

INFLUENCE OF INSTITUTIONAL FACTORS ON STUDENTS' PERFORMANCE IN OSUN STATE SECONDARY SCHOOLS.

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CERTIFICATION

This is to certify that the thesis:

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DEDICATION

This thesis is dedicated to the glory of the Almighty God and the following people:

- (1) My parents, Mr Gabriel Adediran Adetoro and Mrs Abigail Abike Adetoro.
- (2) Mr. Oladejo O. Okewumi, my benefactor who stood by me throughout the course of my studies.
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ABSTRACT

Between 1991 - 1993, the failure rate in the SSCE in Osun state was consistently high. The average performance in the Senior School Certificate Examinations in the state was 47.2 per cent. This study aimed at determining the institutional factors influencing the academic performance of students in public secondary schools in Osun state of Nigeria. The independent variables were students' age, the socio-economic status of students' parents, teachers' qualifications, teachers' experience, age and degree of commitment, teachers' interests and attitude to their works as well as instructional facilities. The dependent variable was the performance in the SSCE, while certain intervening variables such as classroom life and peer group influence were also examined.

A field descriptive survey research design was used in this study. The subjects were made up of 384 students, 256 teachers and thirty two principals. The subjects were randomly selected from the entire population of students, teachers and principals of 319 schools in public secondary schools in Osun state. The stratified random sampling techniques was used to select thirty two secondary schools out of the 319 in the state. The strata were based on the state approved urban/semi-urban/rural location and school size - large, medium scale and small schools. The research techniques used were questionnaires and oral interviews.

The data were treated using the Pearson Product Moment Correlation, Stepwise Multiple Regression Analysis and Factorial Analysis. Six null hypotheses were tested and four of these were rejected, while two were accepted. The results obtained show that teachers' qualifications, teachers' experience and age, teachers' interest and commitment, as well as instructional facilities have significant influence on students' performance in SSCE while age of students and socio-economic status

of students' parents were not significantly correlated with performance in the SSCE.

The result of the study show that secondary school management must ensure equitable distribution of school inputs across the state. Furthermore, the schools seem to have been neglected for years with regard to the provision of indoor and outdoor facilities. It is therefore necessary that modern facilities, most especially workshop and laboratories equipment and materials should be provided in secondary schools to make teaching and learning activities more effective. There is also the need to adequately train the teaching staff in order to update their skills. Government in conjunction with other bodies such as the Parents' Teachers' Association (P.T.A), philanthropists, business organisations, industries, foreign bodies and voluntary agencies should participate in the development of educational services in Osun state of Nigeria. The result of this study should afford the management of secondary schools opportunity of first class information and suggestions on how ideal management policies concerning institutional factors can be entrenched in the management policy of the schools.

From the result of the study, it is clear that institutional factors in the form of students' and school characteristics can help to determine to a considerable extent the academic performance of secondary school students.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The goals of secondary education usually cover cognitive, affective and psychomotor domains (NPE, 1981: 16). The focus of this work however, is on the cognitive domain. This is measured by performance in the Senior School Certificate Examinations (SSCE) in all Anglophone countries of West Africa. There are various variables which influence academic performance such as age at entry, the socio-economic background of students such as parental income, the occupation and educational attainment of parents, the school environment including plant and facilities, peer group influence, attitude to work on the part of learners, their aptitude and proximity to the school. (Coleman, 1963; Turner, 1964; Walberg and Majoribanks, 1970; Adeleye, 1984; Jaiyeola, 1984). On the part of the teachers, the following variables have been identified by various researchers (Coleman, 1966; Walberg, and Majoribanks, 1970; Adesua, 1982; Chijioke, 1987) to have an influence on students learning and academic performance: teachers qualifications, experience on the job, teachers' job satisfaction, age and commitment to their job.

Performance at the secondary school level refers to students' performance in the Senior School Certificate Examinations in Nigeria. The examinations have been the barometers by which the academic standing of any school in Nigeria is read or interpreted. They have therefore become criteria for detecting poor standards or inefficiency in schools. The Senior School Certificate Examinations (SSCE) are conducted by the West African Examinations Council (WAEC). The Junior School Certificate Examination (JSCE) is conducted by the State Examination Board. A candidate at the Junior Secondary School (JSS) level must pass the JSCE before he is admitted to the senior secondary school. The SSCE come usually at the end of the third year. A candidate who passes the SSCE with at least five credits including English

Language and Mathematics is regarded as having performed creditably. The SSCE is usually the prerequisite for the Joint Admission and Matriculation Examinations.

The need to predict performance in the Senior School Certificate Examinations in schools has been of interest to researchers and educators (Oshunkalu, 1977; Adesua, 1982; Adeleye, 1984; Akanbi, 1984; Jaiyeola, 1984; Chijioke, 1987; Purkey and Smith, 1989). While the problem of falling standard is not peculiar to this country alone, there is a peculiar reference to the measure being used in ascertaining the factors which usually account for the falling standard (Badmus, 1979). According to Badmus, (1979) in 1975, as the Chairman of the Lagos State School Service Board, Professor Awojobi proposed that some principals of secondary schools be redeployed because of the poor results of their schools in the West African School Certificate Examinations over a period of time. This implies that where performances are found to be poor in two or three consecutive examinations, conclusions are quickly drawn to the effect that the teachers in such schools including the principals are responsible for the failure. No consideration is usually given to other variables which may jointly or severally contribute to students success or failure in their final examinations.

This measure of branding a school a failure or success is not in the best interest of the teachers and their principals. It shows that so much premium is placed on academic performance of their students in examinations. Other variables might contribute to students' academic performance but they are more often than not ignored. Such variables as explained by Elaturoti (1988), Purkey and Smith (1989) and Stallings (1989), include environmental factors, peer group influence and home- school distance. These ought to be studied to find out the extent to which they influence academic performance.

Environmental factors according to Adeleye (1984) play a considerable role on the development of the learners. Such school facilities as laboratory, library, the classroom, the play group, the out-door facilities (Chijioke, 1987; Akanbi, 1984) all influence the nature of knowledge students acquire.

In many of the schools in the country, electricity is lacking and such schools have become planning grounds for thieves at night. The opportunity provided by the government in locating schools close to peoples' homes has given rise to high enrolment at the secondary school level of education as pupils/students no longer travel long distance to receive education. That means that many students have been enrolled more than before but the facilities have not been expanded. The facilities have not been receiving the required maintenance they ought to, as a result of wear and tear over the years, yet the enrolment had more than doubled (Akanbi 1984). Performance of students in examinations in Nigerian schools could be said to be open to sheer luck on the part of the students rather than on their actual potential ability, if performance is to be based on the provision of adequate teaching environment. Adequate teaching environment demands that, school plants i.e. the buildings, workshops, libraries, classroom blocks and facilities in them are fully equipped as they should be. This is hardly the case in many Nigerian secondary schools presently. It is likely therefore, that poor performance in Nigerian secondary schools as pointed by Adeleye (1984) could be associated with inadequate facilities in secondary schools, but to what extent this is judged along with teachers' variables is yet to be determined.

Osun State on which this study was based, has been reputed to have problems with regards to academic performance of students in their Senior School Certificate Examination. For example, Adeniran (former Commissioner for Education) while expressing his opinion over falling standards of Education in the State had this to say, "there is need for Osun State indigenes and their government to re-visit the nature of falling standard in education in the state in terms of the schools' management and the dilapidated facilities available for the schools". The situation therefore, calls for reviewing the nature of schooling in Osun State. The researcher being an indigene of the state, felt concerned that more research on academic performance at the Senior School Certificate Examination level needed to be carried out, with a view to finding solutions to the problems of falling standards in the state. The state, as at the time of this report has

319 public secondary schools, 316 of which were admitting students into the Senior School Certificate Examinations. The state was carved out of the old Oyo State in 1991. The 316 schools were part of the old schools in the former Oyo state and they have been enrolling students for the SSCE since 1991. Between 1993 and 1995 when the fieldwork was undertaken, the percentage of passes in Senior School Certificate Examinations have not been encouraging. In 1993, the percentage pass for the whole state was 43.6 per cent; In 1994, it was 46.2 per cent and 41.8 per cent in 1995, (Osun State Ministry of Education Records 1993, 1994 and 1995).

Purpose of the Study

The purpose of this study was two folds:

- (1) to investigate those variables which are associated with students' academic performance in the SSCE; and
- (2) to determine any significant difference in the performance of students in urban, semi-urban and rural, as well as large, medium and small secondary schools in Osun State.

The factors which many authors have cited as contributing to academic performance include the age of the learners, the age of the teachers, the experience of the teachers and the peer group influence. Age, as a reflection of the maturity of the students for learning is considered for admission purposes (Clark, 1956; Bidmus, 1979).

A Statement of the Problem

The problem of poor academic performance in the senior secondary schools in Osun State of Nigeria has become a source of concern to residents of the state. For instance of the 58,226 candidates who sat for the Senior School Certificate Examinations between 1993 and 1995, only 10,131 candidates were able to obtain up to five credits. Between 1991-1993, the failure rate in the SSCE was consistently high. Within the first three years, average performance in the Senior School Certificate

Examination in the State was 47.2 per cent. If the reasons for poor performance are not identified and addressed, the young state might find itself as one of the educationally disadvantaged states. This study, therefore, focused on the poor academic performance of Senior Secondary School Students in Osun state with a view to identifying the causes and suggesting solutions.

This study was also to identify the institutional and personal factors -(teachers, students and management) that were responsible for students' poor performance over the three-year period. Based on the foregoing, some research questions were posed.

Research Questions

1. What were the institutional factors associated with the performance of students in the SSCE in Osun State public secondary schools?
2. What relationships existed between teachers' qualifications, experience, age, interest, commitment and students' academic performance in the SSCE in Osun State public secondary schools?
3. Were there any significant differences in the performances of students in urban, semi-urban and rural schools in Osun state public secondary schools?
4. What influence did students' age and socio-economic background have on their performance in the SSCE in Osun state public secondary schools?

Finding answers to these questions constitute the crux of the matter being investigated. Many other factors such as peer group influence, interest, attitude and aptitude of students and teachers' conditions of work and their job satisfaction have also been included in the study. Conceptual hypothesis and operational hypotheses used in the study are presented below.

Conceptual Hypothesis

Organisations that are well endowed with facilities, students from high socio-economic status as well as qualified and experienced teachers are likely to perform better than those which are not endowed.

Operational Hypotheses

The following hypotheses were posited to guide the investigations in the study:

- (1) There is no significant relationship between teachers' qualifications and students' academic performance.
- (2) Teachers experience is not significantly related to:
 - (i) the academic performance of the students in SSCE, and
 - (ii) the age of the teachers.
- (3) There is no significant relationship between teachers' interest and commitment and the academic performance of the students.
- (4) Students who entered secondary school between ages (9-10; 11-13; and above 13) do not perform better than one another.
- (5) Students with higher parental income and academic level do not perform better academically than students whose parents are poor and illiterate.
- (6) There is no significant relationship between schools indoor/outdoor facilities and performance at SSCE examinations.

Significance of the Study

The result of this study will help to ensure the efficiency of performance in secondary education. It will also necessitate government's active involvement in logical allocative mechanism for all the sub-sectors of the education enterprise, improve efficiency in secondary schools in terms of increasing their service capacity. It will help to improve the quality of schools in terms of teachers' qualification, teachers' age and

experience on the job, the provision of indoor and outdoor facilities which will result in reduction in educational wastage and increase in internal efficiency of secondary schools in Osun State.

Perhaps of more practical significance in this study is the fact that some general problems facing the educational set up will be looked into and useful and general recommendations will be made. These will provide some useful guidelines to policy makers, educational administrators, planners and school personnel by providing them ways of improving the system in their future attempts.

Scope and Limitation

This study aimed at identifying the extent to which various school institutional factors determine the academic performance of secondary school students in Osun State public secondary schools in Nigeria. The results of the examinations conducted by West Africa Examination Council for the award of SSCE were used to test the hypotheses.

This study was designed to study the whole state instead of a local government area in order to have an in-depth and general understanding of how the school institutional factors determine the success or failure of public secondary school students in their SSCE. However the researcher inability to get the co-operation of some subjects represents the limitation of the study.

Conceptual Framework

This study derives its understanding from a socio-psychological concept of the "Nature of Organisations" and how organisations influence individual performances. Schools are conceived as organisations with specific characteristics with which to produce a particular product. Individual students are therefore, products of the organisations that produce them. The school as an organisation is composed of three essential elements - inputs, transformational process and outputs. Inputs' refer to students, teaching materials, books and money for various purposes. Hence, in this

study, inputs would encompass instructional facilities, staff qualifications and experiences, teachers' interest and commitment, students' age and the socio-economic status of students' parents. The "transformational process" refer to all forms of teaching skills which is dependent on teacher qualifications and experiences, student discussions among themselves and other forms of educative interaction processes in the classroom. The "outputs" refer to the academic performances of students at examinations.

According to Katz and Kahn (1984) "Organisations are social devices for accomplishing some stated purposes efficiently through group means". They argue that any organisational system can be considered as an energy system that has inputs, transformational procedure and outputs. This is technically referred to as the "input-output" model.

Looking at schools from an organisational point of view is important and germane to this study because the school is the first form of formal organisation which students encounter in their lives before they go out to work in offices, factories and other institutions outside of home. Any attempt to explain the academic performances of students should not ignore the organisational setting which the students passed through. Bidwell (1965) in a review of theory and research on school as formal organisations noted that the task of the school is to attempt to produce individuals as different from each other as possible or in his own words "to ensure minimum uniformity of outcomes". Therefore, since schools are diverse in input, allocation in both human and material resources, they are logically under different transformational process and so outputs would likely vary.

This conceptual framework suggests that a school is like a factory with production lines devoted to producing a range of individual academic performances. Any student is a potential material to be processed into finished product by way of an academic performance. Finally, this framework suggests that outputs or academic performances of students depend on all the antecedent variables of instructional facilities, teachers'

professional qualifications and experience, teachers interest and commitment, students' interest and the socio-economic status of students' parents.

There have been diverse opinions about the predictors of academic performance. These predictors include qualifications, experience, interest, age and degree of commitment on the part of teachers and the age and the socio-economic status of students as well as laboratory equipment, library facilities, workshop equipment and available textbooks. Psychologists have propounded many theories that development of intelligence is influenced by 75 per cent environmental factors while the remaining 25 per cent are genetic ability. However, for the purpose of this study, the contribution of environmentalists (like Hunt, 1967) and Pikumas (in Adekale, 1989) on academic determinants will be applied. These scholars believe in the predominance of environment in the child's intellectual development. Hunt (1967) intimated that,

the very biological capacity to respond depends on the stimulation of the environment and that early environment can be critical in determining the capacity to learn.

The environmentalists believe that children reared in superior economic and cultural environments have on the average higher IQ and test achievement scores than children from disadvantaged groups, regardless of ethnic background. Pikumas (Adekale, 1989) also asserted that, the basic foundations of language and general education are shaped by the quality of experiences during the infancy.

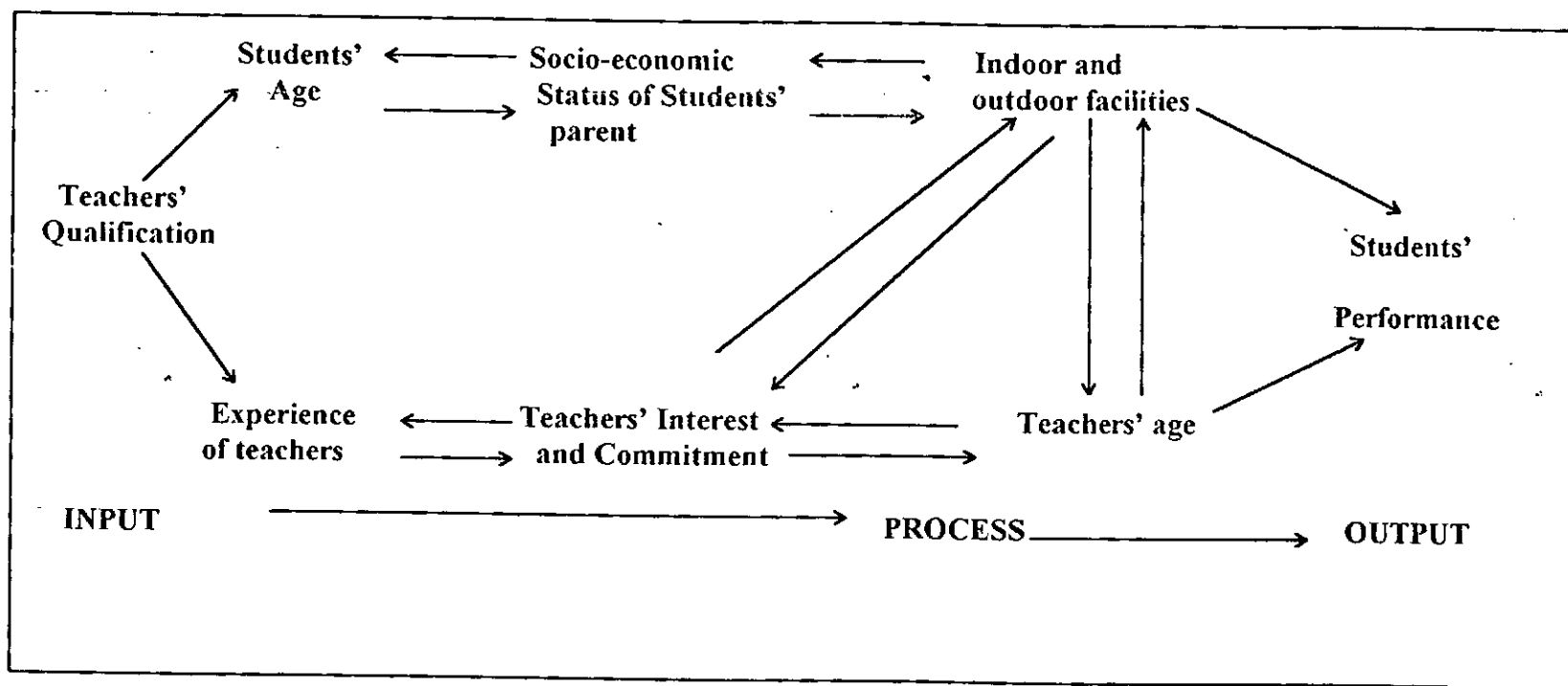


Figure I: A model showing how one variable mixes with another to bring about the performance of students.

The basic model of students performance used in this analysis considers performance as a function of teachers' professional qualifications, experience of teachers, teacher's interest and commitment, student's age and interest of students, indoor and outdoor facilities. The variables have related to one another jointly or severally.

Definition of Terms

Certain relevant terms which might appear ambiguous had been explained under this heading according to their usage.

Institutional factors:- These are school variables representing students' characteristics as well as indoor and outdoor facilities. They include variables such as age at entry of the students, the socio-economic status of students' parents (i.e. parent income and educational level of students' parents), attitude, interest and aptitude, age, experience, qualification and interest of the teachers as well as the outdoor and indoor facilities.

Outdoor and indoor facilities:- These are facilities such as light, lawn arrangement, workshops, laboratories and libraries.

Students' interest:- This implies the voluntary desire of the student to learn what is being taught.

Job satisfaction:- This implies the condition of service which meets the expected needs or wishes of the teacher.

Conditions of service:- This is talking in terms of the opportunities within a job setting.

Peer group influence:- This is the role of the playmate or play group toward changing the behaviour of colleagues to a better or worse reading act.

Age of the Teacher:- This is in terms of the number of years between the time a teacher was born and the time the study was carried out.

Qualification of Teacher:- This is the academic standing of the teacher which can be Nigeria Certificate in Education (NCE), Higher National Diploma (HND), First Degree with or without education, Masters' or Doctorate Degrees.

Experience of Teacher:- This is talking in terms of the numbers of years a teacher has put in his or her job as a teacher (i.e. from the first days of his or her employment to the time this study was carried out).

Interest and commitment of teachers:- This implies the willingness and the desire of a teacher to do his or her work when the need arises. This is seen in the context of the

teacher going to class regularly; giving the students assignment as at when due, marking students' notes regularly as well as keeping all relevant records.

Socio-economic status of students' parents:- This implies the level of parents' income and the educational level of students' parents. This will be ascertained by assessing parameters in respect of home facilities such as nature of house occupied, home appliances (such as the type of television in use, the number of refrigerators, presence of video and audio materials etc.).

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents pertinent existing studies on the selected school variables investigated by this study, their findings and implications for academic performance of students. The selected variables are: Instructional facilities, Students' Age, Socio-economic status of students' parents, Teachers' Qualification, Teachers' Experience, Age and commitment, Classroom life, Peer group influence, Teachers' interest and commitment to their jobs and students' interest to learning. The review concentrates on the relationship between the selected variables and the different measures of academic performances used by previous studies. Finally, the chapter closes with an analysis of implications of related studies and justification for this work.

General Overview of Some School Factors.

Literature is replete with attempts to identify school factors which are likely to be of significance in determining the academic performance of students. Educators and allied social workers have investigated some conditions in the school, especially the physical facilities and instructional personnel and some of them have come to a conclusion that these factors have some bearing on the cognitive output of students. For example, Goodman (1959), studied the influence of school facilities on academic performance of samples of students in an American secondary school, he found that the space of the classroom and the seating arrangement of students affect their reception of information and consequently their academic performance. However, it is doubtful if other confounding factors were controlled in the study.

Similarly, Buckhead, Fox, and Holland, (1967) who investigated the effects of instructional materials on academic performance failed to specify the type of materials of interest to their study. They however found that instructional materials have little or no effect on academic performance. According to them the teaching personnel can offset deficiencies of instructional materials.

Adejumo (1984) discussed the various dimensions of psychological characteristics of secondary education in Nigeria. He categorised secondary schools in Nigeria into three types. One, those that are owned by Federal Government and are well equipped with physical facilities. Those that are State-Government-owned and are of two types - old established and newly established. Those that are old are well equipped with physical facilities but are usually over-crowded. In other words, they have over-sized classes and too many students to cope with in the schools. Thirdly are the newly established ones to cater for the influx in admission of students during the free education period. This last category are not well equipped, they are over-sized and the teaching personnel are not adequate. However, this categorisation lacks an empirical basis.

The location of a school and the students' academic performance were investigated by Michelson (1970). He found no significant relationship between location and academic performance. The result of Michelson's study might not be unconnected with the fact that he did not control for other confounding variables of the school and in fact the personality variables of individual students, for example, self concept.

Oladeji (1987) studied the relationship between school size and students' participation in co-curricular activities. According to him, school size is not significantly related to academic performance of students and other cognitive tasks. However, his study is not directly related to cognition.

There is an unequal emphasis in the literature on academic performance of students between school variables and students background characteristics. Researchers have concentrated more on student background characteristics than the school factors. Factors such as home conditions was studied by Bowles (1968); the socio-economic status of parents and children's academic performance by Bowles and Lovin (1968). These studies found that such factors as the family size, birth order and parental education level influence academic performance of students at school. Lovin(1970) examined family educational environment and its relationship to academic performance

at school. He found that family educational environment determines to a great extent performance later at school. However, he failed to account for impressive academic performance of children from seemingly impoverished homes and poor academic performance of children from rich homes.

Apart from background factors, specific student personality variables such as self concept have been studied. Adediran(1984) found no significant relationship between student's self concept and academic performance. He attributed this to lack of understanding of the research instrument by the students. This revelation obviously shows lack of validity of the study.

Teacher variables such as the educational background of the teacher have also been investigated by several researchers. For example, Bowles(1969) and Katzman(1971) examined whether there is a difference in the teaching performance of teachers who underwent training in the courses on foundations of education and those who had only liberal education or their specific discipline alone. They found only a slight difference in the teaching performance of these categories of teachers in favour of those who did some courses in fundamentals of education. Olatunji(1976) found that student teachers who had teaching experience before admission for undergraduate course in education performed better than those who had no such experience. But the difference in relationship was minimal. The criteria used for measurement was not clearly specified.

Gage(1978) also noted that the literature on school factors influencing academic performances of students have become overwhelming and even bibliographies on the subject are almost unmanageable. Yet relatively little agreement exists among researchers on variables determining academic performances. For example, Coleman(1966) found non-school factors such as family background as being more important than school factors. Contrarily, Ainsworth and Batten(1974) found that academic performances especially at secondary school was overwhelmingly dependent on school factors than what happened to students before they entered school.

Literally, thousands of studies have been reported dealing with several school variables and their relationships to academic performances of students. However, there is discrepancy between some research findings and experience in western part of Nigeria. Studies by Glass and Cohen(1982) and Eggleston(1977) concluded that the school had a minimal effect on pupil performance. They argued that pupils' home background played more role than the school. But educators such as Adesina and Ogunsaju (1984), Solarin (1985) and Onwuchekwa (1988) have pointed out that the school is a major determinant of academic performances of students. School factors most often identified are instructional facilities, class and school sizes, staff qualifications, experiences and strength and pre-entry qualifications of students. Surprisingly, studies on these factors have produced inconclusive, inconsistent and contradictory results. For example, the question of whether class size affects students' learning produced contradictory results in the work of Halliman and Sorensen(1985), who found that though class size does not affect learning, yet they concluded that group size affects learning. They overlooked the fact that the class itself is a group. Another instance of contradictory finding is that of Porter(1978) who found that teacher qualifications and teacher experiences have little bearing on academic performances of students. Yet, he concluded that teachers must be competent before they can produce students in good academic performance. If a teacher is not qualified and experienced, how can he/she be competent?

The school factors selected for this study have also received attention in the recommendations made by the ad hoc committee set up by the West African Examination Council (WAEC) to look into the causes of increasing failure rate at its examinations. The ad-hoc committee was set up at its 23rd Annual meeting from 20th-22nd November, 1985. After deliberations, the committee identified insufficient instructional facilities, such as good text-books and proper audio visual aids, unqualified teachers, insufficient teachers, unmanageable class and school sizes and poor pre-entry

academic qualifications of students as some antecedents of poor academic performances among school candidates in Nigeria.

The importance of instructional facilities, class size, size of school, staff qualifications, staff experiences, staff strength and pre-entry academic qualifications of students in determining their academic performances has been discussed in several books dealing with each of the variables. For example, Gerlach and Ely(1980) extolled the several advantages of instructional facilities in the teaching-learning process. One of these is that, facilities such as text-books and audio visual aids increase attention, enhance motivation and induce lasting memory. Hallinan and Sorrensen(1985) have also noted that the question of whether class size affects student learning has long been controversial. However, they suggested that classroom pedagogical practices mediate the effect of class size on student learning. But Eggleston(1977) concluded that, size of school was not related to student academic performance.

Perhaps, no other school factor is as elusive as what makes an effective teacher. Researchers are not yet agreed on the criteria to use to measure an effective teacher. This researcher suggests staff qualifications, staff experiences and staff strength as school factors that may be related to academic performances of students. Biddle and Elena(1964) who edited a book on various dimensions of contemporary research on teacher effectiveness concluded that the problem of determining teacher effectiveness is very complex.

Pre-entry academic qualifications of students have also been shown to be related to academic performances of students. Iverson and Walberg (1982) argued that, home environment of students determine their academic performance in school.

The above are just a few of the problems on the literature on academic performance of students. The next section presents particular attention to the factors under this investigation. These are instructional facilities, students' age, socio-economic status of students' parents, teachers' qualifications, teachers' experience, age and commitment, classroom life, peer group influence, teacher's interest and attitude to their

jobs and students' interest to learning. The review is based on the relationship between each of the variables and academic performance of students in SSCE.

Students' Academic Performance.

Differences in academic performance by students and the search for explanations are complex and controversial issues today in different parts of the world. Individual researchers have tried to focus attention on this topic. Yet, no final answer on performance has been got so far (Bidmus 1979). Scholars who have carried out researches on performance have tried to examine various factors or variables which tend to influence students' performance. There are scholars who have approached the problem from the environmental point of view. They had tried to examine the effect of home and school environments on students' performance. Scholars in this group include Coleman,(1966); Walberg,(1970); and Wilson,(1959). Their research findings have confirmed to some extent, that home and school environments do have potent influences on what students achieve in their academic work. Some other researchers have come up with the view that socio-economic factors are much more potent than environmental factors. Those who belong to this second school of thought include Coleman (1966) and Fagbamiye,(1977). For example, the latter researcher conducted a study among some secondary school boys and girls in the metropolitan area of Lagos. He used parental factors (parents education, occupation, income and wealth) as well as educational quality indices (teachers' quality, stability and experience) to find out which could be regarded as the most potent in predicting students' performance. He found out that educational quality indices are more predictive than socio-economic status factors.

Some researchers have also concentrated on the relationship between learners characteristics and instructional environment and academic performance. A relevant study by Oshunkalu,(1977) among form three pupils in Lagos state secondary schools showed a significant correlation between scholastic aptitude and instructional environment on the one hand and academic performance on the other. His findings also

showed that teachers' characteristics (which he defined as the academic qualification and relevant professional training work experience, co-operative attitudes and publications) are the most significant predictors of performance.

Instructional Facilities.

According to Alcorn, Kinder, and Schunert (1964), instructional facilities are those adjuncts of learning to supplement teaching efforts of the teacher while imparting knowledge. For the purpose of this study, textbooks, audio-visual aids, laboratories and educational facilities are regarded as instructional facilities. The importance of these materials cannot be over-emphasised. According to Johnson (1970), without these instructional facilities, teaching is like mere verbal display of knowledge in which the teacher represents a "broadcasting station" and students are "audience" who might not "tune in" at all time.

Experts in the field of educational technology have exposed the merits derivable from instructional facilities. Ogunmilade (1981) has written extensively on different types of instructional facilities. He pointed out that, except an alternative is found for the process of teaching and learning, instructional facilities are indispensable for "stamping in" knowledge in the learners. Erikson and Curl (1972) have also pointed at the motivation provided by them in which the instructional facilities can be sub-divided into (a) textbooks (b) audio visual aids.

(a) Textbooks

According to Green (1965), textbooks provide in readily accessible form the body of knowledge required by the student in relation to any subject. He pointed out that a book is a store house of knowledge in a particular field of human learning. Apart from their general use, textbooks have also been identified as indispensable to the teaching efforts of the teacher. In other words, a well-written book could impart knowledge like any typical teacher. The learning content or plans of the curriculum are brought alive in

textbooks. This will enable the students to take advantage of what is expected of them in the curriculum(Adekale, 1989). Important as textbooks are, it is doubtful whether they are available in all schools.

Alcorn, et.al.(1964) contended that textbooks contribute much to the daily instructional procedures in a class and is regularly used. Obanya(1980) has also written that, textbooks are the most common sources of information in the teaching and learning processes. Textbooks can also provide a visual aid by the use of picture and illustration in colours given by the writer(s).

Indispensable as the textbooks are in learning any discipline, it has been found by some studies into their use that undue over-dependence on them could have some deleterious effects on students learning. For example, Murname(1975) listed some of these bad influences as teachers' abdicating teaching responsibility to textbooks at the expense of original teaching methods; textbooks do not give room for flexibility, instead there is mechanical division of the curriculum and no provision made for individual differences in learners and local conditions. Murname recommended that, textbooks should be used with utmost care and intention to improvise when a textbook is lacking in an aspect of the curriculum. All said, textbooks form a very important adjunct in the teaching process. Recently, there have been several newspaper reports of high cost of textbooks, making them unaffordable to majority of secondary school students in Osun state.

(b) Audio Visual Aids

Like textbooks, audio-visual aids are the other adjuncts to the learning process. They form an important part of the instructional facilities. This category of instructional facilities include a variety of items routinely used by the teacher such as the chalkboards, bulletin boards, maps, models, cardboard's, tape recorders, radios, video tapes and similar items. These items can be sub-classified into three types:

1. Audios e.g. educational broadcasts on radio and other media for hearing alone.

2. Visuals e.g. instructional diagrams and other instructional items put on cardboard's for educational purposes. The materials on them can only be seen to reinforce any learning experience. Other things like maps, models, chalkboards and similar items are visual aids.
3. Audio-visuals are those that combine the two functions of viewing and hearing into one device. For example, items on television, video tape, projectors, slides have been developed by experts in educational technology.

Audio visual aids are invaluable in the learning processes. Weirs(1982) itemised some of the possibilities opened up to student-learning by their use of these materials. According to him students become intensely committed to a subject because they see in it activities or situations which stir their emotions. He stated that the technology of audio-visual aids has presented educators with new opportunities of recorded sound and vision to be used as a medium of expressing thoughts and feelings for keeps. According to him, Audio-visual materials produce exciting and valuable experience which takes a long period before being lost from memory.

Also discussing the importance of audio visual aids, Alcorn et.al.(1964) allocated remembrance of information in the following proportions: 10 per cent of what people READ stay in their memory, 20 per cent of what they HEAR, 30 per cent of what they SEE, 50 per cent of what they HEAR and SEE, 70 per cent of what they SAY, 90 per cent of what they SAY as they DO a thing. Going by these allocations, one can say that by making use of audio-visual aids, remembering will be very effective. Although these proportional classifications are merely intuitive as the criteria for the classifications were not specified. Yet they seem reasonable.

The advantages of audio-visual aids have been identified by scholars in the field. Wiseman(1964) observed that audio visual aids create chances for schools system to redistribute teaching resources and extend learning opportunities. Murname(1975) argued that audio-visual aids provide a multiple approach to learning since not all learners follow the same route to learn. While some are more receptive to their sense of

sight, others are more responsive to other senses. In short, Murname explained that these instructional facilities present diverse channels of communication in the classroom teaching. All the senses of the learner are set for full comprehension of any concept. With these multiple advantages, it is doubtful if all schools benefit by the use of the aids.

Other teaching aids such as television viewing on children's academic performances have been sources of concern and research interest since the introduction of this medium of audio visual entertainment. According to Grenstein(1954), many people feared that television viewing would detract children from devoting attention to home work, assignments, reading and resting. This assumption was not borne out by the result of the study by Ridley-Johnson, Cooper and Chance's(1980) who found that children whose parents set rules for television viewing had better grades in school.

