Original Research Article

School administration and instructional supervision of secondary school chemistry for students’ academic performance

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This paper examined school administration and instructional supervision of secondary school Chemistry for student's academic performance. This is to ascertain the possible sources and remedy to the alarming rate of the said poor academic performance in this echelon of Nigerian education and chemistry in particular. The study further stresses the relevance of teaching as a triadic process to the School Administrators. However, the methodology employed is descriptive survey research design (DSRD) using primary and secondary source of data. The primary data was sourced using oral interview questionnaires (OIQ) as data collection instruments, while the secondary data was collected using multidisciplinary approach (i.e. findings made from authoritative work of scholars in the field of educational administration, curriculum studies and other relevant educational field published in journals, textbook and online information Resources (OIR)). These findings were adequately elaborated in the literature review. Teaching was discovered to be a triadic process which involves; the teacher, the learner and the subject matter otherwise known as curriculum. It was also discovered that all the three triadic components of teaching has significant relationship with students’ poor academic performance in Chemistry. But, teacher is the most contributing components of teaching. And so, it was recommended that School administrator should not neglect all the three components of teaching in their cause of instructional supervision of secondary school chemistry but more attention should be focused on the chemistry teachers. Government and school administrators need to motivate Chemistry teachers towards effectiveness, and efficiency.

Key words: Motivation, effectiveness, efficiency, triadic process, chemistry.

INTRODUCTION

Education is the best legacy; a nation who failed to educate her citizens denies them sustainable means of livelihood. Education is not only an engine of national development but all-round development of man and universal rehabilitation. According to Babalola et al., (2014), there is a convivial link between poverty and development, for no nation can develop when the larger percentage of her citizens are living in abject poverty. Education is the best way to escape from the cold hand of poverty and the hot hand of hunger. Education is an engine of civilization and general development of the society including the science and technology (Babalola et al., 2014). Science and technology is gradually changing the destiny of many poor nations into a jealous-able model. This is perhaps one of the reasons why Amaele (2005) stated that no nation can develop beyond the strength of her manpower. Education is a means of producing human capital to develop every institution in the society.

However, the teacher is imperative in this enterprise (Adewuyi, 2012). Teachers have important roles to play to...
adequately prepare the young for their roles in the society in order to achieve the set national objectives (Okemakinde et al., 2013). Thus, the relationship between education and the society is symbiotic in nature. According to Olaniyi and Okemakinde in Babalola (2015c) investment in human capital is predicated on the premise that: the new generation must be given the appropriate part of the knowledge which has already been accumulated by the previous generations. Knowledge is power and education remains a credible source of knowledge acquisition and sharing. These among other qualities of education have made it, a veritable tool for poverty alleviation and national probity. This engine of national development involves sharing of experience through teaching and learning under the control of teachers and the supervision of the school administrator. Experience in education system is usually gained through teaching. Thus, teaching remains inevitable source of knowledge sharing which usually cumulated into a broad range of experience.

According to Lachman (1997), Learning has been viewed by many scholars in the field of education as a relatively permanent change in behavior as a result of experience. In a similar vein, learning can be seen as an enduring change in the mechanisms of behavior (Domjan, 2010). To Lachman (1997), learning is a process that underlies behavior. Although, no learning without teaching. However, teaching as a concept remains the most famous process of knowledge propagation in the school system. Nevertheless, teaching is not possible in any educational system without a teacher which could be human, technology or experience through life issues. In this regard that the National Policy on Education (NPE) (2004) reversed asserts that no education system can grow beyond the quality of its teachers. According to Maduagwu and Nwogu (2006), every school activity is allocated some frames within which the activities are to be accomplished. In this regard, the time of teaching in the school is a crucial period when the teacher and learners do come together to discuss the subject matter.

In the light of the above, it is reasonable to notice that teaching does not take place in isolation; it requires the presence of three major components which must be together mentally, physically and/or technologically. These components include; the teacher, the learner and the subject matter. Any loophole and/or disability on the parts of these teaching triadic components render the entire super-structure of teaching mechanism cripple. Thus, outcome being the students’ Poor Academic Achievement at the locker end.

