**FACTORS MILITATING AGAINST THE ACADEMIC PERFORMANCE IN GOVERNMENT AMONG THE SENIOR SECONDARY SCHOOL STUDENTS IN ENUGU EAST LOCAL GOVERNMENT AREA**

 **ENUGU STATE**

**BY**

**MBA OBINNA CHIEMEKA**

**U16/EDU/POL/028**

**PRESENTED TO DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION OF THE PROGRAMME POLITICAL SCIENCE EDUCATION IN THE FACULTY OF EDUCATION**

**GODFREY OKOYE UNIVERSITY THINKERS CORNER EMENE ENUGU,**

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**TITLE PAGE**

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**APPROVAL PAGE**

This project was written under the direction of the candidates’ project committee and approved by the members of the committee after presented to and accepted by the school of education in partial fulfillment of the requirement for the award of degree in BS.EDU.

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 **DEDICATION**

To my beloved parents Amb. Excel Festus Chu Mba and Lolo Henrietta
Obioma Mba for their immense contributions for the completion of this
work.

**ACKNOWLEDGEMENT**

I give thanks to God almighty for seeing me throughout my academic
pursuit.

With sincere appreciation I wish to thank all those who in one-way or the
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May the almighty God bless you all.

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**ABSTRACT**

The topic of the study is factors militating against academic performance in government among senior secondary school in Enugu East local government. The study was motivated by the alarming rate at which secondary school students were rejecting offering government in preference of other school subject in Enugu east Local Government Area of Enugu State. The purpose of the study is to identify these factors militating against the poor academic performance of students within this Enugu east local government, comparison was made with high achieving school within the same area. The study was carded out using a descriptive survey research method. The area of the study was Enugu East Local Government Area. The population of the study is 3000 students and 67 teachers which comprises the secondary schools in the Enugu East Local Government Area. The simple size used for the study was (240) respondent. The Data for the study was collected from primary source using questionnaires as instrument for collection and was analyzed using simple' percentage. The
following findings were made in this study: Home conditions or parental support variables contribute in causing students to perform poorly academically, low level of interaction with children's teachers, low involvement in the parent teacher association, lack of adequate instructional materials to teach the subject government, lack of good infrastructures for conducive learning, unqualified teachers and student lifestyle like truancy. Recommendation of the finding: it was recommended among others that there is the need to improve parents "attitude, intensify supervision of teachers". Building of good school building for adequate learning of government to yield good performance of the students.

 **CHAPTER ONE**

 **INTRODUCTION**

 **Background to the Study**

Undoubtedly, education is the key to economic and technological advancement, a means of alleviating poverty among the populace as well as ameliorating their lifestyles. In recognition of this, the federal Government of Nigeria has through its national Policy on Education in 1977, 1981, 1998 (and revised in2004) spelt out how education can be utilized to bring about the necessary transformation.

 Admittedly, secondary schools which is the foundation of the educational system is expected to produce graduates who should be able to maintain high and sensitive position so that the laudable objectives can be realized. Sadly enough, in recent time the products of this citadel of learning can no longer compete favourable with their counterparts from other parts of the world. The reason for this is not farfetched. It is simple that the quality of education has fallen. To explain this point, (Esu in Mba 2018) opined that there is a near national outcry on the poor quality of Education in Nigeria especially in Enugu east local government area . Also, commenting on this, it is noted that the scripts of some students in external exams like WAEC were unreadable and far beyond comprehension because some students find it difficult to take notes during teacher and also many are unable to have a firm grasp of material taught even after repeated explanations by the teacher.

Education is the key to development and it has the capacity to upgrade teaching effectiveness as well as learning efficiency among learners. Efforts by have being made by school administrators to improve the performance of Public secondary school students. The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers’ quality, school management, teaching methods, peers, etc are variables that affect students’ academic achievement (Ajayi, and Oluchukwu, in Mba 2018).  Hence, the school environment remains an important area that has to studied and well managed to enhance students’ academic performance.

According to Jam  (2009) academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or on paper. 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.  Academic performance generally refers to how well a student is accomplishing his or her tasks or studies. There are quite a number of factors that determine the level and quality of students' academic performance. (Scottk, 2002).

According to Hussain (2006) secondary school students in public schools often come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. This singular factor has caused serious damage to the achievement status to secondary school students.

        Achievement is generally a pedagogical terminology used while determining learners’ success in formal education and which is measured through reports examinations, researches, and ratings with numerous factors of variables exerting influence. Essentially, the National Policy on education (Federal Republic of Nigeria, 2004) has identified school achievement contents according to school subjects which are classified as core or elective subjects.

Although studies abound on the causative and predictive nature of factors of study habit on students academic achievement. all factors or variables tend to focus on poor study habit while the effects are yet to be fully accessed on the nations educational development.

The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Ajao 2001). The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Delta State and Nigeria at large. The quality of education depends on the teachers as reflected in the performance of their duties. Over time pupils’ academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao 2001). Teachers have been shown to have an important influence on students’ academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe 2001). Both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001). Considering governments’ huge investment in public education, its output in terms of quality of students have been observed to be unequal with government expenditure.

In Nigeria, there are so many factors influencing the ability of students to cultivate effective and efficient study habit. Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of students studying habit. In the same vein, Adetunji and Oladeji (2007) submit that the environment of most children is not conducive for studying; it is in the light of this that made some parents to prefer their children to go to boarding school for proper discipline and to inculcate better reading habit.

The development of any nation or community largely depends upon the quality of education available to its citizens. It is generally believed that the basis for any true development must commence with the development of human resources. Hence, formal education remains the vehicle for socio-economic development and social mobilization in any society. Secondary education is the foundation on which further education is built. Secondary education has two (2) main purposes. The first purpose is to produce a literate and numerate population that can jointly deal with problems both at home and work. It also serves as a foundation on which further education is built (Akanle, 2013).

 Poor academic performance of secondary school student has been on the increase in both in internal and external examination. Okeye (2009) defines poor academic performance of the individual or candidate in a learning situation as one in which a candidate fails to attain a set standard of performance in a given evaluation exercise such as test, examination or series of continuous assessment. Usually, that standard is based on a number of stipulated objectives and other school activities. A candidate who scores less or below the standard I regarded as showing a poor academic performance in school. Some people blame students themselves and others blame government while, others blame teachers. That is why Nwana (2010) stated that one may hear elderly parents, retired civil servants and persons say that school leavers of nowadays are not able to speak correct and fluent English, they cannot solve simple arithmetic problem and they do not know their basic time tables.

 Teachers, students, parents/ and ministry of education, science and technology have different factors that contribute the rapid growth of poor academic performance in schools today. For instance teachers perceive the following as causes of poor performance; non use of verbal reinforcement, poor attendance to lesson, poor method of teaching, teacher work load, emotional problems, study habits, teachers consultation, poor interpersonal relationship, self esteem and motivation orientation. While students perceive the following causes of poor performance; low motivation, students effort, abilities and traits and role perception. Parents perceived low income, illiteracy, nutrition type of discipline at home, lack of role model, finance, poor parenting and poor teaching as causes of poor performance. Finally, the ministry of education perceives the following as a cause of poor performance; attitude of teachers to their work, poor methods of teaching, poor attendance to lesson, performance failure to offer guidance and counseling to students poor management. This became an issue of concern to the researcher and it prompted a research on factors contributing to poor academic performance in government among senior secondary school in Enugu east local government area.

Poor academic  performance according to Aremu (2003) is a performance that is adjudged by the examine/testee and some other significant as falling below an expected standard. Poor academic performance has been observed in school subjects especially Mathematics and English language among primary school pupils (Adesemowo, 2005). Aremu (2000) stresses that academic failure is not only frustrating to the pupils and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics.

Education at secondary school level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country. The National Policy on Education (2004) stipulated that primary education is an instrument for national development that fosters the worth and development of the individual for further education and development, general development of the society and equality of educational opportunities to all Nigerian children irrespective of any real or marginal disabilities.

The role of primary education is to lay the foundation for further education and if a good foundation is laid at this level, there are likely to be no problem at subsequent levels. However, different people at different times have passed the blame of poor performance in primary school to pupils because of their low retention, parental factors, association with wrong peers, low achievement, low retention, and the likes (Aremu & Sokan, 2003; Aremu & Oluwole 2001; Aremu, 2000). Morakinyo (2009) believe that the falling level of academic achievement is attributable to teacher’s non-use of verbal reinforcement strategy. Others found out that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavory comments about pupil’s performance that could damage their ego, poor method of teaching and the likes affect pupils’ academic performance.

