FACTORS AFFECTING STUDENTS' PERFORMANCE IN SELECTED JUNIOR SECONDARY SCHOOLS SOCIAL STUDIES EXAMINATION IN ZARIA EDUCATIONAL ZONE, KADUNA STATE.

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M. ED THESIS

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1991.

DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All questions are indicated by quotation marks and indentation and the sources of information are specifically acknowledged by means of reference.

COMFORT ADENIKE ONIFADE(MRS).

CERTIFICATION

This thesis, entitled 'Factors Affecting Students' Performance in Selected Junior Secondary Schools Social Studies Examination in Zaria Educational Zone' by Comfort Adenike Onifade meets the regulation governing the award of the degree of Master of Education of Ahmadu Bello University , and is approved for its contribution to knowledge and literacy presentation.

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D E D I C A T I O N

This Thesis is dedicated to:

My Husband, OLUFEMI S. ONIFADE

and Children, FEMI JR, FOLA & FOLUSHO.

ACKNOWLEDGEMENTS

The study has been made possible through the assistance and cooperation of many individuals and bodies.

First of all, I am most grateful to the Almighty God, my Heavenly Father who made this study possible by giving me all the resources I need for it. To Him be the glory.

I am very grateful to my supervisor, Dr. K. Legesse who worked very hard to guide me, and made me complete this study at this appropriate time. I am also grateful to Dr. P. T. Iyortsuun for his useful suggestions.

I wish to express my gratitude to the Principals, Social Studies teachers and students of the selected schools for this study for the cooperation they gave me during the administration of the questionnaires. I am also grateful to the Director of the E.R.C. Zaria for allowing me to collect students results in his centre.

My profound gratitude goes to all those who assisted me in one way or the other to make this study a success, for space could not allow me name them all. I say thank you to my husband, children, parents, parents-in-law, brothers, sisters and friends.

I am certainly indebted to all whose works have been cited in or used as theoretical basis for this study.

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ABSTRACT

The problem of this study focuses on the type or level of academic performance of students in the J.S.S.C.E. Social Studies Examination.

The main objectives of the study were:-

1) to examine students' performance in the J.S.S.C. Social Studies Examination;
2) to examine what variables or factors that might be responsible for their performance and
3) to find ways of solving factors that adversely affect their performance.

In an attempt to do this, questionnaires were designed and administered to 450 students who did J.S.S.C. Social Studies Examination between 1988-1990 in six selected schools under Zaria Educational Zone. Questionnaires were also distributed to twenty three Social Studies Teachers who taught the subject during the period under study. In addition the students' results in the examinations were collected from the Educational Resource Centre (ERC) Zaria and analysed to determine their performance. Percentages, t-test and Pearson Product Moment Correlation Co-efficient were the major statistical tools used for the data analyses.

The major findings of the study showed that students' performance in the J.S.S.C. Social Studies

Examination was satisfactory. It was also found that sex, proprietorship and family background were variables that influence their performance, in the positive direction.

It was also found that some of the teachers were not professionally qualified to teach social studies because they had no formal training in Social Studies methodology. As a result they used such traditional/old fashioned methods like lecture method which could be boring to students. They completely ignored the use of inquiry method which has been found to be the best method for the learning of Social Studies. Inadequate use of inquiry method has been found to have a negative effect on students' performance in examinations. Lack of adequate text-books and learning materials were also part of the problems encountered by the teachers. Concrete efforts should be made to solve these problems in order to improve on students' performance in Social Studies Examination. The findings of this study confirmed trend in Zaria Zone as observed in other areas.

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DEFINITIONS OF TERMS

Academic Performance. The word "academic performance in the context of this study refers to the ability the students display in the subject on which they are tested, with the belief that this can be a representation of what he would normally display at any given time, given the same test under the same conditions. The performances are graded for the sake of comparison.

Mixed Schools. This refers to secondary schools which have as their students both boys and girls.

Non - Mixed (Single-Sex) Schools. This refers to those secondary schools that have either only girls or only boys as students.

Non - State Owned Schools. These are the schools which are owned and controlled by private o organisations. State control over such schools is very negligible, if at all there is any.

State Owned Schools. This refers to those secondary school that are run for the state government by the Ministry of Education. - They are owned and controlled by the State Government.

Family Background. This refers to the level of income, position and academic qualification of parents.

ABBREVIATIONS

J.S.S.C.E - Junior Secondary School Certificate Examination.

ERC - Educational Resource Centre

LIST OF APPENDICES

Appendices:

Chapter 1

1.1 Introduction

Social Studies is relatively, a new discipline in the Nigerian School system. It was introduced into the educational system following the adoption of the New National Policy on Education in 1969. Under the new policy social studies is compulsory in the Primary and Junior Secondary Schools. One of the arguements in favour of this new arrangement was that in Nigeria, education for a majority of students terminates at the Junior Secondary School level. Therefore, they should be given a taste of all the social sciences through social studies rather than being exposed to just one or two social sciences (Joof, 1988: 83). The emphasis in Social Studies at this level is on citizenship education.

The factors that affect students' academic performance, in general, have always been of great concern to researchers, curriculum experts and parents alike. The concern arose in order that the achievement of the objectives of education might not be jeopardised. The need

to evaluate factors affecting students' performance both in school as well as public examinations becomes even more important in a discipline like social studies because of its emphasis on citizenship education. Such factors that hinder the proper realization of the objectives of education should be nipped at the bud early.

1.2 The Junior Secondary School System

The Junior Secondary School system came to being with the introduction of the 6-3-3-4 Educational Policy in Nigeria. According to the policy, a child will spend six years in the primary school, three years in the junior secondary schools, another three years in the senior secondary school followed by four years in the university. For those candidates who can not proceed to the senior secondary school, provision is made for them to learn the trade of their choice in Technical and Vocational Schools. Unlike the old system of education which tended to place more emphasis on the cognitive aspect of man, the new policy, 6-3-3-4 system, is intended to go all out to develop the

entire man. The curriculum caters for the development of the brain, the various psychomotor skills and aesthetic aspects of the man. In addition the system places emphasis on the continuous assessment of students right from their first day at school to the end of their course. Thus their overall result is not only just based on the final examination but also on the continuous assessment.

From the foregoing discussions one can deduce that the Junior Secondary School is a very important stage in the 6-3-3-4 system of education. It forms the bases for selection and placement of students in either senior secondary school or technical and vocational schools.

1.3 Statement of the Problem

The problem of this study is focussed on the level of academic performance of students in the Junior Secondary School (J.S.S.) Social Studies Examination. This study attempts to answer the following questions:

i) How are the students performing in the Junior Secondary School Social Studies Examination?

ii) To what extent do the Social Studies results of the mixed schools differ significantly from those of the single sexed schools?

iii) Do the results of candidates in the State or Government controlled schools differ, significantly from those of candidates from non-state controlled or private schools?

iv) Do the results of female schools differ significantly from those of the male schools?

v) What factors account for the academic performance of students in the Junior Secondary School Social Studies Examination in the area?

vi) How can those factors that adversely affect student performance by solved?

1.4 Purpose of the Study

The purpose of this study is to evaluate the performance of students in the Junior Secondary

School Social Studies Examinations with the aim of identifying factors that account for the academic performance of students and seeking ways of solving problems, where there are. The study also intends to compare the performance of students in a number of selected schools in the J.S.S. Social Studies Examination. Such comparison will be based on the following variables - sex instructional strategies, family background and proprietorship of the schools.

Thus the study is an evaluative as well as comparative research on students' academic performance in the J.S.S. Social Studies Examination in the Zaria Educational Zone.

1.5 Significance Of The Study

The significance of this study lies in its diagnonistic and comparative approaches of social studies programme in the Junior Secondary Schools. It will help both curriculum planners as well as executors of curriculum to know the strength and limitations of the instructional materials and methods used at present for the programme. Furthermore it will be important to both planners and teachers,

as it will identify the factors affecting students performance and how they can perform better. It will also be useful for the social studies curriculum planners in knowing to have an insight how far the objectives of social studies are being realised in the Junior Secondary Schools. The study will also provide parents with adequate information on how to enrich and to improve academic performance of the children in various schools.

Finally, the study will serve as an added source of materials or basis for further and future researches in this and other related areas of study.

