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## SCHOOLING EXPERIENCE AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOLS IN LAGOS STATE

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### ABSTRACT

*This study investigated Schooling experience and Academic Achievement of Senior Secondary School Students in Lagos State. Descriptive survey research design was adopted for this study. The population consisted of senior secondary schools students in Lagos state, 600 students were randomly sampled from senior secondary schools in Lagos state. Two research questions were raised and one hypothesis was formulated and tested. The self structured questionnaire Schooling Experience questionnaire (SEQ) and achievement test on English and mathematics was used to elicit data from the respondents. The descriptive statistics of frequency counts and percentages were used to analyze the demographic variables and research questions while inferential statistics of Pearson Product Moment Correlation statistical tools was used to test the hypotheses at 0.05 level of significance. Statistically the null hypotheses tested was rejected, hence the independent variables have significant influence on senior secondary school students academic achievement. The result revealed that the academic achievement of senior secondary school students in Lagos State is on averagely moderate, though their achievement in English Studies was poor but the achievement in Mathematics was high also there is a moderate significant relationship between schooling experience and senior secondary school student academic achievement ( $r = .365, p < 0.05$ ). Base on the findings, the study recommended that Schooling experience of the senior secondary school student in term of punctuality and attendance should be improved so as to have a very high academic achievement, the stockholders should ensure that students are punctual to school so as to increase the level of student academic performance in Lagos state.*

**Keywords:** Home factor, Schooling and students academic achievement.

### INTRODUCTION

#### Background to the Study

The peril of poor academic achievement among young school graduates seems to have stared both the government and stakeholders in the mug. There is a consensus of outlook about the fallen standard of education as a big problem that is hindering the posterity of the Nigerian nation in terms of quality of student's achievement. Most students in secondary school experience academic problem that manifests itself from poor academic achievement. Many researchers have sought to find out the reasons for the downward trend in the academic achievement of secondary school students. Jansen (2004) defined academic achievement as the developing process that has the capacities and potentials of the individual student to prepare that individual to be successful in a specific society or culture. Academic achievement may refer to as the stage of student performance, success and accomplishment in school.

However, academic achievement is the heart of educational growth in any nation (Aremu & Oluwole, 2001). From this perspective, education is serving principally as an individual developmental function. The educational system is vital to every country in the world and Nigeria is no exception; a strong and effective education system can help to boost the development of any country. Poor academic achievement in Nigeria most especially at the secondary school level has been largely associated with many factors. These include; school environment, lack of learning resources as well as home environmental factors (Adeagbe, 2004). Padilla & Gonzalez (2001) also reported incredible academic failures among students and some have tried to find the reasons behind the frightening rate of failures. Thus, the problem of under-achievement of students' at school may have a long history in the life of under graduate students. Consequently, improving student academic achievement had long been an extremely complicated and vexing problem for school systems and education policy makers. The prevalence of pitiable academic achievement seems to have amplified over the last two decades been estimated at close to 11.3% in a general school population (Burtless, 1996). For instance, the 2014 results of the West African Examination Council) only 62, 295 of the 310, 077 candidates (20.0%) passed with credit in five subjects including English and mathematics.

There is further revealed that, a total of 529,425 students, representing 31.3%, obtained credits in five subjects and above, including English Language and Mathematics. It is noted that when compared with the 2011, 2012 and 2013 May/June WASSCE results, there was trivial decline in the performance of candidates as 30.7% was recorded in 2011, 38.81% in 2012 and 36.6% in 2013. According to him, out of 1,692,435 candidates that sat for the examination, 791,227 candidates, representing 46.75 percent, obtained six credits and above, just as a total of 982,472 candidates representing 58.05 percent, obtained five credits and above. In addition, he stated that 1,148,262 candidates, representing 67.8%, obtained credits and above in four subjects, while 1,293,389 candidates, representing 76.4%, obtained credits and above in three subjects. This shows that majority of the students obtained three credits which may not guarantee them the admission opportunity into higher institutions of learning of their choice; this may be traced to some hardship, challenges some of this students are facing in attending school and this plague put the student schooling experience in question. A school is set up for the main purpose of bringing students from different families together under one roof-the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the learners. In other to check students' commitment to receiving instruction from the teachers, an administrative record is designed and used on daily basis, i.e. the

attendance register. This record is utilized and supervised on weekly basis by the school head. A student that is not regular in school faces learning problems, resulting from late-coming to school, truancy, inability to read and not consulting with the teacher Onomuodeke, (1995). The students that comes to school with school bus, or parent's car may not late to school or in any means miss a class while the students that treks to school may be a victim of lateness, absenteeism and so on. These attitudes may be traced to the parent's level of education family income, social status, academic qualification etc which put the student's home factor in question.

