

Administrators' Gender Leadership Practices and Teachers' Job Performance in Senior Secondary Schools in Kwara State

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Abstract

The leadership pattern of the school administrator shapes the tone of administration in the school system. Gender has been known to be a variable which may or may not influence the way schools are governed. This paper investigates administrators' gender leadership practices and teachers' job performance in secondary schools in Kwara State. Two research questions and five research hypotheses were used to guide the study. The research design adopted was the ex-post facto. A total of 118 principals and 324 teachers were selected as sample for the study from a total population of 118 principals and 1178 teachers in Ilorin South Senatorial District secondary schools. Two validated instruments namely: 'Administrators' Gender Leadership Practices Questionnaire' (AGLPQ) and 'Teachers' Job Performance Questionnaire (TJPQ) were used to gather data for the study. Reliability co-efficients obtained for the instruments were 0.83 for AGLPG and 0.77 for TJPQ respectively. Mean and frequency counts were used to answer the research questions while Pearson Product Moment Correlation statistics was used to analyze the hypotheses at 0.05 level of significance. The results showed that instructional supervision was the predominant administrators' leadership practice (3.42) while the level of teachers' job performance was high (3.35). The results further revealed that there was significant relationship between administrators' gender leadership practices and teachers' job performance. Among other things, the study recommended that school administrators in Ilorin South Senatorial District secondary schools should continue to make adequate use of administrators' leadership practices (such as instructional supervision, teamwork and strategic planning) in order to achieve the goals of the school system.

Keywords: Administrators' Gender Leadership Practices, Teachers' Job Performance, Ilorin South Senatorial District, Teachers, Principals

Introduction

Leadership is a crucial factor in the administration of organizations. When things are accomplished or achieved through people, leadership comes into play.

Leadership is also the ability to influence other people in order to achieve predetermined objectives in an organization. Men and women are usually appointed into leadership positions to govern the affairs of institutions. In the school system, principals are responsible for the day-to-day activities. Thus, the aims and objectives of secondary schools may not be achieved without effective leadership on the part of the principal (Adegbesan, 2013).

This implies that an administrator must be a motivator and an inspirer and have the ability to listen to colleagues and subordinates in order to accomplish objectives. In this wise, both male and female administrators are bound to function equally in such capacities and they should be viewed as people who have the potentials to assume leadership possibilities. In order to ensure the sustenance and survival of organizations, human resources are the most important factor to consider. An administrator performs a vital function in the administration of a school and this position can be occupied by either a male or a female.

Administrators play significant leadership roles in the school system. As leaders, school administrators plan, they undertake the supervision of instruction, and they work collaboratively and closely with both teaching and non-teaching members of staff. Among other things, these activities may be referred to as practices which principals of the school carry out from time to time. Some of these practices are strategic planning, managing the curriculum, working with teams, supervising instruction and developing staff professionally. In this study, the researchers have focused on strategic planning, teamwork practice and instructional supervision practices.

Literature Review

Concept of Administrators' Gender Leadership Practices

In any organization, the attainment of predetermined goals is a priority and so far an organization to achieve these goals, it must have leaders who can motivate and influence members in the right direction. Landis et al. (2014) saw leadership as a creative or directive force and a process through which subordinates are induced to behave in a particular manner. In other words, leaders seek to influence members of the organization in such a way that their efforts are optimized towards the realization of goals.

As leaders, school administrators are not only expected to manage the schools they head, but also to inspire their teachers, motivate and influence them to work effectively and efficiently. In support of this, Srisaen et al. (2014) affirmed that for organizations to be successful, managers must become leaders who can inspire, motivate, innovate in advance, and collaborate together in order to get extraordinary things done.

In the school system, the position of the administrator is usually occupied by capable, knowledgeable and competent men and women who have acquired a lot of experience and have risen through the rank and file of the teaching profession. Women need to achieve a workable balance between the demands of their family role and

their role as leaders and administrators in the educational institution (Arar & Oplatka in Asmahan & Khalid, 2019). Also, men tend to undertake roles in the public sphere while women undertake roles in the private sphere, and, since school principalship is a public role, women who undertake this role can expect to meet both overt and covert resistance (A'li & Da'as, 2016). Corner in Growe and Montgomery (2000) asserted that female educational managers concentrate more on instructional leadership whereas their male counterparts emphasise organizational matters. This implies that both men and women play significant roles in the administration of schools.

Strategic Planning Practice

A strategic plan is a brief information about what the school intends to achieve in future and the methods to use in achieving the goals. It outlines the purpose for the existence of the school, the expected behavior of staff and students and the way to achieve its objectives. The plans must put into consideration ways of improving the school experiences of students and their outcomes. Also, every school must have at least one goal that has to do with each student learning; student engagement and well-being; and student pathways and transition (Office of Government School Education {OGSE}, 2010). According to Maleka (2014), strategic planning is an organisational management activity that is used to set priorities, focus on energy and resources, strengthen operations, ensure that employees and other stakeholders are working towards common goals, establish agreements around intended outcomes/results, and assess and adjust the organisation's direction in response to a changing environment. Sokpuwu (2020) defined strategic planning as the process of reflecting on past performance, establishing future directions and deciding what will constitute success. For instance, in Kenya all schools are required to formulate strategic plans within a time frame of three to five years and this must be accompanied by an action plan for each year.

