**FACTORS AFFECTING STUDENTS’ POOR PERFORMANCE IN ECONOMICS IN SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION IN ENUGU NORTH LOCAL GOVERNMENT AREA**

**BY**

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**U16/EDU/ECO/044**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY THINKERS CORNER, ENUGU STATE**

**JULY, 2018**

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY THINKERS CORNER, ENUGU STATE**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF ARTS IN EDUCATION (BA. ED)**

**PROJECT SUPERVISOR**

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**JULY, 2018**

**APPROVAL PAGE**

Obiezu Mirabel C. a student in the Department of Arts and Social Sciences Education (Economics Education) in Faculty of Education with Reg No: U16/EDU/ECO/044 has satisfactorily completed the requirement for the award of degree in Bachelor of Arts in Education (BA. ED). The work embodied in this project is original and has not, to the best of my knowledge, been submitted or presented elsewhere.

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**DEDICATION**

This work is dedicated to the Almighty God, the giver of life.

**ACKNOWLEDGEMENTS**

My special gratitude goes to Almighty God for His care throughout the course of my study.

My profound gratitude goes to my husband, Mr. Jude Okwudili whose financial and moral support had gone a long way in seeing me through in my academic and project work.

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**Abstract**

This study focuses on the factors affecting student’s poor performance in Economics in senior secondary school certificate examination, in Enugu North. The purpose of the study is to address the factors affecting students’ poor performance in Economics in senior secondary school certificate examination, in Enugu North Local Government Area. This design of the study is a descriptive survey. This study was carried out in public secondary schools in Enugu North Local Government Area of Enugu state. The population of the study was 2500 made of teachers and students. The sample for the study was composed using simple random sampling techniques through balloting, 100 SSS students were selected. The instrument for data collection was a questionnaire. Data collected was analyzed using mean score. Based on the findings from the study, the researcher recommended as follows: Adequate instructional materials for the teaching of economics in senior secondary schools in Enugu North Local Government Area should be provided by the Ministry of education and school management. Teachers should improvise instructional materials to teach Economics in the senior secondary schools in Enugu North Local Government Area. Teachers of Economics should make constant use of instructional materials in teaching Economics in senior secondary schools in Enugu North Local Government Area.

**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

 Knowledge is endless thing and teachers are among the important instrument required for the impacting of this knowledge to be acquired by the students. Many nations of the world including Nigeria have continued to invest heavily on education since knowledge is acquired through education.

The key role of a teacher is to teach, which can be understood as meaning to facilitate learning of some target curriculum. Teaching is therefore intimately tied to notions of learning, and there is a sense that if students do *not* learn, then whatever the teacher is doing does not deserve the label of ‘teaching’(Phelps 2009).

 In the words of Awoyete (2014) Education is a weapon for combating ignorance, poverty and disease. It is a bride between confusion and comprehension. It is always dam for conserving man’s store of civilization and a rocket for transporting man from intellectual subservience and sovereignty.

Nigeria on her part adopted economics as an instrument for excellent communication which promotes National development. Thus it becomes imperative that these important ingredient for development of man. Man should plan and implement in way that ensures optimum output.

 This concern has given rise to many concepts relating to the position outcome of the performance of students in teaching and learning of economics, such as teacher’s effectiveness, students’ seriousness to learning and parental interests to the educational development of the children in effect technique of teaching and learning especially in Enugu North.

Education in the wider sense is a life-long process. It begins with the birth of a child and ends with his death. It is a continuous process. Continuity is the law of life. Education is not limited to the classroom only; it is also not limited to a particular period of life. Education is a lifelong process and goes on from birth to death. Throughout life one goes on learning to adjust oneself to the changing patterns of life. Change it’s the fundamental law of human existence. Life is a continuous process of growth and development and so education is also a continuous process (Dumvile 2014).

Teaching-learning process is the heart of education. On it depends the fulfilment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching and learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal (Bruner cited in Siaw, 2009).

It is informative to examine the ideal teaching-learning process, as proposed by Laurillard (2014) who argues that there are four aspects of the teaching-learning process namely: discussion, interaction, adaptation and reflection. Discussion according to Laurillard is between the teacher and the learner. Interaction is between the learner and some aspect of the world defined by the teacher. Adaptation is of the world by the teacher and action by the learner. Reflection is on the learner’s performance by both teacher and learner. Laurillard considers how different educational media and styles can be described in these terms. For example, a textbook represents a one-way flow of knowledge from the teacher’s conceptual knowledge to the student’s conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

An individual learns through his experiences, which are acquired throughout his life. Education is not merely collection of some information. It is acquisition of experiences through life in the social and natural environment. It includes all the knowledge and experiences, acquired during infancy, childhood, boyhood, adolescence, youth, manhood or old age through any agency of education- the press, the travels, the club, the nature- formally and informally. Thus, education becomes the sum-total of all experiences that the student’s receives either in the school or outside. In this wider sense, life is education and education is life. Whatever broadens our horizon, deepens our insight, refines our reactions and stimulates thought and feeling, educates us.” In other words, education is the process whereby a human being gradually adopts himself in various ways to his physical, social, and spiritual environments. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Education, in the broader sense, is transmission of life by the living, to the living, through living and for living”. Education is a means for the development of balanced all- round harmonious development of personality. Personality includes not only body and mind but also spirit Gulati (2016).

Secondary school is the stage of education following primary education. Except in countries where only primary or basic education is compulsory, secondary school includes the final stage of compulsory education, and in many countries it is entirely compulsory. The next stage of education is usually college or university. Secondary school is characterized by transition from primary education for minors to tertiary, "post-secondary", or "higher" education for adults. Depending on the system, schools for this period or a part of it may be called secondary schools, high schools, gymnasia, lyceums, middle schools, sixth-form, sixth-form colleges, vocational schools and preparatory schools, and the exact meaning of any of these varies between the systems.

