

**A COMPARATIVE ANALYSIS OF THE PERFORMANCE OF MALE AND FEMALE
SECONDARY SCHOOL STUDENTS. A CASE STUDY OF GOVERNMENT DAY
SECONDARY SCHOOL, ARKILLA, SOKOTO STATE.**

BY

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CERTIFICATION

This is to certify that this research work was conducted by **Okorie Mary Nwakaego** and is hereby submitted for the award of Postgraduate Diploma in Education (PGDE) in the department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto.

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DEDICATION

This work is dedicated to the Everlasting Father, the owner of life and my wonderful mother, Mrs. A. N. Okorie.

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My profound gratitude goes to the king of kings, Almighty God who made it possible for me to undergo this course and gave me victory. I love you Lord!

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May the Most High God bless you all mentioned without measure for assisting in making my dream come through.

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ABSTRACT

This study compared the performance of male and female secondary school students in Sokoto State using Government Day Secondary School, Arkilla, Sokoto as a case study. The research centered on finding out the level of performance of secondary school students in Sokoto State and the factors that militate against good performance of secondary school students; as factors such as poverty, inadequate and obsolete infrastructural facilities, indiscipline, and inappropriate curriculum were considered. Three research questions were formulated based on the above. Two questionnaires(for students and teachers) were constructed and administered first to students and teachers of Government Day Secondary School, Runjin Sambo, Sokoto as a pilot study . Afterwards, the same questionnaires were administered to 196 students and 20 teachers of Government Day Secondary School, Arkilla, Sokoto. The data obtained were analysed using frequency and percentage statistical tools. The findings revealed that females have better performance than males at the secondary level. It also showed that the performance of secondary school students in Sokoto State is on the average. In addition, the findings revealed that the factors earlier mentioned militate against good performance of secondary school students. There were discussions on the educational implications and some recommendations were proffered.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over the years, the academic performance of students in secondary schools has been a source of worry to teachers, parents, educational administrators and the society at large. This is more evident in the fact that the input has not always been equivalent to the output. In other words, the knowledge imparted on students by teachers is not always seen reflecting on their performance.

Formal education which is practiced in schools cannot be complete without a certificate being given out. Before any certificate is given to any student, especially at the secondary level, there must have been an examination which would qualify such student for the next class. This kind of examination continues until a student reaches SS3, when he/she is expected to sit for West African School Certificate Examination (WASCE), and National Examination Council Examination (NECO) which are external examinations.

The importance of promotional examinations in secondary schools cannot be overemphasized for several reasons. The foremost reason for any promotional examination is that it remains the only criterion for allowing any student to move to the next class. A student is not expected to move to the next class after having failed the promotional examination, which takes place in third term of any academic session.

Previous studies on the performance of students were almost generalized for both genders. Not much has been done in attempting a comparison of the performance of males and females. This could be due to the fact that several researchers have failed to consider

the possibility of having differences in the performance of both genders. If this is the case, it implies that different approaches and effort are required to assist the weaker gender.

The researcher is interested in comparing the performance of male and female secondary school students. This extends to finding out whether there is difference between the performance of males and females at secondary school level.

1.2 **Statement of the Problem**

The main way of showing the academic ability of any student is by having a close check on the student's performance. Records from previous works show that at certain periods, males have performed better than their female counterparts (Oladeji & Tayo, 2011). At other times, the reverse was the case as it was recorded that females have better performance than their male counterparts (Khan, 2012).

The problem of this study is to compare and find out whether there is a difference in the performance of male and female secondary school students. This gives rise to a strong quest in finding out which gender truly performs better than the other and of course the possible factors that could contribute to such difference. These factors when known could be harnessed to assist the weaker gender to achieve a commendable performance as well.

1.3 **Objectives of the Study**

The aim of this study is to compare the performance of male and female secondary school students. The study will:

1. Find out the level of performance secondary school students in Sokoto State.
2. Find out whether there is a difference in the performance of male and female secondary school students in Sokoto State.

3. Find out the factors that militate against good performance of secondary school students in Sokoto State.

1.4 **Research Questions**

The following research questions will guide the researcher in her bid to gather data relevant to the topic of the research using Government Day Secondary School, Arkilla, Sokoto as the case study.

1. What is the level of performance of secondary school students in Sokoto State?
2. Is there any difference in the performance of male and female secondary school students in Sokoto State?
3. Are there factors that militate against good performance of secondary school students in Sokoto State?

1.5 **Significance of the Study**

The finding of this study will improve the standard of education of secondary school students and is of much importance to the following:

1. Teachers

Teachers are trained to be able to pass knowledge to males and females, therefore it is important that they know which gender in particular that requires more academic assistance in order to improve its performance, especially at the secondary level. When teachers are aware of the difference (if any) in the performance of both genders, they can take precautionary measures to avert those factors that are within their own capacity.

2. Students

It will enable secondary school students to know the level of their performance. A high performance should be maintained while a low performance should be improved. In the case of low performance on the side of any of the gender, it would imply that such gender is academically challenged and should therefore strive hard to make changes. This would however, be a source of competition to students in various schools.

3. Parents

Amongst their children who are in secondary schools, they will know which gender that needs more encouragement and motivation to perform better. Parents will equally assist in their own ways to control those factors that militate against good performance of secondary school students, especially those factors that emanate from the family.

4. Educational Administrators

It will enable them to put up better strategies which will be channeled at the academically backward gender in order to improve their performance. They will also be fully involved in tackling those factors that militate against good performance of secondary school students, particularly those factors that concern the management of schools.

1.6 **Scope and Delimitation of the Study**

The performance of students can be accessed through several ways and methods. This study is limited to SS2 students of Government Day Secondary School, Arkilla, Sokoto.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher reviewed related literature concerning the research topic, A Comparative Analysis of the Performance of Male and Female Secondary School Students. The works of various authors were reviewed for clear understanding of the comparison between the performance of male and female students, particularly in secondary schools.