Laymen on the streets of Nigeria Societies have been nostalgic critically concerning the falling standard of Education across the nation. Also, a fall in standard of education has been recorded by scholars such as Salami, (1992) and Adeboyeje, (2003). Dough none of these scholars has been able to conclude about the cause of the menace. However, the problem of poor academic performance is not limited to secondary schools; it is well pronounced in Nigerian tertiary education. Okemakinde, Adewuyi and Alabi,(2013) lamented that the problem of examination malpractice which makes it possible for undeserving candidates to score high marks and secure admission into tertiary institutions is another problem leading to poor quality output from the tertiary institutions. Many of the undeserving candidates are not adequately prepared for higher education and are not quite amenable to learning (Adewuyi, 2012).

Consequently, Nigerians depend on teacher education to provide answers to many questions in education system. Oyekan (2006) posits in this regard that the purpose of teacher education is to produce well-qualified professional teachers that can adjust to the changing needs of the students and developmental prospects of the modern society. Goodlard (1990), in Emeh and Ogaboh, (2010) argued that autonomy and self governance is principally missing in teaching. Accordingly, this paper examined school administration and instructional supervision of senior secondary chemistry. And so, it views teaching as a triadic process in order to account for the possible wisdom behind the Poor Academic Achievements in Nigerian senior secondary school chemistry.

According to Ahiakwo (2002) in Babalola and Hafsatu (2015), Chemistry is most commonly regarded as the “Central Science” or the “Mother of science” owning to its confluence and influence . Okeke and Ezeannagha (2000) defined chemistry as a branch of science of matter. The relevance of chemistry as a requirement to technological advancement of a nation cannot be underrated (Babalola and Hafsatu, 2015). This author stated further that the classification of any nation into developed, developing and underdeveloped could be measured accurately by the number of chemists, physics, engineers, pharmacists, doctors, agriculturists and science educators the nation could produce. Regardless of Chemistry’s relevance to national development, available evidences from West African Examination Council (WAEC) indicated that students’ achievement in chemistry especially at the senior secondary school level worsened as years go by and many students seem to have negative attitude towards the subject (Betikin, 2002). Difficulty in chemistry has been shown to stem from the amount of time involved in studying it(Ghamaja,2006),its language and vocabulary with attendant confusion of names especially from IUPAC Nomenclature(Ormerod and Dueckworth,1999); its conceptual demand (Akinmade and Adisa, 2003) and insufficient time to learn it(Ahmed, 2004). Stone (1999) conducted a research which focused on the teaching facilities in Nigerian schools. He found out that the condition of teaching science were rather unsatisfactory. Weaker (1990) concluded that the type of science teaching done in Nigeria could not prepare students adequately for future careers in Nigeria to improve science and technology. According to Weaker (1990) in Babalola and Hafsatu (2015), science teaching was more of memorizing activities than inquiry.

Chemistry, being one of the core science subjects at the secondary school level of Nigeria education, suffers more of the menace of poor academic achievement. This is so
critical to the level that students start developing phobia by mere hearing the name “Chemistry”. Even though, volatile in nature, Chemistry is among the simplest subject that ever existed in any nation’s curriculum. This is because, it relates to everything man does and uses on daily bases. Scholars such as Babalola (2010) came up with research findings which show that students perceive many topics in chemistry more difficult. This is because those topics involve calculations. Examples of such topics include: thermodynamics, quantitative analysis and mole concepts among others.

The school administrators are entrusted to the leadership and supervision of classroom instructions, with an aim of transforming theories into practice in order to achieve the school goals. Since all the blame of the academic failure in Nigerian school is always diverted to the school administrators, it becomes relevant for them to know where these poor academic achievements are impending from in the school system. This will give them insight on where to focus more attention while discharging their responsibility of instructional supervision. In this regard teaching is observed as a triadic process which involves the teacher and the student involving in the activities of discussing subject matter.

Objectives of the Study

1. To examine the triadic components of teaching which contributes most to poor academic performance in Nigerian secondary school Chemistry?
2. To examine the relationship between the three components of teaching and the poor academic performance in Nigerian secondary school Chemistry.

Research questions

However, the following two research questions were formulated to guide the conduct of the study.

1. Which of the triadic components of teaching contributes most to poor academic performance in Nigerian secondary school Chemistry?
2. Are there significant relationships between the triadic components of teaching and poor academic performance in Nigerian secondary school Chemistry?

