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Socio-Economic Factors Contributing To Poor Academic Performance in Mathematics in Public and Private Senior Secondary Schools in Ikwerre Local Government Area of Rivers State

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Abstract **Original Research Article**

This study investigated the socio-economic factors contributing to poor academic performance in mathematics in public and private senior secondary schools in Rivers State. Five research questions were stated for the study. All teachers in senior secondary schools in Ikwerre Local Government Area of Rivers State constitute the population for this study. Stratified random sampling was used to select twelve senior secondary schools and 120 teachers in the local government area, for the study. The research instrument used for this study is a 26-item inventory, tagged students poor performance inventory (SPPI) designed for teachers in senior secondary schools. Data were analyzed using mean and standard deviation. A standard reference mean of 2.50 was adopted for the purpose of decision making. Analysis of data revealed the following findings; teacher's use to teaching methods that are ineffective in encouraging students' active participation in classroom activities, teacher's inability to explain difficult concepts to enhance students understanding, teachers lack of skill in the design and use of relevant instructional materials and teacher's poor classroom demonstrations contributes to poor performance. Poor attendance to school, Truancy in School, Poor preparatory study habit and Lack of interest in participating activity in classroom instructions contributes to poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance. Similarly, some of the problems that contribute to poor performance are parents inability to pay their children school fees promptly, thus making the children to be unstable in school, inability of parents to provide the basic learning materials (text books and note books) for their children, inability of parents to explain difficult concepts or engage a lesson teachers to assist their children in preparatory studies and inability of parents to create a favorable learning environment for their children to develop interest in academics lack of parent support and encouragement. However, lack of proper counseling of students on examination preparatory studies, lack of guidance counsellors to guide students on choice of subjects for SSCE based on aptitude and interest, lack of seminars for students on development of good study habits and Lack of counseling students on the benefits of cooperative learning to enhance understanding lack of guidance and counseling services contribute to poor performance in senior school in Rivers State. In the light of these findings, the following recommendations were made; management and staff should exhibit good example for the students' to emulate; parents should ensure strict discipline in the nurture of these children; government should provide infrastructural facilities in schools for effective running of school activities.

Keywords: Academic Performance, Examination malpractices, Home environment, Learner variables, Moral decadence, Motivation, Socio-Economic Factors.

1. Introduction

Academic performance of a student is a measure of the ability of the student to recall appropriate learned facts and information at a particular time, which cumulatively indicate the level of attainment of the goals of the educational programme of study. However, the degree of recall of learned experiences often depends on some factors which influence academic performance. Such factors, with respect to the teaching and learning of

mathematics, as outlined by Awofala et al. (2022) & Bora and Ahmed (2018) include; the quality to teachers, the attitude of learners towards their studies, parental motivation, school standard in academics and counseling services. Academic performance in mathematics in senior secondary schools demands learner's adaptive skills and intellectual competence in order to cope with the diversified areas of the subject matter. However, it is important to remark that a learner must be properly guided and sufficiently motivated by a facilitative teacher and a good guidance counselor to the extent that such a learner is enthusiastic to engage in personal preparatory studies.

According to Abiodun et al. (2018), a well-planned lesson gives a sense of security to the teacher and helps him to gain the confidence of the class. He noted that poor performance of students in Mathematics can be attributed to the teacher's poor design and presentation of classroom lessons. According to him, a teacher needs to spend time planning his lesson, so that the translation of theory into practice is successfully carried out in the classroom. According to (Reigeluth, 1995; Abiodun et al., 2018), the purpose of any design activity to devise optimal means to achieve desired ends. Hence, a teacher needs to know the complete set of strategy components to adopt in teaching, in order to achieve the desired results.

According to Wali (2003) and recently confirmed by Abiodun and Olaniyi (2021), a teacher could begin his lesson by testing the entry behaviour of the learners. He pointed out that poor performance among learners and the misunderstanding that often transpires during classroom instructions, is due to the inability of teachers to identify learners pre-requisite knowledge as a background to comprehend new concepts. According to him, the possible relation of new ideas to those already learned is an essential bridge in the process of learning. He advised that teachers' introduction of the lesson should gain the attention of the learners and arouse their interest in learning. Abiodun and Olaniyi (2021) remarked that the development of the lesson should be sequential, progressing from the simplest to complex. According to him, a teacher should learn to be facilitative in his teaching. He emphasized that the teacher should be able to make a learner to be aware of the path that will lead to his success so that he will progress along that direction in his learning sequence. He remarked that the poor performance of students in Senior School Certificate Examination can be attributed to the teachers' poor demonstration, poor explanation and use of poor teaching methods.

