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FACTORS ACCOUNTABLE FOR POOR ACADEMIC ACHIEVEMENT IN JUNIOR SECONDARY SCHOOLS IN ENUGU NORTH LOCAL GOVERNMENT AREA

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Abstract: *The objective of this study is to determine the factors accountable for poor academic achievements in junior secondary schools in Enugu North local government area. The research design for the study was survey. The population includes 761 teachers from 9 public secondary schools in the area, out of which a sample size of 120 was drawn at random. A close-ended questionnaire was used as the instrument of study. This instrument was validated by two experts. The test re-test method was used to test for the reliability of the instrument and data obtained was used to compute the reliability coefficient using the Pearson Product moment coefficient which gave a result of 0.87. The mean statistic was adopted as the method of data analysis. Findings revealed that factors contributing to poor academic performance are governmental factors: Inadequate Financial Allocation, unavailability of teaching aids, Lack or Inadequacy of Facilities/Materials, inadequate learning environment, class size and teachers' qualification. With these factors in place, the problem of poor academic performance will be on the rise, while school factors that affect the students in junior secondary schools, are poor teaching methods causes students to lose interest to the lesson, unavailability of teaching aids makes the lesson much more difficult to understand, unmotivated peer groups reduces the student's study habit and causes un-seriousness, inadequate learning environment and improper class size makes the students to lose concentration from the lesson, teachers with poor qualification cannot adequately and effectively teach the students to the required standard. The study recommended the Policy makers should consider as a matter of priority the issue of increased funding of secondary education in Nigeria to ameliorate problems facing academic performance in secondary schools.*

Keywords: Concept of Academic Performance Concept and Principles of Learning, Factors Responsible for Poor Academic Performance in Junior Secondary Schools



Introduction

Education is regarded, globally, as a potent instrument for introducing and sustaining social change in human societies, as well as shaping its destiny. Apart from serving as a vehicle for enhancing upward social and economic mobility, education is regarded as a key to social reconstruction (Ukeje, 2008), and an instrument for conserving, transmitting and renewing culture (Erder, 2016).

To educate the mind is to liberate it from the shackles of fear, prejudice, ignorance, superstition etc, and to develop a free, independent and responsible citizenry. Knowledge, attitude, skills and aspiration changes through education constitute blocks for human capacity building. Education is, however, loathed in primitive societies where it is believed that learning brings disobedience and heresy into the world.

Education is a life-long socialization/interaction process (Igbo 2013; Schaefer, 2017) through which social norms, values and cultures are learned, shared and transmitted from generation to generation. As explained by Haralambos and Heald (2006), social norms are guidelines which define acceptable and appropriate conduct or behavior (safety regulations, hygiene, dress code etc) in particular situations, while values define what is good and desirable, as well as what is important, worthwhile and worth striving for (achievement, honesty, etc). Culture is a way of life of a society and its members including ideas, habits and way of life of members of the society.

Education imparts knowledge, teaches skills, and instills attitudes to the recipients. Imparting knowledge means putting across facts, current thinking, theories, principles or laws; teaching skills is imparting practical skills, comprehension and ability to see implications or solve problems; instilling attitudes include inculcating

tolerance, open-mindedness, scientific detachment and healthy skepticism (Nwankwo, 2019). These are requisites for social integration, performance of productive tasks, and for effecting national development (FRN, 2004). The realization of the objectives of education requires effective management and administration of the factors required for the achievement of efficiency in education.

The role that education is expected to play in a society is multi-faceted. It is expected to build the character of the learner, to get him informed about what is worthwhile, socially acceptable, desirable and purposeful about himself, his environment and society. It is also expected to make the individual worth living and worth living with (Oguejiofor and Obiakor 2020). Education is not only a social service, but an instrument of political socialization that informs the learner as to his privileges and basic human rights (Ikediugwu, 2019).

The focus of this study is secondary school education. Secondary education is the stage following primary education. It is generally the final stage of compulsory education. In some country, it is a period of compulsory and a period of non-compulsory education. Secondary education is characterized by transition from the typically compulsory education to selective education for adult.