1.6 Hypotheses

The major null hypothesis of this research is that: There is no significant difference in students performance in the Junior Secondary School Social Studies Examination in Zaria Educational Zone. More specifically the researches sets out to verify the following hypotheses:

i) There is no significant difference in the mean performance of students in the state controlled schools as against those in non-state controlled schools in the J.S.S. Social Studies Examination.

ii) There is no significant difference in the mean performance of students in mixed schools as against those in single-sexed sc schools in the J.S.S. C. Social Studies final examination.

iii) There is no significant difference in the mean performance of students in female schools as gainst those in male schools in the J.S.S.C. Social Studies examination.

iv) Instructional strategies used by teachers has no significant effect on students' performance in J.S.S.C. Social Studies Examination.

v) Family background has no significant effect on students' performance in Social Studies final Examination.

1.7 Delimitation Of The Study

This study will be limited to some selected Junior Secondary Schools in the Zaria Educational Zone of Kaduna State. These schools include the following:

1. Government Girls Secondary School, Soba (Girls only)
2. Government Girls Day Secondary School, Kofan Gayan, Zaria (Girls only).
3. Kufena College, Wusasa, Zaria (Boys only)
4. Barewa College, Zaria (Boys only)
5. Demonstration Secondary School, Ahmadu Bello University, Samaru - Zaria (Mixed School).
6. Army Day Secondary School, Chindit Barracks, Zaria (Mixed Schools).

The above selected schools have been on the basis of the various categories of schools existing in the Zaria Educational Zone, and the variables to be tested. The study covers the period between 1988 and 1990. This is because only the students of this period are still available in the schools. The earlier ones have passed out of Senior Secondary School, and this will make data collection extremely difficult if not impossible.

Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter deals with the review of works by various researchers related to the topic of this thesis. An attempt is made here to present the reports of different researchers on the variables of sex, proprietorship, instructional strategies and family background. It further presents the findings on how these variables affect students' performance in the Junior Secondary School Social Studies Examination or in other public examinations.

2.2 Sex Differences In Academic Performance

A lot of work has been done on sex differences as it affect academic performance in school. In 1959, a National Manpower Council Report in the United States of America (Boocock 1972:80) found that "girls achieve on the average better grades in high school than boys, but on the basis of the measures used there is no question that they do.

Up to college girls out distance boys in the number of years of schooling achieved. Those who replied to the National Manpower Council questionnaire also reported that girls earn better grades than boys; that a smaller proportion fails; that they constitute a majority of the honour roll and scholarship society students; and that their grades in relation to their intellectual ability are higher than in the case with boys (Boocock 1972:80).

The series of studies carried out by MacCoby (1966) on sex differences in intellectual functioning show that girls recorded higher achievement. This is supported by Kegan's (1966) report that at the elementary level, girls tend to out produce boys in nearly all academic areas, and that boys are six times as likely to have reading problems. At the high school, the reverse was the case. Although girls made up the majority of those selected to take the National Merit Scholarship Examination in the United States, boys accounted for sixty-nine percent of the scholarships actually awarded, on the basis of College Entrance Examination Board tests which measures ability to do college work, more boys than girls qualify for college entrance and for scholarship aid.

Husen in Boocock (1972) observes that, in a breakdown of performance into different substantial areas, there are some male advantages right from the beginning. According to him, boys have higher interest and achievement in Mathematics, from the beginning of school and the sex difference increases with age. In a study carried out on an international comparison of mathematics achievement among adolescents at two age levels in many countries of the world, Husen observes that boys are higher achievers in mathematics than girls. He further observes that each sex tends to outperform the other at some phase of the school career.

The implication here is that, the structure of the student role and the educational system are in some important respect in congruent with sex-role expectations and performance for boys and girls. For boys, the feminine atmosphere of the school, and the emphasis upon obedience and conformity, instead of upon more active learning over-shadows their first years in school and they do not catch up with the girls in performance until the clear linkages of academic achievement with occupation and other kinds of interest, and potentialities are increasingly repressed as they come to represent unfemine competitiveness (Boocock, 1972).

According to Martin (1976), the sex-role behaviours seem to be learned primarily by initiation, often without any conscious plan of either the teacher or the learner. Maccoby and Jacklin (1974) found that at younger ages, girls tend to perform better on verbal tasks. However, this difference tends to disappear as children get older.

Ikeotuonye (1986) says that studies have shown that sex difference in measured abilities were an insignificant magnitude phenomenon. He emphasizes that, even when significant sex differences were found, they never consistently favoured males or females (Nigeria Educational Forum, Volume 9, No. 1). In a study to determine whether sex differences observable in me measured aptitudes are real or artificial, Ikeotuonye (1986) discovered that no sex differences were observed except in verbal and abstract reasoning in favour of the urban girls and in mechanical reasoning in favour of the rural boys. There was generally no specific trend that was discovered.

Brown (1965) supposes that, in the United States, girls are less good at Mathematics than are boys. For example, in a study of boys and girls, the average scores of high school seniors on the scholastic Aptitude Test (SAT) of the College Entrance Examination, the following results were obtained.Brown, R. (1965: 162)

2.3 Co-Educational Schools And Academic Performance

Many researchers all over the different parts of the world have reported the significant effects that sex differences have upon learning. A large number of them indicated that teachers should always take cognisance of the sex differences in teaching boys and girls so as to enable them to provide for differences in educational development. Some even argue that both sexes be taught in separate classes in order to cater for the differences. However, these researchers and educationists have not been able to make clear to us whether the all-girls schools perform better than the all-boys' schools or vice-versa in public examination.

It is worthy to note that most of the Kaduna State controlled secondary schools in Zaria educational Zone are largely single sex schools while the only private one is co-educational. This can be seen better on Table 1.

On co-education, Kolesnik (1970) reported that Lyles (1966) a School Principal, in a Virginia Elementary School in the United States indicated that parents and teachers were "whole heartedly" in favour of either all-boys or all-girls' school. In his own school which was co-educational, girls were separated from boys for instructional purposes. He further reported that there was a significant difference in the performance in examinations between the boys and the girls in favour of the boys. Unfortunately, there was no published reported on this according to the author.

Similar programmes were carried out in other parts of the United States including the one in Colorado, California, Maryland. All of these programmes have been said to be successful by school principals, teachers, students and parents involved; but here again, solid evidence was not made available. Fahrner and Cronia (1963) have described an experimental programme in which boys and girls were separated for instruction in junior high school English and History. Although they did not draw any general commendations, they reported that the single sex classes' behaviour problems were fewer; students were more relaxed and discussion was less inhibited than in conventionally grouped classes.

An attempt was made by Tuko (1982) to find out the attitude of parents to grouping boys and girls together, for instructional purposes. He reported that a little more than half of the respondents preferred single sex schools, at the postprimary level. These respondents believed that the children will grow up to understand one another better. They further argued that their religion (Islam) was opposed to co-education beyond the elementary school level. At the elementary school level, all the respondents were in support of the co-education school system.

Ogunlade (1984) is of the view that co-education post-primary schools were a major influence in socialisation. He sees these schools as mini-societies as societies comprise of male and female, living together in peace and harmony. Boys and girls are socialised to meet societal demands. Although he did not draw any definite conclusions on the academic performance of co-education schools vis-a-vis single sex schools, he contended that co-education schools provide more opportunities for healthy academic pursuit than single-sex schools. He concluded by suggesting to the Niger State Government in particular and other state governments in general, to provide more co-education schools

since according to him, the primary objective of the schols is to expand the roles of families. This study, however, did not say anything about male and female performance, either as groups or as individual.

A similar study was carried out by Tuko(1989), to find out if sex veriable is a factor in determining students' performance in the WASCE English Language. He contended that the sex variable did not help to explain if girls had the greater proposensity to obtain the credit pass requirement for university admission requirement than boys. According to him, there was no difference in performance for much of the period covered by the study except for two years when boys were seen as a group to perform better than girls also as a group.

This study intends to find out if the same situation exists in the Zaria Educational Zone and especially with reference to the Junior Secondary School 3 Social Studies.

2.4 Proprietorship And Academic Performance

Educational development is not only the concern of the Federal and State Governments but also of private organisations out of the twenty-five Secondary Schools in the Zaria Educational Zone, only one is owned by a private organisation - This is the Ahmadu Bello University Demonstration Secondary School (DSS) which is owned and managed by the Ahmadu Bello University community. The rest are State owned, except for the Federal Government Girls College, Zaria which has just been established. The composition of student in the Demonstration Secondary School reflects a Federal pattern with most of the States in the Dederation having a representation of students. In fact few of the students are even foreigners. Most of the students are children whose parents work in the Federal and some State establishment as well as private organisations. On the other hand, the State owned schools tend to cater more for the indigenes of the State than any other State. The management and financing of these State schools is the responsibility of the State Government through the Zone Office in Zaria while the management and

financing of Demonstration Secondary School rests with the Ahmadu Bello University, Zaria, the owner.

