial fulfillment of the requirements for the award of Ph.D in Educational Administration and Planning.

I request you to please kindly complete the attached Senior Secondary Students Academic Performance Inventory (SSSAPI) from 2010-2014. I assure you that the records will be used for educational purpose only and will be treated confidentially.

Yours faithfully,

Ojetokun, Victor O.
Researcher

SENIOR SECONDARY STUDENTS ACADEMIC PERFORMANCESPROFORMA (SSSAP) FOR COLLECTION OF DATA FROM SELECTED SECONDARY SCHOOLS IN THE NORTH-WEST GEO-

S/N	Year	Name of School	Private	Public	Urban	Rural	No passed English A1-C6		No failed English D7-F9		No Passed Maths A1-C6		No failed Maths D7-F9	
							M	F	M	F	M	F	M	F
1	2010	1												
		2												
2	2011	1												
		2												
3	2012	1												
		2												
4	2013	1												
		2												
5	2014	1												
		2												
	Total													

POLITICAL ZONE, NIGERIA (2010-2014)

APPENDIX III

TOTAL NUMBER OF SCHOOLS AND STUDENTS INVOLVED IN THE STUDY (2010-2014)

S/NO	States/Name of School	Private Schools	Public Schools	Urban School	Rural School	Selected Secondary Private Schools		Selected Secondary Public Schools		Total	
						Male	Female	Male	Female	Male	Female
	Kaduna State										
1	Godwill Schools AngwaYelwa, Kaduna.	1		1		1,038	793				
2	Government secondary School GanGoraZonkwa		1		1			412	232	1,450	1,025
	Kano State										
1	Amina Memorial School kiru	1			1	360	263				
2	Government Secondary School Warure		1	1				524	-	884	263
	Katsina State										
1	Government Secondary School bardeBakori		1		1			393	276		
2	Global Science Secondary School Katsina	1		1		383	271			776	547
	Kebbi State										
1	Joda Nursery, Primary & Secondary School Burnin-Kebbi	1		1		472	376				
2	Federal government College BirninYauri		1		1			360	293	832	669
	Jigawa State										
1	Government Day secondary School Sabu-war		1	1				317	211		
2	Al-Iman Secondary School Jalingo, Yauri Road	1			1	435	366			752	577
	Sokoto State										
1	Alheri Schools GuiwaLowcostSokoto	1		1		603	472				
2	Government Day Senior Secondary School (GDSSS), Illela		1		1			308	242	912	714
	Zamfara State										
1	Government Junior & Senior Secondary School, Bingi Village		1		1			274	180		
2	Muslim's Student Society Secondary School (MSS) UngwanYarimaGusau	1		1		388	245			662	425
	Total	**7**	**7**	**7**	**7**	**3,679**	**2,786**	**2,558**	**1,434**	**6,267**	**4,220**

APPENDIX IV

NUMBER OF PRIVATE SECONDARY SCHOOLS BY STATE, 2010 – 2014

State	2010	2011	2012	2013	2014
Abia	144	222	240	280	282
Adamawa	6	22	na	Na	61
AkwaIbom	58	120	na	Na	246
Anambra	25	351	na	Na	376
Bauchi	30	111	na	Na	120
Bayelsa	7	22	na	Na	51
Benue	223	422	na	438	438
Borno	22	25	30	73	73
Cross River	61	305	na	Na	312
Delta	213	394	na	349	350
Ebonyi	8	52	na	Na	136
Edo	173	463	na	Na	291
Ekiti	13	64	na	Na	150
Enugu	8	102	na	Na	210
Gombe	40	30	na	33	47
Imo	78	168	na	Na	289
Jigawa	2	5	na	Na	133
Kaduna	56	129	na	Na	370
Kano	29	127	na	Na	280
Katsina	27	41	na	Na	112
Kebbi	1	5	na	Na	82
Kogi	62	109	na	Na	268
Kwara	35	80	76	77	250
Lagos	49	358	na	Na	484
Nasarawa	46	75	na	Na	85
Niger	1	38	na	Na	212
Ogun	138	256	na	Na	251
Ondo	102	206	na	Na	272
Osun	90	235	235	261	339
Oyo	95	245	na	Na	582
Plateau	103	295	295	Na	295
Rivers	43	117	na	Na	227
Sokoto	na	9	na	Na	128
Taraba	22	62	na	Na	54
Yobe	4	7	na	Na	38
Zamfara	4	7	na	Na	52
FCT, Abuja	20	64	na	Na	107
Total	2,038	5,343	876	1,511	7,783