In the same vein, Steiner in Nzuki (2017) saw strategic planning as a concept that involves goal-setting and the development of policies and strategies aimed at goal achievement. This process also includes making plans for the implementation of such policies. Furthermore, it is expected that strategic planning should impact positively on performance because it helps to select the strategies that will allow organizations to make the best use of their resources and capacities in relation to the opportunities which abound in their external environment (Akinyi in Okwakwo, 2013).

Teamwork Practice

When a group of people come together to work toward the attainment of the same goals it can be referred to as a team. Thus, Amadi (2019) saw teamwork as a practice that enables school members to view work as a cooperate enterprise that requires collaboration and cooperation. This implies getting together with others which also allows individuals to better understand the importance of teamwork and how the organization operates as well as promote the culture of teamwork

success(Boakye, 2015). In other words, administrators must endeavour to bring teachers together in teams in order to view challenges holistically and provide solutions after a lot of brainstorming. Vangrieken et al. (2015) affirmed that teamwork has the potential to motivate teachers, reduce workload and increase self-efficacy.

Apart from the fact that teamwork in schools is often seen as a way of aiding organisational leadership processes, collaboration in teams could be viewed as a crucial resource for the professional upliftment of employees, thereby enhancing performance (Makewa et al., 2016). Employees who work in teams are able to share their knowledge and skills as they learn from one another (Boakye, 2015). This results in their effectiveness and efficiency when compared with their counterparts who work individually in their establishments.

Instructional Supervision Practice

Instructional supervision is one of the methods which school administrators use in achieving educational goals and objectives. It involves activities which are carried out with the aim of making teaching and learning process better for both the learners and the teachers (Asuru, in Dikeogu & Amadi, 2019). In other words, instructional supervision encompasses a scenario whereby the principal helps and encourages the teachers to perform their duties effectively and efficiently. The absence of thorough instructional supervision will have a negative impact on the teaching-learning process, thereby rendering the goals and objectives unachievable. Charles et al. (2012) suggested that head-teachers need to effectively supervise teachers by ensuring that: (a) they are observed regularly; (b) lessons are planned early; (c) lessons are structured with an interesting beginning; (d) there is revision of previous knowledge, teachers use voice variation and summary of major points at the end; teachers use backups/teaching aids properly; (e) teachers have a good relationship with their students; and (f) teachers follow up the curriculum strictly. All these imply that teachers' job performance will greatly improve if they are adequately and thoroughly supervised.

Iroegbu and Etudor-Eyo (2016) observed that many principals pay little attention to the supervision of instructional activities in secondary schools in Nigeria. They consider supervision of instruction as one of the major strategies which can be used to improve the quality of the teaching-learning process.

Statement of the Problem

Organisations are set up to achieve goals which have been previously set out. It is the ultimate duty and responsibility of leaders in these organizations to harness the activities of their employees in such a way as to achieve these goals. Thus, as leaders, administrators have important roles to play in ensuring the commitment of employees to their jobs.

In the school system, the school principal is saddled with the responsibilities of overseeing the activities of the school system, with a view to achieving the set

objectives. One of the vital human resources in the school setting is the teacher who handles the instructional delivery in the classroom. Although, the teachers are in direct contact with the students on a daily basis, it is the responsibility of the school administrator/principal to ensure that teaching and learning are carried out with utmost commitment. While teachers' job performance involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected goals, the principal exercises his leadership and administrative authority to formulate plans, provide guidance and resources, supervise instruction, give feedback and direction in order to improve the performance of both the teachers and students (Ekpoh & Eze, 2015).

Various research studies such as Atolagbe et al. (2019), Dikeogu, & Amadi, (2019), Iroegbu and Etudor-Eyo (2016) have however shown that teachers' job performance has been on the decline and this has also affected the performance of students. Teachers' attitudes towards their job seem to be on a downward trend while teachers' behaviours such as absenteeism, inadequate preparation for lessons, not being punctual to school/classes and lack of commitment have been the order of the day. School administrator leadership practices have been known to impact teachers' performance (Rouse, 2005). Rouse added that such leadership practices and the behaviour of principals may play importance roles in how well they handle responsibilities and challenges in the school system. Thus, administrators' leadership practices could be used to affect teachers' job performance. This study therefore investigated the relationship between administrators' gender leadership practices and teachers' job performance in Ilorin South Senatorial District secondary schools.

Purpose of the Study

The main purpose of this study was to investigate administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial District of Kwara State. Other purposes were to:

1. Establish the relationship between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State;
2. Find out the relationship between teamwork practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State
3. Ascertain the relationship between instructional supervision practice and teachers' job performance in Ilorin South Senatorial district, Kwara State

Research Questions

The following questions were raised to guide the conduct of the study:

1. What is administrators' predominant gender leadership practice in secondary schools in Ilorin South Senatorial district, Kwara State?
2. What is the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State?

