# COMPARATIVE ANALYSIS OF BOARDING AND DAY STUDENTS' PERFORMANCE IN WEST AFRICAN EXAMINATIONS COUNCIL IN BIRNIN GWARI EDUCATION ZONE KADUNA STATE NIGERIA(2011-2015): IMPLICATIONS FOR EDUCATINAL MANAGEMENT

**BY**

**SULEIMAN ABUBAKAR GOMA**
**P14EDFC8167**

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

**MARCH, 2019**

# COMPERATIVE ANALYSIS OF BOARDING AND DAY STUDENTS' PERFORMANCE IN WEST AFRICAN EXAMINATIONS COUNCIL IN BIRNIN GWARI EDUCATION ZONE KADUNA STATE NIGERIA (2011-2015): IMPLICATIONS FOR EDUCATINAL MANAGEMENT

**BY**

**ABUBAKAR SULEIMAN GOMA**
**P14EDFC8167**

**SUPERVISORS**
**PROF. B. A. MAINA**
**DR.M.I. HARBAU**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA**
**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (ADMINISTRATION AND PLANNING)**

**DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM,**
**FACULTY OF EDUCATION,**
**AHMADU BELLO UNIVERSITY,**
**ZARIA, NIGERIA**

**MARCH, 2019**

## DECLARATION

I hereby declare that this research entitled Comparative Analysis of Boarding and Day Students' Performance in West AfricanExaminations Council in BirninGwari Education Zone Kaduna State, Nigeria(2011-2015):Implications for educational management, has been carried out by me in the Department of Educational Foundation and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The research was exclusively based on the report of the Comparative Analysis of Students'Performances in West African Examinations Council (2011-2015) inBirninGwari EducationZone Kaduna State Nigeria Implications for educational management.conducted by me. All sources of information derived from the Boarding and Day schools inventory titled Secondary Schools Performance Inventory (SSAPI) have been duly acknowledged in the text and a list of references provided. No part of this work was previously presented for another degree at any university.

---------- ---------- ----------

Suleiman AbubakarGoma Signature Date

## CERTIFICATION

This research work titled: Comparative Analysis of Students 'Performance in West AfricanExaminations Council (WAEC) in BirninGwari Education Zone Kaduna State, Nigeria (2011-2015): Implication for educational managementby Suleiman AbubakarGoma meets the regulation governing the award of the degree of Masters in Educational Administration and Planning in Ahmadu Bello University, Zaria, and it is approved for its contribution to knowledge and literary presentation.

_____ _____.
Prof. B. A.Maina Date
Chairman, Supervisory Committee

_____ _____.
Dr. A.M. Jumare Date
Member, Supervisory Committee

_____ _____.
DR M.I. Harbau Date
Head of Department
Educational Foundations and curriculum

_____ _____.
Prof. S.Z. Abubakar Date
Dean, School of Postgraduate Studies

## DEDICATION

This research work is dedicated to my Uncles Mallam Muhammad GomaBawa and Mallam Aliyu Labaran, (Maaji).

## ACKNOWLEDGEMENTS

The researcher gives thanks to the creator of the Universe, the most exalted, Almighty God for His preservation, provisions, wisdom and courage to carry out this research work successfully. I will like to acknowledge my gratitude to my Supervisors Prof. B.A Maina and Dr.M. I. Harbau for their wonderful contribution as they patiently and carefully read, advised and corrected the manuscript in the course of this dissertation.

My appreciation goes to the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria Dr Musa IdrisHarbau, the subordinate staff of the Department for their wonderful contributions, I thank you all.

I also acknowledge my lecturers in the department Dr A.A Jumare, Dr M.O Igunnu and Dr E.I Makoju for their support and contributions that made the completion of this study possible. I appreciate, may God reward you all.

I also wish to extend my profound gratitude to my parent Mal. AbubakarBawa (Headmaster) and MalamaRabi'atuMa'aji for their prayers, advice, support, the role they played are incalculable may God reward them with eternal paradise amen. Special thanks goes to my uncle Mal. Muhammad GomaBawaKakangi for his wonderful contribution towards the successful completion of this dissertation, may Allah reward you in goodness.

I cannot sufficiently thank my family members MalamaMarwanatuAliyu (my wife) Abdulhakeem, Saudat, UmmuSalama and Muhsinat (my children) for their prayers, patience and care when I am present with them at home and when I am absent, may God bless you all.

Appreciation also goes to the researcher's OGA a person of Mal. GarbaAliyuGiwa (mai'arziki) Head of Quality Assurance Department Local Government Education

Authority BirninGwari as well as all Local Government evaluators from Zonal Education office and Local Government Education Authority BirninGwari, may God bless you all.

Finally, acknowledgement goes to my colleagues of 2014/2015 of the Department of Educational Administration and Planning ABU Zaria and all well-wishers such as Ali GarbaMaina and IshayaDangoma, NasiruNasamaru, Ashafah Suleiman Imam, HussainiAdamu Abdul and Maryam, M.J.Hassan e.t.c.

## ABBREVIATIONS

| | | |
|---|---|---|
| WAEC | - | West African Examinations Council |
| SSCE | - | Senior School Certificate Examination |
| NECO | - | National Examination Council |
| NPE | - | National Policy on Education |
| % | - | Percentage |
| SSAPI | - | Secondary Schools Academic Performance Inventory |
| A-L | - | Alphabet representing names of Schools under Study |
| SCIENCE SUBJECT: | | Biology, Chemistry and Physics |
| FRN | - | Federal Republic of Nigeria |
| MOE | - | Ministry of Education |
| A1 | - | Distinction in Academic Performance |
| B2 | - | Distinction in Academic Performance |
| B3 | - | Distinction in Academic Performance |
| C4-C6 | - | Credit in Academic Performance |
| D7-E8 | - | Ordinary Pass Grade |
| F9 | - | Failure Grade |
| JAMB | - | Joint Admissions Matriculation Board |
| NTC | - | National Technical Certificate |
| NBC | - | National Business Certificate |
| PTA | - | Parents Teachers‘ Association |
| ABSA | - | Old Boy Students Association |
| JSCE | - | Junior Secondary Certificate Examinations |

NPC - National Population Commission

NABTEB - National Business and Technical Education Board

FSLC - First School Leaving Certificate

SBMC - School Based Management Committee

LEP - Limited English Proficiency

NAEP - National Assessment of Education Progress

OBE - Outcome Based Education

SES - Students Economic Status

I. E. - That is

E. O. - Examination Officer.

E.T.C. - Others

B.O.G - Board of Governors

H.B.S.A - Home Background and Students Achievement

P.I.S.A.M.P - Policy Implications of School Management and Practice

## OPERATIONAL DEFINITION OF TERMS

The following terms are defined as used by the researcher in this work.

**Performance:** refers to accomplishment/ achievement and how well students deal with their studies and how they cope with or accomplish different tasks and studies given to them by their teacher.

**Analysis** is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided.

**Boarding Schools**are a school where some or all students study and live within the premises of the school with their fellow students and possibly teachers and/or administrators during the academic term/year.

**Day School** is a school whereby all the students live and study as day students, who reside with their parents or guardians during the academic term/year.

**Impact**: to have a strong impression or effect on something.

**School facilities:** Human and physical resources within a school system.

**Secondary school:** this is the level of school where children go after their primary education and where they spend six years to obtain two different certificates- Junior Secondary Certificate (JSC) after the completion of the first three years and the Senior School Certificate (SSC) after the completion of the second three years.

**Management** is the total utilization of men and materials in a cooperative effort to achieve the pre-set objectives of an organization efficiently and effectively through the activities of planning, organizing, commanding, co-coordinating, controlling and evaluating.

**Half-baked Teachers:** Teachers that lacked knowledge and experiences expected of them.

## ABSTRACT

This study examinedComparative Analysis of Boarding and Day Students' Performance in West African Examinations Council in Birnin Gwari Education Zone Kaduna state, Nigeria (2011-2015): Implications for educational management. It comparatively ascertained the relationship in the performance of Boarding and Day Senior Secondary Schools in Birnin Gwari Education Zone. As a descriptive research, the study population comprised all the seven (7) Day Senior Secondary Schools and One (1) Boarding Senior Secondary Schools in BirninGwari zone, Kaduna State. The researcher, therefore, used WAEC grading of candidates, who scored A1-C6, D7, E8,and F9 in Senior Secondary School, Boarding and Day Schools which have presented candidates for West African Examinations Council in the last five years. The instrument used to collect data for the study was an inventory titled Secondary Schools Academic Performance Inventory (SSAPI). The data collected were analyzed using simple percentages with frequency distribution tables showing the extent of the degree to measure students' performance and mean scores to estimate the relationships between the variables of the study. Six objectives and six research questions were askedand formulated to guide the study. It was found that the performance of students in the Day Senior Secondary Schools in West African Examinations Council (WAEC) with particular reference to English Language, Mathematics, Sciences Subjects, and Vocational and Technical subjects for the years 2011 to 2015 in BirninGwari zone of Kaduna state was low. The study revealed that there was a significant difference between a student being a Boarder and a Day student. The implication of running Day system of education in Birnin Gwari Zone, however, is that most of Day Studentsmight not be qualified for admission into higher institutions in the country. In the same vein, the implication of running boarding system of education in Nigeria, is creating a healthy teaching/learning climate which is conducive for a better learning outcome. Furthermore, procurement and disbursement of instructional materials, provision of adequate and modern equipment and library facilities coupled with enough co-curricular activities be assured. It was recommended that the State Ministry of Education should provide more infrastructural facilities to decongest large classrooms, provide more regular inspection to Schools. To maintain quality in the sector, Parents are urged to be part and parcel of the school system by lending a helping hand to School authorities in particular and government at large.

# TABLE OF CONTENTS

COVER PAGE……..i

TITLE PAGE……ii

**DECLARATION** ..... iii

**CERTIFICATION** ..... iv

**DEDICATION** ..... v

**ACKNOWLEDGEMENTS** ..... vi

**ABBREVIATIONS** ..... viii

**OPERATIONAL DEFINITION OF TERMS** ..... x

**ABSTRACT** ..... xi

**TABLE OF CONTENTS** ..... xii

**LIST OF TABLES** ..... xiv

**CHAPTER ONE** ..... 1

**INTRODUCTION** ..... 1

**1.1 Background to study** ..... 1

**1.3 Objectives of the Study** ..... 5

**1.4 Research Questions** ..... 6

**1.5 Basic Assumptions** ..... 7

**1.6 Significance of the Study** ..... 8

**1.7 Scope of the Study** ..... 9

**CHAPTER TWO** ..... 11

**REVIEW OF RELATED LITERATURE** ..... 11

**2.1 Introduction** ..... 11

**2.1.2 Implications of Student Performance to Educational Management** ..... 11

**2.2 Conceptual Framework of the Study** ..... 13

**2.2.2 Meaning of Performance** ..... 19

**2.3 Students' Performances in West African Examination Council (WAEC) in English Language** ..... 36

**2.4 Students' Performance in West African Examination Council (WAEC) in Mathematics** ..... 39

**2.5 Students Performance in Art and Social Science Subjects in West African Examination Council (WAEC)** ..... 45

**2.6 Students (Physics, Chemistry, and Biology) Performance in West African Examination Council (WAEC)** ..... 48

**2.7 Students' Performance in West African Examination Council (WAEC) in Vocational and Technical Subjects** ..... 52
**2.7.1 The Aims of Vocational and Technical Education** ..... 53
**2.7.2 Students' Performance in Vocational Studies** ..... 57
**2.8 Performance of Students in Boarding and Day Secondary School Systems.** ..... 60
**2.9 Performance of Students in Day Senior Secondary Schools** ..... 61
**2.9 Performance of Students in Boarding Senior Secondary Schools** ..... 64
**2.10 Empirical Studies** ..... 69
**2.11 Summary** ..... 79
**CHAPTER THREE** ..... 81
**RESEARCH METHODOLOGY** ..... 81
**3.1 Introduction** ..... 81
**3.2 Research Design** ..... 81
**3.3 Population** ..... 82
**3.4 Sample and Sampling Techniques** ..... 82
**3.5 Instrumentations** ..... 83
**3.6 Procedures for Data Collection** ..... 84
**3.7 Method of Data Analysis** ..... 85
**CHAPTER FOUR** ..... 86
**DATA ANALYSIS AND DISCUSSION** ..... 86
**4.1 Introduction** ..... 86
**4.2 Answering the Research Questions** ..... 86
**4.3 Summary of Major Findings** ..... 94
**4.4 Discussion of the Findings** ..... 95
**CHAPTER FIVE** ..... 99
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS** ..... 99
**5.1 Introduction** ..... 99
**5.2 Summary of the Study** ..... 99
**5.3 Conclusions** ..... 100
**5.4 Recommendations** ..... 102
**5.6 Suggestions for Further Studies** ..... 102
**REFERENCES** ..... 103
**APPENDIX 1** ..... 109

## LIST OF TABLES

Table 3.1: list of Day and boarding Senior Secondary Schools in (2011- 2015) BirninGwari Education Zone 95

Table 4.1 Performance of day and boarding senior secondary schools students in English language 101

Table 4.2 Performance of day and boarding senior secondary schools students in Mathematics 102

Table 4.3 Performance of day and boarding senior secondary schools students in Arts and Social Science Subjects 103

Table 4.4 Performance of day and boarding senior secondary schools students in Science subjects 104

Table 4.5 Performance of day and boarding senior secondary schools students in Vocational and Technical subjects 105

Table 4.6 Performance of day and boarding senior secondary schools students in all subjects 106

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to study

Education in Nigeria witnessing a series of reforms and changes by different administrations i.e (Civilian and Military) with aim of ensuring the provision of adequate and qualitative education to Nigerian citizens, but yet more problems exist in the sector. The major of a classroom teacher is to effectively instruct the learner in a bid to bring about changes in the behavior of the students in all dimensions. i.e socially, mentally and psychologically. The way of ascertaining the occurrence of such desirable changes in the behaviour of the learners is through a process of test/examination. The parameter for measuring success or failure in Senior Secondary Schools Examination is for student to be able to make a five credits grades passes including English Language, mathematics, and other related subjects to their future area of study in tertiary institutions.

Secondary Schools not only occupy a strategic place in the educational system in Nigeria, it also became a link between the primary and the university level of education. However, parents, teachers, students and even government at this zone view that problem of poor achievement in final Examinations lightly, not even a worthy of concern, partly because no write up ever carry out to clearly state out the problem and its consequences, this justify the fact that only few among the parent register for more than one examination for their candidates in order to help meeting the mention requirement for admission into tertiary institutions. There are examination bodies within and outside the country that are officially saddle with responsibility of organizing, conducting the final examination to the final year

secondary school students, such bodies are; West African Examination Council, National Examination Council, and National Business and Technical Examination board among others, These bodies enjoy a trust and confidence. In view of aims and objectives of setting up a schools, person will anticipate that the day and boarding senior secondary schools performances in internal and external examination is moving smoothly or adequately good, but in real sense, revise is the case in BirninGwari education zone, in the same vein,new innovation often introduce in Nigerian education system such as adding or creating more subjects, changing time and duration of schooling crates problems, to maintain the system and allocate adequate fund in the sector at yearly national budget will definitely yield a require outcome in the sector.

Therefore, the bone of contention is on whether Day or Boarding secondary schools students have preference over one another is just a reputable presumptions.The parameter for measuring success or failure in senior secondary school certificate examination is for student to be able to score five (5) credits grade including English Language, Mathematics and other related subjects to their area of study in tertiary levels. Similarly, in external examination in the zone, students are suffering from low academic performance which adverselyaffect them in furthering their education in various tertiary institutions in the country, which is a great set back. At this note, this findings will serve as awareness which stimulate the entire citizens of BirninGwari zone to be awake and set a measures which lead to minimize the problem and ensure that their candidates are groom well which enable them to be a successful students right from primary to secondary and tertiary levels of education.

## 1.2 Statement of the Problem

Students performance is of great concern to all education stakeholders particularly parents, teachers, students, government among others. Several researchers have indicated that there is continues trends of students academic performance in west African Examination Council result, this particular problem has cause government, parent and teachers sleepless night on how to curb and tackle this menace. BirninGwari education zone is also not an exception in the crisis of poor performance in West African examination Council. The records of students achievement of May/June West African Examination council from 2011-2015 shows evidences of low performance of students over the years.As indicated from the result sheets obtained from BirninGwari education zone 2011-1015. However, so many features have been attributed to this trend of students low performance among them are;

managerial problem; on account of negative behavior display by some of principals on issue of teachers supervision during lessons which has direct link to managing students performance and instructional outcome, ideally, head teacher must go round or assign deputy for seeing what and how teachers delivering their lessons, which gives room for corrections, suggestion and recommend appropriate method in teaching a particular topic for improve outcome, there should be negative outcome for neglecting the above role by head teachers which could result the poor lessons understanding, make lessons difficult, discourage confidence in teaching some topics which ultimately lead to poor performance in the final year examination among senor secondary school students. Shortage and poor use of instructional material; provision of adequate instructional materials is of paramount important in teaching and learning process, school's principals often gives less attention in terms of teaching aids in their schools as well as ensuring putting it into use of the little

available by teachers during delivering their lessons, which play a negative role by making a simple lessons to be complex, discourage idea, knowledge, skills to be permanent in students' faculties, as well as spending more than time allocate for a particular lesson before students could understand the subject matter, these system of management virtually become a barrier to students poor performance in their final year examination. Mismanagement of essential School facilities such as, laboratories, libraries human and material resources among others, these is present in our schools due to poor system of management by school heads in which no satisfy platforms design on how teachers and students use and handle such important tools of teaching and learning in schools, which lead to misuse, stealing, discussion, destabilizing facilities and even use the places for pictures taking by some students instead of learning, this poor management of school facilities which does not promote proper acquisition of necessary skills, and knowledge, eventually lead to poor achievement in final year examination among senior secondary school students. Apparent indiscipline among students during school hours, these is another significant factor threatening effective teaching and learning among secondary schools students in BirninGwari education zone, unwanted students behavior such as truancy, bullying, and poor students participation among others, which clearly shows the evidence of weakness by school management that could adversely affect the smooth running of teaching and learning in schools which bring about a lower performance among senior secondary schools students in BirninGwari education zone;poor School-community relationship, it is highly require by schools management to carry along the school host communities in schools daily activities, create the avenue through parent teachers Association (PTA), make it lively, design a meeting time table, have a meeting with them occasionally, through which they will be aware of school progress or otherwise, as some problems need consolidate effort by school management and parent to tackle it, with

this shortcoming by some schools management, agree or disagree contribute to the low level of students performance among senior secondary school students in BirninGwari education zone, consequently, if the above listed areas persist, it likely to continuehindering students in the zone the opportunity of furthering their education at tertiary institutions.

### 1.3 Objectives of the Study

The main Objectives of this study are to analyze the student performance in Senior Secondary Schools in BirninGwari education zone. Specifically, the study sought to achieve the following objectives:

1. Assess Students' performance in West African Examination Council (WAEC)in the English Language in BirninGwari Education Zone Kaduna State (2011-2015);
2. Examine Students' performance in West African Examinations Council (WAEC) in Mathematics in BirninGwari Education Zone Kaduna State.(2011-2015);
3. Find out Students' performance in West AfricanExaminations Council (WAEC) in Art and Social Science subjects in BirninGwari Education Zone Kaduna State. (2011-2015);
4. Determine Students' performance in West African Examinations Council (WAEC) in Science Subjects in BirninGwari Education Zone Kaduna State. (2o11-2015); and
5. Find out Students' Performance in West AfricanExamination Council (WAEC) in Vocational and Technical Subjects in BirninGwari Education Zone Kaduna state. (2011-2015).
6. Identify the Implication of Students Performance to Educational Management in BirninGwari Education zone Kaduna State. (2011-2015)

## 1.4 Research Questions

The study answers the following questions:

**1.** What are the performances of Day and Boarding Students' in the English Language, in West African Examination Council (WAEC)in BirninGwari Education Zone, Kaduna State from( 2011-2015) ?

**2.** What are thestudents'performances of Day and Boarding Senior Secondary School Students in West African Examination Council (WAEC) in Mathematics in BirninGwari Education Zone Kaduna State, from ( 2011-2015)?

**3.** What are the Students' performances of Day and Boarding Senior Secondary Schools in West African Examinations' Council (WAEC) in Art and Social Science Subjects in BirninGwari Education Zone Kaduna State (2011-2015)?