### **Statement of the Problem**

Several scholars have worked on several factors responsible for student academic achievement and much emphasis was placed on teachers, school environment, instructional materials, teaching methodology and teachers experience but these factors tend to be more school-focused rather than other factors such as schooling experience. While learners are exposed to similar learning environment within the school, they comes from different homes with different social and economic characteristics which may eventually influence their schooling experience and contribute greatly to their academic achievement at any level of education. These characteristics are more pronounced in both urban areas. So, the researcher tends to looks at schooling experience and student academic achievement in senior secondary schools of Lagos state

### **Purposes of the Study**

The objective of this research is to establish the relationship between home factors schooling and students academic performance of secondary school students. Precisely, the researcher intends:

- 1 To access the level of students academic achievement in Lagos State secondary schools.
- 2 To find out the influence of schooling experience on academic achievement of senior secondary school students.

### **Research Questions**

1. What is the level of academic achievement in Lagos State secondary school?
- 2 What is the average schooling experience of senior secondary school students?

### Research Hypotheses

**H<sub>0</sub>**: there is no significant influence of schooling experience on student academic achievement

### Scope of the study

The study focused on schooling experience and students academic achievement in Lagos State with reference to the students and teachers. The research study covers four of the twenty local government Areas in Lagos State. These are Agege Local Government, Mushin Local Government, Ojo Local Government, Surulere Local Government Area. It also covers five secondary schools in each Local Government making the total of twenty public secondary schools in Lagos State, 20, students and 5 teachers from each school including male and female.

### Significance of the Study

The findings of this study will be of help to the educational stakeholders such as parents, principals, Ministry of Education among others

As parents it will give an insight to the hardship experiences been faced by their children or word and how it has contributed to the student level of academic achievement. Also to the principal which is the administrator of the school, it will be an eyes opener to for them to understand the challenges been faced by some student in the process of schooling and its impact on the students' achievement. This will make them to think beyond teachers factors as the causes of student's academic achievement. The ministry of education can also understand the needful of transportation, school attendance and school learning materials as a great influence of student's academic achievement.

### Definition of Terms

**Schooling** refers to entire comfort and discomfort experiences that are attached to going to school; such as trekking to school, going to school with empty stomach, inadequate studying materials and absenteeism.

**Academic achievement** refers to assessment and evaluation of children's academic ratings based on their scores achievement test in English and Mathematics achievement test.

## LITERATURE REVIEW

### Introduction

This chapter presents the review of literature on schooling experience and students academic achievement in Lagos State secondary school. The study will be reviewed under the following sub-headings:

### Concept of Schooling

Students within society are capable of holding well-articulated views regarding all aspects of their life, including learning and school. Students' views offer accurate insights into what they want and what they need in terms of learning and schooling (Ainley, 1995). Students' perceptions of school, learning, teaching and the factors that they consider affect each of these are of importance if we are to ensure all students are engaged, active and confident in their learning and school experiences (Ainley, 2004; Fullarton, 2002; Martin, 2003; Romanowski, 2004). Schooling costs can be quite high and thus households at times have to make harsh decisions on who should benefit from the little that they have. The literature has argued that in such instances households will tend to fall back on established cultural and social beliefs. It is worth noting that the decision to enroll and remain in school is also a function of the perceived benefits of schooling both by the parents and the pupils. A lot of the literature especially that influenced by the human capital school of thought have pointed out that education especially at the secondary level has both social and private benefits. It has been argued that education especially basic education, also contributes to poverty reduction by increasing the productivity of the poor's labour, by reducing fertility and improving health, and by equipping people to participate fully in the economy and society (World Bank 1996). These benefits have also been espoused in a lot of literature Colclough (1996). However, do individuals at the household level perceive similar net benefits as those making calculation of rate of returns to education? This seems not to be the case.