Research Hypotheses

- Ho₁:** There is no significant relationship between administrators' gender leadership practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.
- Ho₂:** There is no significant relationship between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.
- Ho₃:** There is no significant relationship between teamwork practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.
- Ho₄:** There is no significant relationship between instructional supervision practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Methodology

The descriptive survey of correlational type was used for the study. The population for the study comprised all the 1,178 teachers and 118 principals in senior public secondary schools in Ilorin South Senatorial District, Kwara State. Multi-stage sampling technique was used for the study. The respondents were stratified based on gender using stratified random sampling technique. Three hundred and twenty-four teachers who were selected using simple random sampling technique and 118 principals were also used for the study. Two researcher-designed structured instruments were used for the study. The instruments were constructed on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were validated by two experts: one in Educational Management and the other in Measurement and Evaluation. The instruments, namely 'Administrators' Gender Leadership Practices Questionnaire' (AGLPQ) and 'Teachers' Job Performance Questionnaire' (TJPQ) had reliability coefficients of 0.83 and 0.77 respectively. The questionnaires were used to collect data for the study. The data was analyzed using mean for the research questions and Pearson Product Moment Correlation statistics for the research hypotheses.

Results

Research Question 1: What is the predominant administrators' gender leadership practice in secondary schools in Ilorin South Senatorial district, Kwara State?

Table 1
Mean Ranking Order of Administrators' Gender Leadership Practices

| S/N | Administrators' Gender Leadership Practices | N | Mean | SD | Rank Order |
|-----|---|-----|------|-----|-----------------|
| 1 | Strategic Planning Practice | 324 | 3.10 | .38 | 3 rd |
| 2 | Teamwork Practice | 324 | 3.20 | .41 | 2 nd |
| 3 | Instructional Supervision Practice | 324 | 3.42 | .36 | 1 st |

Source: Fieldwork, 2021

Key

\bar{X}

1.00 -1.59 Low

1.60 -2.59 Average

2.60 - 5.00

Table 1 shows the administrators' gender leadership practices in Ilorin South Senatorial district, Kwara State in terms of the predominant administrators' gender leadership practice and the least dominant administrators' gender leadership practice. The table revealed that instructional supervision practice has the highest mean score of 3.42. This implies that instructional supervision practice is the predominant administrators' gender leadership practice in secondary schools in Ilorin South Senatorial district, Kwara State. This is followed by teamwork practice (3.20) and strategic planning practice, with a mean score of 3.10. This means that strategic planning practice is the least dominant administrators' gender leadership practice in Ilorin South Senatorial district, Kwara State.

Research Question 2: What is the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State?

Table 2
Mean and Standard Deviation of the Level of Teachers' Job Performance

| S/N | Teachers' Job Performance | N | Mean | SD | Decision |
|-------------------|---------------------------|-----|-------------|------------|----------|
| 1 | Lesson Delivery | 118 | 3.47 | .37 | High |
| 2 | Classroom Management | 118 | 3.31 | .35 | High |
| 3 | Teaching Methodology | 118 | 3.26 | .43 | High |
| Grand Mean | | | 3.35 | .42 | |

Source: Fieldwork, 2021

Key

\bar{X}

1.00 -1.59 Low

1.60 -2.59 Average

2.60 - 5.00 High

Table 2 shows the mean and standard deviation of the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State where the mean scores of lesson delivery, classroom management and teaching methodology were found to be 3.47, 3.31 and 3.26 respectively, with a grand mean of 3.35 and as such considered high. Therefore, the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State was high.

Ho₁: There is no significant relationship between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Table 3
Administrators' Gender Leadership Practices and Teachers' Job Performance

| Variable | N | \bar{X} | SD | df | Cal r - value | P-value | Decision |
|---|-----|-----------|-----|-----|---------------|---------|-------------|
| Administrators' Gender Leadership Practices | 442 | 3.24 | .38 | 440 | .519 | .000 | Ho Rejected |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | | |

***Significant P < .05**

Table 3 shows the calculated r-value of .519 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis, which states that there is no significant relationship between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State is rejected. It means that significant relationship exists between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Ho₂: There is no significant relationship between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Table 4
Strategic Planning Practice and Teachers' Job Performance

| Variable | N | \bar{X} | SD | Df | Cal r - P-value | Decision value |
|---------------------------|-----|-----------|-----|-----|-----------------|-----------------------------|
| Strategic Planning | 442 | 3.10 | .38 | | | |
| | | | | 440 | .519 | .000 |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | Ho ₁ Rejected |

***Significant P < .05**

Table 4 shows the calculated r-value of .519 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis, which states that there is no significant relationship between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State is rejected. It means that significant relationship exists between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Ho₃: There is no significant relationship between teamwork practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Table 5
Teamwork Practice and Teachers' Job Performance

| Variable | N | \bar{X} | SD | df | Cal r - P-value | Decision value |
|---------------------------|-----|-----------|-----|-----|-----------------|-----------------------------|
| Teamwork Practice | 442 | 3.20 | .41 | | | |
| | | | | 440 | .535 | .000 |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | Ho ₃ Rejected |

***Significant P < .05**

Key
 \bar{X}

1.00 -1.59 Low
1.60 -2.59 Average
2.60 - 5.00 High

Table 5 shows the calculated r-value of .535 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis, which states that there is no significant relationship between teamwork practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State is rejected. It means there was significant relationship between teamwork practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Ho₄: There is no significant relationship between instructional supervision practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State