The content and philosophy of Nigeria education must reflect the past, present and drive into the future of Nigeria society in term of the role the individual is expected to play in the present national building process (Vision 20:2020) Education is the best legacy given to a child; it is the producer of human capital. It is the truth of existence and centre of life. Every human-being depends on education for truthful, peaceful and wise co-existence. It has witnessed active participation by non-governmental agencies, communities and individual as well as government parastatals in order to bring



education to the country. Education is an instrument for national development, it fosters on the worth and development of individual to be self-reliant, just and building egalitarian society (Federal Republic of Nigeria [FRN] 2004). According to statistics, academic performance among secondary school students has been on the decline since the end of civil war in 1970. The decline is mostly affecting secondary schools in Enugu North Local Government Area.

The efforts of the Nigerian government in highlighting the importance of most subject like mathematics study in schools by making it compulsory for all students and in addition to the efforts of Mathematics Association of Nigeria (MAN) towards the development of mathematics, student still perform poorly in this subject in both internal and external examination.

Obodo (2004) highlighted on this by saying that “A teacher achieves this concentration by beginning the lesson in an officious manner with respect to awaking the interest of students and sustaining it through skillful instructional management. In most cases, teachers fail to observe this skillful instructional management and the obvious result is that the more the teacher teaches, the more confused the student will be and the deeper the aversion and fear for the subject.

Children need to understand spoken and written expression which involves mathematical concepts and number relationship. They must be able to solve problems involving addition, subtraction, multiplication and division.

Consequently and currently in Nigeria, students are allowed to study some course on gaining admission into universities because of their poor performance in West African School Certificate Examination (WASCE) or National Examination Council (NECO). In consonance, this study will look into the lapses to the government,

curriculum develops, textbooks, publisher, teachers and students, families and their members at large and others involved in the education sectors. The constraints in poor achievement in post primary school, as an adage has it “A problem identified is halfway solved” it implies that knowing the constraints will be of immense help in solving it.

According to Nwankwo (2019), “Learning is the human activity which least needs manipulation by others” this means that everybody is endowed with the ability to learn but an expert (a qualified teacher has to manipulate the endowment, otherwise it becomes disused). Teaching and learning post primary school is not exceptional.

One of the primary objectives of administration in any organization is coordinating the efforts of people towards the achievement of the goals of that organization. In school administration, the primary aim is to improve teaching and learning. The Federal Ministry of Education in the National Policy on Education 1977 (revised, 1981, 1998 and 2004), introduced the 6-3-3-4 system of education. This new system of education emphasized the school administrator’s role in relation to teachers and students development. Our attempt to universalize primary education under UPE in 1955 and 1976 and the UBE scheme introduced in 1999 boosted enrolments in primary and secondary schools. Nwagwu (2002) observed that while the total number of secondary school population was 4.2 million in 1996/97, the population for the JSS classes alone in 2000/2001 was about 6.9 million. Therefore, total number of children in Nigerian primary and secondary schools in 2002/ 2003 academic year was about 27 million (Nwagwu, 2002). This increase in population has necessitated also increase in teaching and non-teaching staff over the years.

In the school system, both students and personnel functions are performed by school administrators with a



view to achieving the goals and objectives of the school. The objectives of school personnel management are: to plan and direct activities necessary to select and assign the best qualified individual staff and students; to provide opportunities for the growth in service for these individuals; and to maintain good interpersonal relationships (Orubuloye 2006).

The primary objective of the school system, according to Nwagwu (2008), is “to ensure effective teaching – learning process. For this objective to materialize, the school head (The Head Teacher) must be able to plan, organize, direct, coordinate and control the activities of the staff and students in an atmosphere devoid of persistent and unresolved conflicts. To this end, there is need for clear-cut policy concerning staff relations, duties and functions and most importantly, motivation in terms of remuneration and other staff welfare oriented policies”.

In Nigeria educational institutions, teachers are very vital if the objectives and aims of education as stated in National Policy on Education are to be achieved. Nwankwo (2019) emphasized the importance of teachers’ job performance when she observed that school teachers are the principal instruments in awakening the child to cultural value, in preparing the child for his or her later professional training and in helping him/her adjust normally to his environment. Ololube (2006), posited that teachers are the most important group of professionals for our nation’s future. In any educational institution, it is the work of the teachers that determines the degree of success or failure in the institution’s effort to achieve its goal of integrating morality and learning. The teacher is the vehicle through which the subject matter is presented to the students.