2.2 The Concept of Academic Performance

Academic performance is an integral part of the academic performance of a student, as it remains the only evidence that could be felt and seen in the course of training any learner (Ige, 2012). Performance could be accessed through several ways, but academic performance is usually accessed through a thorough assessment of students.

According to Olamouisi(1998), examination had been proved to be the most reliable form of assessing learners, particularly in schools, where learners exist in groups, according to their respective classes or levels. The result obtained at the end of any examination conducted for a group of students turn out to determine and showcase the academic performance of each of the students that participated in the examination.

The works of Hazel (1998) show that the approach adopted in conducting examination at different schools could vary but no matter the technique used, it must be critically weighed to ensure that it meets the necessary requirements that could give room for good performance of students.

The entire teaching and learning process are directed towards the academic performance of students (Ediho, 2009). This is equally the case in secondary schools where each student is expected to offer several subjects, which include those that are termed core subjects. Apart from the core subjects which are compulsory subjects for all students, there are some subjects which are electives, in other words, they are elective subjects and are not compulsory. A student is therefore expected to make a choice by deciding and choosing the electives he/she would offer.

Fennema and Sherman (1977) found out that the choice of subjects which would eventually categorize a student at the senior secondary level as an 'art' or 'science' student has a significant effect on the performance of such student. Kolawole & Oluwatayo (2013), pointed out that it is common when students perform very well in examinations in a particular subject, the school authority usually singles out the teacher who teaches the subject for honor or commendation. This shows how much value is placed on the performance of students by school administrators. This does not terminate within the institution, as it also extends to the families where parents celebrate their children who performed excellently, for bringing honor to their homes.

2.3 Promotional Examinations in Secondary Schools

Students have varying performance, especially at secondary school level of education where students are not only graded in different subjects that they offer but are also issued results at the end of every term. Apart from external examinations, the most valuable of all the examinations at the secondary level is the promotional examination, which is conducted at the end of third term of any academic session.

According to Chinelo (2011), the ability of any student to be promoted to the next class is dependent on the student's performance in the promotional examinations of the school. In other words, passing the promotional examinations is the qualification for entering the next class. Any student that passed with a very high average is promoted to the next class and such performance is regarded as a high academic performance. Students who barely made the average score for promotion are said to be of average academic performance and may be promoted on trial, as is done in some schools.

The category of students who could not reach the average for promotion is regarded to be of low academic performance and is therefore not promoted to the next class. They are made to repeat the class they were in the previous academic session (Ngwu, 2008). The idea is not to mock this category of students or to make them feel inferior amongst their classmates. The importance of repeating the class is to ensure that only students who are intellectually fit to undertake the next academic tasks proceed to a higher class. To buttress this, the next class is only for those groups of students who have been tested and have been found to be academically stable to handle the challenges that may accompany a higher class (Ogunnu, 2000).

2.4 Secondary Education in Nigeria's Context

Secondary education is provided for children after primary education, that is, before tertiary education. It is aimed at developing a child better than the primary level, because it is obvious that primary education is insufficient for children to acquire literacy, numeracy and communication skills (Famade, 2001). Such education is provided at

secondary schools, which can be owned by government (state or federal), individuals or community. It is divided into two phases.

According to National Policy on Education (2004), the broad goals of secondary education shall be to prepare the individual for:-

- i) useful living within the society
- ii) higher education

In specific term, secondary education shall:-

- a) provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- b) offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c) provide trained manpower in the applied science, technology commerce at sub-professional grades;
- d) develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- e) inspire students with a desire for self improve and achievement of excellence;
- f) foster national unity with an emphasis on the common ties that unite us in our diversity;
- g) raise a generation of people who can think for themselves, respect the feeling and view of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- h) provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

2.5 Phases of secondary education

There are basically two phases of education at the secondary level.

2.5.1 Junior Secondary Phase

This is the first three years of secondary education. The curriculum at this phase is pre-vocational and academic in scope. Core, pre-vocational and non-prevocational subjects are included in the curriculum (Osho, 2000). The core subjects include: English Language, Mathematics, French, and a major Nigerian Language other than that of environment, Basic Science, Social Studies, Citizenship Education, and Basic Technology. The pre-vocational subjects include Agricultural Science, Business Studies, Home Economics, Local Crafts, Fine Arts, Computer Education and Music while the non-prevocational subjects include Religious Knowledge, Physical and Health Education as well as Arabic. Certification at the end of this phase depends on the performance of a student in Continuous Assessment (C/A) and the results of Junior Secondary Certificate Examination (JSCE), being coordinated by State Ministries of Education or Federal Ministry of Education (if owned by Federal Government).

According to Achimugu (2005) a child with a minimum number of passes in the subjects in the curriculum including English Language and Mathematics (varies across the states) qualifies to proceed to the Senior Secondary (SS) level where he/she will be trained for additional three years. A child that fails the JSCE (that is those without the minimum passes including English Language and Mathematics) is expected to enroll in technical college, an out-of-school vocational training centre or an apprenticeship scheme in line with 6-3-3-4 system of education.

2.5.2 Senior Secondary Phase

This is the next three years after junior secondary phase and aims at broadening the knowledge and skills of a student beyond the JSS level and thus prepares him/her for further education. It is academic and vocational in scope (Jaiyeoba, 2003). A student has to offer minimum of seven and maximum of eight subjects, comprising of the six core subjects: English Language, Mathematics, a major Nigerian Language, one science, an art, and a vocational subject. One or two other electives are to be selected from the art, science, technical, social science and vocational subjects. Certification at the end of this phase depends on the performance of a student in the Continuous Assessment (C/A) and Senior School Certificate Examination (SSCE), coordinated by West African Examination Council (WAEC) and National Examinations Council (NECO).

