

African Research Review

An International *Multidisciplinary Journal, Ethiopia*

Vol. 6 (1), Serial No. 24, January, 2012

ISSN 1994-9057 (Print)

ISSN 2070--0083 (Online)

DOI: <http://dx.doi.org/10.4314/afrrrev.v6i1.29>

Principals' Perception of Educational Inputs and Students' Academic Performance in Junior Secondary Schools in Delta State of Nigeria (Pp. 360-379)

Duze, Chinelo O. - Department of Educational Administration and Policy Studies, Delta State University, Abraka, Nigeria

E-mail : chineloduze@yahoo.com

G.S.M.: +2348033380605

Abstract

This study investigated principals' perception of the relationship between educational inputs and academic performance of students in public junior secondary schools (JSS) in the Central Senatorial District of Delta State, Nigeria. The population was all the 173 public JSS and their principals from which a sample of twenty schools was selected through stratified random sampling. Four research questions were raised from which four null hypotheses were formulated and tested. The data collected through a questionnaire were analyzed using the Pearson Product Moment Correlation. Results revealed significant positive relationships between job satisfaction of teachers and adequate provision of infrastructural facilities and students' academic achievements. Also, teachers' qualification and parental influence, though not significantly related to students' academic performance in this study, were perceived by the principals as being important educational inputs for quality output. Recommendations for better productivity were made among which was the meaningful motivation of teachers.

Key Words: Inputs School Students Academic Performance

Introduction

There is a mounting pressure at the secondary level to resolve the issue of poor and declining academic performance of Nigerian students in certified examinations such as the Junior Secondary School Examinations conducted by the National Examinations Commission (NECO). Frustrated with decades of low achievements in students academic outcomes, policy-makers and researchers are concerned about proffering solutions to the problem. This has necessitated this in-depth study on the effects of educational inputs on students' academic performance in the Central Senatorial District of Delta State, Nigeria.

Nigeria's educational system has evolved through a number of phases from colonial through independence. The Junior Secondary School (JSS) programme started in September, 1982 as an innovation in the educational system of Nigeria when the 6-3-3-4 educational structure was adopted to replace the colonial 8-5-2-3 structure. It represents the first three years of secondary education after successful six years in the primary school and then proceeds to the second three years of secondary education, before the four years of university education. The curriculum of the Junior Secondary School (JSS) is rich in traditional and pre-vocational subjects such as practical agriculture, woodwork, electronics, mechanics, home economics and social studies. Integrated Science, Mathematics and English Language are compulsory subjects that must be passed to qualify to the next level. Therefore, education at the junior secondary school level presents a vision of a literate populace. It portrays an educational system in which all students demonstrate high levels of performance as effective teaching and learning occur in conducive school and classroom environments. This demands that inputs must be adequately allocated for desired goals/objectives to be achieved. This study focused on the teacher factor, infrastructural facilities factor, and the parental factor as educational inputs.

Nigeria's educational goals have been spelt out for secondary education in the National Policy on Education (NPE) in terms of their relevance to the needs of the individual and the society (Federal Republic of Nigeria (FGN), 2004). In fostering these aims and objectives, principals as school administrators have important roles to play. He is in a unique position as the administrator who controls educational resources for the purpose of attaining organizational goals. He is therefore capable of assessing the extent to which

educational inputs affect the academic performance of students.

Review of related literature

It has been observed that there has been a consistent decline in the academic performance of students generally in Nigeria (Duze, 2008; Nwangwu, 2007; Oderinde, 2003; Nwana, 2000). Researchers, policy-makers, economists, and educational engineers have engaged themselves in finding the reasons for this decline and suggesting remedies. Duze (2008) observed that majority of primary and secondary schools in Delta State are without basic facilities such as seats/desks, good chalkboards, toilet facilities with students learning under dilapidated buildings with leaking roofs, unequipped laboratories, libraries without books and learning resources and that is if they existed at all. Also, many public schools in Nigeria, Delta State inclusive, are in a dangerous state of dilapidation due to lack of maintenance. The environments of very many of them are still not conducive for learning as infrastructural facilities are grossly lacking. Duze (2008) referred to reasons such as declining competence and commitment of teachers, inadequate provision of facilities, non-maintenance of available facilities, outdated and largely irrelevant curricula, parents' nonchalance to children's school work/activities, lack of interest and seriousness on the part of students which lead to examination malpractices, the cankerworm of the 'get-rich-quick' syndrome of the Nigerian youth of today, and the lost glories of traditional education.

