

Causes of Students Mass Failure in Mathematics at Senior Secondary Schools Certificate Examination (SSCE) in Some Selected Secondary Schools in Kebbi State

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Abstract

This research work focuses on the causes of students' mass failure in mathematics subject at senior secondary school certificate examination (SSCE) in some selected secondary schools in Aliero local government of Kebbi State. 290 out of which 233 students were used using solve formula for sample size determination and twenty six (26) teachers were also selected. Simple frequency distribution and percentage was used to analyze the data. Base on the findings of this Insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics in which the findings shows that, out of 20 selected teachers, 12 respondents (75%) strongly agreed that Insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics, and 8 respondents (25%) agreed, also the same question asked to students in table 5 out of the 180 selected students, 90 respondents (50%) are strongly agreed says that Insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics which are the majority, and 70 respondents (66.6%) agree which are the minority. that Insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics, while others are few. This implies that the majority of the respondents both on teachers and students respondents are strongly agreed that Insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics. The researchers conclude that there is need for government to provide adequate qualified mathematics teachers in senior secondary schools especially in Aliero local government; this will help to reduce students' negative interest in learning mathematics. Base on the findings of this study the recommendations were given by the researchers.

Keywords: *Mathematics, Causes, Mass failure, secondary school certificate examination.*

Introduction

The advent of human race developed an opportunity for mathematics education to show itself consciously, in most centuries, the first elementary education in mathematics up to the beginning of the 20th century had its foremost gone the development of mental discipline. Society needed people to occupy needing position in plastics public administration capacity

were desired, they include loyalty to giving condition the ability to distinguish essential from casual details, the capability of analyzing situation , judgment and diligence in work and moral values of society. Smith and Shore 20th Century.

The causes of poor performance of students in Mathematics subjects at senior secondary school certificate extermination SSCE in Africa has remained an issue of concern to all stakeholders (Ajagun, 2000). And Ojerinde, 1998 on the survey of the performance of candidate in mathematic subject in Africa over the years revealed a discernible decline. This perennial decline has remained a source of concern to science educators, Mathematicians and Mathematics Educators (Nnuka and Anackwe, 2004). In the recent time the massive and consistent failure of student who sat for the West African Examination Council (WAEC) had drawn their students, parents, public and even government agencies.

The national mathematical centre, Abuja (NMC 2009) in attempt to revamp mathematics teaching and learning at secondary schools has successfully researched into the causes and remedies of students' mass failure in WAEC, (SSCE) mathematics examinations. It has discovered that poor performance in the promotion examination has more to do with teachers' method of teaching, the content or curricula of the school mathematics. According to Sangedighi (1998) the causes of students' mass failure refers to as learner's environmental mismatch. It promotes poor academic performance the means or strategies employed by teacher in attempt to impact knowledge to the learners are referred to as methodology which is another factor that could be influence the students' academic performance. Nigeria has also imbibed the idea of the school curricula thus lays emphasis on science subjects of which mathematics take the higher rank. Hence, it is one of the core subjects in both primary and secondary school in the nation Aminu (1997).

In recent years, students' academic achievement in senior secondary school certificate examinations in mathematics subject is poorly this underscores the importance of mathematical competence of all the learners' levels of education and a reason for making mathematics compulsory and is of the leading core subject in the secondary school curriculum. This importance accorded the recognition of the vital role it plays in contemporary society. Despite effort put in by the government and various stakeholders of education mathematics still remained one if the most difficult in high schools. There is general impression that mathematics is difficult by it is very nature, and because of this impression, there is poor performance among junior secondary school students who are the focus of this study. This poor performance in mathematics has attributed to two broad factors which in elude heredity and environmental factors which can be subdivided into students home, teachers and school factors ola (1998). However, students reason that mathematics is highly structure and is so abstract and required special intellectual attitude. Thus; students see the subject as something esoteric.

Statement of the problem

In philosophical view of this study therefore is specifically designed to assess the causes and effects of mass failure of mathematics in senior secondary school certificate examinations in some selected secondary schools in Augie local government. Perhaps not much attention has been given to the performance of students in senior secondary school subjects in recent years. Thus neglect no doubt has relegated this senior secondary school subjects to the background in our senior secondary certificate examinations.