Table 6
Instructional Supervision Practice and Teachers' Job Performance

| Variable | N | \bar{X} | SD | df | Cal r - value | P-value | Decision |
|------------------------------------|-----|-----------|-----|-----|---------------|---------|--------------------------|
| Instructional Supervision Practice | 442 | 3.42 | .36 | 440 | .582 | .000 | Ho ₄ Rejected |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | | |

***Significant P < .05**

Table 6 shows the calculated r-value of .582 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis, which states that there is no significant relationship between instructional supervision practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State is rejected. It means there was significant relationship between instructional supervision practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

Discussion of the Findings

The findings revealed that instructional supervision practice has the highest mean score. This implies that instructional supervision practice is the predominant administrators' gender leadership practice in Ilorin South Senatorial district, Kwara State. The finding supports the opinions of Charles et al. (2012) who suggested that head teachers need to effectively supervise teachers by ensuring that: they are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice

variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

The results also revealed that lesson delivery, classroom management and teaching methodology were found to be high. Therefore, the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State was high. The finding of the study revealed that significant relationship exists between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State. The finding is in agreement with that of Grove and Montgomery (2000), who noted that female educational managers concentrate more on instructional leadership whereas their male counterparts emphasise organizational matters.

The findings in hypothesis 2 revealed that significant relationship exists between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State. The findings support the views of Maleka (2014) who said that strategic planning is an organisational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organisation's direction in response to a changing environment.

The findings further indicated that there was significant relationship between teamwork practice and teachers' job performance in Ilorin South Senatorial secondary schools in Kwara State. The findings support the views of Vangrieken et al. (2015) who affirmed that teamwork has the potential to motivate teachers, reduce workload and increase self-efficacy.

Lastly, the findings revealed that significant relationship exists between instructional supervision practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State. Asuru, in Dikeogu, and Amadi (2019) corroborated this view when he said that instructional supervision involves activities which are carried out with the aim of making teaching and learning process better for both the learners and the teachers.

Conclusion

The study concluded that administrators' gender leadership practices do affect teachers' job performance positively. This implies that administrators' gender leadership practices such as strategic planning practice, teamwork practice and instructional supervision practice of school principals could enhance the level of teachers' job performance in senior secondary schools in Ilorin South Senatorial District in Kwara State, if adequately used.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators in senior secondary schools in Ilorin South Senatorial district, Kwara State should continue to make adequate use of administrators' leadership practices in order to achieve the goals of the school system.
2. Senior secondary school teachers in Ilorin South Senatorial district, Kwara State should be encouraged to work harder in order to sustain the high level of job performance.
3. Specifically, school administrators/leaders in Ilorin South Senatorial district, Kwara State senior secondary schools should pay more attention to instructional supervision in order to enhance and sustain the quality of teaching and learning in the school system.
4. Administrators should also ensure that strategic planning and teamwork practices are integrated into the day-to-day activities of the schools. This will go a long way to improve upon the efficiency and effectiveness of the school system.

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Influence of Rural and Urban Environmental Factors on the Performance of Business Education Students in External Examination

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Abstract

The study was carried out to determine the influence of rural and urban environmental factors on the performance of junior secondary school students' certificate examination in business education in Isiala Ngwa North L.G.A, Abia state. The study adopted a comparative survey. The population of the study comprised of 1, 300 junior secondary school students in the eight (8) secondary schools in Isiala Ngwa North Local Government Area. Simple random sampling technique was adopted while 394 students made up of 213 rural and 181 urban represent the sample size. Questionnaire titled: Influence of Rural and Urban Environmental Factors on the Performance of Junior Secondary School Students' Certificate Examination in Business Education (IRUEFPJSSSCEBE). Data were analysed using mean and standard deviation while t-test was used to test the hypotheses of 0.05 level of significance. Findings of the study reviewed that availability of adequate library facilities, class size and school location to a high extent enhance academic performance of Junior Secondary School Business Education Students in external examination as against environmental noise. The study concluded that availability of library facilities and others mentioned enhances the academic performance of Junior Secondary School Business Education Students in external examination to a high extent. Based on the findings, the study recommended that the government should ensure that adequate funding is provided to the schools to ensure adequate library facilities, school authorities should ensure that schools are located in strategic positions that will help to enhance students' academic performances amongst other recommendations.

Keywords: Rural, Urban, Environment, Education, Secondary

Introduction

Education is the instrument for transformation of the society at the national level (Ajeyalemi 2009). Education is a process through which the intellectual, moral capacities, proper conduct, and technical competency of individuals are developed to make them cultural members of their societies (Dorleku, 2013). Education also according to Eya (2004) consists of two components; inputs and outputs, the inputs component of education consist of human and material resources while the outputs

are the goals and outcomes of the educational process. Therefore, teaching and learning should be enjoyable, fun and conducive. And the tendency of making teaching and learning conducive is dependent on the level of environmental factors. The relationship between rural and urban environmental factors and academic performances of students' in secondary schools today cannot be overemphasized as environmental factors have tremendous effect in determining the quality of teaching students' receive and the extent of attention they pay to lesson in school. This implies, that rural and urban environmental factors pose a threat to the performance of students as it has the tendency of promoting or deteriorating the level of performance which is measurable from their grades. In view of the above, Armstrong (2009) confirms that a proper and adequate environment is very much necessary for a fruitful learning of the students.