The content of Nigeria education must reflect the past present and future of the dynamic Nigeria society in terms of the roles the individual is expected to play in the resent modernalization process.

The Nigeria formal education system is the organized and structured aspect of the education which takes place within the four walls of the school. It however has to be noted that, all emphasis in terms of government budgetary allocation and general planning, is usually placed on formal education. Hence, a discussion of Nigeria’s educational system is almost synonymous with a discussion of the formal educational system. As has been pointed earlier, the formal education system comprises interrelated sub-system or levels. The major levels of the Nigerian educational system are primary, secondary, (post primary), and tertiary (Post Secondary) (Mkpa:2012). Since the introduction of formal education in Nigeria, various conferences and seminars have been held and Commissions set up to deliberate on crucial issues in the Nigeria educational system. Of remarkable significance are the National Curriculum Conference in 1969 which reviewed old, and identified new national goals for Nigeria’s educational system and the 1973 seminar of distinguished educational experts and representatives of all segments of the society under the chairmanship of chief S.O. Adebo which renewed the 1969 paper and made more recommendations.

Besides the numerous other recommendations in this respect, recommendations number 8 dealt with the goals of primary education. It reads thus: “Specifically, the primary school Curriculum must aim at functional permanent literacy to ensure better producers and consumers of goods. It should provide a sound basis for scientific and reflective thinking; inculcate citizenship education and a sound moral character and attitude development, help individuals to adapt and a adjust to the changing society, give physical, emotional and intellectual growth, enhance an individual sense of will power, creative and innovativeness, develop their mechanical vocational and manipulative skills and competencies enable them to communicate freely and effectively through any media, imbibe in them a spirit of self – discipline (Fafunwa, 1974:233)

This statement however, is the beginning of redirecting primary education in Nigeria toward a reasonable end, and a way from production of only church teachers and interpreters. it prompted a research on factors contributing to poor academic performance in government among senior secondary school in Enugu east local government area.

**Statement of the problem**

Some years ago, many graduates from Enugu East Local Government secondary schools were very sound academically and were able to excel in various spheres of life; thereby contributing immensely to the development of the nation.

Presently, the performance of students at secondary school has dwindled tremendously and the situation has become worrisome to all stakeholders of education in Enugu East Local Government Area. Products of our educational system can no longer compete with graduates from other parts of the world. The increasing nature of poor academic performance of secondary school students especially in external examinations like WAEC or JAMB, tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks. However, these might not be the main reasons why students perform poorly in examinations because it is yet to gather adequate research evidence to prove that it is a key factor on why students fail. Emphasizing the importance of school environment to students academic performance.

Academic performance of students in secondary schools has received much attention of late in the Nigerian educational system. It is pertinent to understand that the so – called academic performance of primary school pupil is a Canker worm that has eaten deep into the fabrics of our primary schools today. However, in environment where such an ugly situation is found, tention, conflict and anarchy dictate the tone of relationship between pupils, the teachers for a smooth and effective school management. Since the end of the Nigeria Biafra Civil War in 1970, academic excellence has been on the decline. This appears to be more pronounced in the primary schools. Poor academic performance has constituted a big problem not only for schools but the dynamic Nigeria society. The secondary schools in Enugu East Local Government have been faced with the problem, which is mostly reflected in common WAEC Results. Millions of Naira being pumped into education in Nigeria in general and in Enugu State in particular not withstanding this issue of poor performance in education has continued to persist.

The question therefore is what is the factor that is responsible for fallen standard and poor academic performance of students in secondary school? Is the fault entirely that of teachers or students or both of them? Is it that students of today are non-achievers because they have low intelligent quotient and a good neutral mechanism to be able to act purposefully, think rationally and deal effectively with academic tasks? Or is it because teachers are no longer putting in much commitment as before? Or is it in teachers’ method of teaching and interaction with pupils? Or is the poor performance of students caused by parents’ neglect, separation and poverty?. This made the research to embark on this research to find the factors militating against secondary school students academic performance in Enugu East Local Government.

**Purpose of the Study**

 This study examines the factors militating students poor performance in government in secondary school with a particular reference to Enugu East local Government Area .The specific objectives of this study are:

1. To find out the role poor foundational factor play in students poor academic performance in senior secondary school
2. To find out if there are enough qualified Government Teachers in Secondary School in Enugu East Local Government Area.
3. Find out the extent of teachers method of teaching a contributory factor to poor performance in government in the secondary school in Enugu east local government.
4. To find out suggested way or solution to improve students academic performance in the secondary schools.

**Significance of the Study**

This study will be useful to students, researchers, scholars, educationists, parents, educators and school administration who will use it for further studies. It is hoped that this study will provide information for parents, educators and school administrators to reflect upon various factors that help students in achieving their academic goals. In so doing, they can investigate the possibility of introducing those factors to their school, which may consequently lead to enhancing students’ educational outcomes in school. This study provides a valuable reference for other schools to reflect upon the school environment as it affect the academic performance of student in secondary school. It will serve as resource materials for others who want to carry out research in related field.

 This study is very important to students teachers and professional teachers in the field of government, the knowledge gained from this study would enable prospective school administrators, examiners, writers and students to understand various reasons why students perform poorly academically and find ways of solving the problems.

This study will help in finding out the role school environment factors play in student’s poor academic performance in government in senior secondary school in Enugu east local government area. It will also help to find out educational administration issues that contributed to the poor achievement of students in Enugu East local government.

This study sheds more light into the causal relationship among school environment, home, teacher, educational administration and student related variables under investigation and achievement of students. The outcome of the study is therefore expected to assist all stakeholders in the district, particularly at the basic education level, to fashion out appropriate strategies that would enhance the regard, the study would be useful to secondary schools in Enugu East local government area in analysis of the causes of poor performance in both internal and external examination.

 Finally the significance of this study mainly is to battle those factors militating against secondary students academic performance in government in Enugu state with a particular reference to Enugu East local government.

**Scope of the Study.**

The study will be delimited to factors militating against students poor performance in government in secondary school in Enugu East Local government. This local government is made up of 8 communities, which are Amangwu, Ibagwa, Umuchigbo, Ugwueke, Amorji, Edem, Alulu, Onyoho, and Esema.

They are many students in this local government with over 40 secondary schools but five (5) selected for this study. Each school has about 1000 students but 10 percent will be taken from the each population of the school The reason for concentrating this study in 5 secondary schools was due to high poor performance in government as a subject is more pronounced without reservation and it has become typically a barrier to the art students in the school and development in terms of their individual personality development

This study was restricted to poor performance in government in secondary schools located in Enugu East LGA.

**Research Question.**

The following research question will guide the study:

1. To what extent is poor foundation a contributory factor to poor performance of students in secondary school?
2. Are there enough qualified Government Teachers in Secondary School in Enugu East Local Government Area.
3. What extent are teachers method of teaching a contributory factor to poor performance in government in the secondary schools?
4. What are the suggested way or solution to improve students academic performance in the secondary schools.

 **CHAPTER TWO**

 **REVIEW OF RELATED LITERATURE**

**Introduction.**

The related literature was reviewed under the three sub: The conceptual framework, the theoretical rationale, empirical studies and the summary of the related literature as stated

1. CONCEPTUAL FRAMEWORK

The concept of Education.

Academic performance of students

Factors militating against academic performance of the students

Solution to poor academic performance of students

1. THEORETICAL RATIONALE

The general system theory

1. EMPIRICAL STUDIES
2. THE SUMMARY OF THE RELATED LITERATURE

**CONCEPTUAL FRAMEWORK**

In order to indicate clearly the objectives of this work, it will be very useful to define some of the keywords found in this thesis and review of previous works related to the study.

**The concept of education**

Education is the process of Initiating and preparing human throughtraining.Okoye (2018) defined education as a process of teaching or training and learning in a school or college to improve knowledge and development skills. Mlozi et al (2013) defines education as a process of learning, how to make decision that consider the long term future of the economy. Education gives us a knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Education is commonly divided formally into two types formal and informal education

**Formal education**

Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, organizational models, design of the physical learning spaces (e.g. classrooms), student-teacher interactions, methods of assessment, class size, educational activities.