**4.** What arethe Students' Performances of Day and Boarding in West African Examination Council Students (WAEC) in Science Subjects in BirninGwari Education Zone Kaduna State (2011-2015)?

**5.** What are the Students' performances of Day and Boarding Senior Secondary Schools in West African Examination Council (WAEC) in Vocational and Technical Subjects in BirninGwari Education Zone Kaduna State (2011-2015)?

6. How doStudents' performances affect the role of educational managers in BirninGwari Education zone Kaduna state?

## 1.5 Basic Assumptions

The study was on the assumptions that:

1. English language in West African Senior School Certificate Examination of Students in Boarding and Day Secondary Schools performance in BirninGwari Education Zone is high;
2. Mathematics in West African Senior School Certificate Examination of Students in Boarding and Day Senior Secondary School performance in BirninGwari education Zone is low;

3 Art and Social Science Subjects in West African Senior School Certificate Examination of Students in Boarding and Day Senior Secondary School performance in BirninGwari Education Zone is high;

4 Science subjects in West African Senior School Certificate Examinations of Students in Boarding and Day Senior Secondary Schools performance in BirninGwari Education Zone is low;

5 Vocation and Technical subjects in West African Senior School Certificate Examinations of Students in Boarding and Day Senior Secondary Schools performance in BirninGwari Education Zone is high.

6Educational managers' role is likely to have a great influence to students performance in BirninGwari education zone.

## 1.6 Significance of the Study

The significance of this study lies in the fact that its findings would be useful to the examination bodies such as West African Examination Council (WAEC) National Examination Council(NECO) and National Business and Technical Education Board(NAPTEB) among others, as well as parents, teachers, students and Government, by revealing the extent of deplorable condition of poor performances of Students in Senior Secondary School Certificate Examination in (SSCE) in BirninGwari Education zone. Nowadays, there is need to put hands on the table by all stakeholders in Education to ensure that a qualitative education is imparted to all Nigerian citizens at all level. The outcome of the study, therefore, comes up with vital information that helps educational planners, government, counselors, and administrators in ensuring that the existing system of education will not be a rejected corner stone, rather there is need to revise the curriculum, thereby ensuring adequate supervision, and urge the schools' principals and teachers to use it accordingly and appropriately. It will also be a source of awareness to teachers, students, parents, government and society at large.

It further alert the state government and officials in the ministry of education on the need of taking appropriate decisions on the provision of infrastructural facilities and manpower to help and improve teaching and learning process for improvement of academic performance of Day and Boarding Senior Secondary School Students in BirninGwari zone.

The research stimulates the Educational Planners and administrators to review the current system of Education and formulate the constructive strategies with a view of minimizing the trend of student performance through giving necessary support services and encouragement in Day and Boarding Senior Secondary Schools in BirninGwari zone, Kaduna state. It also stimulates administrators to investigate and formulate constructive strategies with a view to

reducing or eliminating students 'poor academic performance through Students' welfare support services in the Day and Boarding Senior Secondary Schools in BirninGwari Education Zone Kaduna state, Nigeria. Parents would give much attention and supervision to the student's work and hence result in improvement of Students' performance.

It also gingers up the School authorities, on the need of taking measures within their jurisdiction, on how to map adequate plan to meet the educational demand and guide the future actions of Day and Boarding Teachers and Students for effective instructional delivery, especially in BirninGwari Zone, Kaduna state.

The research finally stimulates the educational organizations such as Parent Teachers Association (PTA), School Management Base Committee (SBMC), Ald Boys Students Association (ABSA), and other interested individuals to give much attention to teachers' activities in Schools, as well as Student's work with a view of improving the Students' performance at all School settings and levels.

## 1.7 Scope of the Study

The research is on the comparative analysis of Students' Performance in West African Examination Council (WAEC) in Day and Boarding Senior Secondary Schools in BirninGwari Zone, the scope of the study is restricted to the Students Performance in WAEC, from (2011-2015), eight Schools from Urban and Rural areas that produce Students for west African Examinations Council WAEC for at least five (5) years in BirninGwari zone. The study covers all public Senior Secondary Schools i e Boarding and Day Schools in BirninGwari education zone. The study did not in any way any private Secondary School as the area of coverage in this research.The education zone has one Boarding Senior Secondary School, and eight Day Senior Secondary Schools. The main concern of the study is therefore

on the performance of Students in English language, Mathematics, Art and Social Science Subject, Science Subjects as well as Vocational and technical subjects.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter reviews literature related to the study. The reviews specifically focus on issues raised in chapter one which is the foundation upon which the research works is built on. Thus, the following areas are reviewed: Factors Militating against the proper implementation of secondary Education in Nigeria, the Implication of Students Performance to Educational Management in BirninGwari Education Zone Kaduna State. Students' performance of Day and Boarding in West AfricanExamination Council (WAEC) in English Language, Mathematics, Art and Social Science Subjects and Science Subjects (Biology, Physics, Chemistry), in BirninGwari Education Zone, from (2011-2015).

.

### 2.1.2 Implications of Student Performance to Educational Management

In recent years many school systems have been rendering school leadership roles to drive improvements in learning outcomes and to manage greater school autonomy and accountability. This comes at a time when increased decentralisation in many countries is being coupled with more school autonomy, more accountability for school and student results, better use of education theory and pedagogical processes, and broader responsibility for supporting schools' local communities, other schools and other public services. This marks a shift from Tayloristic management paradigms towards the kinds of paradigms that are more suited to managing professionals or "knowledge workers". In the former, one typically sees bureaucratic "command-and-control" systems that leave little discretion to the workers and supervisors on the factory or service-delivery level of the Organisation. In the

latter, the people responsible for actually making the product or delivering the services have much more control over the way resources are used, people are deployed, the work is organised and how the work gets done.

Policy Implication of Students Management Practice (PISMP) results show that in higher-performing systems, schools have more autonomy, with incentives and the capacity to improve. In the school systems of Hong Kong-China, Japan, the Netherlands and Korea, for example, schools have more responsibility for establishing student disciplinary policies, student assessment policies, approving students for admission to the school, and choosing which textbooks are used and which courses are offered.

A stand-alone policy to grant schools greater autonomy, however, will not, in itself, result in better outcomes. Schools with more autonomy tend to perform better than schools with less autonomy when the school system, as a whole, uses such accountability arrangements as setting clear objectives of what students are expected to learn and sharing information about outcomes, and/or when principalsand teacherswork together to manage schools. Some countries, like Colombia (Box IV.4.3), Boland (Box IV.2.1) and Korea (Box 1.4.1) have given schools and local authorities more autonomy and have recognised that autonomy works only in the context of collaboration and accountability. Others, like Portugal (Box 111.4.1), have reshaped the organisation ofschoolsto facilitate collaboration and economies of scale among individual schools by creating school clusters. These countries' approaches to autonomy suggest that it is the combination of various conditions, rather than a single policy in isolation, that is related to better outcomes.

In contrast, some features, most notably the prevalence of private schools and competition for students have no discernible relationship with student performance, at least at the system

level. Socio-economically advantaged students who tend to achieve higher scores are also more likely to attend private schools and schools that compete for enrolment.

## 2.2 Conceptual Framework of the Study

Students' performance in school is evaluated in numerous ways for regular grading. History and development of educational evaluation from the time immemorial were primitive, thereby subjective in nature. As at then, traditional doctors and priests, astrologerse.t.c, attempt to predict future events, and little was known about theoretical and practical science of human measurement (Awotunde&Ugolunde 2004). It was as a result of an explosion in population and in the increase of complexity in life that event required assessment of current behaviour and prediction more accurate.

Awotunde&Ugolunduwa (2004) noted that in the olden days, the Ephesians, the chance, and Greeks use or tests to assess the ability of members of their societies. Even in the universities, with the advancements of time adopted the system of oral questioning. The Great universities in Europe introduced their first oral examination for doctors of philosophy degree at the University of Bologna in 1200AD (Awutunde&Ugolunduwa 2004).

With the passage of time, the weakness of oral test was widely recognized due to its own reliability, and factors such as personal interaction among examiners and examinees begin to affect the evaluation processes. This, therefore, called for written examination, especially when Horace Mann, the secretary of the Massachusetts Board of Education 1845 called for a more adequate and objective of pupils' achievements that are more than oral examination (Abel, 1972). The first textbook in the evaluation was published in 1903 by Edward L. Thorndike who believed strongly in the value of experiment of evaluation.

In the secondary schools in Nigeria, teachers and some British Examinations bodies conducted the internal and final examination respectively. West African Examination

Council(WAEC) was established in 1952 to conduct final examinations with the help Cambridge syndicate; National Board for Educational Measurement- NBEM in 1992 now transformed to National Examination Council (NECO), Teachers 'Grade II exams taken over by National Teachers Institute (NTI) in 1980.

Evaluation in research is an indispensable tool in the realization of educational aims and objectives. According to Wilson (1972), it is a systematic process of determining the extent to which learners have achieved stated instructional objectives. Evaluation research is a type of research that is directed toward making decisions about the effectiveness or desirability of a program. According to Macmillan (2000), the goal of evaluating in research is to make judgment about alternatives in decision-making situations. Brown (1982) refers to evaluation as a decision-oriented inquiry that goes on under the domain of measurement and evaluation. Research in evaluation implies discovery in the evaluation that is, bringing up new theories or developing and improving on the existing theories. Such discoveries are not meant to support or condemn a particular theory, but to improve on them for the betterment of society.

Student evaluation is an important component of the teaching-learning process. The main purposes are to facilitate students' learning and to improve instruction. Information about students' progress assists teachers in planning or modifies their instructional programs and assists students in identifying personal learning goals. Evaluation has a strong influence on teaching and learning. It provides a framework for instructional planning. If used appropriately, evaluation can promote learning, build confidence and developed students' understanding of themselves and their abilities. For instance, evaluation of a student in psychomotor domain, according to Harrow (1972), requires some form of performance testing under controlled condition. The test will require the students to perform some task. A

student could be called upon to demonstrate the use of tools during practical lessons. A variety of instruments is required by the classroom teacher to assess the psychomotor behaviour of the students. The instruments and techniques include interview, rating, scale, observation and questionnaire. Furthermore, Students are exposed to demonstrate their level of understanding by taking written or oral tests, performing a presentation, participation in classroom activities, competency in creativity.

Teachers at school level, evaluate students through latter category, number grades, and side comments, to describe the performance level of students, at the state level, students are evaluated by their performance on standardized tests set toward specific ages and based on a set of students' achievement in each age group are expected to meet, due to the fact that the success of an individual in school is generally determinate by his academic performance as the ability of learner to do something. While academic performance refers to the quality and quantity of knowledge, skills techniques, and positive attitude, behaviour and philosophy that learners achieve or acquire.

(Ferguson, 1990) This ability is evaluated by the marks and grades that the learner attains in a test or examination which is done at the end of a topic, school term, year of education cycle. The scores and grades that each student obtains measure the degree of achievement. Many studies have been conducted on learners' academic performance with different factors identified to influence academic performances in Schools, yet controversy exists among scholars as to what contributes singly or jointly to learners' poor academic performance. Their findings revealed that, learners' motivation, age of learners, parents education background, family income, school location, distance from home to school, provision of basic school needs, condition of school environment, teacher qualification and teacher-learner ration, government factor, human, material and physical resources among

others, as significant factors that influence students' academic performance in different environments. However, this study viewed the provision of human and material resources as potent factors for students' performance. The availability of educational resources (human and materials) is very important because of its role in the attainment of educational objectives. Human resources are in the educational input 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 is needed to achieve excellence in the system. However, most the public secondary schools in Kaduna state, particularly in BirninGwari Zone, do not have the required number of teachers (in terms of quantity and quality).

This is evident in the high student-teacher ratio in the schools. Observation personally made has also shown that material resources are in short supply in the schools. The poor status of instructional materials in the school is virtually connected with the small amount of fund yearly allocated in the system. In view of the fact, considering what goes on there shows that nothing good enough can come out of most Secondary school as they do not have adequate facilities and required human and material resources to prepare candidates for West African examination moil (WAEC) examination (Owoeye 2011).

The current situation lack of human and material resources is more evident in public schools than in the private schools, which shows why private or (individual owner schools) tent to perform better than the public [independent] schools in public examinations.

Wendy (2011) stated that declining sense of obligation to one's parents correlates with a similar decline in academic achievement. Aksoy and link (200) pointed out that an increase in time spent on homework and test had a positive effect on students' performance.

Personal ambition on the part of students motivates them to learn. It is an intrinsic motivation towards learning and success. Malila (2003) observed that students with intrinsic motivation in academic would have higher self – perceptions of competence in academic and students who are extrinsically motivated would have a lower perceived academic competence. However, Osaki (2004) is of the view that, intelligence is not the only determinant of academic achievement, High motivation and engagement in learning have consistently been linked in reducing dropout rates and increases the level of students learning outcome and academic performance is influenced by the nature and standard of School attended by an individual. Ali et al. (2013) pointed out that, the Students' learning outcome and educational performance are influenced by the School in which they studied. However availability of facilities or otherwise in School usually determines the quality of School, which in turn affects the academic performance and accomplishment of its students. Further, kwesiga (2002) affirmed that performance of Students is also influenced by the School in which they studied. However, availability of facilities in School usually determines the quality of the School, which in turn affects the academic performance and accomplishment of its Students. Poor academic performance in Nigerian Schools has been worthy of concern through a usual public discussion on the educational standard. The situation is a great problem staged from primary level which is the foundation of the education system, however, the free and compulsory basic education program introduced by Nigerian government with the view of improving the quality of the education system. Students' academic performance is yet dismal. Scholars in the field of education such as Ayodele (2000) Adewuyi (2002) Adedoji (1998) and Ekondayo (2009) are of the view that human and material resources had a great influence on Students' academic performance, studies conducted on relationship between availability of human resources and academic performance have shown that human resources enhance

academic performance of students. Akandije(2007) opens that teacher constitutes a very significant factor in Students success. In a similar view, Hallack (1990) the material resources that may likely contribute to Students performance include Furniture, Libraries, Classrooms, Accommodation, Apparatus and other institutional materials. The author emphasized that the availability, relevance and adequacy of these facilities contribute to Students, achievement. In a contrary view, Gamaran in Owoeye (2011) observed that facilities, teacher salaries, adequate books in the library and the present of science laboratory had a little impact on a variation on Students' achievement. Besides, there have been contradictory findings on whether there is a significant difference in the academic performance of private (Boarding) and public (Day) Schools. In another development, Ajayi (2001) found that the public Schools had better academic performance than private Secondary Schools. Olayede (2003) Nwokocha and Amadike (2005) and Ekunday and Arogundade(2007) submitted that private (Boarding) Schools performed better than their public (Day) Schools counterpart in public examinations. We learnt that De-boarding of Secondary institutions some years back by the various states governments is a clear response to the 1976 National Policy on Education (NPE) which states that the principle behind the policy is an outgrowth of nation's desire to pursue egalitarianism that is to give every Nigerian citizen the equal opportunity to develop to the fullest. It was, therefore felt that Schools must be De-boarding to allow more intakes. This is usually done without adequate preparation to cater for a large number of Students from different economic backgrounds which lead to failure. The shortage of qualified teachers, inadequate facilities, lack of good School environment, among other are factors give birth to poor students performances.

A way to overcome students poor performances in the West African Senior School Certification Examination, will require a giving consideration to candidates related-factors

also, such as Students inadequate preparation, illegible handwriting, examination malpractice, poor coverage of the syllabuses, failure to adhere to examination instruction, poor spelling, lack of understanding of the demands of the questions caused by poor reading culture, laxity to learning among others.

Fabunmi and Adenji (2007) found that School with larger size and high teacher-Students ratio recorded poor performance in Science Subjects whereas Schools with small size and lower teacher-student ratio had better academic achievements. Taiwo (1969) observed that in a Boarding Schools found opportunities for training and make youths civilized in a various way which is beyond the scope and power of a Day School. Similarly,Orgam (1982) maintained that the current moral decadence among our youths is a consequence of same government policies that have to put an end to Indiscipline in School through the emphasizing of Boarding System. He further remarked that it was an eye-witness to see Students, particularly female in their teen's houses in the vicinity of their School on account that Boarding had been abolished. Most of them he said got carried away by the life temptation and consequently stopped Schooling abruptly.

### 2.2.2 Meaning of Performance

Performance is present at various human activities in life which is used to determine and evaluate the extent of success being achieved by the particular organization or an individual.

To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. Performance is defined as the observable or measurable behaviour of a person, an animal in a particular situation usually experimental situation (Simpson and Weiner. 1989). This means that performance measures the aspect of behavior that can be

observed at a specific period. To determine performance, a performance test is conducted. Singer (1981) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something.

Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981). In relation to educational research academic performance of a student can be regarded as the observable and measurable behavior of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behavior of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher- made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test. And so on.

Term/word performance can also be seen as the accomplishment of a given task measured against the presently known standard of accuracy, completeness, cost, and speed. Alberta, (1997) relates that in a contract, performance is deemed to the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. Performance according to Audu, Ojelabi, and Adeyanju (2009) can simply be viewed as an outcome of all academic tasks or rigours of a person which could be poorly or successfully stated. IJuduala (2008d) noted that performance cannot be gingered in students if they are discouraged. Teachers are expected to meaningfully contribute to student's academic performance. A weighty performance of students is sometimes attributed to higher teacher's efficiency. Therefore performance has been described as the scholastic standing of a student in a given time or movement. It may also refer to how an individual is able to demonstrate his

or her intellectual abilities. Similarly, according to Oxford Advanced Learner's Dictionary: performance means how well or badly you do something, and it is act or process of performing a task, an action etc. An act that involves a lot of effort or trouble is also referring to the word performance. It is hardly surprising that there seems to be a lack of consensus among researchers regarding the similarities and differences among the constructs: academic performance, and academic achievement. Hence, the confusion created in the use of these terminologies when carrying out or conducting research studies. One of the major conceptual problems of these measurements constructs, that is, academic performance, and academic achievement, in educational research is that on one hand they mean different things to some researchers, and to others they mean the same thing.

To those who viewed them as the same, and be used inter changeably. The different positions held by various researchers can be attributed to the problems of measurement of performance and achievement in the United States of America public schools (Lawrence, 1998). The reason behind this problem derives largely from the fact that researchers entered

In research studies through different orientations; and many were specialists in a variety of academic fields of study. These developments called for different dimensions and understanding regarding the perception and the ways each of these constructs were used in relation to certain variables. Thus, the difference gave rise to a variety of schools of thought regarding their use in research studies including Educational studies.

Jimoh (1998) defined educational research as an activity designed to evolve theories, guiding the principles and practice of education. He elaborated that educational research attempts to use the method and procedures made popular in the physical science to find answers to problems facing education. According to Daramola (1992) educational research may be

defined as an organized and Systematic attempt to provide solutions to educational problems and to resolve issues or uncover facts relating to teaching and learning situations in all its ramifications. The need to carry out investigation on the many sided problems facing education and evolve new theories in education has become an important function of researchers in the society. This is due to the fact that research is undertaken to provide educators with efficient strategies of attaining worthwhile educational pursuit. Probably, this is why research has been given and put in place of prominence in an attempt to develop the country's education system.

Research is as old as human and what is dynamic in it is the approach and method employed in particular research activities Akuezuilo (1997) identified the features that characterize every research to include:

(i) Research aims at solving problem(s);

(ii) Research is based upon accurate observable experience and description;

(iii) Research is conducted in a systematic objective manner; and

(iv) Research emphasizes the development of generalization, principles or theories that will be helpful in predicting future occurrence.

There are different types of research. This is because educational problems differ and also the setting in which they occur differ. Daramola (1992) supported this view when he stated that research involves the elements of observation, description and the analysis of what happens under certain circumstance. Probably that is why Akuezulo (1997) used a three-point analysis to classify educational research into historical, descriptive and experimental research studies. Educational research is a means to ends. In other words, research is used as one of the important vehicles towards the establishment of the relationship which exists among the various "variables" which characterize the world of education and resolve the

uncertainties in it. Variables in educational studies are those characteristics of research elements which are susceptible to manipulation according to prevailing condition imposed on the variables. These variables may be independent, dependent or moderator variables. For the purpose of this research, efforts shall concentrated on the aspect concerned with academic performance, achievement and learning outcomes and the ways they are used in the title of research studies. The use of any of these terminologies will affect the expectations of the studies.

