Influence of Socio-educational Factors on Students Academic Performance in some Government Secondary Schools in Yobe State, Nigeria.

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Abstract
The main objective of this study was to examine the influence of socio-educational factors (method of teaching,students' parental background, extra-curriculum activities, and size of the classroom) on students' academic performance in some government secondary schools, Yobe State, Nigeria. A quantitative research approach was used. A total samples of 265 final year students (192 Males and 73 Females) between the ages of 18 to 25 years old were collected. The data collection exercise was done by the means of self-administered questionnaire and then analyzed with SPSS Software version 22. The findings revealed that, the independent variables; i.e. socio-educational factors (method of teaching and class room size), explained 69.5% of variation for dependent variable (academic performance) and based on the standardized regression analysis, the method of teaching was the highest weight ($\beta= 0.864$) among other independent variables emerged as the strongest predictor of academic performance among the respondents. The results of present study can contributes to the body of knowledge and has remarkable implications for academicians and policy makers on how to enhance students' academic performance of government secondary schools in Yobe State and Nigeria at large. Therefore, it is recommended that, Yobe State Ministry of education and Federal Ministry of Education should be organizing a workshops and seminars to secondary schools staff on how to improve their teaching pedagogy and taking in to consideration of class size arrangement which is considered as vital on effective teaching and learning in academic environment as manifested in present study with the view to improve students' academic performance positively. The findings also recommended that, future research on other socio-educational factors like infrastructures, motivation, teacher-student relationship, socio-economic status should be given priority.
Keywords: Method of teaching, Class room size, extra curriculum activities, Socio-educational factors.

I. INTRODUCTION

Unquestionably, education is the key to economic and technological advancement, a means of alleviating poverty among the populace as well as ameliorating their lifestyles. In recognition of this, the federal Government of Nigeria has through its national Policy on Education in 1977, 1981, 1998 (and revised in2004) spelt out how education can be utilized to bring about the necessary transformation. The development of any nation or community largely depends upon the quality of education available to its citizens (Nelson Mandela, 1993). It is generally believed that the basis for any true development must commence with the development of human resources. Hence, formal education remains the vehicle for socio-economic development and social mobilization in any society. Secondary education is the foundation on which further education is built and it has two (2) main purposes. The first purpose is to produce a literate and numerate population that can jointly deal with problems both at home and work. The second is to serves as a foundation on which further education is built (Akanle, 2013).

Certainly, secondary school is one of the foundations of the educational system which is expected to produce senior school certificate examinations (SSCE) who should be able to maintain high and sensitive position later in the society so that, the laudable objectives can be realized. Sadly enough, in recent time the products of this citadel of learning can no longer compete favorable with their counterparts from other parts of the world. The reason for this is not farfetched. It is simple that the quality of education has fallen. To explain this point, (Esu in Mba 2018) opined that there is a near national outcry on the poor quality of Education in Nigeria especially inYobe State. Also, commenting on this, it is noted that the scripts of some students in external exams like WAEC were unreadable and far beyond comprehension because some students find it

difficult to take notes during teaching and also many are unable to have a firm grasp of material taught even after repeated explanations by the teachers. According to Hussain (2006) secondary school students in public schools often come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. This singular factor has caused serious damage to the achievement status to secondary school students.Achievement is generally a pedagogical terminology used while determining learners' success in formal education and which is measured through reports examinations, researches, and ratings with numerous factors of variables exerting influence. Essentially, the National Policy on education(2004) has identified school achievement contents according to school subjects which are classified as core or elective subjects. Because education is the key to development and it has the capacity to upgrade teaching effectiveness as well as learning efficiency among learners. Efforts have being made by school administrators to improve the performance of Public secondary school students. The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, etc. are variables that affect students' academic achievement (Ajayi, and Oluchukwu, 2018). Hence, the school environment remains an imperative area that has to studies and well managed to enhance students' academic performance because it encompassed almost all the school learning activities elements.

Academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or on paper. In other words, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers(Jam, 2009). Academic performance generally refers to how well a student is accomplishing his or her tasks or studies. There are quite a number of factors that determine the level and quality of students' academic performance. (Scottk, 2002). Poor students' academic performance of secondary school student has been on the increase in both in internal and external examination. John (2009) defines poor academic performance of the individual or candidate in a learning situation as one in which a candidate fails to attain a set standard of performance in a given evaluation exercise such as test, examination or series of continuous assessment. Usually, that standard is based on a number of stipulated objectives and other school activities. A candidate who scores less or below the standard will regarded as showing a poor academic performance in school. Some people blame students themselves and others blame government while, others blame teachers. That is why Gabriel (2010) stated that one may hear elderly parents, retired civil servants and persons say that school leavers of nowadays are not able to speak correct and fluent English, they cannot solve simple arithmetic problem and they do not know their basic time tables.