Preschools provide education from ages approximately three to seven, depending on the country when children enter primary education. These are also known as nursery schools and as kindergarten, except in the US, where kindergarten is a term used for primary education. Kindergarten "provide[s] a child-centred, preschool curriculum for three- to seven-year-old children that aim[s] at unfolding the child's physical, intellectual, and moral nature with balanced emphasis on each of them

**Primary education**

Primary (or elementary) education consists of the first five to seven years of formal, structured education. In general, primary education consists of six to eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89% of children aged six to twelve are enrolled in primary education, and this proportion is rising.[Under the Education For All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as primary schools or elementary schools. Primary schools are often subdivided into infant schools and junior school.

In India, for example, compulsory education spans over twelve years, with eight years of elementary education, five years of primary schooling and three years of upper primary schooling. Various states in the republic of India provide 12 years of compulsory school education based on a national curriculum framework designed by the National Council of Educational Research and Training.

**Secondary education**

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "postsecondary", or "higher" education (e.g. university, vocational school) for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them but is generally around the seventh to the tenth year of schooling.

Secondary education occurs mainly during the teenage years. In the United States, Canada, and Australia, primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1–13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education, or to train directly in a profession.

Secondary education in the United States did not emerge until 1910, with the rise of large corporations and advancing technology in factories, which required skilled workers. In order to meet this new job demand, high schools were created, with a curriculum focused on practical job skills that would better prepare students for white collar or skilled blue collar work. This proved beneficial for both employers and employees, since the improved human capital lowered costs for the employer, while skilled employees received higher wages.

Secondary education has a longer history in Europe, where grammar schools or academies date from as early as the 16th century, in the form of public schools, fee-paying schools, or charitable educational foundations, which themselves date even further back.

Community colleges offer another option at this transitional stage of education. They provide nonresidential junior college courses to people living in a particular area.

Tertiary education

Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities mainly provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Individuals who complete tertiary education generally receive certificates, diplomas, or academic degrees.

Higher education typically involves work towards a degree-level or foundation degree qualification. In most developed countries, a high proportion of the population (up to 50%) now enters higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

University education includes teaching, research, and social services activities, and it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Some universities are composed of several colleges.

One type of university education is a liberal arts education, which can be defined as a "college or university curriculum aimed at imparting broad general knowledge and developing general intellectual capacities, in contrast to a professional, vocational, or technical curriculum."[Although what is known today as liberal arts education began in Europe, the term "liberal arts college" is more commonly associated with institutions in the United States such as Williams College or Barnard College

 Vocational education

Vocational education is a form of education focused on direct and practical training for a specific trade or craft. Vocational education may come in the form of an apprenticeship or internship as well as institutions teaching courses such as carpentry, agriculture, engineering, medicine, architecture and the arts.

###  Special education

In the past, those who were disabled were often not eligible for public education. Children with disabilities were repeatedly denied an education by physicians or special tutors. These early physicians (people like Itard, Seguin, Howe.) set the foundation for special education today. They focused on individualized instruction and functional skills. In its early years, special education was only provided to people with severe disabilities, but more recently it has been opened to anyone who has experienced difficulty learning.

Informal education

Informal learning is one of three forms of learning defined by the Organization for Economic Co-operation and Development (OECD). Informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society. For many learners, this includes language acquisition, cultural norms, and manners.

In informal learning, there is often a reference person, a peer or expert, to guide the learner. If learners have a personal interest in what they are informally being taught, learners tend to expand their existing knowledge and conceive new ideas about the topic being learned. For example, a museum is traditionally considered an informal learning environment, as there is room for free choice, a diverse and potentially non-standardized range of topics, flexible structures, socially rich interaction, and no externally imposed assessments.

While informal learning often takes place outside educational establishments and does not follow a specified curriculum, it can also occur within educational settings and even during formal learning situations. Educators can structure their lessons to directly utilize their students’ informal learning skills within the education setting.

In the late 19th century, education through play began to be recognized as making an important contribution to child development. In the early 20th century, the concept was broadened to include young adults but the emphasis was on physical activities. L.P. Jacks, also an early proponent of lifelong learning, described education through recreation: "A master in the art of living draws no sharp distinction between his work and his play, his labour and his leisure, his mind and his body, his education and his recreation. He hardly knows which is which. He simply pursues his vision of excellence through whatever he is doing and leaves others to determine whether he is working or playing. To himself, he always seems to be doing both. Enough for him that he does it well." Education through recreation is the opportunity to learn in a seamless fashion through all of life's activities. The concept has been revived by the University of Western Ontario to teach anatomy to medical students.

### Open education and electronic technology

Many large university institutions are now starting to offer free or almost free full courses such as Harvard, MIT and Berkeley teaming up to form edX. Other universities offering open education are prestigious private universities such as Stanford, Princeton, Duke, Johns Hopkins, the University of Pennsylvania, and Caltech, as well as notable public universities including Tsinghai, Peking, Edinburgh, University of Michigan, and University of Virginia.

Open education has been called the biggest change in the way people learn since the printing press. Despite favourable studies on effectiveness, many people may still desire to choose traditional campus education for social and cultural reasons. Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials.

The conventional merit-system degree is currently not as common in open education as it is in campus universities, although some open universities do already offer conventional degrees such as the Open University in the United Kingdom. Presently, many of the major open education sources offer their own form of certificate. Due to the popularity of open education, these new kind of academic certificates are gaining more respect and equal "academic value to traditional degrees.

Out of 182 colleges surveyed in 2009 nearly half said tuition for online courses was higher than for campus-based ones. A recent meta-analysis found that online and blended educational approaches had better outcomes than methods that used solely face-to-face interaction.

**ACADEMIC PERFORMANCE OF THE STUDENTS**

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students academic achievements. A school with more academic achievements would receive more money than a school with less achievements.

The concept of low academic performance varies in its definition, Daz(2009) in his work consider low academic performance or academic failure as the situation in which the subject does not attain the expected achievement according to his or her abilities, resulting in an altered personality which affects all other aspects of life. Similarly, Tapia(2010) as cited in Diza(2012) notes that while the current educational system perceives that the student fails if he or she does not pass, more appropriate for determining academic failure is whether the student performs below his or her potential. Aremu(2010) defines poor academic performance as performance that is adjudged by the examiner/testee and some other significant as falling below an expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance.

According to daily Time opinion, the survey carried out by the National Teacher Institute in November, 1982 showed that out of 300,000 teachers in the country, 200,000 a clear two third were unqualified. A students trained by quacks teacher under bamboo tree or a shade without the barest facilities, we believe is likely to be denied the self fulfillment and confidence that adequate education given In schools where there are enough qualified teachers differs from those schools with less qualified teachers.

 According to Akor (2010), he said that the important of well qualified and experienced teachers cannot be overemphasized. They are the essential ingredients needed by students to learn effectively. Dr Titus Olikhens, one time Bendel state commissioner for education, in this article stated that shortage of qualified teachers, insufficient provision of instructional material and teaching methods and lack of incentives for the study were problems simulating against the achievement of the objectives

 Norman,(2014) A pebble argued that one of the things affecting the effective teaching of teachers to provide better explanation which is traceable to their lack of adequate concept and research method is really one of the reasons why students they teach don’t perform well in the subjects they teach them.

M. B Oguniyi et el(2009) write that many teachers are not trained. The few trained and qualified ones hardly stay as classroom teachers as they find other forms of employment or to higher institution of earning combined and keeps reported qualification and previous experience, perception of professional role; responsibility goal and interest affect teaching. In this context, schools with N.C.E graduates teachers tend to have better primary six certificate and junior secondary school results than schools with grade II teachers. Another problem noted is lack of textbooks.

 Lack of textbooks is another factor that is responsible for poor academic performance. There are no enough comprehensive books for both the teachers and the students or students use. As a result of non availability of authentic textbooks, teachers do not give vivid information to the students or students in Enugu East local government area. The few available ones are out dated.

 M.B. Oguniyi et el(2009) stated that acute lack of textbooks and other printed materials are inadequate funds are not also made readily available for teachers to purchase basic materials needed for improvising apparatus.