This raises the questions as to whom or what organization is to be blamed, whether the blame

can be put WAEC, NECO, teachers, government, parents or the students themselves. The poor performance is caused by many factors such as; students ineffective study techniques, quality of teachers and method of teaching, the parent's inability to provide useful materials like textbooks, exercise books and school fees and problem of inadequate instructional materials for teaching and learning of mathematics in schools.

Objectives of the Study

The main objectives of this study are:

- (1) To find out how lack of qualified mathematics teachers and instructional materials for teaching of mathematics contributes to students' mass failure in SSCE examinations in Aliero Local Government.
- (2) To find out whether socio-economic background of the students affects them in studying mathematics in Aliero Local Government.
- (3) To examine attitude and interest of students towards the nature of mathematics contributes deeply to their mass failure in SSCE examinations in Aliero local government.

Research Questions

The following research questions guided this study:

- (1) Is there sufficient qualified mathematics teachers and instructional material for teaching and learning mathematics in aliero local government area of kebbi state?
- (2) What are the socio-economic backgrounds of the students?
- (3) What are the attitudes of students towards the nature of learning mathematics?

Area of the Study

The scope of this study was focused on the causes of student's mass failure in mathematics at senior secondary school certificate examination in some selected secondary schools in Aliero local government area of Kebbi state, due to limited factors such as time and other resources and the inconvenience of handling only on senior mathematics, Government Science College (GSC), Aliero and Government Girls Comprehensive Secondary school, Aliero, Kebbi State. The study focused on examining lack of enough numbers of qualified mathematics teachers and instructional materials for teaching of mathematics, and socio-economic background of the students that affects them in studying mathematics, to examine attitude and interest of students towards the nature of mathematics contributes deeply to their mass failure in SSCE especially in mathematics.

Significant of the Study

It is obvious that the findings of the study will definitely aspire researcher to seek for possible suggestions and recommendations, to students, teachers, parents, sponsor, and government to bring an end to students mass failure of mathematics subject in a such external senior certificate examinations and to improve students in the future examinations in these schools and other part of the country having similar educational problems.

Literature Review

Shortage of Instructional Materials

Shortage of instructional materials in mathematics causes low performance of students in senior secondary mathematics examination. According to Obikwere (2008) in one of his words note

Shortage of instructional materials in mathematics cause low performance of students "since 1977, almost everywhere in Nigeria everything connected with mathematics education like instructional materials has been in critical short supply. According to Kiln (2000)

mathematics is a creative or inventive process deriving ideals and suggestions from problems idealizing and formulating the relevant concepts posing questions, intuitively deriving a possible conclusion. Instructional materials are resources which both the teachers and his students use for ensuring effective teaching and learning. Instructional materials can be defined as those things which are intended to help the teachers to be more effective or better and enable the students to learn more effectively. Instructional materials are very important in teaching and learning process, mathematics in particular because they enhance efficient and reliable communication between the teacher and the learner.

Mkpa (1989) concluded that instructional materials consolidate learning and learners' mind and help him recall things that would have been easily forgotten. In addition to this (Hidings 2000) emphasized that instructional materials daily play a central role in the learning process over the year secondary school has contributed its quota to the mass failure of students in mathematics examination.

Furthermore, there are other prevailing factors that can cause the mass failure of mathematics in senior secondary school certificate examination which is seen as the grass root level of mathematics; some of those factors include parents, poor mathematics background from elementary school etc. Tracing the history of the general make-up of any child without touching to parents is incomplete, here we mean that parents as the nearest companion of very child should always help and guide the child to solve mathematics problems at home from simple to complex. Most parents do not play a crucial role in preparing their children for school. The child is expected to see the world from the perspective of these archaic values and the goodness or otherwise of his behaviour is judged as such. Opposition from the child arises from what appears to him obsolete and defense of traditional by the parents. Example, Young Oetting and Dieffenbanchia (1996) concluded in their study of correlations among maternal rejection, dropping out of school and drugs as in adolescents that all mothers of dropouts had higher hostility and rejection scores than motherless whose sons were doing well academically. These mothers by implication are inextricably enmeshed in adult pragmatism or conservatism that any contrary view by the child is unfortunately classified rebellious.