Campbell (1964) wrote on the control of American Schools. He enumerated the effects of school control on the performance of students in examinations. By 'School Control', he meant influence, and not just the legal control. He examined over 30,000 school districts in the United State Schools. Each district had 1,000 high schools. The study was to find out who controlled the schools: the Boards, the administrators, the teachers or the citizens. He looked at the nature of control from the states for all the states in the United States and concluded that each Sate has some element of control in the school societies have faith in the school while others have strong tradition of localism. According to him, both localism and faith are imbibed by the American people. For this reason, therefore, the Federal Government has limited power over the schools while other powers are reserved for the State or the people.

On economic resources, Campbell maintains that schools require economic support and argued that money spent on educational programme is the best

single index of quality. Uneven distribution of economic resources may lead to variance in the level of expenditure among school districts depending on the resources available to the district, and the number of pupils to be educated by the district. He further contends that there is an interdependence between the level of education and economic resources. This agrees with what obtains in this country (Nigeria) and probably explains why various State Governors always clamour for the review of revenue allocation to the States.

Orlosky and Smith (1978) explains that States have primary objectives of expressing public expectations such as accrediting criteria, standardized test and local school policy. When the school fails to provide the standards expected by the public in examinations, objections are raised and presure is mounted by the various Ministries of Education, the legislators and the like. This was the case in 1985 when there was a general out-cry by the government and members of the public over the performance of students in the May/June WASCE of that year. As a result, both the Federal and som State Governments

set up committees over the poor results by candates that year. The Committees came up with some possible reasons for the poor results. Tuko (1989) enumerated some of the causes. One was that teachers' fringe benefits were either not paid at all or that they were always paid in arreares and this led to their general aparthy. The Committees also observed that there was a mass exodus of teachers from the teaching field especially the expatriate staff which resulted in the wrongful assignment of teachers to subjects other than the ones they were qualified for. Moreover, there was in general, nonchallant attitude by parents over their children's education which resulted in the childrens poor attitude towards work. There was also the points that concerned the mass opening of schools by politicians for purely political reasons without the consideration to staff strength as well as the lack or inadequate supply of classroom furniture. Finally there was lack of supervision of schools by school heads and inspectors of education which resulted in the lack of adequate teaching by the staff. They concluded that all these cumulative factors accounted for the poor performance.

With respect to political influence, Orlosky and Smith highlighted a number of factors that influence the performance of schools as follows:

i) What the schools 'must' do

ii) What the schools 'are not allowed' to do

iii) What the schools 'know enough' to do

iv) What the school resources 'make it possible' for the schools to do.

v) What the schools can not control.

Examining what the schools 'must' do, they argued that the curriculum must express public expectations for the state on all issues relating to education. These expectations may vary from one State to the other and from the Federal to the State Governments. The second point explains the constraints of the school in deciding what should be included in the curriculum. Such constraints could be the banning of sex education and other things to State might consider a taboo. They cited the case where schools in the United States were not allowed to teach German during the Hitler regime. The third factor explains that the performance of students in public examinations largely depends on both the size of the existing knowledge base and the ability to provide

effective instruction. They maintained that the teaching profession, like other professions, is limited by its ignorance such that even those not professionally trained for the job are found in it They emphasised that unless the teacher is both sound in content and methodology, the task of educating the child can not be possible. Pedagogical knowledge is necessary to know the proper sequence and best explanatory language to use with different pupils with varying learning abilities, to effectively bring about meaningful learning.

The fourth factor shows that schools are imperfect institutions that operate with limited budgets, crowded classrooms, inadequate materials and sparse learning faciliities. All these factors limit the schools' teaching potential. On the other hand, the available resources also determine what content the school will include. The programme of academic activities in every school, is usually framed by its resources and the ingenuity with which those resources are used. This explains why it is possible in some schools, for students to combine both sciences and arts while it is not possible to

combine the two fields, in the others. Moreover, even in schools where both facilities are available, the proper use of the facilities for maximum benefit of the students depends to a large extent on the authorities of such schools. Effective supervision and prudent management of resources will certainly bring about fruitful results. On the fifth and final point, they pointed out that schools are often given the difficult tasks of off-setting the draw-backs of impoverished homes, social integration and highway wreckage. They remarked that the American people have faith in the schools' ability to overcome these problems. However, schools can not be mandated to accomplish the impossible any more than the legislators can repeal the law of gravity. In essence, the performance of students is a function of the schools, the home and the entire society.

Tuko (1989) sought to find out, among other things, if proprietorship was a factor in determining students' performance in the WASCE - English. He indicated that the performance of the Federal Government College Students differed significantly from the State College students' performance, he

however, did not give the reasons for this significant difference in the performance. Furthermore, his investigation was not extended to the private schools' performance. This study intends to seek for reasons why State schools do not perform as well as Federal or Private Organisation Schools.

2.5 Instructional Strategies For Teaching Social Studies Versus Performance

Kissock (1981) refers to instructional strategies as the methods or procedures through which content is presented and used to achieve programme objectives. Instructional strategies are used to help students gather data, develop comprehension, and present results or conclusions of their study. One characteristic of good teaching of social studies is the ability to encourage in student the spirit of self-instruction. The students should be allowed to develop their own competence so that they are able to act independently and seemingly teach themselves. To build up the student's self esteem and confidence, the teachers should restrain themselves from giving too much information or too much guidance and insist on students, discovering on their own. This is what most social studies educators referred to as inquiry oriented teaching method or problems solving approach (DuBey and Barth 1980: 38).

Social Studies is a subject which deals principally with human beings interacting with one another and with their environments. DuBey and Barth (1980) classified learning activities which teacher can use in achieving objectives of social studies into four groups: (a) Oral activities, (b) Creative activities, (c) Research activities, (d) Group activities.

John Jarolimek (1968) suggests the use of Research activities in the teaching of social studies through various strategies. G. E. Gilhom (1977:2) also advocates the use of inquiry method in the teaching of social studies. He defines inquiry as: "..... the process by which one goes about rationally resolving doubt".

According to him, to inquiry in social studies implies that one is confronted and attempts to deal with significant problems relating to peoples interaction with other people and with their environment. Inquiry stems out of contradictions, dilemmas, issues and problems. The desires to seek reasoned solution to our dilemmas or contradictions involve series of mental operations. According to Gilhom, it begins by recognising the problems,

developing and testing hypothesis to resolve the problem and making resolutions supported by available evidence. Unfortunately, researches show that the majority of the social studies teachers do not use inquiry techniques but rely on the traditional methods of lecture, discussion and questioning.

Yawa (1979), in a study he conducted in three selected teachers' training colleges in Minna, observed that "seventy-five percent of the teachers dominated the lesson completely" instead of involving the students by giving them a variety of activities to perform. Zaky et.al (1980) also discovered that lecture method and questioning techniques were the main means of strategies employed by the teachers in social studies teaching while inquiry method, dramatization and simulation were seldom utilised. Their research focused on the major problems of teaching social studies in selected post-primary institutions in Zaria. Adeniyi (1982) reported a similar situation of teachers observed in post-primary institutions in Ilorin.

Mangga (1976) in his study on the teaching of social studies in selected secondary schools in the North Eastern State, found that none of the teachers had attended social studies methodology courses. He also found that inter-disciplinary approach was not employed in the teaching of social studies in the area. Lolo's (1977) findings was not any different. He carried out his research in Kaduna capital teritory to identify the major problems in the teaching and learning of social studies. He came out with the findings that only forty-eight teachers had once attended a course in social studies, and that the problem solving method (inquiry approach) was hardly utilized by any of the teachers observed during the study.

Abdulkareem (1986) argued that failures of these teachers for not providing instructional programme that satisfy the social studies objectives could be attributed to poor training or lack of conceptions of Social Studies.

The above reviews indicate that there has been a lot of work done on instructional strategies

used by teachers in the teaching of social studies. However, none of these researchers have been able to look at the variable in relation to students performance in public examination. They all emphasis more on the teaching and learning of social studies. It is the concern of this study to look at instructional strategies as a variable on the performance of students in the Junior Secondary School Three Social Studies Examination.

