



**ANALYSIS OF STUDENT'S PERFORMANCE IN
NATIONAL EXAMINATIONS COUNCIL (NECO) ON THE
MANAGEMENT OF PUBLIC SECONDARY SCHOOLS, IN
BORNO STATE**

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ABSTRACT

This study aims at analyzing the Student's Performance in National Examinations Council (NECO) on the management of public secondary schools in Maiduguri and Biu Education Zones, Borno State, Nigeria 2015-2019. The study was guided by three objectives, research questions and hypotheses. The research Design was an ex-post facto in collaboration with descriptive research design. The population of the study comprises all the 46 Senior Secondary schools in the two Zones. All the 20 examination centers (schools) with 26,700 registered Students" were randomly chosen for this study. Result shows that there was effect of management on public senior secondary schools in Student's Performance in Mathematics with highest mean in 2019 and lowest in 2015 in National Examinations Council (NECO) in Maiduguri and Biu Education Zones. There was effect of Management on public senior secondary schools in student's performance in English language with higher mean in 2019, and lowest in 2017 in National Examinations Council (NECO) in Maiduguri and Biu Education Zones. There was effect of management on public senior secondary schools in student's performance in Science Subjects with highest mean in 2019 and lowest in 2015 in National Examinations Council (NECO) in Maiduguri and Biu Education Zones. Therefore, it was recommended among others that, The States ministry of education and the management of secondary schools should organizes seminars, workshops, and conferences for teachers.

INTRODUCTION

The subject Mathematics is acclaimed to be a universal and a very important tool in development of an individual in particular and the society in general. It is fundamental and indispensable in every aspect of human endeavor. Its relevance to science and technology cannot be over emphasised as it is a tool and language of science. Onuoha-Chidiebere (2015) noted that Mathematics is the foundation upon which technology is built. In this regard, advancement in science and technology is largely dependent

on knowledge of Mathematics. She further noted that Mathematics is a systematic and dynamic field of knowledge that cuts across all spheres of life. It is versatile in nature in the sense that Mathematics can be applied in different subjects and occupations. According to Wikipedia, the free encyclopaedia, Mathematics is the study of quantity, structure, space and change. Mathematics seeks out patterns, formulates new conjectures and establishes truth by rigorous deduction from appropriately chosen axioms and definitions. Through the use of abstraction and logical reasoning, Mathematics evolved from counting, calculation, measurement and motion of physical objects, it stated. Hence Mathematics is essentially a process of thinking which involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problem in science, technology and everyday life problems. The purpose of Mathematics classes in schools is to help students gain problem solving skills, reasoning to be able to make interconnections, generalization, establish communications and some other Mathematical skills, and to use these skills in order to solve problems they encounter in real life (Ucar, 2007; Gurefe & Kan, 2013) in Yasar (2016). Notably, the real target in the educational system is obtaining voluntary changes in the positive direction of individuals' behaviour from the education process. Despite the notable benefits of Mathematics, students often think that Mathematical issues can either not be learned, or can only be learned with great difficulty (Yasar 2016). Education in Nigeria is an instrument par excellence for effecting national development. It has witnessed active participation by non-governmental agencies, communities, and individuals as well as government interventions. According to Obanya (1993), several changes have occurred in the educational system in Nigeria since the Old African Society to the present day. These changes lack substance, despite the formation of educational theories formed with the hope of bringing positive and lasting changes. This unsteadiness in the system is attributed to inherited colonial system of education which lacked objectives and identification with any national goals thereby besetting it with ambiguities, contradictions and lack of uniformity in practice in different parts of the federation. The scope of educational management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills. Educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESCO (2009) is judged by the extent to which schools generally meet the expectations of the society with in which they are established. Nigerian government

has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department. There are factors that researchers and school systems point when describing quality schools and features of schools that have been improved in effectiveness. According to Zepeda (2004) & Fullan (1991), such features include; commitment to success for all, flexibility and responsiveness, shared vision, climate of challenging and stimulating teaching, strong and fair disciplinary climate. According to Lamb (2007), the most effective features were; foster connectedness, increasing the trust placed on students, provide tasks with immediate tangible benefits; make spaces within schools and curricula for diverse students' needs. World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher. Concerned effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across sub-Saharan Africa. In Nigerian leadership training for secondary school heads was to improve quality of education Council (NECO) recorded mass failure as only 31% have five credits including English Language and Mathematics (Uwadiae, 2011).