Economics is one of a precise subject taught in the higher secondary school level. It is important to both students and the civilization as great for the reason that it wounds transversely all compasses of human effort as it can be understood in its simplest definition by Robbins (1935) revised by Flynn (2009), “…thus economics as a science which studies human behavior as a relationship between ends and scarce means which have alternative uses….” By this definition, Robbins (1935) revised by Flynn (2009) lay emphasis on economics as a science and that economic investigation would be based on positive and logical method rather than normative with vague judgments. The important ideas of teaching and learning economics in classroom are to help the basic stage of student masters the principles vital for understanding the financial problem, precise economic issues. The policy alternatives, help to the students understanding, then apply the economic perspective also reason accurately and empirically with economic matters. This promotes a lasting student interest in economics and the economy. (McConnell, 2009) divided economics into three parts; positive economics, normative economics, and applied economics. The science and art of economics relating the lessons learned in positive economics to the normative goals determined in normative economics.

 Ahanotu (2009) observed that the factors affecting student’s performance in Economics could be attributed to the following:

1. The level of teachers’ qualifications
2. The motivational approach of the teachers and students.
3. The availabilities of facilities
4. The influence of population explosion on classroom management and organization
5. The level of supervision of instruction
6. Class discipline can enhance effective teaching.

Adesina (2011) opined that teachers are and will continue to be both the major indicators as well as the major determinant for quality instructions. Teachers are the hub of any effective teaching and learning system since students cannot achieve anything without their teachers. Learning is judged to be effective when the recipients are seen to be product and capable of contributing to himself and the society at large especially in Economics.

Effective teaching of Economics is a great importance in the promotion of educational and communication standard. Thus, as observed in the National Policy on Education (2004) “No educational system can rise above the quantity of it’s teachers”.

 Effective teaching-learning promotes positive solution of educational standard. Educationists all over the world have worked out numerous accepted models in teaching and learning of Economics. Yet there are still problems of poor performance of students in teaching of Economics in the classroom. There are certain factors the teachers perceive as the constraints for the effective performance of students in Economics among secondary schools students. They include low morals to study, lack of facilities, population explosion, class discipline, inadequate supervision of instructions etc. In line with this view also constitute to the factors affecting students performance in economics in senior secondary school certificate examination in Enugu North.

 Everyday, one form of value judgment or the other are passed on institution of learning especially in secondary schools. Teachers in schools do not inculcate the eloquence principles to the students and teachers skills.

 Teachers pin-down the reasons as lack of adequate facilities un-conducive environment for studies, lack of learning materials and poor qualification. What constitute the use of Mass failure in Economics in Secondary School of teaching and learning of Economics is not teachers only. It also includes attitude of the learners, the infrastructural provision by the school and the attitude of the society to learning.

 These variables lead the researcher to examine the factors affecting student’s poor performance in economics in secondary school examination, in Enugu North.

**Statement of the Problem**

Academic performance has been chronically poor in some public secondary schools in Nigeria particular in Enugu North, despite the Government’s effort to improve quality of education. Many stakeholders have tried to attribute the wanting academic performance to the socio-economic factors. Very little has been done to look into these problems, therefore, it is against this background that the researcher was prompted to find out factors affecting student’s poor performance in economics in senior secondary school certificate examination, in Enugu North.

In view of these difficulties, most teachers of economics still resort to the theoretical method of teaching the subject. This undoubtedly, is contrary to the improvement of economics education, which is greatly needed at this period of our development with emphasis on practical oriented learning (Mammudu, 2010). The researcher has taught for a number of years in some secondary schools and had visited a number of secondary schools as a resource person. Through these experiences, the researcher observed that most teachers in secondary schools did not fully make use of instructional materials in the teaching of economics to their students. This negligence of the effective use of the instructional facilities and materials in teaching and learning of economics common to both the trained and untrained teachers affected the academic performance of students in economics in secondary schools in Enugu North.

A good teacher is one who knows the capabilities of his learners and has understanding of what his or her students need to learn. This implies that the skill of teaching lies in knowing who, what and how to teach and above all to be able to judge. Good teaching demands great skill irrespective of the level of teaching. It does not depend on the learner any more as Amissah (2012) indicate. Thus teaching has become complicated due to the increasingly intricate phase of human personality and society. The idea is that a teacher must bear in mind certain principles of good teaching whiles dealing with the students.

Hence, the question of academic performance and students‟ poor performance in SSCE is therefore usually discussed both in and outside the academic circles. In the last few years, it has been observed in most secondary schools that a high percentage of students are performing very poorly in Economics in National Examinations for example, WAEC and NECO (Examiner’s Report, 2009) due to ill motivated behaviour of the students towards the Education, lack of professional teachers, existence of lazy teachers and lack of teaching facilities and equipment (David, 2014). Some of these reports have shown that there are poor academic activities in secondary schools which obviously leads to rampant failure in external examinations among secondary schools students. It is also observed that students poor performance in Economics in the Senior School Certificate Examination (SSCE) has continue to be low over the years. Otanyemi (2010), in Mohammed (2003), states that there has been General outcry about poor students‟ performance in the Senior Secondary School Examination.

Students’ poor performance in the subject is probably due to teachers’ attitudes of non-usage of effective instructional materials, poor communication and poor teaching methods in the class room, and also student low interest in the subject. Also the student background affect their performance in the study of economics because most of them do not come from well to do family background.

The factors affecting economics includes the extent to which teachers attitude of non-usage of instructional materials in teaching Economics affects [students performance](https://www.projectwriters.ng/project-topic-effect-teachers-qualification-students-performance-english-language-examination-ishielu-local-government-area-ebonyi-state/), the extent to which the students low interest in the Economics subjects affect their performance, environmental factors and the levels of qualifications of teachers (Aina 2012).

This paved way for the researcher to examine the factors affecting student’s performance in economics in senior secondary school certificate examination, in Enugu North.

**Purpose of the Study**

 The purpose of this study was to find out the factors affecting student’s poor performance in economics in senior secondary school certificate examination, in Enugu North.

 Specifically, this study is set to find out:

i. to find out students’ related factors contributing to poor performance in economics in senior secondary school Examination.

ii. to find out teachers related factors contributing to poor performance of students in economics in senior secondary school examination.

iii. to find out the school related factors contributing to students poor performance in economics in senior secondary school examination.

**Significance of the Study**

The outcome of this study will be of great benefit to teachers and students of economics because the information from this research work will review some important data such as advise the teachers to further their education and get more knowledge on the study of economics because they are the only way to students future, bring to the knowledge of government to organize seminars and workshops in order to expose teachers of economics to some many academic activities which will in turn help in student performance.