However let us talk about poor mathematics background from elementary schools. Mathematics is a highly structured subject because whatever that is learnt in high level is dependent on what was taught or learnt at lower or elementary level. The primary mathematics is spiral in nature. Thus, students understanding of the content of the secondary level (especially junior secondary level) mathematics strongly depend on their completion and comprehension of primary school word. However, experience and research have shown that both nursery and primary school curricular in mathematics are not properly completed. According to (Obodo 1997), the completed portion of mathematics at either nursery or primary level is not even understood properly by majority of students at that level.

Causes of Mass Failure in Mathematics

The term mass failure has no acceptable definition base on the board nature of it. According to OKOYE (1987), Mass failure in individuals or candidates in learning situation refers to one who fails to attain a set standard performance in given evaluation exercise such as test, examination or of continuous assessment. This means that the standard could be based on a number of stipulated subjects and other schools activities, a candidate a who scores less or below a given standard is regarded as mass failure academically.

When examination results are being released, massive failure follows. The question now is

“who are the major people responsible for the massive failure in examination?” Mass failure is no more news in our ears, we hear of it almost every day. When examination results are being released, massive failure follows. The question now is “who are the major people responsible for the massive failure in mathematics at senior secondary schools certificate examination (SSCE) are given below Students, parents, government, the school and other people are responsible for the high rate of failure in Nigeria. Thus, all the bodies responsible for the educational sector need to be reviewed. There is need for students to change their attitude towards their studies and all other factors affecting their success need to be dealt with. No stone should be left unturned when curbing the massive failure rate among students. Three major factors; students, parents and the examiners who are responsible for mass failure of examination will be discussed it below.

Methods

Research Design

The research design adopted in this study is descriptive survey. This survey is to put up a theoretical explanation of a particular situation under study by carefully examining the content of the situation in order to figure-out useful information for educational and other related purposes. The method is mainly for obtaining information opinion and views of respondent on the causes of student’s mass failure in Mathematics at Senior Secondary School Certificate Examination (SSCE) in Augie local government area Kebbi State. Qualitative data this method is use to examining contents of the situation in order to find out and obtained information of this research work

Population of the Study

The population of this study comprises all senior secondary school students of Aliero local Government area of Kebbi state.

Sample and Sampling Techniques

secondary schools were selected which include Government Girls Comprehensive Secondary school (GGCSS) Aliero, out of the total number of 100 students and 10 teachers 80 students were selected and 9 teachers, using Slovene formula, then Government science college, Aliero out of 100 students and 10 teachers 80 students were selected and 9 teachers. University staff school, out of 90 total population of students and 9 teachers 73 students were selected and 8 teachers. This gives the total sample size population of students 233 and 26 teachers. Therefore the total population of the sample size of the three (3) senior secondary schools in Aliero Local Government Area of this study is 290 students and 29 teachers through the use of Slovene formula.

Table 1: Sample size of the study

The table below show the population of each school i.e both teachers and students and sample number selected from each school in both teachers and students.

S/N	Name of schools	Population of students	Population of teachers	No of students selected	No of teachers selected
I	GGCSS Aliero	100	10	80	9
II	Government science college Aliero	100	10	80	9
III	University staff School, Aliero	90	9	73	8
IV	Total	290	29	233	26

Source: field work (2017)

Research Instrument

Questionnaire

Two sets of likert questionnaires title “Questionnaire for teachers” and Questionnaire for students were used. The questionnaires contained 15 items for students and 15 questions for teachers respectively. The questions in the questionnaires are framed so as to be able to answer the objectives and research questions of the study. The questionnaire is in two part, part (A) containing personal data and part B containing research questions. The questionnaire is to be structured along with the likert scale response. It has four (4) points scale grading ranging from strongly agree to strongly disagree. Nominal value is to be assigned to the different scaling items.

Reliability of the Instrument

To establish the reliability of this research instrument (questionnaire) the researcher conducted a pilot study (test-retest method) with a group of 10 students 10 teachers who are not part of the sample of study after two to three weeks the same instrument was administered to the same group the result is split into product moment correlation coefficient formula. The correlation coefficient obtained was 0.75 which is adjudged to be highly reliable of the instruments.