Abiodun and Olaniyi (2021) remarked that students who disobey school rules and regulations are unstable in school and also perform poorly in academics. According to him, lawlessness pre-dispose students to poor concentration in classroom instructions and misconception of ideas. According to Awofala et al. (2022), the mere fact that examinations are approaching triggers off tension and anxiety on delinquent school children. They remarked that the tension and anxiety generated in delinquent students can be attributed to the fear of failing examinations, due to lack of adequate preparation. They remarked that the effects of delinquency on students in senior secondary schools include; lack of time to study, fear of examination, poor interpersonal relationship, poor participation in group learning and exposure to drastic punishment as a result of disobedience.

Awofala et al. (2022) noted that delinquency is an outward manifestation of indiscipline and such delinquent children often face financial difficulties and lack of basic learning materials as a result of denial of such basic needs by their parents in an attempt to discourage them from been disobedient to parental instructions. He noted that such steps taken by parents to punish their disobedient child could lead to poor concentration of the child on his or her studies , leading to failure in examination. Abiodun and Olaniyi (2021) noted that there are rules and regulations which members of a school system are expected to obey, especially students. He remarked that the tension and anxiety in maintaining discipline in schools leads to fear and poor performance in examination among delinquent children who are often victims of school discipline such as; suspension. Olaseni and Lawal (2020) remarked that students who engage in disruptive acts have records of truancy, examination malpractices and poor academic achievements. According to him, delinquent students who disobey school rules and regulations and are also truants. He noted that such students do not take their studies seriously, hence they perform poorly in examinations.

Onyejiaku (2002) and recent evidence by Bora and Ahmed (2018) remarked that parents who love education are often in the forefront of seeking home teachers especially in subject such as mathematics, to give extra lessons and the desire attention to their children during the evening hours after the children are back from school.

According to her, children who attend extra- moral classes through the efforts of their parents are in a better opportunity to perform creditably in mathematics . She noted that mathematics is one of the subjects that most students find difficult and often dreadful, hence she pointed the need for parents to engage the services of a home teacher in mathematics to gives adequate preparatory background for the enhancement of students performance in mathematics.

Adamma et al. (2018) noted that it is parents that set the place for the socialization of their children and wards. According to him, when parents employ a home teacher to explain difficult concepts to their children and guide them properly in their study habits, the children soon develop the necessary capabilities for self- discovery, problem solving skills and a good level of mathematical culture. He pointed out that home teachers give the children one-on-one interaction which was difficult to enjoy in a conventional classroom and that is why every enlightened parent who love the value of education endeavours to bear the cost of engaging the services of a home teacher to guide their children in revision and preparations for examination. Denga (2002) remarked that parent's active role in the education of their children is indispensable in learning of difficult concepts in various subjects in the school system. According to him, such parents have accepted the responsibility of providing both human and material resources that are necessary for the enhancement of their children academic pursuit and have evolved strategies through home teachers to withstand invariably the academic tension and work load that often tends to frustrate young learners in their academic pursuits.

Obodo (2002) and Oni et al. (2019) noted that parents who are unable to provide basic learning materials for their children are responsible for their poor performance. He remarked that understanding of mathematics operates on the strategy of learning by doing, hence the children must be provided with the necessary materials for use to ensure meaningful manipulation of materials and ideas of achieving learning. Such materials according to him include' relevant mathematic text books, set of mathematical instruments, drawing sheets and graph books. Okunola and Obot (2024), remarked that provision of relevant and suitable learning materials in mathematics and other science help in developing and implementing programmes and strategies that assist both parents and students in exploring a wide range of occupation and exhibit the required proficiency that often suggest good careers in the areas of competence. They advised parents and communities to provide adequate learning materials in mathematics for students to engage in active career exploration and choice, which will provide the context for adolescents to make successful transitions into adult workplace roles.