Boozer and Rouse (2001) considered finance, class size, teacher quality, length of school year and technology as factors that can improve students' academic outcomes. They suggested that money is crucial when it comes to public school matters and that small class size yield better achievement. According to them, the level of such educational inputs in schools will affect the academic performance of students.

Globally, education is taking a new dimension and various countries of the world are improving their educational system. For country to succeed in a rapidly changing world, individuals need to advance their knowledge and skills. Educational systems need to lay strong foundation for this, by fostering knowledge and skills and strengthening the capacity and motivation of students and teachers. The researcher has observed over the years that some young Nigerian teenagers and adolescents of today have developed phobia for class tests and examinations. For reasons not well understood many seem to be traumatized at the thought of examinations. Very many of them do not have personal study habits because most parents do not have the

time to guide them academically at home. This problem is compounded at the JSS level with the science subjects and mathematics that most of them dread and loathe being core courses that must be passed along with English Language in the certified Junior Secondary School Examinations.

Furthermore, the situation in Nigeria where schools are expanded without corresponding educational resources is detrimental to quality production. There is a proliferation of primary and secondary schools in Delta State and Nigeria without proper physical and academic planning, adequate provision of necessary materials/equipment and infrastructural facilities, adequate supply of qualified teachers, and neglect of teachers' development and welfare, etc. Observations reveal that the enrolment figure in public schools in the state is soaring higher yearly without a corresponding match in the development of infrastructural facilities, materials and equipment. For example, in 2008, the total number of classrooms available for the 413 Junior Secondary Schools was only 1,787 as against the required number of 4,115 for the total student population of 123,463 while the number of desks available was 36,804 as against 61,732 required in JSS in Delta State (Source, Office of the Commissioner for Education, Delta State, 2008).

Apart from having good structures befitting learning, the physical environment of the classroom can also be well arranged to improve learning and prevent deviant behaviour. Research has shown that a well-structured classroom tends to improve student's academic and behavioural outcomes (Cummings, 2000; Quinn et al., 2000; Stewart and Evans, 1997; Weinstein, 1992). The classroom environment has to be conducive for teaching/learning interactions. Seats must be comfortable and well arranged (Cummings, 2000). Quinn et al, (2000) recommended a classroom for students with learning/behaviour problems where separate quiet spaces are provided for such students to cool down or work independently. Good lightings, fans, ventilation, ceiling, are some of the facilities in a good classroom. Stuffy classrooms can cause health hazards to students especially those who have respiratory problems. The classroom environment can also be beautified and decorated with flowers, wall pictures or charts. All these will be advantageous to the teaching and learning outcomes especially where concentration and deep thinking is required.

The library, which is a crucial educational input, provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The use of library is a culture that must be

developed in students and school libraries have to be improved for literacy, education, social and cultural development. The National policy on Education (2004) identified the library as one of the most important aspect of educational services in Nigeria.

An ideal school library is one that contains all the materials which aid the teacher and the students in the teaching and learning processes. Islam (2004) defined library as an instrument of self education, a means of knowledge and factual information, a centre of intellectual recreation, and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one's mental vision, and dignifies his habit behaviour, character, taste, attitude, conduct and outlook on life. The Library also enables the individual develop his full potentials and widens the horizons of perception, interests and skills.

Inyama and Nwodo (2002) noted that a computerized library has many important advantages over the conventional library. According to them, it is easily accessible, richer, cheaper, and information can be readily sorted and reshuffled into whichever order that suits a line of enquiry best. Thus education and the library can be visualized as two inseparable parts working together to enrich performance. They therefore recommended a National blue print on internet in which the country will among other things use to harness new technologies so as to raise educational standards, create far-reaching opportunities for learning that would reach not only city dwellers but also, isolated local government areas and the disadvantaged, provide high quality and varied multimedia course ware that would cater for the varied needs of a large and varied population, and use brain storming of ideas similar to the Delphi method of forecasting the future to determine the best approaches to multimedia learning and IT application in Nigeria. But the greatest challenge is the inability of our Federal and State governments to fund education in this country to such an extent in spite of the awareness that education for sustainable development and its relationship with Education for All (EFA), the United Nations Literacy Decade (UNLD) and the Millennium Development Goals (MDGs) clearly illustrate that quality education all recognize the library as a pre-requisite for education to promote literacy, provide services, materials and opportunities for citizens in the system, and to give support to government educational policies and programmes.