The study by Childers and Ross(1973) was correlational in nature in which the relationship between television viewing and achievement in elementary and junior high school yielded non-significant results. However, there have been lack of clarity concerning the relationship between television viewing and academic performance.

Laboratories And Educational Facilities.

Most subjects being taught in schools today are supposed to be learnt by the students in a specialised environment. Thus, science subjects are better taught in their respective laboratories. Fine Art in Art room, English Language in Language laboratory where there are audio visual equipment and facilities to facilitate teaching and learning.

Various researches have therefore been carried out to find out the relationship between students' academic performance and these infrastructural facilities.

Fashemore(1970), in a research carried out on science equipment and facilities and student's performance, established a relationship between teaching facilities in term of laboratories and the performance of the students in the West African School Certificate Examinations.

Omolaoye(1985) in Badekale(1986), in a study on the performance of students in Fine Art found that the availability of standard Art is a good predictor of pupils performance and creativity in Art.

Akanbi(1984) conducted a survey of the resources for teaching in some Lagos State secondary schools and found out that students from schools with better teaching facilities performed better than those from schools with inadequate facilities. In the study, it was also revealed that the students recorded poor grades in technical drawing, science and commercial subjects. Most of the schools also lacked adequate laboratories, libraries and classrooms which were in turn to result into non-availability of reading materials and attendant high rate of failure.

Ajani(1985) in a study conducted to find the relationship between teaching resources and student performance in Biology was to reiterate that in many schools in Lagos State secondary schools, there is the perennial shortage of well equipped laboratories for the different science subjects and that only the Federal Government colleges have separate laboratories for each of the science subjects. He also concluded that adequate and well-utilised laboratory facilities enhance students' performance in these subjects in their examinations.

Students' Age

The study of the relationship between age and academic performance has been of paramount importance to researchers and scholars for a long period of time and has continued to receive some greater attention. For instance, Nemzek(1939) conducted a research on the value of certain factors for direct and differential prediction of academic success to find out among other things the possible values that chronological age at entrance to elementary school may have on academic success. His findings from the ten variables used were negligible in predicting academic success.

The study by Dwyer(1939) was much more revealing. In his review of the literature, he noted the findings of Forsyth(1912) who found the relationship between

what has come to be known as socio-economic status. Touliatos, Lindhold and Rich(1978) examined the influence of family background on educational achievement for boys and girls and for different social classes. From their results, they found that children from the higher social classes do better than children from the lower social classes.

Investigation conducted by Curry(1962) revealed that, the higher the socio-economic status, the higher the performance in reading and language. In reading, the upper socio-economic status group showed a greater amount of performance than the middle and lower socio-economic status groups and the middle socio-economic status group showed greater performance than the lower socio-economic group. In language, the upper socio-economic status group performed more than the middle and lower socio-economic groups. Boocock(1972: 32) stated that:

family characteristic that is the most powerful predictor of school performance in socio-economic status (SES); the higher the SES of the students' family, the higher his academic achievement. This relationship has been documented in countless studies and seems to hold no matter what measure of status is used (occupation of principal bread winner, family income, parents education or some combination of these).

Despite the fact that there has been a consensus of opinion that there exist a strong relationship between socio-economic status and performance, weak relationships have been reported between SES and academic performance. Lanzas and Kinston(1981) observed that although analysis of academic performance in the third world countries are relatively few, recent research in a variety of setting indicates that the family status of students has very little, if any effect on academic performance in these countries particularly in Africa. However, on the basis of a small scale survey of entering College students in Zaire, Lanzas and Kinston(1981) suggested in their research, that impact of family background on academic success in African societies should not be dismissed. They found that family background seemed significantly mediated by social factors

districtive to many African nations. In particular, they noted that the fact that many students are forced to live in a variety of family environment as they pursue their education appeared critical from their findings. They concluded that the fact of stability or disruption in the student family environments significantly mediates the effect of family background on English performance test scores are related to family status only among the residentially stable students.

Parent Level Of Education

The quality of a student background and environment have a great influence on his academic performance. Children brought up in a rural or agrarian home will perceive issues differently from those brought up in an educated and modern homes. Educated parents are very enlightened and thus their children who receive useful information about the world, technology and current affairs through questioning and discussion with adults, listening to radio, reading newspapers and watching television perform better than those who encounter hostile and frustrating social environment, where they are confronted with rules, taboos, superstitions and restrictions(Akinsulire, 1996).

Warriner, Foster and Trites(1966, pp. 446-468) carried out a study to determine the relationship between parents educational attainment and children academic performance. The finding showed that children from homes with incomplete educational attainment of one or both parents are likely to drop out of schools than those from homes with complete educational attainments by both parents.

Frazer(1977) also found that parental education and reading habits, income occupation and living space all related significantly with intelligent quotient (IQ) and school programme. In the motivational sphere, he opined that, parental attitudes towards the degree of encouragement which they offered their children towards school work were all related with IQ and performance.

Williams(1964: 162) stated that there was no doubt that parental level of education has some influence on children educational aspiration.

Parental Occupation

The social background of every family is largely dictated by the types of occupations of the parents. Parents in white collar jobs which forms the bulk of the middle class in the society are known to have taken more interest in their children than parents that are artisans and tradesmen.

Chopra(1967: 359-361), confirms that there is a positive relationship between the socio-economic background as represented by the level of parental occupation and the academic performance of the students.

Musgrove(1970: 194), opined that the general tendency for children from the middle class to do better in the school system in both England and America has been due not only on parental encouragement but parental occupation.

Beard and Senior(1980 : 6-7), revealed that children from lower middle and working class homes will be found in greater numbers in vocational courses, whereas those from more affluent homes, whose parents are in professions will be more likely to select pure sciences or arts.

Roberts(1962 : 175-183), in his study found out that the parents of the high achievers engage in high ranking occupations than those of the low achievers.

Teachers' Qualifications

Teachers' qualifications refer to the academic attainments of the teachers which are relevant to the subjects being taught. Since nobody can teach others what he never knows, its variable is therefore seen as one of the major determinants of the quality and quantity of knowledge imparted in a student by his or her teacher.

Badmus (1979) found teachers' qualifications and pupils' performance in the West African School Certificate Examinations to be closely related. His findings show that schools with highly qualified teachers performed very well in the West African School Certificate Examinations thereby proclaiming intelligence as a good teacher

attribute. As to whether teachers make a difference in students' performance, Mood (1970) referred to the studies carried out by Ackland (1964), who found that teachers' effect on students' performance is considerable, although he gave a hint that there are technical difficulties which might arise when associating students' progress with efforts of individual teachers since research efforts are usually focused on schools rather than on teachers. However, Badmus' (1979) study supports the findings of Ackland (1964) and Mood (1970). The general practice in most schools in Lagos State and indeed in Nigeria is to ask the most qualified and most competent teachers to teach in the school certificate classes, because of the importance attached to West Africa School Certificate Examination results (Badmus 1979).

Moreover, Fafunwa (1980) opined that no other educational problem is as important as the problem of training a "competent teacher". He argued that the demands for more and better schools in all parts of Africa for relevant curriculum, appropriate textbooks, more instructional facilities and desirable vocational and technical skills hinge on the teacher. If the teacher is not "competent" then other educational inputs would not be properly utilised. According to Fafunwa (1980), teacher preparatory institutions have not lived up to expectation. He contended that teacher trainees are not being exposed to relevant curriculum designs. Consequently after their training they become inefficient. Hence the cycle of poor academic performances of students is repeated.

Adesina (1980) observed that during the political electioneering periods in Nigeria, free education was a vote-catching slogan, there was an increase in the number of school children seeking free education. To cope with the increasing population of students, a predominant number of teachers recruited for schools rapidly established were largely unqualified and untrained for the job.

A lot were said on lapses in Nigeria's present teacher education programmes during the National Conference on curriculum held from 8th - 12th September, 1969. A few representative opinions were that of A.S. Udo Ema, a participant at the conference

who criticised the more emphasis placed on teachers' academic education than on preparation for teaching.

Another participants, J.A.Akinyomi warned that the preparation of teachers should be more concerned with enhancing teaching ability rather than mere acquisition of knowledge for knowledge sake.

The National Policy on Education(1977) that emanated from this conference recommended the Nigeria Certificate in Education(N.C.E) as the ultimate minimum entry qualification before admittance into the profession. Other categories that are recommended to belong to the profession are graduates with teaching qualifications or a post graduate certificate of education after a first degree.

Up to this decade, there have been continuing researches and long-standing assumptions among educators and psychologists that professional training and experience add to the effectiveness of instruction. The assumption is that there should be a demonstrable relationship between teacher training and teaching effectiveness. This implies that if one knows his subject, he can teach it. Also, if one knows about the Psychology of Learning, he can teach effectively. However, these assumptions are not supported by Porter's(1978) finding that there was no significant difference in teaching performance among classes of instructors with or without training and teaching experience. But this result may not be taken seriously when consideration is taken of Porter's measure of teaching performances which were made of judgement of students under the subjects. The question is how can students who are immature academically and inferior intellectually to their teachers provide any objective judgement?

Obanya(1980) suggested that programmes such as methods, courses and student teaching have a distinct bearing on teacher performance. Whether this can be supported by evidence is one of the questions that will be answered at the end of this study.

Much of the available research supports the contentions that students are valid judges of instructors in some areas. For example, Barr(1961); Adams and Biddle (1970)

and Brophy (1979). To these investigators, this method is inadequate since students are too inexperienced to understand what their teachers are trying to do with them.

It is amazing that most of the studies on teacher effectiveness have failed to yield sound predictive information about teaching success. This observation was also supported by Schofield and Start (1980) who concluded that after about seventy five years of study in the area, little has been achieved. According to them, existing research work on the teacher effectiveness have been placed on what they classified as presage and process variables. They argued that with presage and process variables, little general agreement can be achieved. Rather, only product variables should be concentrated upon because this is the only area that can yield the most objective result. These would include what teachers produced by way of achievement in pupils. The present study is an attempt in this direction.

Some studies on teacher "competence" have found that certification matters a lot in teaching effectiveness. Ikpeazu-Bello(1980) and Oshunkalu(1977) agreed that certification is significantly related to teaching effectiveness.

Olsen(1985) was of the belief that teacher education makes a difference on students' academic performances. He found that students taught by certificated teachers scored higher than those taught by uncertificated teachers. By "certification", the above studies referred to prior exposure to courses in education, in addition to specialist training in a subject before employment as a teacher. However, to regard certificate as the end to teaching effectiveness is inadequate.

It has been found by some studies that teacher qualification is more important than school facility. Because after all, the schools are to be put to use by qualified teachers. Coleman and Karweit(1970) measured the effect of teacher competence on student performance. They found that teacher qualification had a much greater effect on students' academic performances than school facilities particularly among pupils in the upper grades. Obviously, self-rating by teachers is pseudo-scientific because the rating will be subjective. The finding from the study is therefore unacceptable.

In terms of quantity, most commentators on the subject agreed that there is a dearth of qualified teachers in Nigeria especially in core subjects. For example, Fakuade(1980) found that Nigeria has not been able to achieve full manpower requirements in Mathematics teaching for more than a decade before then. He attributed lack of popularity of Mathematics among secondary school students to lack of motivation from the few inexperienced teachers of the subject. He found that most qualified teachers of the subject do not stay long in teaching the subject before they cross over to other lucrative professions where they are more rewarded than in teaching. Those who stay are in most cases unqualified for the job. Fakuade found that most of the few Mathematics teachers in Nigeria have slight exposure to methodology and modern techniques in Mathematics teaching to make any impact in improving students' academic performances in the subject. According to him, the above reason accounted for why there had been increasing failure rate in Mathematics over the years.

The importance of highly qualified teachers has been stressed by Griffiths and Houston (1982). In their words "the potential of an educational system is directly related to the ability of its teachers". In other words, the more qualified and better trained teachers are, the easier it is to effect curriculum development. Without qualified teachers, no matter the quality of the curriculum and other components of the education system, beautiful intentions of the policy makers might come to nought.

It goes without saying that most poor academic performances in schools are due to what Adesina(1980) called "individual school conditions" such as under staffing resulting in classes without teachers and a high percentage of under - qualified staff.

Although, it seems self evident from what has been expressed above that the teacher constitutes an important variable in the learning process, it is surprising that existing research findings in this area tend to be ambiguous, equivocal and uninterpretable because of lack of satisfactory criterion against which to measure teacher effectiveness. Ausubel(1968) citing Barr(1958) found that teacher effectiveness as measured by pupil gains in performance and by principals' and supervisors' ratings

are only negligibly related to teachers' intelligence. These researchers contended that besides a minimal level of intelligence necessary for teaching effectiveness, beyond this critical point the intelligence of a teacher may not be significantly related to learning outcomes in pupils.

Furthermore, Barr(1950) also pointed out that the degree and quality of teachers' academic preparations as indicated by his grade point average, amount of mark taken in the major field, that performance test score bears only a low positive relationship to pupil learning outcomes. However, it is doubtful whether the measures of teacher and pupil subject mastery are not but superficial and of low intrinsic validity. It is also possible that the 'teacher' used in the study were not full flair of professionals. Even now, there is no acceptable criterion to judge teacher quality.

Berliner(1985) contended that there was no evidence for a consistent relationship between teacher's knowledge of subject matter and student performance. Thus the notion that increased level of subject matter competency on the part of teachers would result in increased student academic performances seem naïve according to this finding. However, to what extent this researcher controlled for spurious variables is not clear. In terms of previous exposure to training as a teacher, Olsen(1985) compared education majors with non-education students on a test of quality of prospective teachers. Education graduates were found to be equal to and in some cases better than non-education graduates in all variables tested. Olsen then concluded that education graduates were superior to non-education graduates. Data for this conclusion were gathered from academic performance at school alone not from actual performances of teachers.

Fagbamiye(1977) conducted a research among secondary school students in Lagos metropolis, using among other variables, teachers' academic qualifications and parents socio-economic status to determine which of the two could be regarded as the most potential force in predicting students' academic performance. He found out that teachers' educational qualifications and training were more predictive of students' academic performance.

Anderson(1970) also concluded in her study that students' performance was positively related to teachers' qualifications. Boocock(1966) discovered that teachers' training is relevant for quality teaching and improved performance of students.

Awuwoloye and Soyemi(1981) in their study to find out the factors affecting candidates performance in the teachers Grade Two certificate examination discovered that teachers' qualification was an important determinant of students' academic performance.

Oshunkalu (1977) also discovered that teacher's academic qualification was more predictive of students' performance in a study he carried out on teachers' qualification and the academic performance of form three pupils in Chemistry in Lagos State schools.

Leigh(1977) said that "only trained and dedicated teachers could arrest the falling standard of education and as such, his government was providing adequate funds for the establishment of more grade two teachers training colleges and the expansion of advanced teachers Colleges in the state and Lagos State Government is determined to combat that falling standard of education resulting in mass failure in public examinations".

Teacher's Experience, Age and Commitment

Another important variable relevant to this study is teachers' experience. A considerable body of literature exist on the first year teaching experience of teachers. A few of these are: Cortis(1977); Morrison and Mchityre(1972). These studies found that this category of teachers found it difficult to teach like their elderly counterparts and that they lack proper methods of class control and maintenance of discipline. It is also not certain to what extent experiences of teachers affect academic performances of their students. Existing studies also fail to note that beginning teachers are more enthusiastic.

Olatunji(1976) found a positive relationship between exposure to the study of education and the practice teaching performance of four sets of Education undergraduate student teachers in the Department of Education of the then University of Ife (now

Obafemi Awolowo University). In the same study, Olatunji found no significant relationship between previous training and teaching performance. This could be as a result of poor quality of previous training or that the student teachers were not performing as they were taught. However, Olatunji did not answer the question of what was the nature of the learning experiences of new teachers.

Omolaoye(1985) from his Fine Art, Students' performance in Lagos schools discovered that high qualification is insignificant to high performance, unless it is coupled with many years of experience. In the study, it was discovered that NCE holders with many years of experience had an edge over HND or degree holders who teach with less years of experience. Similarly, Mayeska (1967) found that teachers' years of experience and level of education had positive influence on students' academic performance.

Similarly, Ikpeazu - Bello(1980) has found that teachers with more experience performed better in terms of enhancing student academic performance and the study attributes this to what he terms "the power of practice".

Husen(1967) has also stressed the importance of teaching experience by main training that teachers gain skills through experience and that the more experience the teacher is, the better the performance of the students academically. He further discovered in his study a very positive and strong relationship between teachers experience and students' performance, concluding that teaching experience seems an important factor in predicting students performance. However, McAdams, (1973) in his own study found negative and insignificant relationship between years of teaching and academic performances of students.

Furthermore, it is equally important to note that an experienced teacher who is worth his/her salt will endeavour to make use of different teaching approaches in order to arouse and develop the interest of his or her students. Several studies such as Berliner and Ticknoff(1976) and Chiu(1972), identified items which include clarity of explanations, variety in teaching procedures, encouragement of students participation,

sense of humour, planning and preparation, fairness, good discipline, knowledge of subject-matter, attitude towards students' opinions, presentation of subject-matter, self reliance and confidence, personal appearance, knowledge of individual students and general teaching ability as characteristics of an effective and experienced teacher.

A consideration of teachers' attributes inevitably leads us to such variables as quality in teaching (Peaker, 1967) and quality of instruction (Bloom, 1976) since in the systems of education as they operate, the teacher is a prime source of teaching and instruction. The kinds of behaviour identified in these studies are clarity of the teachers' presentation (making points clearly, explaining concepts clearly, use of a variety of teaching procedures and materials, enthusiasm in presentation as indicated by gesture and voice inflections) and the task orientation of the teacher (focusing on the accomplishment, of a definite task). Teachers' behaviour, as measured by these variables, probably reflects classroom process rather than status variables and indeed these variables seem to have much in common with what Bloom (1976), had termed "quality of instruction".

In another study conducted by Miller and Miller (1969) elementary and secondary school principals, superintendents were asked to rate personal qualities such as: professional zeal, loyalty and co-operation, use of oral and written English, social qualities, personal appearance; voice and speech; and punctuality. They consistently agreed that professional zeal, loyalty and co-operation contributed more to success of classroom teacher than any of the other factors.

In another investigation of discrepancies between "Real and Ideal self-image" of high school teachers and other professional groups, (Smith 1989), the younger group of teachers saw the ideal teacher as more strong, active, intelligent, courageous, aggressive and more of a leader than would the older group. The detailed analysis of real self and ideal-self discrepancies of teachers of various ages, as reported in Smith's study indicated that the older, more experienced teachers viewed the teacher's role as that of one who is "seen and not heard".

Miller and Miller(1969) also found that teacher loyalty and co-operation are closely related to the success of a school in attaining its instructional objectives. This agrees with Ozumba's(1981) example which illustrates the fact that gaining the confidence and support of parents could contribute towards teachers' effectiveness.

Classroom Life.

Vincent and Presno(Olagbaju, 1984) stated that not only do men live together, they continually interact responding to one another and shaping their actions in relation to the behaviour of others. The classroom is not a depersonalised setting, it bounds with emotion between teachers and students and between a student and his/her peers. "It is primarily members of the peer group who respond most to a student's affective needs" (Schmuck and Schmuck, 1971). They asserted that peers are especially influential in shaping the group processes of a classroom. They provide emotional support as each student attempts to break free of dependency on his family and other significant adult figures. "Peers also help shape some of a student's own attitudes, values, aspirations and social behaviours" (Schmuck and Schmuck 1971). Alexander and Campbell(1964) claimed that "a student is more likely to aspire to higher education and actually to attend College if his best friend also plans to go to College".

A classroom is a meeting ground for the peer group, teaching and learning are complementary acts that involve a host of inter personal processes. When these processes take place in the classroom, they are complicated and are affected by the relationship among students and between the students and the teachers. Schmuck and Schmuck(1971) observed that "in some classrooms, the learning process is enhanced by peer relationship, in others it is inhibited by peer relationship.

The Class as a Group

A group is "a collection of interacting persons who have some degree of reciprocal influence with one another"(Gibb, 1954). Thus, the property of groupness

excludes aggregates in more physical proximity, such as persons at a football game. It is the interaction that differentiates a group from an aggregate (Bonner, 1959).

Parsons(1951) suggested that there are five basic interaction modes or dimensions for describing groups:

- (1) Affective - non Affective, which focuses on the emotions involved in the interaction.
- (2) Self-Collective, which describes whether the interaction is aimed at satisfying personal motives or at achieving group goals.
- (3) Universalism - Particularism, which describes how consistently and uniformly persons in similar roles are defined by one another in their actions.
- (4) Achievement - aspiration, which refers to whether persons gain status by performance or by some inherent characteristics.
- (5) Specificity - diffuseness, which refers to the degree to which the interaction in a content domain is focused.

A classroom can be described as ranging along these five dimensions. In some classes, expressions of feelings are welcomed and supported, but in many others the students are encouraged to keep feelings of happiness and displeasure to themselves (Olagbaju 1984).

In his psychological theory, Schutz(1958), assumed that group activities are predictable from knowledge of the person's interpersonal needs and the principles governing their interactions. He computed compatibility sources of pairs of persons in terms of their needs for inclusion, control and affection and compatibility of classroom on the basis of estimating whether or not each of these needs is expressed in sufficient amount to satisfy student's needs.

The students in a classroom, therefore can be considered as a collection of individuals who relate to one another informally and formally simultaneously. They perform in the physical presence of one another in order to develop themselves intellectually and emotionally. Their informal relationships of friendship influence, prestige and respect, can have decided effects on the manner in which the more financial requirements of the student's roles are accomplished by the individual youngster. At the

same time, informal relationships in the peer group are often fraught with emotions and involvement and some sort of interpersonal hidden world which is inevitable for every student. As these informal peer relationships increase in power and salience, the individual student's definition and evolution of himself become more and more vulnerable to peer group influence. According to Schmuck and Schmuck (1971), "these emotionally laden interpersonal relationships that occur informally can affect the student's self concept, which in turn can influence his intellectual performance".

Peer Group Influence

The peer group has been defined as "any set of two or more students whose relationships to one another are such as to exert influence upon them as individuals" (Newcomb, 1946). He claimed that groups have the power to bring about the success and failure of members of the group, because groups often have their power to punish and to reward by shame or applause (Group standards often seem arbitrary to members of other groups; that is group needs to know in advance what kind of behaviour will or will not be rewarded. Such standards are what control the behaviour of group, success and failure of an individual in a group depend on the acceptance by the group. Group members, Newcomb explained further develop set of consensual expectations about each other's behaviour and regarding important aspects of their common environment by which their individual expectations of success and failure are guided.

Newcomb(1946) proposed three kinds of factors that may be considered of primary importance as independent variables contributing to the formation of particular peer groups. They are:

- (1) Pre-College acquaintance, that is previous acquaintance formed in secondary school may form the basis of College peer groups.
- (2) Propinquity, this means that peer group relationships cannot very well develop with a person whom one has never met. However, an early meeting in College probably determines the basis of particular peer groups. For any individual, there are many

others potentially, with whom he might form significant relationships. Those with whom he does and in fact develop them are limited by opportunities for contact and reciprocal explorations, which in turn are influenced by physical propinquity.

- (3) Similarity of attitudes and interests is the third factor that helps the formation of a peer group. Students are most likely to interact and this in terms of probabilities to develop close relationship when shared interest in some aspects of their common environment brings them together.

Swift(1969), agreed with Newcomb's view as to the formation of the peer group and the relationship between the individual and other members of a group. The behaviour of the individual according to Swift, is usually determined by the standards of the group to which he belongs. He added that what a person does in a particular situation greatly depends upon his self-concept and what is expected of him. There is therefore, a fundamental sense in which an individual's action can be viewed as being controlled by social relations, since the ideals of himself and of the expectation of others, would have developed in response to the way in which other people have treated him. Swift exposed the negative influence of the group on its members. He said that the demand of a group can produce intensive pressures upon the individual to the extent of forcing him into activities of which he is not capable. Tensions, he asserted, can lead to change of behaviour, but on the other hand the experience of a group life may relieve tension and anxiety, while providing a sense of belonging.

Writing in the same line with Newcomb and Swift, Fraser(1968) noted that children may like each other because they share a pleasant surprise or a common experience of success. Backman and Secord(1968) claimed that individuals find a rewarding interaction with persons who provide for their existing needs. Moreover individuals tend to like and associate with others who see them as they see themselves and allow them to behave in a manner consistent with their self concept.

The student who has a positive attitude towards academic achievement, who sees himself as a good student is likely to seek out others who have similar values and who can

confirm his identity as a serious student. This assertion agrees with the belief of Newcomb on the cause of peer-group indicating that students with similar attitudes, values and interest, tend to move together as a group.

The standards of a peer group determine the goal for the members of the group. As similarities of attitudes, interests and values create attractions of one student to the other, Beckman and Secord(1968) discovered in schools that "There is the tendency for students to choose as friends those with similar interest; abilities and social backgrounds"

The studies revealed the fact that human beings must be in groups. These groups can be formed as a result of similarities of interest, attitudes and values, propinquity and pre-acquaintance. Each peer group has its standards which serve as norms for its members. The group can have an educational impact on its members. The attitude of a member to academic issues reflects the values, attitudes and interests of the group as a whole.

Similar studies of this field about the influence of the peer group on the academic performance have indicated a kind of relationship between peer rating and academic performance. Loeb(1941), seemed convinced of the relationship between acceptability of the pupils and his performance. She implied that performance was a cause of the acceptability. She suggested the hypothesis that "the skills that the culture itself regards as important in order for the individual to participate in it effectively, are also regarded by the children themselves as important for effective participation with one another". McLendon(1947) found a direct relationship between achievement as measured by the standard Achievement Test given to the fifth and sixth grades and social acceptability.

Buswell(1953), related the social structure of the classroom to the academic success of the pupils. Her aim was to determine "whether or not those children who were accepted by their peers differed in certain achievements from those who were rejected. She concluded that it may be said that in general those students who succeeded in their school also succeeded in their social relationship with their peers. She suggested that academic performance precedes rather than follow social acceptability.

William and Knecht(1962) concluded that a student's performance in terms of academic grade was more closely associated with his degrees of likability as rated by the teacher than with his ability as measured by tests. Likability was defined as the combination of personality traits or factors (physical, social and emotional) which tend to give a favourable impression of the person. "Likability" here depends on what the teacher chooses to like and varied from one teacher to another, since there was no specific reference from which the teachers were to judge.

Muma(1965) found that a relationship exists between extreme peer choice (acceptance, rejection and neglect) and academic performance. He therefore submitted that:-

- (1) individuals who were highly accepted by their peers were more successful academically than other students; and
- (2) individuals who were highly rejected by their peers were less successful academically than other students.

Gary and Gaylon(1972) submitted that academic progress of selected individuals was accelerated by arranging contingencies in such a manner that peer influence was brought to bear on the subject of academic performance.

Olowe(1973) treating dormitory mates as peer group concluded that peer group affects academic performance; and that the effect of peer group on academic performance was more positive than negative.

Teacher's Interest and Attitude to their Jobs.

Barr(1961) considered "Interest in teaching" to be basically essential factors in teacher efficiency. According to him (Barr; 1961, :149):

More attention needs to be given to the critical factors in teacher efficiency. There are an infinite number of things that teachers should do, and were they done well, they would add class and polish to the teachers' performance, but they are not basically essential. They are not critical. Some knowledge of the subject taught or interest in

teaching or in pupils, or professional know how, would seem to be essential to teacher effectiveness.

Mayberry's(1980) study cited in Ofo(1988), found teachers with positive attitude towards work to produce students with better academic performance than teachers with negative attitude to work.

Gage(1974) found that teachers effectiveness, was enhanced by the teachers' ability to express ideas in such a way that students were able to respond to questions testing the comprehension of the ideas presented. Students described the teacher as knowledgeable about the subject and business like in manner.

Durojaiye(1974), found in his study of 540 Ugandan secondary students that positive attitude toward teaching students was significantly related to the performance for urban boys and girls but not the rural ones.

Furthermore, Smith(1974), asked 100 students in educational sociology to name the traits associated with the best University teachers they know. Among the highest ranking characteristics were;

Sympathetic interest in students, knowledge of subject matter, ability to stimulate intellectual imaginations and ability to organise and put across the subject matter.

In a survey of 16,000 students at the State University of Washington, Downie(1952), found that the characteristics considered most important for effective teaching included such teacher behaviour as;

comprehensive knowledge of subject matter, interest in the subject being well prepared for class, and motivating students to do their best.

Students' opinions of the criteria of "good teachers" as revealed by several other studies are also consistent with those described in French's(1969) report. Musella and Rusch(1968), asked seniors at the State University of Albany to describe the teacher behaviour that had "best promoted" their thinking. Among the most frequently mentioned

characteristics were expert knowledge of subject matter, systematic organisation of course content, ability to explain clearly, enthusiastic attitude toward the subject and ability to encourage thought.

Students' Interest to Learning

Many findings have supported the idea that effective characteristics have at least as much influence on learning as do ability factors. Chastain(1975) and Weiner(1972) suggested that intelligence accounts for only 25per cent of observed variance in grades. Consequently, other variables also have influence on academic performance.

Brown(1974), postulated that performance in academic situations is determined by factors in addition to ability and intelligence. Interest, more than a discipline is key to educational success (Dewey 1956). In education, interest is related to motivation and observations and studies have proved that motivation is an important condition of school learning(Sears and Hilgard, 1964).

Frandsen and Sorenson(1968), suggested in their work, that there is a reciprocal relationship between interest and performance; performance reinforces interest (Gebhard,1948) and interest in turn initiates and reinforces related performance(Hughes and Dyles,(1964)). Lovin,(1965), stated that when ability is controlled, interest correlates strongly with performance.

Frandsen(1945), also observed that with interference of certain masking factors such as influence of other motives, the confounding effects of individual differences in aptitudes, the correlation's between "normative degrees of interest in an area and student's grades or tested performance are "low". But when these factors are controlled, they usually reveal higher relationships(Frandsen,(1947); Frandsen and Sessions, (1953); Hughes and Doleys,(1964); Shinn, 1956; and Frandeson and Sorenson, 1958).

In counselling, it has been argued that "interest" are important factors which are related to success in academic endeavours. It is also argued that more interest would lead to a greater investment of time in learning which in turn would be reflected in high

grades in those countries related to one's highest interests and less effort and lower grades in those courses in which student has less interest (Thomas 1970).

In their investigation on educational interest and performance, Thomas (1970) found that with ability held constant, through statistical technique, students with high educational interest had high grade point averages in specific related course than students with low interest scores. From the results of his study on the Affective Correlates of standardised Achievement; Khan(1970), determined a significant relationship between academic interest and achievement.

Implications of Related Studies

It is evidently clear that there are a lot of divergent opinions in the review of relevant literature presented above. These situations are expected considering the fact that several of the studies reviewed are prone to bias feeling in some while some factors reviewed were not precise in their level of judgement. All the variables examined have shown both positive and negative relationship to academic performances. As a result of the mixed feelings expressed in the relationship between academic performance and each of these variables, it is therefore necessary and important to find out why a condition which prevails in one place is non existence in other situations.

Furthermore, in view of the fact that most of the studies reviewed were carried out in other continents outside Africa(most important in America and Europe), where different settings of socio-economic, socio-political, educational and ideological situations prevail from that of Nigeria; it therefore becomes advisable to carry out investigation into the relationship between these variables and academic performance of students in public secondary schools in Osun state of Nigeria using Stepwise Regression Analysis, Correlation coefficient and Factorial analysis to be able to control confounding effects of the variables on each other. This approach will be explained in Chapter Three.

Moreover, when cognisance is taken of the fact that academic performance is a basic determinant of human endeavours, gives justification to further studies of this

nature. Therefore, these variables need further investigation individually or collectively, so as to understand their impact on academic performances. In addition to investigating the influence of these variables on academic performance in SSCE, the study would also determine the predictability capacity of each of the variables on academic performances of students in Osun State. This will be clearly demonstrated in the subsequent chapters of this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Research Design

This is an ex-post facto research design which examined the influence of institutional factors on students' performance in secondary schools in Osun state. It is also correlational and descriptive. The study was designed to show the relationships between some variables such as age and socio-economic status of students, teacher characteristics which include their educational qualifications, experience on the job, interest, age, the degree of commitment to their jobs, as well as school indoor and outdoor facilities and the academic performance of students in the SSCE.

The Variables

The independent variables of this study were instructional facilities, students' age, socio-economic status of students' parents, teachers' qualifications, teachers' experience, age and commitment, as well as teachers' interest and attitude to their jobs. The dependent variable was the performance in the SSCE.

Research Instruments

The following instruments were used to carry out the study: three sets of questionnaires were developed for the principals, the teachers and the students, probing personal and occupational information about students' age and the socio-economic status of the students' parents, teachers' characteristics which include their educational qualifications, experience on the job, interest, age and commitment to their job. The principals' questionnaire contains information relating to school setting, school age, type as well as size.

The students' questionnaire was made up of three parts. The first part sought information about the students' biographic data concerning sex, age, type and location of school. The second part required information on the socio-economic status of

students' parents, parents educational level, employment status, income and mobility. The third part was a rating scale in which students were asked to rate their teachers on the level of interest towards their job. This section was based on a five-point scale with the highest value indicating the highest level of interest and the least indicating the lowest level of interest.

The teachers' questionnaire was made up of two parts. The first part sought information on teachers' sex, age, marital status, educational qualifications and years of teaching experience. The second part was also based on a five point scale as represented on the third part of the students' questionnaire telling the level of interest for the teachers.

The principals' questionnaire consisted of two parts. The first part require information concerning sex, age, educational qualifications, years of administrative experience, school location, school size, school type and school age. The second part sought similar information as the third part of the students' questionnaire and the second part of the teachers questionnaire.

Documentary evidence was also part of the sources of data. Data were extracted from school records showing the vital statistics of principals, teachers and students reflecting on age and academic performance of students, qualifications, age, experience and commitment of teachers to their job as well as age, qualifications and administrative experience of the principals.

Interviews were also held with the principals, the teachers and the students. An assessment of the school facilities was undertaken by the researcher to ascertain the level of availability and suitability.