However, in looking at these expectations, there seems to be no agreement and uniformity in the terminology being used and the terms “performances", "Academic achievement" and "outcomes" are commonly used differently by researchers and sometimes used interchangeably. For instance one may find academic performance and achievement being used interchangeably in the same research work. Often their use has frequently created confusion among research experts and students alike. It is on this basis that effort is made in this study to consider what the three terminologies "academic performance, and academic achievement", are all about, clarify their relationship along the way they are used with reference to research studies.

Performance is defined as the observable or measurable behavior of a person, an Animal in a particular situation usually experimental situation (Simpson and Weiner. 1989). This means that performance measures the aspect of behavior that can be observed at a specific period. To determine performance, a performance test is conducted. Singer (1981) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981). In relation to educational research, academic performance of a student can be regarded as the observable

and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behavior of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher- made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term ex In addition, Yusuf (2002) conceptualized academic performance as the level of individual educational attainment as determined by comparing his score in a test with the average scores of others at the same level. This implies that academic performance is continual because it can be measurable at any point in time. In other words, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It also implies the ability to study and remember facts and being able to communicate their knowledge verbally or in written form. Yusuf (2002) clarified further that satisfactory academic achievement award is given to recipient who maintains satisfactory academic performance and progress towards the attainment of a degree or certificate in line with the United State Department of Education regulations. This notion virtually implies that academic achievement is cumulative and progressive. That is to say academic achievement cannot be attained within a short period of time. However, several studies according to Theodore (1995) conducted in such diverse states of U.S.A like Florida and Washington have directly or indirectly compared academic Performance of home schooled students to national norms. It was discovered that homeschooled students who perform well; also do well in the standardized achievement test.

Infact, what this indicates is that academic performance culminates and influences academic achievement.

In addition, Stevenson (2000) while comparing Chinese, Japanese and American children academic achievement in Mathematics measured performance in perceptual speed, coding skill, spatial abilities, vocabulary, verbal memory and general information, discovered that Japanese and Chinese performed better than their American counterpart. The results in these different aspects of performance affect academic achievement in Mathematics. This implies that academic performance of a particular group of students can substantially, affect schools achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students. Eventually, students' academic performance influences students' academic achievement, examination, mid-semester test. And so on.

Achievement is defined as measurable behavior in a standardized series of tests (Simpson and Weiner. 1989). Achievement test is usually constructed and standardized, to measure proficiency in school subjects. In most cases, according to them. "Accomplishment" is sometimes used in place of "achievement" .According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. What this means is that academic Achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education. What is important is that the test should be a standardized test to meet national norm. For a test to be standardized, it must be valid for over a period of time. Achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action.

Simpson and Weiner (1989) contended that achievement test intends to measure Systematic education and training in school occupation towards a conventionally accepted

pattern of skills or knowledge. Several subjects may be combined into an achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient.

Studies have shown that outcome is a generic word which can be used for both performance and attitude or achievement and attitude. In other words, outcome measures the general statement which provides for both academic performance/achievement and attitude Learning outcome also provides for measurement of specific actions designed to achieve some future behavior.

However, learning outcome is more of curriculum content than measurement. Researchers have confusedly used these terms and this is not restricted to any particular group. This is due to the fact that literature has not provided a definite clarification on the difference existing among the terms. For instance, Richard (2000) and Tony (2000) used the three terms: academic performance, achievement and outcomes interchangeably in their studies. However, Mark and Ainley (1999) were careful in the use of the terms. They distinguished among academic performance achievement and outcomes in their words. In fact, academic achievement and labour market outcome were clearly differentiated. They observed that achieving well in school had significant influence on employment and learning outcome for young people, many years after leaving school What this suggests is that academic achievement improves or brings about outcome. In the United States of America (USA) to qualify for recognition of undergraduate academic achievement, a student must have completed successfully certain courses and achieved certain grade-points/ average for given semesters. In other words, it is not just one-point observation of measurable behavior of a person that constitutes his academic achievement. In order to evaluate students' academic performance, there should be an assessment of how well he accomplishes the program me's

goals; a summary of his cumulative academic programmed performance up to the point of graduation. For instance, students' academic achievement includes their accomplishment at SSCE, JSCE, among others.

It is also observed that people often refer to school academic achievement as students' graduation rate Probably that is why it is rare to see school academic performance in relation to national education norms. Lawrence (1998) distinguished achievement from performance when he stated that academic is a long-term ('end") while academic performance is measurable at any point in time (continual). In other words, achievement can be measured as stagnating, falling or improving over a long period. Lawrence (1998) further classified activities that occur in performance as academic performance index. For instance, students' performances based on reading selection of one or more schools within each district among others. According to him, satisfactory academic achievement award is given to recipient who maintains satisfactory academic performance and progress towards, the attainment of a degree or certificate in line with the United States Department of Education regulations. This is to suggest that academic achievement is cumulative and progressive. It means that academic achievement cannot be attained within a short period or at a slot.

Several studies, according to Theodore (1995) conducted in such diverse states as Maine. Florida and Washington have directly or indirectly compared academic performance of home schooled students to national norms. It was discovered that home schooled students who perform well also do well in the standardized achievement test. What this indicates is that academic performance culminates and influences academic achievement. In addition, we can talk of academic performance or academic achievement in a subject. Stevenson. Shin-Yin and James (2001) while comparing Chinese, Japanese and American children academic achievement in mathematics' measured performance in perceptual speed, coding skill, spatial

abilities, vocabulary, verbal memory and general information discovered that Japanese and Chinese performed than their American counterpart. The results in these different aspects of

Performance affects academic achievement in Mathematics. The reason for the low student academic achievement in Mathematics is not within the confine of this study.

In what may look like further clarification, Illinois School Report Card Kingsley Elementary School (1999) observes that when interpreting the achievement data of small schools or districts, it should be noted that performance of a small school number of students can substantially affect schools achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students. Eventually students' academic performance influences students' academic achievement. Glass (1994) in his study on the academic performance of New Jersey's public schoolchildren stated that data from the 1992 National Assessment of Education Progress (NAEP) were used to compare .the performance of New Jersey Public School Children with those from other participating states. The comparisons were made with the raw mean scores and after standardizing all states scores to a common (National US) demographic mixture. It was argued that for most plausible questions about performance of the public schools the standardized scores were more reliable and useful for knowing the academic achievement of students. This is an indication to support the earlier submission that academic performance is short term and can be teacher made test scores, while achievement are medium or long term and standardized achievement test scores. The most critical measure of any educational system is the assessment of its students. The aim of any research is to determine the extent to which this objective is achieved. If not, why and what can be done to achieve it? The fact that modern education has different levels of aims suggests that we must measure the extent of its success in a variety of ways (Wainer, 1994). The implication of this is that it is the level of objective

that goes a long way to determine the term to use. In other words it is the time frame that determines whether it is academic performance or achievement. Wainer (1994) elucidated further that the performance of more than 645000 children in 4000 public schools derived their education achievement through their performance scores over a long period of time. Learning outcome can be measured by academic achievement and accountability (Steve. 2000). Mission and goals of the education system usually determine learning outcome. This suggests that learning outcome transcends cognitive assessment. It includes attitude and values. In research, learning outcome dwells on academic achievement and attitude of the students For example, among the purpose of Northern Michigan University (2000) outcome assessment plan for students is to obtain quantitative and qualitative information for use in evaluating and ultimately improving the quality of teaching and learning to meet its stated goals in academic programs. Also, NMU (2000) had as its outcome the ability to write, interpret, develop positive attitude and speak clearly and effectively which will enhance their learning as undergraduate and throughout their lives after graduation.

Thus, it is becoming very clear that learning outcome is a comprehensive plan for measuring both academic performance/academic achievement and attitude. It is observed that majority of studies avoid the use of outcome. This (may be due to its generic nature or vagueness.)

NCA (2000) provided ways of measuring students' learning outcomes. These are:

(i) Assessing learning gains through pre-test and post- test measures;

(ii) Questionnaire and self-report measures.

Measurement of outcome is considered most effective means of finding out information about Students. Probably that is why Outcome Based Education (OBE) is developed in USA.

Mueller (1992) stated that OBE is developed in response to the deteriorating performance of students in public examinations. OBE, according to Mueller (1992) is easy to identify by phrases that go along with it namely, performance outcome, learning outcome, exit behavior and whole-child development, authentic assessment, learner outcome certificate of mastery, holistic education, critical thinking and lifelong learning.

Furthermore, researcher has identified factors that influence students' performance, some of which are: socioeconomic status, family structure, type of school, absence, gender, ethnicity, geographical location, and Housing type.

**Socio-economic status:** Socioeconomic status can be defined as a person's overall social position to which attainments in both the social and economic domain contribute (Ainley et al., 1995: ix). When used in studies of children' School achievement, it refers to the SES of the parents or family. Socio-economic status is determined by an individual's achievements in: education; employment and occupational status; and income and wealth. Several comprehensive reviews of the relationship between SES and educational outcomes exist (Amato, 1987; Williams et al., 1991; Mukherjee, 1995; Ainley et al., 1995). These studies and reviews make it clear that students from low SES families are more likely to exhibit the following patterns in terms of educational outcomes compared to children from high SES families:

- Have lower levels of literacy, numeracy and comprehension;
- Have lower retention rates (children from low SES families are more likely to leave school early);
- Have lower higher education participation rates (children from low SES families are less likely to attend university);
- Exhibit higher levels of problematic School behaviour (for instance truancy);

- Are less likely to study specialized mathematics and science subjects;
- Are more likely to have difficulties with their studies and display negative attitudes to school; and
- Have less successful school to labour market transitions.

These results remain the same irrespective of how SES is measured and whether the studies are based on individual or aggregate level data (Graetz, 1995: 32-35). Similarly, studies of children's educational achievements over time have also demonstrated that social background remains one of the major sources of educational inequality (Graetz, 1995: 28). In other words, educational success depends very strongly on the socio-economic status of one's parents (Edgar, 1976, cited in Graetz 1995: 25). The effect of parental SES on children's educational outcomes may be neutralized, strengthened or mediated by a range of other contextual, family and individual characteristics. Parents may have a low income and a low-status occupation, for example, but nevertheless transmit high educational aspirations to their children. What family members have (material resources, for instance) can often be mediated by what family members do (for example parental support, family cohesion). The social and the economic components of socio-economic status, in other words, may have distinct and separate influences on educational outcomes. While both components are important, social factors (for instance, parent educational attainments) have been found to be more significant than economic factors, such as a family's capacity to purchase goods and services, in explaining different educational outcomes. It is argued that families where the parents are advantaged socially,

Educationally and economically, foster a higher level of achievement in their children. They also may provide higher levels of psychological support for their children

through environments that encourage the development of skills necessary for success at school (Williams et al., 1980; Williams, 1987; Williams et al., 1993).

**Family Structure**: Socio-economic status may therefore also be linked to family structure. As sole parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to have lower educational performance (Rich, 2000). Other factors in sole parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families are said to include:

- Reduced contact between the child and non-custodial parent;
- The custodial parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline;
- The lack of an appropriate role model, especially for males;
- Increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work; and
- The nature of parent-child relationships in sole parent families may cause emotional and behavioural problems for the child (Buckingham, 1999; Rich, 2000).

The influence of family structure has been found to be only weakly associated with educational attainment, however, once controlling for other variables (Machin, 1998). It is more detrimental when children in sole parent families also experience a range of other risk factors such as low income (Sparkes, 1999).

**Type of School:** As well as socio-economic status, research has shown the importance of the type of school a child attends in influencing educational outcomes. While research conducted in the US has found that SES variables continue to influence educational attainment even after controlling for different school types, the school context tends to affect the strength of

the relationship between SES and educational outcomes (Portes and MacLeod, 1996). Similarly, research conducted in Britain shows that schools have an independent effect on student attainment (Sparkes, 1999). While there is less data available on this issue in Australia, several studies using the Longitudinal Surveys of Australian Youth have found that students attending private non-Catholic schools were significantly more likely to stay on at school than those attending state schools (Long et al., 1999; Marks et al., 2000). Students from independent private schools are also more likely to achieve higher end of school scores (Buckingham, 2000). While school-related factors are important, there is again an indirect link to (student economic status) SES, as private schools are more likely to have a greater number of students from high SES families, select students with stronger academic abilities and have greater financial resources. The school effect is also likely to operate through variation in the quality and attitudes of teachers (Sparkes, 1999). Teachers at disadvantaged schools, for instance, often hold low expectations of their students, which compound the low expectations students and their parents may also hold (Ruge, 1998).

**Absences**: Also related to poor educational performance is the level of truancy or unexplained absence among students. Truancy can be modeled both as an educational outcome and as a causal factor in explaining educational performance. Truancy tends to be higher among students from low SES backgrounds. Truancy, even occasional, is associated with poorer academic performance at school (Sparkes, 1999). Having high levels of unexplained absence at school has also been found to be associated with poorer early adult outcomes in the labour market for instance higher probability of being unemployed and poorer adult health relative to non-truants (Sparkes, 1999).

**Gender**: Educational performance at school has also been found to vary according to the students sex (Horne, 2000). In particular, reviews of the evidence suggest that boys suffer an

educational disadvantage relative to girls, especially in terms of performance in literacy (Buckingham, 1999; 2000b). There are several explanations for this increasing gender gap which include: biological differences; gender biases (such as reading being seen as not masculine); teaching, curricula and assessment (for instance less structured approaches to teaching grammar may have weakened boys literacy performance); and socioeconomic factors (Buckingham, 1999: 5). The last explanation is of particular interest in the context of this paper, especially the finding that the gender gap continues within each socio-economic level (Teese et al., 1995). That is, girls have been found to out-perform boys within high or low socio-economic groups. Furthermore, the performance of boys deteriorates more rapidly than the performance of girls as they move down the socio-economic scale (Teese et al., 1995). As was noted above, the relationship between the performance of boys and socio-economic status is often mediated or partially explained by family structure (Buckingham, 1999: 9-10).

**Ethnicity:** The ethnic background or immigrant status of parents is also an important mediating variable on the influence of SES on children's educational performance. Studies of the academic performance of second-generation school students in the US have found that while their performance is also influenced by the SES of their parents and type of school, their national background plays a significant independent role (Portes and MacLeod, 1996: 270). The authors found that some first-generation immigrant parents (e.g., Cuban, Vietnamese) through the process of migration and subsequent incorporation in the host society, come to see education as a key means of upward mobility for their children, despite their own low levels of education and income (Portes and MacLeod, 1996). Children from these communities did well despite coming from low SES backgrounds whereas the negative effects of SES were not ameliorated in the academic performance of children from immigrant

communities with low levels of social capital (e.g., Haitian, Mexican). Similar findings have emerged within the Australian experience. While the children of immigrants were seen to be at a disadvantage up until the mid-1970s (Martin, 1978), the gradual introduction of multicultural policies in the classroom from that time may have improved the situation (Cahill, 1996). A series of studies based on Census data suggests that the second generation (especially those of European, Indian and Chinese origin) have achieved substantial educational mobility in terms of staying on at school, compared to those from British, German, Dutch and Australian origin (Birrell and Khoo, 1995; Khoo, 1995). As a consequence, higher percentages of children from non-English speaking background (NESB) achieve tertiary qualifications compared to those from English-speaking background (ESB) (Birrell and Khoo, 1995; Dobson et al., 1996). As with the US research, however, there is a great deal of variation between different ethnic groups. Studies have found that it is more likely that people from Vietnamese, Chinese, Eastern European and Korean backgrounds are in higher education than people from ESB. Whereas those whose language group was Arabic, Khmer and Turkish were half as likely to be in higher education than those from ESB (Dobson et al., 1996; Cahill, 1996; see also Marks et al., 2000).

**Geographical Location:** Students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas (Cheers, 1990; HREOC, 2000). Despite an adequate number of educational facilities in rural and remote Australia, school children from these areas remain disadvantaged by other factors. Issues affecting access to education in regional areas include costs, the availability of transport and levels of family income support. In addition, inequity exists with regard to the quality of the education that rural students receive, often as a result

of restricted and limited subject choice. Furthermore, students may also have limited recreational and educational facilities within their school (HREOC, 2000: 12).

**Housing Type:** Lower educational attainment has also been found to be associated with children living in public housing compared to those in private housing (Sparkes, 1999). This may be due to the effects of overcrowding, poor access to resources and a lack of social networks, and in this sense, housing type may also be a measure of neighborhood influence. A recent Australian study based on 171 Year 12 students from 10 state schools, found that neighborhood effects were an important influence on students educational plans to continue further post-secondary education, after controlling for a range of individual and family socioeconomic characteristics (Jensen and Seltzer, 2000: 23). Measures of the neighborhood included the level of neighborhood income, the unemployment rate, an index of educational attainment and the percentage employed in professional fields. This study was unable to identify, however, the precise transmission mechanisms for such neighborhood effects. Whether, for instance, they were due to spillover effects such as peer group influence, the presence or lack of job networks and role models or whether the neighborhood variables were acting as proxies for school quality or housing type.

## 2.3 Students' Performances in West AfricanExamination Council (WAEC) in English Language

The English Language is one of the core of the educational curriculum, in all educational system. It accorded a prestigious position as a discipline, communication as well as a medium of instruction. The most important tool for learning is language; indeed it can be argued that, in an important sense, learning a subject means learning to master the language

of that subject. This is why it would be impossible to find anyone who has master the whole of any language.

Although we often talk about the English language as if it were a simple system, it's, in fact, a complex made up of a very large number of varieties. J.O. Bicson (1985) says when at one level we talk of '' the two cultures'' we are referring to the increasing difficulties in communication between a Scientists and a Scholar in humanities. Even within the humanities communication among Scholars may be difficult. The literary Scholar may have difficulty in following a technical discussion between two Economists or two Sociologists. Similarly, in the field of Science, a zoologist may find it difficult to participate in a technical discussion between two Mathematicians or Physicists. Notice that we have been careful to say ''technical discussion'' of course, any two people speak the English language have no difficulty whatsoever in communicating with each other provided the Subject of discussion is not a technical one. There are certain areas or field of discourse'- in which all speakers of the English language are able to communicate and interact without difficulty. But when we come to specialist fields' only those who have been trained in such field can able to communicate easily with one another.

The aim of every educated person is to be able to function linguistically in as many fields- Technical as well as non-technical as possible. Fortunately, it is much easier to master the syntax of a language than to master its vocabulary, for example, you will find that the language of scientific reporting in English contain more instances of passive construction than the language of literary criticism. Also, you may compare the language of insurance agreement with the language of football commentary. Similarly, the language of Religion- particularly of prayers is distinctive. All this raises the question of what we mean we say that pupils in Primary and Secondary Schools are learning English. One view is that we give them

competence in English to enable them to learn other Subjects in the medium of English which enable them to graduate with excellent result in Subject offered in Schools. Another view is that, in addition to this, the Students are being rendered capable of using the English language in all situations in which it functions as the countries official language. Whichever we take, we must accept the existence of the varieties and distinct important of English language. The question that arises is whether the English language learning up to the end of Secondary School adequately prepares Students for the demands of tertiary education. Many people would argue not, and such people advocate a remedial course to rectify the situation. L.A. Banjo (1985) The assumption seems to be that 'O' level English falls short of the requirement of tertiary of education, and that defect must be remedied by those who turn up at tertiary institutions armed with it. But there are those who argue that 'O' level English in itself is adequate, but many Students obtain the qualification who do not deserve it, such Students, therefore, need a remedial course. There is really not much to choose between these two points of view for if the 'O' level English examination is a valid and reliable test, then it ought to be the necessary to organize remedial courses for those who possess the qualification.

The English as a Subject in Nigerian Secondary Schools curriculum requires the formation of good study habits which is essential to a student's success, and maximum efficiency is achieved when the student's life gets into an established rhythm.

Examiners, Educationists and other stakeholders have continuously rated students in Nigeria as incompetent in English Language. Hamza (1999) lamented on the low level of competence of Nigerian students which is applicable to BirninGwari education zone particularly. Many critiques felt that the factors impeding the good performance include lack of language skills and the numerous mechanical errors in the examination. Others feel that it

is the inadequacy of competent teachers, poor preparation of students for the examinations and the automatic promotion of Students‘ policy that hamper the high performance of the students. Some researchers have agreed with these causes and suggested among others, recruitment of competent English teachers, good welfare package for teachers and purchase of relevant textbooks.

