

Factors Associated with Poor Academic Achievement of Technical College Student in National Business Technical Examination Board (NABTEB) Examination in Rivers State

Worlu, C. & Puyate, S.T.

Department of Vocational & Technology Education
Faculty of Education
Rivers State University, Port-Harcourt

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Abstract

The study examined the factors associated with Academic Achievement of Technical College Student in Concrete Practice in National Business Technical Examination Board Examination in Rivers State. The study adopted two objectives, two (2) research questions and two (2) hypotheses. A descriptive survey method was used as the research design. The population of the study comprised of 54 Technical College Teachers and Students 48 from four technical college in Rivers State. Sample size of 60 was derived using simple random sampling technique. Mean and standard deviation were used in the analyzing of data to answer the question. While Z-test was used to test the hypothesis. The study concluded that factors such as teachers and parental factor contribute to the academic performance of students. Based on the findings, hence recommended that Parents should limit the level of domestic chores done by their children at home in order to enable them devote more time to their studies and parents should serve as mentors to their children by encouraging them in class work. They should be involved in students' activities in schools and encourage them, not just paying school fees.

Keywords: Factors, Poor, Academic Achievement, Technical College, Student, National Business Technical Examination Board (NABTEB) Examination

INTRODUCTION

Today we live to witness an era whereby cases of general examination misconduct and examination malpractice with their different forms are becoming rampant, academic corruption is rapidly growing, moral decadences are perpetuating, quality of education is dramatically reducing; all in the name of avoiding examination failure. In due course, students will do everything possible to

satisfy their desire of passing at all costs in order to obtain certificates- without which they cannot be employed, and to protect themselves from family and societal stigmatization due to failure. The end results of these social vices are; students involved in malpractice end of being rusticated or expelled from schools, having fake graduates with fake certificates enshroud under the umbrella of the compromised

certificate and graduates who cannot optimally or even minimally deliver the services required of them.

So many researchers opined that, in the circumstance, corrupt practices become the order of the day, then the school as a micro-society must reflect the practices in the wider society. For example, Itedjere (2006) clearly expressed that, examination malpractice is a product of a society that nurture cheats and mediocrity and turns them into celebrities. In Nigeria, moral decadence has reached to an extent where we have pen robbers, armed robbers, smugglers and drug barons who are glorified by the grace of their ill- gotten wealth. Itedjere (2006) therefore, reiterated that the school, like any other social institution, does not exist in a vacuum, rather it exists within a geopolitical and socio-milieu. Hence, behaviours are expected to conform and reflect the acceptable societal norms and ethos as regards various functional roles and the executions of duties and services.

The assertion of Itedjere (2006) is in line with previous findings by Okafor (1990), who blamed the society for examination malpractice. According to him, in a country where dishonesty has been enshrined by the adult sector as an idol of worship, children have learnt to steal with impunity, examination malpractice in all shades and forms

consequently becomes the order of the day among our students at all level of the educational arrangement. Hitherto, the reason why in Nigeria today, people value money more than any other thing thereby reminding one of a saying that “the end justifies the means”.

Doramola and Emmanuel (2000) stated that most Concrete Practice Trades technical college graduates experience prolonged trial and error, and consequently perform poorly at the National Business Technical Examination (NABTEB) and labour trade test examination. Daramola and Emmanuel further pointed out that this unsatisfactory situation could lead to breakdown in the economic, industrial, technological and educational growth of Rivers State, since the main goal of technical education is to achieve self-reliance. Doramola and Emmanuel (2000), and Yalam and Fatuku, (2007) suggested the need for this study because of the challenges of increased unemployment.

Parents play significant roles in the education of their children and wards. Apart from the fact that they pay school fees and other levies, they buy textbooks, uniforms and other materials required by their children and wards, they are expected to supervise their academic works and give them good moral training. They are also expected to visit schools from time to time to

find out how their children and wards are behaving with a view to take corrective measures where and when necessary. Recent studies have shown that level of parental involvement can be a determining factor for the academic performance of a child (Oyedare, Ogunjinmi, & Durojaiye, 2016). In addition, academically less performing graduates will not be competitive in this competitive world and might not be able to contribute for the development of the country as intended; instead they can be a setback for the development of the country. This is a critical issue for secondary school students as well as for Ethiopia as a developing country.

Family has been identified as a critical force, even more powerful and direct influence compared to teachers in their children's education (Length, 2013). There may be associations(interaction) between involvement of parents, even just being around and supervising with academic performance vary according to the school level, gender, and the subjects. Family that a child comes from either monogamous or polygamous family usually has impact on the child academic performance of students (Shute, Hansen, Underwood & Razzouk, 2011). More involved and supportive a parent is towards their adolescent the higher self-esteem they will gain allowing the adolescent to feel confident and focused during

school (Sub-county, 2016). Debre Berhan secondary students confronted with many obstacles. Beyond the parents, teachers in school equally contributes to the well-performance of students in schools.