Validity of the Instruments

In order to ensure that the three sets of questionnaires actually measured what they intended to measure, experts in educational administration and educational psychology in the Faculty of Education, University of Lagos, were requested to validate the questionnaires. These experts agreed that the questions were relevant, clear and

specific. Some questions were however restructured and some were added as a result of their advice.

Reliability of the Instruments

The reliability of the instruments was determined by the use of test-retest technique. The final instruments were administered to a sample of ten principals, sixty teachers and eighty students from ten secondary schools which cut across the urban/semi-urban/rural vis-a-vis large/medium/small schools in Osun state. The correlation co-efficients of the two sets of scores were calculated and found to be 0.85 for principals, 0.82 for teachers and 0.78 for students.

Administration of Research Instruments

In order to ensure that adequate information was received, the researcher personally visited all the schools with the research assistants to collect the information required. Data collected spanned a period of three months.

Subjects for the study

A total of 672 subjects made up of 384 students, 256 teachers and thirty two principals were sampled for the study. The 384 students involved in the study were selected from thirty two secondary schools used for the study. They were selected through a random process that involved picking twelve students out of each of the thirty two schools on the basis of their ages. The students were in SSCE class. The choice of each of this group of students was based on maturity, experience and familiarity with each of the schools. The students were considered knowledgeable enough to respond to the issue of academic performance and how it affects them and their schools having been in their final year in the schools.

The 256 teachers and thirty two principals were selected based on the number of schools (thirty two schools and thirty two principals) and also on the average number of teachers teaching the SSCE class which was eight for the thirty two schools. The eight

teachers selected from each school were through random process of picking. On the whole, 256 teachers and thirty two principals were randomly selected.

The choice of the thirty two schools was based on Osun state designation of schools as urban, semi-urban and rural. Out of ninety seven schools designated as urban, twelve were chosen because they were offering candidates for SSCE and moreover belong to the eighteen schools with enrolments of over 2,500 students each. Out of the semi-urban schools, ten were chosen. The ten were the ones with highest enrolment of over 1,000 candidates. Out of the rural schools, the ten schools chosen were those with enrolment between 600-800 students. On the whole, thirty two schools were finally chosen based on highest number of enrolment.

Procedure for Data Collection

The necessary data were collected using questionnaires, documentary evidence, interviews and personal assessment. The three sets of questionnaires were administered to the respondents by the researcher and five research assistants. The researcher physically administered the questionnaires with the help of research assistants. In some cases, the questionnaires could not be collected immediately, so the researcher and his assistants went back to collect them.

The researcher and his assistants scanned school records to collect information on performance in SSCE between 1993 - 1995, as well as data on sizes of schools and data about teachers as well as the students.

Some principals and teachers were asked to comment on the relationship of school indoor and outdoor facilities and students' performance in the SSCE.

Personal assessment of school facilities was undertaken by the researcher and his assistants to determine the adequacy of the claim made by the principals and their teachers. Comparison was made of the required facilities with the situation on the ground

Method of Data Analysis

The Pearson Product Moment Correlation, Regression Analysis and \Factorial Analysis were used in the treatment of data. In predicting the dependent variable (academic performance) on independent variables (school institutional factors), regression analysis was used to determine values of multiple R, R^2 , F-ratio and significant F.

Scheffe Test: This was used to analyse Posthoc Comparison of differences in school performance within some institutional factors. Where the mean difference within a pair of groups was found to be higher than the Scheffe value, it showed significant influence of independent variables on the dependent variable and where otherwise, it showed no significant relationship.

Multiple Classification Analysis was used to determine the proportion of variance in students' performance in the SSCE accounted for by the institutional factors and their levels of interactions.

CHAPTER FOUR

DATA INTERPRETATION AND RESULTS

This chapter presents the interpretation and results of the data analysed. Six null hypotheses were tested. The independent variables were teachers' qualifications, teachers' experience, teachers' level of interest and commitment, teachers' ages, students' ages, socio-economic status of students' parents as well as indoor and outdoor facilities. The dependent variable is the performance of students in SSCE.

The interpretation and analysis of results of the data as well as testing of the hypotheses were carried out by constructing contingency tables, based on Pearson Product Moment Correlation, Regression Analysis and Factorial Analysis. The hypotheses stated were either accepted or rejected based on the outcome of the results derived. Responses from the various items were used to test each of the six null hypotheses constructed for the study. The data gathered were statistically analysed and presented as follows:

Hypothesis one

H₀₁ - There is no significant relationship between teachers' qualification and students performance in SSCE.

Below are the correlation values and the discussion of the relationship between teachers' qualification and students SSCE performance as shown in table 4.1 and 4.2.

Table 4.1: Performance Functions between dependent variable (academic performance) and independent variable (teachers' qualification) within the different school settings.

Variable	Correlation Values Among:			Mean Correlation Value
	Urban schools	Semi - urban schools	Rural schools	
1993 Teachers' Qualification	0.61	0.6	0.66	0.62
1994 Teachers' Qualification	0.56	0.52	0.59	0.56
1995 Teachers' Qualification	0.58	0.54	0.58	0.57
Mean Correlation value	0.58	0.55	0.61	0.58

From the table above, the analysis of the result obtained shows that correlation values among urban schools for 1993 was 0.61; for 1994 it was 0.56 while it was 0.58 for 1995. As regards the semi-urban schools, the correlation values were 0.6, 0.52 and 0.54 for 1993, 1994 and 1995 respectively. Concerning the rural schools, the correlation values were determined at 0.66 for 1993, 0.59 for 1994 and 0.58 for 1995. Based on these figures, it was equally found that mean correlation values for urban schools for the three years was 0.58, for semi-urban schools, it was 0.55 and for rural schools, it was 0.61. These mean correlation values showed that the figure for rural schools was highest, followed by the figure for the urban schools and lastly followed by the semi-urban schools. In a similar way, it was equally found that the mean correlation values across schools on different locations showed that for 1993 it was 0.62; for 1994 it was 0.56, while it was found at 0.57 for 1995. These figures showed highest value in 1993, followed by 1995 and lastly trailed by 1994 figure. The grand mean correlation value was calculated at 0.58. All these correlation values were highly significant. Table 4.1 shows performance functions between dependent variable (academic performance) and

independent variable (teachers' qualification) using Pearson Product Moment Correlation Co-efficient on the basis of school size.

Table 4.2: Performance Functions between dependent variable (academic performance) and independent variable (teachers' qualification) with respect to school size.

Variable	Correlation values within:			Mean correlation value
	Large schools	Medium schools	Small schools	
1993 Teachers' Qualifications	0.63	0.58	0.6	0.6
1994 Teachers' Qualifications	0.59	0.53	0.6	0.57
1995 Teachers' Qualifications	0.55	0.58	0.52	0.55
Mean correlation value	0.59	0.56	0.57	0.57

The table above shows that in 1993, teachers' qualification has a correlation value of 0.63 with academic performance among large schools; it has 0.58 among medium schools and 0.6 among small schools. In 1994, the values were 0.59, 0.53 and 0.6 for large, medium and small schools respectively. For 1995, the values of correlation within large, medium and small schools were 0.55, 0.58 and 0.52 respectively. For the three years, the mean correlation values among the groups of schools were 0.6 for 1993, 0.57 for 1994 and 0.55 for 1995.

Furthermore, within the same group of schools we have mean correlation values of 0.59 for large schools, 0.56 for medium schools and 0.57 for small schools. The grand mean correlation value across different groups of schools and for the three years was 0.57. All these figures were highly significant. Table 4.2 shows performance functions between dependent variable (academic performance) and independent variable

and independent variable (teachers' qualifications) with respect to school location (i.e. urban, semi-urban and rural) using Multiple Regression Analysis.

Table 4.3: Performance functions between dependent variable (academic performance) and independent variable (teachers' qualifications) with respect to school locations (i.e. urban, semi-urban and rural) using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Teachers' Qualifications	0.5136	0.2638	4.7832	0.049
1994 Teachers' Qualifications	0.5933	0.3521	7.4017	0.038
1995 Teachers' Qualifications	0.5541	0.3070	9.5019	0.014

$P < 0.05$; $DF = 2,28$; Table value = 3.49

The result of the multiple regression shows that for 1993, the F-ratio was 4.7832 while the table value was 3.49. For 1994, the F-ratio was 7.4017 and the table value was also 3.49 while in 1995 the F- ratio was 9.5019 and the table value was equally 3.49. The computation showed that the table value for all the groups was lower than the F -ratio values at $P < 0.05$. Table 4.4 shows the relationship between the SSCE performance and teachers' qualifications using Multiple Regression Analysis on the basis of school size.

Table 4.4: Performance functions between dependent variable (academic performance) and independent variable (teachers' qualification) with respect to school size(i.e. large, medium and small schools) using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Teachers' Qualifications	0.4054	0.1643	4.6719	0.042
1994 Teachers' Qualifications	0.5629	0.3168	7.3911	0.032
1995 Teachers' Qualifications	0.6479	0.4198	8.5236	0.021

P < 0.05; Df = 2,28; Table value = 3.49

From the table above, F - ratio for 1993 was 4.6719, for 1994, the F - ratio was 7.3911 and in 1995 the F - ratio was 8.5236, while the table value was 3.49. These figures showed that for the three years, the values of F - ratio were lower than the table value for the three years at $P < 0.05$.

Decision: H_0 is rejected. This implies that *there is significant relationship between teachers' qualification and academic performance of students*. This was confirmed judging by the performance function between academic performance and teachers' qualifications using Pearson Product Moment Correlation and Stepwise Multiple Regression Analysis. From the results of Pearson Product Moment correlation, all the values obtained for the relationship using both the basis of school location and school size were higher than 0.4. On the other hand, when the Stepwise Regression Analysis was used, all the values obtained show that all the F - ratio values were higher than all the table values. Going by this outcome, the null hypothesis (H_0) which says, "*there is no relationship between academic performance and teachers' qualifications*" is therefore rejected.

Hypothesis Two

H₀₂ - Teachers' experience and age are not significantly related to the academic performance of students in SSCE.

Below are the correlation values and the discussion of the relationship between teachers' experience and age and students' performance in SSCE.

Table 4.5: Performance functions between dependent variable (academic performance) and independent variables (teachers' experience and age) within the different school setting.

Variable	Correlation values Among			Mean correlation value
	Urban schools	Semi-urban schools	Rural schools	
1993 Experience of Teachers	0.59	0.44	0.52	0.52
1994 Experience of Teachers	0.6	0.36	0.44	0.47
1995 Experience of Teachers	0.64	0.31	0.5	0.48
Mean correlation value	0.61	0.37	0.49	0.49
1993 Age of Teachers	0.41	0.33	0.53	0.42
1994 Age of Teachers	0.43	0.52	0.59	0.51
1995 Age of Teachers	0.44	0.31	0.63	0.46
Mean correlation value	0.43	0.39	0.58	0.46

The results of the correlation above show that experience of teachers was related to the performance of students either across the years or among the different areas of schools. For instance, the mean correlation values among urban schools for the period 1993 to 1995 showed 0.61; within semi-urban, it was low at 0.37, while the rural schools showed 0.49. On the average, across the three years for all categories of schools, we

have the mean correlation values of 0.52 for 1993; 0.47 for 1994 and 0.48 for 1995. On the whole, the grand correlation value of 0.49 was recorded. This was higher than 0.4 ideal value of positive correlation. Although, if specific correlation values for the semi-urban schools were considered, the figure of 0.36 in 1994 and 0.31 in 1995 were far less than 0.4 accepted positive value. However, on the average for all the schools for the period 1993 to 1995, the mean correlation values justified the positive correlation among the two variables (i.e. academic performance and experience of teachers).

On the issue of the age of teachers, similar low correlation values were recorded among semi-urban schools, but on the average, the correlation among schools for the different years showed high significant values. For instance, in 1993, 1994 and 1995; the mean correlation values between the age of teachers and academic performances of students were 0.42; 0.51 and 0.46 respectively. Similarly, the correlation values between the age of teachers and academic performance of students among urban, semi-urban and rural schools were 0.43, 0.39 and 0.58 respectively. Even though, the figure for semi-urban schools was less than 0.4 level of relationship, the grand mean value of 0.46 level of relationship justifies a positive relationship.

Table 4.6 shows performance functions between academic performance and teachers' experience and age on the basis of school size using Pearson Product Moment Correlation.

Table 4.6: Performance functions between dependent variable (academic performance) and independent variables (teachers' experience and age) with respect to school size using Pearson Product Moment Correlation.

Variable	Correlation values within:			Mean correlation value
	Large schools	Medium schools	Small schools	
1993 Experience of Teachers	0.61	0.51	0.49	0.54
1994 Experience of Teachers	0.62	0.39	0.42	0.48
1995 Experience of Teachers	0.61	0.33	0.51	0.48
Mean correlation value	0.61	0.41	0.47	0.5
1993 Age of Teachers	0.43	0.37	0.51	0.44
1994 Age of Teachers	0.46	0.33	0.58	0.46
1995 Age of Teachers	0.47	0.32	0.59	0.46
Mean correlation value	0.45	0.34	0.56	0.45

A glance at the correlation values show high correlation with few exceptions for some years within the medium schools. Concerning the experience of teachers as it relates to the SSCE performance of students, the highest correlation value of 0.62 was recorded for 1994 among large schools while the lowest value of 0.33 was recorded in 1995 among medium schools. Moreover, on the basis of mean correlation values among large, medium and small schools for the period 1993 to 1995, they were found to be 0.61; 0.41 and 0.47 within the three categories of schools respectively. For the three consecutive years, the mean correlation values were found to be 0.54, 0.48 and 0.48 respectively. All these figures were found to be positively correlated, while the grand mean correlation value stood at 0.5.

On the other hand, the age of the teachers similarly followed the same pattern when related to performance of the students in the SSCE. For instance, the highest value of 0.59 was recorded in 1995 among small schools, while the lowest value of 0.32 was equally recorded in 1995 among medium schools.

Moreover, the mean average correlation values within the three categories of schools for the three years between 1993 and 1995 stood at 0.45; 0.34 and 0.56, while the mean correlation figures across the years stood at 0.44; 0.46 and 0.46 as the levels of relationships between the age of teachers and academic performance of students. The grand mean correlation value stood minimally at 0.45 for all the categories of schools for the period 1993 to 1995 as shown in table 4.6. Table 4.7 gives the performance functions between age, experience and academic performance of students using Multiple Regression Analysis with respect to school location.

Table 4.7: Performance Functions between dependent variable (academic performance) and independent variables (experience and age of teachers) with respect to the location of schools using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993				
Experience of Teachers	0.5563	0.3095	7.0521	0.049
Age of Teachers	0.6417	0.4118	4.8416	0.043
1994				
Experience of Teachers	0.6119	0.3744	7.4105	0.0321
Age of Teachers	0.5173	0.2676	4.5143	0.0401
1995				
Experience of Teachers	0.5004	0.2504	7.8901	0.029
Age of Teachers	0.5461	0.2982	4.5916	0.037

P < 0.05; DF = 2,25; Table value = 3.49

From the table, the values show that for 1993, the experience of teachers has 7.0521 as F - ratio while in 1994, the F - ratio has a value of 7.4105 and in 1995 the value stood at the 7.8901 for F - ratio. The table value for the three years was found to be 3.49 with a df of 2,25.

Concerning the relationship between the age of teachers and academic performance of students, the F - ratio value for the periods 1993 to 1995 were 4.8416, 4.5143 and 4.5916, while the t table was 3.49 for the entire periods.

Judging by these figures, all the F - ratio values were higher than the corresponding table values. In table 4.8, performance functions between academic performance , age and experience of teachers have been shown with respect to school size.

Table 4.8: Performance Functions between SSCE performance and experience and age of teachers with respect to school size using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993				
Experience of Teachers	0.3997	0.1598	3.8557	0.0492
Age of Teachers	0.5502	0.3028	4.7237	0.0441
1994				
Experience of Teachers	0.6284	0.3949	7.305	0.0332
Age of Teacher	0.3718	0.1383	4.4816	0.042
1995				
Experience of Teachers	0.5141	0.2642	7.9559	0.031
Age of Teachers	0.4611	0.2125	4.5763	0.0382

P < 0.05; Df = 2,25; Table value = 3.49

The result of the computed figures for the kind of relationship between experience, age and the academic performance of students in the SSCE has been given using Multiple Regression Analysis (table 4.54). As regards the experience of teachers,

the computed F - ratios were 3.8557 in 1993; 7.305 in 1994 and 7.9559 in 1995, while their corresponding table value was 3.49 with a df of 2,25.

Concerning the relationship between the age of teachers and academic performance of students, the F-ratios were 4.7237 for 1993; 4.4816 for 1994 and 4.5763 for 1995, while their corresponding table value stood at 3.49. Like the values computed using the school location, it was evident that the F - ratio values were higher than the respective table value.

Decision: H_{02} is rejected. This means that *'teachers experience and age are significantly related to the academic performance of students in SSCE'*. This assertion was supported by the result of the performance functions between the academic performance and teachers age and experience using Pearson Product Moment Correlation and Stepwise Multiple Regression Analysis.

From the result of the Pearson Product Moment Correlation, most of the values obtained for the relationship using school location and size as major bases were higher than 0.4 level of relationship. This was firmly supported by the mean correlation values and the grand mean correlation values that were found to be higher than 0.4 level of relationship.

On the other hand, the results of the stepwise regression analysis computed show that the same table value obtained was found to be lower than all the F-ratio values. By the following results, the null hypothesis(H_{02}) which says *'teachers experience and age are not significantly related to the academic performance of the students in SSCE'* was rejected.

Hypothesis Three.

H₀₃- There is no significant relationship between teachers interest and commitment and the academic performance of the students.

Below are the correlation values and the discussion of the relationship between level of interest and commitment of teachers and students academic performance.

Table 4.9: Performance Functions between teachers level of interest and commitment and academic performance within the different school locations.

Variable	Correlation values Among:			Mean correlation value
	Urban schools	Semi-urban schools	Rural schools	
1993 Teachers' interest and commitment	0.63	0.55	0.41	0.53
1994 Teachers' interest and commitment	0.66	0.54	0.38	0.53
1995 Teachers' interest and commitment	0.61	0.58	0.43	0.54
Mean correlation value	0.63	0.56	0.41	0.53

Table 4.9 is the result obtained after determining the level of relationship between academic performance of students and the level of interest and commitment of teachers using Pearson Product Moment Correlation. From the table, it was evident that the highest level of relationship occurred in 1994 among urban schools with 0.66 level of relationship while the lowest level of relationship of 0.38 was recorded in 1994 among rural schools. On the average and among different categories of schools, urban schools have a mean correlation value of 0.63; semi-urban schools have 0.56, while the rural

schools have 0.41. For the three years between 1993 and 1995, the mean correlation values for all the schools showed 0.53 for 1993 and 1994, while an average of 0.54 was obtained for 1995.

However, it must be noted from the table that the correlation values obtained decrease from urban schools to rural schools. This implies that the highest correlation values were obtained for urban schools, followed by semi-urban schools, while the lowest values were obtained for rural schools. Moreover, all the mean correlation values for all the schools and the years showed level of relationship higher than 0.4. The analysis on table 4.10 is on the performance functions between teachers level of interest and academic performance.

Table 4.10: Performance functions between teachers' level of interest and academic performance of students with respect to school size.

Variable	Correlation values within			Mean Correlation value
	Large schools	Medium schools	Small schools	
1993 Teachers' interest and commitment	0.65	0.59	0.4	0.55
1994 Teachers' interest and commitment	0.66	0.55	0.37	0.53
1995 Teachers' interest and commitment	0.6	0.57	0.43	0.53
Mean correlation value	0.64	0.57	0.4	0.54

It was evident from the table above that the highest level of significance still stood at 0.66 within large schools in 1994, while the lowest level of 0.37 was recorded in 1994 among small schools. On the average, correlation value within large schools was

found to be 0.64 while 0.57 and 0.4 were obtained within medium and small schools respectively.

Moreover, when the three years were taken into consideration for all the schools, it was found that 0.53 level of relationship was obtained for both 1994 and 1995, while 0.55 was obtained for 1993. The grand mean correlation value was 0.54. When all these mean figures were considered, they all showed high level of relationship equal or higher than a level of 0.4. Table 4.11 shows the computed result from the Stepwise Regression Analysis based on school location.

Table 4.11: Performance Functions between academic performance and teachers' Interest and commitment to their job with respect to the location of schools using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Teachers' Interest and commitment.	0.4265	0.1819	4.6419	0.0414
1994 Teachers' Interest and commitment .	0.6102	0.3723	2.9630	0.0502
1995 Teachers' Interest and commitment.	0.5922	0.3507	4.6054	0.0493

P < 0.05; df 2,28; Table value 3.49

From the table, the F - ratios between 1993 and 1995 are 4.6419; 2.9632 and 4.6054, while the table value between 1993 and 1995 was 3.49 for each of the three years. The common table value was found to be lower than the F - ratio values for two years (i.e. 1993 and 1995), while the table value was lower than the F - ratio value for 1994 at P < 0.05 with a df of 2,28. The result obtained for 1994 may be due to the political crisis of 1993/1994 in Nigeria. As in table 4.11, table 4.12 shows the computed results from the Stepwise Regression Analysis.

Table 4.12: Performance functions between academic performance and teachers' interest and commitment to their job with respect to school size using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Teachers' Interest and Commitment.	0.4826	0.2329	5.5517	0.0474
1994 Teachers' Interest and Commitment.	0.3997	0.1598	3.0621	0.0521
1995 Teachers' Interest and Commitment.	0.5703	0.3252	4.6604	0.0494

$P < 0.05$; $Df = 2,28$;

Table value = 3.4

The values of F - ratio, for 1993, 1994 and 1995 were 5.5517; 3.0621 and 4.6604 respectively. The corresponding table value was 3.49, for each of the three years, with a df of 2,28. Like the values on table 4.11, the table value was found lower than F - ratio values for 1993 and 1995 but becomes higher in 1994. Hence there is no significant influence in 1994. This situation may equally be due to the political crisis of the period between 1993 and 1994.

Decision:- H_{03} is also rejected. This is because the results of the analysis on tables 4.9 to 4.12 shows that "*there is significant relationship between teachers who showed high level of interest and commitment to their job and the academic performance of the students*". This can be confirmed when consideration is made of the fact that all the mean correlation values for all the years and within the different categories of schools were significantly higher than 0.4 level mark.

On the other hand, the result of the multiple regression analysis showed that the common table value was lower than all the F-ratio values for two years and higher only in a year. Judging by this situation, it was evident that the outcome of the results automatically reject the null hypothesis. Therefore, the null hypothesis (H_{03}) number

three which says “there is no significant relationship between teachers who showed high level of interest and commitment to their job and the academic performance of the students” was hereby rejected.

Hypothesis Four.

Ho₄ - Students who entered secondary school between ages (9-10; 11-13 and 13 and above) do not perform better than one another.

Below are the correlation values and the discussion of the relationship between age and academic performance of students.

Table 4.13 shows the result of the relationship between the age of the students and academic performance of the students derived using Pearson Product Moment Correlation.

Table 4.13:- Performance Functions between age of students and their SSCE performance within the different school locations using Pearson Product Moment Correlation.

Variable	Correlation Values Among:			Mean Correlation Value
	Urban Schools	Semi-Urban Schools	Rural Schools	
Age of students 1993	0.81	0.25	0.29	0.45
Age of students 1994	0.67	0.31	0.11	0.36
Age of students 1995	0.75	0.27	-0.11	0.34
Mean Correlation value	0.75	0.28	0.097	0.37

From the table above, it is clear that only urban schools have significant level of relationship with 0.81; 0.67; and 0.75 for 1993, 1994 and 1995 respectively. For the

other two categories of schools, all the values obtained were less than 0.4 level of relationship. In fact for the rural schools, the level of relationship was -0.11. Apart from being low, it was equally negative. On the whole, the grand mean correlation value was put at 0.37. This is lower than the significant value of 0.4. Table 4.14 was used to show the correlation values between academic performance and age of the students.

Table 4.14: Performance Functions between age of students and the SSCE performance with respect to school size using Pearson Product Moment Correlation.

Variable	Correlation values within:			Mean Correlation value
	Large schools	Medium schools	Small schools	
1993 Age of students	0.72	0.32	0.22	0.42
1994 Age of students	0.59	0.37	0.09	0.35
1995 Age of students	0.77	0.33	0.05	0.38
Mean Correlation values	0.69	0.34	0.12	0.38

A glance at the table shows that, there is a significant level of relationship among the large schools between academic performance and age of students and fairly only in 1993. This is because, apart from large schools which have a mean significant level of relationship at 0.69 for the three years and the mean correlation value of 0.42 across the different categories of schools in 1993; all other values on the table were found to be lower than a significant level of 0.4. In fact, the grand mean correlation value for all the categories of schools obtained for the three years was 0.38, which was still found to be lower than 0.4 level of significance. Table 4.15 shows the F-ratios for the three years between 1993 and 1995 on the performance functions between academic performance and age of students.

Table 4.15:- Performance Functions between SSCE performance and age of students with respect to the location of schools using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Age of students	0.3957	0.1566	0.5751	0.2729
1994 Age of students	0.3451	0.1191	1.5882	0.3008
1995 Age of students	0.3354	0.1125	1.5214	0.2031

$P < 0.05$; Df = 2, 28; Table value = 3.49

The F-ratios stood at 0.5751; 1.5882 and 1.5214. The table value for each of them was found to be 3.49. This situation implies that all the F-ratios were lower than the respective table values with a df of 2,28. Table 4.16 shows the result of computed Stepwise Regression Analysis between the SSCE performance and the age of students with respect to school size.

Table 4.16: Performance Functions between SSCE performance and age of students with respect to the size of school using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Age of students	0.3681	0.1355	2.4676	0.3562
1994 Age of students	0.3861	0.1491	1.468	0.314
1995 Age of students	0.3545	0.1257	1.503	0.3909

$P < 0.05$; Df = 2,28; Table value = 3.49

The values of F-ratios are 0.4676; 1.468 and 1.503 for 1993, 1994 and 1995 respectively. These values when compared with common table value of 3.49 in each year for the same periods was found higher than the values of corresponding F-ratios with a df of 2,28.

Decision: The null hypothesis H_{04} that says "*there is no significant relationship between the age of students and SSCE performance*" is accepted. This implies that students who entered secondary school with different age groups do not perform better than one another. This assertion was proved by the outcome of the results of the Pearson Product Moment Correlation and the Stepwise Multiple Regression Analysis. From the result of Pearson Product Moment Correlation, the mean correlation values for the three years and within the different categories of schools were found lower than the significant level of relationship at 0.4. Equally, when Stepwise Regression Analysis was used to determine the performance functions, it was found to have lower F-ratios than the table value. It was therefore convenient to accept the hypothesis stated.

Hypothesis Five

H₀₅- Students with higher Parental Income and academic level do not perform better academically than students whose parents are poor and illiterate.

Table 4.17 shows the correlation values of students academic performance and socio-economic status of students' parents and the SSCE performance of students has been presented below.

Table 4.17:- Performance functions between socio-economic status of students' parents and SSCE performance within the different school locations using Pearson Product Moment Correlation.

Variable	Correlation Values Among			Mean correlation value
	Urban schools	Semi-urban schools	Rural schools	
1993 Socio-economic status of students' Parents.	0.27	0.45	0.57	0.43
1994 Socio-economic status of students' Parents.	0.25	0.29	0.46	0.33
1995 Socio-economic status of students' Parents.	0.59	0.25	0.31	0.38
Mean Correlation value	0.37	0.33	0.45	0.38

The results of the correlation in table 4.17 above show that socio-economic status of students' parents was not significantly related to the performance of students in the SSCE for 1994 and 1995, as well as for urban and semi-urban schools, but fairly related for 1993 and in rural schools. This is evident when one considers the individual and the mean correlation values majority of which were lower than 0.4 level of relationship. For instance, mean correlation values of 0.37; 0.33 and 0.45 were obtained for urban, semi-urban and rural schools respectively. For the three-year period of study, the mean correlation values stood at 0.43, 0.33 and 0.38 for 1993, 1994 and 1995 respectively. Table 4.18 gives the results obtained for the levels of relationship between academic performance of students and socio-economic status of students' parents using Pearson Product Moment Correlation Co-efficient on the basis of school size.

Table 4.18:- Performance Functions between socio-economic status of students' parents and academic performance of students with respect to school size using Pearson Product Moment Correlation Co-efficient.

Variable	Correlation Values Within			Mean Correlation value
	Large schools	Medium schools	Small schools	
1993 Socio-economic status of students' parents.	0.41	0.21	0.66	0.43
1994 Socio-economic status of students' Parents.	0.35	0.26	0.45	0.35
1995 Socio-economic status of students' Parents.	0.31	0.29	0.51	0.37
Mean Correlation value	0.36	0.25	0.54	0.38

It is evident from the table that, there are low levels of relationship between the dependent variable (SSCE performance) and independent variable Socio-economic status of students' parents). For instance, among the mean correlation values across the different categories of schools, the lowest value of 0.25 was recorded for the medium schools, while the highest value of 0.54 was recorded for the small schools.

On the other hand, the mean correlation values for the three years were determined at 0.43; 0.35 and 0.37, while the grand mean correlation value stood, at 0.38. Most of these figures showed lower values when compared with 0.4 level of relationship. Table 4.19 below shows the performance function between socio-economic status of students' parents and academic performance using multiple regression analysis with respect to school locations.

Table 4.19:- Performance Functions between socio-economic status of students' parents and academic performance with respect to the location of schools using Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Socio-economic status of students' parents.	0.3921	0.1537	1.2791	0.375
1994 Socio-economic status of students' Parents.	0.2583	0.0667	1.5521	0.201
1995 Socio-economic status of students' Parents.	0.2677	0.0717	2.6914	0.203

$P < 0.05$; Df = 2,28; Table value = 3.49

From table 4.19, the results of Stepwise Regression Analysis show the F-ratios as 1.2791; 1.5521 and 3.6914 for 1993, 1994 and 1995, while the corresponding table value was 3.49 for each of the years respectively. The table value was found to be higher than each of the F-ratio values with a df of 2,28. Table 4.20 below shows the result of the performance functions between SSCE performance and socio-economic status using Stepwise Regression Analysis.

Table 4.20:- Performance Functions Between SSCE performance and socio-economic status of students' parents with respect to school size using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Socio-economic status of students' parents.	0.3284	0.1078	1.3052	0.518
1994 Socio-economic status of students' Parents.	0.2583	0.0667	1.3671	0.218
1995 Socio-economic status of students' Parents.	0.2877	0.0828	2.7219	0.225

$P < 0.05$; Df = 2,28; Table value = 3.49

Table 4.20 shows the F-ratios as 1.3052; 1.3671 and 2.7219 while the corresponding table value was 3.49 for the entire periods. Consequently, the table value was higher than each of the F-ratios with a df of 2,28.

Decision:- H_{05} is accepted. This means that, “students with higher parental income and academic level do not perform better academically than students whose parents are poor and illiterates”. This assertion was confirmed by the result of the performance functions between academic performance and socio-economic status of students’ parents using Pearson Product Moment Correlation and Stepwise Multiple Regression Analysis. From the results of the Pearson Product Moment Correlation, all the values obtained were found to be lower than 0.4 level of relationship. The values of mean correlation and the grand mean correlation for two out of three years equally showed low significant level of relationship.

On the other hand, the result of the Stepwise Regression Analysis computed show that the table value obtained (i.e 3.49) was higher than the F-ratios. Going by this result, the null hypothesis which says “Students with higher parental income and academic level do not perform better academically than students whose parents are poor and illiterate” was accepted.

Hypothesis Six

H_{06} - There is no significant relationship between school indoor and outdoor facilities and performance at SSCE.

Below are the correlation values and the discussion of the relationship between the level of availability of indoor and outdoor facilities and students’ SSCE performance. Table 4.21 below is the result showing the level of relationship between academic performance of students and the indoor and outdoor facilities.

Table 4.21:- Performance Functions between schools indoor and outdoor facilities and performance at SSCE within the different school locations using Pearson Moment Correlation Co-efficient.

Variable	Correlation Values Among			Mean Correlation value
	Urban schools	Semi-urban schools	Rural schools	
Indoor and Outdoor facilities 1993	0.68	0.61	0.53	0.61
Indoor and Outdoor facilities 1994	0.62	0.58	0.57	0.57
Indoor and Outdoor facilities 1995	0.65	0.6	0.54	0.6
Mean Correlation value	0.65	0.6	0.53	0.59

From the table, all the figures obtained show significant relationship between the dependent variable (SSCE performance) and independent variable (indoor and outdoor facilities). For instance, the least correlation value of 0.51 was obtained for the level of relationship in 1994 among rural schools. However, there was a value of 0.68 obtained for urban schools in 1993.

On the average, the values of 0.65; 0.6 and 0.53 were obtained for urban, semi-urban and rural schools respectively, while 0.61; 0.57 and 0.6 were recorded across the different categories of schools for 1993, 1994 and 1995 respectively. A grand correlation value of 0.59 was recorded for all the schools within the three years of study.

Table 4.22 shows the level of relationship between academic performance of students and indoor and outdoor facilities based on school size using Pearson Product Moment Correlation Co-efficient.

Table 4.22:- Performance functions between schools indoor and outdoor facilities and performance at SSCE with respect to school size using Pearson Product Moment Correlation Co-efficient.

Variable	Correlation Values Within			Mean Correlation Value
	Large schools	Medium schools	Small schools	
1993 Indoor and Outdoor facilities	0.69	0.59	0.55	0.61
1994 Indoor and Outdoor facilities	0.65	0.57	0.54	0.59
1995 Indoor and Outdoor facilities	0.66	0.58	0.55	0.6
Mean Correlation value	0.67	0.58	0.56	0.6

Like what was observed on table 4.21, it was equally evident on table 4.22 that all the figures obtained for the level of correlation between the two tested variables showed high significant relationship. Moreover, the correlation values follow a pattern which has the highest values among large schools, followed by the medium schools, while the small schools have the least values. The grand mean correlation value stood at 0.6. Table 4.23 shows the relationship between performance in SSCE and indoor and outdoor facilities with respect to school location using Stepwise Multiple Regression Analysis.