Evaluators, stake holders, and educationists have continuously rated Students in Nigeria as incompetent in the language of instruction (English Language). Many among critiques attributed to that menace or factors impending the expected good performance of Students among the following; inadequate of competent teachers, poor reading skills, high Teacher-Students ratio, poor Students' attitude to learning and inadequate of instructional materials. Some researchers have the same view with these causatives, and added purchase of adequate relevant textbooks, recruitment of competent English teachers and ensure teachers welfare.

## 2.4 Students' Performance in West African Examination Council (WAEC) in Mathematics

Over a years, mathematics as a core subject in Nigeria educational curriculum has been the impediment to the progress of many students out of all the subjects in the school curriculum. This problem of students' poor performance in mathematics year – in year – out has been a source of concern, traumatizing, worry and appalling to all concern i.e. stakeholders in education, such as governments, teachers, guardians, educational organizations, learners, Principals, and educationists etc. However, that failure rate of students in their final examination leads to carry out for the need of conducting a research on the analysis of student's performance in WAEC (2011 – 2015) in Day and Boarding Senior Secondary School Certificate of mathematics examinations in BirninGwari Education Zone.

Mathematics has been made a compulsory subject that Students must offer in Senior Secondary School due to its status, regardless of whether such Students are in Art, Science, and Commercial class. According to National Policy on Educational (2004) there are core Subjects in Secondary School curriculum, as well as electives which Students must offer. These are English Language, one of the Nigerian languages (i.e. Hausa, Igbo and Yoruba) mathematics, one of Physics, Chemistry or Biology, one of Literature in English, History or Geography and Agriculture or a Vocational Subject. Similarly, there is a list of subjects as electives from which Students should offer. These include Government, Commerce and Health Science.

The Students' future career will determine which of the electives to offer. Each Student is expected to offer Mathematics, English Language, Biology one Nigerian Language and Economics. In addition, Students are expected to register for three or four additional Subjects making a total of eight or nine Subjects respectively. To further studies in higher learning, especially in University, each Student is expected to have credit pass in five Subjects including English and Mathematics.

Credit pass in Mathematics is also required for Students offering Science and Social Science courses. This, therefore, makes Mathematics one of the essential Subjects at every level of higher learning. It is because of its usefulness cuts across all spheres of human life.

Furthermore, considering the courtesy of modern technology, Mathematics play a significant role in preparing the Students with requiring skills in training personnel's, computers and other modern technological devices and manipulation. Subjects like Engineering, Computer processing and Music deals with Mathematics.

It is one of the Subjects taught at both the Primary and Secondary School levels. Scholars in the field highlighted numerous factors often occur that lead to committing

anerrorin Mathematics. The conceptual structure deals with the products of mathematics such as defined concepts, undefined concepts, postulates and theorems. The syntactic structure consists of the processes used in solving problems such as induction, deduction and idealization. For any successful problem solving, the problem solver is required to have adequate understanding of the two structures. That is, the problem solver must have adequate grasp of the conceptual content as well as understand the process recommended and know when and where to apply them in problem solving. Fajemidagba (1986) affirmed that, it is inadequate understanding of concepts featuring in mathematics word expression and ability to choose the appropriate process that leads students into committing errors in mathematic Clement (1982) classified errors usually committed in problem-solving into two forms.

These are Semantics and Syntactic errors. Semantic errors are committed due to lack of understanding of the meaning of a given problem, while Syntactic errors are committed when the problem is given direct translation as it is structured or constructed for a word problem to be meaningfully and conceptually interpreted, there should be cognitive interaction with the problem. Schwab (1964) conceptualized Mathematics as a highly structured discipline and identified two structures as conceptual and syntactic. The conceptual structure has to do with the products of Mathematics such as defined concepts, in defined concepts, postulates, and theorems. The Syntactic structure consists of the processes used in solving problems such as induction, deduction and idealization. It is good to know that for any successful problem solving, the actor is required to have an adequate grasp of the conceptual content as well as understand the process recommended and know how, when, and where to apply them in problem-solving.

More so, we may learn that Mathematics is a fundamental of Science which is necessary for an understanding of another field in academia. Above Scholars stressed further

that, it is glaring and so crucial that no other Subject from any other field gather such strong force among the various branches and disciplines.

Aristotle (1783) view Mathematics as ‘’the Science of quantity’’ and this definition prevailed until the 8th century. An early conception of Mathematics in terms of logic was Benjaminpeirce’s (1870) ‘’ is the Science that draws necessary conclusions’’ in the principle Mathematical, Bertrand Russel and Altred (1819) white head advance the philosophical program in logicism, and attempted to prove that all Mathematical concepts, statements, and principles can be defined and proven entirely in terms of Symbolic logic. Russell’s (1903) Sees Mathematics as all Symbolic logic, L.E.J Brouwer (1882) Identify Mathematics with certain mental phenomena. Viewed ‘’Mathematics as the mental activity which consists in carrying out constructs one after the other.’’ Haskell Corry (1890) sees Mathematics ‘simply as the Science of formal Systems’ A formal system is a set of Symbols or Tokens, and some rules telling how the Tokens may be combined into formulas. Mathematicians seek out patterns and use them to formulate new conjectures. They resolve the truth or falsity of conjectures by Mathematical proof. When Mathematical structures are good models of real phenomena, then Mathematical reasoning can provide insight or predictions about nature, through use of abstraction and logic, Mathematics developed from counting, calculation, measurement, and systematic study of shapes and motion of the physical object. Albert Ereim (1910) Galileo Galilei (1564 – 1642] Said “The Universe cannot be read until we have learned the language and become familiar with the characters in which it is written. It is written in Mathematical Language, and the later are triangles, circles, and other geometrical figures, without which means it is humanly impossible to comprehend a single word. In the same view, Carl fried rich Gause (1777 – 1855) referred to mathematics as ‘’ the queen of the sciences’’.

Body like West African Examination Councils (WAEC) has shown a consistently poor performance in this subject.[Mathematics].Majority of secondary School Students often dread and show a negative attitude towards Mathematics (Awofola,2000)the trends of their achievement in the Senior Secondary School Certificate Examination is also a source of worry to stakeholders. Mathematics is an important School Subject because it is associated with more academic and or more career opportunity. (Akinsola and Tella, (2003). Burton cited in Agwagah and Usman (2003) relates the importance of mathematics to the scientific, industrial, technology and social progress of social society. It is a science that study numbers, shape, objects and their properties which are needed as a basic requirement for all sciences. That Mathematics as an important Subject is unbeatable. But it is very sad to note that the performance by undergraduate students particularly the majors in the subject in recent time is not encouraging. This can be attributed to the fact that majority of Mathematics Secondary School Students have been observing to be procrastination. This is confirmed by the observation by (Ferrari and Beck, (1998) that over 70% of Students engaged in frequent procrastination, most commonly with writing term papers. Procrastination is probably one single most common time management problem (Learning common Fast Fact Series, 2004). One basic thing about procrastination are that everyone procrastinates to some extent would certainly miss. However, some reasons can be put forward is why Students rank highly among those most vulnerable to procrastination (Learning common Fast Series, 2004). The reasons according to this group are:

i. There is always a tremendous amount of work to do. Regardless of how much time the Students spent studying. It can seem impossible to get finished;

ii. For most Students, only a few hours each day is spent in class and laboratories. The majority of time is unstructured, and Students are responsible for deciding what to do and when to do it.

iii. In School environment, particularly in hostels, there is usually something more enjoyable to do than study. Many activities compete for a limited number of hours in a week, and studying is often pushed to the bottom of the list.

It also recognized that many Mathematics students refer to the subject as difficult. And they (Learning Common Fast Series, 2004) have already asserted that procrastination often results when a task seems difficult, unpleasant, or overpowering. It seems reasonable to realize that at this point that if the College Mathematics Students continue to procrastinate, definitely the weak manifestation of academic achievement in the subject as the matter of fact will continue. As a result, the poor Performance of Secondary School Students in 32 the Subject (Mathematics) cannot be allowed to go unattended. Hence the effort to look into the probable causes of Student's Performance in the Subject and this research will also try to drive into the comparative analysis of the performance of Students and boarding Students in Secondary School Certificate in Mathematics examination.

Mathematics is essential in many fields, including Natural Sciences, Engineering, Medicine, Finance and Social Sciences. Applied Mathematics has led to entirely new Mathematical disciplines, such as Statistics and Game theory. Mathematicians also engage in pure Mathematics or Mathematics for its own sake, without having any application in mind.

Knowledge of Mathematics is absolutely necessary for the study of the Physical Sciences. Computation and calculation are the bases of all Studies that deal with the matter in any form. Even the physician who has to study biological cells and bacilli need to have a

knowledge of Mathematics if he means to reduce the margin of error which alone can make his diagnosis dependable.

- To the mechanic and the engineer it is a constant guide and help, and without exact knowledge of Mathematics, they cannot proceed to one step in coming to grips with any complicated problem.
- Be it the aeroplane or the atomic bomb, radio – communication or no dear power, anything that has to do with anything concerning the matter in any forms knowledge and the principle of Mathematics is a bedrock and necessary. An elementary knowledge of the simplest branch of Mathematics Arithmetic as a daily requirement of every man and woman in the ordinary affair of life.

**2.5 Students Performance in Art and Social Science Subjects in West African Examination Council (WAEC)**

As the name itself suggests, art and Social Science is concerned about society. It aims at understanding all aspects of society as well as finding a solution to deal with social problems. It is a broad area of knowledge which includes several varieties of disciplines under its domain. Those Subjects are among the following: History, Geography, Economics, Government, Agric Science, Languages and Religious Studies etc.

To begin look at History, which it refers to an account of events that had happened in the past. The essence of History in a nutshell is to know the pass, adjust the present, and plan for the future. According to E.H Carr.Defined history as a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past. It is about the real people and the real things. It does not deal with more ideas and ideals or what should have been. Barnales (1970) History is the study of what happened in the past.

Irrespective of positive or negatives events. History does not deal with individuals alone, it concerned with nations and societies. It includes all men and women, rich and poor regardless of their background in term of religion caste etc. History helps us to know our roots, strengths and achievements and give us a sense of pride as well as direction. One central nature in History as a process is the change, there can be no history without change or development, change could be gradual, rapidly, or radical. The subject matter is man not a biological man, but a social man. Man that is susceptible to change man through time. The changing activities of man over a time constitute the transformation societies. The moving man constitute a factor of motion and therefore, relative to mention at different levels: Environment, ecology, climate, temperature, demography, birth rate, death rate, population, settlement patterns, quantity and quality of gods, culture communication etc.

One basic condition for man's existence is the use of labor (manual) and human being have used their labor to obtain the necessity of life namely: food, shelter and clothing. Man has time immemorial been interacting with nature in trying to lead him. This is also an important aspect of the historical process. The point to should be made that man's mental and manual capacity is inter-related and inter-woven. In fact the ability o0f the hand to shape tools depends on the brain and manual capacity that man has .This led to the development of human brain and which caused the need of manual and labour.

The study of history as social science has interwoven with Geography which is simply seen as the study of earth's landscapes, people, places and environment. Geography by simple definition, It means knowing about the word in which we live. AleoneSimon (1790) viewed geography as a social science subject deals with earth and all that is within including, man, maintains, hills, natural resource etc. Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Geography plays

a vital in shaping the life and history of any society. It helps us to recognize the differences in cultures political systems, economics, landscapes and environments across the world and establish a link among them.

Economics is one of the groups of subjects expected to be studied at the senior secondary school (S S S) level under the new national policy on education. The syllabus is braised to meet the requirement of economics in the new system of education. The guiding principle is to equip graduates of the SSS with the basic knowledge and skills that will enable them to better appreciate the nature of economics problems in any society.

Economics is another Social Science Subject, as a human being, we must know how to organize our lives. We must know how to economize our income, time and resources, because all are limited. Similarly, when we make a budget for our home, there is needs to make the best use of resources which are available to us. This Study is called 'Economics'. It is much more than making a budget. It is a Scientific Study of the way in which human make choice about production. Books on Economics used to open with a discussion of the difficulties of giving a concise form an adequate definition of the subject. (the inadequacy of concise definition, however is nit peculiar to economics).

On account of these difficulties, these seem at one time to be almost as many definitions of the subject as there were Economists:

Adam Smith (1988) defined Economic as the science of wealth. This is concern with the description and explanation of the wealth- creating process. A country is wealthy if in abundance these things which are scarce, that is to say these things of wealth is usually measured in terms of money. According to J.S. Mills, (1971) Economic is the practical science of the production, distribution, exchange and consumption of goods. Alfred Marshal (1976) defined it as a study of mankind in the ordinary business world or life. These

encompass all affairs of human being. Lord Robbins (1993) sees economics as a science which study human behaviors as a relationship between ‘’ends’’ and ‘’scares’’ ‘’ means’’ which have alternative uses. Therefore word scarcity mentioned above, implies that it is impossible to satisfy all the human want. Because human being desire better hood, clothing, housing and entertainment, but unfortunately the existing of resources is inadequate,

In Nigeria today, all classes of people desire to live in better houses, own good cars, T/V sets Marry and procreate etc. but not all individual can have them, since there are not resources to get all what we want, therefore we must find a way to select what is of urgent to us.

- In terms of country, without enough resources to produce what is wants; it them must find a way to select what should be produced and what not to be produced, that quantity of good should be produced. s Other scholars Evans, Bunt et (1992), viewed Economics as the study of how man choose to use scarce or limited productive resources (land, labour, capital etc.) and distributing them to various members of the society for their consumption.

## 2.6 Students (Physics, Chemistry, and Biology) Performance in West African Examination Council (WAEC)

The federal government of Nigeria has taken drastic measures in the previous years to improve, burst and promote the study of Science, Technology, and Mathematics in the country. This is evidence of such effort in recruiting more Science Teachers; Supply Scientific equipment to Science Secondary Schools as well as organizing a series of Science Secondary School Teachers a workshop in Kaduna State, to facilitate the teaching and learning Sciences. The teaching of the three basic Science Subjects in Secondary School is in line with the National Policy of Education. The statement made in section 39.1 stipulates that

‘’ a great proportion of education expenditure will be devoted to Science and Technology’’ (NPE revised, 1998). In view of the fact, if this policy were properly implemented, there should be enough availability of learning resources for the teaching and learning of Science Subjects in most, if not all the Secondary Schools in the country. It becomes opened and clear that the relationship between learning Materials and Student’s Academic Achievement has been carried out.

For instance, Aderounmu, Aworanti and Kasali (2007) investigate ‘’ the impact of the supply of learning resources in Science, Technology and Mathematics education on the trend of Students Performance at the National Technical Certificate. (NTC) National Business Certificate (NBC) Examination in the five Government Technical College of Oyo state from 2000 – 2005 and found that learning resources revealed a significant effect on Students Performance. Okebukola (1992) who posited inadequate facilities and close-ended laboratory investigations were responsible for students’ performance in Physics, Chemistry, and Biology in the Seventies and Eighties. Zimyilo (2000) and Ivowi (2000) noted that lack of Science equipment and laboratories are major cause of poor performance in the Science Subjects in Secondary Schools in Nigeria. In the same vein, Okafar (2000) reported that about 5% of the post-primary Schools in Lagos State had no Laboratories and Schools with those Laboratories were ill-equipped with human and material resources. These factors immensely affected Students’ achievement and their attitude towards Sciences Subjects.

Lawal (2006), reported that no significant correlation between adequacy of Laboratory equipment’s and academic achievement of Students in Sciences i.e. (Physics, Chemistry and Biology) in SSCE in his Study, Titled ‘Availability and impact of material resources on achievement in Physics, Chemistry, and Biology in Selected Secondary Schools in Katsina metropolis.’

Oginbanwo (2014) in Dan Azumi on her study lamented that one of the most repeatedly mentioned problems causing poor performance in these Subject since the introduction of SSCE is lack of Equipment and Materials to conduct practical. In his study on communicating physics through teaching materials in AkwaIbom State, Government Science Colleges, Onwioduokit (1998) reported that there exists a positive relationship between the provision of materials and Secondary Students' Performance in Chemistry, Physics and Biology. They further revealed that Students' Performance was taken as an index of teacher effectiveness.

Nnaaid et al (2008) in Oginbanwo (2014) reported that Students taught by professionally trained Biology teachers performed better than those who were taught by none professionally trained Biology teachers, lamenting the fact that a qualified teacher had an effect on Student's academic achievement. Darling Hammon (1999) in Basi (2009) using teachers college degree to represent teaches the knowledge of Subject matter; found that teachers who do not have at least a minor in the Subject matter they taught accounted for 20% of the variation in academic achievement scores of the Students. The most reliable predictor of Students' Academic Achievement Scores in Science and Mathematics as found by Goldherber and Brewer (2000) the presence of qualified teachers with at least a major in their Subject areas.

On teacher quantity, Adeniji, Fabinmi and Abu (2007) noted that Schools with large size and high teacher Students ration recorded poor performance in Science Subjects where as Schools with small size and lower Teacher Student's ratio had better Academic Achievement. He also observes that Schools with a shortage of Science Teacher performance far below expectation in SSCE examination.

Similarly, Okankwo (2000) in his study in the relationship between some Schools and teacher variables and Students achievement in Mathematics fished out that, Qualification and

experiences of the teacher had a serious effect on the performances of Secondary school Students.

Chukwu (2000),was of the view that, the global change in Science curriculum due to knowledge expansion and technological development demands for qualitative Science teaching. These changes call for the provision of standard resources at the Secondary Schools where the foundation of Science is laid. Considerable research efforts are being expanded on how to improve Students' Performance in Science Subjects.

Ibraheem (2004) in Oginbanwo, also revealed that a strong correlate between Teacher qualification and Students' Academic Achievement in Science Subject in Secondary Schools in epe division in Lagos State. Imhanlahi and Elesha (2001) learning resource are those devices, like human and material resources employed during teaching/ learning process to avoid a situation whereby the predetermined specific learning objectives of the lesson are not achieved. From the foregoing discussion is understood that the role brings play and influence of these resources on Student Academic Achievement generally cannot be overemphasized. Therefore a careful and cautious attention has been given a higher consideration, which I believed it's by adherence to some of the above tools and drastic changes made proved the positive recent changes in Student Academic Performance of Students in BirninGwari education zone in SSCE.

Balugun (1982) asserted that no meaningful science education programmed can exist without laboratory facilities. Laboratory facilities are indispensable to good Science teaching and learning process.

Laboratory helps to provide a medium wherein the Students are given the exercise to Subjects, their beliefs, ideas, statements, theoretical proposition e.tc. According to Soyibo (1990) to maintain and arose the interest of the Students in Subject involve laboratory work,

the teacher should effectively involve in order to transfer knowledge, skills and facts to learners for a good performance in any examinations. In line with this Odulaja and Oginwemimo (1989) highlighted that the teacher assumes a position of the dispenser of knowledge with the laboratory serving the function of the drill. Learning resources play a paramount role in the teaching and learning of Science Subjects and inevitably for Students' academic achievement in the Subjects.

## 2.7 Students' Performance in West African Examination Council (WAEC) in Vocational and Technical Subjects

Vocational/ technical education is among the vital tools an individual can use to be developed. It is training for useful employment in trade, industries, agriculture, business home making etc. The emphasis on vocation/ technical education is to prepare one for self-reliance. American vocational association (1971) sees vocational subjects as those designed to develop skills, abilities, understanding, attitude, work habit and appreciation encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. It contributes to the production of good citizens by developing their physical, social, civic, cultural and economic competencies. The advent of formal education in Nigeria neglected vocational and technical education entirely. Despite all efforts made to recognize it, yet little or no attention was given to it. No meaningful development was made in the area of vocational education until 1981 when the National Policy on Education was published. Due to total neglect, vocational education suffered a major decline in quality, number, policy and directive in Nigeria due to the total neglect. It was after the oil boom era 1970s that it dawned on the nation that there was an acute scarcity of skilled manpower. Osuala (1999) emphasized that the term either technical or vocational education

has no single universally accepted definition but what is common is the various definitions of its goals and objectives that remain the same.

Technical education has been defined as that phase of education which seeks to help the people, students and the populace acquire specific mechanical or manipulative skills required in industrial arts or applied science.

### 2.7.1 The Aims of Vocational and Technical Education

The National Policy on Education (2004) stated the goals and objectives of vocational and technical education as follows:

(1) To provide trained manpower in applied science, technology and commerce particularly at sub-professional grades.

(2) To provide technical knowledge and vocational skill necessary for agriculture, industries, commercial and economic development.

(3) To give training and impact the necessary skills leading to the production of craft-man, technicians and other skilled personnel who will be enterprising and self-reliant.

