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**A Review on factors affecting chemistry students
performance**

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Abstract

The focus of this study is to investigate the factors that influence the performance of chemistry students. In this chapter therefore attempts will be made to analysis works and findings of other researchers that are relevant to this study and convenience, inferences will also be drawn under the main headings; level of academic qualification of teacher, Teachers sex, Teachers workload and Parents socio-economic status/Academic Background.

Keywords: Factors affecting, Chemistry students ,Performance

**Level of Academic Qualification of the
Teacher**

In writing about the teacher Taiwo (1966) says that the teacher as central persons in the school system plays an important part if the aim of the curriculum were to be accomplished. He maintains that if the teacher were to play his important part successfully, there must be elements in his training which emphasis those crucial facts about the curriculum. In other words the teacher would require during his training those qualities he would require to satisfy the needs of the child and the community. Thus, Ukeje (1966) in his words says "It is axiomatic that the educator must first be educated" To sum up the importance of level of academic qualification of the teacher in the performance of the teacher in the performance of chemistry students in secondary schools, Fansanmi (1990) In Udo(1995) concludes that country needs citizens who are fullyeducated and equipped the necessary skills to enable themparticipate effectively in the solution problems of performance of chemistry in secondary school, knowledge of subjects matter may be inadequate in making one a competent teacher, this is because effective teaching demands more than mere

transmission of facts from teacher to students, it involve inter alia, the creation of conducive atmosphere where by teachers and learners interacts systematically to explore experiment and discover new ideas, As stated in the National policy on Education (NPE1981) that no education system can rise above the quality of teacher, Denga (1986) observes that the task of a teacher requires complete dedication, Integrity and devoting on their part as teachers it is against this background that, Ipaye (1987) concludes that "for proper and true representation of assessment of students that were deficient in the previous educational system there is need for statistical computation of the performance. According to Highlight (1997),the job of a teacher is to understand a large and important area of the world's activity and achievement of a student's performance. In a traditional notion has since changed but the fact remain that the teacher play a very important and sometime indispensable part in the child's performance at school. The intellectual competence of the teacher becomes a primary factor in the students learnt at school and subsequently, a good performance for an effective performance. Ezewu (1981) writing on the effect speech style and other attributes of teacher's attitude towards students'

performance. Seligman (1972) remarks that teachers' expertise, experience, attitude to his students and the subjects that the teacher and the expectation, the teacher has for his students would affect the students learning performance. The teacher is the main actor in bringing about changes in the school. He is the main determinants of quality education, confirming this, Anukam et al. (1991) says "If teacher are apathetic, uncommitted, uninspired, lazy, unmotivated, the whole nation is doomed and if they are ignorant in their discipline and impact wrong information they are not only useless but dangerous the kind of teacher trained and posted to the school may well determine what the next generation would be. Stenhouse (1975) explains that a proper performance in science requires a proper level of understanding of the process that is being evaluated which largely depends on the level of training and in the same vein Weiss and Reign (1966) says that the teacher, as a central person in the school system, plays an important part successfully, there must be elements in his training those qualities he would require to satisfy the needs of the child and of the community. Thus, Ukeje (1966) in his words says "It is axiomatic that the educator must first be educated. The level of academic performance in working out or copious demand of academic performance in working out or computing scores of the learners. Therefore Adeyemi (1985) observes that a teacher cannot give what he does not have. We must insist that those that would teach our children must be knowledgeable.

Teacher's Sex

Because of the various biological differences in human make up such as those between male and female human beings people have suspected that one sex may have a learning edge over the other sex. Sex of the teacher in relations to the performance of the students' has the connotation of what attitude a male or female teacher can exhibit during the process of evaluating the students, learning outcomes. Sex difference in interest attitudes and value may be observed in the choice of level of evaluation. Tyler (1956) in Ezewu (1987) makes an excellent summary of sex differences in the population of teachers. Summary of sex difference in the population of the teachers. His findings reveal that males tend to be higher in science, whereas females are averagely higher in verbal fluency, rote memory and dexterity and this could have a significant influence in the process of evaluating chemistry students' performance. Whatever level of performance a student may find himself does not depend on the sex of the teacher but on how the works hard and in reaction to this Anioke (1979) points out that, the greatest factor in evaluating students is the teacher, a teacher is the key figure in the evaluation process, sex of teacher, notwithstanding. This is however supported by Downie

(1974) when he concludes that poor performance can be attributed to students themselves while teachers' sex remains negligible.