Table 4.23:- Performance Functions between SSCE performance and indoor and outdoor facilities with respect to the location of schools using Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Indoor and Outdoor facilities	0.6562	0.4306	22.4101	0.0053
1994 Indoor and Outdoor facilities	0.6844	0.4684	17.9102	0.007
1995 Indoor and Outdoor facilities	0.6217	0.3865	21.2722	0.0049

P < 0.05; Df = 2,28; Table value = 3.49

Table 4.23 has as its F-ratios as 22.4101; 17.9102 and 21.2722 for 1993, 1994 and 1995 respectively while the corresponding table value for each of them was 3.49 for the same periods. It was evident that the individual table value was lower than the respective F-ratio value with a df of 2,28. Table 4.24 is on the relationship between academic performance and indoor/outdoor facilities of the schools using Stepwise Multiple Regression Analysis on the basis of school size.

Table 4.24:- Performance Functions between student performance in SSCE and indoor and outdoor facilities with respect to school size using Stepwise Multiple Regression Analysis.

Variable	Multiple R	R ²	F- Ratio	Significant F
1993 Indoor and Outdoor facilities	0.6248	0.3904	27.9559	0.0203
1994 Indoor and Outdoor facilities	0.6004	0.3605	21.9362	0.0392
1995 Indoor and Outdoor facilities	0.6992	0.4889	26.4102	0.0354

P < 0.05; Df = 2,28; Table value = 3.49

From the computed results of Stepwise Multiple Regression Analysis; the F-ratios for 1993, 1994 and 1995 were 27.9559; 21.9362 and 26.4102 respectively. The corresponding table value for each of them was found to be 3.49 for the same period. The individual F-ratios was higher than their corresponding table value with a df of 2,28.

Decision:- H_{06} is rejected. This situation therefore confirms that *“there is significant relationship between indoor and outdoor facilities and performance at SSCE”*. This can be ascertained, when consideration is made of the fact that all the mean correlation values for all the years and among the different categories of schools were significantly higher than 0.4 level of relationship.

On the other hand, the results of the Stepwise Multiple Regression Analysis show that all the F-ratios were higher than the common table value. Going by this outcome, it is easy to reject the null hypothesis. Therefore, the null hypothesis (H_{06}) which says *“there is no significant relationship between indoor and outdoor facilities and performance at SSCE”* is hereby rejected.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

This study looked at the influence of institutional factors on students academic performance in SSCE in Osun State secondary schools. In doing that, the study actually examined the relationship between the independent variables (i.e. institutional factors) and dependent variable(i.e. academic performance of students) in Osun State secondary schools.

The findings of the research were based on seven major institutional variables affecting academic performance namely: teachers' qualifications, teachers' experience, teachers' age, teachers' interest and commitment, students' age at entry, socio-economic status of students' parents, and indoor/outdoor facilities.

The minor institutional factors considered in the study include: classroom life, the class as a group, peer group influence and students' interest to learning.

Teachers Qualifications

The study revealed a significant relationship between teachers' qualifications and academic performance of students. Based on the analysis of data in tables 4.1 to 4.4 using Pearson Product Moment Correlation, Factorial Analysis and Multiple Regression Analysis; it was found that, effective teaching and learning took place in the schools used for the study. The high performance was as a result of the presence of qualified teachers available in those schools. It was equally found that students excelled in performance in those subjects which were handled by highly qualified teachers when comparison was made with other subjects with less qualified teachers. In fact, this situation was very prominent in schools where there were highly qualified teachers irrespective of whether the school was situated in the rural, semi-urban or urban areas as well as whether the school was small, medium or large. The result of this study showed that allocation of SSCE classes to degree holders to handle will go a long way in improving the performance of schools at SSCE level.

Teachers' Experience and Age

The study rejected the null hypothesis which says: "*teacher's experience is not significantly related to the academic performance of the students in SSCE and it is also not related to the age of the teachers*". From the findings of this study, it was revealed that experience and age of teachers have the highest influence on the academic performance of students in rural schools, followed by urban schools while the least influence was recorded for semi-urban schools. In fact, the result of the study clearly revealed that there was a significant relationship between experience and age of teachers and academic performance. The rejection of the null hypothesis was however made possible as a result of the results obtained for urban and rural schools. This was however shown in table 4.5 where comparison was made with large, medium and small schools. Similar situations prevailed when the result of the study rejected the hypothesis for large and small schools, whereas the results of the analysis for medium schools accepted the null hypothesis. The total rejection of the null hypothesis was made possible through the consideration of the entire schools used for the study. This was evident in table 4.6.

From the findings, it was also observed that old and experienced teachers in rural and small schools appeared to have resigned themselves to fate, hence they no longer aspire to get to another profession. They are therefore found to be waiting for a call up to administrative positions whenever such vacancies exist. This might be the reason for performing their duties effectively to qualify for recommendations to such administrative positions.

As for the old and experienced teachers in urban and large schools, they appeared to have exhausted their trials to another profession but to no avail. This reason coupled with day to day inspection from the inspectorate division of the Ministry of Education as revealed by the teachers during the interview schedules made them to settle down and perform efficiently and effectively.

Teachers' Interest and Commitment

The study rejected the null hypothesis which says "*there is no significant relationship between teachers who showed high level of interest and commitment to their job and the academic performance of the students*".(see tables 4.9 to 4.12) Moreover, the findings revealed that there was general apathy in the level of interest and commitment of teachers to their job. This was said to be as a result of the poor financial and economic problem ravaging the teaching profession as attested to by the teachers. However, it was found that teachers whose interest and commitment to the job were found to be inadequate recorded poor performances in their SSCE results.

The results of the study also showed that, interest and commitment of teachers had highest correlation among urban and large schools, followed by semi-urban and or medium schools with the least correlation in rural and or small schools as seen in tables 4.9 to 4.12. Generally, there is high significant relationship between the performance of students in the SSCE and interest and commitment of teachers to their jobs.

Moreover, teachers' reactions to their effectiveness and efficiency in their respective jobs and social setting was manifested with responses to socio-economic influence on them. For instance, teachers teaching in rural areas confirmed that they seem to be accepted in the community where they are posted, hence they enjoy certain benefits which were lacking in urban and semi-urban areas.

Furthermore, it was found that teachers who were more experienced on the job showed greater interest and commitment than teachers who were newly employed. These results were analysed in tables 4.9 to 4.12.

Students Age at Entry

The study revealed that students' age groups at entry varied between 9-10; 11-13 and 13 above. The findings showed that the bulk of the students who entered secondary school aged below eleven years were mainly from urban areas, while those who entered at above thirteen years of age were mainly from rural areas. The main reason for this was said to be as a result of the socio-economic status of students' parents which made some pupils to attend school earlier than expected and vice versa.

It was evident from the findings that younger students in urban areas entering and passing out from secondary schools, were mainly students who went through private nursery and primary schools. For this reason, it was found that age at entry of students influence academic performance of students in SSCE only in urban areas, while age had no relationship with academic performance of students in both semi-urban and rural schools.

Similarly, the age of students was found to have high and strong relationship with the performance of students in large schools while it had no relationship in both medium and small schools. Infact, the non significant influence of age on the academic performance of students was more pronounced among rural schools where in 1995, the level of relationship was not only low but also was found to be negative(see table 4.13).

Meanwhile, this situation prevailing in the rural areas was found to have been as a result of the fact that all of them had the same pre-secondary school orientation through the same social and educational institutions. As for those in the urban areas, they were found to belong to different socio-economic and educational backgrounds. The situation in the rural schools therefore showed similar responses to academic situations.

Moreover, on the average, it was found that the null hypothesis which states that *"students who entered secondary school between ages 9-10; 11-13 and 13 and above do not perform better than one another"* was therefore accepted.

Socio-economic Status of Students' parents

Socio-economic status of students parents are shown in the analysis of data in tables 5 to 23(see appendix). The socio-economic status of students' parents was based on parental income and academic level. The indices used to measure socio-economic status of students' parents were found to be higher in urban areas than in rural areas. The null hypothesis tested on socio-economic status of students' parents was accepted. This was made possible as a result of the findings shown in tables of analysis (i.e. tables 5 to 23 under appendix). The result of the study showed that students with higher parental income and academic level do not perform better academically than students whose parents are poor and illiterates. This finding was found to be more pronounced in urban and semi-urban areas than rural areas. It was found that, since majority of those in rural areas were illiterate, the children of those who were fairly educated were found to excel in their academic work than the children of the illiterates. The rich parents in the rural areas were able to buy textbooks and other learning aids for their children, hence such children were found to perform academically better in their SSCE.

The result of the findings equally showed that in semi-urban areas, most parents whose children were found in semi-urban schools maintained another home against what obtained where their children schools were located. These other homes were in most cases homes of their relatives.

In urban areas, other factors of academic performance were numerous as revealed by the analysis(see tables 4.1 to 4.14) and found to have equal or almost equal effects as the socio-economic status. Hence, the rate of relationship was not as high as to what obtained in rural schools. For instance, despite high socio-economic status of most of the students' parents, it was found that those who could further enhance their children performances through extra coaching by teachers outside the school hours have children with high academic performance. This situation was equally observed among schools based on size with small schools having highest correlation values, followed by large schools and the medium schools the least.

Indoor and Outdoor Facilities

The indoor and outdoor facilities observed in the study include laboratory, library, the classroom, street light, the building, workshops and the serenity of the school. The availability of subject facilities(see appendix for details) were found to be extremely lower in frequency at the rural and semi-urban secondary schools compared to the urban schools . For the thirty two schools studied, more than 80 per cent of the schools that had less than 40 per cent frequency requirements were found in both rural and semi-urban areas. This was evident with the analysis shown in table 31(under appendix).

Furthermore, it was equally evident from the result of the findings that all the secondary schools sampled for the study do not have more than 80 per cent of the facilities requirement. This implies that for all the facilities which required ratio one per student, some of the schools were found either going out to borrow where it was possible to do so or in the alternative had to rotate the usage of such facilities to take care of the remaining students.

It was equally found from the study that those schools where some of these facilities were desirable were located in urban areas. For instance, majority of the science and technical subjects were being offered in urban and partly semi- urban schools. A few of the rural schools offered some of these science and technical subjects. Some of the few schools offering these science and technical subjects were found either borrowing these materials from other schools or rationing out the few facilities available.

On the whole, the level of relationship between academic performance of students and the indoor and outdoor facilities were found to be higher in urban/large schools followed by semi- urban/medium schools with the least among rural/small schools. Hence, there were better results in urban/large schools compared with semi-urban/medium and rural/small schools. Furthermore, it was found that, there was significant relationship between indoor and outdoor facilities and performance at SSCE.

CHAPTER SIX

SUMMARY, IMPLICATIONS AND CONCLUSIONS

This chapter presents the summary of the study carried out on the influence of institutional factors on students' performance in public secondary schools in Osun state. It made appropriate recommendations to the readers, administrators, policy makers, government and other researchers on how to improve the identified weaknesses pertaining to the school programme of the state with respect to improvement in the quality of the various subjects taught by the schools. The chapter also dealt with the research implications for educational policy makers, practitioners of education, the researchers and ends with the conclusion of the entire research work.

Summary of Findings

The study has drawn extensive information from students' SSCE results in thirty two of the 316 secondary schools which had been presenting students for SSCE between 1993 and 1995 in the state. The information gathered was that:

- (1) Institutional factors have overwhelming influence on academic performance, as seen in tables 32, 34, 36 (see appendix), 4.1 to 4.16 and 4.21 to 4.24.
- (2) Moreover, based on the tables, it was seen that schools with more teaching facilities and more qualified teachers are more in the urban areas than in the rural areas.
- (3). In urban located schools however, where there were highly qualified teachers, students were seen to excel or perform more creditably in the subjects taught by such teachers (see tables 4.1 to 4.4).

The study has also drawn comprehensive information from the school records and interview reports as well as sought the opinions of the students, the teachers and the principals of the school studied on the behaviour of teachers regarding their choice of school location. More experienced teachers were seen to prefer rural schools to urban

schools, whereas the younger teachers preferred urban schools(see chapter five pages 78 to 83) to rural schools.

The teacher factors based on qualifications, age, experience, interest and commitment as highlighted in the study, showed that teachers are crucial factors to reckon with as far as academic performance of students is concerned. That means that the teacher contributes immensely to the quality of education received by the learners.

On the indoor and outdoor facilities, there is no gain saying that they also have influence on the academic performance, though the teacher - factor is much more stronger (see tables 4.21 to 4.24).

It was found that the influence of the age of students and the socio-economic status of students' parents also have their influence on academic performance (see tables 4.13 to 4.20). The factors so far discussed constitute major factors of academic performance in secondary schools.

The review of the related literature (Chapter Two) showed that for positive academic performance of students in SSCE, there must be a constant review of the factors of performance in the secondary schools with a view of monitoring the indices of change. However, there are some divergent opinions on the relative impact of these factors of performance, depending on the geographical location of the study.

Six null hypotheses were formulated to determine the level of relationship between institutional factors and academic performance of students in state secondary schools in Osun. Four of the null hypotheses were rejected, while only two were accepted.

The study revealed that schools across the State were not exposed to equal educational opportunities either as a result of their locations or due to their sizes. In fact, it was found that students from urban schools or large schools appeared to receive more attention and educational opportunities than those schools in semi-urban/medium and rural/small schools as they have fairly performed, better in their SSCE. Furthermore, the

standard of students in the SSCE across the state has continued to fall with generally poor performance over the years. It was equally found that state secondary schools in Osun have been saddled with the problem of poor indoor and outdoor facilities to the extent that none of the schools studied can boast of 100 per cent availability of facilities. There is the general belief among the people of the state that the standard of secondary school education is falling at alarming rate in the state. This belief was positively confirmed as the results of the study showed that teachers, especially young teachers no longer showed commitment and dedication to their jobs. Although, this may not cut across all the schools in the State, yet the study revealed that majority of the schools have suffered this fate.

As regards the socio-economic status of the students' parents, it was observed that parents who have money and are well educated enjoyed the benefit of providing the necessary and required facilities for their children as a form of supplement in order to enhance the educational standard of their children.

From the result of this study, it can be deduced that students' performance in the SSCE was not influenced by the age of students as well as parental income and educational level, but by a combination of independent variables such as teachers' qualifications, teachers' experience and age, teachers' interest and commitment as well as indoor and outdoor facilities.

Implications For Educational Policy

Since this study showed that academic performance at this level of education is the bedrock of our educational systems, it therefore has implications requiring the need to be improved upon. The results of this study showed that secondary schools management has a lot of work to do to see that the schools' inputs are widely spaced across the state. There is the problem of spreading teachers across the different categories of schools based on location and size. Experienced and qualified teachers have been

haphazardly distributed to the disadvantage of so many schools in less urban and rural areas.

Furthermore, the schools have been found to be neglected over the years due to the shortage of provision of indoor and outdoor facilities. It is therefore necessary that modern facilities most especially those ones used in the workshops and laboratories should be provided in secondary schools to make teaching-learning activities more convenient.

There is also the need to adequately train the teaching staff in order to update their skills so that they will not become misfits. Majority of the SSCE classes should be taught by graduate teachers. Where it is necessary to put a National Certificate of Education (NCE) holder in the SSCE classes, they should be those ones found adequate academically with long years of teaching experience.

The number of qualified teachers needs to be reinforced. Rural teachers should be given special rural/riverine allowance in order to encourage qualified and experienced teachers to stay in the rural areas.

Government alone cannot shoulder the responsibility of running primary or secondary education, since primary schools serve as feeder to secondary schools. Help should be sought from Parents Teachers Association (PTA), philanthropists, business organisations, industries, foreign bodies and voluntary agencies to participate immensely in educational services. Government needs to see to the improvement of the standard of public primary education so as to make private primary schools less attractive to the members of the public. Attempt can also be made by government to see that private primary school education is not equally out of the reach of low income earners.

Government should set up well equipped central libraries and resource centres for education to assist the improvement of secondary school programmes, especially those in rural areas and they should be effectively and efficiently managed by a censored body.

Finally, government should set up a sound and lasting policy on secondary education funding and proper management should be guaranteed. This will however provide a solid and lasting foundation for a crucial educational system at secondary school level.

Implications for Practice

The findings in this study have relevant implications for practice. For instance, the result of the findings will afford the management of public secondary schools opportunity of first class information and suggestions on how ideal management policies concerning institutional factors can be entrenched in the management policy of the schools. This, if put in place, will remove the problem of trial and error on the part of practitioners on the best possible ways through which relevant factors affecting performance can be effectively manipulated.

Implications for Research

The result of this study have some implications requiring further research and investigations. The study for instance was carried out in thirty two secondary schools, involving a total of 384 students; 256 teachers and thirty two principals. The researcher therefore recommended that a larger geographical area be studied and if possible some measures of comparability could be built in.

Furthermore, since the study only revealed the relationships existing between independent variables (such as teachers' qualifications, teachers' experience and age, teachers' interest and commitment, students' age, students parental income and academic level and indoor/outdoor facilities) influence and the dependent variable of academic performance, it is hereby recommended that other variables capable of influencing academic performance in the SSCE be studied such as teachers special areas of discipline, class size and peer group influence.

It is also recommended that further research on this study should investigate in greater depth, the relationship between institutional factors and academic performance of students in the SSCE in public and private secondary schools.

In order to enhance convenience and faster collection and treatment of data, the mode of data collection and treatment should be reviewed in subsequent studies in line with the present method.

Conclusion

It is pertinent from the result of the study that based on the analysis of the data collected and analysed that the independent variables have significant influence on academic performance of students in SSCE in the state secondary schools in Osun except in the case of students' age and socio-economic status of students' parents which had no significant relationship.

It was also evident in the result of the study that almost all the secondary schools studied were in need of well equipped libraries, laboratories, classrooms and other outdoor facilities like the street light and portable water.

Most of the secondary schools have shortage of qualified teachers. This situation made most of the schools studied to deploy less qualified teachers to their SSCE classes. In fact, some of the secondary schools especially those in the urban areas have lost some of their teachers to employment in other professions or establishment. Teachers were migrating to other private and public establishments as they believed that there was no enough money in teaching.

Furthermore, most of the teachers were no longer committed to their job, hence instead of teaching students during the school hours, they reserve their energy to teaching after the school hours or evening when they expect the students to reappear in their organised lesson sessions.

There is therefore the need to inject a new hope into secondary education system in Osun state and throughout the federation. This will be possible at a time when government can finalise arrangement on procedures' for effective and efficient funding of schools. Provision of learning resources and management of such resources as well as maximizing their utilization will automatically follow under democratic management that will no doubt work for the interest of the teachers and the schools. There is also the need for government to give appropriate attention to teacher education so that only qualified teachers can teach in the secondary schools, especially at the senior secondary level.

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APPENDIX 1

ANALYSIS OF DATA

Table 1 :- Sex distribution of students based on school location (i.e. urban, semi-urban and rural schools)

School	Sex	
	Male	Female
Urban Schools		
A	9	3
B	6	6
C	6	6
D	5	7
E	8	4
F	8	4
G	6	6
H	4	8
I	10	2
J	2	10
K	6	6
L	3	9
Total/Average	73	71
Semi-urban Schools		
M	5	7
N	5	7
O	11	01
P	10	2
Q	7	5
R	6	6
S	7	5
T	3	9
U	3	9
V	6	6
Total/Average	63	57
Rural School		
AR	11	1
BR	10	2
CR	8	4
DR	10	2
ER	7	5
FR	8	4
GR	3	9
HR	9	3
IR	9	3
JR	10	2
Total/Average	85	35
Grand Total/Average	221	163

Table 1 shows the sex distribution of students based on urban, semi-urban and rural schools. Opinions of 384 students were sought in all which were made up of 144 students from urban schools, 120 students from semi-urban schools and another 120 students from rural schools. On the whole, seventy three of the students from urban schools were males, while the remaining seventy one students were female. These represent 50.7 per cent and 49.3 per cent respectively.

For the semi-urban schools, sixty three of the students response were males, while the remaining fifty seven students were females. The percentages of these categories of respondents are 52.5 and 47.5 respectively. The rural schools had eight five males respondents with thirty five females respondents. These figures represent 70.8 per cent and 29.2 per cent respectively.

On the whole, a total of 221 male students' opinions were sought, while those of 163 female students were equally sought on the availability of institutional factors. These represent 57.6 per cent and 42.4 per cent respectively. If cognisance is taken of fair representation of students' opinions, responses from urban schools were more representative in terms of sex, while those of rural schools present the least representation. However, on the total average, the level of representation can be said to be very close with a mean of 57.6 percent for males and a mean representation of 42.4 percent for the females.

The essence of table 4.1 was to show how institutional factors affect schools located in urban, semi-urban and rural areas. Secondly, sex is a factor which is likely to affect teaching and learning process in an area. For example the same institutional facilities could be available to both sexes in their schools, but it could happen that performances could differ even when both sexes are exposed to the same variables. In the school studied, it is important to note also that the schools though many of them had the same facilities yet how they were responding to these facilities as adjudged by their

academic performances were not the same. Table 2 below shows sex distribution of students based on large, medium and small schools. The essence of this table was to show how institutional factors affects their teaching and learning and therefore their academic performances based on school size.

Table 2:- Sex distribution of students based on school size(i.e. large, medium and small schools)

School	Sex	
	Male	Female
Large Schools		
C	6	6
D	5	7
E	8	4
F	8	4
G	6	6
H	4	8
I	10	2
J	2	10
K	6	6
L	3	9
Sub-Total/Average	58	62
Medium School		
M	5	7
N	5	7
O	11	1
P	10	2
Q	7	5
R	6	6
S	7	5
T	3	9
U	3	9
V	6	6
A	9	3
B	6	6
ER	7	5
Sub-Total/Average	85	71
Small School		
AR	11	1
BR	10	2
CR	8	4
DR	10	2
FR	8	4
GR	3	9
HR	9	3
IR	9	3
JR	10	2
Sub-Total/Average	78	30
Grand Total/Average	221	163

were from small schools. In picking these schools, cognisance was taken of the entire student population in each category, while reference was equally made to the number of schools for each of the categories. From the 120 students sampled from large schools, fifty eight of them were males, while sixty two of them were females. These figures represent 48.3 per cent and 51.7 per cent respectively for male and female. These proportions show considerably almost equal level of representations for the two categories of sexes.

For the medium size schools, opinions of 156 students were sought out of which eighty five of them were males and seventy one of them were females. These proportions represent average percentages of 54.5 and 45.5 for both sexes respectively. These proportions were equally very close to equal level of representations.

Concerning the small schools, 108 students' opinions were sampled from which seventy eight students were males, while thirty students were females. These figures represent 72.2 percent for males and 27.8 percent for females. The disparity in the level of proportion for both sexes is similar to the one which existed between the sexes among rural schools. The reasons for this may not be far fetched, as all the schools sampled as small were all located in the rural areas.

Meanwhile, it must be noted however that since twelve students were sampled for each of the schools used, it was evident that ten schools were categorised as large schools, thirteen schools as medium schools, while the remaining nine schools were found in the rural areas.(see appendix 3 for details)

Comparing this situation with what existed among schools based on location (i.e. table 1), it was found that the best representation among sexes was among large schools, while the least representation was among the small schools. However, on the average, the level of representation was found to be the same among schools all the based on location. This implies that 221 students out of 384 were males, while 163 were females. They represent 57.6 per cent and 42.4 per cent respectively.

However, it must equally be noted that the important factor which determines how many students will be sampled for each of the schools is the number of students that were available for sampling. Table 3 below shows the average age distribution of students based on school location (i.e. urban, semi-urban and rural).

**Table 3:- Age distribution of students based
on school location.**

School	Age	
	15-18	Above 18
Urban School		
A	8	4
B	9	3
C	7	5
D	7	5
E	10	2
F	10	2
G	11	1
H	10	2
I	7	5
J	6	6
K	6	6
L	7	5
Sub-Total/ Average	98	46
Semi-urban Schools		
M	7	5
N	6	6
O	6	6
P	5	7
Q	8	4
R	7	5
S	7	5
T	8	4
U	5	7
V	5	7
Sub-Total/ Average	64	56
Rural School		
AR	3	9
BR	4	8
CR	3	9
DR	4	8
ER	5	7
FR	5	7
GR	2	10
HR	5	7
IR	1	11
JR	3	9
Sub Total/ Average	35	85
Grand Total/Average	197	187

From table 3 above, it is evident that students whose opinions were sought were categorised into two groups i.e. ages between fifteen and eighteen and above eighteen

years based on school location. Out of the total of 144 students studied within the urban area, ninety eight of them had their ages between fifteen and eighteen, while the remaining forty six had their ages above eighteen years as at the time of the study. The proportions represent 68.1 per cent of students with their ages between fifteen to eighteen, while 31.9 per cent of the students were above eighteen years.

For the semi-urban schools, sixty four of the 120 students had their ages between fifteen and eighteen, while the remaining fifty six students were above eighteen years. These figures represent 53.3 per cent and 46.7 per cent respectively.

Concerning schools studied in the rural area, thirty five of the students had their ages between fifteen and eighteen years. This represented 29.2 per cent of the entire students sampled from the rural areas, while on the other hand, eighty five students with a percentage of 70.8 had their ages above eighteen years.

On the whole, a total of 197 students had their ages between fifteen and eighteen years, while 187 students had their ages above eighteen years. This represented 51.3 per cent and 48.7 per cent respectively. This implies that not less than half of the students graduated at the mature age of not less than 17+ years as stipulated by the National Policy on Education (1981) revised.

Moreover, it must be noted that the bulk of those who graduated at younger ages were found more in the urban areas, while those people who graduated at older ages were found more in the rural areas. The reasons for this might be as a result of the fact that educated elites are found more in urban areas than the rural areas. The educated elites are always interested in introducing western education to their children earlier than would be in the rural areas. Also, the educated elite will equally want to monitor the education of their children than the rural parents, thereby avoiding unnecessary delay or repetition on the part of the students. Table 4 shows the distribution of students based on school size.

Table 4:- Age distribution of students based on school size

School	Age	
	15-18	Above 18
Large Schools		
C	7	5
D	7	5
E	10	2
F	10	2
G	11	1
H	10	2
I	7	5
J	6	6
K	6	6
L	7	5
Sub Total/ Average	81	39
Medium Schools		
M	7	5
N	6	6
O	6	6
P	5	7
Q	8	4
R	7	5
S	7	5
T	8	4
U	5	7
V	5	7
A	8	4
B	9	3
ER	5	7
Sub-Total/ Average	86	70
Small Schools		
AR	3	9
BR	4	8
CR	3	9
DR	4	8
FR	5	7
GR	2	10
HR	5	7
IR	1	11
JR	3	9
Sub-Total/ Average	30	78
Grand Total/Average	197	187

When the schools used for the study were categorised according to size, it was found that eighty one of the 120 students whose opinions were sampled were of the ages fifteen to eighteen years, while the remaining thirty nine students had their ages above eighteen years. These figures make a proportion of 67.5 per cent and 32.5 per cent for the students respectively.

Furthermore, out of the 156 students from medium schools, eighty six of them had their ages between fifteen and eighteen, while the remaining seventy students were above eighteen years of age. These represent 55.1 per cent and 44.9 per cent of the students respectively.

Lastly, the data for small schools showed that thirty of the 108 students in small schools had their ages between fifteen and eighteen, while the rest seventy eight students were above eighteen years of age. They represent 27.8 per cent and 72.2 per cent respectively.

On the entire students population sampled, the result of the analysis showed that more students studied were between the ages fifteen and eighteen when compared to those above eighteen years. In fact , there is a clear disparity among large schools where 67.5 per cent of the 120 students studied had their ages between fifteen and eighteen years. The occurrence at small schools showed the opposite where 27.8 per cent of the 108 students studied had their ages between fifteen and eighteen, while seventy eight or 72.2 per cent of the 108 students had their ages above eighteen. This result should not be surprising when cognisance is taken of the fact that all the small schools studied were found in the rural areas. Table 5 shows the mode of living of students based on school location.

**Table 5:- Mode of Living of students' mothers based on
School location.**

School	Mode of Living				
	Both Parents	one parent	Relation	Non- Relation	Total
Urban schools					
A	8	3	1	-	12
B	8	2	2	-	12
C	12	-	-	-	12
D	10	2	-	-	12
E	11	1	-	-	12
F	12	-	-	-	12
G	12	-	-	-	12
H	11	1	-	-	12
I	8	4	-	-	12
J	9	3	-	-	12
K	10	1	1	-	12
L	9	2	1	-	12
Sub- Total/ Average	120	19	5	-	144
Semi-Urban School					
M	7	3	2	-	12
N	5	5	2	-	12
O	5	4	1	2	12
P	7	1	1	3	12
Q	8	1	2	1	12
R	4	7	1	-	12
S	7	-	2	3	12
T	6	1	3	2	12
U	9	1	2	-	12
V	10	1	1	-	12
Sub-Total/ Aver-age	68	24	17	11	120
Rural School					
AR	11	-	1	-	12
BR	10	2	-	-	12
CR	10	-	2	-	12
DR	7	-	1	4	12
ER	7	2	1	2	12
FR	10	-	-	2	12
GR	11	-	1	-	12
HR	6	1	-	5	12
IR	11	-	1	-	12
JR	8	1	2	1	12
Sub-Total/ Average	91	6	9	14	120
Grand Total / Average	279	49	31	25	384

The table above represents the variations in mode of living of the number of students studied. The variations centred on students living with both parents, one parent, relations or non relations. For the students studied in urban schools, 120 of them representing 83.3 per cent of the 144 students studied agreed that they lived with both parents. Furthermore, nineteen students in urban areas lived with one parent, while only five students representing 3.5 per cent lived with relations.

When comparison was made with students studied in the semi-urban area, it was found that sixty eight of the 120 students studied lived with both parents, while twenty four, seventeen and eleven of the students lived with one parent, relations and non relations respectively. The corresponding percentages for these categories of students are 56.7, 20.0, 14.2 and 9.2 respectively.

As regards the rural schools, ninety one of the 120 students studied lived with both parents; six lived with one parent, while nine and fourteen students lived with relations and non relations respectively. These represent 75.8 per cent, 5.0 per cent, 7.5 per cent, and 11.7 per cent of the different categories of students respectively.

For the entire students sampled, 279 of them, representing 72.7 per cent students lived with both parents; forty nine of the students representing 12.8 per cent lived with one parent, while thirty one and twenty five of the students representing 8.1 per cent and 6.5 per cent respectively lived with relations and non relations.

On the whole, it was evident from the analysis that more students both in terms of number and proportion from the urban area lived with both parents when the figures are compared with semi-urban areas and rural areas. It was equally noted that the least number or proportion of the students were found within the semi-urban areas to have lived with both parents. Generally, it was found that majority of the students lived with their parents during the course of the studying for the SSCE. In table 6, the mode of living for students based on school size was examined.

Table 6:- Mode of Living of students based on school size.

School	Mode of Living				
	Both Parents	one parent	Relations	Non-Relations	Total
Large school N= 10					
C	12	-	-	-	12
D	10	2	-	-	12
E	11	1	-	-	12
F	12	-	-	-	12
G	12	-	-	-	12
H	11	1	-	-	12
I	8	4	-	-	12
J	9	3	-	-	12
K	10	1	1	-	12
L	9	2	1	-	12
Sub-Total/ Average	104	14	2	-	120
Medium Schools N=13					
M	7	3	2	-	12
N	5	5	2	-	12
O	5	4	1	2	12
P	7	1	1	3	12
Q	8	1	2	1	12
R	4	7	1	-	12
S	7	-	2	3	12
T	6	1	3	2	12
U	9	1	2	-	12
V	10	1	1	-	12
A	8	3	1	-	12
B	8	2	2	-	12
ER	7	2	1	2	12
Sub-Total Average	91	31	21	13	156
Small Schools N=9					
AR	11	-	1	-	12
BR	10	2	-	-	12
CR	10	-	2	-	12
DR	7	-	1	4	12
FR	10	-	-	2	12
GR	11	-	1	-	12
HR	6	1	-	5	12
IR	11	-	1	-	12
JR	8	1	2	1	12
Sub- Total Average	84	4	8	12	108
Grand Total/ Average	279	49	31	25	384

The above table shows the mode of living of students based on the sizes of their school (i.e. large, medium and small schools). It is evident from the table that 104 of the students sampled from the large schools lived with both parents; fourteen of the students lived with one parent while only two lived with relations and nobody lived with non-relations. These make corresponding proportion of 86.7 per cent, 11.7 per cent and 1.7 per cent respectively among students who lived with both parents, one parent and relations.

For the medium schools, ninety one of the 156 students studied lived with both parents, thirty one lived with one parent, twenty one with relations, while thirteen lived with non-relations. The figures proportionally represent 58.3 per cent, 19.9 per cent, 13.5 per cent and 8.3 per cent respectively.

Of the 108 students studied in small schools, eighty four of them lived with both parents, four with one parent, eight with relations and twelve with non-relations. Proportionally, they represent 77.8 per cent, 3.7 per cent, 7.4 per cent and 11.1 per cent respectively.

Generally speaking, it was found that the highest proportion of students who lived with both parents were found in large schools with 86.7 per cent, followed by students from small schools with 77.8 per cent and coming last were the students from medium schools with a proportion of 58.3 per cent. On those students who lived with one parent, the proportion was led by medium schools(19.9 per cent); followed by large schools (11.7 per cent) and lastly the small schools(3.7 per cent).

For those who lived with relations, we have 13.5 per cent for medium schools, 7.4 per cent for small schools, while 1.7 per cent was recorded for large schools. The situation for those who lived with non-relations showed 11.1 per cent for small schools, 8.3 per cent for the medium schools and zero per cent for the large schools.