First, it seems evident that education at the household level is associated with formal employment and mobility. This is, among other things, due to the fact that most families cannot sufficiently appraise social gains that are accrued as a result of education. Thus for example, efficiency gains in child care, health or even the conduct of daily life are much more difficult to anticipate than is the impact of schooling upon likely wage earnings in the market economy (Colclough and Lewin 1996). In this vain, one of the potential attractions of secondary education is to move and acquire higher education and thus raise the probability of getting formal employment. Secondary education is therefore transitory and hence the perceived

probability of gaining entry to secondary schooling has an increasingly important influence upon the decision to send children to school (Colclough 1996).

### **Concept of Student Academic Achievement**

*Academic achievement* is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important. Spinath (2012) found out that Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates Hattie (2009). Academic performance is synonymous to academic achievement which has to do with what a learner is able to accomplish by execution of class work in the school. Stiggings (2001) sees academic achievement as something a learner do or achieve at school, college or university, in class, in a laboratory or field work. Went ling (2000) said that academic achievement refers to achievement of individuals' objective to various types of knowledge and skills. According to the author the objective are established based on the age, prior learning and capacity of individuals with regards to education, socialization and qualification. Some of the purposes of academic achievement measurement are enumerated in Ukwuije (1989: 22) as follows: to determine the relative effectiveness of a programme in terms of students' behavioural outputs; to identify students growth or lack of growth in acquiring desirable knowledge skills, attitudes and social values; to help teachers determine the effectiveness of their teaching technique and learning material; to help motivate students to learn as they discover their progress or lack of progress in given task; to encourage students to develop a sense of discipline and systematic study habits; to acquaint parents or guardians with their children performance ; to predict

the general trend in the development of teaching learning process; to make reliable decision about education planning and to provide educational administrators with adequate information about teachers effectiveness and school need.

### **Schooling and Students Academic Achievement**

The composition of students in a school has also been found to influence achievement. For example, school composition measured as percent of minority or disadvantaged students in the school are negatively associated with achievement and accounts for a substantial amount of variability in achievement (Bryk & Raudenbush, 2001). In particular, schools with higher proportions of minority and disadvantaged students have lower average achievement than other schools. Other school composition variables such as school SES are also significantly associated with student achievement (Lee & Bryk, 2001). Higher SES schools have typically higher average achievement than lower SES schools. In addition, the effect of another potential compositional variable such as the length of the school year on achievement has also been studied. Specifically, the length of school year has been shown to have positive effects on learning. Agostino, (2000), The usefulness of school structure has also been demonstrated. School structure variables such as school location or urbanization and school sector are significantly related to student achievement. For example, Coleman and Hoffer (1997) found that, on average, students' verbal and mathematics achievement growth in Catholic schools was higher than that in public schools. This sector effect holds even when student characteristics such as academic background, minority status, and SES were held constant (Bryk, Lee, and Holland, 1993; Raudenbush & Bryk, 1999).

A school is set up for the main purpose of bringing students from different families together under one roof-the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the learners – students. In other to check students' commitment to receiving instruction from the teachers, an administrative record is designed and used on daily basis, i.e. the attendance register. This record is utilized by the form teachers and supervised on weekly basis by the school head. The attendance register is also supervised on term or annual basis by the supervisors from the Ministry of Education and other Professionals particularly in education on unscheduled visits. Parents also used the attendance register to supervise the movement of their children occasionally. The attendance register is mostly concerned with school/ class attendance. Dedicated teachers, also take students attendance before teaching their subjects to ascertain the number of students who received their lesson. Hence, attendance is an important administrative records used by parents and school authority to monitor, control,

supervise students activities in schools. A student that is not regular in school, face learning problems, resulting from late-coming to school, truancy, inability to read and not consulting with the teacher Onomuodeke, (1995) The social status and educational level of parent influence school attendance. supervision of students' activities by teachers and parents and poor teaching methods, lack of facilities affects students' school attendance(Oghuvbu 1999; Alio 2003). Students developed negative attitude towards school resulting into poor attendance because of non employment of school leavers, repetition of class and insecurity Okwelle, (2003). Students' age, family commitments, change of jobs, change of working hours and health factors, students with greater motive, without conflict of interest are more regular in school ChiuMochi (1993).