Students will also benefit because they will be motivated by the information from this research work which will go a long way in making them to see Economics as a compulsory subject. Teachers should devise every means possible to teach this subject and make sure that students grasp everything they should know in economics before examination. This could be done by making sure that they cover their scheme of work every term.

The finding of the study will provide training information which will be incorporated to the curriculum. The curriculum planners will integrate the information into the training model or packages of the economics students and provide a better instructional material that helps to make it easy for students to understand and find economics easy in secondary level.

The educational administrators will benefit from this study because there will be room for them to includes economics in curriculum as a compulsory subject in other to help the nation’s economy grow by making admission into the higher institution available based on a credit in economics among others. Students should be serious with this subject and become friend with it. They could do this by reading Economics every day attaining classes and by studying their Economics dictionaries and textbooks.

The principals should make sure that they have enough Economics teachers for their students. They should encourage their economics teachers to attend workshops organized for them. The principals in collaboration with the government, and PTA should make sure that every material needed for teaching and learning of economics is provided.

**Scope of the Study**

This study is designed to find out the factors affecting student’s poor performance in economics in senior secondary school certificate examination in Enugu North. The study aims at finding whether variable like; what lead to student poor performance in senior school examination like instructional materials, unqualified teachers and use of instructional materials are related to students‟ academic performance. Hence, the study shall be delimited to economics teachers and students in Senior Secondary School in Enugu North local government area of Enugu State.

**Research Questions**

 The researcher came up with the following research questions which will go a long way in the study.

1. What are the students’ related factors contributing to poor performance in economics in senior secondary school Examination in Enugu North?
2. What are the teachers related factors contributing to poor performance of students in economics in senior secondary school examination in Enugu North.
3. What are the school related factors contributing to students poor performance in economics in senior secondary school examination in Enugu North.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

 The review of related literature for the study is organized along the following sub-headings

**Conceptual Framework**

* Concept of Teaching
* Concept of Learning
* Concept of Academic Performance
* Factors influencing student’s performance.
* Students Role Performance
* Factors that contribute to student’s success in Examination
* Factors that contribute to student’s failure in Examination

**Theoretical Framework**

* Classical test theory
* Attribution theory

**Empirical Studies**

**Summary of Literature Review**

**Conceptual Framework**

**Concept of Teaching**

According to Smith (2009), teaching is a system of action involving an agent, an end in view, and a situation including two sets of factors-those over which the agent has no control (such as class size, size of classroom, physical characteristics of pupil) and those that the teacher can modify (such as ways of asking questions or ideas gleaned). Smith therefore defines teaching as undertaking certain ethical tasks or activities, the intention of which is to induce learning.

Tamakloe, Amedahe and Atta (2015) have defined teaching as directing knowledge towards the learner. To Kochhar (2014), teaching is not a mechanical process but a rather intricate, exacting and challenging job. Though teaching is poorly paid, Kochhar explains that its riches are of a different order, less tangible but more lasting - that is satisfaction of personal fulfilment. Teaching and learning are therefore described as the two sides of a coin because teaching does not happen without a learner (Amissah and Mereku, 2012). Some other definitions given to teaching by Amissah et al are as follows:

• Teaching is the means whereby an experienced member of a group guides and directs pupils in their total growth and development.

• It is also the activity that the teachers demonstrate to reflect their philosophy of education.

• Teaching is an interpersonal influence aimed at changing the way or behaviour in which other persons can or will behave.

• It is a system of actions intended to induce learning.

• It is an activity aimed at the achievement of learning and practiced in such a way as to respect the learners‟ intellectual integrity and capacity.

The above definitions show how teaching has been subjected to a variety of descriptions and definitions. While some authors describe teaching as an art because it gives the teacher an opportunity to do something creative like moulding personalities and the mind, others describe teaching as a science because it hinges on a specified body of knowledge - psychology. In this sense, Kochhar (2014) asserts that “teaching is a complex art of guiding pupils through a variety of selected experiences towards the attainment of a widening field of learning”. Hence teaching directs growth and development. As the art involves the mind, the heart and the hand, so is teaching (Amissah, 2012). The authors assert that teaching is the art of inducing students to behave in such ways that are assumed to lead to learning. This connotes that teaching is all about creativity because the personality is at play. It is out of passion that a person can teach effectively and it takes a creative teacher to impact on the learner. Therefore teaching can be defined as the art and a conscious act of transmitting knowledge, skills, attitude and values in a systematic and an orderly procedure to induce learning for positive growth and development.

**Concept of Learning**

Learning is defined as a relatively permanent change in behaviour that occurs as a result of prior experience. (Brown, Amuah, Anyage, Frimpong & Koomson, 2010). To Brown et al, learning is understood as the modification of behaviour through practice, training, or experience. This is supplemented with five important components of learning:

• Learning involves change, but not all changes reflect learning.

• Learning is reflected in behaviour, the change in behaviour should occur as a result of experience, practice or training and the practice or experience must be reinforced in order for learning to occur.

Learning, according to Brown (2010), is the process by which we acquire and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behaviour patterns or physical growth. To Brown, capacity for learning is innate and is based on psychological factors whiles rate of learning is based on both inherited and environmental factors. In contrast to this assertion, (Skinner 2010 as cited in Farrant, 1996) opines that learning is seen as a series of experiences, each of which influences behaviour. Learning results should therefore be considered in terms of understanding the core processes within the content standards.

Farrant further explains that as much as the teacher’s job is concerned, it is his duty to help the learner go through each of the learning stages in an efficient manner. Efficient learning therefore requires readiness, motivation and involvement on the part of the learner.

**Concept of Academic Performance**

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. Academic performance according to the Cambridge Dictionary of English (2013) refers to how well a school, college, university, an individual or a group is able to perform when given a learning task, activity or ones achievement in standardized tests in academic pursuit. Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teacher. Academic performance is related to content and intellect, meaning that academic performance depends on the learner’s competence.

**Factors influencing student’s performance**

Research supports the fact that student performance depends on different socio-economic, psychological and environmental factors. The findings of research studies show that student performance is affected by different factors such as Family Background, Learning Environment and Students Role Performance.

**Family Background**

Majoribanks (2009) holds the view that family is the key to a student’s life outside of school; it is the most important influence on students‟ learning and includes factors such as socioeconomic status and family structure. The environment at home is a primary socialization agent and influences a student’s interest in school and aspirations for the future.