On the whole, 279 students out of 384 students lived with both parents, forty nine students lived with one parent, thirty one lived with relations and twenty five with non-relations. These represent 72.7 per cent; 12.8 per cent; 8.1 per cent and 6.5 per cent

Table 7:- Educational Level of students' father based on school location

School	Primary	%	WASCE/SSCE	%	OND/NCE	%	HND / B. A / B.Sc.	%	MED/MA/MSc	%	Others	%	Total	%
urban schools														
A	4	33.3	4	33.3	-	-	4	33.3	-	-	-	-	12	100
B	4	33.3	3	33.3	3	25	2	16.7	-	-	-	-	12	100
C	2	16.7	3	25	3	25	4	33.3	-	-	-	-	12	100
D	3	25	4	33.3	4	33.3	1	8.3	-	-	-	-	12	100
E	5	41.7	1	8.3	3	25	3	25	-	-	-	-	12	100
F	6	50	3	25	2	16.7	1	8.3	-	-	-	-	12	100
G	2	16.7	5	41.7	1	8.3	3	25	1	8.3	-	-	12	100
H	1	8.3	6	50	3	25	1	8.3	1	8.3	-	-	12	100
I	5	41.7	3	25	1	8.3	2	16.7	-	8.3	-	-	12	100
J	5	41.7	5	41.7	1	8.3	1	8.3	-	-	INE	-	12	100
K	4	33.3	5	41.7	2	16.7	1	8.3	-	-	-	-	12	100
L	5	41.7	5	41.7	2	16.7	-	-	-	-	-	-	12	100
Sub-Total/ Average	46	31.9	47	32.6	25	17.4	23	16	2	1.4	INE	0.7	144	100
Semi-Urban														
M	6	50	4	33.3	1	8.3	1	8.3	-	-	-	-	12	100
N	7	58.3	2	16.7	2	16.7	1	8.3	-	-	-	-	12	100
O	5	41.7	5	41.7	1	8.3	1	8.3	-	-	-	-	12	100
P	7	58.3	2	16.7	2	16.7	1	8.3	-	-	-	-	12	100
Q	5	41.7	6	50	1	8.3	-	-	-	-	-	-	12	100
R	7	58.3	1	8.3	3	25	-	-	-	-	INE	8.3	12	100
S	4	33.3	5	41.7	3	25	-	-	-	-	-	-	12	100
T	4	33.3	4	33.3	4	33.3	-	-	-	-	-	-	12	100
U	6	50	2	16.7	3	25	-	-	-	-	INE	8.3	12	100
V	5	41.7	6	50	1	8.3	-	-	-	-	-	-	12	100
Sub-Total/ Average	56	46.7	37	30.8	21	17.5	4	3.3	-	-	2NE	1.7	120	100
Rural Schools n=10														
AR	4	33.3	-	-	-	-	-	-	-	-	8NE	66.7	12	100
BE	4	33.3	1	8.3	-	-	-	-	-	-	7NE	58.3	12	100
CR	3	25	-	-	-	-	-	-	-	-	9NE	75	12	100
DR	2	16.7	2	16.7	-	-	-	-	-	-	8NE	66.7	12	100
ER	6	50	3	25	2	16.7	-	-	-	-	1NE	8.3	12	100
FR	5	41.7	-	-	-	-	-	-	-	-	7NE	58.3	12	100
GR	4	33.3	-	-	-	-	-	-	-	-	8NE	66.7	12	100
HR	5	41.7	2	16.7	-	-	-	-	-	-	5NE	41.7	12	100
IR	3	25	-	-	-	-	-	-	-	-	9NE	75	12	100
JR	6	50	1	8.3	-	-	-	-	-	-	5NE	41.7	12	100
Sub Tot Avg	42	35	9	7.5	2	1.7	-	-	-	-	67	55.8	120	100
Grand Total/ Average	144	37.5	93	24.2	48	12.5	27	7	2	0.5	70N	18.2	384	100

The data analysed above shows the level of education for the fathers of those students studied based on school location. The educational level ranged between primary six certificate to Ph.D(Doctor of Philosophy). The column for others represents educational qualification not indicated in the questionnaire or a situation where the father concerned has no education at all.

The result of the data analysed show that, of the 144 students interviewed in urban schools, forty six of them have fathers that had primary six certificate, forty seven had WASC/SSCE or equivalent; twenty five with OND/NCE equivalent, twenty three had equivalent of Higher National Diploma or first degree; two had Masters' degree or equivalent and none with a Ph.D. One person had no formal education at all. These figures proportionally represent 31.9 per cent for primary six, 32.6 per cent for WASC/SSCE or equivalent, 17.4 per cent for OND/NCE equivalent; 16 per cent for HND/First degree equivalent; 14 per cent for masters and 0.7 per cent for no formal education.

As for the semi-urban schools, fifty six of the 120 students studied had fathers with just primary six certificates, thirty seven with SSCE equivalent, twenty one with OND/NCE equivalent and four with HND/B.Sc/B.A or equivalent. Two students had fathers without any form of formal education. Proportionally therefore, we have 46.7 per cent for primary education, 30.8 per cent for SSCE equivalent, 17.5 per cent for NCE/OND equivalent and 3.3 per cent for HND/B.A/B.Sc. equivalent. There was nobody with master's or doctorate degree while 1.7 per cent of the students had illiterate fathers.

Concerning the last group of rural students, forty two or 35 per cent of the students studied had fathers with only primary six certificate, nine or 7.5 per cent with SSCE equivalent; two or 1.7 per cent with NCE or OND equivalent, while there was nobody in the categories of first degree, masters and doctorate degrees as parents. However, this group recorded the highest number of fathers with seventy or 55.8 per cent without formal education.

Comparing the different categories, it was evident from the analysis on table 4.7 that students from urban areas had the highest proportion of educated fathers, followed by those from semi-urban areas, while the rural areas recorded the highest number of students with illiterates as fathers.

On the whole, 144 out of the entire 384 students studied had fathers with primary education, ninety three had fathers with SSCE or equivalent, forty eight with OND/NCE or equivalent; twenty seven with first degree equivalent; two with masters and finally seventy with no formal education. When the percentages of these figures were computed, they gave 37.5; 24.2; 12.5; 7; 0.5 and 18.2 respectively. Table 8 shows educational level of students' fathers based on school size.

Table 8:- Educational Level of students' fathers based on school size.

Educational level of fathers

School	Pri mary	%	WASC S SCE	%	OND /NCE	%	HIND/ B.A /B.Sc	%	M.ED /M.A /M.Sc	%	Others	%	Tot al	%
Large schools N=10														
C	2	16.7	3	25	3	25	4	33.3	-	-	-	-	12	100
D	3	25	4	33.3	4	33.3	1	8.3	-	-	-	-	12	100
E	5	41.7	1	8.3	3	25	3	25	-	-	-	-	12	100
F	6	50	3	25	2	16.7	1	8.3	-	-	-	-	12	100
G	2	16.7	5	41.7	1	8.3	3	25	1	8.3	-	-	12	100
H	1	8.3	6	50	3	25	1	8.3	1	8.3	-	-	12	100
I	5	41.7	3	25	1	8.3	2	16.7	-	-	1NE	8.3	12	100
J	5	41.7	5	41.7	1	8.3	1	8.3	-	-	-	-	12	100
K	4	33.3	5	41.7	2	16.7	1	8.3	-	-	-	-	12	100
L	5	41.7	5	41.7	2	16.7	-	-	-	-	-	-	12	100
Sub- Total/ Average	38	31.7	40	33.3	22	18.3	17	14.2	2	1.7	1NE	0.8	120	100
Semi-urban Schools N=1														
M	6	50	4	33.3	1	8.3	1	8.3	-	-	-	-	12	100
N	7	58.3	3	16.7	2	16.7	1	8.3	-	-	-	-	12	100
O	5	41.7	5	41.7	1	8.3	1	8.3	-	-	-	-	12	100
P	7	58.3	2	16.7	2	16.7	1	8.3	-	-	-	-	12	100
Q	5	41.7	6	50	1	8.3	-	-	-	-	-	-	12	100
R	7	58.3	1	8.3	3	25	-	-	-	-	1NE	8.3	12	100
S	4	33.3	5	41.7	3	25	-	-	-	-	-	-	12	100
T	4	33.3	4	33.3	4	33.3	-	-	-	-	-	-	12	100
U	6	50	2	16.7	3	25	-	-	-	-	1NE	8.3	12	100
V	5	41.7	6	50	1	8.3	-	-	-	-	-	-	12	100
A	4	33.3	4	33.3	-	-	4	33.3	-	-	-	-	12	100
B	4	33.3	3	25	3	25	2	16.7	-	-	-	-	12	100
R	6	50	3	25	2	16.7	-	-	-	-	1NE	8.3	12	100
Sub- Total Ave- rage	70	44.9	42	30.1	26	16.7	10	6.4			3NE	1.9	156	100
Small Schools N=9														
AR	4	33.3	-	-	-	-	-	-	-	-	8NE	66.7	12	100
BR	4	33.3	1	8.3	-	-	-	-	-	-	7NE	58.3	12	100
CR	3	25	-	-	-	-	-	-	-	-	9NE	75	12	100
DR	2	16.7	2	16.7	-	-	-	-	-	-	8NE	66.7	12	100
FR	5	41.7	-	-	-	-	-	-	-	-	7NE	58.3	12	100
GR	4	33.3	-	-	-	-	-	-	-	-	8NE	66.7	12	100
HR	5	41.7	2	16.7	-	-	-	-	-	-	5NE	41.7	12	100
IR	3	25	-	-	-	-	-	-	-	-	9NE	75	12	100
JR	6	50	1	8.3	-	-	-	-	-	-	5NE	41.7	12	100
Sub- Total Average	36	33.3	6	5.6							66NE	61.1	108	100
Grand Total/ Average	144	37.5	93	24.4	48	12.5	27	7	2	0.5	70NE	18.2	384	100

Tables 8 gives the analysis of educational level of students' fathers on the basis of school size. For the ten large schools, thirty eight of the 120 students had fathers that had only primary six certificate as their educational qualifications. Forty of these students had fathers with equivalent of SSCE and twenty two with fathers' educational level of OND/NCE. Furthermore, seventeen of the students had fathers with equivalent of first degree and only two had father with masters' degrees equivalent. Only one of the students had illiterate father. These figures proportionally represent 31.7 per cent; 33.3 per cent; 18.3 per cent; 14.2 per cent; 1.7 per cent and 0.8 per cent respectively.

Concerning students from the medium schools, 156 of them were studied with seventy of them having primary six certificate holders as fathers. Forty seven of the students had fathers with educational equivalent of SSCE and another twenty six with equivalent of OND/NCE. Thirteen others had ten of them with fathers' qualifications of first degree, while the remaining three had fathers without any form of formal education. Proportionally, these groups represent 44.9 per cent; 30.1 per cent; 16.7 per cent; 6.4 per cent and 1.9 per cent respectively for the different categories.

Lastly, for the small schools, thirty six of the 108 students studied had fathers with just primary six; six with fathers' qualifications of SSCE equivalent while the remaining 66 students had illiterate fathers.

On the whole, the analysis suggested that more educated elite reside in towns and send their children to urban schools while the less literate send their children to less urban schools. Table 9 shows educational level of students' mothers based on school location.

Table 9:- Educational Level of students' mothers based on school location.

School	Primary 6	%	WASC/SSCE	%	OND/NCE	%	HND/B.A/B.Sc	%	Others	%	Total	%
Urban schools N=12												
A	5	41.7	2	16.7	1	8.3	1	8.3	3NE	25	12	100
B	5	41.7	2	16.7	3	25	1	8.3	1NE	8.3	12	100
C	4	33.3	3	25	2	16.7	2	16.7	1NE	8.3	12	100
D	5	41.7	5	41.7	1	8.3	1	8.3	-	-	12	100
E	6	50	2	16.7	1	8.3	1	8.3	2NE	16.7	12	100
F	6	50	2	16.7	1	8.3	-	-	3NE	25	12	100
G	5	41.7	2	16.7	3	25	2	16.7	-	-	12	100
H	4	33.3	4	33.3	2	16.7	2	16.7	-	-	12	100
I	7	58.3	2	16.7	2	16.7	1	8.3	-	-	12	100
J	7	58.3	3	25	2	16.7	-	-	-	-	12	100
K	6	50	3	25	1	8.3	-	-	2NE	16.7	12	100
L	6	50	2	16.7	1	8.3	-	-	3NE	25	12	100
Sub-Total/Average	66	45.8	32	22.2	20	13.9	11	7.6	15NE	104	144	100
Semi-urban Schools N=10												
M	6	50	3	25	1	8.3	-	-	2NE	16.7	12	100
N	5	41.7	2	16.7	1	8.3	-	-	4NE	33.3	12	100
O	4	33.3	4	33.3	1	8.3	1	8.3	2NE	16.7	12	100
P	5	41.7	3	25	1	8.3	-	-	3NE	25	12	100
Q	5	41.7	2	16.7	-	-	-	-	5NE	41.7	12	100
R	7	58.3	1	8.3	-	-	-	-	4NE	33.3	12	100
S	5	41.7	1	8.3	1	8.3	-	-	5NE	41.7	12	100
T	4	33.3	1	8.3	1	8.3	-	-	6NE	50	12	100
U	5	41.7	1	8.3	1	8.3	-	-	5NE	41.7	12	100
V	5	41.7	1	8.3	1	8.3	-	-	5NE	41.7	12	100
Sub-Total/Average	51	42.5	19	15.8	8	6.7	1	0.8	41NE	34.2	120	100
Rural Schools N=10												
AR	2	16.7	-	-	-	-	-	-	10NE	83.3	12	100
BR	3	25	-	-	-	-	-	-	9NE	75	12	100
CR	1	8.3	-	-	-	-	-	-	1NE	91.7	12	100
DR	1	8.3	-	-	-	-	-	-	11NE	91.7	12	100
ER	4	33.3	1	8.3	-	-	-	-	7NE	58.3	12	100
FR	2	16.7	-	-	-	-	-	-	10NE	83.3	12	100
GR	1	8.3	-	-	-	-	-	-	11NE	91.7	12	100
HR	3	25	1	8.3	-	-	-	-	8NE	66.7	12	100
IR	2	16.7	-	-	-	-	-	-	10NE	83.3	12	100
JR	3	25	1	8.3	-	-	-	-	8NE	66.7	12	100
Sub-Total/Average	22	18.3	3	2.5	-	-	-	-	95NE	79.2	120	100
Grand Total/Average	139	36.2	54	14.1	28	7.3	12	3.1	151NE	39.3	384	100

The educational level of students' mothers based on school location is analysed on table 9. From the analysis, it was evident that of the 144 students studied in urban schools, sixty six of them had mothers with just primary six as their educational qualifications. Thirty two of the students had mothers with equivalent of SSCE, while twenty and eleven of them had mothers with educational qualifications of OND/NCE and first degree equivalents respectively. The remaining fifteen students had mothers without formal education.

When comparison was made with students from semi-urban areas, it was found that out of the 120 students studied, fifty one of them had mothers with primary six, nineteen had mothers with SSCE equivalent, eight had mothers with qualification of OND/NCE equivalent and one had a mother with an equivalent qualification of a first degree. The remaining forty one students had illiterate mothers.

For the rural schools, twenty five of the students had literate mothers out of which twenty two had primary six certificates and three had equivalent of SSCE qualifications. Ninety five others had illiterate mothers.

On the whole, 139 of all the students sampled had mothers with primary six certificate as their educational qualifications, fifty four had educated mothers of SSCE equivalent, twenty eight had mothers with OND/NCE educational qualification equivalents while twelve had mothers with equivalents of first degree. The remaining 151 students had mothers without formal education. When these figure were proportionally represented in form of percentages; we have mothers with primary six representing 36.2 per cent, those with SSCE equivalent representing 14.1 per cent; OND/NCE equivalent equals 7.3 per cent, while mothers with qualification of a first degree represent 3.1 per cent. The illiterate mothers represent the majority of 39.3 per cent for all categories. The above socio-economic index is expected to have influence on the academic performance of students.

Table 10:- Educational Level of students' mothers based on school size.

School	Prim-ary 6	%	WAS C/ SSCE	%	OND/ NCE	%	HND /B.A /B.Sc	%	Others	%	To- tal	%
Large School												
C	4	33.3	3	25	2	16.7	2	16.7	1NE	8.3	12	100
D	5	41.7	5	41.7	1	8.3	1	8.3	-	-	12	100
E	6	50	2	16.7	1	8.3	1	8.3	2NE	16.7	12	100
F	6	50	2	16.7	1	8.3	-	-	3NE	25	12	100
G	5	41.7	2	16.7	3	25	2	16.7	-	-	12	100
H	4	33.3	4	33.3	2	16.7	2	16.7	-	-	12	100
I	7	58.3	2	16.7	2	16.7	1	8.3	-	-	12	100
J	7	58.3	3	25	2	16.7	-	-	-	-	12	100
K	6	50	3	25	1	8.3	-	-	2NE	16.7	12	100
L	6	50	2	16.7	1	8.3	-	-	3NE	25	12	100
Sub-Total/ Average	56	46.7	28	23.3	16	13.3	9	7.5	11NE	9.2	120	100
Medium Schools N=1												
M	6	50	3	25	1	8.3	-	-	2NE	16.7	12	100
N	5	41.7	2	16.7	1	8.3	-	-	4NE	33.3	12	100
O	4	33.3	4	33.3	1	8.3	1	8.3	2NE	16.7	12	100
P	5	41.7	3	25	1	8.3	-	-	3NE	25	12	100
Q	5	41.7	2	16.7	-	-	-	-	5NE	41.7	12	100
R	7	58.3	1	8.3	-	-	-	-	4NE	33.3	12	100
S	5	41.7	1	8.3	1	8.3	-	-	5NE	41.7	12	100
T	4	33.3	1	8.3	1	8.3	-	-	6NE	50	12	100
U	5	41.7	1	8.3	1	8.3	-	-	5NE	41.7	12	100
V	5	41.7	1	8.3	1	8.3	-	-	5NE	41.7	12	100
A	5	41.7	2	16.7	1	8.3	1	8.3	3NE	25	12	100
B	5	41.7	5	41.7	3	25	-	-	1NE	8.3	12	100
ER	4	33.3	1	28.3	-	-	-	-	7NE	58.3	12	100
Sub-Total/ Average	65	41.7	27	15.4	12	7.7	3	1.9	52NE	33.3	156	100
Small Schools N=9												
AR	2	16.7	-	-	-	-	-	-	10NE	83.3	12	100
BR	3	25	-	-	-	-	-	-	9NE	75	12	100
CR	1	8.3	-	-	-	-	-	-	11NE	91.7	12	100
DR	1	8.3	-	-	-	-	-	-	11NE	91.7	12	100
FR	2	16.7	-	-	-	-	-	-	10NE	83.3	12	100
GR	1	8.3	-	-	-	-	-	-	11NE	91.7	12	100
HR	3	25	1	8.3	-	-	-	-	8NE	66.7	12	100
IR	2	16.7	-	-	-	-	-	-	10NE	83.3	12	100
JR	3	25	1	8.3	-	-	-	-	8NE	66.7	12	100
Sub-Total/ Average	18	16.7	2	1.9	-	-	-	-	88NE	81.5	108	100
Grand Total/ Average	139	36.2	54	14.1	28	7.3	12	3.1	151NE	31.3	384	100

The table above is the analysis of the educational level of students' mothers based on school size. The analysis for the large schools shows that fifty six of the 120 students studied had mothers with primary six certificate as qualifications. This represents 46.7 per cent of the students studied in large schools. Furthermore, twenty eight of the 120 students had mothers with educational qualifications of SSCE or equivalent. This is approximately 23.3 per cent of the large schools' students studied, sixteen students representing 13.3 per cent of large school students had mothers with equivalent educational qualifications of OND/NCE while nine students with 7.5 per cent had mothers with educational qualification of a first degree. The remaining eleven students within the large schools had mothers without formal education. This represent 9.2 per cent of the entire large schools' students studied.

Considering the medium schools, out of 156 students studied, sixty five had mothers with primary six certificate, twenty four with SSCE equivalent, twelve with OND/NCE equivalent; three with a first degree equivalent while fifty two had mothers with no formal education. These figures represent 41.7 per cent; 15.4 per cent; 7.7 per cent; 1.9 per cent and 33.3 per cent for the entire medium size schools in the state.

The last group of schools according to size shows that eighteen students had mothers with primary six; two students had mothers with SSCE equivalent while the remaining eighty eight of the entire 108 students had mothers with no formal education. The figures have proportional representations of 16.7 per cent; 1.9 per cent and 81.5 per cent respectively. Table 11 shows the nature of employment's of students' fathers based on school location.

Table 11:- Nature of employment's of students' fathers based on school location.

School	Nature of Employment of students' fathers									
	Civil-servant	%	Com-pany	%	Self	%	Institution/University	%	Total	%
Urban Schools N=12										
A	2	16.7	-	-	7	58.3	3	25	12	100
B	7	58.3	-	-	5	41.7	-	-	12	100
C	4	33.3	-	-	4	33.3	4	33.3	12	100
D	5	41.7	-	-	4	33.3	3	25	12	100
E	8	66.7	-	-	4	33.3	-	-	12	100
F	3	25	1	8.3	8	66.7	-	-	12	100
G	3	25	3	25	4	33.3	2	16.7	12	100
H	2	16.7	1	8.3	5	41.7	4	33.3	12	100
I	4	33.3	-	-	7	58.3	1	8.3	12	100
J	3	25	-	-	8	66.7	1	8.3	12	100
K	2	16.7	-	-	10	83.3	-	-	12	100
L	2	16.7	-	-	10	83.3	-	-	12	100
Sub-Total/Average	45	31.3	5	3.5	76	52.8	18	12.5	144	100
Semi-urban Schools N=10										
M	2	16.7	1	8.3	9	75	-	-	12	100
N	1	8.3	1	8.3	10	83.3	-	-	12	100
O	1	8.3	-	-	11	91.7	-	-	12	100
P	1	8.3	-	-	11	91.7	-	-	12	100
Q	1	8.3	-	-	11	91.7	-	-	12	100
R	-	-	-	-	12	100	-	-	12	100
S	1	8.3	-	-	11	91.7	-	-	12	100
T	1	8.3	-	-	11	91.7	-	-	12	100
U	1	8.3	-	-	11	91.7	-	-	12	100
V	1	8.3	-	-	11	91.7	-	-	12	100
Sub-Total/Average	10	8.3	2	1.7	108	90			120	100
Rural Schools N=10										
AR	-	-	-	-	12	100	-	-	12	100
BR	1	8.3	-	-	11	91.7	-	-	12	100
CR	-	-	-	-	12	100	-	-	12	100
DR	1	8.3	-	-	11	91.7	-	-	12	100
ER	2	16.7	-	-	10	83.3	-	-	12	100
FR	-	-	-	-	12	100	-	-	12	100
GR	-	-	-	-	12	100	-	-	12	100
HR	-	-	-	-	12	100	-	-	12	100
IR	-	-	-	-	12	100	-	-	12	100
JR	-	-	-	-	12	100	-	-	12	100
Sub-Total/Average	4	3.3	-	-	116	96.7	-	-	120	100
Grand Total/Average	59	15.4	7	1.8	300	78.1	18	4.7	384	100

The table above shows the nature of employment of students' fathers based on school location. From the table, it was evident that the students whose fathers were civil servants were forty five representing 31.3 per cent of the 144 students studied under urban-schools. Five students had fathers who worked in the company representing 3.5 per cent and seventy six fathers representing 52.8 per cent of the students studied were self employed. The remaining eighteen students had fathers who worked in higher institutions or University.

For the semi-urban schools, ten out of 120 students had fathers that were civil servants; two had fathers that worked in companies (private and or public), while 108 had fathers that were self employed. These different categories of respondents represent 8.3 per cent, 1.7 per cent and 90 per cent respectively.

Concerning students from the rural schools, four out of the 120 students studied had fathers that were civil servants, while the rest 116 students had fathers that were self employed.

However, it must be realised that the category of workers classified as civil servants included people working in the ministry, government parastatals as well as the teachers. Table 12 shows the nature of students' fathers employment based on school size.

Table 12:- Nature of Employment of students' fathers based on school size.

School	Nature of Employment of students' fathers									
	Civil Servants	%	Com pany	%	Self	%	Institution/ University	%	Total	%
Large schools N=10										
C	4	33.3	-	-	4	33.3	4	33.3	12	100
D	5	41.7	-	-	4	33.3	3	25	12	100
E	8	66.7	-	-	4	33.3	-	-	12	100
F	3	25	1	8.3	8	66.7	-	-	12	100
G	3	25	3	25	4	33.3	2	16.7	12	100
H	2	16.7	1	8.3	5	41.7	4	33.3	12	100
I	4	33.3	-	-	7	58.3	1	8.3	12	100
J	3	25	-	-	8	66.7	1	8.3	12	100
K	2	16.7	-	-	10	83.3	-	-	12	100
L	2	16.7	-	-	10	83.3	-	-	12	100
Sub-Total/ Average	36	30	5	4.2	64	53.3	15	12.5	120	100
Medium Schools N=13										
M	2	16.7	1	8.3	9	75	-	-	12	100
N	1	8.3	1	8.3	10	83.3	-	-	12	100
O	1	8.3	-	-	11	91.7	-	-	12	100
P	1	8.3	-	-	11	91.7	-	-	12	100
Q	1	8.3	-	-	11	91.7	-	-	12	100
R	-	-	-	-	12	100	-	-	12	100
S	1	8.3	-	-	11	91.7	-	-	12	100
T	1	8.3	-	-	11	91.7	-	-	12	100
U	1	8.3	-	-	11	91.7	-	-	12	100
V	1	8.3	-	-	11	91.7	-	-	12	100
A	2	16.7	-	-	7	58.3	3	25	12	100
B	7	58.3	-	-	5	41.7	-	-	12	100
ER	2	16.7	-	-	10	83.3	-	-	12	100
Sub-Total/ Average	21	13.5	2	1.3	130	83.3	3	1.9	156	100
Small Schools N=9										
AR	-	-	-	-	12	100	-	-	12	100
BR	1	8.3	-	-	11	91.7	-	-	12	100
CR	-	-	-	-	12	100	-	-	12	100
DR	1	8.3	-	-	11	91.7	-	-	12	100
FR	-	-	-	-	12	100	-	-	12	100
GR	-	-	-	-	12	100	-	-	12	100
HR	-	-	-	-	12	100	-	-	12	100
IR	-	-	-	-	12	100	-	-	12	100
JR	-	-	-	-	12	100	-	-	12	100
Sub- Total/Average	2	1.9	-	-	106	98.1			108	100
Grand Total/ Average	59	15.4	7	1.8	300	78.1	18	4.7	384	100

From the table above, it is evident from large schools that thirty six students had fathers that were civil servants, five had fathers that worked in a company, sixty four had fathers that were self employed, while fifteen students had fathers that worked in higher institutions or university. The corresponding proportions out of a total of 120 students were 30 per cent, 4.2 per cent, 53.3 per cent and 12.5 per cent respectively.

For the medium schools, twenty one out of 156 students had fathers working in the civil service section, two had fathers working in company, 130 had fathers who worked on self employment basis while only three worked in government institutions. These figures represent 13.5 per cent; 1.3 per cent; 83.3 per cent and 1.9 per cent respectively.

Lastly, concerning the small schools, two or 1.9 per cent of the students studied had civil servant fathers, while 106 out of 108 representing 98 per cent were self employed. Table 13 shows nature of employment of students' mothers based on school location.

Table 13:- Nature of employment of students' mothers based on school location.

School	Nature of Employment							
	Civil	%	Self	%	Institution University	%	Total	%
Urban Schools N=12								
A	1	8.3	10	83.3	1	8.3	12	100
B	4	33.3	8	66.7	-	-	12	100
C	2	16.7	9	75	1	8.3	12	100
D	2	16.7	9	75	1	8.3	12	100
E	3	25	9	75	-	-	12	100
F	2	16.7	10	83.3	-	-	12	100
G	5	41.7	6	50	1	8.3	12	100
H	4	33.3	6	50	2	16.7	12	100
I	3	25	8	66.7	1	8.3	12	100
J	3	25	9	75	-	-	12	100
K	3	25	9	75	-	-	12	100
L	1		11	91.7	-	-	12	100
Sub-Total Average	33	22.9	104	72.2	7	4.9	144	100
Semi-urban Schools N=10								
M	2	-	10	83.3	-	-	12	100
N	1	-	11	91.7	-	-	12	100
O	2	-	10	83.3	-	-	12	100
P	2	-	10	83.3	-	-	12	100
Q	1	8.3	11	91.7	-	-	12	100
R	-	-	12	100	-	-	12	100
S	1	8.3	11	91.7	-	-	12	100
T	1	8.3	11	91.7	-	-	12	100
U	2	16.7	10	83.3	-	-	12	100
V	1	8.3	11	91.7	-	-	12	100
Sub- Total/Average	13	10.8	107	89.2	-	-	120	100
Rural Schools N=10								
AR	-	-	12	100	-	-	12	100
BR	-	-	12	100	-	-	12	100
CR	-	-	12	100	-	-	12	100
DR	-	-	12	100	-	-	12	100
ER	1	8.3	11	91.7	-	-	12	100
FR	-	-	12	100	-	-	12	100
GR	-	-	12	100	-	-	12	100
HR	-	-	12	100	-	-	12	100
IR	-	-	12	100	-	-	12	100
JR	-	-	12	100	-	-	12	100
Sub-Total Aver-age	1	0.8	119	99.2	-	-	120	100
Grand Total/ Aver-age	47	12.2	330	85.9	7	1.8	384	100

The table above represents the analysis on the nature of employment of students' mothers based on school location. In urban schools, it was found that thirty three of the 144 students studied had mothers that were civil servants, 104 students had mothers that were self employed, while seven others had mothers that worked in government institution or university. These figures represent 22.9 per cent, 72.2 per cent and 4.9 per cent respectively.

For the semi-urban schools, thirteen students representing 10.8 per cent of the 120 students studied had mothers that were civil servants, while the remaining 107 students representing 89.2 per cent had mothers that were self employed.

The rural schools showed only one student with civil servant mother, while the remaining 119 students had self employed mothers. Proportionally, they represent 0.8 per cent and 99.2 per cent respectively.

On the whole, 47 of the entire 384 students had civil servant mothers, seven had mothers who worked in the institution or university, while the rest 330 students had self employed mothers. Proportionally, they represent 12.2 per cent, 1.8 per cent and 85.9 per cent respectively. Table 14 shows the nature of employment of students' mothers based on school size.

Table 14:- Nature of employment of students' mothers on the basis of school size.

School	Nature of Employment of students' mothers.							
	Civil servants	%	Self	%	Institution/ University	%	Total	%
Large Students N=10								
C	2	16.7	9	75	1	8.3	12	100
D	2	16.7	9	75	1	8.3	12	100
E	3	25	9	75	-	-	12	100
F	2	16.7	10	81.3	-	-	12	100
G	5	41.7	6	50	1	8.3	12	100
H	4	33.3	6	50	2	16.7	12	100
I	3	25	8	66.7	1	8.3	12	100
J	3	25	9	75	-	-	12	100
K	3	25	9	75	-	-	12	100
L	1	8.3	11	91.7	-	-	12	100
Sub-Total/ Aver-age	28	23.3	86	71.7	6	5	120	100
Medium Schools N=13								
M	2	16.7	10	83.3	-	-	12	100
N	1	8.3	11	91.7	-	-	12	100
O	2	16.7	10	83.3	-	-	12	100
P	2	16.7	10	83.3	-	-	12	100
Q	1	8.3	11	91.7	-	-	12	100
R	-	-	12	100	-	-	12	100
S	1	8.3	11	91.7	-	-	12	100
T	1	8.3	11	91.7	-	-	12	100
U	2	16.7	10	83.3	-	-	12	100
V	1	8.3	11	91.7	-	-	12	100
A	1	8.3	10	83.3	1	8.3	12	100
B	4	33.3	8	66.7	-	-	12	100
ER	1	8.3	11	91.7	-	-	12	100
Sub-Total/ Average	19	12.2	136	87.2	1	0.6	156	100
Small Schools N=9								
AR	-	-	12	100	-	-	12	100
BR	-	-	12	100	-	-	12	100
CR	-	-	12	100	-	-	12	100
DR	-	-	12	100	-	-	12	100
FR	-	-	12	100	-	-	12	100
GR	-	-	12	100	-	-	12	100
HR	-	-	12	100	-	-	12	100
IR	-	-	12	100	-	-	12	100
JR	-	-	12	100	-	-	12	100
Sub-Total Aver- age	-	-	108	100	-	-	108	100
Grand Total/ Average	47	12.2	330	85.9	7	1.8	384	100

The analysis of the nature of employment of the students' mothers as shown on table 14 shows that twenty eight of the 120 students studied in large schools had mothers that were Civil Servants. Eighty six other students had mothers that were self employed, while the remaining six had mothers working in government institution/university. These proportions on the average represent 23.3 per cent; 71.7 per cent and 5 per cent respectively.

For the medium schools, nineteen students had mother that were civil servants, 136 students had self employed mothers, while one student had a mother who worked in the university. The proportions show 12.2 per cent for civil servants; 87.2 per cent for self employment and 0.6 per cent as university worker. Moreover, all the 108 students studied in small schools had self employed mothers representing 100 per cent of the students in the schools. Table 15 shows the rank or position of students' fathers at work using school location.

Table 15:- Rank or Position of students' fathers at work using School locations.