Results

Twenty six questionnaires were distributed to the teachers in both three selected secondary schools in Aliero local government, were 9 questionnaires for Government Girls comprehensive secondary, Aliero in which 8 questionnaires were returned only one missed, similarly 9 questionnaires for government science college, Aliero in which 6 questionnaires were retrieved back, three (3) questionnaires were found missing, and also 8 questionnaires were administered in University staff school and 6 questionnaires were filled and returned, in which two (2) questionnaires were found missing. However, the questionnaires were distributed only twenty were completed and returned to the researchers. Therefore total questionnaires missed are 6 in both the three selected secondary schools in Aliero local government.

While for the students out of two hundred and thirty three (233) questionnaires distributed to the students from SS I to SS III of the three selected secondary schools covered in Aliero local government by this study, the researchers administered 80 questionnaires in GGCSS, Aliero were 13 invalid and 7 missed, follow by administered 80 questionnaire in GSC, Aliero where 11 invalid and 9 missed, like wise 73 questionnaires were administered to USS, Aliero where 3 are invalid and 10 missed. This means that each schools we have sixty (60) questionnaires which gives the total number of one hundred and eighty (180) questionnaires were filled and retrieved successfully. Therefore 28 questionnaires were found missing and 25 were invalid. The analysis of the student’s responses was based on the total responses of one hundred and eighty (180) Questionnaires..

Demographic Information of Teachers Responses

Table 2: Sex Distribution of Respondents (n = 20)

S/N	Names of schools	Male	%	Female	%	Total	%
1	GGCSS, Aliero	8	100%	0	0	8	100
2	GSC, Aliero	6	100%	0	0%	6	100
3	USS, Aliero	0	0	6	100%	6	100%
	Total	14		6	100	20	

Source: field work (2017)

The table 2 above shows that out of 8 respondents from GGCSS, Aliero (representing 100%) are male while 6 respondents from GSC, Aliero (representing 100%) are male and also out of

6 respondents from USS, Aliero (representing 100%) are female teachers respectively. This implies that male teachers are the majority of the respondents while female are the few respondents.

Table 3: Age Distribution of Respondents

S/N	Names of schools	30-40 Years	%	41-50 Years	%	51 & Above	%	Total	%
1	GGCSS Aliero	4	50	4	50	0	0	8	100
2	GSC Aliero	2	33.3	3	50	1	16.6	6	100
3	USS Aliero	3	50	3	50	0	0	6	
	Total	9	133.3	10	150	1	16.6	20	300

Sources: field work (2017)

The table 3 above shows that out of 8 respondents from GGCCSS Aliero, 4 respondents (representing 50%) are age from 30-40years, 4 respondents (representing 50%) are age from 41-51 years, and out 6 respondents from GSC Aliero , 2 respondents with (33.3%) are age from 30-40years, 3 respondents with (50%) are age from 41-50years also 1 respondent with (16.6%) are age from 51 & above years respectively, out 6 respondents from USS Aliero, 3 respondents with(50%) are age from 30-4years, and 3 respondents, with (50%) are age from 41-50years respectively. This implies that those from 41-50years having 10 respondents (150%) are the majority of the respondents, and 9 respondents (133.3%) are age from 30-40 which are the minority, while other are few.

Table 4: Teachers' Educational Qualification

S/N	Names of schools	NCE	%	OND	%	HND	%	BSC	%	BSCED	%	MSC	%	Tota	%
1	GGCSS Aliero	5	62.5	0	0	0	0	0		3	37.5	0	0	8	100
2	GSC Aliero	5	83.3	0	0	1	16.6	0		0	0	0	0	6	100
3	USS Aliero	6	100	0	0	0	0	0	0	0	0	0	0	6	100
	Total	16	245.8	0	0	1	16.6	0	0	3	37.5	0	0	20	300

Source: Field work, (2017)

The table 4 above shows that out 8 respondents from GGCCSS Aliero, 5 respondents with (62.5%) are NCE holders, 3 respondents (37.5%) are BSC ed holders, out of 6 respondents from GSC Aliero, 5 respondents with(62.5%) are NCE holders. and 1 respondents (16.6%) have HND holder, out 6 from USS Aliero, 6 respondents with (100%) are NCE holders. This implies that the NCE holders are the majority of the respondents which have total of 16 respondents (245.8%) followed by BCS ED holders, 3 respondents (37.5%) are minority while others are few.