One important ICT innovation in education globally is Computer Assisted Instruction (CAI). The CAI can be introduced in our secondary schools to

enhance performance. The program allows the learner to learn at his or her own pace. In this ICT era, students could be made to operate computers on their own to obtain massive information. Internet gives one potential access to an unimaginably large library. Access to information is highly flexible as the search program finds all related pages for the inquirer. Inyiama and Nwodo (2002) therefore recommended that schools from pre-primary to university level should integrate ICT across the board to motivate pupils and students, reduce crime wave and the rate of dropouts from the school system due to lack of interest and idleness.

Worried by the under achievement of Nigeria students in science, the Science Teachers Association of Nigeria (STAN) in 1992 conducted a research which revealed among others, the absence and inadequacy of laboratory and workshop facilities and shortage of qualified support personnel as contributive. Most junior secondary schools do not have science laboratories and those that have are shelters of obsolete equipment and expired chemicals. The teaching of science and vocational subjects in our schools are merely classroom activities instead of laboratory/workshop based. This is so because the science laboratories and workshops, if they existed at all, have become shadows of what they ought to be. Vocational and technical subjects in JSS need physical facilities like workshops, laboratories, equipment and tools to encourage practical work. These are simply absent in many junior secondary schools in Delta State.

The failing pedagogical methods reflect the poor training received by most teachers, resulting in unidirectional lecture method. This in turn results in the Nigerian school child lacking creativity and innovation when he is not exposed to the appropriate methods of teaching right from the onset. He lacks manipulative skills to cope with the work force of the 21st century and the ability to solve problems un-aided (Duze, 2008; Emmanuel, et al., 2008, Nwangwu, 2007; National Universities Commission (NUC), 2004; Nwana, 2000; Adeyemi, 1998; Okebukola, 1998).

The teacher is the pivot on which all educational inputs in the teaching/learning process revolves. How the teacher handles this determines the performance of the students in the various disciplines (Hanushet, et al., 2006). Governments have realized that no matter how well developed and comprehensive a curriculum is, its success at implementation is largely dependent on the quality of the teachers. It beats our imagination that the Federal Republic of Nigeria (2004) which has recognized the importance of

teacher quality in curriculum implementation and declared that no nation's educational system can rise above the quality of her teachers still neglects the welfare of teachers in all extents. The standard of education may fall because of the shortage of trained teachers. Inefficiencies in practical skills and conceptual understanding can be passed on from teachers to learners. This was why Duze (2008) noted that the cause of falling standard in education as partly due to the declining competence and commitment of teachers. Many researchers have warned that such competence and commitment from teachers would not materialize if the society and government continued to despise teachers and neglect their job development and welfare and treat them as underdogs of the economy and socio-political system (Duze, 2008, 1997; Leask and Pachler, 1999). It is sad to note that today, successive Nigerian governments have failed to accept this important role of teachers in achieving quality goals in education. They reach and breach agreements with teachers' unions towards improving their conditions of service and their tools for service.

Teachers must also be sufficiently motivated to get them feel satisfied with their jobs and committed to their duties. When a worker is not adequately motivated both intrinsically and extrinsically, he becomes disillusioned and his level of productivity tends to reduce. On the other hand, when he is highly motivated, the job becomes more interesting, challenging and meaningful. He puts all his effort and extra time on the job, shuns lateness and absenteeism and thus increase his level of productivity. This will resultantly improve student's achievement in academics (Duze, 2008, 1997; Clotfelter et al., 2004; Boozer and Rouse, 2001; Stewart and Evans, 1997). Motivators like promotion, reward for excellent performance, better emoluments and prompt payment of salaries, allowances/benefits, and sponsored in-service training/short courses in relevant disciplines even outside the country should be pursued in schools.

Parental influence on the child's achievements in school could be tangible thus the involvement of parents in schools has become a major administrative issue. Parental involvement in education includes all forms of participation in education and with the schools. It is a partnership programme that allows parents to be involved in the joint venture of giving qualitative education to their children with the ultimate aim of greater achievement benefits of their children. This is so because we are in an era of increasing concern about the quality of education given to pupils and students and parents want assurance that their children will receive adequate preparation that would guarantee

rewarding adult lives.