Literature/ Theoretical survey

According to Ashikhai (2010) education at Secondary School level is supposed to be the basis and the foundation toward higher knowledge in tertiary Institutions. It is an investment as well as an instrument that can be used to achieve more rapid economic, social, political, technological, scientific and cultural development in a country. It is very unfortunate that, Secondary Schools in this day's do not measuring up to the standard expected of them. There has been public outcry over the persistently poor performance of secondary school students in public examinations. The problem of low level trend in academic performance of students has often been attributed to a number of factors among which are the principal's leadership style, teacher's quality, home factors, government factors, and inadequate provision of educational (Human, Material and financial resources). Hence, this study was limited to the provision of human and material resources as potent factors for students, performance. Adequate provision of education resources (human and material) is very crucial because of its role in the attainment of educational objectives. Human resources are a unique educational input necessary for the overall development of skill acquisition and

literacy of the students. Human resources refer to teaching and non – teaching staff within the educational system. Availability of these resources are needed to achieve excellence in the educational system. Inadequate provision of fund by governments leads to the poor status of facilities in public schools. What goes on in public schools presently shows that, nothing good enough can come out of most public schools if modern facilities and equipment are not adequate in schools. And even if funds are provided, they are not in connection with the school facilities, appropriate human resources to prepare candidates for National Examination Council (NECO) (Owoeye & Yara, 2011).

According to Unugbro (2004), the most successful secondary school today are those that are translating modern management theories into practical action rather than continuing to depend upon traditional individual management experience trial and error method. Recent years have witnessed the failure of many secondary school public academics not because they are worthless but because they are poorly managed. According to Boyd & King (1983), education is a powerful instrument in transformation and modernization of society a commitment to the belief has characterized by intensive effort to extreme expansion of educational system opportunity have resulting phenomenal increase in higher number of school and in the study of environment of the students

Educational management focuses on:

1. The study of educational planning at macro levels, its goals, principles, approaches and processes and institutional planning and educational administration at the macro level.
2. Decision making, problem solving, communication, information management and effective team building.
3. Planning of curricular and co-curricular activities, curriculum and academic calendar
4. Maintenance of school records, evaluation of Students’ achievement
5. Effective allocation of financial resources and the planning of the budgets of institutions.

Educational management aims at:

According to Nwokocha & Amadike (2005) academic performance of students is the standard for testing the educational quality of a nation; therefore, it is easy to maintain a high performance in internal and mostly external examinations. Student’s performance has been a subject of discussions and debate among scholars; because it is the most vital educational policy and indicator that stakeholders are interested in

(Alaka, 2011). Xinyi (2006) informed that student's performance has been a subject of national interest and comparative studies among countries since the beginning of educational theory.

Aremu, Oluwole, & Fayowbo, (2001), while stressing the importance of academic performance in the educational system was of the view that academic performance is a fundamental criterion by which all teaching-learning activities are measured, using some standards of excellence and the acquisition of particular grades in examinations to measure candidate's ability, mastery of the content, skills in applying the knowledge acquired to a particular situation.

Research Questions

1. What is the performance of students in Mathematics in NECO on the management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019)?
2. What is the performance of students in English Language in NECO on the management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019)?
3. What is the performance of students in Science Subjects in NECO on the management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019)?

Hypotheses

1. There is no significant difference in the Performance of students in Mathematics in NECO on the management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015- 2019).
2. There is no significant difference in the performance of students in English Language in NECO on the management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015- 2019).
3. There is no significant difference in the performance of students in Science Subjects in NECO on the management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019).