**a. Socio-Economic Status (SES)**

Majoribanks (2009) defines Socio-economic Status (SES) as a person’s overall social position to which attainments in both the social and economic domain contribute. When used in studies of student’s school achievement, it refers to the SES of the parents‟ or family educational level, occupational level and income level (Jeynes 2012). Several comprehensive reviews of the relationship between SES and educational outcomes exist (Majoribanks, 2009; Jeynes 2012). These studies make it clear that those students from low SES families are more likely to exhibit the following patterns in terms of educational outcomes as compared to students from high SES families:

• have lower levels of literacy, numeracy, comprehension and lower retention rates,

• earn lower test scores and are likely to drop out of school

• exhibit higher levels of problematic school behaviour, for instance; truancy and

• are more likely to have difficulties with their studies and display negative attitudes towards school.

Similarly, studies of student’s educational performance over time have also demonstrated that social background remains one of the major sources of educational inequality (Graetz, 1995). In other words, educational success depends very strongly on the socio-economic status of one’s parents (Graetz, 1995).

The effect of parental SES on student’s educational outcomes according to Barry (2015), may be neutralized, strengthened or mediated by a range of other contextual, family and individual characteristics. Parents may have a low income and a low-status occupation, for example, but nevertheless transmit high educational aspirations to their student. What family members have (material resources, for instance) can often be mediated by what family members do (for example parental support, family cohesion). The social and the economic components of socio-economic status, in other words, may have distinct and separate influences on educational outcomes. While both components are important, social factors (for instance, parents‟ educational attainments) have been found to be more significant than economic factors, such as a family’s capacity to purchase goods and services, in explaining different educational outcomes. It is argued that families where the parents are advantaged socially, educationally and economically, foster a higher level of achievement in their student. They also may provide higher levels of psychological support for their student through environments that encourage the development of skills necessary for success at school particularly in Enugu North (Barry, 2015).

**b. Family Structure**

Socio-economic status may be linked to family structure. There is evidence to show that student from single-parent household do not perform well in school as student from two-parent households (Majoribanks, 2009). Rich (2010) supports this view by explaining that student’s from single- parent families are likely to have lower educational performance because sole parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force. According to Rich (2010), other factors that are likely to adversely affect educational outcomes of such student’s compared to those from two-parent families are said to include:

• the custodial parent having less time to spend with student’s in terms of supervision of school-work and maintaining appropriate levels of discipline,

• increased responsibilities on student’s such as student care roles, domestic duties which impede the time available for school work; and

• the nature of parent-student relationships in sole parent families may cause emotional and behavioural problems for the student.

Divorce has been found to negatively affect academic performance (Jeynes, 2012) as students whose parents are divorced are among those who scored lowest on a standardized test. Possible explanations for this relationship, according to Majoribanks (2009) and Jeynes (2012), is that divorce can cause a family’s socio-economic status to decrease and parental connection harmed. This reveals that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a student's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a student, usually yield poor academic performance of the student.

On the other hand, where a student suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the student's schooling may be affected as the mother alone may not be financially buoyant to pay school fee, purchase books and uniforms, such a student may play truant, thus his performances in school may be adversely affected (Shittu cited in Basil, 2010).

Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the student. This further predicts academic performance where the student is properly counselled in the choice of his/her courses and vocation that matches his mental ability, interest and capability.

**Learning Environment**

Barry (2015) holds the view that, a student’s educational outcome and academic success is greatly influenced by the type of school they attend. The school one attends is the institutional environment that sets the parameter of a student’s learning experience. Depending on the environment a student can either close or open the doors that lead to academic performance.

A Learning environment that is free of barriers, or obstacles or distractions such as noise, gas/smoke pollutions and so on can constitute health hazards, which in turn affect or reduce the student’s concentration or conceptual focus to learning (Sprinthall cited in Basil, 2010). According to Basil (2010), markets and garages located near schools have always posed a threat to students. Noise and pollution from these sources have always endangered students‟ life and concentration. Therefore for an effective learning and high academic performance, schools in both rural and sub-urban and urban areas should be located off zones characterized with smoke/gas pollutions, market centres or garages, as conducive learning environments stimulate learning, understanding and high perception.

Crosnoe, Johnson, and Elder (2014) have suggested that school sector (public or private) and class size are two important structural components of schools. Private schools tend to have better funding and smaller class size than Public schools. The additional funding of Private schools leads to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement (Eamon, 2015). Smaller class size creates more intimate setting and therefore can increase teacher-students bonding which has also been shown to have a positive effect on students‟ success.

According to Danesy (2014), Other factors that affects student’s performance in economics in senior secondary school certificate particularly in Enugu North include good teaching, counselling, good administration, good seating arrangement and good building. Dilapidated buildings, lacking mentally stimulating facilities that are characterized with low or no seating arrangements will also be destructive.

**Students Role Performance**

Students Role Performance (SRP), according to Barry (2015), is how an individual fulfils the role of a student in an educational institution. SRP involves factors such as Gender and Extracurricular Activities.

The effects sex has on a student’s academic performance has been debated and heavily researched over the past several decades (Chambers and Schreiber 2014). Past research has indicated an academic gap between the sexes, with boys ahead of girls. However more recent research shows that the achievement gap has been narrowing and that in some instance girls have higher academic achievement than boys.

According to Jeynes (2012), there are several explanations for this increasing gender. These include biological differences, gender biases (such as reading being seen as not masculine), teaching, curricula and assessment (for instance less structured approaches to teaching grammar may have weakened boys), literacy performance and socioeconomic factors. The last explanation is of particular interest, especially the finding that the gender gap continues within each socio-economic level (Majoribanks, 2009). That is, girls have been found to out-perform boys within high or low socio-economic groups. Furthermore, the performance of boys deteriorates more rapidly than the performance of girls as they move down the socio-economic scale. As noted above, the relationship between the performance of boys and socio-economic status is often mediated or partially explained by family structure.

**Factors that contribute to student’s success in Examination**

Hipp (2012) holds the view that exams are set to assess not just the knowledge of a course but also students‟ ability to analyse the material, to problem solve and use the concepts in a practical way. Therefore only rote learning (memorisation) of material for exams is rarely the best strategy. Dixon (2010) adds that preparing for exams is a task most students dread as it involves time and hard work and is the cause of a lot of stress and anxiety. Hipp (2012) outlines some of the effective ways to success towards external examination as: Planning and Time Management, Coverage of Syllabus and Regulations, and Managing Revision.