(4) Enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

(5) To give an introduction to professional studies in engineering and other technologies.

Anyakoha (2000) emphasized that Home Economics is a unique and dynamic field of study. Its central theme is the improvement of lives of individuals, field of study that draws knowledge from many disciplines including Science and Humanities in order to fulfil its objectives. Being a vocational subject that focuses on the welfare of individuals, families and societies, Home Economics contributes meaningfully to the solutions of the problems of the society such as unemployment, poverty, malnutrition (Olaitan 2000). Osuala (1992) also

stressed that Home Economics as a vocational subject is required to equip the learner with the knowledge of skill and attitude necessary for truly effective management of the home. It requires skills, wisdom, dedication, care, intelligence, unusual patience and very strong power of observation and imagination. Therefore, a student that has these qualities should study vocational/ technical subjects, especially Home Economics; rather the reverse is the case.

Federal Government wants vocational/technical education to occupy a prominent position in our secondary schools; Nigerian schools pay little or no attention to vocational/technical subjects. Teachers and students seem not to understand what it is all about and consequently, develops some contempt and aversion for the subjects. As such vocational/technical subjects remain unhealthy. Many of the occupations and trades are regarded as ignoble and unbecoming. An average Nigerian parent does not want his son to earn a living as a full-time farmer, a watch-repairer, a plumber, a house painter, for many Nigerians, these jobs are for the poor and under privileged.

The influence of parents in the development of students 'interest in vocational/technical subjects cannot be overemphasized this is because parents seem to have much influence on children's choice of educational career. The socio-economic status of parents:

The socio-economic status of parents of a child determines the type of career one chooses to do. Some parents have biased and rigid thoughts regarding the occupational choices of a child/children. Parents forget that every type of work, once it is beneficial to the individual and society, is worthy and noble. (Nwankwo,1996). The result of this is a quasi - calculated attempt to frustrate the good intention of the federal and state governments about vocation/technical education.

The quality sign of potential success in students ‘vocational pursuits require the identification of the students‘ interest, aptitudes, abilities, values and judgments, if these will be discovered; it requires a guidance counselor who will give the appropriate occupational information to the student with proper exposition to various opportunities available in the world of work. It is not surprising that students are not interested in vocational/technical subjects. Osuala (1992) opined that at the heart of our society and economic problem is a national attitude that implies that vocational/technical subjects are designed for somebody else‘s children and is meant primarily for the children of the poor. This same attitude is shared by students. Thus, it makes the students lack interest in the study of vocational subjects, particularly Home Economics.

The skill that teachers exhibit in teaching influences the student enrolment in vocational/technical subjects. Onwuka, (1981) postulated that the method of approach is very vital in any teaching/learning situation. The way the teacher presents the subject matter to the learner may make a student like or dislike a subject. Nwogwu (1989) pointed out the need for blending theoretical and practical work in the teaching of subjects as to stimulate students ‘interest more, especially on vocation technical subjects. The greatest single factor in teaching learning is the teacher. No technique, no method, no device, no gadget can guarantee success, but only an effective qualified teacher can adequately execute these. (Okafor, 1987). Thus, the greatest motivating device yet discovered is that highly motivated teacher of students is to be involved actively in teaching and learning process in a way of projects, field trips, directed field activities e.t.c, note learning and subject centred orientation should be changed to a more practical and child-centeredoutlook. The increase in qualities and quantities of outputs should be primarily due to improvement in the quality of the teacher. It is, therefore, the inclusive trust of this study to explore the influential factors that affect the secondary school students ‘academic performance in the study of vocational subjects in Kano

Metropolis. Vocational/Technical education subjects ought to attract many students because of its laudable importance but the reverse has been the case. The reasons for this probably are due to people‘s perception that it does not require specialized kind of training. The students have the feeling that even if one is at home at the requite skills one needs to learn how to cook, farm; e.t.c and how these can be acquired without formal training. People are ignorant of the importance of the vocational subjects which could help male and female students receive formation and are able to work a solution to problems. Also, it enables the students to acquire skills, abilities essential for independent life meet up with personal and family needs more, especially in this economic difficulties.

The Federal Republic of Nigeria (2004) stated that the broad goal of the secondary school education is to prepare individuals for useful living within the society and higher education. To achieve this objective, secondary school education in Nigeria has six years duration given in two stages – three years of junior secondary school followed by three years of senior secondary school. The curriculum designed for senior secondary school is comprehensive and broad-based, aimed at broadening students ‘knowledge and outlook. Subjects offered in senior schools are in three groups – core subjects, vocational and non-vocational subjects. One of the vocational subjects is Home Economics. The grades analyzed from the secondary schools in BirninGwari Education Zone would reveal accurate students ‘performance in Home Economics.

Interest is also a significant factor in students‟ vocational choice. Owie (2003) advanced the position that the most important reason why a person chooses a particular career is that the person has an intrinsic interest in the field. While this may be highly influenced by prior academic achievement, it is, however, expected that intrinsic interest remains a primary factor if the individual is going to be effective, satisfied and excel in the career. Where

intrinsic interest is lacking, no amount of training motivation or gratification would significantly increase the person‘s professional effectiveness. He pointed out that a considerably large numbers of prospective teachers in this country found themselves in colleges of education not because of a basic interest in teaching but as a result of a complex combination of factors such as poor secondary school academic records, and low JAMB scores. However, a good number of students seem to prefer a career in teaching because they are intrinsically motivated and hence highly interested in the job.

The role of gender in students ‘vocational choice cannot be underplayed. In most parts of the country, the cultural roles expectations of men and women are known to be clearly defined. Some studies have shown a significant relationship between gender and occupational aspirations, preference and choice. In the Nigeria society, boys and girls often undergo different socialization experiences and they tend to learn different gender roles and behavioural patterns and hence develop different interests. These roles and interests later become the dominant factors in career choice. Gesinde‘s (1976) study also showed that gender plays an important role in determining the career preferences of students. Other research findings which support gender differences in career preferences and choices include the works of Yuh (1980) who in her study of some correlates of vocational orientations of some Nigerian secondary students discovered that significantly, more male students preferred realistic, investigative and enterprising careers than females.

### 2.7.2 Students’ Performance in Vocational Studies

Several academic and non-academic factors affect a student’s ‘academic success. These factors include socioeconomic status, truancy, and discipline and classroom management. Socio-Economic Status/Family Issues Shaker (2001) stated that in the United

States, the least controversial purpose for schooling is to prepare students for economic productivity for themselves and for the whole of society.

This mission was attempted through vocational education and practical application of knowledge in the academic curriculum. However, when the development of personal economic skills was neglected from this curriculum, the socio-economic status had an effect on the educational success of the child. Many at-risk children live in socially and/or economically disadvantaged situations that significantly affect their academic growth and development. (Bauer, Sapp, Johnson, 2000). Cottele (1998) cited several facts from a variety of sources related to the socio-economic status of American children. According to statistics from the U.S. Bureau of Census, one in five children grows up in poverty. One of four girls and one in seven boys report some form of abuse. Statistics related to infant mortality, child abuse, child poverty, teenage drug abuse, suicide and high school dropouts revealed American children faring far worse than they did fifteen years ago.2.6.3 Students' Performance in Core- Subjects in Secondary Schools Worried by the persisting mass failure, the Ministry of Education, under the former minister, Dr Sam Egwu, set up an investigation panel to look into the problem. The probe, according to Egwu's imagination, could be the magic to make the individual heads of public schools stand on their toes. Egwu also threatened to hold them responsible if such poor performance re-occur. The Principal Assistant Registrar of WAEC, Mr Collins Uduh, while presenting a paper at a seminar tagged: 'Overcoming Candidate's Poor Performance at the West African Senior School Certificate Examination' said candidates' performance at the WAEC in Nigeria, has been consistently poor and worrisome over a period of time. According to him, candidate-related factors such as students' inadequate preparation and poor coverage of the syllabuses, failure to adhere to instructions, lack of understanding of the demands of the questions, which is due

to the poor reading culture, illegible handwriting and poor spellings, examination malpractice, among others, are responsible for the poor performance of students in the examinations.

He analyzed the results of the West African Senior School Certificate Examinations of candidates who obtained credit passes in at least five subjects, including English Language and Mathematics over a period of five years, and concluded that the downward trend is shameful. "For the year 2005, we had 27.53 percent, 15.56 percent for 2006, 25.54 percentage for 2007, 13.76 percent for 2008 and 25.99 percent for the year 2009," he said. This, he pointed out, is an indication of the level of wastage at the senior secondary school; and that various studies, conducted by WAEC between 1999 and 2005, identified a number of factors responsible for the poor performance in examinations which include lack of preparation right from SS1, shortage of qualified teachers, inadequate facilities, lack of good school environments, students' inability to understand questions and their absolute reliance on short notes, amongst others. Unfortunately, recommendations made after the inquiry based on the identified factors, have regrettably not been applied to improve students' performance. "It is disheartening to note that some candidates are unmindful of their handwriting. Some of them cannot write some of the letters and numbers properly and this makes scoring of their responses not only difficult but also inaccurate. No matter how brilliant a student is, his intelligence will come to nought if he cannot manifest it by way of accurate response to questions before him in an examination.‖

This, he pointed out, is an indication of the level of wastage at the senior secondary school; and that various studies, conducted by WAEC between 1999 and 2005, identified a number of factors responsible for the poor performance in examinations which include lack of preparation right from SS1, shortage of qualified teachers, inadequate facilities, lack of

good school environments, students' inability to understand questions and their absolute reliance on short notes, amongst others.

Official statistics have revealed that 84 percent of the candidates who sat for the 2009 May/June Senior Secondary Examinations failed. According to the statistics, just 356, 981 or 25.99 percent of the 1, 373, 009 candidates, comprising 755,955 males and 617, 054 females, obtained five credit passes and above in English, Mathematics and at least, three other subjects. The result of NECO for June-July for the same year indicated that of the 1, 200, 765 candidates who registered for its examination, only 126, 500, representing just 10.7 percent of five credits, including English and Mathematics. A total of 289,966 candidates, representing 24.5 percent could not make five credits in English and Mathematics.

## 2.8 Performance of Students in Boarding and Day Secondary School Systems.

Boarding school can be a great place to meet new people and to have fun while you are at school, but day school is also a good place to go if you do not like being away from your parents or you have great friends where you are. Both are really great, but boarding school can be really fun and you get really close to the people you meet there. One cannot say that boarding school is better or Day school in comparison, while both are effective in producing good results in terms of academics, extra-curricular, social interactions, etc but for some parents it is difficult to give extra-care and time to their children from the drudgery of their routine, and also due to other reasons they send their children to boarding.

Students in day schools are affected by the environmental factors. The environment for a boarding school is far better, so it is believed that one finds a larger number of students in boarding schools doing well. Apart from the school environment, the day scholars are sometimes troubled by the volatile home environment such as parents ‘misunderstandings,

sometimes ending up in divorce. Students in day schools, but staying in hostels also faces enormous challenges (Okonkwo, 2010).

## 2.9 Performance of Students in Day Senior Secondary Schools

The De-boarded or Day School is legitimated on the provision of Section 4, Sub-section 25(1) of the National Policy on Education which stipulates that with the dramatic explosion of the demand for secondary education, the possibility of making (the) Junior (and Senior) Secondary School neighborhood day schools should be given high priority, subject to special attention being given to some aspects in their planning (NPE, 1981, p. 20).‘‘ De-boarding of secondary institutions by the various state governments is a response to the 1976 National Policy on Education which states that the principles behind the policy is an outgrowth of nation‘s desire to pursue egalitarianism, a policy that gives everybody in the society equal opportunity to develop to the fullest. With this, they envisaged that there would be more number of children aspiring for admission into secondary institutions, especially with the products of the Universal Basic Primary Education (UBE). It was; therefore, felt that schools must be de boarded in order to allow more intakes. Edem (1981) has analyzed some figures to show that the cost of boarding schools is twice the cost of running day secondary schools.

The idea of a day school simply implies an arrangement whereby students reside off the school premises and go to and leave from School every day at fixed hours of the day. Such an arrangement frees the schools from the responsibility of providing for students; meals for which the school is responsible (Shuaibu 1980). The establishment of day secondary schools is not a new innovation in the history of educational development in this country. It started as far back as 1921. In the early days of secondary education in Nigeria,

most schools ran day and boarding systems side by side. However, since the attainment of political Independence in Nigeria, the demand for Western education became so accelerated that today it is almost insatiable. Several factors such as the creation of more states, the introduction of free primary education and the dearth of high level manpower in most of the newly created states among others, are responsible for this. One of the emphases is towards the day secondary school system, which is presently being embarked upon by many state governments in the country (Bello, 1981). The crave for post-primary education calls for a critical look at the situation to see how best we can provide Meaningful education to an ever increasing number of students at a time when the economic resources of the country are diminishing. Some people have even suggested that the money used in maintaining boarding secondary schools should be utilized in providing day secondary schools in order to make education available to a wider spectrum of the society. The former Governor of Kano State, Alhaji .A. DawakinTofa, in the New Nigerian newspaper‘s editorial of 25th November 1981, stated that the only way education as an expensive venture can be achieved is through de-boarding so that many more children will have the opportunity of entering secondary schools. A committee on public schools in England observed that day school students are initiated in the most natural way to the problem of citizenship. This is because they are always in touch with what is happening in the society, and in contact with all societal institutions and functions. They are also in contact with their parents and other members of their family.

Day schools create an educational opportunity for more students where living accommodation is no longer the constraint; efforts of both government and community that are desirous of education for their children could jointly be directed at building more classrooms which could permit more of their children to receive secondary education. Day schools are believed to reduce the overall costs of running schools for both the parents and

the government. First of all, it reduces the burden of boarding fees from parents so that they can concentrate on buying reading, writing and clothing materials for the children onwards. This will make it possible for some parents who would not have been able to combine the payment of boarding with the tuition fees, to now send their children to secondary schools. On the part of the government, the exorbitant amount of money usually spent on hostel accommodation and feeding could now be diverted to building more classrooms, which in turn will make room for more students to receive secondary education.

Consequently, frequent rioting in boarding schools on account of poor feeding or poor accommodation would be reduced, since the students would have to live and eat in their individual homes and hence direct their grievances in food or accommodation individually to their parents, and not to principals. It will place more responsibility for the proper upbringing of young secondary school students on the parents rather than on the school. Up till now, it is a common occurrence that when students misbehave outside the school, the teachers are to blame. But the new innovation of day secondary schools would hopefully transfer the responsibility of discipline and proper upbringing first to the parents who will rightly share in any blame arising from students negative behaviors observed (1981).

Day secondary school system would make it possible for students to be more useful, as helping hands, to their parents after school hours. The issue of falling standards under the influence of moral decadence and general character pollution as a result of bad company may be reduced since students would be directly under the supervision and guidance of their parents most hours of the day, rather than living within and copying drug addicts and hemp smokers. More so, the National Policy on Education and the Nigerian Constitutions speak of equal rights of every child to be educated and of egalitarian society, where equal rights to freedom can be guaranteed. It has been noted that no government, however rich can cater for

the entire educational needs of her citizens while continuing to maintain the highly expensive and selective boarding system, hence the need for the establishment of the day senior secondary schools (Garba, 1984).

## 2.9 Performance of Students in Boarding Senior Secondary Schools

The aim of boarding school is the development of holistic education in all those who come under its influence maximally for successful living in that society (Taiwo, 1980). Of course, man is a multifarious ability being. Therefore, education which is highly susceptible to values, capabilities, attitudes, skills and indeed potentials, the boarding school system offers extensive and intensive influences through well - structured programmes and activity cycle that ensures effective reception. The boarding system has its merits among which is the supervision of students' habit and development after school hours. It affords principals and teachers the opportunity of influencing students discipline, worldview and intellectual habits among others. Boarding students should be supervised from time to time by competent staff. Their hostels should be inspected weekly and prizes awarded to the best house in order to encourage the habit of cleanliness and orderliness among others. (Shekarau, 1995).

The boarding system reduces compartmentalization because academic studies are blended with other activities, such as sports. This natural blend increases the appeal for both pursuits, provides for stability, not available in families where one or both parents travel or are virtually never at home due to work; safety of individuals residing in boarding houses are relatively higher than non-boarders; students enjoy more challenges and face fewer harmful distractions. Students learn to govern their own behaviour. This enhances Students' development and also enhances their appreciation of parents: Where earlier generations have attended the mammon, a family tradition is sustained-becoming an additional source of

motivation. The above benefits clearly testify that the boarding School system holds potentials for development of broad-based capabilities; a rendezvous where children from diverse cultural and ethnic backgrounds could learn to live and work together, thereby helping to foster national consciousness and cohesion (Edem, 1987; Javier & Brian, 2003, 2006).

According to Lewin (2004), access to and success in secondary schooling will continue to be highly correlated with subsequent employment and income distribution patterns. Low enrolment in secondary education in East Africa may reflect lack of supply of schooling, the opportunity cost of attending school and factors such as distance from school (Raja and Burnett, 2004). Major determinants for enrolment include household income, schooling costs, the presence of schools, transportation, community involvement, and education quality and relevance (Raja and Burnett, 2004). As secondary schooling expands, the case of subsidizing boarding secondary schools weakens. Schools can be located within daily travel distances for the majority of school-age children (Lewin, 2006). Selective boarding secondary schools are common in Africa, but can double or triple the per-pupil cost and results in much lower enrolment rates than would otherwise be the case.

According to Holsinger, Jacob and Migimu (2002), in Uganda, many boarding school meals are frequently badly managed or badly prepared, despite the adequacy of the diet. Kitavi and Westhluzan (1997) reported overcrowding in dormitories in boarding schools, which sometimes double the originally intended number of students being accommodated. In spite of those problems, an average boarding student enjoys living and studying conditions which are luxurious, compared to the hardship and squalor endured by many day students. According to Clarissa (1992), Desarrollo (2007), Evans (1999) Jagero (1999) Scharff and Brady (2006) and Oloo (2003), the greatest problem faced by day students was a home

environment that was not conducive to reading. Other problems include long distances from school, the bad company at home, lack of proper accommodation and proper diet.

According to reports by African Almanac (2004) and studies by Holsinger, Jacob and Migimu (2002) Chediel, Sekwao and Kirumba (2000) Jagero (1999) and Oloo (2003), the majority of day secondary schools continued to perform poorly in the national examinations compared to boarding secondary schools. For example, according to Kisumu District Education office, about 65% of schools which were ranked in the top ten in the district from 2005 to 2008 in the National Examinations were boarding secondary schools. The study provides information that could be used by teachers, head teachers, parents, Parents 'Teachers Association (PTA), Board of Governors (BOG), Ministry of Education on ways of improving the performance of day and boarding secondary schools in Kenya. In China, boarding secondary schools are very useful because they help to uplift the educational conditions of the students, especially those whose parents are migrant workers (Government of China, 2007). In China, there are 40 million children whose parents are working away from home. With their parents 'physical absence, most of those children struggle with their lives, especially towards education and personal development (Government of China, 2007). The Chinese government has a plan to establish additional government boarding schools that are least expensive so that most Chinese parents can afford them. Most parents in China believe that boarding high schools can help students to be fully educated at the same time to be guided in forming and shaping the personal characteristics of the students to become responsible and good to the society. Studies by Jagero (1999) and Holsinger, Jacob and Migimu (2002), found out that problems faced by boarding students included overcrowding in the students' hostels, inadequate and low-quality food, scarcity of water, noise from class or neighbouring classes. Other problems include lack of good lighting system, interference

from friends in the same or other classes and disturbances from non- human activities like mosquitoes.

According to Javier & Brian (2003-2006), children trained in a boarding school environment are expected to be highly motivated; self-disciplined and well mannered; able to co-exist and interact in meaningful ways; well blended and comprehensive students; stable and integrated to family and community; mature and academically polished, hence better prepared to be adults in today's world. They note that in boarding schools: daily co-existence leads to friendships, not just among students, but also with teachers and other personnel; the low student-teacher ratio (40:1) therein makes for efficient and effective teaching and learning, thereby increasing good performance. Yet, scholars (Edem, 1987; Fafunwa, 1974; Taiwo. 1980; Kosemam&Okorosaye-Orubite, 2002; Javier & Brian, 2003-2006) identified a positive correlation between boarding system and holistic education development. Indeed, education development stands a good chance to gain from the reintroduction and effective administration of the boarding school system. For example, Edem (1981) in his book on School Housing Policies: Day Schools versus the Boarding System of Students in Kaduna State stated its problems and needs. He saw the schools in particular as a place which provides a specialized environment for the students 'potential experience''.