Source: Federal Ministry of Education, Abuja
Note: na = Not available

APPENDIX V

TOTAL NUMBER OF PUBLIC SECONDARY SCHOOLS BY STATE, 2010 – 2014

State	2010	2011	2012	2013	2014
Abia	231	653	653	653	499
Adamawa	125	296	296	296	615
Akwalbom	325	608	608	608	546
Anambra	333	504	504	504	576
Bauchi	153	288	288	288	338
Bayelsa	166	297	297	297	321
Benue	377	749	749	749	243
Borno	113	206	206	206	550
Cross River	251	487	487	487	953
Delta	613	1,066	1,066	1,066	362
Ebonyi	181	103	103	103	436
Edo	540	918	918	918	302
Ekiti	181	210	210	210	352
Enugu	282	498	498	498	585
Gombe	157	171	171	171	181
Imo	456	380	380	380	450
Jigawa	344	581	581	581	623
Kaduna	157	774	774	774	623
Kano	517	683	683	683	672
Katsina	235	na	na	na	380
Kebbi	78	329	329	329	320
Kogi	340	163	163	163	368
Kwara	267	544	544	544	1,146
Lagos	799	569	569	569	584
Nassarawa	276	483	483	483	612
Niger	182	513	513	513	664
Ogun	348	332	332	332	451
Ondo	370	844	844	844	372
Osun	469	690	690	690	639
Oyo	806	902	902	902	767
Plateau	481	1,143	1,143	1,143	1,275
Rivers	310	800	800	800	327
Sokoto	73	535	535	535	584
Taraba	204	91	91	91	214
Yobe	57	289	289	289	528
Zamfara	47	254	254	254	356
FCT, Abuja	69	85	85	85	247
Total	**10,913**	**18,038**	**18,038**	**18,038**	**19,549**

Sources: Federal Ministry of Education

Note: na = Not available

APPENDIX VI

WEST AFRICAN EXAMINATION COUNCIL RESULT BY STATE, 2010 (WASSCE MAY/JUNE)

	Total Number That Sat			Minim. 5 Credits (Social Science, English Lan. &Maths)		
State	Male	Female	Total	Male	Female	Total
Abia	13,212	16,840	30,052	72	45	117
Adamawa	15,947	9,250	25,197	188	102	290
AkwaIbom	24,911	26,607	51,518	1,164	1,132	2,296
Anambra	11,608	16,680	28,288	56	50	106
Bauchi	7,463	5,592	13,055	1,085	569	1,654
Bayelsa	6,965	3,846	10,811	40	36	76
Benue	25,609	17,362	42,971	486	298	784
Borno	13,663	7,588	21,251	81	44	125
Cross River	12,785	11,069	23,854	273	157	430
Delta	12,814	12,127	24,941	259	246	505
Ebonyi	16,516	15,693	32,209	29	17	46
Edo	42,643	39,353	81,996	3,561	2,815	6,376
Ekiti	10,953	10,084	21,037	144	154	298
Enugu	17,330	23,497	40,827	49	29	78
Gombe	4,422	2,908	7,330	15	6	21
Imo	13,486	16,605	30,091	64	53	117
Jigawa	8,873	1,914	10,787	51	23	74
Kaduna	31,854	21,828	53,682	1,140	809	1,949
Kano	23,465	11,671	35,136	611	268	879
Katsina	16,515	5,618	22,133	119	46	165
Kebbi	6,338	2,658	8,996	28	10	38
Kogi	28,666	21,174	49,840	469	408	877
Kwara	13,402	10,834	24,236	76	88	164
Lagos	83,258	82,449	165,707	1,030	724	1,754
Nassarawa	19,641	11,742	31,383	296	152	448
Niger	13,950	8,877	22,827	117	70	187
Ogun	25,450	23,410	48,860	276	244	520
Ondo	18,425	15,714	34,139	218	204	422
Osun	19,874	17,013	36,887	82	80	162
Oyo	31,422	29,257	60,679	80	67	147
Plateau	19,662	16,087	35,749	236	102	338
Rivers	42,295	44,709	87,004	2,557	1,630	4,187
Sokoto	9,766	3,077	12,843	113	47	160
Taraba	9,669	5,359	15,028	273	147	420
Yobe	10,313	3,534	13,847	174	22	196
Zamfara	9,719	2,686	12,405	43	14	57
Abuja	3,955	4,287	8,242	72	71	143
Total	696,839	578,999	1,275,838	15,627	10,979	26,606