2.6 Family Background As It Affects Academic Performance

The issue of the relationship between children's family background and their academic achievement in schools has been a familiar theme in educational research. One of such researchers was conducted by Fraser (1969) with the Aberdeen school children. Using parents' education, income and parents' attitudes as the three variables of the background factors, Fraser discovered that the measures of home environment are consistently related more closely with attainment than with intelligence. He found that the three items of the home environment used stood out as being mainly responsible

for the higher correlation with students' progress in school.

Dele and Griffith (1965) identified some major factors that directly influence children performance at school. These factors, according to them, include: parental education, family size, home facilities and emotional disturbance. This indicates that the home is the determinant of children's success in school. On this, many people argue that the amount of attention given to a child by his/her parents, to some extent, affects his/her school performance. For instance, Fraser (1959) and Metcalfe (1950) discovered that the provision of good books in the home, served as a significant factor for academic progress of the children. They added that attention given to each child reduces when the number of children is high in the family. Furthermore the younger children many disturb the older ones, when the latter would be reading or doing their home-work.

Nevgarteen and Havighurst (1967) , in their study, discovered that there are four fundamental factors that determines a child's level of achievement in school. These are in-born

ability, his family life or training experience, the quality of the schooling received and his own self. In this case, they were of the view that the home exerts a great influence on the response of the child to the school because both the family and the school take part in the socialisation process of the child.

In a study of Yaounde Primary Examination into Secondary Schools, Blakemore (1981) observed that children from professional and higher administrative backgrounds out perform all others; while those from large commercial and business backgrounds out perform those from traders families. The children of skilled workers do better than those of the semi-skilled workers, while children of the unskilled workers performed the least.

At the end of its National Survey, Plowden committee (1966-7) discovered that there are some aspects of home environment which are closely related to children educational attainment in both primary and secondary school. In his attempt to

analyse the committee's findings, Peaker (1967) discovered that the variation in parental encouragement and support has much effect than either the variation in home circumstances or the variations in schools. Home circumstances here refers to parental material circumstances and their level of education. He found out that social inequalities or home background was a major factor in shaping our educational achievement. He concluded by suggesting ways by which the home/parental background factors could be modified in order to have a good standard set for achievement amongst the school children.

In a related study on two schools Samaru, Ogwu et.al. (1986) found out that there is a relationship between the home and academic performance of student. They discovered that students from high socio-economic family background performed better than those from the low socio-economic background. This agrees with the findings of Hyman (1954) who discovered that working class or low class parents tended to place less value on formal education and this attitude affects their children performance in school.

Joseph, O. K. et . al. (1980) in their own research in three selected schools in Zaria, also affirm that there is a positive relationship between educational attainment of parents and the way their children perform academically at school. They further discovered that the level of income of the parents had a relatively positive influence on the academic performance of the students. However, unlike some other studies on the same subject, they did not see any meaningful relationship between the performance of children in the National Common Entrance Examinations and their parents' occupational status.

From the above research evidences, it is very clear that there exists some positive correlation between home or family background and educational performance. It appears that nearly all the researches have agreed that more children of high socio-economic family background perform better at school and have more interest in education than children of low socio-economic family background. This present study intends to find out if the situation above actually exists in the selected schools in Zaria Educational Zone, and with particular reference to the Junior Secondary School three Social Studies Examinations. The

researcher also hopes to find out possible solutions that will minimise or remove unnecessary gap created among our students as a result of the differences in their family background.

2.7 Summary

From the reviews above, it is evident that some work have been done on school achievement and some of the variables that affect it. However, there are certain shortcomings in many of these students as pointed out in the review. This study sets out to find out if the situation existing in some other areas enumerated in the review actually exist in the Zaria Educational Zone. The major task of this study is to examine the relationship between sex, proprietorship, instructional strategies, family background and academic performance of students in the Junior Secondary School Three Social Studies Examinations with particular reference to some selected schools in the Zaria Educational Zone.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, an attempt will be made to specify the population for the study; the sample for the study; instruments for data collection and analysis; and the procedure for testing the stated hypotheses in chapter one.

3.2 The Population For The Study:

The area of research is an evaluative as well as a comparative study of the academic performance of students in the Junior Secondary School Three Social Studies Examination. As such, the population for the study consists of all candidates of the six selected secondary schools that attempted the J.S.S. C.E in Social Studies between 1988 and 1990. The total number of population is 4,217 candidates.

Selection of these schools was based on the variables of special interest to this study i.e. sex and proprietorship as well as on the hypotheses for the study. Based on the hypotheses, the population is stratified into mixed and non-mixed (i.e. co-educational and single-sex) schools. There are two mixed schools and four single sex schools. This takes care of the male versus female dichotomy.

One of the schools is owned and managed by the Ahmadu Bello University while the others are owned and managed by the Kaduna State Governments. With this, a number of moderator variables have been kept under control.

3.3 Sample

The sample for this study consists of four hundred and fifty (450) candidates, proportionately selected and randomly drawn from all the selected schools. This number represents ten point seven percent (10.%) of the total population 4,217 of.

Krejcie and Morgan (1970) pegged the sample for population of 4,500 to 354. However this researcher did not use this formular for according to statisticians the larger the number of sample, the

better and more accurate the result on which to base one's generalisation. Thus the researcher has used a larger proportion of the sample than the one advocated by Krejcie and Morgan. Table 1 and 2 show the size of sample and its distribution according to school and year respectively.

The teachers involved in the study were all social studies teachers in the selected schools. They were twenty three (23) in number at the time of this study was carried out. Table 3 indicates the number of social studies teachers in each school.

Table 1: The Size of Sample and Its Distribution According to School.

Institution	Total No of Students	% in parent Population	Sample	% of Sample
Kufena College Wusasa Zaria	666	15.8	71	15.7
Barewa College Zaria	875	20.7	93	20.7
G.G.D.S.S. Kofangayan	586	13.9	63	13.9
G.G.V.T.C. Soba	85	2.0	9	2.1
G.D.S.S. Chindit Barrack	1,474	35.0	157	35
D.S.S. A.B.U., Zaria	531	12.6	57	12.6
Grand Total	4,217		450	100%

Table 2: Sample and Its Distribution Per Year.

School	1988 No of Students	%	1989 No of Student	%	1990 No of Students	%	Total No of Students
Kufena College	21	30%	23	32%	27	39%	71
Barewa College	39	42.3	26	26.4	29	31.3	93
G.G.D.S.S. Kofangayan	16	26.2	23	26.5	24	37.3	63
G.G.V.T.C. Soba	3	37.6	4	38.8	2	23.5	9
G.D.S.S. Chindit Barrack	28	18	57	36.4	71	45.5	1.57
D.S.S.A.B.U. Zaria.	16	27.5	18	31.5	23	41	57
Total	123		151		176		

Table 3 Number of Social Studies Teachers Per School:

	Institutions	No of Teachers
1.	Kufena College Wusasa, Zaria	3
2.	Barewa College Zaria	5
3.	Government Girls Day Secondary School, Kofangayan Zaria, City .	3
4.	Government Girls Vocational Training College Soba.	1
5.	Government Day Secondary School Chindit Barrack Zaria.	5
6.	Demonstration Secondary School Ahmadu Bello University Zaria.	6
		23

3.4 Procedure and Instruments For Data Collection.

To achieve the objectives of this study, the researcher used the descriptive survey method of research. The data for the study comprise of the results of all the candidates that attempted the J.S.S.C. Examination in Social Studies in the selected schools during the years 1988-1990. The results are further sub-divided into the distinction, credit level and the overall performance passes. This helps one to see the trend of performance over the years.

In addition to obtaining the results, questionnaires were administered to both students as well as social studies teachers in the schools. The questionnaires cover areas such as personal information, parents' occupation, income, academic qualification, methods used in teaching social studies and suggestions for improving performance in social studies examinations.

3.5 Administration of Questionnaire

3.5. 1 Pre-Administration of Questionnaire

To ascertain the reliability of the instrument, the questionnaire were pre-administered to forty students and six teachers of the A.B.U. Demonstration Secondary School and Government Girls Day Secondary School Samaru. The respondents were requested to indicate their response to each item by ticking one of the categories of response that pertain to them. The researcher went round to check if respondents had any question. The responses were scored and item analysis computed and were found to be reliable.