According to Adamma et al. (2018) , it is the parents that set the place for the socialization of their children. He remarked that, the early experiments and training an individual received from his or her family are crucial for the formation and production of healthy personality. Denel and Bamidele (2020) remarked that divorce among parents usually sends their children into very difficult emotional and material deprivation which results to poor school attendance, poor participation in classroom learning and poor performance in examinations. He also remarked that the training of adolescents begins at home and that is why the home is responsible for encouraging good moral development and should also share in the blame if the child grows to become disruptive and delinquent. Adenle and Bamidele (2020) remarked that "beyond parental control" is a common deviant act seen in most adolescents from poor parental background and indiscipline homes were moral laxity manifest at alarming rate. The author noted that lack of proper supervision of children by parents is another major cause of poor performance in examination, examination malpractices and youths restiveness. According to him, a child may delight in pursuing evil ambition since he is aware that nobody is there to check his activities. However, if parents are strict, loving and disciplined, the children will imitate the good qualities of their parents.

Okunola and Obot (2024), remarked that lack of good parental care and affection has serious psychological implications for the growing child and affects students social orientation and interest in school attendance and classroom participation in learning activities. According to him, lack of proper upbringing of children and poor supervision of children by parents may result to laziness and inability of such children to prepare quickly enough to attend school early and regularly. He noted that sometimes poor academic performance observed in students could be due to moral laxity at home. According to him, a child may develop the habit of absenting himself or herself from school, if he or she is aware that nobody is there to check his or her activities. Adenle and Bamidele (2020) stated that parents who are strict, loving and disciplined train up their children to imitate their good

qualities. He noted that when parents present themselves as role model to their children, the children try to engage in things that are pleasing to their parents and shun the disturbing tendencies associated with lack of interest in academics. They further buttressed that parental poverty and lack of good parental care lead to difficult emotional and material deprivation of the basic needs of children. According to him, when parents are unable to pay their children's school fees. According to him, when parents are unable to pay their children's school fee, the children may be driven away from the school by the school management, which leads to disruption in classroom learning and participation. He noted that parents who could not afford transport fares for their children to go to school, invariably forces the children to trek long distance to school which may result in refusal of such children to attend school regularly. He remarked that students who suffered lack of money to offset the cost of education are often forced to go into street hawking which prevents them from attending schools regularly.

Adenle and Bamidele (2020) remarked that house helps plays active roles in the socialization process of children. According to him, the tendencies of children to engage in deviant acts with less resistance could be traced to level of caring and discipline inculcated in them by their house helps. He noted that children spend more of their time for the day with house helps than with parents. According to him, since the home is responsible for encourage good moral development of children, if the child is left in the hands and nurture of the house helps. While the parents are more busy with work, then the role of parents inculcating good moral values is now left at the choice of the house helps. Hence, if the house help is morally bankrupt, the children will learn such bad habits from him/her. According to Okunola and Obot (2024), divorce and bad house helps are two major factors that usually results in delinquent behaviour among children and adolescent. According to them, stealing, sexual promiscuity, lying , greediness is common among children reared through house helps, step mothers or step fathers, while their biological parents are separated due to marital conflicts. They noted that when parents present themselves as role model to their children, and limits the roles of house helps in the home, the children try to engage in things that are pleasing to their parents and shuns the disturbing tendencies to engage in immoral acts.

Awofala et al. (2022) emphasized that perception of cognitive structures depends on learners' intellectual, physical and emotional readiness. However, the learner is born with a hierarchy of responses that is evoked by changes in the body and external environment. Such external changes which affects learners academic performance include; peer influence and school standard in academics with respect to provision of instructional resource materials and equipment for classroom instruction delivery. Similarly, Adamma et al. (2018) noted that parental variables such as provision of the child's basic learning materials, prompt payment of school fees and encouragement enhance students' academic performance. It is important to remarked that adequate parental support to the education of their children and wards, dismisses the likely depression associated with helpless orphans due to loss of hopes, disappointments and failures which often inhibit learner performance of intellectual task. Mathematics teacher's teaching methods and skills invariably influence student's academic performance in mathematics in senior secondary schools. This study therefore is set to investigate the socio-economic factors that influence academic performance of senior secondary school students in mathematics in public and private schools in Rivers state.