Various causes of poor academic performance of students which are attributed to the teachers were non-use of verbal reinforcement strategy and lateness to school, poor interpersonal relationships (Aremu & Soka, 2013). Others include absenteeism, inability to complete the syllabi and less interest in children's understanding of lesson (Etsey, 2015) and poor methods of teaching (Asikhia, 2010). Ajayi & Ekundayo (2010) also identified incessant strike, poor methods of teaching, teachers' inability to cover syllabus and teachers' lack of resourcefulness in teaching as causes of poor academic achievement of students in public examinations.

According to Boyd, Landford, Loeb, Rockoff and Wyckoff, (2018), the most important educational resources is teacher. Aaronson, Barrow and Sander (2017) opined that a teacher can significantly influence students achievement. Okemakinde, Alabi, and Adewuyi, (2013) opined that teachers have an important role to play to adequately prepare the young for their roles in the society in order to achieve the set national objectives. The quality

of any educational system depends to a great extent on the quality of teachers in terms of academic and professional qualifications and experience as well as their level of competency in and level of dedication to their primary functions (Oluremi, 2013). Teachers are the facilitators who are to impact on students the concepts expected to be learnt (Owolabi, 2012). Teachers are the most important factor in the effectiveness of schools and in the quality of a child's education (Akinsolu, 2010).

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Statement of the Problem

It is apparent that there is an astronomical decline in students' academic achievement in concrete practice in technical college in Nigeria. Lack of success can lead to inappropriate behavior and frustration of the part of student (Igbo, 2007). In technical colleges, teachers are faced with the task of placing the students in an educational setting tailored to the students' learning. The setting in which services are provided has a strong influence on the academic achievement of the students.

A number of reasons or factors have been found to have contributed to students' poor achievement. Some of these factors include students' study habits and teaching methods

used by the teacher in the teaching-learning process (Fatiku & Yalam, 2007). However, some researchers have attributed the poor academic achievement of students to gender, as it is believed that technical trades and related tasks belong to male students. This is reflected in the ratio of male to female student enrollments in technical colleges. They further stated that the environment (urban and rural setting) also influences the academic achievement of technical college students as facilities are not available in rural locations. It appears to the researcher that students' performance in Concrete practice in National Business Technical Colleges in Rivers State has been dwindling in recent times and the situation calls for immediate attention in order to arrest this deplorable Situation. It is expected of the technical colleges to provide trained manpower in applied technology, particularly crafts and advanced crafts and to provide individuals with knowledge and vocational skills necessary for Concrete practice, commercial and economic development. It is also meant to provide training and impart the necessary skills on individuals who shall be self-reliant economically (FRN, 2004).

It appears that individuals expected to acquire the knowledge and skills stipulated by the national policy on education document are graduating from the technical colleges with

unsatisfactory achievement. As recorded in NABTEB (2002) from the chief examiner's report, concrete practice student who sat for examination performed very poorly. Additionally, NABTEB Certificate research conducted in concrete practice May/June, 2004 recorded a 30% failure rate (NABTEB, 2004). This raises more questions as to whether or not adapting and understating their teacher's instructions, there are such factors as issues of males and female, and the enrollment of students in urban and rural areas which also influence this ugly trend. Thus, a correlation study for the Survey of student's performance in concrete practice in National Technical Certificate Examination in Technical Colleges in Rives state is desirable.

Purpose of the Study

The purpose of this study to examine the factors associated with Poor academic achievement of Technical College Student in National Business Technical Examination Board (NABTEB) Examination in Rivers State. The study intended to:

1. Examine the extent to which parental factor attribute to poor academic achievement of technical students in NABTEB examination in Rivers State.
2. Determine the extent to which teacher factor contributes to poor academic

achievement of technical students in NABTEB examination in Rivers State.

Research Questions

The following questions guided the study

1. To what extent does parental factor attribute to poor academic achievement of technical students in NABTEB examination in Rivers State?
2. To what extent does teacher factor contributes to poor academic achievement of technical students in NABTEB examination in Rivers State?

Hypotheses

The following hypotheses formulated with tested at 0.05 level of significance.

- Ho₁: There is no significant difference on the responses of teachers and students on how parental factor attribute to poor academic achievement of technical students in NABTEB examination in Rivers State.
- Ho₂: There is no significant difference on the responses of teachers and students on how teacher factor contributes to poor academic achievement of technical students in NABTEB examination in Rivers State

Methodology

This research adopted descriptive survey research. This study was carried out in the four technical colleges in Rivers State. Rivers State is among the thirty-six states in Nigeria.