**1. Planning and Time Management**

A well-known saying is “if you fail to plan, you plan to fail”. Planning and time management is a key to success. According to Hipp (2012), one needs to use a blank weekly planner to organize study period available to the person. The person should try not to review for more than a couple of hours before the exam- all night cramming sessions are seldom beneficial.

**2. Coverage of Syllabus and Regulations**

In the view of Dixon (2008), it is important to get the syllabus of the subjects chosen and study the topics by getting the required textbooks and study consistently over a long period. Dixon (2008) advises students to avoid reliance on “short notes” at the beginning of learning a topic. According to him, the fact about the topics must sink into the students. He also advises students to study the regulations governing examinations, particularly about desired behaviour in examination, so that students do not ignorantly involved themselves in malpractice with serious consequences.

Hipp (2012) suggests that it is relevant to learn to answer questions after each topic. This, according to him, will enable the students to determine how far they have assimilated the topic. Students may use past questions, or form their own related questions on the specific topic studied. It is of importance to answer such questions in writing, not glibly orally.

Dixon (2008) advocates that it is good to share knowledge and exchange ideas with mates since one may not have access to all textbooks or knowledge on a topic. He also advises that students should not join in cramming model answers prepared by somebody else.

**3. Managing Revision**

Revision is an indispensable part of preparation for exam. Revision helps learning to mature. According Dixon (2008), one completes his course and learns well but it is not the end of it. It should be revised again and again. It is a fact, if students study a chapter well and don’t revise it, the learning they have will vanish with the passage of time. Revision does not take much time because you have already learnt it but you revise to refresh your learning. Another advantage is that each time you revise you learn more and you get new ideas.

It is important to keep in mind at all times that exams are a test of recall, not recognition. All revision and exam preparation should be directed towards practising and testing recall. Many students make the mistake of simply reading through their notes again and again until they feel they „know‟ it all. However, what they are really learning is to recognise the material. Learning to recall the information requires a much more active approach.

**Factors that contribute to student’s failure in Examination**

Poor academic performance, according to Aremu and Sokan (2013) is a performance that is adjudged by the examinee/testee. Poor academic performance has been observed in secondary school subjects (Adesemowo, 2015). Aremu and Oluwole (2010) stress that academic failure is not only frustrating to the students 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.

Morakinyo (2013) believes that the falling level of academic performance is attributable to teachers‟ non-use of verbal reinforcement strategy. Adesemowo (2015) 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 students‟ performance that could damage their ego, poor method of teaching and the likes which affect students‟ academic performance.

The question therefore is what is the cause of this fallen standard and poor academic performance of students? 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?

**THEORETICAL FRAMEWORK**

For the purpose of the study, the following theories will be examined:

1. Classical test theory
2. Attribution theory
3. **Classical test theory**

Classical test theory was introduced by spearman Brown in 1904 revised by M. Wu (2014). This theory assumes that the raw score or observed score (x) obtained by an individual as made up of a true score (T) and an error (f).

Ie, x=T+E

Where, T and E are independent. A person’s observed score is simply the score giving by the examiners in a given examination as representing the student’s ability while a person’s true score is defined as the expected number of correct scores over an infinite number of independent administrations of the particular test. That is to say, a person’s true score is what he/she actually knows. Error on the other hand, is defined as those factors which prevent a correct test measure from been perfectly reliable. As such, error score is defined as that part of the observed test score due to the factors other than what the examinee knows or can do. It represents the error/mistake purposely or inadvertently introduce into the measurement process to either inflate or deplete the student’s true score in a given examination.

This implies that the higher the value of error score. Occasioned by examination, the more the school and public examination scores deviate or diminish from true abilities of those who make or own those scores.

Little wonder that some owners of high scores in our school/public examinations can hardly perform or exhibit behavior that are consistent with the high scores; and how some school graduates can hardly perform to the expectation of the society/employers. (Joshua 2010). However, the focus here is to construct validity which is concerned with the extent to which a research instrument measures a particular psychological (social) construct for establishing this type of validity involved a statistical procedure known as a factor analysis is used. Factor analysis is a collection of methods used to examine how underlying construct influence the response on a number of measured variable factor analysis is frequently used to develop questionnaires to ensure that the questions asked relates to the constructs that is intended to measure.

This theory is relevant to the study, in the sense that this study is concerned with determining the perception of education on the effectiveness of the strategies adopted to curb the performance of senior secondary schools students examination.

1. **Attribution theory**

Attribution theory was first proposed by Fritz Heilder in 1958. It was further developed by others such as Harold Kelly and Bernard Weine (2012). Attribution theory about how people perceives, explain things, and how people make causal explanation about how they answer questions beginning with “why”. This theory is developed within social psychology as a means of dealing with questions of social perception. Heider group attribution theory into two types:

1. Explanatory attribution
2. Interpersonal attribution

In explanatory attribution, people make explanatory attributions to understand the world and seek reasons for a particular event. It plays an important role in understanding what is happening around us.

To explore the nature of interpersonal attribution, Heider in his theory believed that people observe, perceive, analyse and explain behavior with explanation that differ from various individuals.

This theory is considered useful to this study in the sense that examination is perceived differently by individual in the society based on internal or external or both attributions. In the same vein, students are performance in examination is not only because they are inadequately prepared, but because of societal influence. The societal emphasis on success goals, irrespective of the means employed in achieving these goals.

**Empirical Studies**

A number of empirical studies related to this research work were reviewed, with a view to make it clear as to the „gap‟ existing in the literature for this study to fill. They include:

Abdullahi (2014), carried out a research titled “teaching facilities and students performance in economics”. The research was conducted with the objectives to; ascertain the availability of teaching facilities and find out the impact of teaching facilities on students‟ performance in Economics. Also, two research questions were formulated and two null hypotheses were postulated. The study was a survey and questionnaire was used for data collection. Data collected were analyzed using t-test, findings shows that students in schools with adequate teaching facilities perform better than those in schools with less or without teaching/laboratory facilities. He went further to state that when teaching facilities are available and used appropriately the students would acquire skills that are vital to them.