Table 5: Research Question one: Is there sufficient number of qualified mathematics teachers and instructional materials for teaching mathematics.

S/N	ITEMS	Name of schools	SA	%	A	%	D	%	SD	%	TOTAL	%
1	Insufficient qualified mathematics teachers causes many students to have negative interest in learning mathematics	GGCSS	6	75	2	25	0	0	0	0	8	100
		Aliero	3	50	3	50	0	0	0	0	6	100
		GSC	3	50	3	50	0	0	0	0	6	100
		Aliero	12	175	8	125	0	0	0	0	20	300
		USS Aliero TOTAL										
2	Frequent use of instructional materials in teaching mathematics helps teachers to motivate students to learn mathematics	GGCSS	3	37.5	5	62.5	0	0	0	0	8	100
		Aliero	4	66.6	2	33.3	0	0	0	0	6	100
		GSC	4	66.6	2	33.3	0	0	0	0	6	100
		Aliero	11	170.9	9	129.1	0	0	0	0	20	300
		USS Aliero Total										
3	Teachers do not prepared students before mathematics examination(SSCE)	GGCSS	5	62.5	3	37.5	0	0	0	0	8	100
		Aliero	4	66.7	2	33.3	0	0	0	0	6	100
		GSC	1	16.6	5	83.3	0	0	0	0	6	100
		Aliero	10	145.9	10	154.1	0	0	0	0	20	300
		USS Aliero Total										
4	Government in ability to provide teaching materials to schools causes students to fail mathematics	GGCSS	2	25	6	75	0	0	0	0	8	100
		Aliero	3	50	2	33.3	1	16.7	0	0	6	100
		GSC	1	16.7	5	83.3	0	0	0	0	6	100
		Aliero	6	91.7	13	191.6	1	16.7	0	0	20	300
		USS Aliero TOTAL										
5	Mathematics teachers not able to set and lead students to learn mathematics	GGCSS	1	12.5	7	87.5	0	0	0	0	8	100
		Aliero	2	33.3	4	66.7	0	0	0	0	6	100
		GSC	3	50	3	50	0	0	0	0	6	100
		Aliero	6	95.8	14	204.2	0	0	0	0	20	300
		USS Aliero TOTAL										

Sources: Questionnaires Administered (2017)

From the table 5 above item no 1 shows that out of 8 respondents from the GGCCS Aliero, 6 respondents (75%) are strongly agreed that say insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics, while 2 respondents (25%) are agreed that in sufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics. Out of 6 respondents from Government Science College, Aliero 3 respondents (50%) are strongly agreed that say insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics, like wise 3 respondents (50%) are agreed that in sufficient number of qualified mathematics teachers causes many students to have negative interest in

learning mathematics. While out of 6 respondents from USS Aliero 3 respondents (50%) are strongly agreed that insufficient numbers of qualified mathematics teachers causes many students to have negative interest in learning mathematics, and also 3 respondents (50%) are agreed that in sufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics. This implies that majority of teachers which have total 14 respondents (204.2%) agreed that insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics. while strongly agreed are few.

Table 6: Research Question two: What are the socio economic backgrounds of the students that affect in studying mathematics?