2.6 Gender and Academic Performance

Gender in common usage refers to the sexual distribution between males and females. Social scientists however, refer to the term as a social construction rather than a biological phenomenon. According to Adeyemi (2006), gender or sex should not have any influence on the performance of students irrespective of the educational level, as both males and females have equal opportunity.

Contrary to the above, Fennema & Sherman (1977) and Tyler (1961) in separate studies found out that boys clearly perform better than girls. On the influence of sex on performance, Maccoby (1966) acknowledges the superiority of males over their female counterparts when he noted that in all tests, boys obtained higher scores than girls.

In another study, it was revealed that members of each gender are encouraged equally and therefore, become interested in and proficient at the kinds of tasks that are most relevant to

the roles they currently or are expected to play in the future (Lee & Stewart, 1976). Nevertheless, the works of Famade (2001) shows that females have better performance than males.

The intellectual capabilities of both males and females are similar if not the same. This similarity should therefore be seen reflecting on the end results each time both genders engage in a test of ability as is done in schools through examinations. Practically, none of the genders accept that the other can be of a better academic performance. Nevertheless, this cannot change the possibility of observing differences in the performance of males and females (Okorundu, 2011).

2.7 Challenges of Good Performance of Secondary School Students

It is not reasonable to gainsay the significance of good performance of students, especially at the secondary level. This is because of the uniqueness of the secondary education being the link between primary and tertiary education. The knowledge, skills, values and traits which a child acquires at this stage will complement those acquired at the primary level and when these are combined will prepare the child for tertiary education. Okebukola (2000) reported that the possibility of recording good performance at secondary schools is seriously challenged by a number of factors. An examination of secondary education in Nigeria reveals the following factors that are hindering the achievement of good academic performance at that level.

i) Inadequate and obsolete infrastructural facilities

School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba (2003) posited that they are the things which enable a skillful teacher achieve a level of instructional effectiveness. Availability of infrastructure and

facilities in the right quantity and quality is germane to the provision of education which creates the appropriate avenue for good academic performance.

A school with inadequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, and workshop will be uncomfortable for students to learn. This will therefore reflect in the performance of the students at the end of the examination. Unfortunately, there are inadequate infrastructure and facilities in many secondary schools in Nigeria (Central Bank of Nigeria, 2010).

The works of Ahmed (2003) reveal that most secondary schools in the country have teaching and learning taking place under non-conducive environment, with the basic materials lacking. This affects the quality of education given to students and hence is regarded as one of the factors that militate against good performance of students.

ii) Inadequate and low quality teachers

It is obvious that teachers play significant role in the teaching and learning process in schools. Teachers therefore have to be adequate in terms of their number. Each school should have enough teachers available to teach each of the subjects. When teachers are insufficient in a school, it could result to over working the few that are employed.

This will definitely reflect on the quality of teaching that those teachers can give on daily basis (Duyilemi, 2003). Depending on the number of classes that each level has, it may be necessary to employ more teachers to teach a subject, especially the core subjects. According to Achimugu (2005), teachers are the fulcrum on which the lever of educational system rests. Apart from students, they are largest and most crucial inputs of educational system who influence to a great extent the

quality of educational output. In the National Policy on Education (2004), it is stated that no educational system can rise above the quality of teachers.

In spite of the role of teachers in educational system, issues of inadequacy and low quality teachers in secondary schools in Nigeria are prevalent (Central Bank of Nigeria, 2010). Bandele (2003) asserts that the present state of the laboratories needed for effective teaching of core science subjects (Biology, Chemistry and Physics) at the senior secondary level is rather disturbing and poses a serious threat to the future of education in Nigeria, particularly in the sciences. Students still find themselves subjected to these non-conducive laboratories, against well equipped ones simply because at the time being, they may have no power to change their circumstances. Instead of getting what they deserve, they get what is available, no matter the quality.

It is not controversial that low quality of teaching, practical and education as a whole must somehow reflect on the performance of students each time they are examined. Oladimeji (1999) opines that students cannot give what they do not have. In other words, it is only the knowledge imparted on students through education (in schools) that they should account for in examinations. Teaching of core practical subjects for an instance is normally done in secondary schools with the use of improvised materials.

Teaching in this manner must affect the knowledge transferred to the students. When examinations which are to be done in the standard way are administered to students, they may be unable to apply that knowledge which they have acquired. This will be so because the knowledge is sub-standard while the assessment or examination is standard. At other times, illustrations which are germane to effective teaching and learning are not done, reason being that the equipment, facilities, materials or even power are not available.

As a result, students may start and finish learning a particular topic or subject which its understanding cannot be complete without the practical, without even visiting the laboratory (Nduka, 1993).

The situation is worse in this part of the world, where of all the profession; it is only the teaching profession that is most degraded. This is pathos to the educational system as a whole. The government and the society at large have contributed so much to this. The employment of teachers in some schools has been done with little or no consideration on the qualifications and years of experience. In the same profession, you find the least determination of getting higher and more qualifications, thereby getting improved (Babatunde, 2005).

iii) Poverty

It is one thing to have the ambition of becoming educated and another thing to have the means of achieving the ambition. Education is the process through which individuals acquire skills, competency and attitude. It is the right of every child to be educated, be it traditional or western. Thus, education is been regarded as culture to man, people and the nations of the world at large (Nduka, 1993).

Poverty is one of the factors hindering man from carrying out his educational activities perfectly. It is because of the various perfection and complexities of the term, that it became rather difficult to arrive at a universally agreed definition. Nevertheless, Oxford Advanced Learners Dictionary (2000) defined poverty as the state of being poor. Yemisi (2004) sees poverty as a way of life characterized by low calorie intake, inaccessibility of adequate health facilities, low quality teachers and education system, low life expectancy, unemployment and under-employment.

At the national level, a nation can be considered poor when her economic standard is very low and this automatically makes the nation under-developed. The economy of a country when it does not reach a certain stage of development in terms of infrastructure and other developmental needs is tending towards poverty (Central Bank of Nigeria, 2000).