Significance of the study

(i) This study gives School Administrators insight concern the component of teaching they are to pay more attention to during instructional supervision of secondary school Chemistry curriculum to promote academic excellence.

(ii) Chemistry teachers will benefit from the findings of this study, as it re-trained them on how to augment their lapses which often result to poor academic achievements on the parts of the students.

(iii) This study also gives the parents and school Counselors the bases for students’ moral training and upbringing.

(iv) This study gives the government, school administrator and the host community insight on teachers’ motivation into efficiency and productivity, since there is a direct relationship between teachers’ performances and the national development.

(v) Finally, this study encourages Curriculum Developers to strive more in solving any problem associated with Curriculum which might be held responsible for students Poor Academic Achievement in this 21st Century Nigeria.

Literature Review

The question at this juncture is “why poor academic achievements in the present day Nigeria in comparison with the early 19th Century? As a matter of fact, this question has caused a lot of arguments and researches among educational scholars. Many of them posits that the problem is from the teacher’s factors such as lack of motivations, the professional nomenclature, unqualified teachers, lack of interest on teaching and poor teaching methodology among others. Nevertheless, a critical peruse of today’s teachers’ qualifications in compares with early 19th Century Nigeria when Grade II teachers dominated the Nigeria educational system as teachers, gives credit to the present day Nigerian teachers.

Yusuf (2010) posits that once a staff is properly motivated and held in high esteem by management (school administrator), efficiency at the workplace would be guaranteed and this will in turn accelerate overall growth and development of the organization and the nation at large. The key findings of a study by Kazeem (1999) is that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. According to Ayeni (2005), School principals often complained about teachers not willing to work because of delays in payment of their salaries. Umoh (2002) found that in Nigeria, prompt payment of salaries induced greater commitment to teaching.

However, Research has shown that monetary reward in itself has not improved teachers’ low esteem and their productivity (Adelabu, 2005). In this vain, Akinwunmi (2000) found that what the typical low income earning teacher yearns is a sizeable salary increase, and he concluded that the payment of a living wage would significantly enhance their commitment and performance in the teaching process.

Many students shifted the blame of student’s poor academic performance in Chemistry to Subject matter otherwise Curriculum. Oral interview with many students shows that some items in the curriculum were too difficult to comprehend to the level that even teachers try to avoid teaching them. Conversely, looking critically on today’s Curricula, one can say emphatically that the present School Curriculum is a carbon copy of that of the Western World injected into the Nigeria educational atom. This came on
board before the euphoria of independence that greeted the nation in 1960. Nonetheless, Curriculum Planners and developers neither sleep nor slumber in their bid of theoretical and practical improvement on the Curricula so as to make it suitable for this World of techno-dynamism.

According to Baille (2002), the social status of teachers has been identified as an important factor impacting teacher morale and motivation.

Table 1 shows, the ratings of status currently held by primary and secondary Head teachers and teachers placed them in the lower ranking of the list. Within the profession, head teachers were rated above teachers, and secondary above primary. When considered in terms of status deserved, however, the teaching occupations moved into the upper half of the table, along with nurses. Together with other vocational and caring occupations, they achieved very positive status differentials between the status they were perceived to command and the status they deserve.

The teachers therefore feel society is trivializing the profession and so, their commitment is undermined. Therefore, another major source of teacher dissatisfaction in Nigeria arises from disparities between the teaching profession and other professions, with respect to the time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions (Adelabu, 2005). This resulted to inferiority complex among teachers and they were so ashamed to be called “Teacher”. It is a fact that nowadays, teachers preferred to be given another nomenclature such as Lecturers, educationists or Educators rather than “teachers”. This is due to the social status accorded teaching profession in our society.