School environment which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, accessories planning, the teachers as well as the students themselves are essential in teaching-learning process. The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

The physical characteristics of the school have a variety of effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates (Frazier, 2002 Lyons, 2001; and Ostendorf, 2001). These factors can adversely affect student behavior and lead to higher levels of frustration among teachers, and poor learning attitude among student.

Beyond the direct effects that poor facilities have on students’ ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students including poor concentration and hyperactivity, lethargy, or apathy, creates a stressful set of working conditions for teachers. Because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of students.



Concept of Academic Achievement

Academic performance continues to be a major concern amongst academicians, researchers and policy makers. Strictly speaking, the persistent poor performance especially in quantitative courses is alarming. In this regard, the marketability of graduates is put on the line, as such, something needs to be done to correct this phenomenon. Most studies have tended to focus on investigating academic performance in general (Barnard, 2004; Roberts, 2007; Shafiq, Farooq, Chaudhry, and Berhanu, 2011). Others that have examined performance in individual courses concentrate on performance in mathematics (Maliki, Ngban & Ibu, 2009), thus paying less attention to other quantitative courses at university level such as statistics, quantitative techniques, accounting and financial management. Nevertheless, extant literature highlights a number of factors that affect students' characteristics and their environment, teacher characteristics and background, teaching style and materials. In addition, academic performance is widely measured in terms of grades and test scores (Kingdon, 2006; Rockoff, 2003). Considering all the possible variables that explain academic performance in general, this study focuses on learning environment and attitude towards quantitative courses at university level. In the next section, we present a brief discussion of previous studies.

Concept and Principles of Learning

Learning is not necessarily an outcome of teaching. Cognitive research is revealing that even with what is taken to be good instruction, many students, including academically talented ones, understand less than we think they do. With determination, students taking an examination are commonly able to identify what they have been told or what they have read; careful probing, however, often shows that their understanding is limited

or distorted, if not altogether wrong. This finding suggests that parsimony is essential in setting out educational goals: Schools should pick the most important concepts and skills to emphasize so that they can concentrate on the quality of understanding rather than on the quantity of information presented.

What students learn is influenced by their existing ideas people have to construct their own meaning regardless of how clearly teachers or books tell them things. Mostly, a person does this by connecting new information and concepts to what he or she already believes. Concepts—the essential units of human thought—that do not have multiple links with how a student thinks about the world are not likely to be remembered or useful. Or, if they do remain in memory, they will be tucked away in a drawer labeled, say, "biology course, 1995," and will not be available to affect thoughts about any other aspect of the world. Concepts are learned best when they are encountered in a variety of contexts and expressed in a variety of ways, for that ensures that there are more opportunities for them to become imbedded in a student's knowledge system.

But effective learning often requires more than just making multiple connections of new ideas to old ones; it sometimes requires that people restructure their thinking radically. That is, to incorporate some new idea, learners must change the connections among the things they already know, or even discard some long-held beliefs about the world. The alternatives to the necessary restructuring are to distort the new information to fit their old ideas or to reject the new information entirely. Students come to school with their own ideas, some correct and some not, about almost every topic they are likely to encounter. If their intuition and misconceptions are ignored or dismissed out of hand, their original beliefs are likely to win out in the long run, even though they



may give the test answers their teachers want. Mere contradiction is not sufficient; students must be encouraged to develop new views by seeing how such views help them make better sense of the world.

Progression in learning is usually from the concrete to the abstract. Young people can learn most readily about things that are tangible and directly accessible to their senses—visual, auditory, tactile, and kinesthetic. With experience, they grow in their ability to understand abstract concepts, manipulate symbols, reason logically, and generalize. These skills develop slowly, however, and the dependence of most people on concrete examples of new ideas persists throughout life. Concrete experiences are most effective in learning when they occur in the context of some relevant conceptual structure. The difficulties many students have in grasping abstractions are often masked by their ability to remember and recite technical terms that they do not understand. As a result, teachers—from kindergarten through college—sometimes overestimate the ability of their students to handle abstractions, and they take the students' use of the right words as evidence of understanding.