Ige (2012) posited that even before the western education, the home has always been the agency through which man learns various aspects of life to enable him live a meaningful life in his environment.

The home which is still the first school of a child before he enters the larger society is significant in determining the level of poverty of those who are responsible for educating a child. Therefore, it is well comprehended that the state of poverty in a family or home determines to a large extent a student's educational development. In analyzing the effect of poverty on good academic performance of students, the home background is one of the most important phenomenon to be put into serious consideration (Ahmed, 2003).

iv) Indiscipline of Students

Although indiscipline is basically at all levels of education, the extent to which it occurs at the secondary level is rather disturbing. This could be attributed to the range of age of students at this level. Students attending secondary schools especially those at that the senior secondary level, have this continuous desire to try different ways of getting things done. The rate at which this done is even worsened as the different genders see it as an avenue to compete with each other (Maccoby, 1966).

Students are expected to display high level moral etiquette to show that they are from good homes. The behaviour of a child outside reflects the situation in his/her home. A student is expected to obey the school rules and regulations and be committed to

academics, being the primary duty in the school. According to Olamouisi (1998) what can be noticed in secondary schools these days are cases of indiscipline such as lateness to school, truancy, disobedience to teachers, beating of junior students, stealing, rape, extortion of money from junior students, wearing of assorted dresses apart from school uniform, smoking, drug abuse, drinking among students.

Kolawole & Oluwatayo (2013), assert that the performance of students at the secondary level of education remains the major evaluation tool for teachers. Any teacher who teaches well is said to have geared into the expectation of the society on him/her. The truth remains that deviant behaviours can never be a way forward for any student, especially at the secondary level where the last phase of training and changing of character can be achieved. This is prior to the commencement of tertiary education where students act based on their feelings and experiences, and hardly accept corrections from parents and teachers. A good number of students, because of the control that do come from their parents may want to leave their homes and live in school, where they feel less eyes would be watching them.

Evans (1998), in his works reveal that if the rate of indiscipline is not checked amongst students especially at the secondary level, it may reach the period when teachers can no longer contribute in building their students. Even when they do, the impact will not be felt. The challenge on education presently is how to instill in students that reading culture, continuous desire to learn and sit for examinations with less supervision.

v) Inappropriate Curriculum

According to Oladimeji (1999), has been defined as all the experiences and activities provided under the auspices of school to bring about a change in the learner in a desired direction. The idea of having a curriculum for education in Nigeria's education system dates back to the 60s when a National Curriculum Conference was inaugurated, sequel to public criticisms of the educational system inherited from the colonial government.

Ngwu (2008) states that curriculum of education has long been undergoing improvement and review. Even though secondary education curriculum had undergone a lot of improvement and review over the years, the curriculum is still laden with shortcomings and had been a subject of criticism. Arguments against secondary education curriculum in Nigeria have been that it is overloaded, content driven, not relevant, fails to give regard to vocational training as a major component of a child's development, irrelevant to the needs of the society, too wide in scope, does not take care of teachers' qualifications and trainings as well as laying too much emphasis on intellectual development of a child (Okebukola, 2000).

It is not controversial that the curriculum used in education should be appropriate for each of the levels of school. This is majorly because it is one of the basic requirements and a necessity for effective teaching and learning in schools. Students, who are the recipient of whatever knowledge the teachers have to pass, do not directly deal with the curriculum but are indirectly involved.

Babatunde (2005) asserts that if students must perform well academically, they must also be taught well by their teachers. Teaching students well entails taking time to

plan and prepare all the determinants of that knowledge that would be passed across to them. It is expected that when this is done the students will be able to reproduce and even exceed that knowledge impacted on them through examinations.

Since the curriculum of any subject structures and determines what is going to be taught in that particular subject, it is very important that the reviewing of each of them be done more often and based on certain criteria. These should include every other requirement of training a student, which would avail him/her the opportunity of recording good academic performance (Osho 2000).

vi) Interest

The interest a student has in education determines to a large extent the performance of such a student and also shows how much such a student will further go in education. To study a right, there must be the right state of mind (Adeyemi, 2006). This is because whatever the teacher has, needs to be sown on a ground that is fertile and this is where interest plays a major role.

Interest is indispensable to education as a whole and good academic performance. In secondary schools, precisely at the senior level, the distractions that can take away the interests of students could be quite enormous. The influence of these distractions negatively affects the interest of students. This however, makes them to show concentration in their studies which would of course later affect their performance (Lee & Stewart, 1976).

Wike (2000) posited that teaching students who are in secondary schools especially at the higher classes requires preparing their minds to be able to accommodate whatever they would be taught. It extends to monitoring the nature of things and activities that the students get involved with, even after classroom activities. Capturing the students' interests

cannot be an easy task, as they all have their own different backgrounds and even perceptions.

According to Nduka (1993) a student can go as far as possible to ensure that he/she performs excellently if the needed amount of interest in a subject is there. Several students have developed phobia for some subjects and no matter how they are taught and in whatever condition, they can never excel in those subjects. Tyler, (1961) assert that the interest shown by students is mainly governed by their gender. Males are seen to have more interest in science and vocational subjects against the females who tend to be drawn more to arts and subjects that allow them to interact more with people.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter avails the researcher the opportunity of disclosing the methods employed in conducting the research. It looks at the research design, population of the study, sample and sample technique, method of data collection, instrument for data collection, validity of the instrument and reliability of the instrument.

3.2 Research Design

This study adopted a combination of two research designs, namely documentary analysis and survey design. As a survey research, this study involved the use of questionnaire to gather data. The data gathered were used to compare the performance of male and female secondary school students.

A survey design is a study in which a random sample is taken from a well defined population, data is collected from the sample, a statistics is calculated from the data, and the statistics is used to estimate the through value in the population (Sambo, 2005).