The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environmental factors (Anthonia, 2014). Fleishchman and Osher (2005), maintains that the rural and urban environmental factors play a vital role in determining how students perform or respond to circumstances and situations around them. The environmental factors a student finds his/herself determines to a large extent how a student will behave and interact, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively (Ekanem, 2008). Mzokwana (2008) simply describes rural areas as deprived, lacking so many government developmental interventions such as potable water, electricity, good roads, and school infrastructure to improve upon the lives of the people. Although rural cultures can exist in urban areas but differences exist between rural environment and urban environment because large rural towns that are not far from urban centers often have more in common with the urban area than they do with remote and isolated small towns. Academic performance refers to the capacity to achieve when one is tested on what one has been taught (Otoo, 2007), which relates to curriculum content, the learner's intellect, and hence depends on the learner's competence. Academic performance is measured in terms of examination marks, the grading of which concerns the ability of individuals to use the knowledge and skills acquired.

Vidya and Nageswara (2006) defined business education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustments while Njoku (2006) saw it as an educational programme that equips individuals with functional and sustainable skills, knowledge, attitude and value that would enable the individuals operate in the environment such individuals find themselves. Moreover, although all students will encounter the world of business, whether they work in urban or rural areas. And so must be prepared to engage in business activity with confidence and competence. Therefore, this study is carried out to ascertain the influence of rural and urban environmental factors on student's performance in Junior Secondary Certificate Examination in Business Education in Abia State.

Statement of the Problem

The learning environment dramatically affects the learning outcomes of students. The issue of poor academic performance of student in external examinations such as the National Examination Council (NECO) and the West African Examinations Council (WAEC) has being a contemporary issue. The problem of environment factors has made education difficult in this area. These environmental factors are open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout, inadequate facilities, proximity and environmental noise has left an indelible mark on the educational achievement of students as there exist an increase in the economy and population others include: low intellectual ability and development, poor teaching and learning processes, poor psychological development, poor ethical development, high rate of social decadence, poor socio-economic development, poor political growth, and poor economic development among others. Environmental factors are ecological factor or eco factor, abiotic or biotic, that influences living organisms. Abiotic factors include ambient temperature, amount of sunlight, pH of the water soil in which an organism lives. Biotic factors would include the availability of food organisms and the presence of biological specificity, competitors, predators and parasites. The researcher found out that schools found in Isiala-Ngwa North Local Government Area of Abia State have limited conducive environment for learning and teaching of business education, poor learning facilities, building, poor library and library facilities with few or no suitable books for learning, poor administrative management, poorly equipped teachers, poor laboratory equipment as well as poor location, other factors include, urban environmental factors such as home background, inadequate school facilities, availability of technology, misuse of technology such as internet and school climate, resources, population loss and quality of teachers, the geographic location plays a very important role in the grooming, motivation and academic performance of the students. Another, vital urban environmental factor population contributes to the educational trend of school consolidation, larger schools do not necessarily improve student performance. Given this situation, the problem of the study therefore, the need to ascertain the influence of rural and urban environmental factors on students' performance in Junior Secondary School Certificate Examination in Business education in Isiala-Ngwa Local Government Area of Abia State.

Purpose of the Study

The main objective of the study is to determine the influence of rural and urban environmental factors on students' performance in Junior Secondary School Certificate Examination in Business Education in Abia State. The specific objectives were to:

- i) examine the extent to which rural and urban library facilities enhances academic performance.

- ii) ascertain the extent to which rural and urban class size/layout contributes to the academic performance.
- iii) examine the extent to which rural and urban school location contributes to the academic performance.
- iv) Examine the extent to which rural and urban environmental noise hinder the academic performance.

Research Questions

The following research questions were raised to guide the study

- i) To what extent do rural and urban library facilities affect the academic performance of Junior Secondary School Business Education Students in external examination?
- ii) To what extent does rural and urban class size/layout affect academic performance of Junior Secondary School Business Education Students in external examination?
- iii) To what extent does rural and urban school location affect the academic performance of Junior Secondary School Business Education Students in external examination?
- iv) To what extent does rural and urban environmental noise affect the academic performance of Junior Secondary School Business Education Students in external examination?

Hypotheses

The following null hypothesis were formulated to guide the findings.

- Ho₁:** There is no significant relationship in the mean rating of availability of library facilities in urban and rural areas and academic performance in external examinations.
- Ho₂:** There is no significant relationship in the mean rating of availability of class size/layout in urban and rural areas and academic performance in external examinations.
- Ho₃:** There is no significant relationship in the mean rating of availability of school location in urban and rural areas and academic performance in external examination,
- Ho₄:** There is no significant relationship in the mean rating of availability of environmental noise in urban and rural areas and academic performance in external examination.