Teachers Workload

The general attitude of teachers towards the performance of the students in secondary school has been observed to be poor. Teacher's workload is an operational problem of the present system of revelation of chemistry students our secondary school. Consequently, Azikiwe (1989) in Onunkwo (2002) observes that most teachers award factious marks to learners on tests they did not conduct probably as a result of high teacher-students ration which attracts excess load to teachers. Other reasons he advances include frequent testing, record keeping as well as teachers' official time for conducting test. Heavy workload on the teachers which is compounded by population explosion in schools in secondary schools.

Parents' Socio-Economic Status/Academic Background

The role of the family on children's academic performance is well documented in various studies showing that large proportions of students who fail in school are from poor parentage. Reggai (1979) in Usoroh (1995) notes that in the homes where parents are illiterates or have poor education, there is lack of educational motion and guidance. He emphatically states that where parents are not capable of providing the necessary educational leadership, their children will not be regular in school, generally perform poorly and to evaluate such children becomes difficult. This eventually leads to frustration and drop-out. In his study of identification, and measures of environmental process variables that relate to educational performance. Dave (1963) finds out that achievement of parents, academic attainment, science guidance and social participation of family effect play a significant role in the child's attitude towards academic performance. Home background variables of the school as they affect his academic performance and consequently his performance have been investigated and the findings show that these variables have significant influence on the child's learning at school. Study of Bloom (1978) points out that the child's home environmental conditions are important on the formation of cognitive abilities. According to him, a child's measured intelligence, his creativity, the manner in which he conducts interpersonal relationships and his level of thinking. Similarly, Ezewu (1984) notes that a child's mental capabilities and emotional behaviours are necessary ingredients for school education and that these are greatly influenced by the type of home an individual comes from. Davie (1972) quoted in Wilkins (1974) notes that well educated parents are likely to provide both financial

land material aids for their children and this affects the performance of that child.

Appraisal of Literature

Much has been researched on factors affecting the performance of chemistry students in secondary schools, but it is not very important to review all these works in this project. This chapter has succinctly considered selected research materials relevant to the subject matter of this problem. Consequently, the reviewed literature to the subject matter of this problem; teachers' related factors, administrative factors and the students' related factors as they affect the performance chemistry students in our secondary institutions. The review on teacher's related factors as they affect students performance as given the researcher an insight into the level of academic qualification of the teacher competency of the teacher in handling performance- Research into administrative factors as they affects students' performance is examined under teachers' workload, inadequate facilities, class size and teachers' poor motivation. In order to achieve an effective performance by chemistry students, the relationship between the various structural levels, according to Ezewu (1987), should be cordial and the occupants of high positions should be honest, discipline, patriotic, impartial, responsible and approachable. Furthermore, teachers at all levels should be seen as human beings who need their regular monthly salaries for the welfare of their families. Students' related factors reviewed in this work include students' inter-school transfer, physical environment, home influence, peer influence and study habits. Bloom (1978) observes that the individual's experience in the physical and Inter-personal world affect his cognitive development and the child's experiences are as the result of interaction with things, situation and people who affect cognitive abilities. However, the literature viewed this chapter will go a long way to surveying where there existed any incompatibility, education will justify the deviation. It is beneficial both researcher and anyone who will avail himself of the fruit of this work. Meaning the reviewed literature will authenticate the exigency of this study.

Conclusion

Teacher says that the teacher as central persons in the school system plays an important part if the aim of the curriculum were to be accomplished. Because of the various biological differences in human make up such as those between male and female human beings people have suspected that one sex may have a learning edge over the other sex. Sex of the teacher in relations to the performance of the students' has the connotation of what attitude a male or female teacher can exhibit during the process of evaluating the

students, learning outcomes. Teacher's workload is an operational problem of the present system of revelation of chemistry students our secondary school. The role of the family on children's academic performance is well documented in various studies showing that large proportions of students who fail in school are from poor parentage.

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