Researchers have recognized that parental involvement is active when they read with their children at home, encourage and monitor them in doing their homework/assignment, tutor them using materials and instructions provided by teachers and pay visits to the school to interact with the teachers on their children's activities at school (Epstein, 2001; Hixon, 2006). Patrikakou (2004) saw adolescence as an intriguing stage of development filled with many physical, cognitive, social and emotional changes. Coupled with the increase in academic demand and the complexity of the school structure, the task of academic success for adolescents becomes even more difficult. Thus, parental involvement at this stage of their lives in collaboration with teachers' effort at school is very crucial. It is a powerful and positive source of influence for achievement of adolescents, in that it affects students' motivation, their increased sense of competence and development of positive attitudes about school.

Epstein (2001) and Hixon (2006), recommended that parents should keep open lines of communication with their teens by maintaining family time to discuss things and share common activities; enforce consistent rules that help adolescents learn the relationship between independence and responsibility; and show that education is important by encouraging homework and reading, knowing the student's teachers', and supporting post-secondary education planning.

Parents can also take active part in the governance and decision-making necessary for planning, developing and funding education in the school (Epstein, 2001; Hixon, 2006). This can be done through the Parents/Teachers Association (PTA) which is a recognized arm of the school. Apart from individual efforts on their children, parents could be involved in various developmental projects of the school to boost academic performance than waiting for the government or proprietors to single handedly fund the schools. Various researches have shown that parental involvement has positive effects on student's attitudes and social behaviors. These, to a large extent help reduce the indiscipline problems faced by teachers and school administrators in schools.

It is pertinent to say that in the light of this discourse, the government of Delta State has to handle the JSS programme with great care and caution by adequate funding. This has to be so because any negligence in the management of this level of education reverberates on the development of the

senior secondary education in the State which in turn affects the tertiary level. The problem of inadequate funding of education has been identified as one major reason of poor performance in schools. It is money that provides all the educational inputs for effective teaching/learning for academic excellence. In a situation where students study in over-crowded and dilapidated classrooms, with inadequate and uncomfortable seats and desks, lack of necessary instructional materials, teachers' non-payment of salaries/allowances and poor working conditions of teachers resulting in incessant strike actions, etc, no meaningful teaching or qualitative learning will be achieved.

Besides, public schools in Delta State lack aesthetics and most of them are situated in environments that are not study-friendly. Furthermore, the boarding school system no longer obtains in public schools in Delta State and all students have to attend school from their homes. They are bound to be influenced to a large extent by what obtains at home because much of their time is spent outside the school. Furthermore, debates are on globally about the continued legality of the doctrine of 'in-loco-parentis' when students spend the greater portion or hours of the day at home, outside the care of school administrators and teachers (Nwagwu,1987; Kemerer, 1986; Alexander, 1980; Major,1978).

Statement of the problem

In the light of this discourse, the problem of this study therefore, was to investigate the relationship between some of these inputs in education and students academic performance in the Junior Secondary Schools in the Central Senatorial District of Delta State as perceived by the school administrators themselves. Specifically, the study raised questions on teacher qualification, teacher level of job satisfaction, infrastructural facilities, and parental influence on students' academic performance in the Junior School Certificate Examinations for five consecutive years. Four research questions were then raised from which four null hypotheses were formulated and tested.

Research questions

1. Is there any relationship between the teachers' qualification and students' academic performance in JSS in the Central Senatorial District of Delta State?
2. Is there any relationship between teachers' level of job satisfaction and students' academic performance in JSS in the Central Senatorial

District of Delta State?

3. Is there any relationship between infrastructural facilities and students' academic performance in JSS in the Central Senatorial District of Delta State?
4. Is there any relationship between parental influence and students' academic performance in JSS in the Central Senatorial District of Delta State?

Hypotheses

Ho₁: There is no significant relationship between teachers' qualification and students' academic performance in JSS in the Central Senatorial District of Delta State.

Ho₂: There is no significant relationship between teachers' level commitment to duty and students' academic performance in JSS in the Central Senatorial District of Delta State.