Source: West African Examination Council

WEST AFRICAN EXAMINATION COUNCIL RESULT BY STATE, 2011 (WASSCE MAY/JUNE)

State	Total Number That Sat			Minim. 5 Credits (Social Science, English Lang. &Maths)		
	Male	Female	Total	Male	Female	Total
Abia	14,036	17,618	31,654	89	85	174
Adamawa	19,037	11,187	30,224	331	209	540
AkwaIbom	26,324	28,557	54,881	1,885	1,922	3,807
Anambra	11,898	16,804	28,702	89	79	168
Bauchi	7,614	5,906	13,520	1,026	569	1,595
Bayelsa	7,030	4,341	11,371	110	41	151
Benue	24,549	16,861	41,410	986	615	1,601
Borno	14,384	8,781	23,165	164	89	253
Cross River	18,178	15,365	33,543	1,050	585	1,635
Delta	13,810	12,955	26,765	600	455	1,055
Ebonyi	16,434	16,141	32,575	36	27	63
Edo	47,636	45,154	92,790	4,692	3,560	8,252
Ekiti	11,215	10,224	21,439	137	89	226
Enugu	18,155	23,389	41,544	57	55	112
Gombe	4,005	2,714	6,719	22	7	29
Imo	12,897	15,722	28,619	60	54	114
Jigawa	8,661	2,037	10,698	59	1	60
Kaduna	33,065	23,677	56,742	1,480	1,024	2,504
Kano	28,672	14,216	42,888	917	460	1,377
Katsina	16,486	6,407	22,893	121	62	183
Kebbi	7,100	2,587	9,687	64	34	98
Kogi	26,618	20,156	46,774	879	696	1,575
Kwara	12,486	10,027	22,513	63	66	129
Lagos	86,473	86,443	172,916	1,289	902	2,191
Nassarawa	22,208	12,638	34,846	286	117	403
Niger	17,513	10,480	27,993	359	170	529
Ogun	26,131	24,176	50,307	321	358	679
Ondo	18,346	16,405	34,751	263	222	485
Osun	20,654	18,630	39,284	165	180	345
Oyo	32,926	30,408	63,334	107	102	209
Plateau	22,886	18,242	41,128	660	357	1,017
Rivers	48,655	50,616	99,271	3,079	1,827	4,906
Sokoto	11,265	3,678	14,943	475	102	577
Taraba	14,515	7,576	22,091	592	228	820
Yobe	10,211	3,541	13,752	213	38	251
Zamfara	10,378	3,281	13,659	30	13	43
Abuja	4,710	5,070	9,780	151	113	264
Total	747,161	622,010	1,369,171	22,907	15,513	38,420

Source: West African Examination Council

WEST AFRICAN EXAMINATION COUNCIL RESULT BY STATE, 2012 (WASSCE MAY/JUNE)