 Also, writing along the same line I.B. Otitoju stated that many students teacher are likely to find themselves in schools where there are not textbooks and instructional materials and the student’s teacher are expected to perform the miracle of teaching student that improvised materials will be of help to the teaching students. The inability of teachers to make use of improvised materials kills the interest of students staying the subjects.

### Factors affecting academic performance of the students

### Individual differences influencing academic performance

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance.

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Indirect evidence suggests that physical activity could affect academic achievement. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory.

### Non-cognitive factors

Non-cognitive factors or skills, are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles and Gintis coined the term in the 1970s. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes.

**Motivation**

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance. Bad dietary habits can create the disadvantage of a lack of motivation

Self-control, in the academic setting, is related self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals." In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self completed questionnaires. Researchers often use the Self-Control Scale developed by Tangney, Baumeister, & Boone in 2004.

Through a longitudinal study of the marshmallow test, researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain site and were placed without any distraction tactics.

High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self-control. High locus of control has been found to have a positive predictive relationship with high collegiate GPA.

### Extracurricular activities

Organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, postsecondary education, as well as a decrease in drop out rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic performance, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy.

While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al., 2005). These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health (Mahoney et al., 2005). In other research on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles & Templeton, 2002). In terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005). For example, socio-economic status has been found to plays a role in the number of students participating in extracurricular activities (Covay & Carbonaro, 2010). Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often affect how individuals perform in school (Eccles & Templeton, 2002). With all these variables to consider it is important to create a better understanding how academic achievement can be seen in both a negative and positive light.

In conclusion, most research suggests that extracurricular activities are positively correlated to academic achievement (Mahoney et al., 2005). It has been mentioned that more research could be conducted to better understand the direction of this relationship (Eccles & Templeton, 2002). Together this information can give us a better understand the exact aspects to consider when considering the impact that participation in extracurricular activities can have on academic achievement.

**The Method of Teaching**

The method of teaching is another factor responsible for poor performance. The norm is the traditional approach with the teacher at the centre of activities and with memorization as the prima means of learning. Although memorization has its place, it cannot on its own arouse the student real interest and imagination, nor can it capture their involvement in the process of learning.

According to Maduabum, it is essential for any teacher to become acquainted with teaching methods that will help students achieve learning objectives.

**Teachers Poor Motivation**

Teachers poor motivation is another factor responsible for students poor performance. The frequent strikes by teachers in Enugu east government area of Enugu state as a result of poor service conditions clearly shows that teachers are not motivated to teach well. A poorly motivated teacher will teach the subject poorly.

According to M.O. Ogunniyi(2009) in his work stated that many trained in subject, the few trained and qualified ones hardly stay as classroom teachers as they find some other forms of employment or to go higher institution, because they are not motivated. Teacher’s salary is not always paid on time. A hungry will not be motivated to teach.

Commenting further, he said that several methods exist which teachers can utilize to ensure effective learning, such method include demonstration method, discussion method, project method, field trip, play away method.

 According to Essien(1978) P. 81, he therefore, enumerated some common faults in the teaching in senior secondary schools

 Lack of preparation

 Lack of interest by teachers

 Attempting too much problems in the lesson

**The size of the classroom**

 Following the introduction of the universal primary education (UPE) programme into the country, this caused a gigantic increase in student’s population in secondary students on roll. However, there is no doubt that less time is available for individual attention to the students. In most of the classroom, where group work is done, the classes are so noisy and rowdy and the teachers are unable to control the students. Such a situation does not allow for effective learning. Due to the number of students in the classroom, the teachers use much of the time meant for teaching in controlling the students, as such, much work is done in short time because the teachers will now try to teach everything for the period in less time. There will be no time left for the teacher to pay attention to individual students with individual difference. This does not give room for effective teaching and it affects the performance of the students

For increasing student -teacher interactions to controlling the comfort level, classroom sizes can be a notable factor in contributing to school success. Although there is no standard requirement for constructing classrooms to a specific size, many schools and educational institutions follow general guidelines regarding dimensions in relation to the organization of a positive learning environment. Below are the qualities of good class size

**Students Per Space**

While it would be easy, and functional, to say that there is one set standard size for any classroom, this is an impossibility in the modern school system. Some smaller private schools may have rooms with a dozen or less children, while public schools with little funding may be overcrowded and have large numbers of students in each class. When considering the standard size of a classroom, it is best to break down necessary dimensions by student numbers. One study by the University of Georgia's School of Design and Planning Laboratory found that there is a minimum number of square footage per student required in elementary and secondary school classrooms. For example, 10 elementary school students require at least 539 square feet of space, while 15 students need 784 square feet. Although this is not a concrete standard, a guide such as this demonstrates how class and room size clearly tie together.

**Considerations**

There are a number of factors that any classroom designer must consider when standardizing for size. The first is the type of room necessary. Different classrooms fill different educational needs such as college level lecture or seminar rooms, preschool areas, elementary school spaces, secondary rooms, or vocational/technical sites. Each type of room will have its own standard or expected size based on functionality. For example, a college lecture hall will typically hold at least 100 students and should allow approximately 12 square feet per student chair or desk area. While considering size per seat, the standard classroom for each type of set up should also include appropriate space for media and technology, windows, places to write or test, and teacher/instructor areas and furniture (e.g., chair and desk).

**Size of Students**

Similar to square footage of classroom space per student, the size of the student in the actual room can significantly change the standard. A standard room for an elementary school class may look very different than that for a secondary school. This is primarily due to the obvious fact that a first grader and an eleventh grader differ widely in height and weight. Imagine a group of 20 seven-year-olds and another of 20 seventeen year-olds. These two classes clearly require varying degrees of space for movement and comfort level. According to the University of Georgia's School of Design and Planning Laboratory, the 20 elementary school children would need 1,029 square feet of classroom area, while the same number of secondary students require over 300 more square feet to total 1,344.

Students lack of interest and unconducive environment. Unconducive environment and lack of interest affect their performance of the schools.

 Tunde S. G. (2012) in has lecture said, students tend to shy away and become frustrated from the subject because of their poor and this makes them to be weak academically and others. Think that social science is very· easy hence little or no attention is paid to the subjects in the classroom.

Maduabum A~ M. (2009) in his book titled "teaching effectively" and 'Students come from different socio-economic background. Some may come from rich family some from poor families and others from what may be the amount of time and the kind of home environment to study in the extra moral activities in 'which he participate and the manner which he spent his leisure time, all of which are largely dependent upon the socio economic status of his parents, for instance, a child who hawks rice, banana, beans, after school, and with extra coaching courses at home after school, and has a good time to study. In a relatively stimulating intellectual environment. He further added that a learner's entry behavior is his previous background knowledge, which is related to it. He further said that 'the failure of students to grasp complex concepts preparation'.

 Lack of sufficient instructional materials generally hinders the teaching and learning. This fact cannot be over-emphasized, as instructional materials are the only way open to teaching to support verbal illustration to sustain the student's' interest for a considerable length of times.

Maduabum M. A(2009) pointed out that it is to be properly learned, the classroom, for sole reliance on the inadequate school resources will create an undesirable class majority.

**The Personality and Disposition of Teachers**

The personality and disposition of teachers for a long way in affecting the social and moral behavior of the student or students. The teacher’s themselves lack the social qualities they want to the students to have most teachers in this local government are behaves contrary to the expected norms and values of the society.

**Family background and Poor Academic Performance of the Student**

 Family background is a very important determinate of students achievement. Family background influence conformity to societal norms. The family is the primary socializing agent of which a child is a member since it is in the family the child is born (Agwanda, 2002). The relationship ISSN No. 2074-5400 Kenya journey of educational planning, economic and management(2014) volume 7, Issue 28 between the children and parents could be influenced by occupation. Performance of students is a product of environment factors (Reche, 2012). Inadequate closeness between the children and parents could result into insecure environment for the child resulting into the self perception as unworthy of love and perceiving others as unavailable and responsive. This may cause individuals to interpret losses and disappointment as personal failures, which contributes to the development of distress (Oghulubu 2007). Distress affects academic achievements of students. A child who is often subjected to severe and harsh treatment will suffer academic detest (Chukwu, 1996). One may rightly say that the family is the informal socializing agent since all its members have blood relations. A child is having his/her primary exposure to the world and hence he/she is totally guided by the adults in his family most especially the parents. Home environment has an effect on student’s academic performance. This is because the home has a great influence on the student’s psychological, emotional, social and economic state. Home environment of a student determines academic performance. If it is not conducive for reading, academic performance is poor (Oloo, 2009). In the view of Ajila and Olutola(2010) in the state of the first socializing agent in an individual’s life. This is because the family background and context of child affects his reaction to life situations and his level of performance.