Ho₃: There is no significant relationship between infrastructural facilities and students' academic performance in JSS in the Central Senatorial District of Delta State.

Ho₄: There is no significant relationship between parental influence and students' academic performance in JSS in the Central Senatorial District of Delta State.

Methods

The study design is an ex-post facto survey. There was no manipulation of variables. The population of the study was all the 173 public Junior Secondary Schools (JSS) in the Central Senatorial District of Delta State distributed in the eight Local Government Areas (LGA) and four Zones that make up the District, as shown in Table 1. For equal representativeness, a stratified random sample of 12.5 percent was selected from each LGA giving a total sample size of twenty schools.

The instrument used for data collection was a questionnaire titled 'Principals' Perception of Educational Inputs and Students' Academic Performance Questionnaire' (PPEISAPQ). It contained two sections – A and B. Section A investigated demographic information of the school, students and teachers, while Section B contained thirty items designed to evaluate the level of students' academic performance based their scores in the Junior School Certificate Examinations for five consecutive years (2005-2009), the

effectiveness of the teachers based on their qualification and job satisfaction, the available infrastructural facilities in the school, and the level of parental encouragement in school work.

The face and content validity were ascertained by a team of pilot jurors in educational administration and test and measurement. Thus, the final draft which was used for data collection was found satisfactory. The split-half method was used to determine the reliability of the instrument. The computed correlation coefficient after subjection to the Spearman Brown formula was 0.88 and found reliable. A four-point response option Likert-type scale was employed, with Strongly Agree (SA) scoring 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. The instruments were administered to the principals in the twenty sampled schools with the help of research assistants. Data collected were analyzed using the Pearson Product Moment Correlation and significance established at the alpha level of 0.05.

Results

Hypothesis One: There is no significant relationship between the qualification of teachers and students' academic performance in the Central Senatorial District of Delta State.

The result of the test of this null hypothesis was presented in Table 2 which showed that the calculated r-value of 0.032 is less than the critical r-value of 0.195 at the 0.05 level of significance. Therefore, the hypothesis was retained. This implied that there was no significant relationship between teachers' qualification and students' academic performance in the sampled schools.

Hypothesis Two: There is no significant relationship between teachers' level of job satisfaction and students' academic performance in the Central Senatorial District of Delta State.

The result of the test of this null hypothesis was presented in Table 3 which revealed that the calculated r-value of 0.198 was greater than the critical r-value of 0.195. The null hypothesis was therefore rejected meaning that there was a significant relationship between teachers' level of job satisfaction and students' academic performance in the sampled schools.

Hypothesis Three: There is no significant relationship between infrastructural facilities and students' academic performance in the Central Senatorial District of Delta State.

The result of the test of this null hypothesis was presented in Table 4. This showed that the calculated r-value of 0.738 was greater than the critical r-value of 0.195 at the 0.05 level of significance. Based on this result, the null hypothesis was rejected. This meant that there was a significant relationship between infrastructural facilities and students' academic performance in the sampled schools.

Hypothesis Four: There is no significant relationship between parental influence and students' academic performance in the Central Senatorial District of Delta State.

The result of the test of this null hypothesis was presented in Table 5. This showed that the calculated r-value was less than the critical value of 0.195 at the 0.05 level of significance. The null hypothesis was therefore retained implying that there was no significant relationship between parental influence and the academic performance of students in the sampled schools.

Discussion of results

This discussion focused on the results of the four null hypotheses formulated and tested in this study.

The first hypothesis showed that the qualification of the teachers has no significant relationship with students' academic performance in junior secondary schools in the Central Senatorial District of Delta State. This is not in consonant with those of Hanusset, et al. (2005) and Stewart and Evans (1997). The finding in this study is contrary to expectation since school work at this level in Nigeria actually lacks qualified teachers in the vocational and technical subjects which form the main focus of learning here. There were some cases where trained and certificated teachers in Nigeria could not deliver the goods in class as they revealed their incompetence and non-mastery of the subject matter and get embarrassed by the smart students. Moreover, distractions from other factors such as personal private business, non-payment of salaries and lack of commitment to school work affect the effectiveness of well qualified teachers. Another factor that militates against the quality of teaching in the public schools despite adequate teacher qualification is the laissez-faire leadership style of some principals and lack of dedication of school inspectors who ought to regularly monitor instruction and provide adequate tools and conducive teaching/learning environment.