School	Rank or Position of students' fathers									
	Clerk	%	Admin Officer	%	Director	%	Others	%	Total	%
Urban schools N=12										
A	2	16.7	1	8.3	7	58.3	2	16.7	12	100
B	2	16.7	1	8.3	5	41.7	4	33.3	12	100
C	4	33.3	1	8.3	4	33.3	3	25	12	100
D	4	33.3	1	8.3	4	33.3	3	25	12	100
E	6	50	-	-	4	33.3	2	16.7	12	100
F	3	25	-	-	8	66.7	1	8.3	12	100
G	4	33.3	-	-	4	33.3	4	33.3	12	100
H	4	33.3	1	8.3	5	41.7	2	16.7	12	100
I	2	16.7	-	-	7	58.3	3	25	12	100
J	2	16.7	-	-	8	66.7	2	16.7	12	100
K	1	8.3	-	-	10	83.3	1	8.3	12	100
L	1	8.3	-	-	10	83.3	1	8.3	12	100
Sub-Total/ Average	35	24.3	5	3.5	76	52.8	28	19.4	144	100
Semi-urban schools N=10										
M	2	16.7	-	-	9	75	1	8.3	12	100
N	1	8.3	-	-	10	88.3	1	8.3	12	100
O	-	-	-	-	11	91.7	1	8.3	12	100
P	-	-	-	-	11	91.7	1	8.3	12	100
Q	1	8.3	-	-	11	91.7	-	-	12	100
R	-	-	-	-	12	100	-	-	12	100
S	-	-	-	-	11	91.7	1	8.3	12	100
T	-	-	-	-	11	91.7	1	8.3	12	100
U	-	-	-	-	11	91.7	1	8.3	12	100
V	-	-	-	-	11	91.7	1	8.3	12	100
Sub-Total/ Average	4	3.3	-	-	108	90	8	6.7	120	100
Rural Schools N=10										
AR	-	-	-	-	12	100	-	-	12	100
BR	1	8.3	-	-	11	91.7	-	-	12	100
CR	-	-	-	-	12	100	-	-	12	100
DR	1	8.3	-	-	11	91.7	-	-	12	100
ER	1	8.3	-	-	10	83.3	1	8.3	12	100
FR	-	-	-	-	12	100	-	-	12	100
GR	-	-	-	-	12	100	-	-	12	100
HR	-	-	-	-	12	100	-	-	12	100
IR	-	-	-	-	12	100	-	-	12	100
JR	-	-	-	-	12	100	-	-	12	100
Sub-Total/ Average	3	2.5	-	-	116	96.7	1	0.8	120	100
Grand Total/ Average	42	10.9	5	1.3	300	78.1	37	9.6	384	100

Table 15 is the analysis of rank or position of students' fathers at work using school location. The result of the analysis showed that thirty five of the 144 students studied in urban schools had fathers that were clerks in their places of work. Five others worked as administrative officers, seventy-six as directors of their various enterprises while the remaining twenty-eight worked as teachers.

Concerning the semi-urban schools, four out of the 120 students had fathers that were clerks, eight had fathers that were teachers, while the remaining 108 students had fathers that were directors of their various self established business enterprises.

For the rural schools, three of the 120 students' fathers worked as clerks, one worked as a teacher, while the remaining 116 students had fathers that were directors in the various self help projects. Moreover, it must be noted that almost all those people who were classified as directors in the rural areas were mainly farmers.

On the whole, forty-three of the entire 384 students studied had clerks as fathers, four had fathers that were administrative officers, 300 students had fathers that were directors in their various established businesses, while 37 had fathers that were teachers. This situation implies that 11.2 percent of fathers were clerks, one percent were administrative officers, 78.1 percent were directors while 9.6 percent were teachers.

It must be noted however that the analysis above was based on the fact that those classified as directors were those people who were self employed and run their own individual businesses while those classified as others were teachers of primary and post primary institutions. Table 16 shows ranks or positions of students' fathers at work using school size.

Table 16: Rank or Position of students' fathers at work using school size.

School	Rank or Position of students' fathers									
	Clerk	%	Admin. Officer	%	Director	%	Others	%	Total	%
Large Schools N=10										
C	4	33.3	1	8.3	4	33.3	3	25	12	100
D	4	33.3	1	8.3	4	33.3	3	25	12	100
E	6	50	-	-	4	33.3	2	16.7	12	100
F	3	25	-	-	8	66.7	1	8.3	12	100
G	4	33.3	-	-	4	33.3	4	33.3	12	100
H	4	33.3	1	8.3	5	41.7	2	16.7	12	100
I	2	16.7	-	-	7	58.3	3	25	12	100
J	2	16.7	-	-	8	66.7	2	16.7	12	100
K	1	8.3	-	-	10	83.3	1	8.3	12	100
L	1	8.3	-	-	10	83.3	1	8.3	12	100
Sub-Total/Average	31	25.8	3	2.5	64	53.3	22	8.3	120	100
Medium Schools N=13										
M	2	16.7	-	-	9	75	1	8.3	12	100
N	1	8.3	-	-	10	83.3	1	8.3	12	100
O	-	-	-	-	11	91.7	1	8.3	12	100
P	-	-	-	-	11	91.7	1	8.3	12	100
Q	1	8.3	-	-	11	91.7	-	-	12	100
R	-	-	-	-	12	100	-	-	12	100
S	-	-	-	-	11	91.7	1	8.3	12	100
T	-	-	-	-	11	91.7	1	8.3	12	100
U	-	-	-	-	11	91.7	1	8.3	12	100
V	-	-	-	-	11	91.7	1	8.3	12	100
A	2	16.7	1	8.3	7	58.3	2	16.7	12	100
B	2	16.7	1	8.3	5	41.7	4	33.3	12	100
ER	1	8.3	-	-	10	83.3	1	8.3	12	100
Sub-Total/Average	9	5.8	2	1.3	130	83.3	15	9.6	156	100
Small Schools N=9										
AR	-	-	-	-	12	100	-	-	12	100
BR	1	8.3	-	-	11	91.7	-	-	12	100
CR	-	-	-	-	12	100	-	-	12	100
DR	1	8.3	-	-	11	91.7	-	8.3	12	100
FR	-	-	-	-	12	100	-	-	12	100
GR	-	-	-	-	12	100	-	-	12	100
HR	-	-	-	-	12	100	-	-	12	100
IR	-	-	-	-	12	100	-	-	12	100
JR	-	-	-	-	12	100	-	-	12	100
Sub-Total/Average	2	1.9	-	-	106	98.1	-	-	108	100
Grand-Total/Average	42	10.9	5	1.3	300	78.1	37	9.6	384	100

The table above shows the analysis about rank or position of students' fathers at work using school size as the basis. The result of the analysis indicated that thirty-one out of the 120 students studied from large schools had fathers that were clerks in their places of work. Another three students had fathers that were administrative officers, while sixty-four other students had fathers that were directors of their various businesses. The remaining twenty-two students had teachers as their fathers.

As regards the medium schools, nine out of 156 students had clerks as fathers, two had fathers that were administrative officers, while 130 others had fathers that were directors of their individual businesses. The remaining fifteen students had teachers as their fathers.

For the last group of small schools, we have two students who had clerks as their fathers while the remaining 106 students had their fathers directing their individual business organisations. Table 17 shows the rank or positions of students mothers at work using school location.

Table 17:- Rank or Position of students' mothers at work using school location .

School	Rank or Position of students' fathers									
	Clerk	%	Admin. Officer	%	Director	%	Others	%	Total	%
Urban Schools N=12										
A	-	-	-	-	10	88.3	2	16.7	12	100
B	-	-	-	-	8	66.7	4	33.3	12	100
C	-	-	1	8.3	9	75	2	16.7	12	100
D	1	8.3	-	-	9	75	2	16.7	12	100
E	1	8.3	-	-	9	75	2	16.7	12	100
F	1	8.3	-	-	10	83.3	1	8.3	12	100
G	2	16.7	-	-	6	50	4	33.3	12	100
H	1	8.3	-	-	6	50	5	41.7	12	100
I	2	16.7	-	-	8	66.7	3	25	12	100
J	1	8.3	-	-	9	75	2	16.7	12	100
K	2	16.7	-	-	9	75	1	8.3	12	100
L	-	-	-	-	11	91.7	1	8.3	12	100
Sub-Total/Average	11	7.6	1	0.7	104	72.2	28	19.4	144	100
Semi-urban Schools N=10										
M	1	8.3	-	-	10	83.3	1	8.3	12	100
N	-	-	-	-	11	91.7	1	8.3	12	100
O	1	8.3	-	-	10	83.3	1	8.3	12	100
P	1	8.3	-	-	10	83.3	1	8.3	12	100
Q	1	8.3	-	-	11	91.7	-	-	12	100
R	-	-	-	-	12	100	-	-	12	100
S	-	-	-	-	11	91.7	1	8.3	12	100
T	-	-	-	-	11	91.7	1	8.3	12	100
U	1	8.3	-	-	10	88.3	1	8.3	12	100
V	-	-	-	-	11	91.7	1	8.3	12	100
Sub-Total/Average	5	4.2	-	-	107	89.2	8	6.7	120	100
Rural Schools N=10										
AR	-	-	-	-	12	100	-	-	12	100
BR	-	-	-	-	12	100	-	-	12	100
CR	-	-	-	-	12	100	-	-	12	100
DR	-	-	-	-	12	100	-	-	12	100
ER	-	-	-	-	11	91.7	1	8.3	12	100
FR	-	-	-	-	12	100	-	-	12	100
GR	-	-	-	-	12	100	-	-	12	100
HR	-	-	-	-	12	100	-	-	12	100
IR	-	-	-	-	12	100	-	-	12	100
JR	-	-	-	-	12	100	-	-	12	100
Sub-Total/Average	-	-	-	-	119	99.2	1	0.8	120	100
Grand Total/Average	16	4.2	1	0.3	330	85.9	37	9.6	384	100

The table above shows the analysis of the rank or position of students' mothers at their places of work based on school location. The table shows that eleven out of 144 mothers in urban schools were clerks in their places of work. It further shows that one was an administrative officer, 104 were directors in their individual businesses and twenty-eight were teachers.

The semi-urban schools showed that five mothers were clerks out of 120; 107 were directors, while eight others were teachers. The rural schools have one mother as a teacher and the remaining 109 as directors of their businesses.

On the whole, sixteen mothers representing 4.2 per cent were clerks; one or 0.3 per cent was an administrative officer, 330 or 85.9 per cent were directors, while the remaining thirty-nine or 9.6 percent were teachers. Table 18 shows ranks or positions of students' mothers at work using school size.

Table 18:- Rank or Position of students' mothers at work using school size.

School	Rank or Position of students' mothers									
	Clerk	%	Admin. Officer	%	Director	%	Others	%	Total	%
Large Schools N=13					9					
C	-	-	1	8.3	9	75	2	16.7	12	100
D	1	8.3	-	-	9	75	2	16.7	12	100
E	1	8.3	-	-		75	2	16.7	12	100
F	1	8.3	-	-	10	83.3	1	8.3	12	100
G	2	16.7	-	-	6	50	4	33.3	12	100
H	1	8.3	-	-	6	50	5	41.7	12	100
I	2	16.7	-	-	8	66.7	3	25	12	100
J	1	8.3	-	-	9	75	2	16.7	12	100
K	2	16.7	-	-	9	75	1	8.3	12	100
L	-	-	-	-	11	91.7	1	8.3	12	100
Sub-Total/ Average	11	9.2	1	0.8	86	71.7	22	18.3	120	100
Medium Schools N=13										
M	1	8.3	1	8.3	10	83.3	1	8.3	12	100
N	-	-	-	-	11	91.7	1	8.3	12	100
O	1	8.3	-	-	10	83.3	1	8.3	12	100
P	1	8.3	-	-	10	83.3	1	8.3	12	100
Q	1	8.3	-	-	11	91.7	-	-	12	100
R	-	-	-	-	12	100	-	-	12	100
S	-	-	-	-	11	91.7	1	8.3	12	100
T	-	-	-	-	11	91.7	1	8.3	12	100
U	1	8.3	-	-	10	83.3	1	8.3	12	100
V	-	-	-	-	11	91.7	1	8.3	12	100
A	-	-	-	-	10	83.3	2	16.7	12	100
B	-	-	-	-	8	66.7	4	33.3	12	100
ER	-	-	-	-	11	91.7	1	8.3	12	100
Sub-Total/ Average	5	3.2			136	87.2	15	9.6	156	100
Small Schools N=9										
AR	-	-	-	-	12	100	-	-	12	100
BR	-	-	-	-	12	100	-	-	12	100
CR	-	-	-	-	12	100	-	-	12	100
DR	-	-	-	-	12	100	-	-	12	100
FR	-	-	-	-	12	100	-	-	12	100
GR	-	-	-	-	12	100	-	-	12	100
HR	-	-	-	-	12	100	-	-	12	100
IR	-	-	-	-	12	100	-	-	12	100
JR	-	-	-	-	12	100	-	-	12	100
Sub-Total/ Average	-	-	-	-	108	100	-	-	108	100
Grand Total/ Average	16	4.2	1	0.3	330	85.9	37	9.6	384	100

Using the basis of school size as illustrated in the table above, it was found that eleven of the 120 mothers from large schools were clerks, one was an administrative officer, eighty six were directors while, twenty were teachers. The medium schools showed five mothers as clerks, 136 as directors, while fifteen others were teachers.

Moreover , all the 108 mothers from small schools were directors of their own business ventures. Table 19 shows fathers annual income on the basis of school location.

Table 19:- Students' fathers annual income on the basis of school location.

School Areas	Fathers' Annual Income							
	Less than #20,000	%	#20,001-#50,000	%	#50,001-#80,000	%	Total	
Urban Schools	13	7.0	104	72.2	27	18.8	144	100
Semi-urban schools	46	30.3	58	48.3	16	13.3	120	100
Rural schools	73	60.8	42	35	5	4.2	120	100
Total/ Average	132	34.4	204	53.1	48	12.5	384	100

The table above shows students' fathers annual income on the basis of school location. Out of a total of 144 students studied in urban area, thirteen of them had fathers with income of less than #20,000, 104 had fathers with income between #20,001 and #50,000, while twenty seven fathers were realising an income of between #50,001 and #80,000. The corresponding number of fathers for these levels of income at the semi-urban areas were forty six, fifty eight and sixteen students respectively while figures for rural areas were seventy three, forty two and five students respectively.

On the whole, 132 or 34.4 per cent of the students had parents with income less than #20,000 per annum, 204 or 53.1 per cent had fathers with income between #20,001 and #50,000 and the remaining 48 students or 12.5 per cent had fathers with income between #50,001 and #80,000 per annum. Table 20 shows students' fathers annual income on the basis of school size.

Table 20 :- Students' fathers annual income on the basis of school size.

School Area	Fathers' Annual Income						Total	%
	Less than #20,000	%	#20,001 - #50,000	%	#50,001 - #80,000	%		
Large schools	28	23.3	77	64.2	15	12.5	120	31.3
Medium schools	57	36.5	88	56.4	11	7.1	156	40.6
Small schools	68	63	37	34.3	3	2.8	108	28.1
Grand Total/ Average	153	39.8	202	52.6	29	7.6	384	100

The table above contains the analysis of the students' fathers income per annum based on school size. It was found that twenty eight students from large schools out of 120 students had fathers with annual income of less than #20,000. Another seventy-seven students had fathers with annual income between #20,001 and #50,000 while the remaining fifteen students had fathers with income between #50,001 and #80,000. Proportionally, the medium schools showed fifty-seven students, eighty-eight students and eleven students out of 156 students for the three levels of income respectively. Concerning the small schools, sixty-eight students had fathers with less than #20,000 as annual income, thirty-seven students had fathers with between #20,001 and #50,000 while the remaining three students from the 108 students studied had fathers with between #50,001 and #80,000 as annual income.

On the whole, 153 students had fathers with less than #20,000 as annual income, 202 had fathers with income between #20,001 and #50,000, while the remaining twenty nine students had fathers with income between #50,001 and #80,000. The average showed 39.8 percent, 52.6 percent and 7.6 percent respectively. Table 21 shows students' mothers annual income on the basis of school size and location.

Table 21: Students' mothers annual income on the basis of school size and location.

School size/ Location	Mothers' Annual Income							Total	%
	Less than #20,000	%	#20,001 - #50,000	%	#50,001 - #80,000	%			
Urban	33	22.9	96	66.7	15	10.4	144	100	
Semi-urban	62	51.7	52	43.3	6	5.0	120	100	
Rural	81	67.5	36	30	3	2.5	120	100	
Total/Average	176	45.8	184	47.9	24	6.3	384	100	
Large	28	23.3	84	70	8	6.7	120	100	
Medium	66	42.3	79	50.6	11	7.1	156	100	
Small	76	70.4	30	27.8	2	1.9	108	100	
Total/Average	170	44.3	193	50.3	21	5.5	384	100	

The analysis in table 21 shows that 45.8 per cent of the students studied on the basis of school location had mothers with annual income of less than #20,000. Furthermore, 47.9 per cent of the students had mothers that have annual income between #20,001 and #50,000, while only 6.3 per cent of the students had mothers with annual income between #50,001 and #80,000. Considering the basis of the school size, 44.3 per cent of the students had mothers with less than #20,000 annual income, 50.3 per cent with income between #20,001 and #50,000, while the remaining 5.5 per cent had mothers with annual income between #50,001 and #80,000. Table 22 shows availability of certain household facilities of students' homes on the basis of school location.

Table 22: Availability of certain household facilities of students' homes on the basis of school location

		URBAN				SEMI - URBAN				RURAL				TOTAL				AVG.
S/N	Household facilities	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	
1	Black and White T.V.	44	30.6	100	69.4	27	22.5	93	77.5	13	10.8	107	89.2	84	21.9	300	78.1	
2	Refrigerators	56	38.9	88	61.1	33	27.5	87	72.5	16	13.3	104	86.7	105	27.3	279	72.7	
3	Air-conditioners	3	2.1	141	97.9	-	-	120	100	-	-	120	100	3	0.8	381	99.2	
4	Steward	37	25.7	107	74.3	15	12.5	105	87.5	3	2.5	117	97.5	55	14.3	329	85.7	
5	Gardener	3	2.1	141	97.9	-	-	120	100	-	-	120	100	3	0.8	381	99.2	
6	House help	17	11.8	127	88.2	3	2.5	117	97.5	-	-	-	-	20	5.2	364	94.8	
7	Colour Television	19	13.2	125	86.8	3	2.5	117	97.5	-	-	-	-	22	5.7	362	94.3	

Table 22 contains the analysis of the availability of certain household facilities at the homes of the students on the basis of school location. The analysis shows that 21.9 per cent of the entire students had black and white television at home, while 78.1 per cent did not have, 27.3 per cent had refrigerators, while 72.7 per cent did not have. 0.8 per cent had air conditioner while 99.2 per cent did not have, 14.3 per cent had steward, while 85.7 did not have; 0.8 per cent had gardener, while 99.2 percent did not have; 5.2 per cent had other house helps, while 94.8 per cent did not have and 5.7 per cent had colour television, while 94.3 per cent did not have. Table 23 shows the availability of certain household facilities of students' homes on the basis of school size.

Table 23:- Availability of certain household facilities of students' homes on the basis of school size.

S/N	Household facilities	Large				Medium				Small				Total		Avg. %	
		Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	Black and White T.V.	38	31.7	82	68.7	35	22.4	121	77.6	11	102	97	89.8	84	21.9	300	78.1
2	Refrigerators	46	38.5	74	61.7	45	28.8	111	71.2	14	13	94	87	105	27.3	279	72.7
3	Air-conditioners	2	1.7	118	98.3	1	0.6	155	99.4	-	-	108	100	3	0.8	381	99.2
4	Steward	31	25.8	89	74.2	22	14.1	134	85.9	2	1.9	106	98.1	33	14.3	329	85.7
5	Gardener	3	2.5	117	97.5	-	-	156	100	-	-	108	100	3	0.8	381	99.2
6	House help	14	11.7	106	88.3	6	3.8	150	96.2	-	-	108	100	20	5.2	364	94.8
7	Colour Television	15	12.5	105	87.5	7	4.5	149	95.5	-	-	108	100	22	5.7	362	94.3

Avg. = Average

The table above shows the proportional appearance of certain household facilities in students' homes on the basis of school size. The frequency of the facilities as indicated on the table is similar to what obtains when school location was used to analyse the facilities of teachers in the basis of school location and size. Table 24 shows the sex of teachers on the basis of school location and size.

Table 24:- Sex of teachers on the basis of school location and size.

School location	Male	%	Female	%	Total	%	Size	Male	%	Female	%	Total	%
Urban schools	60	62.5	36	37.5	96	100	Large	51	63.8	29	36.2	80	100
Semi-urban schools	56	70	24	30	80	100	Medium	70	67.3	34	32.7	104	100
Rural schools	58	72.5	22	27.5	80	100	Small	53	73.6	19	26.4	72	100
Total Average	174	68	82	32	256	100	Total/ Average	174	68	82	32	256	100

The table above is the analysis of sex of teachers on the basis of school location and size. The analyses indicate that ninety six of the 256 teachers studied were from urban schools, eighty one from semi-urban schools, while the remaining eighty one were from rural schools. Concerning the analysis on the basis of school size, it is evident from the table that eighty of the entire teachers studied belong to the large schools, 104 belonged to the medium schools, while the remaining seventy two belonged to the small schools. On the whole, 68 per cent of the teachers were males, while the remaining 32 per cent were females. Table 25 shows the age of teachers on the basis of location and size.

Table 25:- Age of teachers on the basis of school location and size.

School Ages of Teachers

location	Below 30	%	30 - 40	%	Above 40	%	Total	%
Urban	17	17.7	33	34.4	46	47.9	96	100
Semi-urban	15	18.8	39	48.8	26	32.5	80	100
Rural	23	28.8	40	50	17	21.3	80	100
Total/ Average	55	21.5	112	43.8	89	34.8	256	100
School size								
Large	14	17.5	28	35	38	47.5	80	100
Medium	21	20.2	48	46.2	35	33.7	104	100
Small	20	27.8	36	50	16	22.2	72	100
Total/ Average	55	21.5	112	43.8	89	34.8	256	100

The table above represents the frequency of teachers on the basis of their ages with respect to school location and size. On the whole, 55 of the teachers were aged

below 30years, 112 were aged between 30 and 40 years while 89 others were aged above 40 years. These proportions represent 21.5 per cent; 48.3 per cent and 34.8 per cent respectively. Table 26 shows the educational qualification of teachers on the basis of school location and size.

Table 26:- Educational qualifications of teachers on the basis of school location and size.

School		Qualifications of Teachers								
location	B.A B.Sc Ed.	%	B.A B.Sc	%	H N D	%	N C E	%	T o t a l	%
Urban	37	38.5	19	19.8	8	8.3	32	33.3	96	100
Semi urban	27	33.8	13	16.2	11	13.8	29	36.2	80	100
Rural	11	13.8	13	16.2	7	8.8	49	61.2	80	100
Total/ Average	75	29.3	45	17.6	26	10.2	110	43	256	100
School size										
Large	31	38.8	16	20	6	7.5	27	33.8	80	100
Medium	35	33.7	19	18.3	14	13.5	36	34.6	104	100
Small	9	12.5	10	13.9	6	8.3	47	65.3	72	100
Total/ Average	75	29.3	45	17.6	26	10.2	110	43	256	100

The table above shows the qualifications of teachers on the basis of school location and size. The table shows that seventy five graduate teachers with teaching qualifications were sampled, forty five teachers without teaching qualifications were also sampled, while twenty six Higher National Diploma (HND) graduate were also studied. The remaining 110 teachers sampled were Nigerian Certificate in Education (NCE) holders. Table 27 shows the number of teachers' years of teaching experience for the teachers used for the study.

Table 27:- Numbers of years of teaching experience of teachers based on school location and size.

School	Years of Teaching Experience									
location	1 - 5	%	6 - 10	%	11 - 15	%	Above 15	%	Total	%
Urban	9	9.4	19	19.8	36	37.5	32	33.3	96	100
Semi-urban	12	15	15	18.8	31	38.8	22	27.5	80	100
Rural	19	23.8	33	41.3	16	20	12	15	80	100
Total/ Average	40	15.6	67	26.2	83	32.4	66	25.8	256	100
School size										
Large	8	10	16	20	30	37.5	26	32.5	80	100
Medium	15	14.4	21	20.2	38	36.5	30	28.8	104	100
Small	17	23.6	30	41.7	15	20.8	10	13.9	72	100
Total/ Average	40	15.6	67	26.2	83	32.4	66	25.8	256	100

From table 27, it was found that 15.6 per cent of the 256 teachers sampled for the study had between one and five years of teaching experience, 26.2 per cent had between six and ten years teaching experience, 32.4 per cent had between eleven and fifteen years teaching experience, while the remaining 25.8 per cent had above 15years teaching experience. Table 28 shows sex of principals on the basis of location and size of schools.

Table 28:- Sex of principals on the basis of location and size of schools.

School location	Sex of principals					
	Male	%	Female	%	Total	%
Urban	9	75	3	25	12	100
Semi-urban	9	90	1	10	10	100
Rural	9	90	1	10	10	100
Total/Average	27	84.4	5	15.6	32	100
School size						
Large	8	80	2	20	10	100
Medium	11	84.6	2	15.4	13	100
Small	8	88.9	1	11.1	9	100
Total/Average	27	84.4	5	15.6	32	100

The table above shows that of the thirty two principals sampled for the study, twenty seven or 84.4 per cent of them were males while five or 15.6 per cent were females. Table 29 shows the age of principals on the basis of school location and size.

Table 29:- Age of principals on the basis of school location and size.

School location	Age of Principals							
	Below 40	%	41-50	%	51-60	%	Total	%
Urban	-	-	4	33.3	8	66.7	12	100
Semi-urban	-	-	4	40	6	60	10	100
Rural	1	10	6	60	3	30	10	100
Total/Average	1	3.1	14	43.8	17	53.1	32	100
School size								
Large	-	-	4	40	6	60	10	100
Medium	-	-	5	46.2	8	53.8	13	100
Small	1	11.1	5	55.6	3	33.3	9	100
Total/Average	1	3.1	14	43.8	17	53.1	32	100

The table above shows the frequency of principals as regards their ages with respect to school location and size. The frequency table shows that one principal from the rural/small schools was still less than forty years; fourteen principals or 43.8 per cent of the principals were between forty one years and fifty years, while the remaining seventeen principals or 53.1 per cent of the entire principals sampled were between fifty one years and sixty years. Table 30 shows the number of years of administrative experience of principals based on school location and size.

Table 30:- Number of years of administrative experience of principals based on school location and size.

School location	Principals' years of Experience									
	1-5	%	6-10	%	10-15	%	Above 15	%	Total	%
Urban	-	-	3	25	7	58.3	2	16.7	12	100
Semi-urban	-	-	4	40	6	60	-	-	10	100
Rural	1	10	7	70	2	20	-	-	10	100
Total/ Average	1	3.1	14	43.8	15	46.9	2	6.3	32	100
School size										
Large	-	-	3	30	6	60	1	10	10	100
Medium	-	-	4	30.8	8	-	1	-	13	100
Small	1	11.1	7	77.8	1	11.1	-	-	9	100
Total / Average	1	3.1	14	43.8	15	46.9	2	6.3	32	100

The table above shows the frequency distribution of principals concerning their years of administrative experience. From the tables, there was one principal with his years of experience between one and five years, fourteen principals had between six and ten years as their periods of administrative experience; fifteen principals had between eleven to fifteen years while only two principals had over fifteen years, of

administrative experience. Table 31 shows the availability of school instructional facilities on the basis of school location and size.

Table 31:- Availability of school instructional facilities based on school location and size.

School	Rate of Availability of instructional facilities					Total/ Average
	0-20%	21%-40%	41%-60%	61%-80%	81%-100%	
School location						
Urban	-	2	5	5	-	12
Semi-urban	-	3	5	2	-	10
Rural	2	5	3	-	-	10
Total/ Average	2	10	13	7	-	32
School size						
Large	-	2	3	5	-	10
Medium	-	3	8	2	-	13
Small	2	5	2	-	-	9
Total / Average	2	10	13	7	-	32

School instructional facilities were seen on the basis of instructional facilities meant to teach some subjects, the absence of which will not allow for effective teaching. The subjects on which facilities were examined on the basis of the rate of availability include Basic Electronics, Applied Electricity, Technical Drawing, Building Technology, Metal work, Auto Mechanic, Home Economics/ food and Nutrition, Wood works as well as Fine and Applied Arts. The details of these facilities can be found under the Appendices. Even though it was evident during the study that not all the subjects were offered by all the schools, the rate of availability was done on the basis of which subjects were available per school and the rate of availability for each of the facilities. The rate of availability was determined by relating the available facilities with the number of students expected to use each facility, using simple percentages.

At the end of the analysis, it was found that two schools had just not more than 20 per cent of the facilities they were expected to have for effective teaching of the subjects stated, ten schools had between 21 per cent and 40 per cent, thirteen schools had facilities between 41 per cent and 60 per cent, while the remaining seven schools had facilities between 61 per cent and 80 per cent.

Analysis of Institutional Factors Influencing Performance Using A Simple Factorial Analysis.

Table 32: Analysis of students factors based on personal information and socio-economic status of students' parents and age group of teachers.

Source of Variation	Sum of Squares	DF	Mean Square	F-Ratio	Significant F	Table Value
Age of Teachers	2190.12	2,253	1095.06	8.4223	0.0003	3.00

Significance level $P < 0.05$

From the table above, the values of F - ratio for the age of teachers is 8.4223 while the table value is 3.0. The results therefore show that only the age of teachers has significant influence on the performance of students in the SSCE while other factors showed no significant difference at 5 per cent level of significance.

**Table 33: Students\Teachers\Principals factors On the interest of teachers to his \
her job.**

Source of Variation	Sum of Squares	DF	Mean Square	F Ratio	Significant F	Table Value
Friendly, cheerful, warm and show concerns	643.68	2	321.837	1.179	0.310	3.00
Is sympathetic, Patient, Courteous and tactical	145.87	2	72.936	0.267	0.766	3.00
Is prompt, responsible and gives attention	222.249	2	111.119	0.407	0.666	3.00
Gives extra help to Students	1182.62	4	295.654	1.083	0.366	2.37
come to school punctually	945	3	314.999	1.153	0.329	2.60
Appear easy to approach to his students.	533.7	4	133.425	0.489	0.744	2.37
Gives close personal supervision to students	392.689	2	196.345	0.719	0.488	3.00
Communicate with pupils on their level of understanding	325.11	1	325.113	1.190	0.277	3.84
Has good work habits	9.49	1	9.486	0.035	0.852	3.84
Converses with pleasant voice	301.89	2	150.945	0.553	0.576	3.00
Main Effect	4702.28	23	204.447	0.749	0.791	1.46
Residual	56256.7	360	273.091			
Shows interest in other subjects	2186.37	2	1093.19	6.022	0.003	3.00
Has ability to stimulate intellectuals	1585.3	4	396.32	2.183	0.072	2.37
has concern for students	832.68	3	277.56	1.529	0.208	2.60
Stimulates student interest in the subject	2004.31	2	1002.15	5.52	0.005	3.00
Motivate students to their best.	12866.19	1	12866.1	70.87	0.000	3.84
Allow students to freely ask questions	21.532	2	10.77	0.059	0.942	3.00
Evaluates self and welcomes professional evaluation	253.04	2	126.52	0.697	0.499	3.00
Accepts reasonable and fair share of work with extra curricular activities	2355.76	4	588.94	3.244	0.013	2.37
Supports the total school programme	639.41	3	213.14	1.174	0.321	2.60
Is familiar with current trend in the subject area	79.48	1	79.48	0.438	0.509	3.84
Main Effect	22823.95	24	951	5.238	0.000	1.46
Residual	36853.8	359	181.55			
Is willing to try new method of teaching	408.12	3	136.04	0.519	0.67	2.60
Continues professional training	1471.71	2	735.86	2.808	0.062	3.00
Recognises the responsibility to inform Parents of each child progress in school	904.98	2	452.49	1.727	0.18	3.00
Main Effect	2784.81	7	397.83	1.518	0.162	2.01
Residual	58174.1	376	262.05			

$P < 0.05$

From the table above, it is evident that only four factors had significant influence on performance of students at 5 per cent level of significance. These four factors are:

- (1) Teacher's showing interest in other subjects.
- (2) Teacher's ability to stimulate students interest in the subject he teaches.
- (3) Teacher's ability to motivate students to put in their best.
- (4) Teacher's acceptance of a reasonable and fair share of work with extra curricular activities.

The above four factors have F-ratio values of 6.022; 5.52; 70.87 and 3.244 with a corresponding table values of values of 3.00; 3.00 ; 3.84 and 2.37 at 2,359; 2,359; 1,359 and 4,359 degrees of freedom(d.f). All other factors analysed show no significant influence at 5 per cent level of significance as they all have their table values higher than their F-ratio values.

Table 34: Analysis of teacher's factors based on their personal information.

Source of Variation	Sum of Squares	DF	Mean Square	F Ratio	Significant F	Table Value
Educational Qualification of Teachers.	537.401	3	537.401	4.218	0.041	2.60
Number of years of teaching experience	1907.674	3	953.84	7.487	0.001	2.60
Sex of teachers	871.203	1	290.4	2.12	0.0994	3.84
Main Effect	2727.52	6	909.17	7.137	0.000	2.10
Residual	25351.65	249	127.395			

P < 0.05

From the table above, it is evident that the f-ratio values of three factors were educational qualifications of teachers (4.218); numbers of years of teaching experience (7.487) and Sex of teachers (2.12) while their corresponding table values were 2.60; 2.60 and 3.84 respectively.

From the analysis, it was found that the f-ratio values of teachers educational qualification and teachers' years of teaching experience were higher than their respective table values, while the table value of teachers' sex was found to be higher

than its f-ratio value. It therefore shows that, teachers qualification and years of experience have significant influence on the academic performance of students in the SSCE while sex has no significant influence on academic performance of students in the SSCE.

Table 35:- Post hoc comparison of difference in school performance between age groups of teachers.

Pair Group	Respective Mean	Mean difference	S	Significance
1x2	37.32, 41.78	4.46	4.83	Not significant
1x3	37.32, 46.45	9.12	5.00	Significant
2x3	41.18, 46.45	4.66	4.14	Significant

$P < 0.05$

Where Group1=Age below 30 years

Group2=30-40 years

Group3=Above 40 years

From the table above, the respective mean difference between groups 1x2; 1x3 and 2x3 were 4.46; 9.12 and 4.66 while their corresponding S values were 4.83; 5.00 and 4.14.

It is evident from the above that age groups 1x3 and 2x3 significantly differed as their mean differences of 9.12 and 4.66 were greater than the S values of 5.00 and 4.14 respectively. The first pair wise comparison (i.e. 1x2) was not statistically significant at $P < 0.05$.