3.3 Population of the Study

This refers to the population to which the findings are applicable, hence the target population. For the purpose of objectivity, the target population of this study comprised of S.S.2 students of Government Day Secondary School, Arkilla, Sokoto. The total number of students was four hundred (400), of which two hundred and fifty (250) students were males and one hundred and fifty (150) students were females.

3.4 Sample and Sample Technique

The random sample method was employed in selecting the samples of this research. This method was considered the most appropriate since it uses the principle of randomization, which is a procedure that gives every subject in the population an equal chance of appearing in the selection. The sample size comprised of ninety eight (98) male and female S.S.2 students of Government Day Secondary School, Arkilla, Sokoto, respectively. This gave a total number of one hundred and ninety six (196) students.

This sample size was based on Krejcie's and Morgan's table for determining sample size from a given population. The hat and draw method was used in selecting the samples at random. This involved a situation where 98 pieces of papers (2 sets) had 'yes' written on them and mixed with 152 and 52 pieces of papers with 'no' written on them, for male and female students respectively. The two hundred and fifty (250) male students were asked to pick randomly from one set while the one hundred and fifty (150) females were asked to pick randomly from the other set.

3.5 Instrument for Data Collection

The instrument used for the collection of data was questionnaire. There were two sets of questionnaires and this was done to ensure a fair degree of accuracy in data collection. Each set of questionnaire contains a total number of ten (10) questions. The questionnaires were close ended or structured questionnaires. This was done because it allowed the researcher to make a list of the items from which the respondents chose options. It gives no provision for explanation on any choice made by a respondent. According to Best and Khan (1986), the closed form of questionnaire is very easy to fill,

takes time, keeps the researcher on the subject, making it relatively objective and fairly easy for him/her to analyse and tabulate.

3.6 Method of Data Collection

Two sets of data were collected for the purpose of this study. Examination records were collected from the examination records unit of Government Day Secondary School, Arkilla, Sokoto. The results of promotional examinations of S.S. 2 students for three consecutive academic sessions were collected, namely 2010/2011, 2011/2012 and 2012/2013 academic sessions were analysed. Questionnaires were also administered to both students and teachers.

The researcher personally administered the questionnaires. The students were converged in a hall, where they were given the questionnaires, explained the purpose of the exercise and asked to fill the questionnaires individually. All the questionnaires given out were collected.

3.7 Validity of the Instrument

In determining the validity of the instrument, the supervisor and some lecturers in the Department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University were presented with the questionnaires for corrections. Initially there were twenty (20) items on each of the questionnaires. In the course of the corrections, some items were dropped, some added and some rephrased, to arrive at the final ten (10) items. All necessary corrections were effected before the questionnaires were administered.

3.8 Reliability of the Instrument

A pilot study was conducted by the researcher prior to this study. The sample population was twenty (20) S.S.2 students of Government Day Secondary School, Runjin Sambo, Sokoto and ten (10) teachers of the same school. The same questionnaires that were used for the main research were administered to them. The result was compared with that of the larger group to verify the reliability. Test- retest method was used to obtain an index of reliability of 0.81 which was high enough.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter shows the presentation of the data collected in the course of this study and how they were analysed.

4.2 Presentation and Analysis of Data

A total of 196 questionnaires were received from S.S.2 students of Government Day Secondary School, Arkilla, Sokoto while 20 questionnaires were received from teachers of the same school. Below is a presentation of the data from the two sets of questionnaires.

Students

1. I have interest in education.

Table 4.2.1: Students' opinion on their interest in education

Options	Number of Respondents(f)	Percentage (%)
Yes	180	91.8
No	16	8.2
Total	196	100

It is evident from table 4.2.1 that 91.8% of the students have interest in education.

2. I have interest in my choice of subjects.

Table 4.2.2: Students' opinion on their interest in their choice of subjects.

Options	Number of Respondents (f)	Percentage (%)
Yes	174	88.8
No	22	11.2
Total	196	100

From table 4.2.2, 88.8% of the students have interest in their choice of subjects.

3. My teachers motivate me to perform well in my academics.

Table 4.2.3: Students' opinion on their teachers' motivation towards their academics.

Options	Number of Respondents (f)	Percentage (%)
Yes	134	68.4
No	62	31.6
Total	196	100

Table 4.2.3 shows that 68.4% of the students get motivation to perform well from their teachers.

4. My parents give me all the necessary support, especially financial for my education.

Table 4.2.4: Students' opinion on their parents support, especially financial towards their education.

Options	Number of Respondents (f)	Percentage (%)
Yes	83	42.3
No	113	57.7
Total	196	100

It is evident from table 4.2.4 that 57.7% of the students get necessary support, especially financial from their parents.

5. I easily accept corrections from my parents and teachers.

Table 4.2.5: Students' opinion on their readiness to accept corrections from their parents and teachers.

Options	Number of Respondents(f)	Percentage (%)
Yes	135	68.9
No	59	30.1
Total	196	100

Table 4.2.5 shows that 68.9% of the students easily take corrections from their parents and teachers.

6. It is necessary to have rules and regulations in the school.

Table 4.2.6: Students' opinion on the necessity of having rules and regulations in the school.

Options	Number of Respondents (f)	Percentage (%)
Yes	89	45.4
No	107	54.6
Total	196	100

Table 4.2.6 shows that 54.6% of the students do not see the necessity of having rules and regulations in the school.

7. There is a subject that I offer that there is no teacher to teach it.

Table 4.2.7: Students response on the subject that they offer that there is no teacher to teach it.

Options	Number of Respondents (f)	Percentage (%)
Yes	116	59.2
No	80	40.8
Total	196	100

Table 4.2.7: shows that 59.2% of the students have a subject that they offer that there is no teacher to teach it.

8. My classroom contains the necessary facilities.

Table 4.2.8: Students responses on the necessary facilities contained in their classrooms.