Various educators and parents are worried about the fallen standard of education in senior secondary schools, particularly in Mathematics. Most parents prefer sending their children to private schools instead of public schools which are Government owned. This is due to widespread public view that well established private schools are maintaining good standard of teaching and learning with modern facilities. However, there are poorly established mushroom private senior secondary schools that are below standards when compared with public senior secondary schools in terms of socio-economic factors, such as availability and utilization of funds, learning environment, buildings, quality of teachers, remuneration of teachers, attitude of learners, school discipline, facilities and learning materials for science education. The following research question guided the study:

i. To what extent does teachers socio-economic factors contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State?

ii. To what extent does poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State?

iii. To what extent does lack of parental support and encouragement contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State?

iv. To what extent does inefficient school management and discipline contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State?

The following research hypotheses guided the study;

Ho1: There is no significant difference in the mean responses of male and female teachers on the extent to which teachers' socio-economic factors contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State.

Ho2: There is no significant difference in the mean responses of male and female teachers on the extent to which poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State.

2. Methodology

This study is a descriptive research and the survey research design will be adopted to identify the factors responsible for poor performance of students in senior school certificate examination in Ikwerre Local Government Area of Rivers State. All teachers in senior secondary schools in Ikwerre Local Government Area of Rivers State constitute the population for this study. Stratified random sampling will be used to select twelve senior secondary schools in the Local Government Area, for the study. Six schools were selected from each of the two constituencies that make up the LGA. The twelve schools were made up of four boys schools, four girls schools and four-co-educational schools. A total of 1320 senior secondary school teachers were randomly selected for the study, 10 teachers from each school. The strata for sample selection will include; type of school, school location in terms of urbanization and constituency (geo-political zones). The research instrument used for this study is a 26-item inventory, tagged students poor performance inventory (SPPI) designed for teachers in senior secondary schools in Ikwerre Local Government Area of Rivers State. The items were rated on a 4 points scale as follows. Strongly agree (4pts), agree (3pts), disagree (2pts) and strongly disagree (1pts). The researcher and his colleagues read, corrected and approved the face, content and construct validities of the instrument. Prior to administration of the instrument to the sampled audience, the instrument was tested for reliability using split half technique. A reliability coefficient of + 0.87 confirmed that the instrument is reliable.

The inventory was administered to a group of 120 senior secondary school teachers in Ikwerre local Government Area of Rivers State, after a brief explanation of the purpose of this study to the respondents in the sampled schools. Data were analyzed using mean and standard deviation. A standard reference mean of 2.50 will be adopted for the purpose of decision making.

3. Results and Discussion of findings

Data were analysed using mean and standard deviation. It is presented according to the order in the research questions were stated.

Research Question One

To what extent does poor teaching methods and lack of qualified teachers contribute to poor performance in senior school certificated examination?

Table 1: Teacher variables that contributes to poor performance of students in senior school certificate examination

Teachers variables	Teachers' Response				Mean $\bar{x}$	Std. dev. ð	Total no. of teachers	Decision
	4	3	2	1				
Teacher's use to teaching methods that are ineffective in encouraging students active participation in classroom activities	24	91	1	4	3.19	0.41	120	Agree
Teacher's inability to explain difficult concepts to enhance students understanding	34	80	5	1	3.28	0.45	120	Agree
Teachers lack of skill in the design and use of relevant instructional materials	13	103	3	1	3.11	0.53	120	Agree
Teacher's poor classroom demonstrations	17	81	14	8	3.03	0.51	120	Disagree
Grand Total					**2.81**	**0.70**		

Standard reference mean $\bar{x}$ = 2.50

Table 1 shows that mean ratings of 3.19, 3.28, 3.11 and 3.03 respectively, which are greater than the standard reference mean of 2.50, indicate that Senior secondary school teachers were of the view that; teacher's use to teaching methods that are ineffective in encouraging students active participation in classroom activities, teacher's inability to explain difficult concepts to enhance students understanding, teachers lack of skill in the design and use of relevant instructional materials and teacher's poor classroom demonstrations contributes to poor performance in senior school certificated examination Ikwerre Local Government Area of Rivers State. Small values of standard deviations obtained, i.e 0.41, 0.45, 0.53 and 0.51 respectively indicates that the teachers were homogenous in their response.