S/N	ITEMS	Name of schools	SA	%	A	%	D	%	S D	%	TOTAL	%
1	Poor socio economic background affects students in studying mathematics	T GGCSS Aliero	3	37.5	5	62.5	0	0	0	0	8	100
		GSC Aliero	2	33.3	4	66.7	0	0	0	0	6	100
		USS Aliero	3	50	2	33.3	1	16.7	0	0	6	100
		OTAL	8	120.8	11	162.5	1	16.7	0	0	20	300
2	Lack of interest in mathematics due to poor background from primary schools	T GGCSS Aliero	2	25	6	75	0	0	0	0	8	100
		GSC Aliero	2	33.3	4	66.7	0	0	0	0	6	100
		USS Aliero	1	16.7	5	83.3	0	0	0	0	6	100
		OTAL	5	75	15	225	0	0	0	0	20	300
3	Poor class room environment in schools affected students in studying mathematics	GGCSS Aliero	4	50	4	50	0	0	0	0	8	100
		GSC Aliero	2	33.3	4	66.7	0	0	0	0	6	100
		USS Aliero	6	100	0	0	0	0	0	0	6	100
		TOTAL	12	193.3	8	155	0	0	0	0	20	300
4	Frequent transfer of mathematics teachers from one school to another can affect students to learn mathematics	GGCSS Aliero	2	25	4	50	1	12.5	1	12.5	8	100
		GSC Aliero	1	16.7	3	50	2	33.3	0	0	6	100
		USS Aliero	2	33.3	3	50	2	33.3	0	0	6	100
		TOTALS	5	75	10	150	5	79.1	1	1	20	300
5	Inadquate learning materials has negative consequence on students attitude in learning mathematics	GGCSS Aliero	4	50	3	37.5	1	12.5	0	0	8	100
		GSC Aliero	2	33.3	4	66.7	0	0	0	0	6	100
		USS Aliero	1	16.7	4	66.6	1	16.7	0	0	6	100
		TOTALS	7	100	11	170.9	2	29.2	0	0	20	300

Source: Questionnaires administered (2017)

From table 6 above item no 1 shows that out 8 respondents from GGCSS Aliero, 3 respondents (37.5%) are strongly agreed that poor socioeconomic background affects students in studying mathematics, 5 respondents (62.5%) are agreed that poor socioeconomic background affects students in studying mathematics, while out of 6 respondents from GSC Aliero, 2 respondents (33.3%) are strongly agreed, 4 respondents (66.7%) are agreed that poor socio economic background affects students in studying mathematics, then also out of

6 respondents from USS Aliero , 3 respondents (50%) are strongly agreed that poor socio economic background affects students in studying mathematics , 2 respondents(33.3%) are agreed with that and also 1 respondent (16.7%) are dis agreed with poor socio economic background affects students in studying mathematics. This implies that teachers who agreed that poor socio economic background affects students in studying mathematics are the majority with 11 respondents (162.5%), while strongly agreed are the minority with 8 respondents (120.8%), then follow by dis agreed are few.

Table 7: Research Question three: What are the attitudes of students towards the nature of learning mathematics that contribute deeply to their mass failure in SSCE especially in mathematics?

S/N	ITEMS	Name of schools	SA	%	A	%	D	%	SD	%	TOTAL	%
1	Irregular practice of students in mathematics has contribute to their mass failure in mathematics examination(SSCE)	GGCSS Aliero	4	50	4	50	0	0	0	0	8	100
		GSC Aliero	2	33.3	4	66.7	0	0	0	0	6	100
		USS Aliero	1	16.7	4	66.7	0	0	0	0	6	100
		TOTAL	7	100	12	183.4	0	0	0	0	20	300
2	Students hate mathematics and it affect them in learning mathematics	GGCSS Aliero	4	50	4	50	0	0	0	0	8	100
		GSC Aliero	2	33.3	3	50	1	16.7	0	0	6	100
		USS Aliero	1	16.7	5	83.3	0	0	0	0	6	100
		TOTAL	5	100	12	183.3	1	16.7	0	0	20	300
3	Students unjustly scaring towards mathematics is contribute to the failure of mathematics	GGCSS Aliero	2	25	3	37.5	2	25	1	12.5	8	100
		GSC Aliero	1	16.7	3	50	1	16.7	1	16.7	6	100
		USS Aliero	1	16.7	5	83.3	0	0	0	0	6	100
		TOTAL	4	58.4	11	170.8	3	41.7	2	29.2	20	300
4	Poor teaching methodology of some mathematics teachers scares students from learning mathematics	GGCSS Aliero	3	37.5	4	50	1	12.5	0	0	8	100
		GSC Aliero	2	33.3	3	50	1	16.7	0	0	6	100
		USS Aliero	2	33.3	3	50	0	16.7	1	16.7	6	100
		TOTAL	7	104.1	10	150	2	29.7	1	16.7	20	300
5	The period allocated for the mathematics most time is not appropriate for its easier assimilation by the students	GGCSS Aliero	2	25	4	50	2	25	0	0	8	100
		GSC Aliero	2	33.3	2	33.3	2	33.3	0	0	6	100
		USS Aliero	1	16.7	5	83.3	0	0	0	0	6	100
		TOTAL	5	75	11	166.6	4	58.3	0	0	20	300