State	Total Number That Sat			Minim. 5 Credits (Social Science, English Lang. &Maths)		
	Male	Female	Total	Male	Female	Total
Abia	17,481	21,754	39,235	254	157	411
Adamawa	17,840	10,857	28,697	260	157	417
AkwaIbom	25,430	26,988	52,418	1,344	1,266	2,610
Anambra	12,496	17,572	30,068	131	71	202
Bauchi	8,229	4,279	12,508	1,573	962	2,535
Bayelsa	7,839	6,291	14,130	75	36	111
Benue	25,645	17,762	43,407	735	454	1,189
Borno	16,341	9,778	26,119	269	149	418
Cross River	21,685	17,899	39,584	1,413	830	2,243
Delta	15,308	14,453	29,761	946	658	1,604
Ebonyi	16,561	16,006	32,567	28	13	41
Edo	44,891	41,971	86,862	3,786	2,980	6,766
Ekiti	9,688	9,090	18,778	141	113	254
Enugu	17,607	22,892	40,499	64	50	114
Gombe	4,224	2,845	7,069	28	8	36
Imo	12,897	16,110	29,007	114	92	206
Jigawa	11,410	2,403	13,813	56	2	58
Kaduna	32,595	23,849	56,444	1,827	1,286	3,113
Kano	27,049	13,766	40,815	299	219	518
Katsina	22,560	7,181	29,741	175	63	238
Kebbi	10,326	4,065	14,391	110	20	130
Kogi	23,452	17,843	41,295	800	639	1,439
Kwara	11,119	9,286	20,405	80	89	169
Lagos	82,118	82,055	164,173	1,592	1112	2,704
Nassarawa	22,928	13,716	36,644	800	372	1172
Niger	16,857	10,228	27,085	458	206	664
Ogun	26,551	24,797	51,348	545	485	1030
Ondo	19,752	16,761	36,513	406	367	773
Osun	21,705	19,299	41,004	183	180	363
Oyo	32,751	30,009	62,760	118	121	239
Plateau	22,786	18,225	41,011	344	186	530
Rivers	40,506	41,112	81,618	2,551	1,612	4,163
Sokoto	10,966	3,434	14,400	217	101	318
Taraba	15,337	8,120	23,457	436	174	610
Yobe	10,538	3,840	14,378	107	23	130
Zamfara	14,003	3,898	17,901	99	4	103
FCT(Abuja)	5,016	5,743	10,759	130	144	274
Total	754,487	616,177	1,370,664	22,494	15,401	37,895

Source: West African Examination Council

WEST AFRICAN EXAMINATION COUNCIL RESULT BY STATE, 2013 (WASSCE MAY/JUNE)

State	Total Number that Sat			Minim. 5 Credits (Social Science, English Lang. &Maths		
	Male	Female	Total	Male	Female	Total
Abia	14,648	17,524	32,172	8,265	10,019	18,284
Adamawa	13,194	8,776	21,970	295	227	522
AkwaIbom	21,926	23,546	45,472	4,148	4,493	8,641
Anambra	16,646	22,588	39,234	7,908	10,536	18,444
Bauchi	9,279	5,167	14,446	401	344	745
Bayelsa	7,533	6,345	13,878	3,324	2,989	6,313
Benue	27,531	19,562	47,093	5,444	3,728	9,172
Borno	5,406	4,050	9,456	1,401	1,092	2,493
Cross River	20,015	17,069	37,084	5,542	4,563	10,105
Delta	19,624	19,081	38,705	6,927	7,138	14,065
Ebonyi	15,529	15,027	30,556	2,288	2,183	4,471
Edo	22,429	21,337	43,766	7,270	7,616	14,886
Ekiti	13,630	12,302	25,932	3,755	3,690	7,445
Enugu	18,656	24,141	42,797	5,206	6,531	11,737
Gombe	4,982	3,471	8,453	84	59	143
Imo	13,088	16,087	29,175	4,764	6,064	10,828
Jigawa	10,083	2,206	12,289	221	204	425
Kaduna	37,238	27,482	64,720	8,840	7,514	16,354
Kano	36,799	16,767	53,566	2,871	2,166	5,037
Katsina	19,792	8,020	27,812	929	556	1,485
Kebbi	10,627	4,421	15,048	380	276	656
Kogi	26,738	21,147	47,885	4,575	3,705	8,280
Kwara	10,836	9,810	20,646	1,034	1,032	2,066
Lagos	74,853	76,315	151,168	28,485	30,478	58,963
Nassarawa	25,193	16,168	41,361	3,083	1,963	5,046
Niger	17,477	10,999	28,476	1,490	1,165	2,655
Ogun	26,604	25,881	52,485	6,130	6,319	12,449
Ondo	22,938	20,598	43,536	7,849	7,149	14,998
Osun	22,562	20,654	43,216	3,426	3,347	6,773
Oyo	34,308	32,573	66,881	4,917	4,653	9,570
Plateau	24,447	20,301	44,748	2,692	2,181	4,873
Rivers	21,041	22,085	43,126	6,568	7,147	13,715
Sokoto	10,965	3,880	14,845	430	625	1,055
Taraba	11,906	6,784	18,690	795	365	1,160
Yobe	11,480	4,293	15,773	67	64	131
Zamfara	13,336	4,435	17,771	253	190	443
Abuja	5,452	6,071	11,523	1,496	1,399	2,895
Total	718,791	596,963	1,315,754	153,553	153,770	307,323