### ***Absenteeism***

Absents also related to poor educational performance is the level of truancy or unexplained absence among students. Truancy can be modeled both as an educational outcome and as a causal factor in explaining educational performance. Truancy tends to be higher among students from low SES backgrounds. Truancy, even occasional, is associated with poorer academic performance at school (Sparkes, 1999). Having high levels of unexplained absence at school has also been found to be associated with poorer early adult outcomes in the labour market for instance higher probability of being unemployed and poorer adult health relative to non-truants (Sparkes, 1999).

### ***Schooling materials***

Schooling according to Christenson and Sheridan (2001) usually entails expenses such as buying reading materials, stationery among others. This introduces the element of family economic status into question. As a result studies have noted that economic status determines the extent of parental involvement in their children's education. Parents with high professional qualifications earn high incomes and hence enjoy high economic status. Parents who are illiterate and poor and cannot afford to buy supplementary learning materials and are less likely to be actively involved in their children's education. They are preoccupied with different chores to provide for their families and, paradoxically, children are expected to engage in some form of child labor that can contribute towards family provisioning and sustenance.

### ***Mobility***

The proximity of the schools to school-age children is very vital. Herz (1995) quoted a study by Robinson done in Egypt in 1997, which showed that the enrolment and the persistence of boys and girls were a function of distance to the available schools.



Thus for instance the location of a school within 1 km of a community resulted in an enrolment rate of 94 percent for boys and 74 percent for girls; when the distance was increased to 2 km., boys' enrolment fell only slightly to 90 percent, but girl's enrolment plummeted to 64 percent. Expanding on the effects of distance to persistence in school, Odaga and Heneveld (1995) isolated two issues: the first relates to the length of distance and energy, which the children have to expend to cover the distance, often on an empty stomach. The other relates to the concern and apprehension parents have for the sexual safety of their daughters (Odaga 1995). The above argument clearly indicates that the problem of distance to schools will affect both boys and girls but girls are, however, more likely to be affected than boys. Students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas Cheers, (2000).

### **Theoretical framework**

This study was based on Cause and Effect Theory. Cause and effect describes how something happens, analyzes why something happens; examines cause, describes effect or do both because it links situations and events together in time, with cause preceding effect (Epp, 2004). Furthermore, causality refers to cause-and-effect analysis, it explains why something happened, or is happening and it predicts what probably will happen. Sometimes, many different causes may be responsible for one effect, and similarly, many different effects could be produced by a single cause. In logic, causes are often distinguished in to two types: necessary and sufficient. If  $x$  is a necessary cause of  $y$ , then the presence of  $y$  necessarily implies the presence of  $x$ . The presence of  $x$ , however, does not imply that  $y$  will occur. If  $x$  is a sufficient cause of  $y$ , then the presence of  $x$  necessarily implies the presence of  $y$ . However, another cause  $z$  may alternatively cause  $y$ , thus the presence of  $y$  does not imply the presence of  $x$  (Epp, 2004). Cause and effect is established through intervention trial in which two or more groups undergo the same experience except for a single facet. The single facet in this study is home environment. Any difference in outcome is then attributed to that single facet (Freedman, 1999). Causality (causation) denotes a logical relationship between one event (called cause) and another event (called effect) which is the direct consequence of the first (Sowa, 2000). Theoretically, according to Maicibi (2005) a good environment should be provided at home if our children in school must learn, if the school administration must be successful and if the school must develop. Onsomu (2006) observes that students' success at schools is closely related to their home backgrounds. These can be related to these studies objectives that include; level of education of parents, socio-economic status, parents' professional qualification and home chores influence on students' academic

performance in day secondary schools. According to Skinner' (1945) Learning Theory achievement varies among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Eze (2002) the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the home environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