People learn to do well only what they practice doing. If students are expected to apply ideas in novel situations, then they must practice applying them in novel situations. If they practice only calculating answers to predictable exercises or unrealistic "word problems," then that is all they are likely to learn. Similarly, students cannot learn to think critically, analyze information, communicate scientific ideas, make logical arguments, work as part of a team, and acquire other desirable skills unless they are permitted and encouraged to do those things over and over in many contexts.

Effective learning by students requires feedback. The mere repetition of tasks by students—whether manual or

intellectual—is unlikely to lead to improved skills or keener insights. Learning often takes place best when students have opportunities to express ideas and get feedback from their peers. But for feedback to be most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again—a requirement that is neglected, it is worth noting, by most examinations—especially finals.

Expectations Affect Performance: Students respond to their own expectations of what they can and cannot learn. If they believe they are able to learn something, whether solving equations or riding a bicycle, they usually make headway. But when they lack confidence, learning eludes them. Students grow in self-confidence as they experience success in learning, just as they lose confidence in the face of repeated failure. Thus, teachers need to provide students with challenging but attainable learning tasks and help them succeed.

What is more, students are quick to pick up the expectations of success or failure that others have for them. The positive and negative expectations shown by parents, counselors, principals, peers, and—more generally—by the news media affect students' expectations and hence their learning behavior. When, for instance, a teacher signals his or her lack of confidence in the ability of students to understand certain subjects, the students may lose confidence in their ability and may perform more poorly than they otherwise might. If this apparent failure reinforces the teacher's original judgment, a disheartening spiral of decreasing confidence and performance can result.



Factors Responsible for Poor Academic Performance in Junior Secondary Schools

The academic performance of students in the secondary school is associated with many problems:

Inadequate Financial Allocation: The financial allocation (impress) to secondary schools is far below the needs of the school. Consequent upon this, the provision of consumables such as chalk, broom, cutlasses etc. are greatly hampered. Minor repair works also suffer consequent upon this inadequacy.

Conflict among Teachers: Conflict is inevitable in every social organization. Although, measures can be preventing its occurrence, it hampers management when it occurs inevitably.

Lack or Inadequacy of Facilities/Materials has the potential to hamper effective personnel management in the school. When facilities are in bad condition or grossly inadequate, it reduces the effects or weight of instruction as little or nothing can be done when facilities / materials to work with are not available.

Poor Remuneration could be a source of management problems. Poor remuneration tends to reduce the effort or contribution or commitment of individual staff to the objectives of the school. This is in the line with Vroom's theory of motivation.

Lack of Relevant Training and Induction Courses in the area of personnel management makes the task more challenging for school principals.

Classroom Strategies

Numerous classroom specific strategies have been researched for effectiveness in closing the poverty achievement gap. Ikediugwu (2019) researched variations in classroom instruction for the purpose of locating specific instructional techniques which are effective in teaching literacy to at-risk children. Oguejifor and Obiakor (2020) determined that a key to

closing the poverty achievement gap was to assess students through multiple avenues to go beyond standardized testing to include voluntary reading data, holistic assessments of real reading and writing, surveys of parental satisfaction, and an analysis of the progress of all individuals toward academic goals. Ikediugwu (2019) suggest that student learning is affected by three major factors: The school environment, the home or community environment, and the policies of the district and state. A thorough understanding of these factors is vital to closing the poverty achievement gap.

The school environment can encourage or stifle learning Nwankwo, (2019). Effective schools coordinate cross-curricular activities to provide a connected, meaningful curriculum. This effort requires collaboration among teachers and staff led by an effective leader to organize and maintain the effort. Nwankwo (2019) suggests that instructional techniques and materials must be effectively described providing an interrelationship between curriculum and skills which requires careful planning between teachers and administrators.