Methodology

The research population of this study comprised (20) examination center schools from the 46 Public Senior Secondary Schools within the two Education Zones,(15) schools from Maiduguri Zone out of 33 Senior Secondary schools and (5) out of 13 Senior Secondary schools in Biu Zone. The Sample Size was obtained from the (20)

examination centers (schools) that incorporated all 46 Public Senior Secondary Schools with 26,719 registered students in the study area. Data collected was analyzed using simple percentage statistical tools for the analysis of data, which include simple percentages to obtain mean score and frequency distribution tables showing the mean achievement of the subject/subjects groups in the schools and various years. Kruskal-Wallis (Analysis of Variance), Non - Parametric (NP) statistics method was used to compare the mean achievement of subject/subjects or estimate the relationships between the variables of the study. The credit and fail are calculated to determine if significant differences exist among the subjects and the five years at 0.05alpha level of significance. Percentage performances in the subjects were computed on the basis of students who passed over the total number of students that registered for the terminal examinations. Each of the subjects is computed independently for the five years'' period covered by the study. The analysis is presented along the objectives and research questions with a test of the null hypothesis using Chi-Square and Kruskal-Wallis statistics.

DATA ANALYSIS AND DISCURSSION

Research Question one: What is the Performance of students in mathematics in NECO (SSCE) on the Management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019). The performances were computed in percentages of those who passed mathematics over the total number of enrolment for the subject for the respective years. The percentages of those who passed and those who failed are tabulated

Table 1: Mean and Standard Deviation of Students' Performance in Mathematics on the Management of Public Senior Secondary schools in NECO (2015-2019)

Mean Percentage of students who passed Mathematics Mean Percentage of students who failed Mathematics

Mean %	Std. Deviation	Std. Error	Mean %	Std. Deviation	Std. Error	Mean %	Std. Deviation	Std. Error
2015	31.52	30.446	6.808	68.49	30.446	6.808		
2016	38.54	28.684	6.414	61.47	28.684	6.414		
2017	31.51	23.962	5.358	68.50	23.962	5.358		
2018	44.14	30.145	6.741	55.87	30.145	6.741		
2019	53.78	24.540	5.487	46.23	24.540	5.487		
Total	39.89	28.413	2.841	60.11	28.413	2.841		

Table 1 revealed that the total number of students who enrolled for mathematics in 2015, only 31.52 percent passed with a standard deviation of 30.446 and 68.49 percent of the students

failed. For 2016 the percentage of students who passed the subject rose to 38.54 percent while it decreased to 31.51 percent in 2017. But in 2018 the number of students that passed the subject in the two Zones rose to 44.14 percent and Percentage Pass in 2019 most of the students passed with a percentage performance of 53.78. This shows that 2019 has the highest results while 2015 has the least in mathematics.

Research Question two: What is the performance of students in English Language in in
 NECO (SSCE) on the Management of Public Senior Secondary Schools in Maiduguri and
 Biu Education Zones, Borno State, Nigeria (2015-2019). The Performances of the
 Students in English language across the five years" period is shown in

Table 2: Mean and Standard Deviation of Students' Performance in English language on the Management of Public Senior Secondary Schools in NECO (2015-2019) Year
Mean Percentage of students who passed English language Mean Percentage of students who failed English language

Year	Mean %	Std. Deviation	Std. Error	Mean %	Std. Deviation	Std. Error
2015	34.86	25.318	5.661	65.14	25.318	5.661
2016	34.45	27.283	6.101	65.55	27.283	6.101
2017	19.39	15.764	3.525	80.62	15.768	3.526
2018	31.13	30.355	6.788	68.88	30.350	6.787
2019	44.04	26.995	6.036	55.97	26.995	6.036
Total	32.77	26.346	2.635	67.23	26.346	2.635

Table 2 shows that only (34.86) percent of the students that enrolled for English Language passes the subject in 2011 in the two Zones with a standard deviation of 25.318 percent. In 2012, the performance of the students decreased to (34.45) percent with a standard deviation of 27.283 and drastically decreased to (19.39) percent in 2017 with most (80.62) percent of the students failing the subject. There

was however some improve in 2018 where the percentage of performance rose to 31.13 percent and this was increased upon in 2019 when the percentage rose to 44.04 percent. The table shows that 2019 has the highest results while 2017 got the least (poor) results.

Research Question three: What is the performance of students in science subjects in NECO (SSCE) on the management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019). The performances of the students in Sciences over the five-year period are presented in Table 3 with a illustration in Figure 3.