### **Appraisal of literature**

Academic achievement was reviewed to be level of performance in school, accomplishment or success in school. However, academic performance is the core of educational growth. It is important to keep in mind that academic performance may largely be a function of the context in which it takes place, and therefore the necessary abilities may also vary according to the context. Schooling was reviewed as student attendance, learning materials and students mobility. A school is seen as a place set up for the main purpose of bringing students from different families together under one roof-the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the students. In other to check students' commitment to receiving instruction from the teachers, an administrative record is designed and used on daily basis, i.e. the attendance register. This record is utilized by the form teachers and supervised on weekly basis by the school head. The attendance register is also supervised on term or annual basis by the supervisors from the Ministry of Education and other Professionals particularly in education on unscheduled visits

## **METHODOLOGY**

This chapter discusses the methodology adopted for this study under the following sub-headings:

### **Research Design**

The research design adopted for this study was descriptive survey research design. This will draw inferences about the characteristics of the population based on the sample taken from the study area and it will not be possible for the researcher to manipulate the result. This enables the researcher to investigate the schooling

experience and students academic achievement of senior secondary school students in Lagos State.

### **Study Population**

The study population for this study comprises of all the senior secondary school students and teachers in public secondary schools in Lagos State. It included both male and female students and teachers in the study area. The data from Lagos State ministry of Education revealed that there are 517 public secondary schools in Lagos State. The four local government areas that will be focusing on are Agege Local Government, Mushin Local Government, Ojo Local Government, Surulere Local Government Area.

### **Sample and Sampling Technique**

The researcher employed a simple random sampling technique to sample four local government areas, they are Agege Local Government, Mushin Local Government, Ojo Local Government, Surulere Local Government Area, and this is 20% of the population. 3 schools each will be sampled from each of the four local government area sampled making a total number of 12 schools altogether disproportional to size sampling technique will be used to sample 20 students each from the 12 sampled schools making total of 240 students all together.

### **Instruments for Data Collection**

The instruments that will be used for the study were two set of questionnaire. The first is titled Home factors and Schooling Experience Questionnaire (SEQ) while the second instrument is Achievement Test Questionnaire (ATQ). The first questionnaire has three sections A, B and C while the second one has a single section. Section A, based on bio-data information of the respondents. Section B sought for information about the schooling variables.

### **Validity of Instrument**

The draft copies of the research instrument that is the questionnaire and the achievement test on Mathematics and English Language was subjected to face and content validity by the project by the experts in the field of Educational Management for comment, correction and suggestions where necessary.

### **Reliability of the Instrument**

In order to establish the reliability of the instruments' pilot test was conducted using test re-test method to estimate the degree to which the same results can be obtained with a repeated measure of accuracy of the same concept in order to determine the

reliability of the instruments. Four public secondary schools that were not used in the actual study were used within an interval of two weeks. Cronbach's Alpha was used to test the reliability coefficient of the data collected at 0.05 level of significance.

### **Administration of Questionnaire**

Questionnaires were administered personally by the researcher in the selected schools. The respondents were guided and requested to respond to the questions accordingly after having been assured of confidentiality. They were requested to hand over the filled up questionnaires at the end of the administration.

### **Method of Data Analysis**

The data was analyzed using descriptive statistics such as frequency counts, simple percentage, for research questions raised while inferential statistics of Pearson Product Moment Correlation was used for testing the hypotheses at 0.05 level of significance.

## **RESULT AND DISCUSSION OF FINDINGS**

**Table 4.1.0: Respondents base on gender**

Items	Frequency	Percentage
Male	293	48.8
Female	307	51.2
Total	600	100.0

Table 4.1. Shows that 114(57%) of the respondents are male while 86(43%) of the respondents are female. This implies that there are more male in the study than female.

**Table 4.1.1: Age of the respondents**

Items	Frequency	Percentage
12-15	250	41.7
16-18	329	54.8
18-Above	9	1.5
Total	600	100.0