Also, Moralists scholars lamented that the fault of Poor Academic Achievement (PAA) is from the learners’ factors such as poor learning habits, students’ indiscipline, drug abuse, Cultism and other immoral habits among the students. Oluyomi (2013) in Babalola et al. (2014b), lamented that teachers faces security nuisance as a result of indiscipline in secondary schools especially in case of cultism, aggressive acts, fighting and vandalism. Moralists believe that indiscipline is not limited to Nigerian Schools. Reid (2000) reported that British schools often battled with vandalism, inattention, idleness, fighting, truancy, bullying, extortion and rudeness to teachers. Danso (2010) in Babalola et al. (2014b) observed the prevalence of indiscipline such as drug abuse, abortion, rape and armed robbery in educational institutions in Ghana. Similarly, Aziza (2001) reported an increase in cases of indiscipline in South-Africa schools. But, Nakpodia (2010) asserted that in Nigeria secondary schools, students’ indiscipline has reached an epidemic stage. These moralist authors concluded that students of today lack zeal and seriousness to learning. Also, students were no longer respecting their teachers like before. So, the output of disrespect to teachers is the Poor Academic Achievements of the 21st Century Nigeria.

Many Traditionalists shifted the blame of Poor Academic Achievements today on the invasions of technology into the Nigeria cavity. Nonetheless, Nigeria wasn’t the only nation in the World that is experiencing technological innovations. According to Babalola et al. (2014b), technological development is one of the greatest blessings that any nation of the world would ever experience. Babalola et al., (2014b) stated further that corruption and indiscipline among Nigerians had made the said technology the greatest enemy of educational industry. Technological development can better be described as a divine blessing to mankind. This is because it is an effective and efficient aid to learning opportunity as well as educational universalism.

However, the Librarians shifted the blame of poor academic achievement to poor reading habits among Nigerian Students. According to Rubin (2002), reading is a total integrative process that starts with the reader and

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<th>Rank</th>
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Table 1. Ranks of ‘status currently held’ and ‘status deserved’ of 16 occupations including Head teachers and teachers.
includes the affective, perceptual, and cognitive domain. Douglas (2000) asserts that every child must become fully competent in reading to succeed in school and discharge responsibilities as a citizen of a democratic society. In a similar regard, Okebukola (2004) affirms that, through reading, humans have the tools to transmit knowledge to each succeeding generation; it allows one to listen to the wisdom and people of the age. Therefore, if the students' academic achievement must improve, the role of serious reading among the Nigerian student should not be underestimated.

Theoretical Framework

The Figure 1 above shows that teaching is a process of communication and learning between the teacher and the learners in form of sharing Knowledge, skills acquisition and attitudes development, all of which may be referred to as the Subject matter otherwise Curriculum. Nevertheless, in this 21st Century Nigeria of techno-scientific age, as the teachers have access to subject matter through internet and library information resources such as textbooks, Magazines, Journals and newspaper so are the students. Though, the teacher comes to the classroom on daily basis with different topics from the Curriculum which the learners who have read wide might have had encountered with. This makes teaching and learning lively and interactive in nature. But, the class can only be lively if the teacher prepared well before coming into the classroom. Hence, the teacher might sometimes become the learner during the teaching process. This is conceivably one of the rationales behind teachers preparing very well on daily bases before embarking on classroom teaching journey. However, a teacher will always be respected if the students know that he/she is an embodiment of knowledge and always has something new to offer. This model, like all other models that have been in existence never contested the roles of teaching methodologies, Instructional materials and technologies as criteria that should be met before effective teaching could take place. Therefore, they were grouped under teachers and as tools of teacher. Any teacher who lacks instructional methodologies and ability to produce, improvise and use instructional material and technologies could be considered half-baked. Such teacher should be helped through either in-service training or refresher courses such as Seminar, Conferences, symposia or Workshops. Also, factors which affect students learning such as nature (Hereditary) and nurture (environments), indiscipline and others were grouped under Learners as a component of teaching triadic process.

School Administration

Administration could be seen as a field of study and also as a practice subjected to a number of cultural and intellectual dialogues. However, Bello in Babalola (2015a) observes that the idea of proper, effective and efficient utilization of human, material and financial resources for goal attainment has been the feature of a handful interpretations ascribed to administration. According to Section 12, item104 of the National Policy on Education (FRN, 2004) revised; administration is a function of organization and structure, proprietorship and control, inspection and supervision. In another way round, some writers prefer to view administration as an activity via which objectives could be achieved through other people. For instance, Peretomode (1995) views Administration as an activity concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constrains and careful utilization of the available limited resources which include human, material, equipment, supplies, finance, space and work technique. However, Nwachukwu (1992) posits in this regard that administration has to do with the guidance, leadership, and control of the effort of a group towards the achievement of common goals. To Adebayo (2001) administration is the organization and direction of persons to accomplish a specified end.
Generally, it could be observed from the above definitions, that School Administration involves the management of human, material and financial resources towards the attainments of a set School organizational goals and objectives. An important school goals which the school administrator must strive to achieve, is to have 100% students’ academic excellence. Similarly, graduating student from primary schools should have 100% transition into Junior Secondary school and finally into tertiary institution. However, it is a failure on the part of the school administrators who always possess records of students’ dropout and fail out outweighed that of students pass out.