Source: West African Examination Council

WEST AFRICAN EXAMINATION COUNCIL RESULT BY STATE, 2014 (WASSCE MAY/JUNE)

State	Total Number that Sat			Minim. 5 Credits (Social Science, English Lang. &Maths		
	Male	Female	Total	Male	Female	Total
Abia	24,261	27,365	51,626	16,894	19,149	36,043
Adamawa	14,489	10,043	24,532	728	585	1,313
AkwaIbom	28,403	29,351	57,754	8,559	9,385	17,944
Anambra	21,759	29,186	50,945	10,190	14,120	24,310
Bauchi	11,638	5,842	17,480	773	549	1,322
Bayelsa	8,890	7,620	16,510	5,928	4,977	10,905
Benue	28,390	20,279	48,669	8,429	6,061	14,490
Borno	19,822	12,999	32,821	2,599	2,526	5,125
Cross River	23,290	19,863	43,153	10,344	9,001	19,345
Delta	26,023	25,019	51,042	10,031	9,731	19,762
Ebonyi	14,867	14,418	29,285	3,213	3,129	6,342
Edo	26,800	24,659	51,459	12,494	12,254	24,748
Ekiti	13,100	12,631	25,731	5,437	5,601	11,038
Enugu	20,480	25,923	46,403	6,506	7,952	14,458
Gombe	5,266	3,784	9,050	223	139	362
Imo	15,107	17,730	32,837	6,480	7,920	14,400
Jigawa	13,261	2,863	16,124	1,324	454	1,778
Kaduna	46,204	34,134	80,338	17,161	14,340	31,501
Kano	29,242	17,178	46,420	4,576	3,677	8,253
Katsina	25,506	9,374	34,880	1,541	932	2,473
Kebbi	12,731	5,139	17,870	406	119	525
Kogi	27,944	21,126	49,070	7,773	5,806	13,579
Kwara	14,017	11,398	25,415	2,247	2,174	4,421
Lagos	71,749	73,542	145,291	35,420	36,213	71,633
Nassarawa	30,491	19,947	50,438	5,568	390	9,468
Niger	25,625	15,190	40,815	2,824	2,146	4,970
Ogun	29,297	29,042	58,339	8,636	8,617	17,253
Ondo	20,498	18,828	39,326	6,557	6,080	12,637
Osun	27,647	25,654	53,301	6,178	5,771	11,949
Oyo	37,462	35,089	72,551	6,258	6,069	12,327
Plateau	28,864	23,158	52,022	4,638	3,884	8,522
Rivers	30,150	30,926	61,076	15,107	15,563	30,670
Sokoto	13,498	5,122	18,620	706	711	1,417
Taraba	12,606	7,549	20,155	1,188	747	1,935
Yobe	13,144	5,079	18,223	116	131	247
Zamfara	17,604	4,846	22,450	752	418	1,170
Abuja	6,065	6,805	12,870	1,447	1,181	2,628
Total	836,190	688,701	1,524,891	239,251	228,502	471,263