3.5.2 Final Administration of Questionnaire.

The questionnaires were administered with the cooperation of the Principals and the social studies teachers in each of the selected schools.

Letters of introduction and permission from the Faculty of Education, Ahmadu Bello University and the Kaduna State Ministry of Education, Zaria Zone, were presented to the Principals of the schools.

(copies of the letters are attached as appendix).

The students were instructed to read and respond carefully to the questionnaire without discussing with their friends. The researcher was there in the classroom with the students to explain one or two questions which were not clear enough to the students.

A total of 450 students questionnaires were given out for the study. 100 percent returns was achieved due to both the cooperation of the teachers, students, as well as the researcher's presence to collect them in each school.

It was this same number of students whose results were collected from the Educational Resource Centre Zaria for analyses.

3.6 Procedure For Data Analysis

A total of 450 students' results were analysed. These were the same students who responded to the questionnaire. This represents about 10.7 percent of the total number of students in the selected schools.

In order to analyse the students data the researcher made use of the computer.

The data relating to teachers responses were computed manually since they were few in number.

The following statistical methods were employed to test the stated hypotheses:

1. Simple percentage.
2. The 't' test to determine the level of significance at point Zero five (.05) level for the hypotheses to be rejected or retained. This was used to test the first three hypotheses.
3. Pearson Product Moment Correlation Co-efficient was used to test the correlation between instructional strategies and performance and between family background and performance.

SUMMARY

This chapter considered the procedure used in the selection of the sample. A total of 450 students representing 10.7 percent of the population were selected from the selected secondary schools. For the study. The selection was by simple random sampling. A total of twenty three social studies teachers were also involved in the study.

Questionnaires were pre-administered to forty secondary school students and six social studies teachers before final administration to students in the selected schools. A 100 percent returns was achieved because of the co-operation of principals, and studies teachers, students and the researcher's presence to collect the questionnaires.

The researcher used the following statistical methods to rejected or retain the hypotheses.

Simple percentage,

t - test and

Pearson Product Moment Correlation Co-efficient.

Chapter 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The main purpose of this study was to examine some of the factors that affect students performance in the J.S.S.C.E in Social Studies. In all, five hypotheses were tested based on the data collected. The hypotheses sought to compare the variables of sex, proprietorship, instructional strategies and family background with students' performance in the said examination.

In this regard, an attempt has been made in this chapter to present and describe the results, analysis and discussion of the data collected for this study.

4.2 Results and Analyses of Data.

Table 4.1a presents the computed scores of the performance of students from state controlled schools and those from non-state controlled school.

Table 4.1 Performance in J.S.S.C.E. Social Studies Based on Owner per year.

	1988		1989		1990	
Ownership	Non state	State	Non state	State	Non state	State
Number of Students	16	107	18	133	23	153
Number with grades A and	16	5	16	28	15	14
Overall passed	16	67	18	111	23	140
Overall passed (%)	100	62.6	100	83.5	100	91.5

The computed scores by grade, by year showed that students in state controlled as well as non-state controlled schools in general, performed well. It also showed that the results increased yearly from 1988-1990 except for the private school that maintained the 100% passes all through the year. Students with distinction and credit grades from the private school were fourty-seven (47) representing 82.5% of the total number that passed. Their counter parts from the state controlled schools had just 14.7% . In 1988, 1988, 1989 and 1990, the private school had 100%, all through for overall state controlled schools were 62.6%, 83.5% and 91.5% respectively. This showed a progressive increase in the result of the state schools.

Table 4.2 Performance in J.S.S.S.C.E Social Studies Based on type (Mixed or single sex) of school per year.

Types of School	1988 Single	1988 Mixed	1989 Single	1989 Mixed	1990 Single	1990 Mixed
Number of Students	79	44	76	75	82	94
Number of with grades A and C	3	34	46	65	69	94
Overall Passed	46	34	46	65	69	94
Overall passed (%)	58.2	77.3	60.5	86.7	84.1	100

An increase in the total number of students and percentage which passed, was observed from 1988-1990 in the sample as shown on Table 4.2. The number of students with distinctions and credit grades were highest in 1989 than in other years. But more students passed the examination in both types of school in 1990. Mixed schools had higher percentage of students who passed the examination than the single sex schools.

The mixed schools recorded 77.3% , 86.7% and 100% as against single sex schools with 58.2% , 60.5% and 84.1% respectively.

Table 4.3: Performance in J.S.S.C.E Social Studies based on sex (Male or Female) of School per year.

	1988		1989		1990	
Sex of School	Male	Female	Male	Female	Male	Female
Number of Students	60	19	51	27	53	26
Number with grade A and C	2	1	6	2	5	0
Overall passed	33	16	36	18	43	25
Overall passed (%)	55.0	84.2	70.6	66.7	81.1	96.2

Table 4.3 shows the comparative performance between male schools and the female schools. The table shows that more students in both types of school passed in 1990 compared with other years. It also indicated that students with distinction and credit grades were highest in 1989. The percentage of students who passed in the male schools

were 55.0% in 1988, 73.5% in 1989 and 74.1% in 1990. However the table recorded 84.2% . 66.7% and 96.2% respectively for the female schools. This indicates a drop in the female percentage for 1989, which they also make up for in 1990. The result of the male were consistently on the increase.

4.3 Hypothesis Testing

4.3.1 Hypothesis 1

It was hypothesized that there is no significant difference in the mean performance of students in the state controlled schools as against those in the non-state controlled schools in the J.S.S.C. Social Studies examination. The analysis however, showed that the opposite is true. The details of the findings is indicated on Table 4.4.

Table 4.4: Significance of difference between the mean performance of students in the state an and non state schools in J.S.S.C.E, Social Studies.

Ownership	1988	1989	1990	Mean	Total Number of students
Non state	70.62	62.50	57.78	57.78	57
State	38.26	39.60	45.51	41.12	393
T - value				-11.63*	
D.F				77	

* Signifficant at $P < 0.05$.

Generally, the performance of students in private school was significantly higher ($P < 0.05$) than their counterpart in the state schools.

The 'T' test calculated at 5% level of significance indicated, as can be seen on the same table, that the null hypothesis be rejected for the three years covered by the study. In the light of this observation, this hypothesis is therefore rejected.

4.3.2 Hypothesis 2

It was asserted by this hypothesis that there is no significant difference in the mean performance of students in mixed schools as against those in single-sex schools in the J.S.S.C. Social Studies Examination. On testing this hypothesis, a difference was found between the mean performance of mixed schools and that of single sex schools. The details of the analysis is shown in table 4.5 .

Table 4.5: Significance of difference between the mean performance of students in the single sex and mixed schools in J.S.S.C.E. Social Studies.

Types of School	1988	1989	1990	Mean	Total Number of Students
Single	38.22	37.61	44.69	40.17	236
Mixed	54.52	55.02	53.30	54.28	214

* Significant at $P < 0.05$

It was observed from Table 4.5 that students in the mixed schools consistently recorded significantly ($P < 0.05$) higher mean performance in the subject than students in the single sex schools. The least (37.61) and highest (55.02) mean performance were recorded in

1989 for the single sex and mixed school respectively. Over the period of study, the trend is similar to that observed for each year, except in 1990. The 'T' test calculated indicated that, the students from the mixed schools performed significantly higher than those from the single sex schools. Therefore the second hypothesis is rejected since the 'T' test shows significantly ($P<0.05$) higher mean performance in favour of the mixed schools.

4.3.3 Hypothesis 3

The third hypothesis stated that there is no significant difference in the mean performance of students in female schools as against those in male schools in the J.S.S.C. Social Studies Examination. The analysis showed that there is no significant difference in the mean performance of students in the female schools as against those in the male schools. The details of the findings are indicated in Table 4.6.

Table 4.6: Significance of difference between the mean performance of students in the male and female schools in J.S.S.C.E. Social Studies.

Sex of School	1988	1989	1990	Mean	Total Number of Students
Male	34.78	41.72	42.94	39.81	164
Female	41.66	33.50	46.44	40.53	72
T-Value				1.75^{NS}	
D.F.					

NS Not Significant at $P > 0.05$.

The mean performance of students in both types of school were highest in 1990. The difference between the mean performance of the male schools, and the female schools was not significant in 1990. However, male school did better in 1989 while the female school recorded higher mean performance in 1988. The 'T' test calculated that the difference in the mean performance is not significant. Thus, this hypothesis is retained.