The Nigeria formal education system is the organized and structured aspect of the education which takes place within the four walls of the school. It however has to be noted that, all emphasis in terms of government budgetary allocation and general planning, is usually placed on formal education. Hence, formal education system comprises interrelated sub-system or levels. The major levels of the Nigerian educational system are primary, secondary, (post primary) and tertiary(Post-Secondary) (Mkpa: 2012).The issue of poor students' academic performance of Nigeria secondary schools have been of much concern to the government, parents, teachers and even students themselves. 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 environment (Ajao, 2001). The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. Because the problem is so much that it has led to the widely acclaimed fallen standard of education in Yobe State and Nigeria at large. Over time, student's academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers and students': no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001). Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure.

Products of our educational system can no longer compete with graduates from other parts of the world. The increasing nature of poor academic performance of secondary school students especially in external examinations like WAEC or JAMB, tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks. However, National Bureau of Statistics (2019) reported that Yobe State in 2016 only (13.9%) got five credits and above including Mathematics and English, in 2017 only (26.70%) and in 2018 only (15.82%). Meaning the students' academic performance is poorly decreasing and fluctuating negatively yearly which need to be investigating the causes of these poor students' academic performance of public secondary schools in Yobe State.

The question therefore is what is the factor that is responsible for fallen standard and poor academic performance of students in secondary school? Is the fault entirely that of teachers or students or both of them? Is it that students of today are non-achievers because they have low intelligent quotient and a good neutral mechanism to be able to act purposefully, think rationally and deal effectively with academic tasks? Or is it because teachers are no longer putting in much commitment as before? Or is it in teachers' method of teaching and interaction with students? Or is the poor performance of students caused by parents' neglect, separation and poverty? It is against this background that this studyinvestigated theinfluence of socio-educational factors (students' parental background, extra-curriculum activities, teachers' method of teaching, and size of the classroom) on students' academic performance in public secondary schools in Yobe State, Nigeria.

Research Question
Which of the socio-educational factors (method of teaching, size of the class room, extra curriculum activities and parental background) influence students' academic performance most in government secondary schools in Yobe State?

Research Hypothesis
All the socio-educational factors (students' parental background, extra-curriculum activities, teachers' method of teaching, and size of the classroom) are factors contributes to students' academic performance.
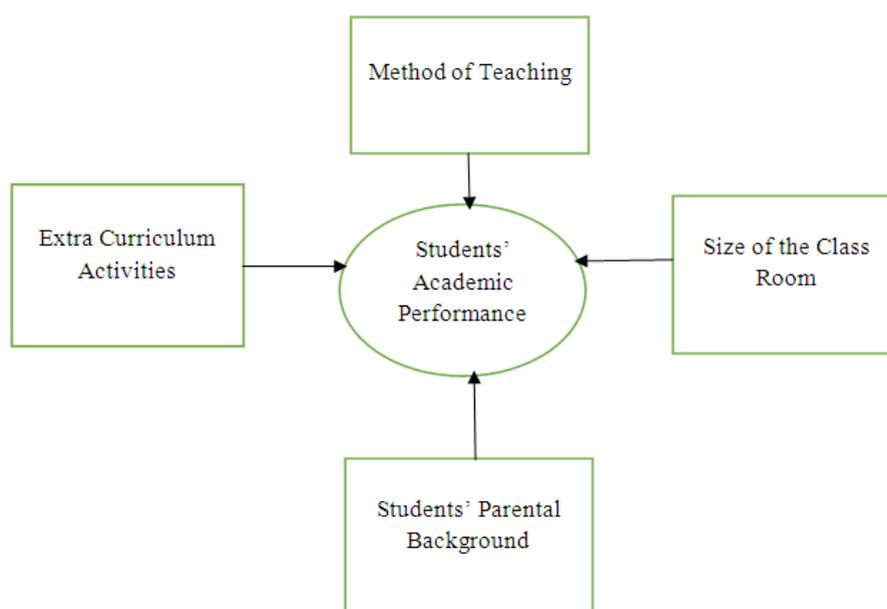

Figure 1.1 present the conceptual Frame work of Influence of Socio-educational Factors on Students' academic Performance.

II.   METHODOLOGY
Research design is plan in which researchers employed in study in order to ensure that research problem is effectively addressed (Kotori, 2004). The survey research design was used with quantitative method. The approach was used, because it involves a numeric/statistical approach in conducting a research. The population of the study were students of governmentsecondary school Geidam and government secondary school Kananma, Yobe State.Krejcie and Morgan, (1970) sample size determination table was used in which in a population of 849 students' the sample drawn was**265**.Simple random sampling technique was employed in order to have equal representative of respondents from the said schools, stratified sampling technique was also used to select the respondents from different departments. This is because, adopting stratified technique can enable a researcher to determine desired levels of sampling precision that is required in the research (Hunt & Tyrrell, 2001).Accordingly, questionnaire was adopted as an instrument for data collection for the study. Because it's the well-established methods of data collection within the context of social sciences (Dillman, 2000). The data collected were used objectively to measure reality (Creswell, 2003). The respondents were also informed about the purpose of the research and at the same time, the researchers assured them confidentially in all the process. Finally, the data collected were analyzed using inferential statistics in statistical package for social sciences (SPSS).