The second hypothesis revealed that the level of job satisfaction has a significant positive relationship with students' academic performance. This

finding tallies with the work of other scholars and researchers. Nakpodia (2006) emphasized on remuneration and promotion of personnel as crucial to good performance of employees. In the same vein, Duze (2008) revealed that better emoluments and prompt payment of salaries can motivate teachers to increased productivity. It is known from research findings that motivation of teachers makes an unqualified contribution to their being satisfied with their job and thus become much more committed to their duties. This will enhance participation in all school activities and classroom control and instruction thereby boosting students' interests in school work and excellent academic achievements as found and observed by Duze (2008, 1997), Clotfelter et al. (2004), Boozer and Rouse (2001), and Stewart and Evans (1997).

The third hypothesis confirmed the inevitable importance of infrastructural facilities in teaching and learning in schools with earlier studies. The very importance of infrastructural facilities in school work was also underscored by Duze (2008, 1997), Clotfelter et al. (2004), Boozer and Rouse (2001), and Stewart and Evans (1997). Duze (2008) noted that the inadequate provision of facilities and non-maintenance of available ones were part of the reasons for the falling standard of education in Nigeria. Adequate physical learning facilities such as laboratories, workshops, Libraries, and classrooms are lacking in all the school investigated. This finding is also in line with the general observations were schools in Delta State are in shambles. It is believed by the populace that it was to hide these sordid sights that the Delta State Government decided to fence the school compounds in the State. No meaningful learning will take place in such situations where students study in dilapidated classrooms, squeezing themselves on the few available seats and desks to write and some seated on the floor. This definitely affects their daily learning activities and of course their interests in school work. How would they write class tests and examinations without the temptation of copying the work of the other student from either side? The temptation to do this is high and the grounds prepared! This obviously marks the beginning of examination malpractice even when unintended. Hence, very many students who are desperate to pass to the next level resort to cheating in class and graduate to all forms of examination malpractice in the future.

In effect, conducive atmosphere for teaching and learning is imperative. Over-crowded classrooms for example, are sources of stress and distraction to both students and teachers. They constitute barriers to effective communication in the class. Besides, teachers deserve comfortable office/staffroom accommodation. Teachers are indispensable educational

tools to accomplishing effectively educational goals and objectives. To that extent, they should be entitled to well furnished and air-conditioned staffrooms/offices with official cars attached to those that qualify to have them. Many of them are indeed qualified compared to equivalent counterparts in the Civil Service and government parastatals. But teachers have been continually denied all these. If these can be met, no teacher will be pushed or forced to do his job well and absenteeism, lateness, truancy and private-practice will be abandoned and there will be greater commitment to their jobs. This in turn will produce quality education.

The fourth hypothesis revealed that there was no significant relationship between parental influence and students' academic performance. Ideally, the influence of parents should be able to promote performance as certain studies have indicated (Epstein, 2001; Hixon, 2006). That this study indicated otherwise does not mean that parents' influence is totally zero in students' achievements in Nigeria. There are cases where students from poor homes and illiterate parents have together worked hard to achieve excellence in life. Although positive parental influence is being advocated, students on their part could improve on their academic attainments if they are determined and are privileged to pass through teachers who are extremely interested in them and committed to effective teaching.

Again, the issue of parents and guardians being seriously involved with the school work of their children and wards may be said to be relatively new in Nigeria. Many parents and guardians, especially the illiterate ones which incidentally are very large in numbers, still believe that academic work should be the total responsibility of the school. For them, the doctrine of 'in-loco-parentis' (of which the legality is now globally debated), remains very much alive.

Conclusion

Based on the findings of this study which revealed significant relationships between teachers' job satisfaction and infrastructural facilities, it was concluded that the presence of these variables in the required proportions and conditions affects the academic performance of JSS students in the Central Senatorial District of Delta State. Although teachers' qualification and parental influence did not show significant relationships with students' academic performance, their mean scores as perceived by the school principals were tangible. Therefore, the observed poor performance of these students in the certificate examinations over the years could be attributed to

the inadequacy in the provision of such vital inputs in the schools.

Recommendations

School principals should use more of the strategies that would enhance the motivation and thus job satisfaction of teachers in the day-to-day administration of public secondary schools. Instructional supervision should be carried more seriously by school principals to help teachers lagging behind or falling short of expectations to improve.