Options	Number of Respondents (f)	Percentage (%)
Yes	21	10.7
No	175	89.3
Total	196	100

Table 4.2.8: Shows that 89.3% of the students use classrooms that do not contain necessary facilities.

9. Our school has well equipped laboratories for teaching subjects that have practical aspects.

Table 4.2.9: Students opinion on the availability of well equipped laboratories for practical in their school.

Options	Number of Respondents (f)	Percentage (%)
Yes	40	20.4
No	156	79.6
Total	196	100

Table 4.2.9 shows that 79.6% of the students are of the opinion that their school lacks well equipped laboratories for practical.

10. Our teachers frequently take students to the laboratories for subjects that have practical aspects.

Table 4.2.10: Students opinion on how frequently their teachers take students to the laboratories for practical.

Options	Number of Respondents (f)	Percentage (%)
Yes	75	38.3
No	121	61.7
Total	196	100

Table 4.2.10 shows that 61.7% of the students are of the opinion that their teachers do not frequently take students to laboratories for practical.

Teachers

1. What is your qualification?

Table 4.2.11: Staff Qualification

Options	Number of Respondents (f)	Percentage (%)
PhD	0	0
M.Ed	0	0
PGDE	2	10
B.Ed	13	65
NCE	5	25
HND	0	0
OND	0	0
SSCE	0	0
Total	20	100

From table 4.2.11, 65% of the teachers are first degree holders.

2. Teachers' quality affect students' performance.

Table 4.2.12: Teachers' opinion on how quality of teachers affects students' academic performance.

Options	Number of Respondents (f)	Percentage (%)
Yes	16	80
No	4	20
Total	20	100

Table 4.2.12 shows that 80% of the teachers are of the opinion that teachers' quality affects students' academic performance.

3. Teachers' motivational role affects students' performance.

Table 4.2.13: Teachers' opinion on how teachers' motivational role affects students' performance.

Options	Number of Respondents (f)	Percentage (%)
Yes	13	65
No	7	35
Total	20	100

Table 4.2.13 shows that 65% of the teachers are of the opinion that teachers' motivational role affects students' performance.

4. Teachers' interest in teaching and learning process affect students' performance.

Table 4.2.14: Teachers' opinion on how teachers' interest in teaching and learning process affects students' performance.

Options	Number of Respondents (f)	Percentage (%)
Yes	12	60
No	8	40
Total	20	100

Table 4.2.14 shows that 60% of the teachers are of the opinion that teachers' interest in teaching and learning affects students' performance.

5. Teachers' dedication to work affect students' performance.

Table 4.2.15: Teachers' opinion to whether teachers' dedication to work affects students' performance.

Options	Number of Respondents (f)	Percentage (%)
Yes	18	90
No	2	10
Total	20	100

Table 4.2.15 shows that 90% of the teachers are of the opinion that teachers' dedication to work affects students' performance.

6. The curriculum used for your subject is ideal for effective teaching and learning process.

Table 4.2.16: Teachers' opinion on how the curriculum used for their subjects are ideal for effective teaching and learning.

Options	Number of Respondents (f)	Percentage (%)
Yes	5	25
No	15	75
Total	20	100

Table 4.2.16 shows that 75% of the teachers are of the opinion that the curriculum used for their subjects are not ideal for effective teaching and learning process.

7. The students often take corrections from their teachers.

Table 4.2.17: Teachers' opinion on how often students take corrections from their teachers.

Options	Number of Respondents (f)	Percentage (%)
Yes	3	15
No	17	85
Total	20	100

Table 4.2.17 shows that 85% of the teachers are of the opinion that the students do not often take corrections from their teachers.

8. The students always come to class with complete learning materials.

Table 4.2.18: Teachers' opinion on whether students always come to class with complete learning materials.

Options	Number of Respondents (f)	Percentage (%)
Yes	4	20
No	16	80
Total	20	100

Table 4.2.18 shows that 80% of the teachers are of the opinion that the students do not always come to class with complete learning materials.

9. The students show much interest in the subject you teach.

Table 4.2.19: Teachers' opinion on students' interest in the subjects they teach.

Options	Number of Respondents (f)	Percentage (%)
Yes	7	35
No	13	65
Total	20	100

Table 4.2.19 shows that 65% of the teachers are of the opinion that the students do not show much interest in the subject they teach.

10. The facilities in the classrooms are adequate for effective teaching and learning process.

Table 4.2.20: Teachers' opinion on whether the facilities in the classrooms are adequate for effective teaching and learning process.

Options	Number of Respondents (f)	Percentage (%)
Yes	0	0
No	20	100
Total	20	100

Table 4.2.20 shows that 100% of the teachers are of the opinion that the classrooms lack adequate facilities for effective teaching and learning process.

Documentary Analysis

Table 4.2.21: Analysis of Promotional Examination of S.S.2 students for 2010/2011 academic session.

Gender	Number of Students	Number of promoted Students	Number of Repeated Students	Percentage of promoted students (%)	Percentage of Repeated Students (%)
Males	228	190	38	48.1	62.3
Females	228	205	23	51.9	37.7
Total	456	395	61	100	100

From table 4.2.21, it is evident that 51.9% of female students were promoted.

Table 4.2.22: Analysis of Promotional Examination of S.S.2.students for 2011/2012
academic session.

Gender	Number of Students	Number of Promoted Students	Number of Repeated Students	Percentage of Promoted Students (%)	Percentage of Repeated Students (%)
Males	202	175	27	49.2	42.2
Females	218	181	37	50.8	57.8
Total	420	356	64	100	100

From table 4.2.22, it shows that 50.8% of female students were promoted.

Table 4.2.23: Analysis of Promotional Examination of S.S.2 students for 2012/2013
academic session.