Source: West African Examination Council

APPENDIX VII

SUMMARIZED DATA PRESENTATION ON ALL SENIOR SECONDARY STUDENTS' ACADEMIC PERFORMANCE PROFORMA (SSSAP) FOR COLLECTION OF DATA FROM SELECTED SECONDARY SCHOOLS IN THE NORTH-WEST ZONE (2010-2014)

ALL MALE AND FEMALE	**PASSED ENGLISH**		**FAILED ENGLISH**		**PASSED MATHS**		**FAILED MATHS**	
Geo-Political zone (North-West) States	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
JIGAWA	538	414	214	163	537	403	215	176
KADUNA	1373	971	76	54	1294	1002	119	43
KANO	560	187	324	76	491	177	398	81
KATSINA	575	382	201	165	575	379	218	188
KEBBI	622	482	210	187	538	424	287	236
SOKOTO	717	541	195	173	629	440	283	274
ZAMFARA	483	307	179	118	449	273	200	142
TOTAL	**4868**	**3284**	**1399**	**936**	**4513**	**3098**	**1720**	**1140**
	PRIVATE		**PUBLIC**		**PRIVATE**		**PUBLIC**	
Geo-Political zone (North-West) States	**PASSED**	**FAILED**	**PASSED**	**FAILED**	**PASSED**	**FAILED**	**PASSED**	**FAILED**
JIGAWA	596	212	356	165	581	225	359	166
KADUNA	1773	50	571	80	1803	162	493	155
KANO	456	162	291	238	434	185	234	294
KATSINA	500	172	457	194	493	184	461	222
KEBBI	656	192	448	205	597	251	365	272
SOKOTO	879	197	379	171	756	320	313	237
ZAMFARA	501	135	289	162	485	142	237	200
TOTAL	**5361**	**1120**	**2791**	**1215**	**5149**	**1469**	**2462**	**1546**
	URBAN		**RURAL**		**URBAN**		**RURAL**	
Geo-Political zone (North-West) States	**PASSED**	**FAILED**	**PASSED**	**FAILED**	**PASSED**	**FAILED**	**PASSED**	**FAILED**
JIGAWA	356	165	596	212	359	166	581	225
KADUNA	1773	50	571	80	1803	107	493	155
KANO	291	238	456	162	234	294	434	185
KATSINA	500	172	457	194	493	184	461	222
KEBBI	656	192	448	205	597	251	365	272
SOKOTO	879	197	379	171	756	320	313	237
ZAMFARA	501	135	289	162	485	142	237	200
TOTAL	**4956**	**1149**	**3196**	**1186**	**4727**	**1364**	**2884**	**1496**

APPENDIX VIII

ANALYSIS OF STUDENTS' PERFORMANCES IN ENGLISH LANGUAGE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION IN NORTHWEST GEOPOLITICAL ZONE, NIGERIA 2010 – 2014

Analysis Based on Sex of Students

Year	Sex	Number of registered students	Number of Students pass	Observed %	Chi-Square	df	Asymp. Sig.	Remark
2010	Male	1316	627	47.67	0.606	1	0.301	insignificant
	Female	947	496	52.33				
2011	Male	1252	638	50.92	0.628	1	0.428	insignificant
	Female	813	399	49.08				
2012	Male	1225	616	50.27	0.055	1	0.815	insignificant
	Female	817	406	49.73				
2013	Male	1217	604	49.67	0.079	1	0.779	insignificant
	Female	904	455	50.33				
2014	Male	1319	638	48.37	2.251	1	0.134	insignificant
	Female	840	434	51.63				

Analysis Based on Type of School

Year	Sex	Number of registered students	Number of Students pass	Observed %	Chi-Square	df	Asymp. Sig.	Remark
2010	Private	811	459	56.55	5.432	1	0.039	significant
	Public	1508	655	43.45				
2011	Private	902	529	58.78	6.846	1	0.022	significant
	Public	1188	491	41.28				
2012	Private	721	449	62.27	5.155	1	0.032	significant
	Public	1280	483	37.73				
2013	Private	721	427	59.21	5.078	1	0.044	significant
	Public	1350	551	40.79				
2014	Private	903	563	62.37	6.951	1	0.011	significant
	Public	1266	476	37.63				