Family and Community

Student achievement, particularly for at-risk students, is affected by the values and beliefs of the family and community (Ikediugwu, 2019). Some families and communities, particularly in poverty stricken areas, do not value or understand formal education. This leads to students who are unprepared for the school environment. In addition, this leads to misunderstandings regarding student actions and speech by teachers due to variations in norms and values. Effective instruction will allow students to use their own life experiences as a starting point for instruction while adapting instruction to the culture of the students. Teachers should encourage active participation in learning by all students in the classroom in order to encourage at-risk students. Schools must



create a partnership with parents seeking to involve parents, particularly those of at-risk students, in the school process while providing tips to parents for assisting students in becoming academically successful. Through research conducted by Bergeson (2016), the need to create stronger, better partnerships between schools, families, and communities while providing better intervention programs for students struggling with exceptional outside barriers was evident. Redman (2013) suggests that one technique for creating a positive relationship with parents is through the sharing of positive comments about the student with the parents, particularly for at-risk students. The positive comments about their children helped the parents to feel accepted in the school environment which is typically a large barrier for families living in poverty (Redman, 2013). In turn, the parents were more willing to help with school related activities both in the school and at home, thus creating a partnership between parents and school (Redman, 2013).

Research Questions

The following questions therefore guides the researcher

1. What are the governmental factors that militate against effective learning in junior secondary schools?
2. What the school factors that affect effective learning in junior secondary schools?

METHODOLOGY

Research Design

The research design for this study was the survey research design. This research design approach is concerned with drawing up a set of questions on various subjects or on various aspects of a subject to which selected members of a population are requested to react (Enebe 2012).

The area of study selected by the researcher includes all the public/government owned secondary schools in Enugu North Local Government Area.

The population of this study consists of teachers in public secondary schools in Enugu North Local Government Area. The population, according to the census figure released by the Post Primary School Management Board (PPSMB) in 2015 is given as, nine (9) secondary schools in Enugu north LGA, seven hundred and sixty one (761) teachers. (PPSMB 2015)

The sample size of this study is one hundred and twenty (120) respondents. The study adopted the simple sampling technique which was applied by sampling 20 teachers each from six (6) secondary schools out of the total of nine (9).

The instrument used for data collection was questionnaire. It was constructed based on the research questions which guided the study. The questionnaire items were constructed using four point Likert rating scale of: strongly agreed (SA), agree (A), disagree (D), and strongly disagree (SD).

The instrument used was validated by one expert in Measurement and Evaluation at Nnamdi Azikiwe University, Awka and two experts in the Department of Educational Foundation in Enugu State College of Education (Technical) Enugu. The experts critically examined the items and made corrections where necessary. The instrument was finally rewritten by the researcher by integrating the suggestions and corrections pointed out by the experts.

For the reliability of this study, the researcher employed a Test-Retest method. A pilot study was conducted in three secondary schools in Enugu East local government area which were not part of the sample used in the study. The data obtained was used to compute the reliability coefficient using the Pearson Product moment coefficient



which gave a result of 0.87. This indicates that there is a high degree of association between the two results.

Mean statistics were used to answer the research questions.

Results

These responses were subjected to analysis using statistical techniques. The results of these tests were

useful in providing answers to research question formed to serve as guide to the research work.

Research Question One

What are factors responsible for poor academic performance in secondary schools in Enugu North Local Government Area?

Table 1: Mean responses on the factors responsible for poor academic performance in secondary schools in Enugu North Local Government Area

S/n	Items	Mean	Decision
1	Inadequate Financial Allocation	3.56	Agreed
2	Unavailability of teaching aids	3.29	Agreed
3	Lack or Inadequacy of Facilities/Materials	3.15	Agreed
4	Inadequate learning environment and class size	2.98	Agreed
5	Teacher's qualification	2.77	Agreed
	Grand Mean	3.15	Agreed

Source: researchers Computation 2021

Table 1 shows the presentation and analysis on the factors responsible for poor academic performance in secondary schools in Enugu North Local Government Area. The mean analysis shows a high mean 3.56, 3.29, 3.15, 2.98 and 2.77 for items 1 to 5 respectively. The decision implies that the identified factors contributing to poor academic performance are Inadequate Financial Allocation, unavailability of teaching aids, Lack or

Inadequacy of Facilities/Materials, inadequate learning environment and class size also teachers' qualification. This is affirmed by the ground mean of 3.15

Research Question Two

How do these factors affect academic performance in secondary schools in Enugu North Local Government Area?