Geographically, Rivers State is located in the Eastern part of the geopolitical zone of the Niger Delta Region. The population of the study comprised of 54 students and 6 teachers of bricklaying/blocklaying and concreting practice from four technical college in Rivers State. The sample size used for the study was sixty (60). This comprised 6 teachers and 54 students of bricklaying/blocklaying and concreting practice in the four technical colleges in Rivers State. The instrument for data collection was a self-constructed questionnaire titled “Factors Associated With Poor Academic Performance of Bricklaying/Blocklaying Students In National Business Technical Examination Board (NABTEB) Examination (FAPAPBS)”. The questionnaire was given to two experts in the Department of Vocational and Technology Education for face and content validity. In other to determine the reliability of the instrument, the reliability test method was adopted was Cronbach Alpha reliability coefficient. Their responses were analyzed using Cronbach Alpha formula which yielded a reliability coefficient of 0.87. This coefficient showed that the instrument for data collection was internally consistent. At the end of the administration, the researcher was able to retrieve only 54 copies of questionnaire out of the 60 copies administered. The breakdown of

the retrieved questionnaire is as follows (Technical teachers=6, Students= 48). This shows that there is 90 percent retrieval rate. The responses obtained from the students in Technical College in Rivers State formed the data. The data were treated statistically in accordance with research questions generated earlier in chapter one of this study. Tables were used for data presentation, while descriptive statistics such as mean and standard deviation

were used as techniques of analyzing the research questions. In order to test the formulated hypotheses, t-test statistics was used at 0.05 level of significant.

Result

Research Question 1: To what extent does parental factor contribute to poor academic achievement of technical students in NABTEB examination in Rivers State.

Table 1: Student and Teachers responses on parental factor contribute to poor academic performance of technical students in NABTEB examination in Rivers State.

S/N	Item	Teachers N = 6			Students N = 48		
		\bar{x}	S.D	RMK	\bar{x}	S.D	RMK
1	Lack of parental encouragement of students' performance to a great extent.	3.67	0.47	High Extent	3.40	0.99	High Extent
2	Insufficient parental income, and family type influence student academic performance	3.17	1.07	High Extent	3.21	1.00	High Extent
3	Less interaction with children's teachers/lecturers could warrant students to fail in examination	3.50	0.50	High Extent	3.08	1.06	High Extent
4	Lack of parental involvement in students' class activities to a great extent	3.17	1.21	High Extent	3.46	0.82	High Extent
5.	Poor motivation and poor supervision by parents lead to mass failure of students in Examinations to a great extent.	3.50	0.76	High Extent	3.13	1.17	High Extent
	Grand Mean/SD	3.40	0.80	High Extent	3.25	0.99	High Extent

Field Survey, 2022

Table 1 shows the responses of Student and Teachers on parental factor that contribute to poor academic achievement of technical students in NABTEB examination in Rivers State. Based on the mean decision rule, the analysis showed that Lack of parental encouragement of students' performance (3.67

& 3.40), Insufficient parental income, and family type influence student academic performance (3.17 & 3.21), less interaction with children's teachers/lecturers could warrant students to fail in examination (3.50 & 3.08) and Parent inability to provide foods and basic amenities could course failure in

examination (3.17 & 3.46), and Poor motivation and poor supervision by parents lead to mass failure of students in Examinations (3.50 & 3.13) are parental factor that contribute to poor academic performance of technical students in NABTEB examination in Rivers State. The grand mean of 3.40 and 3.25, grand standard deviation was 0.80 and

0.99 shows how widely dispersed the responses were to the mean.

Research Question 2: To what extent does teacher factor contributes to poor academic performance of technical students in NABTEB examination in Rivers State

Table 2: Student and Teachers responses on the extent teacher factor contributes to poor academic performance of technical students in NABTEB examination in Rivers State.

S/N	Item	Teachers N = 200			Students N = 110		
		\bar{x}	S.D	RMK	\bar{x}	S.D	RMK
6	Lack of qualified teachers affects students' performance in Examination to a great extent	3.83	0.37	High Extent	3.23	1.05	High Extent
7	Teachers' absenteeism affects students' performance in examination to a great extent	3.50	0.76	High Extent	3.08	1.04	High Extent
8	Teachers that don't have instructional materials course academic failure.	3.67	0.75	High Extent	3.23	1.03	High Extent
9	Poor student-teacher interpersonal relationship	4.00	1.63	High Extent	3.21	0.98	High Extent
10	Poor teaching method of student course mass failure among students.	3.00	1.00	High Extent	3.00	1.06	High Extent
Grand Mean/SD		3.60	0.90	High Extent	3.15	1.03	High Extent

Source: Field Survey (2021)

Table 2 presents the mean responses of Student and Teachers on teacher factor that contributes to poor academic achievement of technical students in NABTEB examination in Rivers State. Based on the mean decision rule of 2.50,

the study showed that lack of qualified teachers affects students' performance in Examination (3.83 & 3.23), teachers' absenteeism affects students' performance in examination (3.50 & 3.08), teachers that don't have instructional

materials course academic failure (3.67 & 3.23), poor student-teacher interpersonal relationship (4.00 & 3.21) and poor teaching method of student course mass failure among students (3.00 & 3.00) are teacher factor contributes to poor academic achievement of technical students in NABTEB examination in Rivers State to a high extent.