Patrick (2014), carried out a study titled: Effect of instructional materials on the performance of Senior Secondary School Biology students. The main thrust of this study among others was to determine the effect of instructional materials on the performance of students in Economics and to ascertain the impact of the use of instructional materials on students‟ development of creative skills in secondary schools. The researcher made test was used for data collection and data collected was statistically analyzed using t-test. Findings from the study revealed a significant difference in the performance of economics students taught with instructional materials and those who were taught without instructional materials in favour of those taught with instructional materials. The relevance of this study to the present research is that, the study was carried out to determine the effects of instructional materials on the performance of Senior Secondary School economics students while this study will try to assess the teaching resources on the academic performance of secondary school students in economics. Data collected was also analyzed with the use of t-test which this study will also use for data analysis.

Balarabe and Mannir (2013), surveyed the opinions of the respondents on the impact of teachers‟ improvisation. The study was carried out with three research objectives and three research questions and hypotheses were postulated in accordance with the research objectives. Questionnaire was used for data collection and data collected were analyzed with the use of Pearson Product Moment Correlation (PPMC). Result revealed that teachers‟ improvisation of teaching resources has a significant impact on students‟ academic performance. This study has relationship with the present study has it deals with teaching resources while the present study will also assess the teaching resources on the academic performance of secondary school students in economics. The study is also relevant has it used questionnaire for data collection which this study will also use.

Edwin (2013), carried out a research titled: Influence of availability of learning resources on the academic performance of students in the senior secondary schools in state. The focus of this study was to identify the available learning resources in the senior secondary schools in Enugu state; determine the influence of learning resources on the performance students in the senior secondary schools in Enugu state; and to find out the if differences exist in the performance of male and female students in the senior secondary schools in Enugu state. Three research questions and three null hypotheses were formulated for the conduct of the study. Data was collected using questionnaire and data collected were analyzed using PPMC statistical tool. Finding shows that availability and utilization of learning resources has a significant effect on the academic performance of students in Science.

**Summary of Literature Review**

The research findings specify that the nonexistence of classroom spaced in the school, given time to the teaching of economics teachers with a new technology, unavailability of recent economics textbooks, systematic libraries and computer facilities, influences the teaching performance. In-service training to economics teacher improved teachers’ qualities and better teaching of economics in the classroom, which vary the most important factors that affect teaching economics. Likewise, appoint highly qualified teachers for secondary level, administration to teachers do make use of appropriate teaching materials and also encourage use of different teaching method in the teaching of economics that affect teaching performance. According to the age, gender and experiences do not exist the teaching and learning economics, but knowledge of teacher and preparation for class lecture and other activities can give the interest in economics class. Time and again teachers’ training to play the important role to better teach economics in secondary school levels in Enugu North. Improved classroom environment, the latest text materials might be encouraging to economics subject to the student. And also, recommended two types of training pre-service training for new teachers, and in-service training for those teachers who are already teaching. Both are essential ways for improving students poor performance in economics examination in Enugu North.

**CHAPTER THREE**

**RESEARCH METHOD**

 This chapter describes the methods adopted for conducting the study. This chapter is organized under the following sub-headings: design of the study, area of study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**Design of the Study**

 This study is a survey research design. Nworgu (2006) defined surveys design as those studies which aim at collecting data on, and describing in a systematic manner, the characteristics features or facts about a given population. This design is considered appropriate because the researcher was only interested in describing the effectiveness of the strategies adopted in curbing examination malpractices in public secondary school as perceived by various education sector stakeholders.

**Area of the Study**

 This study was carried out in public secondary schools in Enugu North local Government Area of Enugu state. Enugu state is one of the thirty-six (36) states in the Federal Republic of Nigeria and one of the South-East states of Nigeria. Enugu states shares boards with Abia state and Imo state to the south, Ebonyi state to the east and Anambra state to the west. Enugu state is made up of seventeen local government area with its capital at Enugu. Enugu state has three political zones namely Enugu East, Enugu North, Enugu West

**Population of the Study**

 The population of the study comprised teachers, and senior secondary school student at 6 selected senior secondary schools out of 15 public senior secondary schools in Enugu North, which is 2500. The population size for teachers is 50, and student 1450 in the 6 selected public senior secondary schools out of 15 in Enugu North.

**Sample and Sampling Techniques**

 The sample for the study was composed using simple random sampling techniques through ballot, 100 were selected from the respondents for the study. A composed sample of hundred were used for the study (100).

**Instrument for Data Collection**

 The instrument for data collection for the study based on the factors affecting student’s performance in economics in senior secondary school certificate examination was questionnaire. The questionnaire was structured to each question by ticking (√) as applicable to the set question.

**Validation of the Instrument**

To ensure that the instrument was clearly measured, face validity was carried. The questionnaire was given to the research project supervisor who examined the instrument for relevance of content and effectiveness in producing required responses to the problem under study which after vetting the questionnaires was cleared for use.

**Reliability of the Instrument**

For the reliability, the researcher solicited the experts assistance in examining the instrument with regards to relevance and adequacy, of the items and to add and remove some items where necessary. Errors on the questionnaire were corrected, clarity of the test items and difficult were done. The comments, suggestions and constructive criticism made independently by the experts helped the researcher to modify and produce the final instrument which was then considered reliable for the study.

**Method of Data Collection**

 To ensure percentage return of the duly completed research instrument, data collection was carried out personally by the researcher with the help of research assistant in the persons of class teachers school/class prefects and students themselves. The entire questionnaire to be administered was retrieved and analyzed.

**Method of Data Analysis**

 The researcher will administer the questionnaire with the help of research assistants. The research assistants will help in administration and collection of the item and as well for explanation to respondent, when necessary. In answering the research questions posed, the responses collected were analyzed using the mean score.

 A score of 2.50 and above was taken to mean that /v score below 2.50 is not in agreement or acceptance with the items and therefore rejected.

**CHAPTER FOUR**

**PRESENTATION OF DATA AND RESULT**

In this chapter, data collected through the questionnaire were presented and analyzed according to research question. Analysis was made using mean score.

**Research Question 1:**

What are the students’ related factors contributing to poor performance in economics in senior secondary school Examination in Enugu North?