Gender	Number of Students	Number of Promoted Students	Number of Repeated Students	Percentage of Repeated Students (%)	Percentage of Promoted Students (%)
Males	220	182	38	47.2	70.4
Female	220	204	16	52.8	29.6
Total	440	386	54	100	100

From table 4.2.23, it is evident that 52.8% of female students were promoted.

Table 4.2.24: Grades of S.S.2 students in Promotional Examination for 2010/2011 academic session.

Grades	Male Students	Female Students	Percentage of male students (%)	Percentage of female students (%)
A	34	40	14.9	17.5
B	30	38	13.2	16.7
C	56	69	24.6	30.3
D	40	38	17.5	16.7
E	30	20	13.2	8.7
F	38	23	16.6	10.1
TOTAL	228	228	100	100

Table 4.2.24 shows that 24.6% of male students and 30.3% of female students obtained grade 'C'.

Table 4.2.25: Grades of S.S.2 students in Promotional Examination for 2011/2012 academic session.

Grades	Male Students	Female Students	Percentage of male students (%)	Percentage of female students (%)
A	36	40	17.8	18.3
B	50	47	24.8	21.6
C	22	31	10.9	14.2
D	30	45	14.8	20.6
E	37	18	18.3	8.3
F	27	37	13.4	17
TOTAL	202	218	100	100

Table 4.2.25 shows that 24.8% of male students and 21.6% of female students obtained grade 'B'.

Table 4.2.26: Grades of S.S. 2 students in Promotional Examination for 2012/2013 academic session.

Grades	Male Students	Female Students	Percentage of Male Students (%)	Percentage of Female Students (%)
A	45	42	20.5	19.1
B	20	53	9.1	24.1
C	50	61	22.6	27.7
D	40	29	18.2	13.2
E	27	19	12.3	8.6
F	38	16	17.3	7.3
TOTAL	220	220	100	100

Table 4.2.26 shows that 22.6% of male students and 27.7% of female students obtained grade 'C'

Grade Analysis

A --- 70 and above

B --- 60-69

C --- 50-59

D --- 45-49

E --- 40-44

F --- 39 and below

Cut off for each subject is 40 and for the nine (9) subjects is 360.

Total scores from 360 and above -----promoted.

Total scores below 360 ----- repeated.

4.3 **Summary of Findings**

Efforts were made to summarize the findings from the analysed data.

Students

- ❖ 91.8% of the students have interest in education.
- ❖ 88.8% of them have interest in their choice of subjects.
- ❖ 68.4% of them agree that their teachers motivate them to perform well.
- ❖ 57.7% of the students are of the opinion that their parents do not give them all the support (especially financial) towards their education.
- ❖ 68.9% of the students easily accept corrections from their parents and teachers.
- ❖ 54.6% of them are of the opinion that it is not necessary to have rules and regulations in schools.
- ❖ 59.2% of them have a subject that they offer that there is no teacher to teach it.
- ❖ 89.3% of the students do not agree that their classrooms contain the necessary facilities.
- ❖ 79.6% of the students do not agree that their school has well equipped laboratories for teaching subjects that have practical aspects.

Teachers

- 65% of the teachers are first degree holders.
- 80% of them agree that teachers' quality affect students' academic performance.
- 65% of them agree that teachers' motivational role affect students' performance.
- 60% of the teachers agree that teachers' interest affect students' performance.
- 90% of the teachers agree that teachers' dedication to work affect students' performance.
- 75% of the teachers are of the opinion that the curriculum used for their subject is not ideal for effective teaching and learning.
- 85% of the teachers do not agree that students often take corrections from them.
- 80% of them do not agree that students always come to class with complete learning materials.
- 65% of them do not agree that students show much interest in the subject they teach.
- 100% of the teachers do not agree that the facilities in the classroom are adequate for effective teaching and learning process.

Documentary

- ❖ In 2010/2011 academic session, 51.9% of female students were promoted.
- ❖ In 2011/2012 academic session, 50.8% of female students were promoted.
- ❖ In 2012/2013 academic session, 52.8% of female students were promoted.
- ❖ In 2010/2011 academic session, 24.6% of male students and 30.3% of female students obtained grade 'C'.
- ❖ In 2011/2012 academic session, 24.8% of male students and 21.6% of female students obtained grade 'B'.

- ❖ In 2012/2013 academic session, 22.6% of male students and 27.7 % of female students obtained grade ‘C’.

4.4 Answers to Research Questions

The three research questions of this study were answered as a way of providing means for solving the problem of the study.

- i) The level of performance of secondary school students in Sokoto State is on the average.
- ii) There is difference in the performance of male and female secondary school students, as the females perform better than the males.
- iii) There are factors that militate against good performance of secondary school students in Sokoto State, and they are poverty, inadequate and obsolete infrastructural facilities, indiscipline, and inappropriate curriculum.

4.4 Discussion

With the aid of the summary of findings from the study, in addition to related studies done in the past, an attempt was made to discuss the outcome of the research.

- i) Level of Performance

It is evident that the level of performance of secondary school students in Sokoto State is on the average. In 2010/2011 and 2012/2011 academic sessions 24.6% / 30.3% and 22.6% / 27.7% of male and female students obtained grade ‘C’. This is as shown in tables 4.2.24 and 4.2.26. In other words, these categories of students were able to score between 50%- 59% in each of their subjects. However, this level of performance is not high enough.

b) Difference in performance

It is very clear that there is a difference in the performance of male and female students at the secondary level. This is as shown in table 4.2.21 where 51.9% of female students were promoted against 48.1% of male students. Similarly, in table 4.2.23, 52.8% of female students were promoted against 47.2% of male students. The female students have been found to have a better performance than their male counterparts, and this is as stated in the works of Khan (2012) that females have better performance than their male counterparts.

c) Factors that militate against good performance

- Poverty

Poverty has been found to be one of the factors that militate against good performance of secondary school students in Sokoto State. This is as shown in table 4.2.4.