**Instructional supervision and effective teaching: the nexus**

Instructional Supervision in this context implies teaching activities supervisions. The purpose of teaching supervision is to ensure effective classroom teaching. It is relevant to define what effective teaching connotes, but before this is done it is important to explain what teaching denotes. Teaching, according to Tella (2005) can be viewed as the conscious and deliberate effort by a matured or experienced person to impart knowledge, information, skills, attitudes; beliefs etc, to an immature or less experienced person with the intention that latter will learn or believe what he taught on a rational basis. However, Ukeje (1998) on his part posits teaching as a systematic presentation of facts, ideas, skills and techniques to pupils or students or any learners. In a similar vein, Aliyu (2014) asserts that for any activity to qualify as teaching, it has to be performed intentionally and in accordance with professional principles. Generally, teaching can be observed as the conscious, deliberate, intentional and purposeful effort by a trained teacher to impart knowledge, skills and all forms of good behavior to the life of learners in order to make them useful for themselves and the society at large. However, it has been discovered that the position of teacher during learning opportunity is not stable; this is perhaps because the teacher can also learn from the students. Therefore, teaching can simply be defined as a systematic triadic process of knowledge (Subject matter) sharing process between a professionally trained teacher(s) and the learners.

Conversely, according to Abdullahi (2014), effectiveness is in fairness, best estimated in relation to your own goals of teaching. A well designed and well-polished lecture which provides solution to a problem may be considered effective if the goal is merely conveying information. She stated further that there is this argument that bad teaching is or can be effective teaching. This is mainly because bad teaching forces students to study more intensely. She concluded that for those concerned with the effectiveness of the teaching/learning process bad teaching essentially reduces motivation, increases negative attitude to learning and to a large extent yields low academic achievement. Mckeachi and Kulik (1975) in Abdullahi (2014) posit in this regard that there are certain features of teaching in which there is consensus among professionals that effective teaching is systematic, stimulating and goal oriented. Generally, effective teaching can be defined simply as a successful teaching. A successful teaching is the one which produces the expected goal of school; that is, the required excellent academic achievement. Nevertheless, before teaching could take place, it is a truism that the teacher, subject matter and the learners must be mentally, physically and or technologically available and ready.

**School administration and teaching: The Nexus**

In order to answer many questions which might be raised on "why a School Administrator’s Scholar of the researcher’s type should investigate "teaching as a triadic process", it is therefore relevant to examine the series of connections between the School Administration and Teaching. School Administration has been defined earlier by distinguished scholars in the field of Educational Administration. This is perhaps the reason why Babalola (2015a) stated that “the success of any education system is hinged on proper planning, efficient administration and adequate financing. It involves the overall management, coordination, direction, inspection and supervision of human, material and financial resources of the school towards the achievements of the school goals and objectives.

However, one of the major Objectives of the school as an educational industry is to continue to enroll illiterates’ members of the community and refine them into useful members of the Society. Refining process of the school system involves exposing the learners into the School Curriculum under the guardians of the teachers and the supervision and inspection of the School Administrator. For effective teaching to take place, teachers have to be adequately supervised, directed, inspected and motivated into Productivity. Babalola (2015b) states in this regard that one of the areas where school productivity could be measure is standard of teaching in quality and in quantity as well as good academic achievement in external examinations such as WAEC or/and NECO. Without which the realization of the school goals is a mirage. In this regard, it is of enormous importance to the school administrators who are to supervise the learning opportunities to discern areas where teaching could be defective so as to strategically prevent them.