Table 3: Mean and Standard Deviation of students' Performances in Science Subjects on the Management of Public Senior Secondary Schools in NECO(2015-2019) Year
Mean percentage of students who passed Science subjects Mean percentage of students who failed Science subjects

<i>Mean %</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>Mean %</i>	<i>Mean %</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>Mean %</i>
2015	29.12	32.090	7.175	70.88	32.090	7.175	
2016	35.15	29.830	6.670	64.85	29.830	6.670	
2017	46.29	29.570	6.612	53.71	29.570	6.612	
2018	49.61	28.975	6.479	50.39	28.975	6.479	
2019	51.35	26.127	5.842	48.65	26.127	5.842	
Total	42.30	30.072	3.007	57.70	30.072	3.007	

Table 3 revealed that Performances of the Students in Science Subjects was generally poor in 2015 with only 29.12 percent of pass while 70.88 percent of those who enrolled for the subjects failed. This is clearly illustrated in the figure. There was some slight improvement in 2016 as the performance rose to 35.15 percent and in 2017 there was a further rise in the performances of the students with a rise to 46.29 percent. The improvement took almost a linear trend from then onward with performance rising to 49.61 percent in 2018 and 51.35 percent in 2019 respectively.

Hypotheses Testing

Ho1: There is no significant difference in the Performance of students in Mathematics in NECO (SSCE) on the Management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019)

Table 4: Kruskal-Wallis Test on Students' Performance in Mathematics in NECO (SSCE) on the Management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019)

YEAR	No	Mean Rank	Chi-Square	DF	P-value
2015	20	40.275			
2016	20	49.025			
2017	20	42.75	10.029	4	0.040
2018	20	54.475			
2019	20	65.975			
Total 100					

(Critical value of Chi -square at 4 DF = 9.49)

Table 4 shows the result of the non-parametric test of Kruskal-Wallis test above revealed the mean NECO (SSCE) performance rankings in Mathematics of the five years. The result in the table showed that the students' performances in mathematics between the years varied significantly. It happens because of the calculated significant value of 0.040 ($p < 0.05$) alpha value of significance. Their mean performance rankings were 40.275, 49.025, 42.75, 54.475 and 65.975 for years 2015, 2016, 2017, 2018 and 2019 respectively. This shows that year 2015 with mean ranking of 65.975 had the highest NECO

Performance in Mathematics while Year 2015 with mean ranking of 40.275 had the least performance in mathematics rankings. The calculated chi-square of 10.0295 is higher than the critical value 9.49

Critical value = 0.05 = 9.49

From the chi- square for 4 degree of freedom at 0.05 level of significance, the critical chi- square value is 9.49. This shows that the calculated value of 10.0295 is greater than the tabulated value of 9.49 which is $10.0295 > 9.49$. In the test of H_0 , the performance of the students in mathematics was compared over the five years period for the education Zones. The result of the test revealed that student performances in mathematics differed significantly between the years. Thus, the null hypothesis was rejected.

H_0 2: There is no significant difference in the Performance of Students in English Language in NECO on the Management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015- 2019) This hypothesis was tested by subjecting the percentages performances of the student's in English language over the five-year period to a Kruskal-Wallis Test procedure.

Table 5: Kruskal-Wallis Test on Students' Performance in English Language in NECO on the Management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015-2019)

Year	N	Mean Rank	Chi-Square	DF	P-value
2015	20	54.925			
2016	20	53.45			
2017	20	36.675	9.775	4	0.044
2018	20	44.475			
2019	20	62.975			
Total 100					

(Critical value of Chi -square at 4 DF = 9.49)

Table5 shows the result of the non-parametric test of Kruskal-Wallis test above revealed the mean NECO performance rankings of the five years. The result showed that significant differences exist among the five years under review. This is because the calculated significant value of 0.044 is less than the 0.05 alpha value of significance. Their mean performance rankings were 54.925, 53.45, 36.675, 44.475 and 62.975 for years 2015, 2016, 2017, 2018 and 2019 respectively. This shows that year 2019 had the highest NECO performance in English language while 2017 had the lowest performance in English language ranking. The calculated chi-square of 9.775 is higher than the critical value of 9.49 Critical Value = 0.05 = 9.49 From the chi-square for 4 degree of freedom at 0.05 level of significance, the critical chi-square value is 9.49. This revealed that the calculated value of 9.775 is greater than the tabulated value of 9.49. Therefore, the null hypothesis which stated that there is no significant difference in the performance of students in English Language in NECO (SSCE) on the management of Public Senior Secondary Schools in Maiduguri and Biu education Zones, Borno State, Nigeria (2015-2019) was therefore rejected.