- Inadequate and obsolete infrastructural facilities

This has been found to militate against good performance of secondary school students. Tables 4.2.8, 4.2.9 and 4.2.20 clearly show this. This is a serious threat to the educational system. Moreover, the future of the students produced for tertiary education is at stake. This is because these students are denied of the quality practical aspects of the subjects they offer. In addition to this, the poor state of the classrooms which lack the necessary facilities is rather disturbing and greatly affects the performance of students at the secondary level. This buttresses the work of Ahmed, (2003) which reveals that most secondary schools in the country have teaching and learning taking place under non-conducive environment, with the basic materials lacking.

- Indiscipline

Students have been found not to show acts of discipline. Table 4.2.6 clearly shows that 54.6% of the students do not see the necessity of having rules and regulations in schools. In addition to this, table 4.2.17 shows that 85% of the students do not often take corrections from their teachers. This is highly unethical, as the students desire a society without law. That in which they can exercise maximum freedom to do whatsoever they want, which may later turn out to be detrimental to their academic pursuit.

- Inappropriate Curriculum

This has been found to be one of the factors that militate against good performance of students at the secondary level. Table 4.2.16 shows that 75% of the teachers do not agree that the curriculum used for their subject is ideal for effective teaching and learning process. This poses a serious problem to the quality of education given through teaching and learning with the present curricula at the secondary level.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study. Based on the findings of the study, conclusions were drawn and recommendations made.

5.2 Summary

This study was done with the aim of comparing the performance of male and female secondary school students in Sokoto State.

Chapter one of the work represented the introduction which comprised of background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and delimitation of the study.

Chapter two dealt with the review of related literature and is comprised of concept of academic performance, promotional examinations in secondary schools, secondary education in Nigeria's context, phases of secondary education, gender and academic performance, challenges of good performance of secondary school students.

Chapter three of the work dealt with research methodology. It is comprised of research design, population of the study, sample and sample technique, instrument for data collection, method of data collection, validity of the instrument, and reliability of the instrument.

Chapter four of the work represented the data presentation and analysis, and constitutes of presentation and analysis of data, answers to research questions, summary of major findings, and discussion of findings.

Chapter five comprised of summary, conclusion, and recommendations.

5.3 Conclusion

Females have been found to perform better than males at the secondary level, thus, there is difference in the performance of both genders.

5.4 Recommendations

- i) Government should see to the state of the classrooms and laboratories found in secondary schools to make provision for standard ones and upgrade the already existing ones. They should ensure that adequate and functioning facilities are provided to create a good atmosphere for effective teaching and learning.
- ii) They should also review the curriculum used for each subject at intervals and should consider comparing what is adopted in the country with that of other countries which have proved to have a very high standard of education. This will assist to improve the level of education at the secondary level.
- iii) Students should begin to see discipline as an important part of being educated. They must not forget that at higher institutions, which they are prepared for, they will be awarded for character and learning. However, the value is as important as the knowledge acquired.

- iv) Teachers should study their students to be able to understand them, as this will create enabling environment needed for them to pass knowledge to them. At the secondary level, special attention should be given to the male students to enable them record good performance at all times while the female students should not be neglected in order to improve and maintain their record of good performance.

- v) Parents should fully assume their responsibility of supporting their children in their education, especially financially. They should not forget that students at secondary level are too young to cater for themselves. Not giving them the necessary financial support could be very frustrating to their academic pursuit.

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APPENDIX

STUDENTS' QUESTIONNAIRE

Sex: _____

Dear Respondent,

I am a PG student researching on the topic: A Comparative Analysis of the Performance of Male and Female Secondary School Students. A Case Study of Government Day Secondary School, Arkilla, Sokoto. Please, kindly answer the following questions, as honestly as possible. You are assured that all information received are for the purpose of this research and will be treated confidentially. Read through the questionnaire and tick appropriately as the case might be.

1. I have interest in education.

a) Yes

b) No

2. I have interest in my choice of subjects.

a) Yes

b) No

3. My teachers motivate me to perform well in my academics.

a) Yes

b) No

4. My parents give me all the necessary support especially financial for my education.

a) Yes

b) No

5. I easily accept corrections from my parents and teachers.

a) Yes

b) No

6. It is necessary to have rules and regulations in the school.

a) Yes

b) No

7. There is a subject that I offer that there is no teacher to teach it.

a) Yes

b) No

8. My classroom contains the necessary facilities.

a) Yes

b) No

9. Our school has well equipped laboratories for teaching subjects that have practical aspects.

a) Yes

b) No

10. Our teachers frequently take students to the laboratories for subjects that have practical aspects.

a) Yes

b) No

TEACHERS' QUESTIONNAIRE

Sir/Madam,

I am a PG student of the Department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto researching on the topic: A Comparative Analysis of the Performance of Male and Female Secondary School Students. A Case Study of Government Day Secondary School, Arkilla, Sokoto. Please, kindly fill this questionnaire which is for the purpose of research. Thank you for your cooperation.

1. What is your qualification?

- a) PhD
- b) M.Ed
- c) PGDE
- d) B.Ed
- e) NCE
- f) HND
- g) OND
- h) SSCE

2. Teachers' quality affects students' performance.

- a) Yes
- b) No

3. Teachers' motivational role affects students' performance.

- a) Yes
- b) No

4. Teachers' interest in teaching and learning process affect students' performance.

- a) Yes
- b) No

5. Teachers' dedication to work affects students' performance.

a) Yes

b) No

6. The curriculum used for your subject is ideal for effective teaching and learning process.

a) Yes

b) No

7. The students often take corrections from their teachers.

a) Yes

b) No

8. The students always come to class with complete learning materials.

a) Yes

b) No

9. The students show much interest in the subject you teach.

a) Yes

b) No

10. The facilities in our classrooms are adequate for effective teaching and learning process.

a) Yes

b) No