This implies that the performance function of teachers was found to be significant at age group 30 - 40 years and 40years and above.

$P < 0.05$

Where Group1=Undecided response

Group2=Agreed response

Group3=Srongly Agreed response

Table 36: Post hoc comparison of difference in school performance between teachers who motivate students to do their best.

Pair Group	Respective Mean	Mean Difference	S	significant
1x2	35.8,52.91	17.11	10.68	significant

$P < 0.05$

The Mean difference in the above table is 17.11 while the S value is 10.68. This results shows that teachers motivation of students for their best has significant difference with performance within the two groups at $P < 0.05$.

Table 37: Post hoc comparison of Differences In school Performance Between Teachers Levels of Qualifications.

Pair Group	Respective Mean	Mean Difference	S	Significant
1x2	54.34,42.93	11.41	6.78	Significant
1x3	54.34,41.58	12.76	7.75	Significant
1x4	54.34,41.17	13.17	5.09	Significant
2x3	42.93,41.58	1.35	8.68	Not Significant
2x4	42.93,41.17	1.76	6.42	Not Significant
3x4	41.58,41.17	0.41	7.44	Not Significant

$P < 0.05$

Where Group1=Graduate with teaching qualification

Group2=Graduate without teaching qualification

Group3=H.N.D. holders

Group4=N.C.E. holders

The results of the table above show that the respective mean differences between groups 1x2; 1x3; 1x4; 2x3; 2x4 and 3x4 were 11.41; 12.76; 13.17; 1.35; 1.76 and 0.41, while their corresponding S values were 6.78; 7.75; 5.09; 8.68; 6.42 and 7.44. It is evident from the above that teachers educational qualifications between groups 1x2; 1x3 and 1x4 significantly differed as their Mean differences of 11.41; 12.76 and 13.17 were

greater than the S values of 6.78; 7.75 and 5.09 respectively. Other pair wise comparisons were not statistically significant at $P < 0.05$.

Table 38: Multiple classification analysis of factors of socio-economic status.

Variable + Category	N	Unadjusted Deviation	Unadjusted Eta	Adjusted Independent Deviation	Adjusted Beta
Fathers' Educational Level					
Primary Six	144	- 0.05		0.04	
School Certificate	93	1.36		1.78	
OND\NCE	48	- 5.59		- 6.81	
HND/B.A./B.Sc.	27	8.48		- 6.85	
M.Ed.	2	- 0.14		0.79	
			0.13		0.15
Mothers' Educational Level					
Primary Six	139	1.00		0.81	
School Certificate	54	- 2.94		- 2.01	
OND\NCE	28	6.46		12.60	
HND/B.A./B.Sc.	12	1.26		3.54	
No Education	150	- 0.86		- 1.65	
			0.11		0.16
Fathers' Annual Income					
Less than #20,000	152	-1.35		-2.17	
Between #20,001 - #50,000	202	-3.8		-0.18	
Between #50,001 - #80,000	29	2.81		3.73	
Above #110,000	1	8.52		6.737	
			0.10		0.13
Mothers' Annual Income					
Less than #20,000	176	0.62		1.30	
Between #20,001 - #50,000	184	-1.07		-1.65	
Between #50,001 - #80,000	24	0.30		-2.02	
			0.05		0.09
Multiple R squared					0.046
Multiple R					0.214

$P < 0.05$

From the above table, it is evident that the proportion of variance (Eta Squared) in students' performance at the SSCE accounted for by the factors were: fathers' educational levels (0.0169); mothers' educational levels (0.0121); fathers' annual income (0.01) and mothers' annual income (0.0025). These values indicate that the proportion of variance in students performance accounted for by fathers' educational levels, mothers' educational levels, fathers' annual income and mothers' annual income were 1.69 per cent; 1.21 per cent; 1 per cent and 0.25 per cent respectively at 5 per cent level of significance. The Multiple Correlation Co-efficient was 0.214, while the proportion of variance in students performance at the SSCE accounted for by all the four factors and their interaction term was 4.6 per cent.

Table 39: Multiple classification analysis of factors of teachers' interest to his or her job.

Variable + Category	N	Unadjusted Deviation	Unadjusted Eta	Adjusted Independent Deviation	Adjusted for Beta
Friendly, cheerful, warm and shows consideration					
Undecided	35	0.59		0.01	
Agreed	109	2.54		2.68	
Strongly Agreed	240	-1.23		-1.21	
			0.10		0.11
Sympathetic, patient, courteous and tactful					
Undecided	18	0.36		-0.43	
Agreed	114	-1.30		-1.09	
Strongly Agreed	252	0.56		0.52	
			0.05		0.04
Is prompt, responsible and gives attention					
Undecided	20	1.70		0.23	
Agreed	124	-1.12		-1.16	
Strongly Agreed	120	0.43		-0.58	
			0.05		0.05
Gives extra help to Students					
Strongly Disagreed	8	3.40		-1.69	
Disagreed	3	-22.03		-20.67	
Undecided	35	2.82		2.27	
Agreed	134	0.38		0.19	
Strongly Agreed	204	-2.4		-0.11	
			0.14		0.13
Come to School punctually					
Disagreed	2	24.2		20.81	
Undecided	37	2.87		1.92	
Agreed	122	-2.08		1.56	
Strongly Agreed	224	0.48		0.38	
			0.13		0.11
Appear easy to approach to his students					
Strongly Disagreed	2	21.18		-18.73	
Disagreed	45	-0.73		-0.73	
Undecided	210	3.01		2.49	
Agreed	102	-0.82		-0.32	
Strongly Agreed	2	0.11		-0.06	
			0.11		0.09
Gives close personal supervision to students.					
Undecided	2	17.82		18.34	
Agreed	163	1.02		0.29	
Strongly Agreed	219	-0.90		-0.36	
			0.09		0.08
Communicate with pupils on their level					
Agreed	179	-1.49		-1.18	
Strongly Agreed	205	1.30		1.03	
			0.09		0.07
Has good work habits					
Agreed	135	0.86		0.29	
Strongly Agreed	249	-0.47		-0.16	
			0.04		0.01
Converses with pleasant voice					
Undecided	104	-2.35		-1.94	
Agreed	110	1.47		0.94	
Strongly Agreed	170	0.48		0.57	
			0.09		0.07
Multiple R squared					0.077
Multiple R					0.278

$P < 0.05$

From the above, it is evident that the proportions of variance (Eta squared) in students performance at the SSCE accounted for by the factors were : friendly, cheerful, warm and shows consideration (0.01); sympathetic, patient, courteous and tactful (0.0025); prompt, responsible and gives attention (0.0025); gives extra help to students (0.0196); comes to school punctually (0.0169); appear easy to approach by his students (0.0121); gives close personal supervision to students (0.0081); communicates with pupils on their level (0.0081); has good work habits (0.0016) and converses with pleasant voice (0.0081). These values indicate that the proportion of variance in students performance in the SSCE accounted for by being friendly, cheerful, warm, and showing of consideration; sympathetic, patient, courteous and tactful; prompt, responsible and gives attention; giving extra help to students; coming to school punctually; appear easy to approach by his students; gives close personal supervision to students; communicating with pupils on their level; having good work habits and conversing with pleasant voices were 1 per cent; 0.25 per cent; 0.25 per cent; 1.96 per cent; 1.69 per cent; 1.21 per cent; 0.81 per cent; 0.81 per cent; 0.16 per cent and 0.81 per cent respectively at $P < 0.05$ level of significance. The Multiple Correlation - Co-efficient was 0.278, while the proportion of variance in students performance in the SSCE accounted for by all the ten factors and their interaction term was 7.7 per cent.

Table 40: Multiple Classification Analysis of factors of teachers interest on their job.

Variable + Category	N	Unadjusted Deviation	Unadjusted Fit	Adjusted Independent Deviation	Adjusted for Beta
shows interest in other subjects					
Undecided	28	-7.21		-4.13	
Agreed	127	3.80		3.33	
Strongly Agreed	225	-1.23		-1.36	
			0.19		0.15
Has the ability to stimulate intellectuals					
Strongly Disagreed	50	-3.00		-3.76	
Disagreed	60	-4.62		-4.71	
Undecided	67	2.78		1.54	
Agreed	87	2.22		2.51	
Strongly Agreed	119	0.43		1.28	
			0.16		0.17
Has concern for students					
Strongly Disagreed	1	-0.76		-4.80	
Undecided	38	-0.58		-4.44	
Agreed	121	2.82		3.01	
Strongly Agreed	225	-1.40		-0.80	
			0.12		0.14
Stimulates student interest in the subject					
Undecided	5	18.51		13.66	
Agreed	140	-1.09		-0.93	
Strongly Agreed	239	0.25		0.26	
			0.14		0.10
Motivates students to their best					
Agreed	118	-11.86		-11.52	
Strongly Agreed	256	5.25		5.10	
			0.49		0.47
Allows students to freely ask questions					
Undecided	5	-0.79		3.14	
Agreed	115	-0.25		1.08	
Strongly Agreed	264	0.12		-0.53	
			0.01		0.05
Evaluate self and welcomes professional evaluation					
Undecided	10	-7.29		-5.59	
Agreed	239	-0.18		-0.57	
Strongly Agreed	135	0.87		1.42	
			0.08		0.08
Accept a reasonable and fair share of work					
Strongly Disagreed	27	-1.25		-2.32	
Disagreed	79	-2.51		2.31	
Undecided	88	-4.00		-3.08	
Agreed	152	1.85		1.18	
Strongly Agreed	39	7.79		8.68	
			0.22		0.21
Supports the total school programme					
Disagreed	2	28.94		23.57	
Undecided	20	2.86		5.62	
Agreed	232	-0.45		-0.86	
Strongly Agreed	130	-0.01		0.37	
			0.13		0.13
Is familiar with current trends in the school					
Agreed	227	0.48		0.53	
Strongly Agreed	157	0.69		-0.77	
			0.04		0.04
Multiple R squared					0.382
Multiple R					0.618

P < 0.05

From the result of the multiple classification analysis above, it is evident that the proportions of variance (Eta squared) in students' performance at SSCE accounted for by the factors were: shows interest in other subjects (0.0361); has ability to stimulate intellectuals (0.0256); has concern for students (0.0144); stimulates student interest in the subject (0.0196); motivates students to their best (0.24); allows students to freely ask questions (0.0001); evaluates self and welcomes professional evaluation (0.0064); accepts reasonable and fair share of work (0.0484); supports the total school programme (0.0169) and teacher's familiarity with current trends in the school (0.0016). These values indicate that the proportions of variance in students performance in SSCE accounted for by the ten factors enumerated above were 3.61 per cent; 2.56 per cent; 1.44 per cent; 1.96 per cent; 24 per cent; 0.01 per cent; 0.64 per cent; 4.84 per cent; 1.69 per cent and 0.16 per cent respectively at 5 per cent level of significance.

The multiple Correlation Co - efficient was 0.618 while the proportion of variance in students performance in SSCE accounted for by all the ten factors and their interaction term was 38.2 per cent.

Table 41: Multiple Classification Analysis of factors of teachers' interest on their job.

Variable + Category	N	Unadjusted Deviation	Unadjusted Eta	Adjusted Independent Deviation	Adjusted for Beta
Disagreed	21	10.02		8.11	
Undecided	139	1.49		2.13	
Agreed	104	-1.00		-1.12	
Strongly Agreed	140	-0.86		-1.37	
			0.08		0.11
Continues professional training					
Undecided	110	-3.50		-4.17	
Agreed	64	3.01		3.03	
Strongly Agreed	210	0.93		1.27	
			0.14		0.17
Recognises the responsibility to inform parent each child progress in school					
Undecided	7	-12.61		-14.82	
Agreed	212	-0.37		-0.03	
Strongly Agreed	165	0.99		0.64	
			0.11		0.12
Multiple R squared					0.046
Multiple R					0.214

P < 0.05

The table above clearly shows that the proportions of variance (Eta squared) in students performance in the SSCE accounted for by the factors were : willingness to try new method of teaching (0.0064); continuation of professional training (0.0196) and recognition of the responsibility to inform parents of each child's progress in school (0.0121). These values indicate that the proportion of variance in students performance

in SSCE accounted for by willingness to try new method of teaching; continuation of professional training and recognition of the responsibility to inform parents of each child's progress in school were 0.64 per cent; 1.96 per cent and 1.21 per cent respectively at $p < 0.05$ level of significance. The Multiple Correlation Co-efficient was 0.214, while the proportion of variance in students performance in the SSCE accounted for by all the three factors and their interaction term was 4.6 per cent.

APPENDIX 2

OSUN STATE MINISTRY OF EDUCATION PLANNING, RESEARCH AND STATISTICS DEPARTMENT STATISTICS UNIT

List of secondary schools for 1993/1994/1995

Local Government Area: Ife central

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Ang. Sec. Gram. School,	Ile-Ife
2.	A.U.D. Grammar school,	Ile-Ife
3.	Community High School,	Ondo Road, Ife
4.	Community High School,	Itamarun, Ife
5.	Community High School,	Ogbagba, Ife
6.	Ehtiopia Grammar School,	Ife
7.	Idita community High School,	Ife
8.	Ife Anglican Grammar School,	Ife
9.	Ife City College,	Ile-Ife
10.	Ife Girls' High School	Ife
11.	Moremi High School,	Ile-Ife
12.	Oduduwa College,	Ife
13.	Olubuse Memorial High School,	Ife
14.	Oluorogbo High School,	Ife
15.	Ooni Girls' High School,	Ife
16.	Oranmiyan Memorial High School,	Ife
17.	St. David's Grammar School,	Ile-Ife
18.	St. John's Gram. School,	Ife
19.	St. Peter's A/C Grammar School,	Ife
20.	S.D.A. Grammar School,	Ile-Ife
21.	Urban Day Grammar School,	Ife
22.	St. Philip's Grammar School,	Ife
23.	Wanikin Grammar School,	Ife
24.	Yekemi Grammar School,	Ile-Ife
25.	Iyanfoworogi Grammar School,	Ife

Local Government Area: Olorunda

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Anglican Comm.Gram. School,	Osogbo
2.	St. Mark's Comm. high School,	Osogbo
3.	C.A.C. Comm. Gram. School,	Gbonmi, Osogbo

Local Government Area: Olorunda

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
4.	St. James Grammar School,	Ayetoro, Osogbo
5.	Islahudeen Grammar School	Oke-Oniti, Osogbo
6.	A.U.D. Grammar School,	Osogbo
7.	A.U.D. High School,	Illie
8.	Lagunle High School,	Oba
9.	Oroki Grammar School,	Osogbo
10.	Aderounnu High School,	Oba

Local Government Area: Ola-Oluwa

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Community High School,	Ajagunlaase
2.	Community Grammar School,	Ikire-Ile
3.	Irepodun Comm.Gram. School,	Asa
4.	Community Grammar School,	Ikonifin
5.	Community Grammar School,	Bode Osi
6.	Community Grammar School,	
7.	Ogbagba Comm.Gram. School,	Ogbagba
8.	Iwo-oke Community Grammar School,	Iwo-Oke

Local Government Area: Ifedayo

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Oke-Ila Grammar School,	Oke-Ila Orangun
2.	Secondary Comm. Gram. School,	Ora
3.	Oyi Ajegunle Comm. High School,	Oyi Ajegunle

Local Government Area: Odo-Otin

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Inisa Grammar School,	Inisa
2.	Secondary Commer.high School,	Inisa
3.	St. Augustine Grammar School,	Inisa
4.	Odo-Otin Grammar School,	Okuku
5.	Okoyekola High School,	Ijabe
6.	Oyan Grammar School,	Oyan
7.	Community Grammar School,	Ekosin
8.	Community High School,	
9.	Community High School,	Ora
10.	Community High School	
11.	Community High School,	Iyeku

Local Government Area: Odo-Otin

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
12.	Community High School,	
13.	Community High School,	
14.	Community High School,	Oyan
15.	Community High School,	Asi-Asaba
16.	Community High School,	Agbeye
17.	St. Peter's A/C School,	Oyan

Local Government Area: Irewole

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Ayedaade Grammar School,	Ikire
2.	Fatima College	Ikire
3.	Baptist Grammar School,	Ikire
4.	St. John's Grammar School	Ikire
5.	St. Augustine Grammar School,	Ikire
6.	Community High School,	Molarere, Ikire
7.	Community High School,	Odeyinka, Ikire
8.	Community High School,	Wasinmi, Ikire
9.	Community High School,	Oke-Ado, Ikire
10.	Akinrere High School,	Ikire
11.	African Church Grammar School,	Ikirun
12.	A.D.C. Grammar School,	Apomu
13.	St. Anthony's Grammar School,	Ikoyi
14.	Community high School,	Apomu
15.	Community High School,	Ayepe, Apomu
16.	Community High School,	Egbeda, Apomu
17.	Community High School,	Ikoyi
18.	Community High School,	Oranran
19.	Unity School,	Ikire (with boarding facilities)

Local Government Area: Ifelodun

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Akinorun Grammar School,	Ikirun
2.	African Church Grammar School,	Ikirun
3.	Orimolade Comm. Gramm. School,	Ikirun
4.	Holy Michael High School,	Ikirun
5.	Coker Memorial High School,	Ikirun
6.	Onaolapo Memorial High School,	Ikirun
7.	Community Grammar School	Obaagun

Local Government Area: Ifelodun

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
8.	Eko-Ende High School,	Eko-Ende
9.	Community high School,	Iba

Local Government Area: Ife North

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	L.A. Secondary Gramm. School,	Ipetumodu
2.	Origbo Anglican Gramm. School,	Moro
3.	Origbo Community High School,	Ipetumodu
4.	Modakeke High School,	Modakeke
5.	Our Lady's High School,	Modakeke
6.	Modakeke Islamic Gramm.School,	Modakeke
7.	C.A.C. Grammar School,	Edun-Abon
8.	Okuu Grammar School,	Ife
9.	The Apostolic Grammar School,	Modakeke
10.	Akinlalu Sec.Community College,	Akinlalu
11.	C.A.C. Community Grammar School,	Ipetumodu
12.	C&S Girls' Grammar School,	Ipetumodu
13.	Anglican High School,	Edun-Abon
14.	Community Secondary School,	Amukegun
15.	Community Grammar School,	Onibambu
16.	Community Grammar School,	Oyere Apamu
17.	The Apostolic Grammar School/B	Ipetumodu
18.	Toro Community Sec. School,	Toro
19.	United High School,	Oyere Aborisade
20.	Community High School,	Alapata Ife
21.	Community Grammar School,	Toro Road, Modakeke
22.	Community High School,	Asipa

Local Government Area: Boripe

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Amota C.H.S.	Ororuwo
2.	Baptist Secondary grammar School,	Iragbiji
3.	Oke-Iragbiji Grammar School,	Iragbiji
4.	Iragbiji Community High School,	Iragbiji
5.	Aagba Methodist High School,	Aagba
6.	Ada Sec.Comm.Grammar School,	Ada
7.	Kiriji Memorial College,	Igbajo
8.	Igbajo Community High School,	Igbajo

Local Government Area: Boripe

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
9.	Ebekun Sec. Comm Grammar School,	Iresi
10.	Community High School,	Eripa
11.	African Church Sec. Gramm. School,	Iree
12.	Baptist High School,	Iree
13.	Ajayi Memorial High School,	Ada

Local Government Area: Ife South

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Ayanbekun memorial Gramm. School	Ifetedo
2.	Ifetedo Grammar School,	Ifetedo
3.	Ifetedo High School,	Ifetedo
4.	Olode Grammar School,	Olode
5.	Baptist Grammar School,	Mefoworade
6.	St. Peter's R.C.M. Grammar School,	Olode
7.	Community Secondary School,	Alabameta
8.	Eye Nla Community High School,	Amula Saliu
9.	Osi Community High School	Osi-Sooko
10.	Community Grammar School,	Idi-Ako
11.	Aderemi Memorial College	Aye-Oba
12.	Ara Community Grammar School,	Ara Joshua
13.	Ayedun Grammar School,	Labata
14.	Community High School,	Aluti-Erin
15.	Community High School	Olugbode
16.	Community High School,	Araromi Oke-Odo
17.	repodun Grammar School,	Aye Arode
18.	L.A. Secondary Grammar School,	Ifetedo
19.	Community Secondary School	Ajebamidele/Fadehan
20.	Community Grammar School,	Omifunfu
21.	Community High Schol,	Kajola Abe

Local Government Area: Ila-Orangun

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Ila Grammar School,	Ila-Orangun
2.	Igbonnibi High School,	Ila-Orangun
3.	Anglican Grammar School,	Otan-Ayegbaju
4.	St. Thomas Grammar School,	Otan-Ayegbaju
5.	College High School,	Ila-Orangun

Local Government Area: Ila-Orangun

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
6.	Ajagun-Nla Grammar School,	Ila-Orangun
7.	Agboluaje Gramnar School,	Ila-Orangun
8.	Kajola High School,	Ajaba
9.	Isedo High School,	Ila-Orangun

Local Government Area: Iwo

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	L.A. Grammar School,	Iwo
2.	Community Grammar School,	Papa Iwo
3.	Iwo Grammar School,	Iwo
4.	St. Anthony's Grammar School,	Iwo
5.	St. Mary's Grammar School,	Iwo Elemo/Adams,Iwo
6.	Community Grammar School,	Iwo
7.	Methodist Grammar School,	Iwo
8.	Islaudeen Community High School,	Iwo
9.	Anwar-UI-Islam Grammar School,	Iwo
10.	Baptist High School,	Olupo-Iwo
11.	Baptist High School,	Iwo
12.	Baptist Grammar School,	Iwo

Local Government Area: Obokun

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Ilahun Community High School,	Ilahun
2.	Ilare community high School,	Ilare
3.	Community Grammar School,	Esa-Odo
4.	Methodist Sec. Grammar School,	Otan Ile
5.	Imesi-Ile High School,	Imesi-Ile
6.	Commercial Grammar School,	Imesi-Ile
7.	Esa-Oke Grammar School,	Esa-Oke
8.	St.Joseph's High School,	Esa-Oke
9.	Obokun Grammar School,	Ibokun
10.	L.A. Grammar School,	Ibokun
11.	Ipetu-Ile Comm. Grammar School,	Ipetu-Ile
12.	Ilase Community High School,	Ilase
13.	Ikinyinwa/Ipendan Gramm. School,	Ikinyinwa
14.	Ilumefa Community High School,	Idooke
15.	Ifelodun Comm. Grammar School,	Kilor
16.	Ibala Grammar School,	Ibala

Local Government Area: Ayedaade**S/No. Name of School****Locality Town/Village**

1.	Araromi-Owu Grammar School,	Araromi
2.	Baptist Grammar School,	Ode-Omu
3.	Community High School,	Akiriboto, Gbongan
4.	Gbongan Community High School,	Ife Road, Gbongan
5.	Community High School,	Owo-Ope, Gbongan
6.	Olufi High School, Iwo Road,	Gbongan
7.	Community High School,	Tonkere, Ode-Omu
8.	Community High School,	Wakajaye
9.	Gbongan/Ode-Omu Ang. Gramm. Schl.	Gbongan
10.	Ode-Omu High School,	Ode-Omu
11.	Orile-Owu Grammar School,	Orile-owu
12.	St David's Grammar School,	Ode-Omu
13.	St. Michael's Grammar School,	Ode-Omu
14. 9W-8	St. Patrick's Grammar School,	Gbongan
15.	St. Paul's Anglican Grammar School,	Gbongan
16. 20X	The Apostolic Grammar School,	Orile-Owu

Local Government Area: Osogbo**S/No. Name of School****Locality Town/Village**

1.	Osogbo Grammar School,	Osogbo
2.	Fakunle Comprehensive High School,	Osogbo
3.	Baptist Girls' High School,	Osogbo
4.	Ife-Oluwa Grammar School,	Osogbo
5.	St. Charles Grammar School,	Osogbo
6.	Ataoja High School,	Osogbo
7.	Muslim Grammar School,	Osogbo
8.	Laro Grammar School,	Osogbo
9.	Christ African Church Gramm. Schl.	Osogbo
10.	Timehin Grammar School,	Osogbo
11.	N.U.D. Grammar School,	Osogbo
12.	Ogidan Grammar School,	Osogbo
13.	Unity School, (Boarding facilities)	Osogbo

Local Government Area: Ayedire**S/No. Name of School****Locality Town/Village**

1.	Luther King's College,	Ile-ogbo
2.	A/C Grammar School,	Kuta Ile-Ogbo
3.	Oluponna Community High School,	Oluponna

Local Government Area: Ayedire

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
4.	Comm.GrammarSchool,	Igbotente/ Onigangan
5.	Kuta Community High School,	Kuta
6.	Community High School,	Ile-Ogbo

Local Government Area: Ilesa

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Ilesa Grammar School,	Ilesa
2.	St. Margaret's Grammar School,	Ilesa
3.	Methodist High School,	Ilesa
4.	Babalola Memorian grammar School,	Ilesa
5.	St. Lawrence Grammar School,	Ilesa
6.	George Burton Mem.Grammar School,	Ilesa
7.	Hope Grammar School,	Ilesa
8.	African Church Grammar School,	Ilesa
9.	Ilesa Muslim Grammar School,	Ilesa
10.	C & S High School,	Ilesa
11.	C.A.C. High School,	Ilesa
12.	United Ang/Methodist Grammar School,	Ilesa
13.	Obokun High School,	Ilesa
14.	Owa-Obokun High School,	Ilesa
15.	The Apostolic Comm. Grammar School,	Ilesa
16.	Ogedengbe Community High School,	Ilesa
17.	Biladu Grammar School,	Ilesa
18.	Ajimoke High School,	Ilesa
19.	Arimoro High School,	Ilesa
20.	Aromolaran Grammar School,	Ilesa
21.	Ife-Oluwa C & S Community School,	Ilesa

Local Government Area: Oriade

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
1.	Ijebu-Jesa Grammar School,	Ijebu-Jesa
2.	Urban Day Girs Grammar School,	Ijebu-Jesa
3.	Ebenezer Grammar School,	Ijeda
4.	Erinmo Community grammar School,	Erinmo
5.	Iwoye-Ijesa Grammar School,	Iwoye-Ijesa
6.	Osowusi Muslim High School,	Iloko
7.	Ere Comm. Grammar School,	Ere-Ijesa
8.	Irepodun High School,	Erin-Oke

Local Government Area: Oriade

<u>S/No.</u>	<u>Name of School</u>	<u>Locality Town/Village</u>
9.	Erin Comm. Grammar School,	Erin-Ijesa
10.	C.A.C. Community High School	Iwaraja
11.	Ipetu-Ijesa Grammar school,	Ipetu-Ijesa
12.	Aro-Odo High School,	Ipetu-Ijesa
13.	Iefosan Grammar School,	Ipetu-Ijesa
14.	keji-Ile high School,	Ikeji-Ile
15.	Ikeji-Arakeji Grammar School,	Ikeji-Arakeji
16.	Owena Comm. Grammar School,	Owena
17.	Apoti Comm. Grammar School,	Apoti
18.	Orisunbare Comm. High School,	Alaka
19.	Community Secondary School.	Dagbaja

Local Government Area : Atakumosa

<u>S/No.</u>	<u>Name of school</u>	<u>Locality Town/ Village</u>
1.	Akinyemi Memorial School.	Ifewara
2.	Atakunmosa High school.	Osu
3.	Ayegunle High School.	Alagbon
4.	Ayinrin Comm. Grammar School.	Ayinrin
5.	Eti- Oni Comm. Grammar School.	Eti- Oni
6.	Comm. High School.	
7.	Comm. Grammar School.	Igangan
8.	Comm. Secondary School.	Iperindo
9.	Comm. Secondary School.	Isolo
10.	Comm. High School.	Iwaro
11.	Comm. Secondary School.	Odogbo
12.	Comm. Grammar School.	Oke- Osin
13.	Ibodi Grammar School.	Ibodi
14.	Ifedore Comm. School.	S.B. Ojo
15.	Kajola High School.	Kajola
16.	Irepodun Comm. School.	Ise-Ijesa
17.	Ifewara High School.	Ifewara
18.	Kosile Memorial School	Itagunmodi
19.	Osu Comm. Grammar School.	Osu.
20.	Comm. High School.	Ilaa
21.	Odo- Ijesa High School.	Odo- Ijesa
22.	Comm. Grammar School.	Iwara.
23.	Oke -Bode Grammar School.	Oke-Bode
24.	Komolafe Memorial High School.	Igbadae

Local Govt. Area: Ejigbo.

<u>S/N.</u>	<u>Name of School</u>	<u>Locality/Town Village</u>
1.	Ejigbo Baptist High School.	Ejigbo
2.	A.U.D. High School, Ola Road,	Ejigbo
3.	Baptist Grammar School.	Ola
4.	Anglican Secondary Grammar School.	Ife- Odan
5.	Comm. High School.	Isoko
6.	Muslim Commercial High School.	Ola
7.	Comm. High School.	Isundunrin
8.	L.A Secondary Grammar School.	Ejigbo
9.	A.U.D. Grammar School.	Oko Road Ejigbo.
10.	Ogiyan High School.	Ejigbo
11.	Comm. High School	Idi-Igba
12.	Comm. Grammar School.	Masifa
13.	Ilawo Comm. Grammar School.	Ilawo
14.	Unity School	Ejigbo
15.	Oguro Comm. High School.	Oguro

Local Govt. Area: Ede.

<u>S/N.</u>	<u>Name of School</u>	<u>Locality/Town Village</u>
1.	Timi Agbale Grammar School.	Ede
2.	Adventist Grammar School.	Ede
3.	Sekona Grammar School.	Sekona
4.	Comm .High School.	Alajue
5.	Oba Laoye Grammar School.	Ede
6.	Agbonran Grammar School.	Ede
7.	Muslim Grammar School.	Ede
8.	Baptist High School.	Ede
9.	C.A.C .Grammar School.	Ede
10.	Ansar -Ul -Islam Grammar School.	Ede

Local Govt. Area :Irepodun.

<u>S/N.</u>	<u>Name of School</u>	<u>Locality/Town Village</u>
1.	Secondary Commercial Grammar School.	Ilobu
2.	St.Paul's Grammar School.	Ilobu
3.	A.U.D .Grammar School.	Ilobu
4.	Erin Comm. Grammar School.	Erin-Osun
5.	Ifon-Erin Comm. High School.	Ifon-Osun
6.	Orolu Comm. High School.	Ifon-Osun

Local Govt. Area : Egbedore

<u>S/N. Name of School</u>	<u>Locality/Town Village</u>
1. Baptist Secondary Grammar School.	Ara
2. Ido-Osun Comm.High School.	Ido-Osun
3. Iragberi Grammar School.	Iragberi
4. Community High School.	Iwoye
5. Okinni Grammar School.	Okinni.

Source: Ministry of Education Annual Compilation of Secondary Schools in Osun State,
Osun State Government, 1995, Osun State of Nigeria.

APPENDIX 3

SCHOOLS USED ON THE BASIS OF LOCATION.

URBAN SCHOOLS

S/N. CODE

1.	A
2.	B
3.	C
4.	D
5.	E
6.	F
7.	G
8.	H
9.	I
10.	J
11.	K
12.	L

SCHOOLS

Urban Day Grammar School, Ife.
A.U.D. Grammar School, Oshogbo.
Modakeke High School, Modakeke.
The Apostolic Grammar School, Modakeke
Muslim Grammar School Oshogbo.
Atoja High School, Oshogbo
Babalola Memorial Grammar School, Ilesha.
St Lawrences Grammar School Ilesha.
Agbonran Grammar School, Ede
Timi Agbale Grammar School, Ede
Akinorun Grammar School, Ikirun
Methodist Grammar School, Iwo.

SEMI URBAN SCHOOLS

S/N CODE

1.	M
2.	N
3.	O
4.	P
5.	Q
6.	R
7.	S
8.	T
9.	U
10.	V

SCHOOLS

Atakumosa High School, Osu.
St Pauls Grammar School, Ilobu.
Olufi High School, Gbongan.
Luther Kings College, Ile-Ogb
Inisa Grammar School, Inisa.
Oyan Grammar School, Oyan.
Ayedaade Grammar School, Ikire.
Community High School, Apomu.
Ayanbeku Memorial Grammar School Ifetedo
Community High School, Ile-Ogbo.

RURAL SCHOOLS

S/N CODE

1.	AR
2.	BR
3.	CR
4.	DR
5.	ER

SCHOOLS

Wanikin Grammar School, Wanikin.
St Peters RCM Grammar School, Olo
Aderemi Memmorial College, Ayeoba
Ibodi Grammar School, Ibodi
Timehin Grammar School, Osho

RURAL SCHOOLS

<u>S/N</u>	<u>CODE</u>	<u>SCHOOLS</u>
6.	FR	Community High School, Wakajaiye.
7.	GR	Toro Community Secondary School, Toro
8.	HR	Community Grammar School, Iwo
9.	IR	Ibala Grammar School, Ibala.
10.	JR	A/C Grammar School, Ile-Ogbo.

APPENDIX 4

SCHOOLS USED ON THE BASIS OF SIZE.

LARGE SCHOOLS

<u>S/N</u>	<u>CODE</u>
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1.	C
2.	D
3.	E
4.	F
5.	G
6.	H
7.	I
8.	J
9.	K
10.	L

SCHOOLS

Modakeke High School, Modakeke.
The Apostolic Grammar School, Modakeke
Muslim Grammar School, Oshogbo
Ataoja High School, Oshogbo.
Babalola Memorial Grammar School, Ilesha
St. Lawrence Grammar School, Ilesha.
Agbonran Grammar School, Ede.
Timi Agbale Grammar School, Ede.
Akinorun Grammar School, Ikirun
Methodist Grammar School, Iwo.