Nevertheless, if the School failed to realize its goals and objectives, all the blame from the government and the school host community shall be directed towards the school administrator. This is perhaps because he/she is the major Supervisor of instructions in the school system. Babalola and Aliyu (2014), Poor academic achievement on the part of the students often lead to wastage in education. Hence, the school administrator should be very active in the Curriculum and instructional (teaching) supervisions of the schools to promote Excellent Academic Achievements
and probably reduce wastages in education.

**METHODOLOGY**

This work employed descriptive survey research design using primary and secondary sources of data. The primary data was gotten using observation and oral interview questionnaire (OIQ) as instrument of data collection. Similarly, the secondary data was accessed using multidisciplinary approach. As this work seek to answer the question “which among the teacher, the learner and the subject matter is responsible for the students’ Poor Academic Performance?” so that the school administrator will know where to focus more attention in the cause of their instructional supervision. Therefore, 100 chemistry students who are in first year of Northwest University were randomly selected and interviewed. This is done, because majority of the students interviewed were recently completed their Secondary Education. Hence, the dramatic display of teaching at the Secondary school level of Education is still much fresh in their memories. And so, they used their experience of secondary school to respond to the questions asked.

**Data presentation and analysis**

Figure 2 Shows the pictorial Perceptions of interviewees on the teaching triadic components most responsible for 21st Century Nigeria’s Poor Academic Achievements.

**DISCUSSION OF FINDINGS**

With the findings obtained from Table 2 gotten from the data collected, presented and analyzed using percentage and Cone chart, all the three research questions can be easily answered. Thus;

(1) The teachers; a component of teaching as a triadic process and the factors militating against it is the most contributing factor to ineffective teaching and Poor Academic Achievement of the 21st Century Nigeria.
(2) Since, all the three major components of teaching have pronounced share in the responses of the interviewees with 38%, 42% and 20% for learners, teachers and the Subject matter respectively, there is a significant relationship between each of them and Poor Academic Achievement in secondary school chemistry.

(3) All the three major components of teaching contributed significantly to the ineffective teaching and indeed Poor Academic Achievement with the teachers being the highest. Therefore, the menace of poor Academic Achievement of the 21st Century Nigeria could be eradicated by providing solutions to all the factors militating against each of the component during the teaching process but with more emphasis on the teachers' factors.

The findings of this study, is in conformity with that of scholars such as Yusuf (2010); Kazeem (1999); Ayeni (2005); Ubom (2002); Baike (2002); Adelabu (2005) and Akinwunmi (2002) who suggested that the poor academic achievement of the present day Nigeria is due to one or more of the teachers' factors such as lack of teachers' motivation, lack of training and retraining of teachers through refresher courses, and teachers' nomenclature among others.

Recommendations and Conclusion

The paper recommended the following measures to help the Government and school Administrators in curbing the menace of Poor Academic Achievement in Nigerian secondary Chemistry.
1. The school administrators should motivate their teaching force towards creativity, initiatives and productivity.
2. The roles of efficient quality control and placement should be taken more serious in Nigerian schools by the personnel management department of the State Ministry of Education as well as the School Administrators.
3. Also, effective supervision and inspection of schools should be taking more serious now than ever to improve the Students' Academic Achievements.
4. Students’ Motivation and encouragement should be taken more serious by the Parents, School Administrators and Counselor, as well as the government through scholarship.
5. All Nigerian schools should be equipped with at least one Counselor. This will go a long way in providing solutions to students' intra and inter-personal challenges.
6. School administrators should ensure that teachers prepare their lesson note daily which is evidence that every teacher prepared for the class.
7. Teaching is needed to be professionalized so as to improve the teachers' image in the society.
8. Teachers should be called “Educators” rather than a mere teacher to solve the problem of teacher's nomenclature which brings inferiority complex among them in the society.

Now, that it has been discovered by this study that teachers play the most significant roles in the Poor Academic Achievement of the 21st Century Nigeria, School Administrators should not only divert their attentions to the students but to teachers and the subject matter. All the factors militating against the teachers’ productivity such as Teacher’s training and development, recruitment and selection, teachers’ social status and prestige should be handled seriously. Teacher’s motivations should receive strict attentions. However, it is the hope of the researcher that if the recommendations and findings of this study are implemented, the said Poor Academic Achievement in secondary school Chemistry will revolutionize to Excellent Academic Achievement.

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