4.3.4 Hypothesis 4

This hypothesis took the position that instructional strategies used by teachers have no significant effect on students' performance in J.S.S.C.E. Social Studies Examination. This hypothesis was tested by the computer using the Pearson Product Moment Correlation Co-efficient. r calculated = 0.101 whereas the r critical was found to be 0.159 with degree of freedom = 448, & = 0.05. This indicates that instructional strategies used by teachers in this study have no significant effect on students' performance in the J.S.S.C. Social Studies Examination. This situation can be due to the fact most of the teachers used for this study used about the same method in teaching their students. Table 4.4 indicates the instructional strategies used by the teachers in this study.

Table 4.7 Instructional Strategies used by Teachers in the Selected Schools.

Method	No of teachers who used it
Lecture method	23
Discussion	20
Inquiry	3
Questioning	22
Field Trip	-

The table indicated that most of the teacher used the lecture, discussion and questioning method for teaching the subject. They completely ignored the use of inquiry and field trip, because most of them were not trained in Social Studies methodology. Low use of inquiry method is a cause for concern by Social Studies educators as this will make learning of social studies boring to the students and therefore have a negative effect on their performance in Examination.

Since the strategies employed by most of the teachers are identical, it is not surprising therefore that the findings show that these instructional strategies have no significant effect on student performance in J.S.S.C. Social Studies Examination. Therefore the fourth hypotheses is retained.

4.3.5 Hypothesis 5

This hypothesis stated that family background has no significant effect on students' performance in J.S.S.C. Social Studies Examination. Basing the family background on parents' academic qualification, income and occupation, students' responses were computed against their scores. To test this hypothesis, the Pearson Product Moment Correlation Coefficient was used; For Parent's academic qualification

r calculated = 0.364

whereas the r critical was found to be 0.159

df = 448, & = 0.05.

Thus Parent's academic qualification has significant effect on student's performance. The same was found to be true with respect to Parent's income and occupation.

For income

r calculated = 0.294

r critical = 0.159

df = 448,

For occupation

r calculated = 0.297

r critical = 0.159

df = 448

& = 0.05

schools. Thus we reject hypothesis 5.

4.4 Discussion and Summary

The findings of this study indicated that students in the private school (non-state controlled) performed significantly higher than those from the state schools. This finding agrees with Tuko's (1989) findings in Sokoto where students of the Federal Government College performed better than their counterparts in the state schools in WASC English examination. The reason for the findings of this present study cannot be far-fetched. The control and management of the private school is much better than the state schools. Supervision in the private school is closely monitored such that teachers are made to put in extra work and students are able to perform better. Further more, the calibre of students in the private school is different from the state schools.

Most of the students there are from parents with very high academic qualification, high income and good occupation. These parents have very high hopes and aspirations for their children such that they provide them with textbooks and other things

they need to make them feel comfortable and do well in school.

The location of the private school,(Demonstration Secondary School Ahmadu Bello University) is also of advantage to the student. As found out, certain teaching aids and equipment which may not be available in the school are made available in the university library and the facilities.

This is quite different from the conditions in the state schools where supervision is not closely monitored and the students are not made to feel as comfortable as their counterparts in the private school. Off course, students in the private school pay higher fees than those in the state schools, hence they have to get their money's worth.

It was discovered that the students in mixed schools performed significantly better than those in single-sex schools. This is not surprising as, according to Ogunlade, co-education schools provide more opportunities for healthy academic pursuit than single-sex schools

It was also discovered that although female schools performed a little bit better than the male schools, the difference in performance was not significant. In the same way instructional strategies used by the teachers did not have any significant difference on the performance of the student. As explained earlier, this is so because most of the teachers used identical methods. The teachers concentrated more on the use of lecture and discussion methods than on inquiry method.

The family background has significant effect on students' performance. This finding agrees with other findings like that of DuBey. Students from high socio-economic family background performed better in school and in examination than those from the lower class. Such parents have higher hope and aspirations for their children and make provisions for their academic to make them feel comfortable and perform excellently well in school and in public examinations.

It should be noted that the variables tested in this study are by no means the only factors that influence students performance in the J.S.S.C. Social Studies examination. They are only few of the factors that affect students' performance in school as well as public examinations.

SUMMARY

In this chapter, the analysis and interpretation of data was done. The five hypotheses propounded to give direction to this study were tested. Out of these, three were found to be significant and were therefore rejected while two were found to be insignificant and therefore can not be rejected.

The analyses showed that students' performance in J.S.S.C. Social Studies Examination was satisfactory. It however, showed that there is significant difference between the performance of students in non-state controlled schools as against those in state schools and between students in mixed schools as against those in single-sexed schools. These findings agreed with some earlier findings elsewhere. The same is true for the relationship between family background and performance. There is a high correlation between the two as shown by the analyses.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, an attempt has been made to give a summary of the purpose and major findings of the study. Conclusions made and some recommendations based on the findings of the study are also put forward.

5.2 Summary

This study sets out to evaluate the performance of students in the J.S.S. C. Social Studies Examinations between 1988 and 1990 with the aim of identifying some of the factors that account for the academic performance of students in six selected schools in Zaria Educational Zone. Five hypotheses were advanced to facilitate and give direction to the study:

a. There is no significant difference in the mean performance of students in the State controlled schools as against those in non-state controlled in the J.S.S.C Social Studies Examination.

b. There is no significant difference in the mean performance of students in mixed schools as against those in single-sex schools in the J.S.S.C Social Studies Examination.

c. There is no significant difference in the mean performance of students in female schools as against those in male schools in the J.S.S.C Social Studies examination.

d. Instructional Strategies used by teachers have no significant effect on students' performance in J.S.S.C. Social Studies Examination.

e. Family background has no significant effect on students' performance in the J.S.S.C. Social Studies Examination.

In order to accomplish the main objectives of the study, the researcher, employed questionaires to collect relevant data. There were two sets of

questionnaire. One set was for 400 students who wrote their J.S.S.C. social studies examination in 1988, 1989 and 1990. The other set was for twenty three social studies teachers in the six selected schools for the study. In addition the results of the respondents were obtained from the Educational Resource Centre Zaria. The data collected were analysed and interpreted. In the analyses percentages, t-statistic and Pearson Product Moment Correlation Coefficient were used. The analyses and interpretations of the data led to the following findings and conclusions:-

a. There is significant difference between the mean performance of students in the non-state controlled school and those in State schools.

b. There is a significant difference between the performance of students in the mixed schools and those in the single - sex schools in the J.S.S.C Social Studies Examination.

c. There is no significant difference between the performance of students in female schools and those in the male schools in the J.S.S.C Social Studies Examination. However the female students were seen to have performed better, but the difference was not significant.

d. Instructional strategies used by teachers has no significant effect on students' performance in the J.S.S.C. Social Studies Examination.

e. Family background has a significant effect on students' performance in J.S.S.C. Social Studies examination.

5.3 Conclusion

In view of the findings of this study, the following conclusions were drawn:

1. It has been shown in this study that students' performance in social studies during the period of the study is satisfactory. Nevertheless the performance could be made better with hardwork on the part of both the students and the teacher the teachers of Social Studies.

2. The proportions of passes in the non - state controlled school are much higher than those from the state schools.
3. Students from male schools and those from female schools performed equally well. None performed significantly higher than the other.
4. The methods of teaching mostly used by the social studies teachers were lecture, discussion and questioning.
5. Some of the findings of this study confirmed some of the findings of the work of some other researchers in other parts of the country. For example, that family background has significant effect on children's performance confirmed the works of DuBey and others like him.

5.4 Recommendations

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

1. Since the students in non state school achieved better results than those in the state schools, it is recommended that the Kaduna State Government should do all within its limited resources, to enhance the performance of her students in J.S.S.C.E.

2. That the Federal and State Government in general, and the Federal Ministry of Education in particular, should retain and maintain as many mixed (Co-educational) schools as possible since it has been found that students in mixed schools perform significantly higher than those in single -sex schools.

3. Social Studies teachers should employ the use of resource persons and other relevant materials which will make social studies lessons more meaningful and practical to the students they teach.

4. It is hoped that the new minimum wage which has increased the income of workers will have positive effect on parents' providing adequately for the resources and other additional comfort their children need in school to make them perform well in school and public examinations.

5. A repetition of the present study in the other educational zones in the state and indeed in other parts of the country should be carried out since this one is limited to only one educational zone.

6. Research should also be carried out on other factors that affect students' performance in J.S.S.C.E; for instance instructional materials and students' attitude among a host of others.