Unfortunately, some parents aren’t aware how family structure can influence learning (Donkor, 2010). These norms are unavoidable family environment that influence family relationship.

**Solutions to poor academic performance**

(1) Government should be able to provide supports for students from a poor background like grants, scholarships, etc. This will assist students in this category to remain focus.

(2) Teachers should be student focus rather than being content minded.

(3) Parents should try to live in harmony at least for this sake of their child. This will help them to be psychologically stable.

(4) Qualified teachers should be employed by schools for quality teaching.

(5) Conducive environment for learning should be provided by schools.

(6) Students should be ready to learn, attend class regularly, and be inquisitive in class.

(7) Group reading among students should be encouraged.

**THEORETICAL RATIONALE**

**GENERAL SYSTEM THEORY (GST)**

General System Theory (GST) was proposed in 1940’s by the biologist Ludioig on Bertalaffy and was published in 1968. Von Bertalanffy was both reacting against reductionism and attempting to revive the unity of science. He emphasized that real systems are open to, and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continued evolution. Rather than reducing an entity (eg the human body) to the properties of its parts or elements (e.g organs or cells) the theory focuses on the arrangement of teaching of Government and its relations between the parts which connects them into a whole. General System theory is particularly an approach in Philosophy of Science, aiming at understanding and investigating the world of teaching and learning of Government as sets of systems. It is one of the most influential versions of systems theory which was developed by a German biologist Karl Ludioig Von Bertalanffy (1921-1972).

The Theory aims at seeking principles common to systems in general that may allow scientists and researchers to think more clearly about the goals of any possible system and about the methods for reading them. In recent years an increasing deterioration of the way humanity is still surviving has become the main challenge for systems community. It was developed because of the need to be developed from now onwards, through a systematic confrontation with the numerous problems that composed the most serious crisis ever faced by humankind. Systems scientists must engage responsible in discovering the laws intrinsic of the dynamic features of:

* Those Government education problems that nowadays are increasing the deterioration of the human society: unfair trade, poverty, hungry, intolerance, violence, corruption.
* Those policies that need to conceived and designed for reducing the gas between the rich and the poor people and country for solving gradually shortcomings in the subject Government, for imbedding the subject “government” questioning into ecological intentions.
* Those programs needed for recognizing human as creatures and responsible wholes, who needs to develop their physical, biological and psychological capabilities for learning of government in the senior secondary school how to perform actively in every community in order to contribute consciously to increase the survival chances of the human species on this unique planet (Egbule, A. 1998).

Hornby, D, (1973), stated that a system can be said to consist of four things.

The first is objects – the parts, elements on variables within the system. These maybe physical or abstract or both, depending on the nature of the system. Second, a system consist of attributes – the qualities or properties of the system and its objects. Third, a system had internal relationship among its objects. Fourth, system exists in an environment. A system, then is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts. The fundamental systems- interactive paradigm of organizational analysis features the continual stages of inputs, throughput of openness/closeness. A closed system does not internet with its environment. It does not take in information and therefore is likely to atrophy, that is to vanish. An open system receives information, which it uses to interact dynamically with its environment. Openness increases its likelihood to survive and prosper.

Several system characteristics are: Wholeness and interdependence (the whole is more than the sum of all parts) correlations, perceiving causes, chain of influence, hierarchy, super systems and subsystems, self-regulation and control, goal-oriented, interchange with the environment, input/output, the need for balance/homeostasis, change and adaptability (morphogenesis) and equifinality: There are various ways to achieve goals.

In the most general sense, system means a configuration of parts connected and joined together by a web of relationships. Hornby .D. (1973) stated that a system can be said to consist of four things.

The first is object – the parts, element or variables within the systems. Defined system as a family of relationship among the members acting as a whole.

Von Bertalanffy (1968) defined system as “element in standing relationship”. A system may be defined as a set of social, biological, technological or material partners co-operating on a common purpose. The system view was based on several fundamental ideas. First all phenomena can be viewed as a web of relationships among elements, or a system. Second, all systems whether electrical, biological, or social, have common patterns, behavior of complex phenomena and to move closer towards a unity of the sciences. From this definition, it is established that school is a system. From this definitions, it is established that a government teacher is not a component of the system rather it is the teacher that are the component. Ikeoji .D. (in Mba 2018), “stated that a system can be said to consist of four things. The first is objects – the parts, elements, or variables within the system. Therefore, this theory explains how the teaching and learning of Government in secondary schools in Enugu East can be affected.

From a General System Views, examination of the processes and components of the instructional. System is not adequate to fully understand the system itself. The general systems theory provides a comprehensive perspective for the researchers to foresee the resistance to change of Government teacher using the teaching resource and enables researcher to understand the complexity of educational system

**The Educational Implications of the Assumption of General System View**

Hornby (2013) described the following assumption in terms of design.

* According to general system theory (GST) “nothing can be understood in isolation but must be seen as part of a system”. The behavior of the government students and teachers of a school cannot be likened individual behaviours, the behavior of the school or the management or the principals leadership style. But cannot be likened to the totality of the system. A government teacher using a teaching resources does not mean that other government teachers of a secondary school use it.
* All systems have common patterns, behaviours, and properties that the principal can analyze and use to develop greater insight into the behavior of complex phenomena and move closer toward a unity of the secondary school and use to ensure that the government teachers adopt the use of teaching resource.
* A general system view, suggests that essential quality of a part resides in the relationship to the whole. A government teacher’s cooperation with the Principal depends on the teacher’s cooperation with his fellow colleagues. In other words essential quality of a part of a principal and the government teacher reside in its relationship to the whole.

The system aid its parts should be designed from the perspective of the whole system and in view of its embeddedness in its environment”. Any policy, any principal must form must be from the system and the environment that the school resides. Pigou (in Mba 2018) The Principal must ensure that the teachers including the Government teachers, non-academic stuff, and the residents in the environment generally agreed that the policies that will foster the teaching and learning of government

**EMPIRICAL STUDIES**

Tina (2010) carried out a study on factors contributing to the students performance in government in Tharaka south district. This study was initiated to find out the factors that lead to students’ poor performance in mathematics in the district. The study adopted a descriptive survey research design to establish the factors that lead to students’ poor performance in government. The study was carried out in Tharaka South District, Kenya, which has a total of 14 public secondary schools. The target population was 2,332 respondents. The population was sampled using the stratified sampling technique so that all categories of schools were included in the study and then proportionately sampled to give a sample size of 248 respondents. The study used 4 questionnaires, the head teachers’, and heads of Department, teachers and students questionnaires. Split-half technique using Spearman Brown Prophecy formula was used to check the reliability of the questionnaires and experts from the department of education validated the instruments. Coefficients of 0.702, 0.741, 0.753 and 0.707 were realized for the head teachers, heads of departments, mathematics teachers and students’ questionnaires respectively. Data collected was analyzed using Statistical Package for Social Sciences (S.P.S.S) version 11.5 windows and then presented in form of frequency tables and percentages. The significant factors leading to poor performance included inadequate teaching force, students’ absenteeism, poor entry marks, poor assessment techniques and poor teaching methods. The intervention strategies suggested included completing the syllabus in time, provision of adequate and qualified teaching force and in-service programmes. The study is significant as its findings will be used by education policy makers and pre-service training of teachers.

Oluchukwu(2011) carried a study on factors responsible for senior secondary students in Oyo State This study assessed and investigated the academic performance of secondary school students in two principal subjects (English Language and Mathematics) at the Senior School Certificate Examinations (SSCE) in ten secondary schools typical of urban and rural locations in five randomized Local Government Areas of Oyo State, Nigeria between 2005 and 2007. The study employed a descriptive survey research design. An instrument titled: Students’ Academic Performance in English Language and Mathematics Questionnaire (SAPEMQ) was used to collect relevant data for the study. The ten secondary schools involved were selected based on simple random sampling technique and the statistical tools employed to analyse the data collected were percentages, means scores and multiple regression (backward procedure). Four research questions and one null hypotheses were formulated to guide the study. The result among other things revealed that, there was a marked difference in the performance of students in urban and rural schools at the SSCE with impressive means scores obtained in urban schools (Urban = 69.8, 54.4 and 60.2 in 2005, 2006 and 2007 respectively; Rural = 36.4, 24.9 and 23.8 in 2005, 2006 and 2007 respectively). The implications of the findings for educational planning and policy in Nigeria were discussed.