Teachers should attend annual conferences to boost their knowledge on current issues in education. Teachers should be trained and re-trained in the use of ITC for course delivery and in multimedia-based courseware development in their various areas of specialization for best results. Since students have been found to perform very poorly in science subjects from the responses of the principals, special bursaries for science teachers should be introduced to motivate them in being more committed to teaching science in the junior secondary schools. Technology teachers should be trained on the improvisation of instructional materials for classroom/workshop use rather than expecting sophisticated equipments that may never come from government.

The observed attitude of poor funding of education by the Delta State government should be corrected if her schools must produce graduates who are educationally sound. The government should fund schools adequately so that needed resources could be provided and allocated to schools for better teaching and learning to enhance academic development and performance. There is therefore need to provide decent and comfortable libraries and stock them with current books and journals.

Adequate physical learning facilities such as laboratories, libraries, workshops and classrooms are lacking in all the schools studied and should be provided for effective study in these schools. The use of e-libraries is in vogue globally and Delta State should also key in at this level. The Ministry and Boards of Education should conscientiously supervise/inspect schools to acquaint government with pressing school needs and help enhance teachers' effectiveness and students' performance. Field trips should be organized and sponsored by the government to expose students to some areas of interest that would help arouse and maintain their interests in and attitudes to school work. To ensure quality efficiency of instruction of students in class activities and make classrooms teacher-friendly, the class size should not exceed forty.

Media programmes and campaigns, important school activities involving parents, and more vibrant Parents/Teachers Associations could be organized to constantly alert parents of their duties to boost their children's total progress in school.

Implications

The findings of the study have implications for effective running of public schools in Delta State and in Nigeria as a whole. It is time the government of Delta State addressed seriously the issue of decaying and deteriorating school plant and put into place adequate procurement and maintenance services that will impact positively on the status quo and heighten the academic performance of students as well as the performance of teachers and school administrators in effective instructional deliverance and supervision. Also, governments' continued failure to improve the entire welfare of teachers in Delta State and in Nigeria will continue to jeopardize the enabling working environment that will promote both students' academic performance and teachers' job performance. Moreover, these have implications for supervisors/inspectors of education who should appropriately acquaint government with the problems faced by principals, teachers and students in the teaching/learning process in public schools.

References

- Adeyemi, T.O. (1998). School and teachers variables associated with the performance of students in the senior secondary certificate examinations in Ondo State, Nigeria. (Unpublished Ph.D. Thesis, University of Hall, UK).
- Alexander, K. (1980). School Law. St. Paul Min. :West Publishing Co.
- Boozer, M. A. & Rouse, C. E. (2001). Intra school variation in class size: Patterns and implications. *Journal of Urban Economics*. 50: 163-189.
- Clotfelter, C. T., Ladd, H. F. & Vigdor, J. L. (2004). Teacher sorting, teacher shopping, and the assessment of teacher effectiveness. Unpublished manuscript, Duke University, Durham, North Carolina.
- Cummings, C. (2000). *Winning Strategies for Classroom Management*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Duze, C.O. (2008). Falling standard in education: An empirical evidence in Warri Metropolis. Paper presented at the 2008 Annual Conference of the Faculty of Education, Nnamdi Azikiwe University, Awka. July 28th- 1stAugust, 2008.
- Duze, C.O. (1997). An identification and analysis of problems encountered by post-graduate students in Nigerian universities. (Unpublished Ph.D. Thesis, Delta State University.)
- Emmanuel, N.N., Dzama, J. & Osborne, F. (2008). Poor performance in science among African students. Wiley Periodicals Inc. U.S.A.
- Epstein, J.L. (2001). School, Family and Community Partnerships: Preparing educators and improving Schools. Boulder, CO: West View.
- Federal Republic of Nigeria (2004): National Policy on Education. Lagos: NERDC Press.
- Hanushek, E. A., S. G. Rivkin & J. F. Kain. (2005). Teachers, schools, and academic achievement. *Econometrica*. 73: 417-458.
- Hixon, J. (2006). Critical issues supporting ways parents and families can become involved in schools. Cambridge: Harvard Family Research Project.
- Inyama, H.C. & Nwodo, T.O. (2002). The Internet – A Superhighway for the third Millennium. Faculty of Engineering, Enugu State University of Science, Enugu, Nigeria.
- Islam, S.K.M. (2004). The Role of Libraries and Education. *Information Society Today*.
- Kemerer, R. (1986). *The Educators' Guide to Texas School Law*. Houston, Texas: University of Texas Press.
- Leask, M. & Pachler, N. (1999). Foreword. In Leask, M. and Pachler, N. (Eds.). *Learning to Teach Using ICT in Secondary School*. London: Routledge
- Major, W.T. (1978). *The Law of Contract* (5th ed.). Estover, Plymouth: Macdonald & Evans Ltd.
- Nakpodia, E.D. (2006). *Educational Administration (A New Approach)*. Janokase Nig. Co.