The boarding school experience is singular and dynamic. It refuses to limit learning to the classroom or the conventional academic day. Sharing a boarding school campus twenty-four hours a day, seven days a week with friends, teachers, coaches and mentors makes the difference. Students learn that diversity is the cornerstone of the community and that every person has a valuable contribution to make. Outside the classroom, boarding school students learn about themselves by trying new things and taking risks. Boarding schools offer a unique opportunity for international students to meet and make friends with students from other

cultures. They are exposed to people from different religious, geographic, and linguistic backgrounds. They will make friends with people that they would usually not have a chance to meet. Being part of a boarding school community can help them overcome cultural barriers associated with living outside their country. Boarding School students ("borders") normally return home during the school holidays and, often weekends, but in some cultures may spend the majority of their childhood and adolescent life away from their families.

One of the reasons sometimes stated for sending children to boarding schools is to develop wider horizons than their families can provide. A boarding education is geared towards good academic performance combined with personal development to produce a well-rounded individual with the qualifications and skills sought by universities and employers alike. It restricts the movement of students under the control of the school authority, thereby reducing the level of deviant behaviour, prostitution and other vices. The boarding schools, on the other hand, according to Wolfenden (1948) asserted that boarding students have common loyalty and a genuine feeling of belonging to the school community. The system breeds students who have feelings of being personally concerned about the success or failure of the school. A boarding school child learns to conform, at an early age, to the habits and practices of the school community.

Wolfenden also observed that these virtues will eventually be extrapolated to the larger society. Some of those who opposed the de-boarding exercise believed that day school system can breed indiscipline among students. They also believed that the boarding school students have maximum security from societal hazards such as accidents and diseases than the day students. There are those who believed that the day secondary schools are only good for male students. Such individuals argued that when girls of secondary school age leave their homes to school every day, there is a like lihood for her to be abused sexually and socially by

some unruly elements. New research proves that boarding schools serve a diverse body of motivated and well-rounded students, who study and live in inclusive academic communities, where they learn about independence and responsibility. In addition to the benefits of serious education and dedicating significantly more time to their studies, boarding school students participate more in extra-curricular activities than other students. While academic expectations are high, there is intensive support and encouragement to assist students to meet those expectations.

One of the proponents of de-boarding system, Christopher (1982), in trying to point out the effect of the system, is of the view that apart from the few benefits that may occur from the day Schools, one cannot be blinded to the immense educational value that Students in the boarding school acquire‘‘. Thus, he further argued ‘Besides the academic work, students who live in boarding houses enjoy and grow up in the disciplined, and regulated life later‘‘. It is, of course, a fact that life in the boarding institutions is well regulated. For example there is time for prep, games, eating, attending library etc. Orgam (1990) seems to share the same view in his article, We are losing by abolishing boarding Schools.‘

**2.10 Empirical Studies**

The issues and matters raised under empirical studies view are related works done by other Scholars: Ojimba (2013) research focuses on the relationship between home background and students’ achievement in mathematics in River state, Nigeria. The export-facto research design was adopted for the study. Furthermore, data were gathered through home background and students’ achievement in Mathematics, (H B S A M), questionnaire. A population of 10120, senior secondary II Students was involved in the study, out of which 4510 were chosen for the sample using the Yerrow-Yemen formula. Data were analyzed using the z-test statistics, means and simple percentages. The findings revealed that there is a significant

relationship between home support for mathematics, socio-economic status of parents and students' achievement in mathematics. Similarly, it has been discovered that peers area major source of influence on youths' thinking and behaviour, especially during adolescence, for example, Ma (2001) investigated the effect of the peer on the English language, and the result of survival analysis indicated a significant decline in the participation rate in the transition from grade 11-12.

Management performances focus on estimating the return on either quality or quantity of teachers while attempting to control either variables. For example, Kruger et al.( 2001) Jepson et al. (2002) work with data from poly experiment producing a random assignment of students to smaller and larger class obtain unbiased estimates of the effect of class size on students' achievement and controlling for teacher quality.

Adeyemi T. O (2010) in his work: A Comparative Study of Students' Academic Performance in public Examinations in Secondary Schools in Undo and Ekiti States, Nigeria. The instrument used for data collection for the study was an inventory, while the data collected was analyzed using percentages, chi-square statistic out t-test. It was found that the performance of Student in Junior Secondary School Certificate (JSC) and Senior Secondary Certificate (SSC) Examinations was low. Base on this, it was recommended that the educational system needs to be revamped and made to be result oriented in the two States. The teaching and learning processes in all Schools in the two States should be re-examine with the aim of improving the quality of performance of Students in (JSC) and (SSC) Examinations. The study population comprises all the 281 secondary school in Ondo state Nigeria, and 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 used for selection was stratified random sampling technique, taking in to

consideration the location of the School on the basic of urban and rural location. The sample accounted for 85% of the study population in each of the two States. Out of the 51, 380 Students who registered for the Junior Secondary Certificate (JSC) Examination in 2009 in Undo State, Nigeria, 20,160 Students who made five( 5) credits and above, that is, grade A, B and C in the examination were selected for the study. In the Senior Secondary School Certificate (SSSCE) Examination, 11,570 are candidates who obtained credit and above, from the above State's Schools. In 2009, out of 30,000 candidates who registered for the Examination 26,224 were candidates who scored credits in Senior Secondary School Certificate (SSSCE) Examination in 2009, 11, 570 are candidates who obtained 5 five credit and above. There is no significant difference found in these studies in the performance of Students in JSCE Examinations in Ekiti State Nigeria, which implies that the Students' performance was almost goes hand in hand. This suggests that little or no improvement has occurred in performance level of students in the two states over the years.

WAEC resealed the result of the May/June W.A.S.S.C.E 2014 in which approximately 70% failure recorded. 145, 975 out of 1,750, 976 candidates' result are being withheld on the grounds of Examination malpractice. These malpractices were reported during both the conduct and marking of the Examination.

The percentages of failure recorded in the past four years range from 75: 06% in 2010, 44.66% in 2011, 61.19% in 2012 and 35.74% in 2013, up to a whopping 70% in 2014,in the two states.

According to result statistics for WAEC 2014 summary, Anambra, Abia and Edo states have the largest/highest of failure percentages of 65.92%, 58.52% and 57.82% respectively. In Anambra state, a total of 12, 947 Students made five credits and above including mathematics and English language out of 34,094. In Abia state, a total of 32, 947 Students sat for the

examination, candidates who made five credits and above including Mathematics and English, were 15, 347, In Bayelsa state, 37, 242 were Students sat for the examination and scored five credits and above including Mathematics and English, 18, 479 were male Students, and 18,763 were female students. (WAEC Results 2009, 2010, 2011, 2012)

However, eight, out of the 36 states in Nigeria recorded less than 10%. In their examination are stated include Sokoto, Adamawa, Zamfara, Jigawa, Gombe, Bauchi, Yobe and Kebbi. While Adamawa state recorded 8.75% for those who made 5 credits including Mathematics and English Jigaawa, Sokoto, Zamfara and Kebbi recorded 7.47%, 7.12%, 6.65% and 6.30% respectively. Gombe state recorded 5.68%, Bauchi 5.28% and Yobe 4.85%.

In Adamawa state out of the 30,235 candidates who sat for exams. 1510 male and 1,136 females students made five credits and above including English and Mathematics. Out of 17,793 candidates who sat for the national examination and made 5 credits and above including Mathematics and English, in Jigawa state, were 944 male and 386 females. In Sokoto state, 25,392 candidates sat for the examination, 1,193 male and 616 female score 5 credits and above including English and mathematics. In Zamfara, Kebbi, Gombe, Bauchi and Yobe, students who scored five credits and above including English and mathematics, Male & female were 1,954, 1,676, 1,107, and 743 respectively.

Meanwhile, the scores for Borno, Taraba, Niger, Nasarawa and Oyo states fall within 15-24% range. Within this limit are Kogi, River, Plateau and Osun States.

Scores for Kano, Ogun, Kwara, Benue and the FCT fall within 26 – 45%. States within this limit also are Ekiti, Ondo, Imo, AkwaIbom, Kaduna, Lagos, Delta and Ebonyi states.

Proffering reasons for this failure, the Deputy Chancellor of the Tai Solarin University of Education, Professor Joseph Olusanya said that there were many factors responsible for the decline. He said, “Students nonchalant attitude towards school is very appalling, we also have a vicious circle of teachers, which means that most of the teacher at the primary and secondary school levels are half-baked.”

He went on saying that “The level of negligence among students is on the high increase because the introduction of modern technology has taken their precious time of the study, Due to the low remuneration of teachers, they combine business with teaching, which also seriously affects the output.”

The President of American University of Nigeria, professor Mangee Ensign, reacting to the mass failure of students in final examination, says “Nigeria as a fast-growing country must invest in training of teachers, as its revealed by (N P C) National population commission report, there is a population expansion, which has led to 11 million out of – school children. The training of teachers must be done consistently, as 200,000 are needed this year and by next year, an additional 500,000 will be needed to curb the menace of mass failure among secondary school students in public examination. While some are on the opinion that this is not the time to find fault or apportion blame, in view of fact, the causes of unacceptable performance in senior secondary school examination in Nigeria can be attributed to bad or inappropriate legislation and leadership, bad parenting, overburdened curricula and the negative influence ‘texting’ and chatting with students can also be blamed.

There is the issue of teachers apathy, there is also poor examination conduct, Cheating during an examination has become the norm and regrettably, with the connivance of parents and teachers. There is no doubt that the quality of education is failing drastically despite the effort being exerting by the government and the major stakeholders in the sector.

In a more cheering development, however, WAEC has not released all the result for public schools in Kaduna and Borno states 2014 – 2015 at the due or normal time, because the states governments were allegedly unable to pay its bills for the Students of Public Schools. It is recommended that state governments should re- allocate more fund to cater the financial demand of education in their respective states, and state ministries of Education across the country should intensify more efforts in conducting regular short visit and routine inspection The similarities in these two areas of study by Adeyemi, T.O (2010) in his work _A Comparative Study of Students' Academic Performance in Public Examinations in Secondary Schools in Ondo and Ekiti States, Nigeria' and this work titled _Analysis of Students' Performance in West African Senior Certificate Examinations in Boarding and Day Secondary Schools in BirninGwari zone, Nigeria (2011-2015)' investigated Students' Academic Performance in Core –Subjects Examinations in Secondary Schools in Nigeria. As a descriptive research, the former used the study population which comprised of all the 281 secondary schools in Ondo State and the 171 secondary schools in Nigeria of this population, a sample of 240 Secondary Schools Ondo State and 146 secondary schools in Ekiti State was taken. The method of selection was by stratified random sampling technique. The instrument used to collect data for both study was an inventory while the data collected was analyzed using percentages. chi-square statistic and then t-test. The latter researcher concentrated on the analysis of students performance in West African Senior Certificate Examinations in Boarding and Day Secondary Schools in BirninGwari education zone. The scope of this study was restricted to the schools within the urban and rural areas that have presented students for West African Examination Council for at least eight years in BirninGwari zone, due to the limited number of schools in the zone, The researcher covered all the Day and Boarding Senior Secondary Schools in BirninGwari zone, which consists of

seven Day and one Boarding School, in the zone. Samples were randomly drawn from day and boarding secondary schools: This researcher samples restricted on Senior Secondary Schools drawn from Day and Boarding Secondary Schools. This selection is to reflect the true character of all the Day and Boarding Senior Secondary Schools in BirninGwari zone. The former used the method of selection by stratified random sampling technique taking into consideration the location of the school on the basis of urban and rural location. The sample accounted for 85% of the study population in each of the two States. The method of selection was by purposive, multi-stage and stratified random sampling techniques.

The instrument used to collect data for both study was an inventory titled the Secondary Schools Academic Performance Inventory (SSAPl). The inventory requested among other things, data on enrolment figures, sex of school, type of school, number of classes, number of teachers and grades obtained by students in English Language, Mathematics and Integrated Science in JSC examinations for the years 2005 to 2009 and in English Language, Mathematics, Physics, Chemistry and Biology in SSC examinations for the years 2005 to 2009 in Ondo and Ekiti States, Nigeria. These subjects selected for both research are core subjects in the Nigerian secondary schools' curriculum (Federal Republic of Nigeria, 1998). The data collected were analyzed with the use of percentages, Chi -Square test and the t-test.

The latter researcher used and answered Research Questions and the analyses of data were presented using simple percentage statistical tool to obtain mean score and frequency distribution table showing the extent of degree to measure student‘s performance and mean percentile score was used to estimate the relationship between the variables of the study. The low level performance in the Day Secondary Schools of BirninGwari zone could be attributed to congestion of students in classes, inadequate inspection by the State Ministry of Education, inadequacy of facilities and automatic promotion for teacher among others. The data

collected were analyzed using simple percentages with frequency distribution tables showing the extent of degree to measure Students‘ performance and mean score to estimate the relationships between the variables of the study. It was found that the performance of students in the Day Senior Secondary Schools in West African Senior Secondary Certificate Examinations (WAEC ) with particular reference to English, Mathematics, Sciences, and Home Economics for the years 2011 to 2015 in BirninGwari education zone of Kaduna State was low. There was no year where the performance level of Day Senior Secondary Schools in BirninGwari zone reached 50% in any subject from 2011-2015. The study revealed that the performance of student in the Junior Secondary Certificate (JSC) and the Senior Secondary Certificate (SSC) examinations was low in Ondo and Ekiti States, while in the Senior Secondary level of Ondo and Ekiti the findings shows the picture of secondary school in Ondo and Ekiti States Nigeria, where the performance level of students in public examinations had been below expectation especially in the major science subjects at the time when the yearnings an aspirations of the Federal Government are towards technological development. This suggests that the objectives of secondary education in the, FRN (2004) which among other things, included the preparation of the students for higher education as not been fully achieved in the two States. While the latter revealed that there was a significant difference between a student being a boarder and a day student. The result indicated that the performance level of the Boarders in West African Senior School Certificate Examination in English Language and Mathematics was better and higher than that of the day students in BirninGwari zone from 2001 to 2015. Therefore, the Boarding Students‘ performance level was greater than that of the Day Schools‘ performance. Notably, there was no year where the academic performance level of Day Senior Secondary Schools in BirninGwari education zone, reached 50% in any core subject from 2011 to 2015.

The low level performance in the urban rural areas of BirninGwari zone could be attributed to congestion of students in classes, low level of teacher's commitment, inadequate inspection by the State Ministry of Education, inadequacy of facilities and automatic promotion. The implication of running day system of education in BirninGwari zone therefore, is that many students might not be qualified for admission into higher institutions in the country.

The non-significance difference found in these studies in the performance of students in JSC examinations in Ondo and Ekiti States, Nigeria implies that the performance of students in the examinations in the two States was almost at par. This suggests that little or no improvement as occurred in the performance level of students in the two States over the year. The low level performance of students in the examinations further implies that the inspection Of Schools by the Ministries of Education in the two States might not have been adequate and effective as expected. The former recommended that the educational system in the two States needs to be revamped and made result oriented. The Ministries of Education in the two States of Ondo and Ekiti state should also intensify more efforts in conducting regular short visit and routine inspection to schools in a bid to monitor the performance of students in their various examinations. The latter recommended that the State Ministry of Education should provide more infrastructural facilities to decongest large classrooms, provide more regular inspection to Schools and reverse the system of automatic promotion in all state schools in BirninGwari Zone, Kaduna state and Nigeria at large, with the view to maintaining quality. Parents are urged to be part and parcel of the school system by lending a helping hand to government Intervention to Schools in a bid to monitor the performances of Students in their various examinations.

KhoudFalah ; Reason for the low Academic Achievement Among the Students Of The Main Stages In Selected Schools in the Province of Al-Balqa. The study aimed to determine the causes of poor academic achievement among the students of the main stages in selected schools in the province of Al-balqa. The study sampled consisted of (100) of teachers of the basic stage were selected by using the simple random sampling' where the researcher used a questionnaire consisting of (30) distributed on three axis: (student hub'the School hub and family hub). The study seeks to answer the following questions:

1 Is the student a founder mental role in the weakness of academic achievement among the student of the main stages, as has formulated (10) Questions relating to this exis.

1 Is the school a key role in the weakness of academic achievement among the students of the main stages, (10) as has been formulated (10) questions relating to this axis.

2 Is the family a key role in the weakness of academic achievement among the students of the main stages, as it has been formulated (10) Questions relating to this axis.

For the purpose of achieving the objective of the study, researcher developed the questionnaire on reason for the poor academic achievement among the students of the main stages, as has been the introduction of the observation of a group of faculty members at the University of Balqa, as well as introduction of the observation of a group of teachers and administrators the basic stage of the governorate of Balqa, with respect to axes questionnaire, and consisted questionnaires from (30) items distributed to the axes of tree, namely,( the center of the student, the center of the school and the center of the family) are included as a measure of the Likert five –which is not strongly agree (1 degree), Garmuaq (2 disagrees), neutral(3 degrees) OK (4 degrees) strongly Agree(5 degrees) After ending e from the collection of questionnaires was discharged, and enter into a computer, where data were analyzed, using the program (SPSS)and extract the arithmetic mean, standard deviation, and

percentage) to identify the most important causes of poor academic achievement of students key stages. The result indicated that the reason for poor academic achievement among the students of the main stage in selected schools in the province of Al-Balqa fall under the following themes (89.60%) was the first place, followed by the school hub (79.00%).followed by the family) and the study recommends the need for attention of the hub of educational process and call for early treatment of the problems of slow and the difficulty of learning attention to the academic level.

For the purpose of achieving the objective of the study, researcher developed the questionnaire on reason for the poor academic achievement among the students of the main stages, as has been the introduction of the observation of a group of faculty members at the University of Balqa, as well as introduction of the observation of a group of teachers and administrators the basic stage of the governorate of Balqa, with respect to axes questionnaire, and consisted questionnaires from (30) items distributed to the axes of three, namely,( the center of the student, the center of the school and the center of the family) are included as a measure of the Likert five –which isnot strongly agree (1 degree), Garmuaqs (2 disagrees), neutral(3 degrees) OK (4 degrees) strongly Agree(5 degrees)

**2.11 Summary**

The title of this study is Analysis of Students' performance in West African Senior School Certificate Examination (WAEC) of Day and Boarding Senior Secondary Schools which strategically ascertain the student's performance in BirninGwari education zone. The study also calls for governments and all stakeholders in education to come to the aid of the education in the zone to ensure the provision of the conducive environment of learning for secondary School Students for better educational outcome. The essence of creating and

running secondary schools, according to FRN (2004) National Policy on Education is to prepare candidates for admission into a higher institution of learning in the country. Some factors affecting students' performance as observed in this study are managerial problem, shortage and poor maintenance of instructional materials. Indiscipline among students, lack of understanding of requiringresponse to questions, lack of adequate modern facilities, mis-spelling, ill equip of libraries and laboratory, poor inspection, poor school-community relationship, incessant strike, inadequate fund, half – bake teachers and students, poor attitude to learning among others. However, it has been observed in this study that secondary schools in BirninGwari zone do not have the required number of teachers ( both in terms of quality and quantity) this is a clear evidence in high student-teacher ratio in the schools. Similarly, personal observation has also shown that material resources are in short supply in the schools which triple the smoothness and effective teaching and learning, lack of adequate and appropriate human resources to prepare candidates for West African Examination Council (WAEC) examinations. Because of it paramount important, Federal Republic of Nigeria (2004) stated that the broad goal of the secondary education is to prepare individuals for higher education and useful living within the society he/she lives.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter discusses the research design and methodology employed by the researcher in collecting data for conducting the research. Alternatively, the research is empirical in nature. Consequently to this, comparative analysis of Students' performance in West African Examination Council (WAEC) (Boarding and Day) Senior Secondary School from rural and urban areas of BirninGwari education Zone Kaduna state Nigeria. The chapter dealt with the following headings:

1. Introduction;
2. Research Design;
3. Population;
4. Sample and Sampling Techniques;
5. Instrumentation;
6. Statistical method of data analysis; and
7. Data Collection Techniques.

## 3.2 Research Design

This research study was designed to determine and analyses the students' performance in (day and boarding) senior secondary schools from urban to rural areas in WAEC in BirninGwari education zone (2011 – 2015). The descriptive research was used for the study.