Analysis Based on Location of Schools

Year	Location	Number of registered students	Number of Students pass	Observed %	Chi-Square	df	Asymp. Sig.	Remark
2010	Urban	1067	718	67.33	6.055	1	. 012	significant
	Rural	850	278	32.67				
2011	Urban	1114	678	60.82	5.016	1	. 028	significant
	Rural	1025	402	39.18				
2012	Urban	1019	563	55.27	5.034	1	0.025	significant
	Rural	860	428	49.73				
2013	Urban	1314	784	59.67	4.079	1	0.038	significant
	Rural	1079	435	40.33				
2014	Urban	1189	692	58.22	4.251	1	0.034	significant

Rural	1133	473	41.78

APPENDIX IX

ANALYSIS OF STUDENTS' PERFORMANCES IN MATHEMATICS IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION IN NORTHWEST GEOPOLITICAL ZONE, NIGERIA 2010 – 2014

Analysis Based on Sex of Students

Year	Sex	Number of Student	Number Pass	Observed %	Chi-Square	df	Asymp. Sig.	Remark
2010	Male	1316	649	49.34	0.576	1	0.322	insignificant
	Female	947	480	50.66				
2011	Male	1252	628	50.18	0.543	1	0.332	insignificant
	Female	813	405	49.82				
2012	Male	1225	630	51.45	0.218	1	0.765	insignificant
	Female	817	397	48.55				
2013	Male	1217	604	49.67	0.079	1	0.779	insignificant
	Female	904	455	50.33				
2014	Male	1319	690	52.33	0.432	1	0.321	insignificant
	Female	840	400	47.67				

Analysis Based on Type of School

Year	Sex	Number of Student	Number Pass	Observed %	Chi-Square	df	Asymp. Sig.	Remark
2010	Private	811	465	57.33	6.322	1	0.013	significant
	Public	1508	643	42.67				
2011	Private	902	530	58.72	6.874	1	0.02	significant
	Public	1188	490	41.28				
2012	Private	721	442	61.37	5.554	1	0.031	significant
	Public	1280	494	38.63				
2013	Private	721	430	59.66	5.543	1	0.033	significant
	Public	1350	545	40.34				
2014	Private	903	551	61.02	6.895	1	0.021	significant
	Public	1266	493	38.98				

Analysis Base on Location of Schools

Year	Location	Number of Student	Number Pass	Observed %	Chi-Square	df	Asymp. Sig.	Remark
2010	Urban	1067	698	65.43	6.543	1	. 017	significant
	Rural	850	302	35.57				
2011	Urban	1114	673	60.43	5.342	1	. 029	significant
	Rural	1025	406	39.57				
2012	Urban	1019	563	55.27	5.002	1	0.032	significant
	Rural	860	385	44.73				
2013	Urban	1314	800	60.85	5.849	1	0.028	significant
	Rural	1079	422	39.15				
2014	Urban	1189	691	58.09	5.583	1	0.024	significant
	Rural	1133	475	41.91				

APPENDIX X

ANALYSIS OF STUDENTS' PERFORMANCES IN ENGLISH LANGUAGE AND MATHEMATICS IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION IN NORTH-WEST ZONE, NIGERIA 2010-2014

English Language Status

S/No	Status	Phi crammers	P. value	N	Remark
1	Academic performance in English Language between Male and Female Secondary School Students	.12	.882	10487	Insignificant
2	Academic performance in English Language between Private and Public Secondary School Students	.893	.000	10487	Significant
3	Academic performance in English Language between Urban and Rural Secondary School Students	.932	.000	10487	Significant

Mathematics Status

S/No	Status	Phi Crammers	P. Value	N	Remark
1	Academic performance in Mathematics between Male and Female Secondary School Students	.310	.446	10471	Insignificant
2	Academic performance in Mathematics between Private and Public Secondary School Students	.891	.000	10471	Significant
3	Academic performance in Mathematics between Urban and Rural Secondary School Students	.922	.000	10471	Significant