Ho3: There is no significant difference in the Performance of Students in Science Subjects in NECO(SSCE) on the Management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015- 2019)

Table 6 Kruskal-Wallis Test on Students' Performance in Science Subjects in NECO (SSCE) on the Management of Public Senior Secondary Schools in Maiduguri and Biu Education Zones, Borno State, Nigeria (2015- 2019)

Year	N	Mean Rank	Chi-Square	DF	P-value
2015	20	36.35			
2016	20	43.575			

2017	20	54.35	9.902	4	0.042
2018	20	57.5			
2019	20	60.725			

Total 100

(Critical value of Chi -square at 4 DF = 9.49)

Table 6 shows the outcome of non-parametric test of Kruskal-Wallis test above revealed the mean NECO (SSCE) performance rankings in science subjects of the five years. The result showed that significant differences exist among the five years under review. This is because the calculated chi-square value of 0.042 is less than the 0.05 alpha value of significance, their mean performance rankings were 36.35, 43.575, 54.35, 57.5 and 60.725 for years 2015, 2016, 2017, 2018 and 2019 respectively. This shows that year 2019 with mean ranking of 60.725 had the best NECO (SSCE) performance in Science Subjects while year 2015 had the least performance in Science Subjects rankings. The observed chi-square 9.902 is higher than the critical chi-square of 9.49. Critical Value = 0.05 = 9.49 Decision rule From the chi-square for 4 degree of freedom at 0.05 level of significance, the tabulated χ^2 value is 9.49. it shows that the computed value of 9.902 is greater than the tabulated value of 9.49 that is, $9.902 > 9.49$ Therefore, the null hypothesis which stated that there is no significant difference in the performance of students in science subjects in NECO (SSCE) on the management of Public Senior Secondary Schools in Maiduguri and Biu education Zones, Borno State, Nigeria (2015-2019) was therefore rejected.

Summary of Findings

The following are the summary of the major findings from the study:

1. There was effect of management on public Senior Secondary schools in Mathematics with highest mean in 2019 and lowest in 2015 in Maiduguri and Biu education Zones, Borno State.
2. There was effect of management on public Senior Secondary schools in student's performance in English Language with higher mean in 2019, and lowest in 2017 in NECO in Maiduguri and Biu education Zones, Borno State.
3. There was effect of management on public Senior Secondary schools in Students' performance in Science Subjects with highest mean in 2019, and lowest in 2015 in NECO in Maiduguri and Biu education Zones, Borno State.

4. The result of the test in three subjects revealed the mean on the management of Public Senior Secondary schools on Student's Performance in both Mathematics, English language and Science Subjects differed significantly between the years of the study. Therefore, the null hypotheses were rejected.

Recommendations

1) The States Ministry of Education and the management of secondary schools should organize regular special programmes such as seminars, workshops, conferences, provisions and management of mathematics instructional materials and service training for senior secondary school teachers to improve their competence and apply any method that will fit a particular topic in Mathematics for better students' performance and to update their knowledge on the new development in other areas of specialization.

2) Management of the schools should provide libraries, create and manage Student's clubs and Societies. They should also advice teachers of public senior secondary schools to encourage students to

devote more time, effort to learning and reading in English language through constant practice in spoken English and listening to models, reading materials such as books, magazines, newspapers in English language and practicing writing of letters, articles, essays and participating in school quiz to improve student's performance in West African senior secondary school examination.

3) All stakeholders should make decisions on the management of public senior secondary schools on the provision of infrastructural facilities, modern equipments and sufficient library and laboratory facilities to facilitate teaching and learning of Science Subjects in maiduguri and Biu education Zones, Borno State.

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