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APPENDIX A

List of Secondary Schools in Zaria Educational Zone.

S/No	Institutions
1.	Barewa College, Zaria
2.	Alhuda-huda College, Zaria
3.	Kufena College, Zaria
4.	Government Technical Secondary School, Soba-Zaria
5.	Government Commercial College, Zaria.
6.	Government Girls Vocational Training College Soba, Zaria.
7.	Government Secondary School, Giwa, Zaria.
8.	Government Day Secondary School, Zaria.
9.	Government Girls Day Secondary School, Kofan Gayan, Zaria.
10.	Government Day Secondary School, Riga-Chikun, Zaria.
11.	Government Day Secondary School Jaji
12.	Government Girls Secondary School, Samaru, Zaria.
13.	Government Girls Secondary School, Dogon Bauchi, Zaria.
14.	Government Day Secondary School, Bomo, Zaria.
15.	Government Day Secondary School, Tududun Saibu.
16.	Government Day Secondary School, Dinya

S/No	Institutions
17.	Government Day Secondary School, Yakawada
18.	Government Day Secondary School, Fatika
19.	Government Day Secondary School, Turunku
20.	Government Day Secondary School, Gamagira
21.	Chindit Day Secondary School, Chindit, Barack Zaria.
22.	Government Day Secondary School, Karau-Karau
23.	Government Day Secondary School, Zongo-Aya
24.	Government Day Secondary School, Shika
25.	Ahmadu Bello University Demonstration Secondary School, Samaru, Zaria.

APPENDIX B

List of Secondary Schools for the Study

S/NO	Institution	Category
1.	Government Girls Day Secondary School Kofan-Gayan, Zaria.	Girls only
2.	Government Girls Vocational Training College, Zoba, Zaria	Girls only
3.	Kufena College, Wusasa, Zaria	Boys only
4.	Barewa College, Zaria	Boys only
5.	Army Day Secondary School, Chindit Barrack, Zaria	Mixed
6.	Demonstration Secondary School, Ahmadu Bello University, Samaru-Zaria.	Mixed

APPENDIX C

Questionnaire For Social Studies Teachers

Dear Sir/Madam,

This questionnaire is designed to study the factors that influence students' academic performance in social studies in Junior Secondary School Three Exams. You are requested to please complete the questions as honestly as possible. Please note that any information you give will be treated confidentially.

School: _____

1. a) Sex Male /__/ Female /__/

b. Age 25 - 30 years /__/

30 - 35 years /__/

35 - 40 Years /__/

40 - and above /__/

c. Qualification: NCE /__/

1st Degree /__/

H. N. D /__/

Others, please specify /__/

d) In what discipline did you have your degree or qualification -

History /__/ Geography /__/

Economics /__/ Social Studies /__/

Others (please specify) _____

e) Teaching subject(s) _____

f) Class(es) taught _____

g) Are you a permanent or part-time teacher? _____

h) When did you join the school? _____

i) Number of periods you teach _____

2. What method (s) do you use in teaching social studies?

a) Lecture method

b) Enquiry method

c) Question method

d) Discussion method

e) Learning through concepts

f) Field Trip

g) Any other (please specify) _____

_____

3. Comment on your students' attitude toward social studies:

Positive attitude /___/

Negative attitude /___/

Lukewarm attitude /___/

4. What do you think could be responsible for the students' attitude above?

_____

5. What effect does the attitude have no their performance in the Junior Secondary School Three final Examination in Social Studies?

_____

_____

6. Please, identify other factors that you feel are responsible for the good or poor performance of students in the Junior Secondary School Three Final Examination in Social Studies.

a) Lack of textbooks /___/

b. Shortage of qualified staff /___/

c) Lack or shortage of instructional materials /___/

d) Inappropriate teaching method /___/

e) Any other _____

7 Please give suggestions for improving students' performance in the Junior Secondary School Three, Social Studies Examination.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

APPENDIX D

Questionnaire For Students

The purpose of this questionnaire is to investigate the factors that affect students' academic performance in the Junior Secondary School Three Social Studies Examination. You are requested to cooperate and complete this questionnaire honestly. Please note that all information given will be treated confidentially.

1. Name of school: _____

2. Sex Male ☐ Female ☐

3. Age 10 - 14 ☐
   15 - 19 ☐
   20 - 24 ☐
   Over - 25 ☐

4. Indicate your form JSS III ☐ SSI ☐
   SS II ☐ SS III ☐

5. Father's occupation and position :

   Farmer ☐

   Trader ☐

   Teacher ☐

   Researcher ☐
   Artisan ☐
   Civil Servant ☐

6. Mother's occupation:

a) House wife ☐

b) Trader ☐

c) Teacher ☐

d) Civil Servant ☐

7. Father's academic qualification:

a) WASC, ☐

b) Grade II Teachers Certificate. ☐

c) Primary School Certificat, ☐

d) O.N.D . ☐

e) H.N.D ☐

f) B.A/B.Sc/B.Ed, ☐

g) MA/M.Sc/M.Ed. ☐

h) Ph.D. ☐

8. Mother's academic qualification:

a) Primary School Leaving Certificate ☐

b) WASC, Grade II Certificate Teachers ☐

c) O.N.D. ☐

d) H.N.D. ☐

e) BA/B.Sc/B.Ed ☐

f) MA/M.Sc/M.Ed ☐

g) Ph.D ☐

9. Mother's income - Grade level

a. 1 - 5 /__/

b. 6 - 7 /__/

c. 8 - 9 /__/

d. 10-12 /__/

e. above 12. /__/

10. Mother's income - Grade level

a. 1 - 5 /__/

b. 6 - 7 /__/

c. 8 - 9 /__/

d. 10-12 /__/

e. above 12 /__/

11. Do you have the recommended social studies textbooks? Yes or No.

12. What method does your teacher use in teaching you social studies?

a) Lecture method /__/

b) Enquiry method /__/

c) Questioning method /__/

d) Field Trip /__/

e) Discussion method /__/

f) Learning through concepts /__/

13. How effective is or are this/these methods in making you to grasp social studies concepts?

a) Very effective /__/

b) Effective /__/

c) Not effective /__/

14. Do your teachers use teaching aid to teach social studies? Yes or No.

15. Mention the teaching aids used by your teachers in teaching Social Studies.

a) Maps d) Pictures

b) Film Stripes e) Real objects

c) Video tapes f) None

g) Specify any other _____

16. Do you have a social studies books in your school library? _____

17. Do you have a school library? Yes or No

18. How often do you use the resources available in your library to study social studies?

a) Always B) Sometimes

c) I don't use the library.

19. Comment on the attitude of your teacher towards the teaching of Social Studies.

a) Positive attitude

b) Negative attitude

c) Lukewarm attitude

d) Indifferent attitude

17. Comment on your own attitude toward Social Studies

a) I like social studies

b) I don't like social studies

c) I am indifferent to Social Studies

18. What suggestions do you have for/to improve students performance in the JSS.3 Social Studies Examination?

a) _____

b) _____

c) _____

APPENDIX E

[illegible]

[illegible] 1991.

The Principal,

[illegible]

[illegible]

PERMISSION TO CONDUCT RESEARCH

I am directed to convey approval for permission to conduct research by Mrs. C. A. Onifade on FACTORS AFFECTING STUDENTS PERFORMANCE in your school.

You closely mornitor her activities in the school please.

Min. of Education
ZARIA
Zonal Headquarters

14/5/91

(Alh. [illegible] Gwaidu)
AD (Schools)
For: Zonal Director of Education,
Zaria.

List of Classified Scores of Students Used forthe the Research According to School and Year.