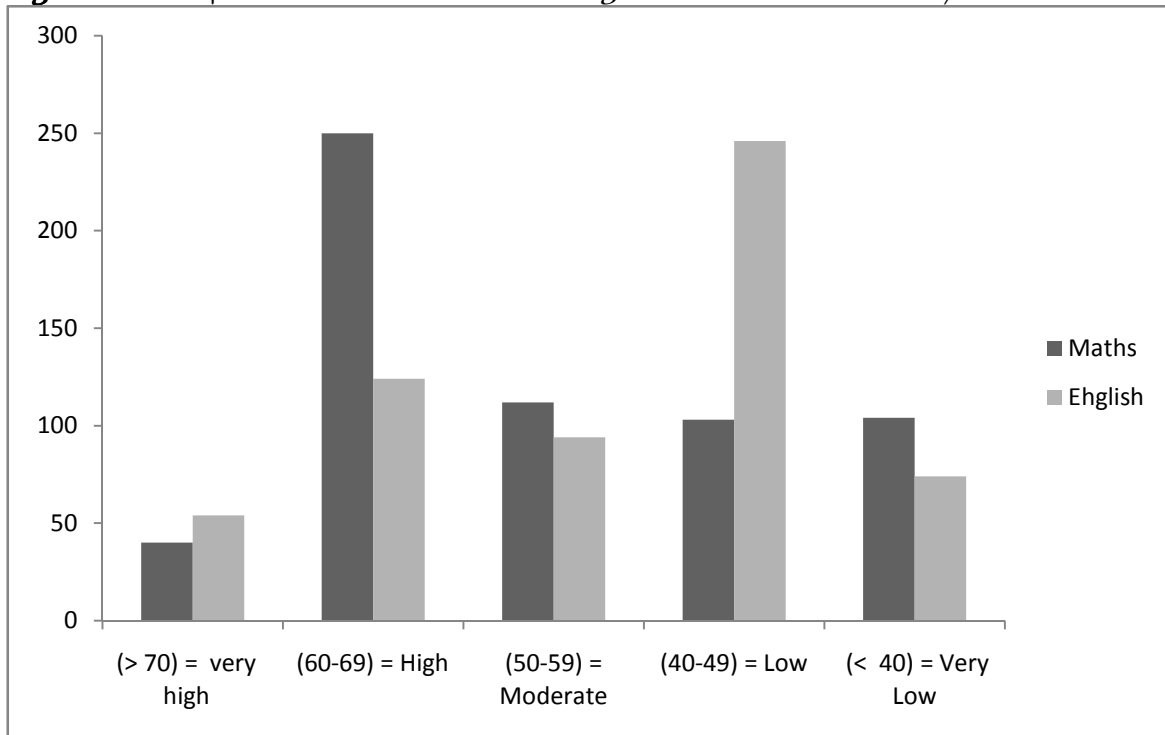
Table 4.1.3 shows 329(54.8%) of the respondents were between ages 12-15years, 250(41.7%) of the respondents are between ages 16-18years and 9(1.5%) of the respondents are between ages 18 and above. This shows that majority of the students in the sample are between age 16-18 years.

**Research Question 1:** what is the level of academic achievement in Lagos state senior secondary school?

Subjects	very high (> 70) =		High (60-69)		Moderate (50-59)		Low (40-49)		Very Low (< 40)		TOTAL
Maths	40	6.7%	241	40.2%	112	18.6%	103	17.2%	104	17.3%	600
English	56	9.3%	124	20.7%	94	15.7%	250	41.7%	76	12.7%	600
<b>Total</b>	<b>96</b>	<b>16.0%</b>	<b>365</b>	<b>60.9%</b>	<b>206</b>	<b>34.3%</b>	<b>353</b>	<b>58.9%</b>	<b>180</b>	<b>30.0%</b>	<b>1200</b>

The table above shows the level of academic achievement of the respondents, it shows that 365 (60.9%) of the respondents has high performance, 353 (58.9%) has low performance, 206 (34.3%) has moderate performance, 180 (30.0%) has very low performance and 96 (16.0%) of the respondent has a very high academic performance. Generally their academic achievement could be termed as average in Lagos state senior secondary school.

**Figure 1:** level of academic achievement in Lagos State senior secondary school.



The chart above shows the level of academic achievement in senior secondary schools in Lagos state. It shows that larger percentage of the respondents have high

academic achievement in mathematics but low academic achievement in English Studies.