**Table 1: Respondents response on the students’ related factors contributing to poor performance in economics in senior secondary school Examination in Enugu North?**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N**  | **ITEM** | **SA****4** | **A****3** | **D****2** | **SD****1** | **E** |  | **Decision Rule** |
| 1 | Socio-economic factor hinders students performance in economics in senior secondary school examination in Enugu North.  | 57228 | 2266 | 1734 | 44 | 100332 | 3.3 | Agreed  |
| 2 | Learning environment hinders students performance in teaching and learning of Economics. | 3876 | 1545 | 1836 | 1010 | 100177 | 2.7 | Agreed  |
| 3 | Family structure lead to student performance in teaching and learning of economics in secondary school in Enugu North. | 33132 | 35105 | 2040 | 1212 | 100289 | 2.9 | Agreed  |
| 4 | Lack of interest in economics subject by the students in Enugu North. | 936 | 1339 | 35105 | 4343 | 100188 | 1.9 | Disagreed  |
|  |  |  |  |  |  |  |  |  |
|  | Grand mean |  |  |  |  |  | 9.9 |  |

**Research Question 2:**

What are the teachers related factors contributing to poor performance of students in economics in senior secondary school examination in Enugu North.

**Table 2**: **Respondents response on the teachers related factors contributing to poor performance of students in economics in senior secondary school examination in Enugu North.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N**  | **Item** | **SA****4** | **A****3** | **D****2** | **SD****1** | **E** |  | **Decision Rule** |
|  |  |  |  |  |  |  |  |  |
| 5 | Teachers‟ non-use of verbal reinforcement strategy constitute to the performance of economics in secondary school student examination in Enugu North | 59236 | 3193 | 612 | 44 | 100345 | 3.4 | Agreed |
| 6 | Teacher’s poor method of teaching economics in senior secondary school examination in Enugu North. | 62248 | 2987 | 510 | 33 | 100348 | 3.5 | Agreed  |
| 7 | Poor attendance to lessons by the teachers of economics in senior secondary school examination in Enugu North. | 73292 | 2060 | 510 | 33 | 100348 | 3.5 | Agreed |
| 8 | Attitude of some teachers to their job in Enugu North is a problem to students performance in economics in Enugu North. | 46184 | 3399 | 1632 | 55 | 100320 | 3.2 | Agreed  |
|  |  |  |  |  |  |  |  |  |
|  | Grand mean |  |  |  |  |  | 13.6 |  |

**Research Question 3:**

What are the school related factors contributing to students poor performance in economics in senior secondary school examination in Enugu North.

**Table 3: Respondents response on the school related factors contributing to students poor performance in economics in senior secondary school examination in Enugu North.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N**  | **Item** | **SA****4** | **A****3** | **D****2** | **SD****1** | **E** |  | **Decision Rule** |
|  |  |  |  |  |  |  |  |  |
| 9 | Dilapidated structures in school lead to students’ poor performance in examination in Enugu North.  | 51204 | 40120 | 48 | 55 | 100337 | 3.4 | Agreed  |
| 10 | Non coverage of syllabus by school management leads to students’ poor performance in examination in Enugu North. | 50200 | 44132 | 24 | 44 | 100340 | 3.4 | Agreed  |
| 11 | Overpopulation or large class size lead to students’ poor performance in Enugu North.  | 42168 | 39117 | 1122 | 88 | 100315 | 3.2 | Agreed  |
| 12 | Unavailability of instructional materials in school lead to students poor performance in Enugu North. | 60240 | 3193 | 612 | 33 | 100348 | 3.5 | Agreed  |
|  |  |  |  |  |  |  |  |  |
|  | Grand mean |  |  |  |  |  | 13.5 |  |

**CHAPTER FIVE**

**DISCUSSION OF RESULTS, CONCLUSIONS, IMPLICATION, RECOMMENDATION AND SUMMARY**

In this chapter, the research discusses the major findings of the study. Based on the findings, major conclusions are drawn. Summary of the results was also discussed. The later part of the chapter discusses the educational implication of the findings, limitations and summary of the study.

**Discussion of Results**

The discussion of results was presented in line with the research questions as follow:

**Research Question 1:** What are the factors that contribute to student’s performance in economics in senior secondary school Examination?

Table 1 showed a total grand means score of 9.9. This result showed that the mean obtained is greater than the decision rule of 2.5 and this indicated factors that contribute to student’s performance in economics in senior secondary school Examination?

 Item 1 of the same table have a mean score of 3.3 which is greater than the decision rule. This shows that most of the respondents agreed that Socio-economic factor hinders students performance in economics in senior secondary school examination in Enugu North.

 Item 2 have a mean score of 2.7 which is greater than the decision rule. This shows that most of the respondents agreed that learning environment hinders students performance in teaching and learning of Economics.

 Item 3 have a mean score of 2.9 which means that it is greater than the decision rule. This equally shows that most of the respondents strongly agreed that Family structure lead to student performance in teaching and learning of economics in secondary school in Enugu North

 Item 4 of the same table have a means score of 1.9 which is less than the decision rule of 2.5. This proves that most of the respondents disagreed that Lack of interest in economics subject by the students in Enugu North.

**Research Question 2:** What are the problems caused by the teachers in the performance of students in economics in senior secondary school examination?

**Table 2:** showed a total grand mean score of 13.6. The result from this table indicated that mean score obtained was greater than the decision rule of 2.5.

 Item 5 have means score of 3.4 which is the decision rule. This showed that most of the respondents agreed that Teachers‟ non-use of verbal reinforcement strategy constitute to the performance of economics in secondary school student examination in Enugu North.

 Item 6 of the same table have a mean score of 3.5 which is greater than the decision rule. This shows that most of the respondents agreed that teacher’s poor method of teaching economics in senior secondary school examination in Enugu North.

 Item 7 have mean score of 3.5 which is the decision rule. This showed that most of the respondents agreed that Poor attendance to lessons by the teachers of economics in senior secondary school examination in Enugu North.

 Item 8 have mean score of 3.2 which is greater than the decision rule. This showed that majority of the respondent agreed that attitude of some teachers to their job in Enugu North is a problem to students performance in economics in Enugu North.

**Research Question 3:**

What are the school related factors contributing to students poor performance in economics in senior secondary school examination in Enugu North.

Table 3 showed a total grand men score of 13.5. Result from this table revealed that the means score for all the items in the table were greater than 2.5.

Item 9 have means score of 3.4 which is the decision rule. This showed that most of the respondents agreed that dilapidated structures in school lead to students’ poor performance in examination in Enugu North.