Government Girls Vocational Training College
Soba

Year	S/No	Sex	Score
1988 Results	1	F	20
	2	F	47
	3	F	47
1989 Results	4	F	20
	5	F	20
	6	F	47
	7	F	20
1990 Results	8	F	47
	9	F	47

Government Day Secondary School
Chindit Barrack Zaria

Year	S/No	Sex	Score
1988	1	M	20
results	2	F	47
	3	M	47
	4	F	20
	5	M	47
	6	M	20
	7	F	47
	8	F	47
	9	F	47
	10	F	47
	11	M	20
	12	F	20
	13	F	20
	14	M	47
	15	M	62
	16	M	47
	17	F	20
	18	M	47
	19	F	47
	20	M	20
	21	M	47
	22	F	47
	23	F	20
	24	F	47
	25	F	62

Government Day Secondary School
Chindit Barrack Zaria

Year	S/No	Sex	Score
1988 Results	26	F	47
	27	F	20
	28	F	47
1989 Results	29	F	47
	30	M	20
	31	M	20
	32	F	47
	33	F	47
	34	F	20
	35	F	20
	36	F	20
	37	F	47
	38	F	47
	39	F	47
	40	F	20
	41	M	62
	42	M	47
	43	M	62
	44	F	47
	45	M	62
	46	F	62
	47	M	47
	48	F	47
	49	M	47
	50	M	62
	51	M	47

Year	S/No	Sex	Score
1988 Results	52	M	47
	53	M	47
	54	F	47
	55	M	62
	56	M	62
	57	M	47
	58	F	47
	59	M	62
	60	F	47
	61	M	62
	62	M	62
	63	M	62
	64	M	47
	65	M	47
	66	F	47
	67	F	47
	68	F	47
	69	M	20
	70	M	62
	71	M	47
	72	F	62
	73	M	20
	74	M	47
	75	M	62
	76	M	47
	77	F	20
	78	F	62

Year	S/No	Sex	Score
1989 Results	79	F	47
	80	M	62
	81	F	20
	82	M	62
	83	F	62
	84	F	62
	85	F	47
1990 Results	86	F	47
	87	F	47
	88	F	62
	89	M	47
	90	F	47
	91	M	47
	92	M	47
	93	M	62
	94	M	47
	95	M	47
	96	M	47
	97	M	62
	98	M	47
	99	M	47
	100	F	47
	101	F	47
	102	F	47
	103	F	47

Year	S/No	Sex	Score
1990 Results	104	F	47
	105	M	47
	106	F	47
	107	M	47
	108	M	47
	109	M	47
	110	M	47
	111	F	47
	112	M	47
	113	F	47
	114	F	47
	115	F	47
	116	M	47
	117	M	47
	118	F	47
	119	F	47
	120	M	47
	121	F	47
	122	M	47
	123	M	47
	124	M	62
	125	M	62
	126	M	47
	127	M	47
	128	M	47
	129	M	47
	130	F	47

Year	S/No	Sex	Score
1990			
Results	131	M	47
	132	M	47
	133	M	47
	134	M	47
	135	M	47
	136	F	47
	137	F	47
	138	F	47
	139	F	47
	140	M	47
	141	M	47
	142	M	47
	143	M	47
	144	M	47
	145	M	47
	146	M	47
	147	M	47
	148	F	47
	149	F	47
	150	M	47
	151	M	47
	152	M	47
	153	M	47
	154	F	62
	155	M	47
	156	M	62
	157	M	47

Demonstration Secondary School
Ahmadu Bello University, Zaria.

Year	S/No	Sex	Score
1988 Result	1	F	62
	2	M	85
	3	F	62
	4	F	85
	5	M	85
	6	F	62
	7	F	62
	8	F	62
	9	M	62
	10	F	62
	11	M	85
	12	F	62
	13	F	62
	14	F	62
	15	F	85
	16	M	85
1989 Result	17	F	62
	18	F	62
	19	M	47
	20	F	62
	21	F	47
	22	F	62
	23	M	62
	24	F	85
	25	M	62

Year	S/No	Sex	Score
1989 Results	26	M	85
	27	F	62
	28	M	62
	29	M	62
	30	F	62
	31	F	85
	32	M	47
	33	F	47
	34	M	62
1990 Results	35	F	47
	36	F	47
	37	F	47
	38	F	47
	39	F	47
	40	F	47
	41	F	47
	42	M	47
	43	F	62
	44	M	62
	45	M	62
	46	M	62
	47	M	62
	48	M	62
	49	M	85
	50	M	62

Year	S/No	Sex	Score
1990 Results	51	F	62
	52	F	62
	53	M	62
	54	M	62
	55	F	62
	56	F	62
	57	M	62

Barewa College Zaria

Year	S/No	Sex	Score
1988 Results	1	M	47
	2	M	47
	3	M	62
	4	M	20
	5	M	47
	6	M	47
	7	M	47
	8	M	20
	9	M	62
	10	M	47
	11	M	20
	12	M	47
	13	M	47

Year	S/No	Sex	Score
1988 Results	15	M	20
	16	M	47
	17	M	47
	18	M	20
	19	M	20
	20	M	47
	21	M	20
	22	M	47
	23	M	20
	24	M	20
	25	M	47
	26	M	47
	27	M	47
	28	M	47
	29	M	20
	30	M	47
	31	M	47
	32	M	20
	33	M	20
	34	M	20
	35	M	47
	36	M	47
	37	M	47
	38	M	20
	39	M	20

Year	S/No	Sex	Score
1989	40	M	47
Results	41	M	47
	42	M	47
	43	M	20
	44	M	47
	45	M	20
	46	M	47
	47	M	20
	48	M	20
	49	M	47
	50	M	47
	51	M	47
	52	M	47
	53	M	47
	54	M	47
	55	M	47
	56	M	47
	57	M	47
	58	M	47
	59	M	20
	60	M	20
	61	M	47
	62	M	20
	63	M	47
	64	M	62
	65	M	47

Year	S/No	Sex	Score
1990	66	M	47
Results	67	M	47
	68	M	47
	69	M	47
	70	M	47
	71	M	
	72	M	47
	73	M	47
	74	M	47
	75	M	47
	76	M	47
	77	M	47
	78	M	47
	79	M	20
	80	M	47
	81	M	47
	82	M	47
	83	M	47
	84	M	47
	85	M	47
	86	M	20
	87	M	20
	88	M	20
	89	M	47
	90	M	20
	91	M	47
	92	M	20

Government Girls Day Secondary School
Kofangayan, Zaria

Year	S/No	Sex	Score
1988	1	F	47
Results	2	F	47
	3	F	47
	4	F	20
	5	F	47
	6	F	47
	7	F	62
	8	F	47
	9	F	47
	10	F	47
	11	F	47
	12	F	47
	13	F	47
	14	F	47
	15	F	47
	16	F	47
1989	17	F	62
Results	18	F	47
	19	F	47
	20	F	47
	21	F	62
	22	F	47
	23	F	47
	24	F	47

Year	S/No	Sex	Score
1989	25	F	20
Results	26	F	47
	27	F	47
	28	F	47
	29	F	47
	30	F	47
	31	F	20
	32	F	20
	33	F	47
	34	F	20
	35	F	20
	36	F	20
	37	F	47
	38	F	47
	39	F	47
1990	40	F	47
Results	41	F	47
	42	F	47
	43	F	47
	44	F	47
	45	F	47
	46	F	47
	47	F	47
	48	F	47
	49	F	47
	50	F	47
	51	F	47

Year	S/No	Sex	Score
1990	52	F	47
Results	53	F	47
	54	F	47
	55	F	47
	56	F	47
	57	F	47
	58	F	47
	59	F	47
	60	F	47
	61	F	47
	62	F	47
	63	F	20

Kufena College, Zaria

1988	1	M	47
Results	2	M	47
	3	M	20
	4	M	20
	5	M	20
	6	M	47
	7	M	20
	8	M	20
	9	M	20
	10	M	47
	11	M	47
	12	M	47
	13	M	20

Year	S/No	Sex	Score
1988	14	M	20
Results	15	M	47
	16	M	20
	17	M	20
	18	M	47
	19	M	47
	20	M	47
	21	M	47
1989	22	M	47
Results	23	M	47
	24	M	47
	25	M	20
	26	M	47
	27	M	62
	28	M	62
	29	M	62
	30	M	47
	31	M	62
	32	M	47
	33	M	47
	34	M	47
	35	M	20
	36	M	20
	37	M	20
	38	M	47
	39	M	47
	40	M	47

Year	S/No	Sex	Score
1989/ Results	41	M	20
	42	M	62
	43	M	47
	44	M	47
1990	45	M	47
	46	M	47
	47	M	47
	48	M	47
	49	M	62
	50	M	47
	51	M	62
	52	M	47
	53	M	47
	54	M	62
	55	M	47
	56	M	47
	57	M	47
	58	M	47
	59	M	47
	60	M	62
	61	M	47
	62	M	47
	63	M	62
	64	M	47
	65	M	47
	66	M	62

Year	S/No	Sex	Score
1990	67	M	20
Results	68	M	47
	69	M	47
	70	M	20
	71	M	47

TOTAL = 450