### 3.3 Population

The research was carried out in rural and urban areas of BirrninGwari local government education Zone. The population of this study include one boarding senior secondary school with 539 registered candidates, from 2011- 2015 and eight Day Senior Secondary schools with a total number of 2880 registered candidates from (2011 – 2015) in BirninGwari Local Government Education Zone in Kaduna State, Nigeria. These schools are Day and Boarding. The schools are public schools. There are single-sex and mixed schools. They offer sciences, Arts and commercials subjects. The Boarding school is located in BirninGwari metropolis that is at BirninGwari local Government Township. The researcher therefore, used the WAEC grading of candidates who score A1, B2, B3 C4, C5, C6D7, E8 and F9. Permissible credit passes in their core subject in Senior Secondary School Examination in Day and Boarding school.

### 3.4 Sample and Sampling Techniques

The sample size of this study is the total candidates' grades of eight Day Senior Secondary Schools with permissible credit passes (A1, B2, B3, C4, C5, C6, D7, E8 and F9) in their core subjects' examination in BirninGwari Education Zone. As stated above, the population of Day registered candidate under study was 2880 respectively, larger than the boarding registered candidates which were 539.

The entire public Day and Boarding Senior Secondary Schools in BirninGwari Education Zone were used for the study, which are listed below in table 3.1:

**Table 3.1: List of Day and Boarding Senior Secondary Schools InBirninGwari Education Zone (2011- 2015)**

| S/N | Names of Schools | No. Of Candidates |
|---|---|---|
| 1. | Government Secondary School Birnin-Gwari | 970 |
| 2. | Government Girls Secondary School (Bagoma) | 332 |
| 3. | Government Secondary School Kakangi. | 194 |
| 4. | Government Secondary School Randagi. | 317 |
| 5. | Government Secondary School Udawa. | 608 |
| 6. | Government Secondary School Kuyello. | 260 |
| 7. | Government Secondary DogonDawa. | 199 |
| 8. | Government Science School BirninGwari | 239 |
| | **Total** | 3119 |

Source: (BirninGwari Education Zone)

### 3.5 Instrumentation

The instrumentation used for data collection in this study was self-design inventory named Secondary Schools Academic performance inventory (SSAP1). The grades obtained by student in West African Examination Council (WAEC) result were used with particular reference to English Language, mathematics, Biology, Physics, Chemistry, Animal Husbandry, Civil Education, Geography, Home economics, Hausa language, Literature in English, Government, Islamic Studies, Christian religious studies, Agricultural Science, and Economics. Researcher categorized the subject areas to be review in the study in to five (5) namely: English Language, Mathematics, Science Subjects (Physics, Chemistry, Biology) Art and Social Science,(Economics, Government, History, Islamic Religious Studies, Christianity

Religious Studies, Languages Studies) e t c and Vocational and Technical Subjects, (Animal Husbandry, Computer Studies, Home economics)etc.

These Subjects are core vocational and non-vocational subjects in the Nigerian Secondary School Curriculum (Federal Republic of Nigeria 1998) The researcher used the boarding and day senior secondary schools results under study and percentile summary.The raw grades (A1, B2, B3, C4, C5, C6, D7, E8 and F9) were used in the study, because researcher believes that they would have provided better and arithmetic information about the students' performance of Day and boarding Senior Secondary Schools in West African Examination Council (WAEC) in BirninGwari Education Zone, Kaduna State.

**3.6 Procedures for Data Collection**

The researcher obtained a letter of introduction from the Department of Educational Foundation and Curriculum Faculty of Education, Ahmadu Bello University Zaria addressed to whom it may concern, which virtually paved way for researcher to the zonal education office BirninGwari, as well as selected sampled schools visited to access valuable and relevant information for the research purpose.The researcher visited the different institutions personally with the latter of introduction officially signed and minutes by the Director of the zone, implore the school principals to assist the researcher with valuable data and information required accordingly, which is Statistics or raw grade of students' academic performance of Senior Secondary Schools in West African Examinations Council (WAEC) in BirninGwari zone.

In this study, four methods of data collection techniques were also deployed:

Acquire accurate information about the number of senior secondary schools both day and boarding in the zone, from BirninGwari education zone office. Gathering of WAEC result

analysis sheets form (2011 – 2015) of the selected Schools.Collection of raw grades of students' performance from(2011 – 2015) West African Examination Council gazettes from some Senior Secondary Schools, for yearly analysis of student's performance in West African Examination Council WAEC from urban and rural areas of BirninGwari Education Zone. These are collected from examination officers for directive given by principals of the respective Schools.Compilation of the percentile statistics of zonal WAEC result (2011–2015) from Zonal Education office BirninGwari.

### 3.7 Method of Data Analysis

All Data collected in this study were analyzed, using simple percentage statistical tools for the data analysis, which include the following: simple percentages and mean percentile, the first one is to obtain mean score and frequency distribution tables showing the extent of the degree to measure student's performance.

# CHAPTER FOUR

# DATA ANALYSIS AND DISCUSSION

## 4.1 Introduction

This chapter presents the West African Examination Council (WAEC) results of Senior Secondary School Students from 2011-2015 in different subjects. The data collected were coded and interpreted in form of frequencies and percentages. The data was presented under the following sub-headings: introduction, answering the research questions, a summary of major findings, and discussion.

## 4.2 Answering the Research Questions

This section presents the analysis of the secondary data collected in form of frequencies and percentages in order to answer the research questions. There are five research questions answered based on English Language, Mathematics, Science Subjects, Arts and Social Sciences subjects and vocational and Technical Subjects.

**Research Question One**

What is the performance of the Day and Boarding Senior Secondary Schools Students in English language in West African Examination Council (WAEC) in BirninGwari Education Zone, Kaduna state (2011-2015)? This question was answered using descriptive statistics of frequencies and percentages. The result of the computation is presented in Table

**Table 4.1 Performance of Day and Boarding Senior Secondary Schools Students in English language**

| | **2011-2015** |
|---|---|
| **Status** | **%** |
| Boarding | 84.14 |
| Day | 15.86 |
| **Total** | **100** |

Table 4.1 presented the performance level of Boarding and Day Schools in (WAEC) in English Language from 2011-2015. The performance of Students from Boarding Schools was 84.14% and that of Day Schools was 15.86%. This showed that the Students from Boarding Schools performed better than those from Day Schools in the English Language at SSCE from 2011-2015.

**Research Question Two**

What is the performance of Day and Boarding Senior Secondary School Students in Mathematics West African Examination Council(WAEC) in BirninGwari education zone, Kaduna state from (2011-2015)? This question was answered using descriptive statistics of frequencies and percentages. The result of the computation is presented in Table 4.2.

**Table 4.2 Performance of Day and Boarding Senior Secondary Schools Students in Mathematics**

| **Years** | **2011-2015** |
|---|---|
| **Status** | **%** |
| Boarding | 86.12 |
| Day | 13.88 |
| **Total** | **100** |

Table 4.2 presented the performance level of Day and Boarding Schools in West African Examination Council (WAEC) in Mathematics from 2011-2015. The performance of Students from Boarding Schools was 86.12% and that of Day Schools was 13.88%. This showed that the Students from Boarding Schools performed better than those from Day Schools in Mathematics at SSCE from 2011-2015.

**Research Question Three**

What is the Students' Performance of Day and Boarding Senior Secondary School in West African Examination Council (WAEC) in Arts and Social Science Subjects in BirninGwari Education Zone, Kaduna state (2011-2015)? This question was answered using descriptive statistics of frequencies and percentages. The result of the computation is presented in Table 4.3.

**Table 4.3 Performance of Day and Boarding Senior Secondary Schools Students in Arts and Social Science Subjects**

| **Years** | **2011-2015** |
|---|---|
| **Status** | **%** |
| Boarding | 69.14 |
| Day | 30.86 |
| **Total** | **100** |

Table 4.3 presented the performance level of Day and Boarding Schools in West African Examination Council (WAEC) in Arts and Social Science Subjects from 2011-2015. The performance of Students from Boarding Schools was 69.14% and that of Day Schools was 30.86%. This showed that the Students from Boarding Schools performed better than those from Day Schools in Arts and Social Science Subjects at West African Examination Council WAEC from 2011-2015.

**Research Question Four**

What is the performance of Day and Boarding Students in West African Examination Council(WAEC) in Science Subjectsin BirninGwari Education Zone, Kaduna State (2011-2015)? This question was answered using descriptive statistics of frequencies and percentages. The result of the computation is presented in Table 4.4.

**Table 4.4 Performance of Day and Boarding Senior Secondary Schools Students in Science Subjects**

| **Years** | **2011-2015** |
|---|---|
| **Status** | **%** |
| Boarding | 87.73 |
| Day | 12.27 |
| **Total** | **100** |

Table 4.4 presented the performance level of Boarding and Day Schools in West African Examination Council(WAEC) in Science Subjects from 2011-2015. The performance of Students from Boarding Schools was 87.73% and that of Day Schools was 12.27%. This showed that the Students from Boarding Schools performed better than those from Day Schools in Science Subjects in Senior Secondary Certificate Examination SSCE from 2011-2015.

**Research Question Five**

How does the Students' performance of the Day and Boarding Senior Secondary Schools differin West African Examination Council (WAEC) in Vocational and Technical Subjects in BirninGwari Education Zone, Kaduna state (2011-2015)? This question was answered using descriptive statistics of frequencies and percentages. The result of the computation is presented in Table 4.5.

**Table 4.5 Performance of Day and Boarding Senior Secondary Schools Students in Vocational and Technical Subjects**

| | **2011-2015** |
|---|---|
| **Status** | **%** |
| Boarding | 69.85 |
| Day | 30.15 |
| **Total** | **100** |

Table 4.5 presented the performance level of Boarding and Day Schools in West African Examination Council (WAEC) in Vocational and Technical Subjects from 2011-2015. The performance of Students from Boarding Schools was 69.85% and that of Day Schools was 30.15%. This showed that the Students from Boarding Schools performed better than those from Day Schools in Vocational and Technical Subjects in Senior Secondary Certificate Examination SSCE from 2011-2015.

**Research Question Six**

What is the overall performance of the Day and Boarding Senior Secondary School Students across all Subjects in West African Examination Council(WAEC) in BirninGwari education zone, Kaduna state (2011-2015)? This question was answered using descriptive statistics of frequencies and percentages. The result of the computation is presented in Table 4.6.

**Table 4.6 Performance of Day and Boarding Senior Secondary Schools Students in all Subjects**

| **Years** | **2011-2015** |
|---|---|
| **Status** | **%** |
| Boarding | 79.08 |
| Day | 20.92 |
| **Total** | **100** |

Table 4.6 presented the performance level of Boarding and Day Schools in West African Examination Council (WAEC) SSCE in all the Subjects from 2011-2015. The performance of Students from Boarding Schools was 79.08% and that of Day Schools was 20.92%. This showed that the Students from Boarding Schools performed better than those from Day Schools in all the Subjects at Senior Secondary Certificate Examination (SSCE) from 2011-2015.BininGwari education zone.

There is growing body of literature from researchers and educationist which have made an attempt to examine the relationship between education management and student performance (orodor, 2014; United Nations, 2013, waweru 2014). The result revealed rather spurious relationship between (Waweru&orodor 2014) center for promoting ideas, which is clear is that educational management in secondary in schools involves the application of management principles in designing, developing, and effecting resources towards achievement of educational goals. (okumbe, 2001). This effectiveness according to UNESCO (2009) is judged by extent to which school generally meet the expectations of society within which they are established. Since independence Kenyan government has demonstrated commitment

to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurances department. It is apparent that various intertwined factors could be responsible for several cases of poor performance among secondary school students. State of art Review literature related to school base related strategies employed by school managers to improve students' academic performance has revealed mixed and contrasting range of result. Lee (2001)reported that the degree of teachers caring and interaction with students reported by both parent and teachers has a significant impact on performance. Croninger and lee (2001).found evidence that school with a common sense of purpose and strong communal organization involving collegial relationship among staff and positive adult student relationship are efficient in promoting a range of academic and social outcomes reflecting students engagement and commitment. There are factors that researcher and school system point when describing quality school and features of school that have improved in effectiveness. According tozepeda, (2004 and fullan, (1991). Such features include; commitment to success for all; flexibility and responsiveness; shared vision; climate of challenging and stimulating teaching; strong and fair displinary climate. Lamb (2007), said the most effective programmed were; poster connectedness, increasing the trust placed in students; provide task with immediate tangible benefits; make spaces within school and curricular for divers student needs. Principals in Schoolachieving high retention rateand good performance. Mukari and woods (2007)were clear that these implications should not be ad hoc. World Bank(2008), posit that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources,the capacity of school to improve teaching and learning is strongly influence by the quality of leadership provided by the head teachers. Concerted effort to improve school leadership is one of the promising

point of intervention to raise retention, the quality and efficiency of secondary education sub-Saharan Africa. In South Africa, leadership training for secondary school heads was to improve quality of education. Senegal's improvement plan (sip) created in 1996, was to encourage the interpersonal skills of Head teachers to find funding for school projects that enhance educational quality. In Kenya, all Head teachers are currently undergoing a management course at Kenya Management Institute (KEM) to improve on their management skills. According to (Willms, 2000) well managed schools contribute to educational quality and enhance retention.

### 4.3 Summary of Major Findings

The impression of some Students and parents in the notion that the Boarding Schools system be switch to de-boarding system in Nigeria will not yield a good outcome, rather reverse will be the case, even though Day Schools are legitimate on the provision of section 4, sub-section 25 of the national policy of education, in view of the findings of this study, is indicated that the performances of Boarding Schools Students is much better than performance of Day Schools Students in West Africa Examination Council (WAEC) for the years under study i.e 2011-2015

1. Boarding Students performed better than Day Students in English Language in West African Examination Council (WAEC) in BirninGwariZone Kaduna State from 2011-2015;
2. Boarding Students Performed higher than Day Students in Mathematics West African Examination Council (WAEC) in BirninGwari Zone, Kaduna State 2011-2015;

3. Boarding Students Performed much better than Day Students in Science Subjects' West African Examination Council (WAEC) in BirninGwari Zone Kaduna State 2012-2015;
4. Boarding Students performed higher than Day Students in West African Examinations Council (WAEC) in Art and social science subjects in BirninGwari Education Zone Kaduna state 2013-2015;
5. Boarding Students performed better than Day Students in Vocation and Technical Subjects in West African Examination Council (WAEC) in BirninGwari Zone Kaduna state 2014-2015; and
6. It is understood that, the internal supervision of the schools system doesn't give feedback on observation made by principals which affect teaching and learning in secondary schools.

**4.4 Discussion of the Findings**

The foregoing analysis had shown that the performance levels of students in the West African Examinations Council (WAEC) in Day Schools were low, especially with particular reference to core subjects such as English Language, Mathematics, Sciences and Home Economics from (2011 to 2015).

This revealed that there is a significant difference in the performance of Boarding and Day Students in West African Examination Council (WACE) Core subjects from 2011 to 2015 in BirninGwari Education zone, Kaduna state Nigeria. The calculated mean score showed that there was a gap between the performances of Students in West African Senior School Certificate Examination in Boarding and Day Students in BirninGwari Education Zone, from 2011 to 2015. The calculated b (for the boarding Secondary Schools) was 79.8%

which was greater than the calculated d (of the Day secondary schools) which was 20.92%. Thus, (Where b calculated > d calculated). Therefore, the Boarding Schools' performance level was greater than that of the Day Schoolsperformance.

An evaluation of the findings revealed that there was no year which the academic performance level of Day Students in BirninGwari Education Zone reached 50% in any core subject from 2011 to 2015.

This showed that the performance level of Day Students in (WAEC) examinations had been below expectation, especially in the core Subjects at the time when the yearnings and aspirations of the Federal Government are to bust and improve the education sector. This suggests that the objectives of the Secondary Education in the National Policy on Education, (FRN: 2004) which included the preparation of the students for higher education have not been fully achieved in BirninGwari education Zone, from 2011 to 2015. As it had been defined, Academic performance has been described as the scholastic standing of a student at a given time. This could be explained in terms of the grades obtained in a subject or group of subject.

However, the researcher observed that two day Schools, namely: Government Girls Secondary SchoolBagoma, Government Day Secondary School Udawa. Performed averagely in the core- subjects in West African Examination Council (WAEC) 2014, but the high scores were lost in the cumulative score percentages of the six-day Schools during the analysis because the majority of the schools under study in BirninGwari zone performed poorly in their core subjects. Even though the performance level of students in the examinations was low in the day schools, the performance of the boarding schools was better. The low level performance in the Examinations in the Day Secondary Schools in BirninGwari Zone might be attributed to what Omotoso (1992) described as poor staffing in schools, frequent and

early withdrawal of students from Primary to Secondary education, laziness on the account of many Students, poor preparation of work in respect of many teachers, societal wrong values, truancy and general indiscipline.

The low level of examination in the Day Senior Secondary Schools in BirninGwari Zone found in this study agreed with the findings of other researchers (Oke, 1992; Adeyemi, 1998; Onipede, 2003). Oke (1992) for example gave other reasons for this poor performance among Day Students. He argued that adolescents experience other problems, which affect their studies.

These include having to repeat classes and the lack of adequate knowledge in particular subjects, especially English Language, Mathematics, the Sciences and /or Vocational and Technical subjects,he then reported that the problem of failure has contributed a lot to the moral decadence of adolescents.

The low-performance level found BirninGwari zone day schools from 2011 to 2015 agreed with the findings made in previous studies (Adeyemo, 2001; Adeyegbe, 2002; Adeyemi, 2007). Adeyegbe (2002) for instance, observed a decline in students 'performance in West African Senior School Certificate Examinations in other States of the country and attributed this to the inadequacy of facilities in Schools. The study showed that boarding senior secondary schools with high standards and prescribed educational facilities did perform better than day senior secondary schools in core subjects in West African Senior School Certificate Examinations.

The researcher found out that the analysis on Tables 1 to 4 revealed that there is a significant difference between being boarding students and being day students.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

In this chapter, the summary presents the highlight of the major findings base on the research objectives and questions that guided the study. Meanwhile, the researcher also makes recommendations that may likely consider as possible remedies to identified problems of the study, as well as an area for further research and contribution to knowledge.

## 5.2 Summary of the Study

Education is a bedrock and fundamental of success/ achievement of every nation, state or even an individual person. It is also a foundation towards higher knowledge in tertiary institutions. Unfortunately, the voices were bitterly heard over the persistent menace of poor performance of Secondary School Students in public Examinations. Therefore, this study examined the 'Students 'performance in West AfricanExaminations Council in Day and Boarding Secondary Schools in BirninGwari Education Zone Kaduna State Nigeria (2011-2015): the Implication for Educational Management. The study ascertains the relationship in the performance of Day and Boarding Senior Secondary Schools in BirninGwari Zone. Descriptive research was used for the study; the study population comprises of all eight (8) Day Senior Secondary Schools and one Boarding Senior Secondary School of BirninGwari Education Zone, Kaduna state. Meanwhile, then researcher used WAEC grading of candidates who scored A1-C6 permissible credits passes, in Senior Secondary Examination of Day and Boarding Schools that produced candidates for West African Examination Council (WAEC) in the last (5) Years. The objectives of the study were

addressed with six research questions ranging Students Academic Performance in West African Senior School Certificate Examination in English, Mathematics, Sciences, Economics, Geography, History, Home economics, and implication of student's performance in educational management in BirninGwari Education Zone. The instrument used for data collection for the Study was a researchers' inventory, titled Secondary Schools Academic Performances Inventory (SSAPI).

Researcher had encountered some problems during the research, which some are among the following; the first challenge threatening me was the voice to be use on how the school principals will be convince to grant me a permit to their respective examination officers (E O) to provide a copies of their yearly Students Examination analysis copies on West African Examination Council (WAEC) for a consecutive five years i e. from 2011-2015, some viewed my request as illegal, even though I presented my introductory latter which entails the direction and endorsement by the zonal Director which at the end clear the air. However, financial constraints found to be a barrier when I personally embark on visit each an every School, as most of the Schools situated far away from BirninGwari metropolis.

**5.3 Conclusions**

Considering the findings of this study, It was concluded that:

1. The performance level of Boarding Students in West African Senior School Certificate Examination (WAEC ) in core Subjects from 2011-2015 in BirninGwari Education Zone was better than the Day Students in the Zone. This implies that, the Day Students performance was poor and not encouraging for these years under study 2011-2015.