Item 10 of the same table have a mean score of 3.4 which is greater than the decision rule. This shows that most of the respondents agreed that Non coverage of syllabus by school management leads to students’ poor performance in examination in Enugu North.

Item 11 have mean score of 3.2 which is the decision rule. This showed that most of the respondents agreed that Overpopulation or large class size lead to students’ poor performance in Enugu North.

Item 12 have mean score of 3.5 which is greater than the decision rule. This showed that majority of the respondent agreed that Unavailability of instructional materials in school lead to students poor performance in Enugu North.

**Conclusions**

The major conclusion drawn from this study is that, the identified differences between the schools have to be resolved through adequate resourcing, infrastructure, teacher competency, experience and qualified teachers, in order to address the differences and enhance academic performance for students in Enugu North.

The lack of additional economics textbooks, absence of practical lessons and studios, practical computer lessons and lack of up-to-date textbooks in teaching of economics also places serious limitations on the knowledge and skills that the students could absorb on the Economic.

**Implications of the Study**

The evidence obtained in this study, formed the basis for the following implications:

 These studies make it clear that those students from low SES families are more likely to exhibit the following patterns in terms of educational outcomes as compared to students from high SES families:

• have lower levels of literacy, numeracy, comprehension and lower retention rates,

• earn lower test scores and are likely to drop out of school

• exhibit higher levels of problematic school behaviour, for instance; truancy and

• are more likely to have difficulties with their studies and display negative attitudes towards school.

Similarly, studies of student’s educational performance over time have also demonstrated that social background remains one of the major sources of educational inequality

• increased responsibilities on student’s such as student care roles, domestic duties which impede the time available for school work; and

• the nature of parent-student relationships in sole parent families may cause emotional and behavioural problems for the student which lead to the student not to perform well in examination.

**Recommendations**

Based on the findings from the study, the researcher recommends as follows.

1. Adequate instructional materials for the teaching of economics in senior secondary schools in Enugu North should be provided by the ministry of education and school management.

2. Teachers should improvise instructional materials to teach economics in the senior secondary schools in Enugu North.

3. Teachers of economics should make constant use of instructional materials in teaching economics in senior secondary schools in Enugu North.

**Limitations of the Study**

The findings and conclusions revealed in this study may be constrained to the following limitations:

 Administration to the teachers posed a great problem to the researcher. To overcome this threat, the researcher used the vice principals to help in the dispatching of the questionnaires to the teachers.

 The respondents, especially the teachers might fake their responses to some of the statements, as most of them felt reluctant to fill the questions. This may have distorted the findings.

**Suggestions for further Studies**

In view of the limitation to the study, the researcher suggests the following for further study more research should be done other geographical zones of Nigeria so as to reflect the cultural background of the respondents.

 A replication of this study involving a larger sample is suggested in another state

**Summary of the Findings**

 This study investigated the factors affecting students poor performance in Economics in secondary school examination in Enugu North such as improper orientation on the effective teaching and learning of economics, lack of trained and experienced economics teachers, poor funding of education by the government. Some of the major findings of the study were that poor qualification of economics teachers could affect students academic performance because of financial constraints, emotional disturbances, based on the findings of the study, implication were highlighted and recommendations were made.

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**APPENDIX I**

Department of Arts and Social Science Education

Mathematics Education

Godfrey Okoye University,

Thinkers Corner,

Enugu State.

Dear Respondent,

**REQUEST FOR RESPONSE OF RESEARCH INSTRUMENT**

I am a final year student of the above named department and institution, carrying out a research on “factors affecting student’s poor performance in economics in senior secondary school certificate examination, in Enugu North. This exercise is nothing but for academic purpose and all information supplied in this questionnaire will be confidentially treated and used only for the study.

Find attached is a copy of the questionnaire for the study. The answers given by you will be treated confidentially.

Thanks for your anticipated cooperation.

Yours faithfully,

**Obiezu Mirabel C.**

**QUESTIONNAIRE**

 Answer the question by ticking (√) in the appropriate response as applied to you. This questionnaire consists of two sections, section A contains the respondent’s personal data and section B is question on the subject of the study.

**Section A: Personal Data**

(1) Students Teachers

(2) Sex: Male Female

(3) Marital Status: Single Married Divorced

Age: (a) 12-16 years (b) 16-20 years 20-27 27 above

**Section B: Questions**

 Tick the option applicable to you with strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

**Research Question 1:**

What are the factors that contribute to student’s performance in economics in senior secondary school Examination?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N**  | **ITEM** | **SA** | **A** | **D** | **SD** |
| 1 | Socio-economic factor hinders students performance in economics in senior secondary school examination in Enugu North.  |  |  |  |  |
| 2 | Learning environment hinders students performance in teaching and learning of Economics. |  |  |  |  |
| 3 | Family structure lead to student performance in teaching and learning of economics in secondary school in Enugu North. |  |  |  |  |
| 4 | Lack of interest in economics subject by the students in Enugu North. |  |  |  |  |

**Research Question 2:**

What are the problems caused by the teachers in the performance of students in economics in senior secondary school examination?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N**  | **Item** | **SA** | **A** | **D** | **SD** |
| 5 | Teachers‟ non-use of verbal reinforcement strategy constitute to the performance of economics in secondary school student examination in Enugu North. |  |  |  |  |
| 6 | Teacher’s poor method of teaching economics in senior secondary school examination in Enugu North. |  |  |  |  |
| 7 | Poor attendance to lessons by the teachers of economics in senior secondary school examination in Enugu North. |  |  |  |  |
| 8 | Attitude of some teachers to their job in Enugu North is a problem to students performance in economics in Enugu North. |  |  |  |  |

**Research Question 3:**

What are the school related factors contributing to students poor performance in economics in senior secondary school examination in Enugu North.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N**  | **Item** | **SA****4** | **A****3** | **D****2** | **SD****1** |
| 9 | Dilapidated structures in school lead to students’ poor performance in examination in Enugu North.  |  |  |  |  |
| 10 | Non coverage of syllabus by school management leads to students’ poor performance in examination in Enugu North. |  |  |  |  |
| 11 | Overpopulation or large class size lead to students’ poor performance in Enugu North. |  |  |  |  |
| 12 | Unavailability of instructional materials in school lead to students poor performance in Enugu North. |  |  |  |  |