III. RESULTS AND DISCUSSIONS

The study is on the influence of socio-educational factors on students' academic performance in some government secondary schools in Yobe State, Nigeria. Multiple Regression by using stepwise method has been used to achieve this noble objective. Multiple regression is a statistical tool for understanding between an outcome variables (dependent variable) and several predictors (independent variables) that best represent the relationship in a population. The advantage for using stepwise multiple regression analysis was that only the variables that make significant influence will be included in the model. Based on the stepwise method used only two out of the four predictors' variables were found to be having significance influenced in predicting student academic performance.

Table 1.1 illustrated the result of stepwise multiple regression analysis for the prediction of the students' academic performance, as well as the influence of each factor in the model. As depicted in the (Table 1.1) teachers method of teaching significantly contributes by 66.6% of variance (R^2= 0.666) towards students' academic performance for the total of 265 respondents in this study. This means that, teacher method of teaching (β= 0.846, P<0.05) is the main contributor that caused the respondents to have good academic performance in the public secondary schools. However, with the combination of predictor between teacher method of teaching (β= 0.846, P<0.05) and size of the class room (β= 0.643, P<0.05) the contribution value of variance towards students' academic performance was increase to 69.5%. Therefore, the increment is 5.2% (64.3-69.5= 5.2%). Whilst the factor which is not significantly contributes to academic performance in this study extra curriculum activities and students parental background.

Table 1.1 Stepwise Multiple Regression Analysis of Influence of Socio-educational Factors on Student Academic Performance.

Model		B	Beta	T	Sig. Value
1	(Constant)	1.376		8.200	0.07
	Method of Teaching	1.019	0.786	9.629	0.000
2	(Constant)	1.002		5.936	0.000
	Teacher Method of Teaching	0.13	0.846	6.412	0.000
	size of the class room	0.004	0.643	4.287	0.000
		R	R Square	Adjusted R Square	R Change
1		0.806	0.666	0.627	5.2%
2		0.864.	0.695	0.683	

Based on the outcome of this analysis as indicated in Table 1.1, it can be concluded that not all the prediction factors are contributing to academic performance. But, on the other hand, it could be reported that only teachers method of teaching and size of the class room are the two main independent variables that contributes towards positive students' academic performance in some public government secondary schools of Yobe State. Thus, this findings were supported by Maduabum, (2009); Eccles& Templeton, (2002); Covay&Carbonaro, (2010);Mahoney et al., (2005) who reported some socio educational variables as responsible for influencing students' academic performance in their studied. With all these variables to consider it is important to create a better understanding on how academic achievement can be seen in both a negative and positive light.

Additionally, the finding of this stepwise multiple regression analysis revealed that, the most significant factor that predicted students' academic performance was teacher method of teaching. Hence based on this findings it can be concluded that teacher method of teaching is positively related with students' academic performance. Furthermore, the results of this study emphasized the demonstration of employing good method of teaching by teachers (teaching pedagogy) to their students' as a paramount tool in predicting students' academic performance positively in the government secondary school Geidam and government secondary school Kanamma.

IV.   CONCLUSION AND RECOMMENDATIONS

The results of this study revealed that method of teaching and size of the class room were the predictors of academic performance among the secondary schools students,Yobe State, Nigeria. But method of teaching(β= 0.846, P<0.05) emerged as a strongest influence of academic performance. Thus, it should be responsible of both Yobe State Ministry of Education and Federal Ministry of Education to be organizing workshops and seminars to the secondary schools teachers where experts in education, humanities and educational psychologists will be delivering lectures on the importance method of teaching and class room size which would undeniably improve academic performance positively as revealed by present study. The Nigerian ministry of education should also be responsible of review the school pedagogy constantly in order to have a room of continuous changing the systems once it become irrelevant, because in present study we have seen how method of teaching affect secondary schools academic performance which need to be address thoroughly. Consequently, The findings of present study was done through quantitative approach i.e. survey with the used of closed ended questionnaire to collect the data from the respondents in which it might not covered all the questions that may reflected the opinion of the respondents. Thus, future research on influence of socio-educational factors on student academic performance should adopt qualitative or mixed method approach in order to have in depth and comprehensive understanding of factors that are related to student academic performance in secondary schools in Nigerian. Likewise, the results of this study are limited to the samples of only twosecondary schools, so the generalization of findings of this study would only be apply to the said schools. Consequently, future research on influence of socio-educational factors on students' academic performance should be expanded to include more secondary schools. This would help in identifying the real factors that influence student academic performance in Nigerian secondary schools. Finally, there are other socio-educational factors that contribute to academic performance which were not examined in present study such as teacher-students interaction, infrastructures, gender, motivation, culture, socio-economic status etc. Therefore, more research should be carried out to justify the real socio-educational factors that influence academic performance considering the fact that, the independent variables (method of teaching and size of the class room) can only explained 69.5% of the variability of students' academic performance in Yobe Secondary schools.

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