 Frank(2010) in his study teachers and students academic performance in Ezeagu Local Government Area This paper examined the number of qualified teachers and its relationship to students' academic performance in public secondary schools in a sample of Local Government Areas (LGA) of Osun State. This descriptive study used a post-hoc dataset. An instrument titled “Quantity and Quality of Teachers and Students' Academic Performance” (QQTSAP) was used for the study. Twenty-one (21) public secondary schools, one in each LGA from a population of thirty-one (31) LGA in the State, were sampled. The Senior School Certificate Examination results from 2000/01 to 2004/05 were used to analyze students' academic performance and reflected some concerns in the school system. The data were analyzed using ANOVA and Spearman rank correlation coefficient to test the three operational hypotheses. Findings of this study showed teachers’ qualifications, experience and teacher–student ratio were significantly related to students’ academic performance. These findings can be used to guide planners about the need for qualified teachers to facilitate effective teaching and learning in secondary schools in Nigeria.

Ife(2017) in his work tited The quest for improving the academic performance in Public Senior Secondary School Students in kadunna south local government area of kadunna state. what prompted this work with particular reference is motivation of teachers. It is the intention of this project to indentify the effect of poor motivation of teachers on student academic performance. The study which was a descriptive survey employed the use of structured questionnaire with close ended questions and was administered to Public and Private Senior Secondary School teachers and Public and Private Senior Secondary School Students respectively in five (5) randomly selected Public and Private Secondary Schools in Kaduna South Local Government Area of Kaduna State. The results showed that when teachers are not motivated, their productivity are hampered this in turn reduces the academic performance of Students. It was recommended that government in all levels should make the payment of teachers’ salary and other fringed benefit a priority and it should be paid on time, government should ensure that basic facilities for effective teaching and learning are adequately provided, Teachers should improve in their teaching skills to enhance higher academic productivity amongst students. Seminars and workshops should be conducted for both teachers and students to increase academic productivity.

**Samuel(2010) in his study a case study of secondary school students in Oredo local government area, Benin city.** This research was designed to compare the academic performance of students in boarding house and those who are day students. About one hundred and twenty students were used for this study. These were drawn by using simple and stratified random sampling by selecting students in three different secondary schools in Oredo Local Government Area Benin city, Edo State. Questionnaire and students scores in their first term examination were used, simple percentage were employed to test these research question. Three research questions were formulated they are, Is there any difference between the academic performance of both the boarding and day students in education? 2. Is there any difference between the academic performance of the students whose parents are rich and those of poor parents? Does the environment have a positive or negative effect on the academic performance of the students?

Anayo(2017)in his study factors affecting the teachers activities in Anambra State, this research work was carried out in urban and rural areas of Ogbrau Local Government Area of Anambra State to find out factors affecting attitude to work of secondary school teachers.

The questionnaire was the instrument used in obtaining data for answering the research questions. Some of the factors associated with the problem have been fully identified and analyzed in this work among which is inadequate teaching materials in our secondary school. Some recommendations have also been put forward to save our secondary education from total collapse. It is therefore hoped that readers will find this work very useful and interesting

**SUMMARY OF RELATED LITERATURE**

This chapter was review under the three sub-headings from the conceptual framework, it was discovered that for a successful national development, there is need for a good output in the performance of the subject government and that government is the subject, which the nation heavily depend on in achieving its objectives towards making the students know a lot about government, politics etc from the studies reviewed, it was discovered that there are many factors that are responsible for poor performance of students in government and are; teachers as persons, teacher’s teaching qualification, teachers attitudes, students attitudes, students gender attitude, teacher’s methodology lack of teacher and the environment as maturation factor in the study of government and the society and government as maturation factors. The scholars literally proffer possible solution to the problems militating against students’ performance in Government.

From the theoretical rationale, it was used that the survival and growth of any government education in secondary school does not rest on the government teacher but on the other staff of the school, the school’s management, the school’s proprietor and the community where the school resides. The staff of the school including the government teacher, the school management, the school proprietor and the community where the school resides are the system of the school.

The theory used was General Systems theory (GST), which was developed by a German biologist Kalr Ludiogy Van Bertalanffy (1901 – 1972). This theory aims at seeking principles common to systems in general that may allow scientist and researcher to think more clearly about the goals of any possible system, and about the methods for reading them.

Therefore this theory explains how the teaching and learning of government in secondary schools in Enugu East Local Government Area can be affected. This research therefore focuses attention on the factors mutilating against the academic performances of secondary schools student in government in Udi Local Government Area of Enugu State.

 **CHAPTER THREE**

 **RESEARCH METHODS/METHODOLOGY**

**Introduction**

This chapter deals with the methodology of the research. The researcher describes the design of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, method of data collection, and method of data analysis

 **Research Design**

The research design for this study is descriptive survey research design. According to Odo(2009) a survey design is a design in which a group of people or items are studied by collecting and analyzing data from a few people or item by considered to representative of the entire group. In other words, survey sampling is the method of selecting and observing a part( sample of the population in order to draw valid conclusion about the whole population

**Area of Study**

The area of the study is Enugu East local Government Area in Enugu State The study was conducted in secondary schools in Nigeria, and it focuses on students and teachers of the secondary school in Enugu East Local Government Area. But due to the vast nature of the area some selected schools were chosen from Enugu East Local Government Area.

The Local Government comprises of the following communities: Iji Nike, Amorji, Alulu, Amokpo, Edem, Ibagwa, Emene, Ugwuomu, Akpogazi, Eziama, Ugwogo, Trans-Ekulu.

**Population of the Study**

The population of the study consist of all male and female students and teachers of senior secondary school 2(i.e SS2 ) students in the school in Enugu East Local Government Area.

The population is 3000 students and 67 teachers

 **Sample and Sampling Techniques**

For the purpose of this study the researcher randomly sampled 5 secondary school representing 55% of the 9 schools in Enugu East Local Government Area as stated by Odo(2009).

The sample size used for this work was two hundred and forty(240) respondent which comprise of one hundred and twenty(120) senior secondary school 2(SS2) students and sixty four(64) secondary school teacher, that was determined using Yaro Yamani(1967) formular therefore seventy(70) senior secondary schools students and three(3) government teachers were selected from each school

**Instrument for Data Collection**

The questionnaire was the main instrument for data collection, it was constructed by the researcher and was submitted to three experts in measurement and evaluation for correction. The Title of the questionnaire is Factors Militating Against Secondary students Academic Performance in government subject(FMASSAOIG).

The questionnaire have two(2) sections, section A and section B. section A contains the personnel data of respondents and government and section B contains the questionnaire item and it was structured in such a way as to elicit response which help to provide answer to the research questions posed in the study. The respondents indicated their response as follows

Strongly Agree SA

Agree A

Strongly Disagree SD

Disagree D

**Validity of the instrument**

The validation of the instrument was done by three(3) experts in the field of department of education, measurement and evaluation in Enugu college of education.

This helped in determining the capacity of the question in measuring what sorts to measure the corrections and advice given were used to correct and modify the question to ensure that it achieve it overall objectives.

 **Reliability of the Instrument**

The instrument used in this research works was done through a test-retest procedure. In this procedure, the instrument was administered to 10 students from each of the four secondary school in Ezeagu Local Government area of Enugu, where the reliability test-retest exercise was conducted. There are community secondary schools Imezi Owa, Owa girls high school Imezi, Girls secondary school Aguobu owa, Amansi ode secondary school Ezeagu.

After two weeks the whole exercise was repeated with the same students and the result obtained were correlated using Pearson Product Moment Correction Coefficient.

The co-efficient was 0.75,which means that the instrument was highly reliable.