Research Question Two:

To what extent does poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance in senior school certificate examination?

Table 2: Attitude of learners in response to classroom instructions and preparatory studies

Learners variables	Teachers' Response				Mean $\bar{x}$	Std. dev. ð	Total no. of teachers	Decision
	4	3	2	1				
Poor attendance to school	64	40	15	1	3.4	0.71	120	Agree

Truancy in School	12	76	30	2	2.83	0.80	120	Agree
Poor preparatory study habit	16	84	16	4	2.93	0.63	120	Agree
Lack of interest in participating activity in classroom instructions	20	90	6	4	3.05	0.60	120	Agree
Grand Total					**2.90**	**0.80**		

Standard reference mean $\bar{x}$ = 2.50

Table 2 shows that mean ratings of 3.4, 2.83, 2.93 and 3.05 respectively, which are greater than the standard reference mean of 2.50, indicate that SS2 teachers were of the view that; Poor attendance to school, Truancy in School, Poor preparatory study habit and Lack of interest in participating activity in classroom instructions contributes to poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance in senior school certificate examination in Ikwerre Local Government Area of Rivers State. Small values of standard deviations obtained, that is 0.71, 0.80, 0.63 and 0.60 respectively indicates that the teachers were homogenous in their response.

Research Question Three

To what extent does lack of parent support and encouragement contribute to poor performance in senior school certificate examination?

Table 3: Parent support and encouragement

Parental variables	**Teachers' Response**				**Mean** $\bar{x}$	**Std. dev.** ð	**Total no. of teachers**	**Decision**
	4	3	2	1				
Parents inability to pay their children school fees promptly, thus making the children to be unstable in school	20	89	10	1	3.08	0.50	120	Agree
Inability of parents to provide the basic learning materials (e.g) text books and note books) for their children	41	63	10	6	3.26	0.60	120	Agree
Inability of parents to explain difficult concepts or engage a lesson teachers to assist their children in preparatory studies.	22	92	4	2	3.12	0.52	120	Agree
Inability of parents to create a favourable learning environment for their children to develop interest in academics.	20	97	2	1	3.16	0.41	120	Agree
Grand Total					**2.90**	**0.80**		

Standard reference mean $\bar{x}$ = 2.50

Table 3 shows that mean ratings of 3.08, 3.26, 3.12 and 3.16 respectively, which are greater than the standard reference mean of 2.50, indicate that SS2 teachers were of the view that; parents inability to pay their children school fees promptly, thus making the children to be unstable in school, inability of parents to provide the basic learning materials (e.g) text books and note books) for their children, inability of parents to explain difficult concepts or engage a lesson teachers to assist their children in preparatory studies and inability of parents to create a favourable learning environment for their children to develop interest in academics lack of parent support and encouragement contribute to poor performance in senior school certificate examination in Ikwerre Local Government Area of Rivers State. Small values of standard deviations obtained, that is 0.50, 0.60, 0.52 and 0.41 respectively indicates that the teachers were homogenous in their response.

Research Question Four

To what extent does lack of guidance and counseling services contribute to poor performance in senior school certificate examination?

Table 4: Variable associated with lack of guidance and counseling services

Variable associated with lack of guidance and counseling services	**Teachers' Response**				**Mean** $\bar{x}$	**Std. dev.** **ð**	**Total no. of teachers**	**Decision**
	4	3	2	1				
Lack of proper counseling of students on examination preparatory studies	18	98	3	1	3.13	0.41	120	Agree
Lack of guidance counsellors to guide students on choice of subjects for SSCE based on aptitude and interest.	25	90	3	2	3.20	0.46	120	Agree
Lack of seminars for students on development of good study habits	22	91	3	4	3.19	0.45	120	Agree
Lack of counseling students on the benefits of cooperative learning to enhance understanding.	44	71	4	1	3.34	0.54	120	Agree
Grand Total					**2.90**	**0.80**		

Standard reference mean $\bar{x}$ = 2.50

Table 4 shows that mean ratings of 3.13, 3.20, 3.19 and 3.34 respectively, which are greater than the standard reference mean of 2.50, indicate that SS2 teachers were of the view that; lack of proper counseling of students on examination preparatory studies, lack of guidance counsellors to guide students on choice of subjects for SSCE based on aptitude and interest, lack of seminars for students on development of good study habits and Lack of counseling students on the benefits of cooperative learning to enhance understanding lack of guidance and counseling services contribute to poor performance in senior school certificate examination in Ikwerre Local Government Area of Rivers State. Small values of standard deviations obtained, that is 0.41, 0.46, 0.45 and 0.54 respectively indicates that the teachers were homogenous in their response.