- Nwagwu, N.A. (1987). *Education and the Law in Nigeria: The Rights of Teachers and Students*. Owerri: Kay Beecee Publications Ltd.
- National Universities Commission (NUC). (2004). *Labour market expectations of Nigerian graduates: Report of National Needs Assessment Surveys*.
- Nwana, N. (2000). Aberrations in the Nigerian education system, in Nwangwu, C.C. (2007). *Reforms in Nigerian education system: challenges in the secondary education sector*. *Unizik Orient Journal of Education*. 3(1): 9-15.
- Nwangwu, C.C. (2007). *Reforms in Nigerian education system: challenges in the secondary education sector*. *Unizik Orient Journal of Education*. 3(1): 9-15.
- Oderinde, B.B. (2003). *Examinations and students performance*. *Vanguard*, January 16:30.
- Okebukola, P. (1998). *Trends in tertiary education in Nigeria*. In UNESCO (Ed.). *The State of Education in Nigeria*. Lagos: UNESCO Lagos Office.
- Patrikakou , E. N, (2004). *School-Family Partnerships: Promoting the social, emotional and academic growth of children*. New York: Teachers College Press.
- Quinn, M.M., Osher, D. & Hofman, C.C. (2000). *Teaching and working with children who have emotional and behavioural challenges*. Longmont, CO: Sopris West
- Stewart, S.C. & Evans, W.H. (1997). *Setting the stage for success: Assessing the instructional environment*. *Preventing School Failure*. 41(2): 53 – 56.
- Weinstein, C.S. (1992). *Designing the instructional environment: Focus on seating* Bloomington, In proceedings of selected Research and development presentations at the convention of the association for the Educational Communications and Technology. (ERIC Document Reproduction Service No. ED 348039).

Table 1: Distribution of Population and Sample of Public Junior Secondary Schools in the Central Senatorial District of Delta State of Nigeria

LGA	Zone	Population of JSS	Sample of JSS
1. Ethiope East	Oghara	24	3
2. Ethiope West	Oghara	18	2
3. Okpe	Okpe	14	2
4. Sapele	Sapele	24	3
5. Udu	Okpe	11	1
6. Ughelli North	Ughelli	22	2
7. Ughelli South	Ughelli	42	5
8. Uvwie	Okpe	18	2
TOTAL		173	20

Source: Department of statistics, Ughelli, Sapele and Oghara Zonal Offices (PPEB)

Table 2: Teachers' Qualification and Students' Academic Performance

Variables	N	X	SD	df	t_{cal}	$t_{critical}$	Decision
Teachers' Qualification	240	2.041	.954	1,798	0.032	0.195	Not Significant
Academic Performance	900	66.31	13.246				

Table 3: Teachers' Job Satisfaction and Students' Academic Performance

Variables	N	X	SD	df	t_{cal}	$t_{critical}$	Decision
Teachers' level of job satisfaction	240	58.89	10.78	1,138	0.198	0.195	Significant
Students' Academic Performance	900	66.33	13.26				

Table 4: Infrastructural Facilities and Students' Academic Performance

Variables	N	X	SD	df	r-cal	r-critical	Decision
Infrastructural facilities	900	65.56	13.80	1,138	0.738	0.195	Significant
Academic Performance	900	66.72	13.16				

Table 5: Parental Influence and Students' Academic Performance

Variables	N	X	SD	df	r-cal	r-critical	Decision
Parental Influence	900	69.32	44.27	1,798	0.023	0.195	Not Significant
Academic Performance	900	67.35	12.89	1,798			