**Research Question 2:** what is the schooling experience of senior secondary school students?

**Table 4; Schooling Experience of the Respondents**

Variable	Excellent	V.Good	Good	Fair	Poor
attendance in school is rated as	183 (30.5 %)	140 (23.3 %)	198 (33.0%)	73 (12.2%)	6 (1.0 %)
Your punctuality is rated as	73 (12.2%)	172 (28.7%)	174 (29.0%)	113 (18.8%)	68 (11.3%)

Table 4, Shows the average schooling experience of the respondents. It was revealed that 198(33.0%), 183 (30.0%) and 140 (23.3) of the respondents has good, excellent and Very good attendance respectively while 73 (12.2%) and 6 (1.0%) has fair and poor school attendance respectively. Also, from the table it was shows that 174 (29.0%), 172 (28.7%) and 73 (12.2%) of the respondents has good, very good and excellent punctuality at school respectively. This implies that the senior secondary school student schooling experience in term of school attendance and punctuality to school is good.

### Testing of Hypothesis

**Hypothesis 1:** there is no significant influence of schooling experience on student's academic achievement

**Table 4.2 Pearson Product Moment Correlation showing the influence of schooling experience on student's academic achievement**

Variable	N	Mean	Std. Deviation	R	Sig.	P	Remark
Schooling	600	5.1833	1.87944	.365*	.000	< 0.05	Significant
Students Achievement	600	4.3105	1.47342				

Table 6: depicts the influence of schooling on senior secondary student's academic performance. The result from the table shows that there is a moderate but positive significant influence of schooling on students academic performance ( $r = .365^{**}$   $p < 0.05$ ). it can be inferred from the finding that schooling (attendance and punctuality) positively influence senior secondary school's performance which means that as students attendance and punctuality increases the academic performance of senior secondary school student increases. The null hypothesis 3 which says there is no

significant influence of schooling on student academic achievement is hereby rejected.

### **Discussion of findings**

On research question one which says what is the level of academic achievement of Secondary School Students in Lagos State, it was revealed that the academic achievement of student in Lagos state secondary school was averagely low in English studies while the achievement was high in Mathematics this shows that generally the academic achievement of senior secondary school students is averagely moderate the findings corroborate the findings of Heady (2003) used direct measures of reading and mathematics ability (test scores), and find out that a negative achievement of students in Mathematics, also Bryk and Raudenbush, (2001) disadvantaged students in the school are negatively associated with poor academic achievement and accounts for a substantial amount of variability in achievement. In different view Agostino, (2000), found that, on average, students' verbal and mathematics achievement growth in Catholic schools was higher. On hypothesis one which stated that there is no significant influence of schooling on student's academic achievement, it was depict that schooling (attendance, mobility and punctuality) positively influence senior secondary school's performance which means that as students attendance, mobility and punctuality improve the academic performance of senior secondary school student increases. This supported the findings of Sparkes, (1999) which stated that truancy, even occasional, is associated with poorer academic performance at school. Also Odaga and Heneveld (1995) on the effects of distance to persistence in school, isolated two issues: the first relates to the length of distance and energy, which the children have to expend to cover the distance, often on an empty stomach and the second is schooling materials availability, is a treat to the academic achievement in secondary schools.

### **SUMMARY**

This study investigated schooling experience influence on academic achievement of senior secondary school students in Lagos State. Two research questions were raised and on hypothesis were formulated. The data collected though the uses of questionnaire were analysed using descriptive statistics and inferential statistic of Pearson Product Moment Correlation.

The findings reveal that:

- 1 The academic achievement of senior secondary school students Lagos State is on averagely moderate; while the achievement in Mathematics was high the achievement in English language is low.

- 2 Schooling (attendance , schooling materials and punctuality) positively influence senior secondary school's performance which means that as students attendance and punctuality increases the academic achievement of senior secondary school student increases.
- 3 There is significant influence of home factor and schooling on student's academic achievement.

## CONCLUSION

The study has established a number of facts among which is that schooling experience has significant influence on senior secondary school students academic achievement in Lagos state.

The level of academic achievement was found to be moderate and that is encouraging.

## RECOMMENDATIONS

In view of the findings of this study, the following recommendations were made:

- 1 Schooling experience of the senior secondary student in term of punctuality and attendance should be improved so as to have very high academic achievement.
- 2 The stockholders should ensure that students are punctual to school so as to increase the level of student academic performance in Lagos state.

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**Influence of Information Consciousness on Student Academic Achievement in Some Selected Secondary Schools in Ijebu-Ode Local Government Area of Ogun State**

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