Hypothesis 1

There is no significant difference in the mean responses of male and female teachers on the extent to which

teachers' socio-economic factors contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State.

Table 5: Z-Test of Differences in the Mean Responses of Male and Female Teachers on the extent to which teachers' socio-economic factors contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State

Group	Mean	Std. dev	N	Df	Std. error	Z_{cal}	Z_{table} □=0.05	Decision
Male teachers	2.80	0.70	50	118	0.123	0.16	1.96	H_0 accepted
Female teachers	2.82	0.62	70					

Table 5 shows that the null hypothesis on Z-test of difference in the mean responses of male and female teachers on the extent to which teachers' socio-economic factors contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State, was accepted at 5% level of significance, where the degree of freedom (118) is at infinity (∞), because the critical or tabular value of Z (1.96) is greater than the calculated value of Z (0.16).

Hypothesis 2

There is no significant difference in the mean responses of male and female teachers on the extent to which poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State.

Table 6: Z-Test of Differences in the Mean Responses of Male and Female Teachers on the extent to which poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State

Group	Mean	Std. dev	N	Df	Std. error	Z_{cal}	Z_{table} □=0.05	Decision
Male teachers	2.83	0.75	50	118	0.091	0.44	1.96	H_0 accepted
Female teachers	2.87	0.71	70					

Table 6 shows that the null hypothesis on Z-test of difference in the mean responses of male and female teachers on the extent to which poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance in mathematics in Senior Secondary Schools in Rivers State, was accepted at 5% level of significance, where the degree of freedom (243) is at infinity (∞), because the critical or tabular value of Z (1.96) is greater than the calculated value of Z (0.85). This shows that male and female teachers agreed that promotion of teaching staff when due contributed to students learning effectiveness.

Conclusion and Recommendations

Conclusion

This study investigated on socio-economic factors contributing to poor academic performance in mathematics in public and private senior secondary schools in Rivers State. From the result obtained, the research concluded that teachers are used to teaching methods that are ineffective in encouraging students' active participation in classroom activities, teacher's inability to explain difficult concepts to enhance students understanding, teachers' lack of skill in the design and use of relevant instructional materials and teacher's poor classroom demonstrations contributes to poor performance. Poor attendance to school, Truancy in School, Poor preparatory study habit and Lack of interest in participating activity in classroom instructions contributes to poor attitude of learners in response to classroom instructions and preparatory studies contribute to poor performance. Similarly, some of the problems that contribute to poor performance are parents inability to pay their children school fees promptly, thus making the children to be unstable in school, inability of parents to provide the basic learning materials (text books and note books) for their children, inability of parents to explain difficult concepts or engage a lesson teachers to assist their children in preparatory studies and inability of parents to create a favorable learning environment for their children to develop interest in academics lack of parent support and encouragement. However, lack of proper counseling of students on examination preparatory studies, lack of guidance counsellors to guide students on choice of subjects for SSCE based on aptitude and interest, lack of seminars for students on development of good study habits and Lack of counseling students on the benefits of cooperative learning to enhance understanding lack of guidance and counseling services contribute to poor performance in senior school in Rivers State.

Recommendations

The following recommendations were made based on the findings:

1) Management and staff should exhibit good example for the students' to emulate.
2) Parents should ensure strict discipline in the nurture of this children.
3) Government should provide infrastructural facilities in schools for effective running of school activities.
4) Teachers should not only have the intellectual knowledge of the subject matter, but they should know the methodology for imparting knowledge
5) Government should make funds available and sponsor teachers on attendance to conferences, seminars and workshops for effective instructional delivery.
6) The school authority should imbibe maintenance culture, repair and immediate replacement of damaged tools or educational media should be encouraged and made possible.

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