Table 2: Mean responses on how the factors affect academic performance in secondary schools

S/N	Items	Mean	Decision
6	Poor teaching methods causes students to loose interest to the lesson	2.85	Agreed
7	Unavailability of teaching aids makes the lesson much more difficult to understand	3.01	Agreed
8	Unmotivated peer groups reduces the student’s study habit and causes un-seriousness	2.88	Agreed
9	Inadequate learning environment and improper class size makes the students to lose concentration from the lesson	2.68	Agreed
10	Teachers with poor qualification cannot adequately and effectively teach the students to the required standard.	2.79	Agreed
	Grand Mean	2.84	Agreed

Source: Researchers Computation 2021

Table 2 shows the responses on how the factors affect academic performance in secondary schools. The respondents agreed to the items implying that Poor teaching methods causes students to lose interest to the lesson, unavailability of teaching aids makes the lesson much more difficult to understand, unmotivated peer groups reduces the student’s study habit and causes un-seriousness, inadequate learning environment and improper class size makes the students to lose concentration from the lesson, teachers with poor qualification cannot adequately and effectively teach the students to the required standard.

Discussion of Findings

The research question one sort to identify the factors responsible for poor academic performance in secondary schools in Enugu North Local Government Area, from the analysis the results revealed that the identified governmental factors contributing to poor academic performance are Inadequate Financial Allocation, unavailability of teaching aids, Lack or Inadequacy of Facilities/Materials, inadequate learning environment, class size and teachers’ qualification. With these factors in place, the problem of poor academic performance will

be on the rise. The study of Onabamiro, Omoruyi, Soyngbe, and Rosiji (2013) investigated the psychosocial factors Predicting Secondary School students’ academic self-efficacy in Lagos State. His result indicated that study habit, career aspiration and parental involvement have significant effect on academic self-efficacy; each independent variable made significant relative contributions to the academic self-efficacy of students and there is significant relationship among study habit, career aspiration and parental involvement and academic self-efficacy, thereby supporting the claim and findings of the researcher.

To further point out school factors that affect the students in junior secondary schools, the research question two was formulated. The analysis made in the research question two yielded the results explaining that poor teaching methods causes students to lose interest to the lesson, unavailability of teaching aids makes the lesson much more difficult to understand, unmotivated peer groups reduces the student’s study habit and causes un-seriousness, inadequate learning environment and improper class size makes the students to lose concentration from the lesson, teachers with poor



qualification cannot adequately and effectively teach the students to the required standard. Alimi, Ehinola, and Alabi, (2012) discovered that poor provision of instructional facilities in public schools accounts for the poor academic standard. The study revealed that there is a significant difference in the facilities available between public and private senior secondary schools. Aremu and Sokan (2012) posit that the search for the causations of poor academic achievement is unending and some of the factors they put forward are: motivational orientation, self-esteem/self efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships.

Conclusion

The concludes that factors contributing to poor academic performance are poor teaching methods, unavailability of teaching aids, unmotivated peer groups, and to fix this, there should be proper selection of suitable teaching methods for a lesson, provision of adequate and necessary teaching aids, promoting and motivating positive peer groups through incentives and reinforcement, inadequate learning environment and class size.

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Recommendations

From the discussion of findings and conclusion above, the study recommends that:

1. Policy makers should consider as a matter of priority the issue of increased funding of secondary education in Nigeria. Increased funding will help to ameliorate problems facing academic performance in secondary schools.
2. There should be increased training and re-training of teaching staff to improve their capacity to function effectively in the school system.
3. Authorities should ensure that adequate facilities be put in place in schools to reduce work over-load on teachers, which usually leads to undesirable consequences on the part of the teachers.
4. Efforts should be made by the authorities to redress disparities in incomes and working conditions among teaching staff in the school system. Workers of the same calibre and qualification should be treated alike.

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