Methodology

The study adopted a comparative design. The population comprised of one thousand and three hundred (1,300) Junior Secondary School students (SBMC, 2018). The researcher adopted simple random sampling techniques. To determine the sample

size for this study Taro Yamen's formula was used to select 394 which comprised 213 from the Rural and 181 from Urban as the sample size. The instrument used for data collection was the researcher-developed questionnaire containing 30 question items titled: "Influence of Rural and Urban Environmental Factors on the Performance of Junior Secondary School Students' Certificate Examination in Business Education in Isiala Ngwa North L.G.A (IRUEFPJSSSCEBE)". It was divided into five (2) sections of A and B. The instrument was structured using the four (4) point's scale of VHE (Very High Extent), HE (High Extent), VLE (Very Low Extent), LE (Low Extent) to measure the degree of extent. The validity of the instrument was determined by three experts. The internal consistency of the instrument was determined using Cronbach's Alpha statistics with reliability co-efficient of .82. Ten (10) copies of the questionnaire were administered to 10 respondents from a secondary school in a neighbouring local government Isiala Ngwa South LGA. The questionnaires were distributed to the respondents by the help of a research assistant who was duly trained on the distribution and retrieval of the questionnaire. Mean and standard deviation was used to analyze the research questions while t-test was used to test the hypotheses of 0.05 level of significance.

Results

Research Question One

To what extent does availability of library facilities affect the academic performance of Junior Secondary School Business Education Students in external examination?

Table 1: Mean and standard deviation rating of the respondents on the extent availability of rural and urban library facilities affect the academic performance of Junior Secondary School Business Education Students in external examination.

| S/NO | ITEMS | Urban | | | Rural | | |
|-------------------|---|-------------|-------------|---------|-------------|-------------|---------|
| | | \bar{X} | S.D | Remarks | X | S.D | Remarks |
| 1. | Facilities such as books, textbook, electronic materials etc enhance effective teaching and academic improvement of students | 2.98 | 0.64 | H.E | 2.85 | 0.78 | H.E |
| 2. | Library facilitate teaching-learning process and higher attainment of academic performance. | 2.92 | 0.87 | H.E | 2.81 | 0.93 | H.E |
| 3. | Library facilities are very vital to the development of an ideal teaching -learning environment and promotion of academic performance. | 3.11 | 0.73 | H.E | 3.04 | 0.67 | H.E |
| 4. | Library facilities stimulate the interest of students in reading, learning and facilitation of teaching-learning process for effective academic performance. | 3.17 | 0.80 | H.E | 3.10 | 0.78 | H.E |
| 5. | Library facilities stimulate understanding of subject matters of thereby leading to higher academic performance of students. | 3.21 | 0.76 | H.E | 3.15 | 0.54 | H.E |
| 6. | Library facilities promotes sharing of knowledge which directly enhances academic performance. | 3.19 | 0.73 | H.E | 3.08 | 0.79 | H.E |
| 7. | Promotes research and study development of concepts thereby enhancing academic performance. | 3.21 | 0.56 | H.E | 3.42 | 0.57 | H.E |
| 8. | Provides instructional materials in order to enrich curriculum and give unlimited opportunities for students to learn concepts of business education with the aim of making excellent grades. | 2.78 | 0.81 | H.E | 2.91 | 0.83 | H.E |
| Grand Mean | | 3.07 | 0.74 | | 3.13 | 0.65 | |

The data on table 1 showed that all the 8 items had their mean scores ranged from 2.78 to 3.45 for both the respondents from Urban and Rural Area. Thus this shows that both the respondents from Urban and Rural Area to a high extent agreed to all items since their respective mean scores were within the real limit of 2.50-3.49.

Research Question Two

To what extent does class size affect academic performance of Junior Secondary School Business Education Students in external examination?

Table 2: Mean and standard deviation rating of the respondents on the extent class size/layout affect academic performance of Junior Secondary School Business Education Students in external examination.

| S/NO | ITEMS | Urban | | | Rural | | |
|------|--|-------------|-------------|-------------|-------------|-------------|-------------|
| | | X | S.D | Remarks | X | S.D | Remarks |
| 1. | Class size promotes students spirit of striving for high academic performance among students thereby enhancing academic performance. | 2.91 | 0.84 | High Extent | 3.03 | 0.57 | High Extent |
| 2. | Influences students' understanding during instructional delivery which directly influences academic performances. | 2.98 | 0.91 | High Extent | 3.01 | 0.64 | High Extent |
| 3. | Shapes cognitive development, psycho - motor and general behaviour of students during instructional delivery thereby influencing higher academic performances. | 2.84 | 0.72 | High Extent | 2.97 | 0.85 | High Extent |
| 4. | Determines conducive learning activities thereby leading to enhanced academic performance. | 2.77 | 0.96 | High Extent | 2.86 | 0.62 | High Extent |
| 5. | Influences higher level of intellectual development and academic performances. | 2.93 | 0.81 | High Extent | 2.86 | 0.71 | High Extent |
| 6. | Determinant factor to educational curriculum goal attainment and academic performances. | 2.82 | 0.87 | High extent | 2.78 | 0.73 | High Extent |
| 7. | Determines co -ordination and management of students' behaviour during business education instruction delivery and academic performance. | 2.81 | 0.99 | High Extent | 2.98 | 0.62 | High Extent |
| 8. | Promotes students' participative contribution during interactive classes thereby promoting higher academic performance. | 2.85 | 1.08 | High Extent | 2.79 | 0.87 | High Extent |
| | Grand Mean | 2.86 | 0.89 | | 2.78 | 0.88 | |

The data on Table 2 showed that all the 8 items had their mean scores ranged from 2.81 to 2.98 for both the students and teachers. Thus this shows that the respondents agreed to all 8 items since their respective mean scores were the real limits of 2.50-3.49.