**Method of Data Collection**

Atotal of 365 questionnaire were produced and used for this study. The questionnaire administration lasted for two weeks, the first week was used for the questionnaire administration proper while the second week was used for mopping up exercise. One full day spent in each school visited. This is to ensure that the questionnaire were issued and collected on the spot to avoid too many causalities. A research assistant was also trained and used to help the researcher on the spot collection and sorting of the questionnaire. The questionnaire were administered at the same time in all the five schools sample

**Method of Data Analysis**

The response from the respondent were organized into frequency distribution and the collected data was tabulated and converted into mean rating using 4 point liker scale as shown below

Strongly agree S.A 4 points

Agree A 3 points

Disagree D 2 points

Strongly Disagree SA 1 point

X= 4+3+2+1 = 2.50

 4

Therefore mean and standard deviation were used for the data analysis, any item whose mean is below 2.50 was considered to be disagree while anybody whose mean is above the mean score or equal to 2.50 was regarded to be Agree

**CHAPTER FOUR**

**ANALYSIS OF DATA AND RESULT**

**Analysis Of Research Question**

 This chapter is concerned with the presentation and analysis of the data collected in attempt was made to answer those questions raised by the researcher in chapter one and interpret the result of the opinions of the respondents I the study as show below. The researcher analyzed the data using the simple percentage.

**Research Question 1**

To what extent is poor foundation of teaching and learning a contributory factor to poor performance of junior secondary school students?

**Table 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **ITEM** | **RESPONSES** | **FREQUENCY** | **PERCENTAGE**  |
| 1. | Students have no good educational foundation | Strongly agreeDisagree | 14030 | 58.312.5 |
| 2. | Poor and uneducated parents contribute to poor academic performance. | AgreeDisagree | 4030 | 16.612.5 |

Table 1 showed that item 1, has a percentage score of 58.3 and item 2 has a percentage of 16.5 this is an indication that respondents believed that students have no good foundation in many subjects.

**Research question 2**

Are there enough qualified government teachers in secondary schools in Enugu East Local Government Area.

**Table 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **ITEM** | **RESPONSES** | **FREQUENCY** | **PERCENTAGE**  |
| 1. | There is inadequate members of teachers in secondary schools  | AgreeDisagree | 9510 | 39.584.2 |
| 2. | There are unqualified and incompetent teachers in secondary schools | AgreeDisagree | 2010 | 8.34.2 |
| 3. | Well trained teachers are very few | Agree Disagree  | 1005 | 41.62.0 |

Table 2 showed that item 3, has a percentage score of 39.58, item 4 has a percentage of 8.3 and item 5 has a percentage score of 41.6. this is an indication that respondents believed that unqualified and incompetent teachers are responsible for poor performance in school.

**Research Question 3**

 To what extent is teachers method of teaching a contributory factor to poor performance?

**TABLE 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **ITEM** | **RESPONSES** | **FREQUENCY** | **PERCENTAGE**  |
| 1. | Teachers inability to use suitable method for each topic | AgreeDisagree | 8540 | 35.416.6 |
| 2. | Teachers do not vary their method of teaching | AgreeDisagree | 10015 | 41.66.25 |

**Research Question 4**

 What are the suggested solution to improve students’ academic performance in secondary schools.

**Table 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **ITEM** | **RESPONSES** | **FREQUENCY** | **PERCENTAGE**  |
| 1. | Well qualified teachers and adequate teaching aids should be provided to the students  | AgreeDisagree | 9010 | 37.54.1 |
| 2. | Good textbooks, laboratory should be provided to the students | AgreeDisagree | 1510 | 6.254.1 |
| 3. | Government should equally encourage teachers by paying regular salaries to the teachers  | Agree Disagree | 10015 | 41.66.25 |

Table 4 showed that item 11 has a percentage score of 37.5, item 12 has a percentage score of 6.25 and item 13 has a percentage of 41.6. this is an indication that respondents believed that well qualified and adequate teaching aids, good textbooks, laboratory and paying of regular salaries to the teachers can improve student’s performance.

 **CHAPTER FIVE**

**DISCUSSION, IMPLICATION, SUMMARY, RECOMMENDATIONS OF**

 **THE STUDY**

**Discussion of the results**

 The first research question was analyzed in table 1. The result showed that students do not have good foundation. This finding agreed with the work of Uche (2009) who stated that a child from an educated and enlightened home will have and edge over his counterpart from a poor illiterate home and background in the acquisition of knowledge in Nigeria.

 The second research question was analyzed in table 2 the result showed that there are unqualified and incompetent teachers in secondary schools. These findings agreed with the works of Adams and Peare (1974:13) who stated that for a number of years, there has been the scarcity of teachers with special qualification in the subject.

 The third research question was analyzed in table 3. The result showed that teacher’s inability to use suitable method for each topic is a factor responsible for poor performance. This findings agreed with the work of Davidson (2004:18) who stated that experience and evidence have clearly indicated that knowledge of subject matters does not bridge the gap between teaching and learning. It takes more than subject matter knowledge to be a good teacher.

 The forth research question was analyzed in table 4. The results showed that well qualified teachers, teaching aids, good text book, language laboratory/library should be provided and regular payments of salaries should be encouraged by the government in Enugu East Local Government Area Secondary School.

**Conclusion**

The purpose of the study was to examine the factors that were responsible for the low academic achievement of students in senior secondary schools in Enugu East Local Government Area of Enugu State. To identify these factors, comparison was made with a high achieving school with the same municipal area. Through this, the study has been able to establish factors that pertain solely to senior secondary schools. These factors attributed to teachers, school environment, parents and the students were primarily responsible for the academic performance of students.

The school environment factors found included lateness, absenteeism, inadequate teaching learning materials and misuses of contact hours leading to not completing of the syllable. Also home conditions found to have influence on academic performance included parents not supporting their children with their home work not interacting with teachers to know how their children are doing in school.

Student factors found to affect their academic achievements include lateness, absenteeism and problem with use of English language in class. The findings are generally consistent with the ecological performance is influenced by wider social systems. This shows that students face many challenges that justify the need for stakeholders to come up with intervention measures to improve their output. The study has practical significance as it sheds light on the factors affecting the low academic performance and for decision making to improve their academic performance. It must be emphasized that these factors generally do not operate in isolation. Therefore any attempt to improve the academic performance.

**Education Implication**

Over the past few years, concerns have been raised about the poor academic performance of students in Enugu East Local Government Area. The situation raises question about the depth of understanding of factors affecting the low performance of students in Udi Local Government Area. The study therefore sought to examine factors responsible for thelow academic achievement of students in Enugu East Local Government Area and to suggest strategies that may help to improve student’s academic performance. More specifically, the research has identified school environment factors, and students academic performance.

School environmental factors such as limited number of teachers with high academic qualification, inadequate teaching and learning materials, and misuse of contact hours have accounted for the low academic performance in students in Enugu East Local Government Area. Teachers “level of education plays a very important role in their level of delivery in the classroom. A teacher’s knowledge of the subject matter coupled with all the educational material have great influence on teaching and learning in students in Enugu East Local Government Area. Though majority of the teachers (61.5%) have bachelor degrees the rest of the teachers knowledge in their subject areas can still affect the performance of the school. Inadequate teaching and learning materials also accounted for the low academic achievement of student in Enugu East Local Government Area. None of the teachers of the school indicated that the school had enough teaching and materials to support their work. Students perform better when they have teaching materials like textbooks, maps, science equipments and pictures to aid them. Contact hours are meant for academic work but students in Enugu East Local Government Area. Sometimes miss this. Sometimes they either weed or fetch water for teachers when they should be in class learning. Hardy (2009) throws more light on the negative relationship between work and academic.

In addition, teacher factors such as incidence of lateness to school and absenteeism, inability to complete the syllabus and inadequate homework assigned to students contributed to the low academic performance of students in Enugu East Local Government Area. The role of the in achieving academic excellence is very important so lateness to school on the part of the teacher affect the students greatly.

Furthermore, students characteristics found to have affected the students performance were incidence of lateness to school and absenteeism, lack of assistance with studies at home and use of local language in the classroom. Lateness and absenteeism by students in Enugu East Local Government Area. Have had a negative effect on their academic achievement greatly. Lessons area taught during the contact hours to those in school so those are either late or absent lose a lot and all these come to play when they write their final examination.

Parent “educational” levels of education have significant influence on their children’s academic performance. Parents with high level of education have more interest in their children’s education by buying more books to supplement their school work and also help with homework. Most of the parents of students in Enugu East Local Government Area.(70%) have been educated to only senior high school or middle school and so are not able to help their children with their studies”.