2. The findings, however, revealed that many students from, Day Secondary Schools in BirninGwari Zone might not be qualified for admission into higher institutions in the country since they were unable to obtain a required credits/grades in core subjects for their various disciplines/professions of study in tertiary institutions.
3. Similarly, the Findings showed that, there were few Day Secondary Students that would have no option rather than to concentrate on their reading, since they agreed that it was their pertinent at that time which enable them scored their grades as indicated.
4. It is understood that parent's role on Day Secondary School Students constituted a significant factor for the differences in their academic performances, otherwise Day Students should have performed well like their Boarding counterparts.
5. Thus, the study also showed that' good academic performances of Students in West African Senior School Certificate Examination (WAEC ) in core Subjects from 2011-2015 in BirninGwari education Zone was correlated with being Boarding Students.

Base on the research findings, researcher finally suggest that there should be good interpersonal relationship between students and teachers to bring about better climate conditions for good outcome in Nigerian Secondary Schools, it is predictable suffice to say that the success of any formal organization like Schools, depends largely on the quality of leadership, qualified and confident teachers required, class size, availability of instructional materials and output from supervision of human resources available.

Leadership, therefore, influences the outcome to be achieved and how it is pursed within the School.

## 5.4 Recommendations

On the basis of the findings and conclusions, the study recommends that:

1. The state ministry of education should constitute an investigative committee to find out the immediate and remote cause of low performance of students in English language, and Mathematics in Day secondary schools in BirninGwari education zone.
2. The state ministry of education should spell out measures that help in minimizing the wider gap existing in performance of Day and Boarding secondary school students in BirninGwari education zone Kaduna state.
3. The ministry of education should employ more technical and vocational teachers to improve the performance of secondary school students in technical and vocational subjects in BirninGwari education zone in particular and Kaduna state.

## 5.6 Suggestions for Further Studies

The instrument used and described in this study can be used as research tools through which the relationship and/ or significant differences between Boarding and Day Students academic performances. It is suggested that other related research which this study did not cover. Such as;

1. The contributions of Parent Teachers Association (PTA) and School Base Management Base Committee (SBMC) to the development of education in BirninGwari education zone, Kaduna state, Nigeria.

2. Investigation into the causes of poor academic performance among Secondary School Students in external Examinations in BirninGwari Education zone, Kaduna State Nigeria.

## REFERENCES


Abunmurah, k, (2006) *Classroom management and Organisation.* Jaffa House for publishing and distribution, Jordan, Amman: printing press.

Aderounmu.A.OAworanti O.A. and Kasali.J.A (2007).*Science, and Technology Mathematics (STM) Education for Sustainable Development. Effects of Learning Resources on Students' Performance: A Study of Five Government Technical College of Oyo State, 110 Nigeria from 2000 - 2005. In Uchenna (Ed.) Proceedings of 50th Annual Conference of Science Teachers Association of Nigeria 52 - 57*

Adieza, .A (2011) *Avoiding a repeat of mass failure in subsequent* WEAC/ NECO Examinations (online) Available: at http://www.peoples-daily online.com/news /Education (retrieved on 24-02-2017.)

Ajayi, K.O. (2011) Mock Examination Results as a Predictor of Students‘ Performance in Senior Secondary School Certificate Examination Results in Ogun State, Nigeria: European Journal of Scientific Research Vol. 49 No. 3 (2011), pp. 421-425. http://www.eurojournals.com/ejsr.htm

Ajayi. K. O. (2011) Examination result as a predictor of Students performance in Senior Secondary School Certificates Examination Result in Ogun State, Nigeria: European Journal of Scientific Research Vol. 49 No.3 (2011) pp.421425 http:/www.euro, Journals.com/ejsr.htm.

Akhadelor, S.S. (1979) Don‘t Abolish Boarding Schools, Daily Times, 27th October, p.13.

Akintade, B. O. (2011*) Considering the Determinants of Selecting Geography as Discipline*: The Case Of Senior Secondary School Students In Ilorin, Nigeria in OzeanJournal of Social Sciences 4(3), 2011 131:Ozean Journal of Social Sciences. Albert, B. Views on Boarding Schools in Nigeria. Paper presented at Speech and Prize Giving Day of G.S.S. Malumfashi 12 June 1983.

Akinyemi, S.K and Ajayi K. (EDS), *Nigeria Education; Trends and issues,* Ile Ife. University

Akuezuilo, E. 0 (1997).:Awka:NuelCenti (Nig) Publisher.

Andrew, J C. (1998).Schooling and literacy overtime.Research in the Teaching of English.pp 30, 311 - 327

Ango, M. L. (1990) *Basic Science Laboratory*. Jos: Ehindero Publishers Ltd.

Anih, (2002).*Fondamental of Technical thinking in Education,* Enugu Snap Press Ltd.

Anikweze, C. M. and Maiyanga, A.A. (eds.): *Teacher Education an Imperative for National Development.* Kaduna: NCCE Publications.

Anikweze, C.M.( 2009*). Simplified Approach to Educational Research*. Snap Press Ltd.

Ashikhia, D. A. (2010).*Students and teachers' perceptions of the causes of poor academic*

Asiya, (2006).An Appraisal of the Adequacy of the Physical Resources Available for Teaching Chemistry in Senior Secondary.InUchenna (Ed.) Proceedings of the 47th Annual Conference of Science Teachers Association of Nigeria. P 73 - 76

Awoyemi, M. O. (1986). Teacher Characteristics and Teacher Effectiveness in Selected Secondary Schools in KwaraState.Unpublished PhD Thesis.The University of Ilorin.

Ayo, L. Banjo. J. Bigson (1985) Developmental English Spectrum Book limited Ibadan. African Journal of Educational Studies in Mathematics and Sciences vol. 3.2005Journal of Educational research and development. vol. 9. 2015. Ahmadu Bello University Press limited, Zaria.

Balogun, T. A. (1985). Interest in Science and Technology Education in Nigeria. Journal of

Beeby, C.E. (1986). The States of Growth in Educational Systems.In S.P Heinemann and D.S. White (Eds).Education and Economic Development Washington, D.C. The World Banks, P. 37-44. Bello, (16th march,1981) Establishment of Day Secondary Schools in Nigeria. A publiclecture given during the Press week of A.T.C Zaria. Charles, C. (1998*). Introduction to Educational Research*. San Diego: Longman. press.

Bloom, B, (*Research methodology and statistics* 1974).*Taxonamy of Educational Objectives, Handbook: Cognitive Dormain.* London: Longman Company Limited.

Bressler, M. (1991). A teacher reflects. Princeton Alumni Weekly.93 (5), p 1 -14.

Bruce, H. C. & Neville, P (1979).*Evaluation in education.* Oxford: Pengamon Press.

Busari, I. Zulqarnain.(2013). *Analysis of Objective Test Items in the Arabic Language in National Examination Council' Senior Secondary School Certificate Examination in Nigeria,* M.ED Dissertation University of Abuja Loister Ltd.

Chediel, R. W. Sekwao, N. &Kirumba, P. L. (2000).Private and Community Schools in Tanzania mainland. Paris: UNESCO IIEP.

Cirfat, A. B. &Zumyil, C. F. (2000). Resource Utilization in Biology Teaching at Secondary

Coady, D. & Parker, S. (2002). Cost-Effectiveness Analysis of Demand and Supply of Education Intervention: The case of PROGRESSA in Mexico. Washington D.C: World Bank.

Coleman, O.U. American Journal of Education Vol. 91 No. 1 November 1983.

Collette, A. T. and Chiapetter E.L (1980*), Science Instruction in Middle and Secondary School*, Boston: Allyn and Bacon, Inc.

Creswell, J. W. (2003*). Research Design: Quantitative, Qualitative and Mixed Method Approaches*. London: Sage Publication Thousands Oaks.

Cuttance, P. (1992).Evaluating *the Effectiveness of Schools. In D. Reynolds & P. Cuttance(eds.), School Effectiveness,* Research, Policy and Practice (pp. 71 - 95). London: Cassel.

Daramola, S. 0. (1992) *Research method and statistical analysis in education.*Ado-Ekiti.Petoa Educational Publisher

Drever, J. (1981). *The penguin dictionary of psychology.* Middle sex: Penguin Books Ltd.

Dumber,C. (2004) *Best practice in classroom management*, Mechigan Ml: Mechigan, State University.

E.H. Carr: (1961); *what is history?*Cambridge University Press London.

Eya,Dauda (2015) *Trends analysis of Students' mathematics performance in WAEC 2004-2013.*Nasara Printing Press.

Fafunwa, A.B. (1974).*History of Education.* London: George Allen and Urwin. Exam Ethics Project (2003).Education with Learning Character. Lagos: Author http:www.nigeriabest form.com/general/topic-mass failure in-weac-a---

Gene, V. G (1994). Education policy analysis archives. Electronic Journal, 2.(10), p. 18-29.Howard, W. (1994). On the academic performance of New Jersey's public Schoolchildren (4th ed.). Eight Grade Mathematics in 1992. Educational Policy Analysis Archives, 2(10), PP. 229 -311,

Harold, S. Shin-Yin L.&James.S. (2000).Review of academic performance of American children. Science Magazine, 17, 6899. Illinois School Report Card Kingsley Elementary School (1999). Standard achievement and goal assessment program.EMS Home.

Horne, R. (2000), *The performance of males and females in School and tertiary education,* Australian Quarterly, 72 (5/6) PP, 21-26. Human Rights and Equal Opportunities Commission. (2000), Emerging Themes: National Inquiry into Rural and Remote Education, HREOC, In, Sydney. Jensen, B. and Seltzer, A. (2000,) Neighbourhood and family effects in educational progress The Australian Economic Review, 33(1), 17-31.

http://www.waecnigeria.org/news.com(May 7, 2012).Tuckman, B.W. (1975).*Measuring Educational Outcomes, Fundamentals of Testing.* N.Y. Harcourt Brace Jovanovich, Inc.

http://www.waecnigeria.org/news.com(May 7, 2012). West African Examination Certificate(2010). Press Release–WAEC Results. [online]. Retrieved from: http://www.waecnigeria.org/news.com (May 7, 2012). West African Examination Certificate (2011).Press Release – WAEC 2011/2012 Results Released. [online]. Retrieved from:

Jimoh, S. A. (1998). Educational research in Nigeria: Some local forces inhibiting progress and the way forward,*llorin Journal of Education,* PP. 18,213-220. Lawrence, C. S. (1998*). Review of the manufactured crisis*. ACC-VE 2001.

Kemp, D (2000), Opening address Educational attainment and labour market outcomes, factors affecting boys and their status in relation to girls, Australian Quarterly, 72(5/6), 15-20. Khoo

Mark, G. &Arnley, J. (1999).*School achievement and labour market outcome Australian National University* - Center for Economic Policy.Ugam. Ltd

*Mathematics (S T M) Education for sustainable developmen*t.

Audu. Yusuf a Lecturer in the Department of Curriculum Studies and Educational Technology, University of Ilorin. In, Friend, M. & Cook, L. (2000).*Interactions: Collaboration Skills for School Professionals.* New York: Addison Wesley Longman.

Mueller. A. T. (1992). Outcome based education. Westminster Education Week September. http/www.evergreen.edu/user/stuaduhb/evalacad.htm (25/6/01). Northern Michigan University (1993).*Plan for assessing Students and achievement in liberal studies.*NCA Concern 2.

Nwana, O.C. (2007*). Educational Measurement for Teachers*. Lagos: Thomas Nelson (Nigeria). Ltd.

Nwosu, D. (1996). *''Education for excellence and national development through production of development-oriented teachers''* in Lassa, P.N; Macmillan (2007). English Dictionary For Advanced Learners, United Kingdom of Ife press limited. (2009)

OECD (2013) *Synergies for Better Learning:* An International Perspective on Evaluation and Assessment, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing. http://dx.doi.org/10.1787/9789264190658-en

Ogunbanwo, RoselineAbiola, (2014) *Analysis of Students' Performance in West African Senior Certificate Examinations in Boarding and Day Secondary Schools in Kano Metropolis, Nigeria* (2005-2011) M.ED Dissertation A.B.U, Zaria

Oloo, M. A (2003). Gender Disparity in Students' Performance in KCSE in Mixed Day Secondary Schools in Migori District Kenya. Unpublished Masters of Education Thesis, Maseno University, Maseno Kenya.

Omale, A.A. (1981). Please retain boarding system, Nigerian Standard, August 19, p.4.

Oni, J.O. (1992). Resource and Resource Utilisation as Correlates of School Academic Performance.Unpublished PhD Thesis, University of Ibadan.

Owoeye, J.S. (1991). A Study of the Relationship between Class Size and Educational Quality in OndoState.UnpublishedM.Ed Thesis, University of Lagos.

Pellegrino, J., Chudowsky, N., & Glaser, R, Eds. (2001). *Knowing what Students know: The Science and design of educational assessment.* Washington DC: National Academy Press.

*performance in Ogun State Secondary Schools (Nigeria): Implication for counselling for national development.*Retrieved on 22-11-2017.http://www.eurojournal.com/ejss on August 28th, 2010.

Ramsey, W. (1998). Prototypes and Conceptual Analysis, in DePaul, M. & Ramsey, W. (eds.) Rethinking Intuition: *The Psychology of Intuition and Its Role in Philosophical Inquiry,* Lanham, MD: Rowman& Littlefield, pp. 161-177.

Results. [online]. Retrieved from:

Richard, R. (2000). *The way we were: The myths and realities of Americas Student achievement.* Economic Policy Institute/acs - VT 2000.

Rowtree, D.S.(1987). *Assessing Students*: *How shall we know them?* New York: Nicholas Publishing Company.

School: A Case Study of Central Senatorial Zone of Plateau State. Akale (Ed.) Proceedings of 41st Annual Conference of Science Teachers Association of Nigeria. 134 - 137.

Science Teachers Association of Nigeria. 23 (1 and 2),P. 92-99

Shekarau, I., (1995). Boarding and De-boarding: Which Way forward in the Educational System of Kano State, A commissioned paper presented at a public symposium organized by the Kano State Educational Development Mobilization Committee, 11thMarch.West African Examination Certificate (2009). Press Release – WAEC May-June 2009 SSCE

Simpson, J. A. & Weiner E. S. C. (1989).*The oxford English dictionary* (2nd ed.) vol. 1. Oxford: Clarendon Press.

Singer, J. (1999). *Opinion gap: Measuring Public School Academic Performance.* ACS - VT 2000.

Soltis, J. (1985).*An Introduction to the Analysis of Educational Concepts.* (3rd ed.) Lanham, MD. University Press of America.

Steve. U. (2000).*Measuring academic programme, performance and accountability.* Florida. Macmillan

Theodore, E. W. JR (1995).*Academic achievement in the Home and School.* Gazelle Publication (pp. 25 - 26)

Thustone, L.L. (1992) The criterion problem in personality research, psychometric laboratory Report, No.78. Chicago: University of Chicago, 1952.

Tony, S (1999, January 19). The test under stress. The New York Times, pp. 30. U S.A Today (2000, September 20) NCAA foundation: Academic Award MBP.

Wessel, J. (1991). Outcome base culture http:/www.south.wind.net/- educate/obecrithml. (12/3/2001).

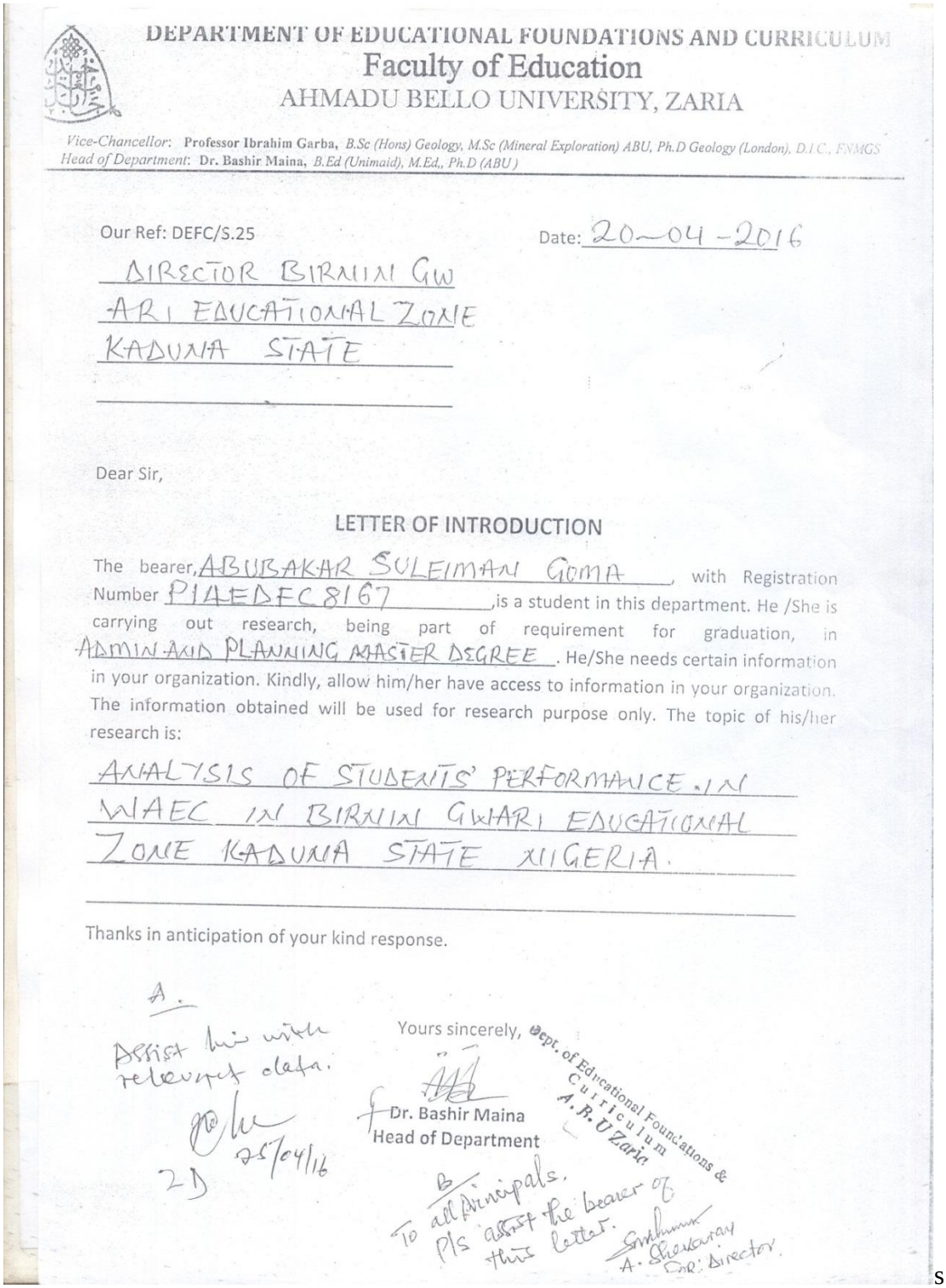
West K. (1995).The criterion problem in personality research, Psychometric laboratory Report, No. 88.Chicago; University of Chicago, 1982.

Wilson, J. (1972*) Philosophy of Education Research*. London: National Foundation for Educational Research in England and Wales (NFER).

Yoloye E.A. (1982). Evaluation of the Nigeria Educational System, *Nigeria Educational System Forum.* A.B.U.Vol.5 No.1

## APPENDIX 1

## Letter of Introduction



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

*Vice-Chancellor*: **Professor Ibrahim Garba,** *B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
*Head of Department*: **Dr. Bashir Maina,** *B.Ed (Unimaid), M.Ed., Ph.D (ABU)*

Our Ref: DEFC/S.25 Date: 20-04-2016

DIRECTOR BIRNIN GW
ARI EDUCATIONAL ZONE
KADUNA STATE

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ABUBAKAR SULEIMAN GOMA, with Registration Number PIAEDFC8167, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in ADMIN AND PLANNING MASTER DEGREE. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ANALYSIS OF STUDENTS' PERFORMANCE IN WAEC IN BIRNIN GWARI EDUCATIONAL ZONE KADUNA STATE NIGERIA.

Thanks in anticipation of your kind response.

A.
Assist him with relevant data.
25/04/16
2)

Yours sincerely,
Dept. of Educational Foundations & Curriculum A.B.U Zaria
Dr. Bashir Maina
Head of Department

B/
To all Principals.
Pls assist the bearer of this letter.
A. Shekwaray
Dir: Director

S