Research Question Three

To what extent does school location affect the academic performance of Junior Secondary School Business Education Students in external examination?

Table 3: mean and standard deviation rating of the respondents on the impact of rural and urban school location on students' academic performance in junior secondary schools of Isiala Ngwa North Local Government Area.

| S/NO | ITEMS | Urban | | | Rural | | |
|-------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|
| | | \bar{X} | S.D | Remarks | X | S.D | Remarks |
| 1. | School location serves as a hindrance to the motivation of students to learning due its associated stress factors | 2.99 | 0.68 | High extent | 3.04 | 0.69 | High extent |
| 2. | Related stress negatively influence the cognitive development of students thereby hindering high academic performance. | 2.96 | 0.81 | High extent | 3.00 | 0.75 | High extent |
| 3. | The stress factors of school location destroy the intelligence and accumulation of student's knowledge in and academic performance of students. | 2.94 | 0.87 | High extent | 2.89 | 0.89 | High extent |
| 4. | Problem of lateness to school caused by school location hinders comprehension and missing of classes thereby affecting comprehension and academic performance. | 2.93 | 0.86 | High extent | 2.98 | 0.72 | High extent |
| 5. | School location reduces the quality and standard of education due to its associated stress factors and lowers academic performance of students. | 2.96 | 1.02 | High extent | 3.09 | 0.84 | High extent |
| Grand Mean | | 2.95 | 0.85 | | 3.02 | 0.72 | |

The analysed data on Table 3 showed that all the 5 items had their mean scores ranged from 2.93 to 2.99 for both the teachers and students. Thus this shows that the respondents agreed to all 5 items since their respective mean scores were the real limits of 2.50-3.49.

Research Question Four:

To what extent does environmental noise affect the academic performance of Junior Secondary School Business Education Students in external examination?

Table 4: mean and standard deviation rating of the respondents on the extent rural and urban environmental noise affect the academic performance of Junior Secondary School Business Education Students in external examination

| S/NO | ITEMS | Urban | | | Rural | | |
|-------------------|--|-------------|-------------|-------------|-------------|------|-------------|
| | | \bar{X} | S.D | Remarks | X | S.D | Remarks |
| 1. | Disrupt and interfere with teaching -learning of thereby leading to poor performance of students. | 3.45 | 0.60 | High extent | 3.13 | 0.67 | High extent |
| 2. | Affects student's behaviour during thereby leading to higher levels of frustration among teachers and poor learning attitude among students. | 3.18 | 0.94 | High extent | 3.05 | 0.55 | High extent |
| 3. | Impacts on students level of concentration during classes and create an uncomfortable and uninviting problems thereby hindering attainment of good academic performance. | 3.41 | 0.87 | High extent | 3.48 | 0.89 | High extent |
| 4. | Influence memorization and reading inability of skills and academic performance. | 2.93 | 0.81 | High extent | 3.09 | 0.61 | High extent |
| 5. | Causes several disorder in students learning during studies with effects on academic performance. | 2.81 | 0.89 | High Extent | 3.05 | 0.83 | High extent |
| 6. | Hinders effective communication between teachers and students creating poor teacher - students' relationship which affects comprehension and academic performance. | 2.94 | 0.84 | High Extent | 3.00 | 0.71 | High extent |
| 7. | Cause interference and work stress during instruction delivery with reduced academic performance. | 2.86 | 1.04 | High extent | 2.85 | 0.74 | High extent |
| 8. | Hinders development and improvement of talents with negative influences on academic performance. | 2.97 | 0.76 | High extent | 2.93 | 0.87 | High extent |
| 9. | Leaves students with poor cognitive development which affects their moods and poor academic performance. | 3.00 | 0.77 | High extent | 3.12 | 0.63 | High extent |
| Grand Mean | | 3.06 | 0.74 | | 3.21 | | |

The data on Table 4 showed that all the 9 items had their mean scores ranged from 2.97 to 3.45 for both the students and teachers. Thus this shows that the respondents agreed to all 9 items since their respective mean scores were above the mean cut-off of 2.50.

Hypothesis One

There is no significant difference between the mean responses of the teachers and students on the extent availability of library facilities affect the academic performance of Junior Secondary School Business Education Students in external examination.

Table 5: t-test analysis of the difference between the mean responses of the teachers and students on the extent availability of library facilities affect the academic performance of Junior Secondary School Business Education Students in external examination.

| Groups | Number | Mean | S.D | D.F | T.cal | P.value | Decision |
|--------|--------|------|------|-----|-------|---------|-----------------|
| Urban | 181 | 3.01 | 0.56 | 392 | -1.11 | 0.26 | Not Significant |
| Rural | 213 | 3.14 | 0.62 | | | | |

The data on table 5 showed a t-calculated value of -1.11 with a P. value of 0.26 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states there is no significant difference between the mean responses of the teachers and students on the extent availability of library facilities affect the academic performance of Junior Secondary School Business Education Students in external examination was retained.