MEDIUM SCHOOLS

<u>S/N</u>	<u>CODE</u>
------------	-------------

1.	M
2.	N
3.	O
4.	P
5.	Q
6.	R
7.	S
8.	T
9.	U
10.	V
11.	A
12.	B
13.	ER

SCHOOLS

Atakumosa High School, Osu.
St. Paul's Grammar School, Ilobu
Olufi High School, Gbongan.
Luther Kings College, Ile-Ogbo
Inisha Grammar School, Inisha
Oyan Grammar School, Oyan
Ayedaade Grammar School, Apomu
Community High School, Apomu
Ayanbeku Memorial Grammar School, Ifetedo
Community High School, Ile-Ogbo
Urban Day Grammar School, Ifetedo
A.U.D. Grammar School, Oshogbo
Timehin Grammar School, Oshogbo

SMALL SCHOOLS

<u>S/N</u>	<u>CODE</u>
------------	-------------

1.	AR
2.	BR
3.	CR
4.	DR

SCHOOLS

Wanikin Grammar School, Wanikin.
St. Peters R.C.M. Grammar School, Olode
Aderemi Memorial College, Ayeoba
Ibodi Grammar School, Ibodi

5. SMALL SCHOOLS

<u>S/N</u>	<u>CODE</u>
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5.	FR
6.	GR
7.	HR
8.	IR
9.	JR

SCHOOLS

Community High School, Wakajaiye
Toro Community Secondary School, Toro.
Community Grammar School, Iwo
Ibala Grammar School, Ibala
A/C Grammar School, Kuta, Ile-Ogbo.

Schools were classified in the study based on the state's categorisation (Osun State) for schools. Schools of over 2,000 students are classified as large schools. Schools of 1000 - 2000 students were classified as medium schools and schools of less than 1000 students were classified as small schools.

APPENDIX 5

S/N	Local Government Area	Urban	Semi-urban	Rural	Total
1	Ife central-	22	-	3	25
2.	Olorunda-	7	2	1	10
3.	Ola-Oluwa	-	3	5	8
4	Ifedayo	-	1	2	3
5	Odo Otin	-	9	8	17
6.	Irewole	-	13	6	19
7.	Ifelodun	6	-	3	9
8.	Ife North	5	8	9	22
9.	Boripe	-	7	6	13
10.	Ife South	-	4	17	21
11.	Ila Orangun	6	2	1	9
12.	Iwo	9	1	2	12
13.	Obokun	-	8	8	16
14.	Ayedaade	-	13	3	16
15.	Oshogbo	13	-	-	13
16.	Ayedire	-	4	2	6
17.	Ilesha	21	-	-	21
18.	Oriade	-	10	9	19
19.	Atakumosa	1	4	19	24
20.	Ejigbo	-	8	7	15
21.	Ede	8	1	1	10
22.	Irepodun	-	6	-	6
23.	Egbedore	-	1	4	5
	Total	97	106	116	319

The classification from the table above was to ensure that schools were not picked haphazardly with bias interest. Efforts were also made to spread the schools used for the study throughout the state taken into consideration schools setting and size. However, cognisance was also taken of the fact that schools have to be categorised on the basis of size. Taking into consideration all these factors, twelve schools were finally randomly selected from ninety seven schools in urban areas, ten schools from 106 in semi-urban areas while the remaining ten were picked from the rural schools out of 116.

APPENDIX 6

Influence of Institutional factors on students performance in state secondary schools in Osun.

STUDENTS' QUESTIONNAIRE

PART 1 - Personal Information.

INSTRUCTION:- Below you are asked for certain information about your own background. Such personal information is needed to be able to analyse opinion regarding the relationship between certain institutional factors and the performance of students in SSCE. All information given will remain anonymous and strictly confidential.

Please put a (✓) in the appropriate box as it related to you..

- (1) Sex (i) Male Female
(2) Age (i) 15 - 18 Above 18
(3) Type of school (i) All boys (ii) All girls
(iii) CO-educational
(4) Your school location (i) Rural (ii) Semi-urban
(iii) Urban

PART II - Socio-economic Status

- A. (a) Name
(b) Sex
(c) Age
(d) Home Address
(e) Whom do you live with?
(i) Both parents (ii) One parent
(iii) Relations (iv) Non Relation

B For each of the questions below, tick (✓) the appropriate answer. No answer is wrong.

1. What is the educational level of your father?
(a) Primary Six (b) School certificate
(c) OND/NCE (d) University Graduate (B.A or B.Sc.)
(e) M.Ed./M.Sc./M.A.
(f) Others, Please indicate
2. What is educational level of your mother?
(a) Primary Six (b) School certificate
(c) M.Ed./M.Sc./M.A.

- (e) OND/NCE (d) University Graduate (B.A. or B.Sc)
 (e) Others please indicate
3. Who is your Father's employer ?
 (a) Civil Service (b) Company
 (c) Self (d) University
 (e) Others, please indicate
4. Who is your Mother's employer ?
 (a) Civil Service (b) Company
 (c) Self (d) University
 (e) Others, please indicate
5. What rank or position does your father hold at work ?
 (a) Clerk (b) Executive Officer
 © Administrative Officer (d) Manager
 (e) Director
 (f) Others please indicate
6. What rank or position does your mother hold at work ?
 (a) Clerk (b) Executive Officer
 © Administrative Officer (d) Manager
 (d) Director
 (e) Others please indicate
7. What is your fathers' annual income ?
 (a) Less than #20,000
 (b) Between #20,001 and #50,000
 (c) Between #50,001 and #80,000
 (d) Between #80,001 and #110,000
 (e) Above #110,000
8. What is your mothers' annual income ?
 (a) Less than #20,000
 (b) Between #20,001 and #50,000
 (c) Between #50,001 and #80,000
 (d) Between #80,001 and #110,000
 (e) Above #110,000
9. In your home do you have
 (a) Black and white T.V set (Yes No)
 How many ?.....
 (b) Refrigerators (Yes No)
 How many ?.....
 © Air conditioners (Yes No)
 How many ?.....
 (d) Stewards (Yes No) How many ?
 (e) Gardener (Yes No) How many?.....
 (f) Other house help (Yes No)

How many ?.....
 (g) Colour Television (Yes No)
 How many ?.....

PART III - Teachers' Interest of his or her Job as observed by the students.

INSTRUCTION: Each item below is measuring the level of interest of your teacher towards his or her job as a classroom teacher. You are to put a (✓) in the appropriate column as it relates to your personal assessment of the teachers' interest in his job.

ITEM	RESPONSE				
	Strongly Agreed	Agreed	Un-decided	Dis-agree	Strongly Disagreed
1. Is friendly, cheerful warm and shows consideration for others.					
2. Is sympathetic, patient, courteous and tactful					
3. Is prompt, responsible and gives attention to details					
4. Give extra help to students.					
5. Comes to school punctually.					
6. Appear easy to approach to his or her students.					
7. Gives close personal supervision of students' progress.					
8. Communicate with pupils on their level of understanding.					
9. Has good work habits.					
10. Converses with a pleasant voice.					

11. Shows interest in other subjects.					
12. Has ability to stimulate intellectual curiosity					
13. Has concern for student.					
14 Stimulates students interest in the subject.					
15. Motivates students to do their best.					
16. Allows students to freely ask questions without fear.					
17. Evaluates self and welcomes professional evaluation.					
18. Accepts a reasonable and fair share of work with extra curricular activities.					
19. Supports the total school programme.					
20. Is familiar with current trends in the subject area.					
21. Is willing to try new method, of teaching.					
22. Continues professional training.					
23. Recognises the responsibility to inform parents of each child progress in school					

Further comments / suggestions (if any) Please

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.....
.....
.....
.....

Thank you very much for your contributions.

Adetoro J. A.

Influence of Institutional factors on students performance in state secondary schools in Osun.

TEACHERS QUESTIONNAIRE

PART I: Personal information

INSTRUCTION: Below you are asked for certain information about your own background. The researcher needs such personal information to be able to analyse opinions under various classifications of respondents. All information given will remain anonymous and strictly confidential.

Please put (X) in the appropriate box as it relates to you in each item.

1. Sex (i) Male (ii). Female
2. Age (i) Below 30 (ii) 30 - 40
(iii) Above 40
3. Marital status. Single Married
4. Educational Qualification
 - i. Graduate with teaching Qualification
 - ii. Graduate without teaching Qualification
 - iii. Higher National Diploma (HND)
 - iv. Nigeria Certificate in Education (NCE)
 - v. Diploma
 - vi. Others (specify)
5. Number of years of teaching experience.
 - i. 1 -5 ii. 6 - 10
 - iii. 11 - 15 iv. Above 15
6. Your school location
 - i. Rural ii. Semi-urban iii. Urban

PART II :- Teachers' interest of his or her job as observed by the teachers.

INSTRUCTION: Each item below is measuring the level of interest of a teacher towards his or her job. As a classroom teacher you are to put an (X) in the appropriate column as it relates to your personal assessment of the teachers' interest in his or her job.

ITEM	RESPONSE				
	Strongly Agreed	Agreed	Un-decided	Dis-agree	Strongly Disagreed
1. Is friendly, cheerful warm and shows consideration for others.					

2. Is sympathetic, patient, courteous and tactful					
3. Is prompt, responsible and gives attention to details					
4. Give extra help to students.					
5. Comes to school punctually.					
6. Appear easy to approach to his students.					
7. Gives close personal super-vision of students' progress					
8. Communicate with pupils on their level of understanding.					
9. Has good work habits.					
10. Converses with a pleasant voice.					
11. Shows interest in other subjects.					
12. Has ability to stimulate intellectual curiosity					
13. Has concern for student.					
14. Stimulates students interest in the subject.					
15. Motivates students to do their best.					
16. Allows students to freely ask questions without fear.					
17. Evaluates self and welcomes professional evaluation.					

18. Accepts a reasonable and fair share of work with extra curricular activities.					
19. Supports the total school programme.					
20. Is familiar with current trends in the subject area.					
21. Is willing to try new method, of teaching.					
22. Continues professional training.					
23. Recognises the responsibility to inform parents of each child progress in school					

Further comments / suggestions (if any) Please

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Thank you very much for your contributions.

Adetoro J. A.

Influence of Institutional factors on students performance in state secondary schools in Osun.

PRINCIPALS' QUESTIONNAIRE

Part I - Personal Information.

INSTRUCTION: Below you are asked for certain information about your own background. We need such personal information to be able to analyse opinion regarding the relationship between certain institutional factors and the performance of students in SSCE. All information given will remain anonymous and strictly confidential.

Please put a (✓) in the appropriate box as it relates to you.

1. Sex (i) Male (ii) Female
2. Age (i) Below 40 (ii) 41 - 50
(iii) 51 - 60 (iv) Above 60
3. Educational Qualification
 - i. Graduate with teaching Qualification
 - ii. Graduate without teaching Qualification
 - iii. Higher National Diploma (HND)
 - iv. Others (specify)
4. Number of years of Administrative experience.
 - i. 1 - 5
 - ii. 6 - 10
 - iii. 11 - 15
 - iv. Above 15
5. Your school location
 - i. Rural
 - ii. Semi-urban
 - iii. Urban
6. Your school size :
 - i. small
 - ii. Medium
 - iii. Large
7. Details of the school size.
 - i. Less than 1,000 pupils
 - ii. 1,000 - 2,000 pupils
 - iii. Above 2,000 pupils

Please if above 2,000 specify the exact figure _____
8. Your school type
 - (a) single i Boys alone
 - ii. Girls alone
 - (b) co-educational
9. Your school age (i) Before 1970 (ii) after 1970

PART II:- Teachers' interest of his or her job as observed by the principal.

INSTRUCTION:- You are expected to put a (✓) in the appropriate column as it relates to your personal assessment of the teachers interest in his or her job.

ITEM	RESPONSE				
	Strongly Agreed	Agreed	Un-decided	Dis-agree	Strongly Disagree
1. Is friendly, cheerful warm and shows consideration for others					
2. Is sympathetic, patient, courteous and tactful					
3. Is prompt, responsible and gives attention to details					
4. Give extra help to students.					
5. Comes to school punctually.					
6. Appear easy to approach to his students.					
7. Gives close personal supervision of students' progress					
8. Communicate with pupils on their level of understanding.					
9. Has good work habits.					
10. Converses with a pleasant voice.					
11. Shows interest in other subjects.					
12. Has ability to stimulate intellectual curiosity					
13. Has concern for students.					

14. Stimulates students interest in the subject.					
15. Motivates students to do their best.					
16. Allows students to freely ask questions without fear.					
17. Evaluates self and welcomes professional evaluation.					
18. Accepts a reasonable and fair share of work with extra curricular activities.					
19. Supports the total school programme.					
20. Is familiar with current trends in the subject area.					
21. Is willing to try new method, of teaching.					
22. Continues professional training.					
23. Recognises the responsibility to inform parents of each child's progress in school.					

Further comments / suggestions (if any) Please

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Thank you very much for your contributions.

Adetoro J. A.

APPENDIX 7

SCIENCE, ART AND TECHNICAL SUBJECTS AT SECONDARY SCHOOL AND THEIR NEEDED FACILITIES.

<u>S/N</u>	<u>SUBJECTS</u>
1.	Basic Electronics
2.	Applied Electricity
3.	Technical Drawing
4.	Building Technology
5.	Metal Work
6.	Auto Mechanics
7.	Fine and Applied Arts
8.	Home Economics (Food and Nutrition)
9.	Wood Works
10.	Physics
11.	Chemistry
12.	Biology
13.	Agricultural Sciences

FACILITIES INSPECTED FOR THE SUBJECTS LISTED ABOVE AND THE EXPECTED REQUIREMENTS.

Basics Electronics facilities.

1. The Vero Board - per student
2. Multiplier - One to two students
3. Ammeter - one to one students
4. Testers, screwdrivers.
5. Volt meter - one to one student
6. Components like resistor and capacitor
7. Cells of 6, 9, or 12 volts.

Applied Electricity Facilities.

Screwdrivers, pliers, Wax meter, Voltage regulator, bulb, connecting wire, project book (one to four students depending on availability of material). A suitable electric\electrical working environment. A project board.

Technical Drawing Facilities.

Appropriate drawing pencils, The drawing board, Textbooks, Drawing paper. (one to one students). Students produce most of the things.

Auto Mechanic Facilities.

Buro pith, Engine block (one Engine to a class). A complete car, Spanner (All sets- one to one). Plug Spanner, Plier (Tool box)- one to a class.

Building Technology facilities

Available site, Bricks (Burnt), Cement Blocks (Grouping is required depending on the availability of materials , plastering equipment, shovel, head pan.

Metal Work Facilities.

Anvil, Metal sheet, Metal Cutting equipment, Hammer and a conducive workshop. Machine drill- Different types (one to a class) depending on size, Wood work, Work Bench (one per two students), Saw (wooding and Hand saw), G-Clamp, F-Clamp, Bench vice, Lathe machine, one to one student), plane cutting machine (one to one student); Hammer Mallet (one to one student).

Physics Facilities

Textbooks- one to one student, a well equipped workshop, project (one to one student).

Mechanical- Weighing Balance, Meter Rule, Knife edge, Weights (various), string, a stop watch (one to one).

Electricity: Vero Board, Galvanometer (one to one student), ohmmeter, connecting wire, Potentiometer, Dry cell and Wet cell of various voltages (one to one student).

Optics - Glass, Block (rectangle), glass block, drawing board, drawing sheet, pin plain, mirror board.

Biology Facilities

(1) Microscope (one to ten students).

(2) Hand lens (one to one student)

(3) Forceps- To pick specimen (one to one student)

(4) Specimen Bottles- Depending on the number of instruments.

(5) Dissecting set.

(6) Petric - dish one to one.

(7) Bakers for collection of solutions and Chemicals.

Staining \Mounting materials.

Chemistry Facilities

(1) Text tubes (one to one) or Boiling tubes (for boiling) bigger than text tubes.

(2) Pipette for sucking and taking base solutions (one to one student).

(3) Burettes (one to one student) for acid.

(4) Measuring Cylinder (one to one student).

(5) Reagent bottles - one to five students.

(6) Litmus paper - To test acidity or base (one to one student).

(8) Filter paper.

(9) Bunsen Burner - (one to ten students)

Bakers (for collecting solutions), Conical flask for Titration.

Agricultural Science Facilities.

(1) Funnels and Measuring Cylinder

- (2) Hoe (one to one student)
- (3) Hand Towels
- (4) Sieve
- (5) Sickles
- (6) Rake
- (7) Garden fork
- (8) Hand fork
- (9) Incubators (Pottery) for hatching eggs of various sizes.
Ovens for drying soil and leaves.

APPENDIX 8

CALCULATION OF CORRELATION VALUES BETWEEN:

1.) Performance of students in SSCE - Dependent Variable

Independent Variables

2.) Teachers Qualification

3.) Teachers Experience

4.) Socio-economic Status Of Students' Parents

5.) Age of Teachers

6.) Age of Students

7.) Teachers Interest

Teachers' Qualification

Urban Schools

X	Y	X ²	Y ²	XY
5.01	9	25.1	81	45.09
5.99	9	35.89	81	53.91
5.17	7	26.73	49	36.19
5.6	6	31.36	36	33.6
5.39	9	29.05	81	48.51
6.16	8.33	37.95	69.39	51.31
5.77	5	33.29	25	28.85
6.22	7	38.69	49	43.54
6.28	10	39.44	100	62.75
3.33	5	11.09	25	16.65
6.7	10	44.89	100	67
6.42	9	41.22	81	57.78
$\Sigma = 68.04$	94.33	394.7	777.39	545.18

$$r = \frac{12(545.18) - (68.04)(94.33)}{\sqrt{12(394.7) - (68.04)^2}(12(777.39) - (94.33)^2)}$$

$$= \frac{6542.16 - 6418.21}{\sqrt{(4736.4 - 4629.44)(9328.68 - 8898.15)}}$$

$$r = \frac{123.95}{\sqrt{(106.96)(430.53)}}$$

$$= \frac{123.95}{\sqrt{46049.49}}$$

$$= \frac{123.95}{214.59}$$

$$= 0.58$$

Semi-Urban Schools

X	Y	X ²	Y ²	XY
3.46	8	11.97	64	27.68
5.15	8	26.52	64	41.2
5.4	6.33	29.16	40.07	34.18
3.02	6	9.12	36	18.12
4.22	8	17.81	64	33.76
2.48	5	6.15	25	12.4
3.08	8.33	9.49	69.39	25.66
2.15	4	4.62	16	8.6
3.1	4	9.61	16	12.4
3.97	7	15.76	49	27.79
$\Sigma = 36.03$	64.66	140.21	443.46	241.79

$$r = \frac{10(241.79) - (36.03)(64.66)}{\sqrt{[10(140.21) - (36.03)^2][10(443.46) - 64.66]}}$$

$$= \frac{2417.9 - 2329.7}{\sqrt{[(1402.1 - 1298.16)(4434.6) - (4180.92)]}}$$

$$= \frac{88.2}{\sqrt{(103.94)(253.68)}}$$

$$= \frac{88.2}{\sqrt{26367.5}}$$

$$= \frac{88.2}{162.38}$$

$$= 0.54$$

Rural Schools

X	Y	X ²	Y ²	XY
1.73	7	2.99	49	12.11
4.35	6	18.92	36	26.1
3.2	5	10.24	25	16
2.9	6.33	8.41	40.07	18.36
4.9	8	24.01	64	39.2
4.57	8	20.88	64	36.56
3.76	7	14.14	49	26.32
2.09	4	4.37	16	8.36
3.53	6.33	12.46	40.07	22.34
2.7	6	7.29	36	16.2
$\Sigma = 33.73$	63.66	123.71	419.14	221.55

$$\begin{aligned}
 r &= \frac{10(221.55) - (33.73)(63.66)}{\sqrt{[10(123.71) - (33.73)^2][10(419.14) - (63.66)^2]}} \\
 &= \frac{2215.5 - 2147.25}{\sqrt{(1237.1 - 1137.71)(4191.4 - 4052.6)}} \\
 &= \frac{68.25}{\sqrt{(99.39)(138.8)}} \\
 &= \frac{68.25}{\sqrt{137954.33}} \\
 &= \frac{68.25}{117.45} \\
 &= 0.58
 \end{aligned}$$

Where X = Performance in SSCE and Y = Teachers' qualifications

**Teachers' Experience
Urban Schools**

X	Y	X ²	Y ²	XY
5.01	7.92	25.1	62.73	39.68
5.99	8.89	35.89	79.03	53.25
5.17	9.44	26.73	89.11	48.8
5.6	7.04	31.36	50.13	39.65
5.39	7.08	29.05	60.53	41.93
6.16	7.78	37.95	76.56	53.9
5.77	8.75	33.29	50.13	40.85
6.22	9.17	38.69	76.56	54.43
6.28	7.08	39.44	84.09	57.59
3.33	10	11.09	50.13	23.58
6.7	10	44.89	100	67
6.42	10	41.22	100	64.2
$\Sigma = 68.04$	101.94	394.7	879	584.86

$$\begin{aligned}
 r &= \frac{12(584.86) - (68.04)(101.94)}{\sqrt{[12(394.7) - (68.04)^2][12(879) - (101.94)^2]}} \\
 &= \frac{7018.32 - 6.936}{\sqrt{(4736.4 - 4629.44)(10548 - 10391.76)}} \\
 &= \frac{88.32}{\sqrt{(106.96)(156.24)}} \\
 &= \frac{88.32}{\sqrt{16711.43}} \\
 &= \frac{88.32}{129.27} \\
 &= 0.64
 \end{aligned}$$

Semi Urban Schools

X	Y	X ²	Y ²	XY
3.46	7.92	11.97	62.73	27.4
5.15	7.92	26.52	62.73	40.79
5.4	7.5	29.16	56.25	40.5
3.02	6.25	9.12	39.06	18.88
4.22	7.58	17.81	91.78	40.43
2.48	6.67	6.15	44.49	16.54
3.08	5	9.49	25	15.4
2.15	7.5	4.62	56.25	16.13
3.1	4.58	9.61	20.98	14.2
3.97	4.17	15.76	17.39	16.55
$\Sigma = 36.03$	67.09	140.21	476.66	246.82

$$r = \frac{10(246.82) - (36.03)(67.09)}{\sqrt{[10(140.21) - (36.03)^2][10(476.66) - (67.09)^2]}}$$

$$= \frac{2468.2 - 2417.25}{\sqrt{(1402.1 - 1298.16)(4766.6 - 4501.07)}}$$

$$= \frac{50.95}{\sqrt{(103.94)(265.53)}}$$

$$= \frac{50.95}{\sqrt{27599.19}}$$

$$= \frac{50.95}{166.13}$$

$$= 0.31$$

Rural Schools

X	Y	X ²	Y ²	XY
1.73	8.33	2.99	69.39	14.41
4.35	7.08	18.92	50.13	30.8
3.2	6.25	10.24	39.06	20
2.9	7.5	8.41	56.25	21.75
4.92	9.44	24.01	89.11	46.44
4.57	7.5	20.88	56.25	34.28
3.76	8.75	14.14	76.56	32.9
2.09	2.5	4.37	6.25	5.23
3.53	5	12.46	25	17.65
2.7	4.58	7.29	20.98	12.37
$\Sigma = 33.73$	66.93	123.71	488.98	235.83

$$\begin{aligned}
 r &= \frac{10(235.83) - (33.73)(66.93)}{\sqrt{[10(123.71) - (33.73)^2][10(488.98) - (66.93)^2]}} \\
 &= \frac{2358.3 - 2257.55}{\sqrt{(1237.1 - 1137.71)(4889.8 - 4479.62)}} \\
 &= \frac{100.75}{\sqrt{(99.39)(410.18)}} \\
 &= \frac{88.2}{\sqrt{26367.5}} \\
 &= \frac{88.2}{162.38} \\
 &= 0.54
 \end{aligned}$$

where X = performance in SSCE and Y = Teachers' Experience

**Age of Teachers
Urban Schools**

X	Y	X ²	Y ²	XY
5.01	6.67	25.1	44.49	33.42
5.99	8.89	35.89	79.03	53.25
5.17	9.44	26.73	89.11	48.8
5.6	6.67	31.36	44.49	37.35
5.39	7.22	29.05	52.13	38.92
6.16	7.22	37.95	52.13	44.48
5.77	6.67	33.29	44.49	38.49
6.22	7.78	38.69	60.53	48.39
6.28	7.78	39.44	60.53	48.86
3.33	7.08	11.09	50.13	23.58
6.7	10	44.89	100	67
6.42	10	41.22	100	64.2
$\Sigma = 68.04$	95.42	394.7	777.06	546.74

$$\begin{aligned}
 r &= \frac{12(546.74) - (68.04)(95.42)}{\sqrt{[12(394.7) - (68.04)^2][12(777.06) - (95.42)^2]}} \\
 &= \frac{6560.88 - 6492.38}{\sqrt{(4736.4 - 4629.44)(9324.72 - 9104.98)}} \\
 &= \frac{68.5}{\sqrt{(106.96)(219.74)}} \\
 &= \frac{68.5}{153.31} \\
 &= 0.44
 \end{aligned}$$

Semi-Urban Schools

X	Y	X ²	Y ²	XY
3.46	7.22	11.97	52.13	24.98
5.15	6.67	26.52	44.49	34.35
5.4	8.33	29.16	69.39	44.98
3.02	5.56	9.12	30.91	16.79
4.22	8.89	17.81	79.03	37.52
2.48	6.67	6.15	44.49	16.54
3.08	4.44	9.49	19.71	13.68
2.15	7.5	4.62	56.25	16.13
3.1	4.44	9.61	19.71	13.76
3.97	3.89	15.76	15.13	15.44
$\Sigma = 36.03$	63.61	140.21	431.24	234.17

$$r = \frac{10(234.17) - (36.03)(63.61)}{\sqrt{[10(140.21) - (36.03)^2][10(431.24) - (63.61)^2]}}$$

$$= \frac{2341.7 - 2291.87}{\sqrt{(1402.1 - 1298.16)(4312.4 - 4062.23)}}$$

$$= \frac{49.83}{\sqrt{(103.94)(250.17)}}$$

$$= \frac{49.83}{\sqrt{26002.67}}$$

$$= \frac{49.83}{161.25}$$

$$= 0.31$$

Rural Schools

X	Y	X ²	Y ²	XY
1.73	7.78	2.99	60.53	13.46
4.35	8.89	18.92	79.03	38.67
3.2	5.56	10.24	30.91	17.79
2.9	6.67	8.41	44.49	19.34
4.92	9.44	24.01	89.11	46.44
4.57	8.89	20.88	79.03	40.63
3.76	7.78	14.14	60.53	29.25
2.09	3.33	4.37	11.09	6.96
3.53	4.44	12.46	19.71	15.67
2.7	6.67	7.29	44.49	18.01
$\Sigma = 33.73$	69.45	123.71	518.92	246.22

$$\begin{aligned}
 r &= \frac{10(246.22) - (33.73)(69.45)}{\sqrt{[10(123.71) - (33.73)^2][10(518.92) - (69.45)^2]}} \\
 &= \frac{2462.2 - 2342.55}{\sqrt{(1237.1 - 1137.71)(5189.2 - 4823.3)}} \\
 &= \frac{119.65}{\sqrt{(99.39)(365.9)}} \\
 &= \frac{119.5}{\sqrt{36366.8}} \\
 &= \frac{119.5}{190.7} \\
 &= 0.63
 \end{aligned}$$

where X = performance in SSCE. Y = Age of teachers

Socio-economic status
Urban Schools

X	Y	X ²	Y ²	XY
5.01	5.35	25.1	28.62	26.8
5.99	5.66	35.89	32.04	33.9
5.17	5.16	26.73	26.62	26.68
5.6	5.22	31.36	27.25	29.23
5.39	5.16	29.05	26.62	27.81
6.16	5.66	37.95	32.04	34.87
5.77	5.35	33.29	28.62	30.87
6.22	4.78	38.69	22.85	29.73
6.28	5.66	39.44	32.04	35.54
3.33	4.78	11.09	22.85	15.92
6.7	5.35	44.89	28.62	35.85
6.42	5.66	41.22	32.04	36.34
$\Sigma = 68.04$	63.79	394.7	340.21	363.54

$$r = \frac{12(363.54) - (68.04)(63.79)}{\sqrt{[12(394.7) - (68.04)^2][12(340.21) - (63.79)^2]}}$$

$$= \frac{4362.48 - 4340.27}{\sqrt{(4736.4 - 4629.44)(4082.52 - 4069.16)}}$$

$$= \frac{22.21}{\sqrt{(106.96)(13.36)}}$$

$$= \frac{22.21}{\sqrt{1428.99}}$$

$$= \frac{22.21}{37.8}$$

$$= 0.59$$

Semi -Urban Schools

X	Y	X ²	Y ²	XY
3.46	5.41	11.97	29.27	18.72
5.15	5.03	26.52	25.3	25.9
5.4	4.84	29.16	23.43	26.14
3.02	5.41	9.12	29.27	16.34
4.22	5.03	17.81	25.3	21.23
2.48	5.66	6.15	32.04	14.04
3.08	5.22	9.49	27.25	16.08
2.15	4.84	4.62	23.43	10.41
3.1	5.41	9.61	29.27	16.77
3.97	5.16	15.76	26.63	20.49
$\Sigma = 36.03$	52.01	140.21	271.19	186.12

$$r = \frac{10(186.12) - (36.03)(52.01)}{\sqrt{[10(140.21) - (36.03)^2][10(271.19) - (52.01)^2]}}$$

$$= \frac{1861.2 - 1873.92}{\sqrt{(1402.1 - 1298.16)(2711.9 - 2705.04)}}$$

$$= \frac{-12.72}{\sqrt{(103.94)(6.86)}}$$

$$= \frac{-12.72}{\sqrt{713.03}}$$

$$= \frac{-12.72}{26.7}$$

$$= -0.45$$

Rural Schools

X	Y	X ²	Y ²	XY
1.73	4.78	2.99	22.85	8.27
4.35	5.16	18.92	26.63	22.45
3.2	4.78	10.24	22.85	15.3
2.9	5.35	8.41	28.62	15.52
4.92	5.66	24.01	32.04	27.85
4.57	5.66	20.88	32.04	25.87
3.76	4.84	14.14	23.43	18.2
2.09	4.84	4.37	23.43	10.12
3.53	4.78	12.46	22.85	16.87
2.7	5.03	7.29	25.3	13.58
$\Sigma = 33.73$	50.88	123.71	260.04	174.03

$$\begin{aligned}
 r &= \frac{10(174.03) - (33.73)(50.88)}{\sqrt{[10(123.71) - (33.73)^2][10(260.04) - (50.88)^2]}} \\
 &= \frac{1740.3 - 1716.18}{\sqrt{(12371.1 - 1137.71)(2600.4 - 2588.77)}} \\
 &= \frac{24.12}{\sqrt{(99.39)(11.63)}} \\
 &= \frac{24.12}{\sqrt{1155.91}} \\
 &= \frac{24.12}{34} \\
 &= 0.71
 \end{aligned}$$

Where X = Performance in SSCE and Y= Socio - economic status of students' parents.

Age of Students
Urban Schools

X	Y	X ²	Y ²	XY
5.01	9.89	25.1	97.81	49.55
5.99	10	35.89	100	59.9
5.17	10	26.73	100	51.7
5.6	10	31.66	100	56
5.39	9.72	29.05	94.48	52.39
6.16	10	37.95	100	61.6
5.77	10	33.29	100	57.7
6.22	10	38.69	100	62.2
6.28	10	39.44	100	62.8
3.33	9.72	11.09	94.48	32.37
6.7	10	44.89	100	69
6.42	10	41.22	100	64.2
$\Sigma = 68.04$	119.33	394.77	1186.77	677.41

$$r = \frac{12(677.41) - (68.04)(119.33)}{\sqrt{[12(394.7) - (68.04)^2][12(1186.77) - (119.33)^2]}}$$

$$= \frac{8128.92 - 8119.2}{\sqrt{(4736.4 - 4629.44)(14241.24 - 14239.65)}}$$

$$= \frac{9.72}{\sqrt{(106.96)(1.59)}}$$

$$= \frac{9.72}{\sqrt{170.07}}$$

$$= \frac{9.72}{13.04}$$

$$= 0.75$$

Semi - Urban Schools

X	Y	X ²	Y ²	XY
3.46	9.72	11.97	94.48	33.63
5.15	10	26.52	100	51.5
5.4	10	29.16	100	54
3.02	10	9.12	100	30.2
4.22	10	17.81	100	42.2
2.48	10	6.15	100	24.8
3.08	9.44	9.49	89.11	29.08
2.15	9.89	4.62	97.81	21.26
3.1	10	9.61	100	31
3.97	10	15.76	100	39.7
$\Sigma = 36.03$	99.05	140.21	981.4	357.37

$$r = \frac{10(357.37) - (36.03)(99.05)}{\sqrt{[10(140.21) - (36.03)^2][10(981.4) - (99.05)^2]}}$$

$$= \frac{3573.7 - 3568.77}{\sqrt{(1402.1 - 1298.16)(9814 - 9810.9)}}$$

$$= \frac{4.93}{\sqrt{(103.94)(3.1)}}$$

$$= \frac{4.93}{\sqrt{322.21}}$$

$$= \frac{4.93}{17.95}$$

$$= 0.27$$

Rural Schools

X	Y	X ²	Y ²	XY
1.73	10	2.99	100	17.3
4.35	10	18.92	100	43.5
3.2	10	10.24	100	32
2.9	10	8.41	100	29
4.92	10	24.01	100	49.2
4.57	9.72	20.88	94.48	44.42
3.76	9.72	14.14	94.48	36.55
2.09	10	4.37	100	20.9
3.53	10	12.46	100	35.3
2.7	9.83	7.29	96.63	26.54
$\Sigma = 33.73$	99.27	123.71	985.59	334.71

$$r = \frac{10(334.71) - (33.73)(99.27)}{\sqrt{[10(123.71) - (33.73)^2][10(985.59) - (99.27)^2]}}$$

$$= \frac{3347.10 - 3348.38}{\sqrt{(1237.1 - 1137.71)(9855.9 - 9854.53)}}$$

$$= \frac{-1.28}{\sqrt{(99.39)(1.37)}}$$

$$= \frac{-1.28}{\sqrt{136.16}}$$

$$= \frac{-1.28}{37.8}$$

$$= -0.01$$