Hypotheses

Hypothesis 1: There is no significant difference in the mean rating of teachers and students on the extent parental factor contribute to poor academic achievement of technical students in NABTEB examination in Rivers State

Table 3 : z-test difference between students and teachers on the extent parental factor contribute to poor academic achievement of technical students in NABTEB examination in Rivers State.

Respondent	N	Mean	STD	df	z-cal	z-Tab	Is	Decision
Teachers	6	3.40	0.88	52	0.40	±1.96	0.05	Accepted
Students	48	3.25	0.99					

Table 3 indicated the significant difference in the mean rating of between students and teachers on the extent parental factor contribute to poor academic performance of technical students in NABTEB examination in Rivers State. This analysis showed that the z-calculated value of 0.40 is less than z-table of 1.96 for degree of freedom (52) at 0.05 level of

significance. Hence the null hypothesis was accepted. This implies that there is no significant difference in the mean rating of teachers and students on the extent parental factor contribute to poor academic achievement of technical students in NABTEB examination in Rivers State

Hypothesis 2:

There is no significant difference on the responses of teachers and students on the extent teacher factor contributes to poor academic performance of technical students in NABTEB examination in Rivers State.

Table 4 : z-test difference between students and teachers on the extent teacher factor contribute to poor academic performance of technical students in NABTEB examination in Rivers State.

Respondent	N	Mean	STD	df	z-cal	z-Tab	ls	Decision
Teachers	6	3.40	0.88	52	1.15	±1.96	0.05	Accepted
Students	48	3.25	0.99					

Research Data Output, 2021

Table 4 indicated the significant difference in the mean on the responses of teachers and students on the extent teacher factor contribute to poor academic performance of technical students in NABTEB examination in Rivers State. This is shown by z- calculated value of 1.15 which is less than z-table of 1.96 for degree of freedom (52) at 0.05 level of significance. Hence the null hypothesis was accepted. This implies that there is no significant difference on the responses of teachers and students on the extent teacher factor contributes to poor academic performance of technical students in NABTEB examination in Rivers State.

Discussion of Findings

The result on table 1 revealed that lack of parental encouragement of students' performance to a great extent, less interaction with children's teachers/lecturers could warrant students to fail in examination, lack of parental involvement in students' class activities to a high extent contribute to poor

academic performance of technical students in NABTEB examination. This is in line with the findings of Ajayi and Osalusi, (2013) who opined that failure of parent to play the role of supervising the academic work of their children and giving them good moral training could negatively affect the academic performance of the students. The finding also is in consonance with Oyedare, et al (2016) who that parental involvement can be a determining factor for the academic performance of a child. This is further strengthened by the findings of Length, (2013) who identified family as a critical force, even more powerful and direct influence compared to teachers in their children's education.

The result in table 2 revealed that lack of qualified teachers affects students' performance in examination to a great extent, teachers absenteeism affect student performance in examination, teachers that don't have instructional material course academic failure and poor teaching method of

teachers contribute to poor academic performance in NABTEB examination to a high extent. This is supported by Ajayi and Ekundayo (2010) who identified incessant strike, poor methods of teaching, teachers' inability to cover syllabus and teachers' lack of resourcefulness in teaching as causes of mass failure of students in public examinations. This finding is also tandem with Aremu and Sokan, (2013) who observed that Various causes of poor academic performance of students which are attributed to the teachers were non-use of verbal reinforcement strategy and lateness to school, poor interpersonal relationships. Also Etsey, (2015) also stated that absenteeism, inability to complete the syllabi and less interest in children's understanding of lesson are some of the course of mass failure in examination.

CONCLUSION

Based on the finding of the study, it was concluded that the factors that are associated with poor academic performance include

student factor, teacher factor, school factor and government factor. the study further found that lack of parental encouragement, lack of parental involvement in students activities and teacher absenteeism are some major courses of mass failure of technical college student in NABTEB Examination in Rivers State.

RECOMMENDATION

1. Parents should limit the level of domestic chores done by their children at home in order to enable them to devote more time to their studies
2. Parents should serve as mentors to their children by encouraging them in class work. They should be involved in students' activities in schools and encourage them, not just paying school fees.
3. There is need for the employment of qualified teachers who are knowledgeable to teach in our secondary schools. This will improve the teaching and learning of the subject

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