Hypothesis Two

There is no significant difference between the mean responses of the teachers and students on the extent class size/layout affect academic performance of Junior Secondary School Business Education Students in external examination

Table 6: t-test analysis of the difference between the mean responses of the teachers and students on the extent class size/layout affect academic performance of Junior Secondary School Business Education Students in external examination.

| Groups | Number | Mean | S.D | D.F | T.cal | P.value | Decision |
|--------|--------|------|------|-----|-------|---------|-----------------|
| Urban | 181 | 2.91 | 0.76 | 392 | 0.47 | 0.64 | Not Significant |
| Rural | 213 | 2.83 | 0.91 | | | | |

The data on table 4.6 showed a t-calculated value of 0.47 with a P. value of 0.64 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states there is no significant difference between the mean responses of teachers and students on the extent class size affect academic performance of Junior Secondary School Business Education Students in external examination retained.

Hypothesis Three

There is no significant difference between the mean responses of teachers and students on the extent school location affect the academic performance of Junior Secondary School Business Education Students in external examination.

Table 7: t-test analysis of the difference between the mean responses of business studies male and female teachers on the impact of strike actions on students' academic performance in junior secondary schools of Isiala North Local Government Area.

| Groups | Number | Mean | S.D | D.F | T.Cal | P.Value | Decision |
|--------|--------|------|------|-----|-------|---------|-----------------|
| Urban | 181 | 2.92 | 0.76 | 392 | 0.17 | 0.86 | Not Significant |
| Rural | 213 | 2.89 | 0.64 | | | | |

The data on table 7 showed a t-calculated value of 0.17 with a P. value of 0.86 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states there is no significant difference between the mean response of teachers and students on the extent school location affect the academic performance of Junior Secondary School Business Education Students in external examination was retained.

Hypothesis Four

There is no significant difference between the mean responses of teachers and students on the extent environmental noise affect the academic performance of Junior Secondary School Business Education Students in external examination.

Table 8: t-test analysis of the difference between the mean responses of teachers and students on the extent environmental noise affect the academic performance of Junior Secondary School Business Education Students in external examination

| Groups | Number | Mean | S.D | D.F | T.cal | P.value | Decision |
|--------|--------|------|------|-----|-------|---------|-----------------|
| Urban | 181 | 3.14 | 0.81 | 392 | 0.99 | 0.32 | Not Significant |
| Rural | 213 | 3.03 | 0.56 | | | | |

The data on table 4.8 showed a t-calculated value of 0.99 with a P. value of 0.32 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states there is no significant difference between the mean responses of teachers and students on the extent environmental noise affect the academic performance of Junior Secondary School Business Education Students in external examination was retained.

Discussions of Findings

Research question one revealed that the availability of library facilities enhances the academic performances and null hypothesis one revealed that there is no significant difference between the mean responses of the teachers and students on the extent availability of library facilities affect the academic performance also. This findings is in agreement with the findings of Abdolreza, (2016) whose finding revealed that the availability of library facilities enhances the academic performance of Junior Secondary School Business Education Students in external examination to a high extent.

Research question two revealed that to a high extent the class size enhances their academic performances and the null hypothesis revealed that there is no significant difference between the mean responses of the teachers and students on the extent class size affect academic performance of Junior Secondary School Business Education Students in external examination. This findings is in agreement with the findings of Alokun, (2013) whose finding revealed that the class size enhances the academic performance of Junior Secondary School Business Education Students in external examination.

Research question three revealed that to a high extent school location enhances students' academic performance and there is no significant difference between the mean responses of teachers and students on the extent school location affect the academic performance of Junior Secondary School Business Education Students in external examination. This findings is in agreement with the findings of Armah (2013) whose finding revealed to a high extent school location enhances the academic performance of Junior Secondary School Business Education Students in external examination.

And research question four revealed to a high extent that environmental noise enhances students' academic performance and the corresponding null hypothesis revealed that there is no significant difference between the mean responses of teachers and students on the extent environmental noise affect the academic performance of Junior Secondary School Business Education Students in external examination. This findings is in agreement with the findings of Abdolreza, (2016) whose finding revealed to a high extent environmental noise enhances the academic performance of Junior Secondary School Business Education Students in external examination.

Conclusion

Based on the findings of the study it was concluded that the availability of library facilities enhances the academic performance of Junior Secondary School Business

Education Students in external examination to a high extent. To a high extent the class size enhances the academic performance of Junior Secondary School Business Education Students in external examination. To a high extent school location enhances the academic performance of Junior Secondary School Business Education Students in external examination. Lastly, to a high extent environmental noise leads to poor academic performance of Junior Secondary School Business Education Students in external examination.

Recommendations

Based on the findings of the study, the following recommended were made:

1. The Government should ensure that adequate funding is provided to the schools to ensure that library facilities are provided to the schools.
2. The government should provide and build adequate class room blocks for the schools since it enhances academic performances.
3. The school authorities should ensure that schools are located in strategic positions that will help to enhance students' academic performances.
4. The Government should ensure that schools are located in areas devoid of environmental noise

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