**Recommendation**

Based on the findings of the study, the following recommendations have been made:

* Improve parents’ attitude towards schooling of their wards

Parents “factors” that accounted for the law academic (performance in the school were lack of provision of textbooks and supplementary readers, less interaction with children’s teachers, and less involvement in the PTA. It is recommended that parents need to be sensitized to make the education of their children and wards a priority. This can be achieved through organizing regular sensitization meetings, community non-formal education classes by youth groups within the communities. This would encourage parents to be active in the affairs of the school. As Etsey (2005) indicate parents “involvement in school activities would make them aware of problems and issues affecting the students, teachers and the school in general. In this way, they would able to provide solutions that would lead to the provision of a better teaching and learning environment to improve upon the academic performance in the schools. They would also see the need to provide basic needs of their students and provide help for them at home with their studies. Sensitization meetings with parents should also focus on encouraging them to develop a sense of ownership for schools. When parents are encouraging to consider the school as their own and not for the district assembly or the government, they would be more practice in matters that concern the schools. As a result, parents would be aware that the onerous reasonability of improving students “performance in school should not be left to the school alone and therefore, the need to forget home-school partnership”.

Intensify supervision and institute incentive packages. The teacher factors that contributed to the low academic performance were incidence of lateness to school and absenteeism, inability to complete the syllabus and low assignment of homework to students. It is recommended that supervision should be strengthened and circuit supervisors should be more regular in the sub-metro schools. Regular visits to the schools would motivate the teachers to be more regular and early in school. When students realize that supervisors are regular in visiting the schools and teachers are also present always, they would be challenged to change their attitude towards school.

In addition, the South municipal assembly work out incentive packages to increase teachers “motivation to teach”. Motivation is the force that determine how much effort a teacher put into teaching. According to Farrant (1980) when a teacher is motivated, remarkable feat at teaching can be achieved. Awards could be instituted for performance. Areas such as school and student discipline, teacher performance, student attendance and achievement and community and parent participation in school activities should be rewarded to serve as a motivation. This would go a long way to solve the problem of teacher absenteeism and lateness as the motivational incentives may arouse the interest and desires of the teachers. This will result in a better teaching and learning environment in the school.

**Sensitize and motivate the students**

The student characteristics that caused the low academic performance were incidence of lateness to school and absenteeism, little help with studies at home and use of local language in the classroom. It is recommended that students need sensitization and past students from the community who have made progress in their fields need to be invited regularly to talk to the students. Students who made it to the senior secondary schools could be used for the same purpose. They would serve as a role models and motivators. In addition, teachers need to motivate the children. It is important for the teachers to arouse the interest and the joy in each lesson they teach. They could do this through the use of humour in the classroom, paying individual attentions, using different approaches to teaching and positive reinforcements. This can also be done by developing achievement motivation in students through achievement motivation training.

Recognize individual differences in education and encourage guidance and counseling

There is the need for the recognition of individual differences in students and the need to deal with them accordingly. By gaining a better understanding of individual differences in learning, teachers would develop more effective methodologies in teaching their subject matter. Furthermore, guidance and counseling should be encouraged in the schools to meet students “needs school social workers should provide the necessary assistance and psychological support for the students to overcome obstacles in the home and school environment. However, social workers, because of their emphasis on system/ecological perspective, often played on important role in this shift in focus from individual to family counseling. Social workers in particular focus on the strengths of family members and of the family as a total system, building on those strengths to make t system more supportive of its individual member.

**Limitations**

Various problems were encountered during the process data collection.

The following factors that are limited in this work are as follows:

* **Time Constraints:** The researcher as a student was also engage in some other academic activities which limited the time used for the project.
* **Financial constraints:** As a student, this is one of the most demanding projects. Financially, it was a problem and very difficult for me to acquire the materials which were needed for me to bring out the best. Such problems include lack of current textbooks that is related to my topic, lack of time and finance to visit all the schools involved especially those in the remote area. The reason is because of bad road so there are about three buses and the cyclists that made the transportation to be costly.
* **Attitude of the respondents:** Inadequate response such that some staff who wereinterviewed declined response and where reluctant to give valid information due to their personal reasons even after the researcher has reassured and employed a lot of diplomacy to elicit information from the respondent, again, some of the principals and teachers in the selected school in Enugu East Local Government Area. Were not on seat for good three to four times and these parent are very reluctant to deliver the main information needed. So many questionnaires that were sent out were not returned and the ones that were returned were properly answered

**Suggestion for further studies:**

1. Problems in the use of instructional materials in teaching and learning.
2. Attitude of teachers towards the teaching and learning in secondary schools

**Summary of the Study**

From the research findings, it is clear that majority of the informants were dissatisfied with the education system. Majority respondents strongly feel that lack of resources, poor working conditions, use of the new grading system (malepa), time and lack of incentives had to a greater extant contributed to teacher’s low morale, hence, exerted less effort in their daily duties. The findings of the study shows that lack of parents’ involvement in the welfare of their children immensely contributes to students’ low performance therefore, there is a need for other stakeholders to participate in the education of their children for the rapid change in the Botswana education system. Students’ attitude towards their learning have been highlighted. There is a proverb which says “you can lead a horse to the river but you can’t force to drink”. But with proper guidance student’s mindset can be changed. Effective teaching and learning result into high quality teaching staff required for high quality education. The official language for teaching is the English language and most of the students have difficulties with it so they are unable to read and write and affect them in their final examination.

Finally, how conditions or parental support variable causing students to perform poorly academically were the number of siblings, survival status of parents, their inability to provide textbooks and supplementary readers, low level of interaction with children’s teachers, and low level of involvement in the parent teacher association (PTA).

Parent’s interests in their children’s education enhance their performance greatly. Parents do this by providing all their school needs, interacting with teachers to know how their children are fairing in school and also the school attending parent teacher association meetings to help in putting measures to encourage teaching and learning like scholarship schemes. Result from this studies showed that the PTA of junior secondary school were not rally involve in motivating teaching and learning in the school.

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**Appendix 1**

 ` Department of Political Science Education

 Godfrey Okoye, University

 Thinkers Corner,

 Enugu

 Enugu state.

Dear Respondent,

The researcher is a final year student in the above mentioned institution, conducting a study on the factors militating against the academic performance of secondary school students of government in Enugu East Local Government Area in Enugu State.

This research work is purely for academic purpose and information supplied should be treated with confidence.

Kindly complete this questionnaire as you would be instructed below.

Thanks for your co-operation

Yours faithfully,

Mba Obinna Chiemeka

**APPENDIX II**

Particulars Of The Respondents

1. Name: -------------------------------------------------------------
2. Sex male ( ) female ( )
3. Marital status married ( ) single ( )
4. Qualification NCE ( ) B.SC/BA ( ) HND ( )

Others -------------------------------------------------------------------

Tribe ---------------------------------------------------------------------

State---------------------------------------------------------------------

Nationality -------------------------------------------------------------

**INSTRUMENT**

Read the item below and tick ( ) under the appropriate Colum that best represents your view. The keys to the abbreviations are:

“A” Agree

“D” Disagree

**FACTORS MILITATING AGAINST THE ACADEMIC PERFORMANCE IN GOVERNMENT AMONG THE SENIOR SECONDARY SCHOOL STUDENT IN ENUGU EAST LOCAL GOVERNMENT AREA.**

**(FMAAPIGASSS) QUESTIONNAIRE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM** | **SA** |  **A** | **SD** | **D** |
| 1. | The Students have no good foundation  |  |  |  |  |
| 2. | Poor and uneducated parents contributed to poor foundation |  |  |  |  |
| 3. | There are unqualified and incompetent teachers in secondary schools |  |  |  |  |
| 4. | There is inadequate number of teachers in school |  |  |  |  |
| 5. | Well trained teacher are very few |  |  |  |  |
| 6. | Teachers inability to use a suitable method of each topic is a factor responsible for poor performance |  |  |  |  |
| 7. | Teachers do not very their method of teaching  |  |  |  |  |
| 8. | Well qualified teachers and adequate teaching aids should be provided to the students |  |  |  |  |
| 9. | Good textbooks, language, laboratory and library should be provide to the students to enable students to read acquire more knowledge apart from the one being through by the teachers. |  |  |  |  |
| 10. | Government should equally encourage teachers by paying them regular salaries to the teachers  |  |  |  |  |