Source: Teachers Questionnaire administered (2017)

From the table 7 above item no 1 shows that out of 8 respondents from GGCSS Aliero, 4 respondents (50%) are strongly agreed that says irregular practice of students in mathematics has contribute to their mass failure in mathematics examination SSCE, and 4 respondents (50%) are agreed , while out of 6 respondents from GSC Aliero, 2 respondents (33.3%) are strongly agreed says irregular practice of students in mathematics has contribute to their mass failure in mathematics examination SSCE, 4 respondents (66.7%) are agreed that says irregular practice of students in mathematics has contribute to their mass failure in mathematics examination SSCE, out of 6 respondents from USS Aliero , 2 respondents (33.3%) are strongly agreed, 4 respondents (66.7%) are agreed. This implies 12 respondents (183.3%) are the majority of teachers agreed that irregular practice of students in mathematics has contribute to their mass failure in mathematics examination SSCE, and 7 respondents (100%) are strongly agreed which are the minority, while others are few.

From the table 7 above item no 2 shows that out of 8 respondents from GGCSS Aliero , 4 respondents (50%) are strongly agreed says students hate mathematics and it affect them in

learning mathematics, while 4 respondents (50%) are agreed, out of 6 respondents from GSC Aliero , 2 respondents (33.3%) are strongly agreed , 4 respondents (66.7%) are agreed says students hate mathematics and it affect them in learning mathematics, out of 6 respondents from USS Aliero, 1 respondents (16.7%) are strongly agreed, 5 respondents (83.3%) are agreed say that students hate mathematics and it affect them in learning mathematics. This implies that the total of 12 respondents (183.3%) are the majority of teachers agreed that says students hate mathematics and it affect them in learning mathematics. and 5 respondents (100%) are strongly agreed which are the minority, while others are few.

From the table 7 above item no 3 shows that out of 8 respondents from GGCSS Aliero, 2 respondents (25%) are strongly agreed, 3 respondents (37.5%) are agreed says students unjustly scaring towards mathematics is contribute to the failure of mathematics, while 2 respondents (25%) are disagreed says students unjustly scaring towards mathematics is contribute to the failure of mathematics likewise 1 respondents (12.5%) are strongly agreed, out 6 respondents from GSC Aliero, 1 respondents (16.7%) are strongly agreed, 3 respondents (50%) are agreed say students unjustly scaring towards mathematics is contribute to the failure of mathematics 1 respondents (16.7%) are disagreed and 1 respondent (16.7%) are strongly agreed, out of 6 respondents from USS Aliero, 1 respondents (16.7%) are strongly agreed,5 respondents (83.3%) are agreed says students unjustly scaring towards mathematics is contribute to the failure of mathematics. This implies that 11 respondents (170.8%) are the majority of teachers are agreed says students unjustly scaring towards mathematics is contribute to the failure of mathematics, and 4 respondents (58.4%) are strongly agreed which are the minority, while others are few.

From the table 7 above item no 4 shows that out of 8 respondents from GGCSS Aliero, 3 respondents (50%) are strongly agreed, 4 respondents (50%) are agreed says poor teaching methodology of some mathematics teachers scares students from learning mathematics, while 1 respondents (12.5%) are disagreed ,out of 6 respondents from GSC Aliero, 2 respondents (33.3%) are strongly agreed, 3 respondents (50%) are agreed says poor teaching methodology of some mathematics teachers scares students from learning mathematics, and 1 respondents (16.7%) are disagreed , out of 6 respondents from USS Aliero, 2 respondents (33.3%) are strongly agreed, 3 respondents (50%) are agreed says poor teaching methodology of some mathematics teachers scares students from learning mathematics, and also 1 respondents (16..7%) are strongly disagreed .This implies that 10 respondents (150%) are the majority of teachers agreed says that poor teaching methodology of some mathematics teachers scares students from learning mathematics, and 7 respondents (104.1%) are strongly agreed which are the minority, while others are few.

The researchers focused attention on some areas regarding to the causes of students mass failure in mathematics examination SSCE, this areas include qualified mathematics teachers, instructional materials in teaching mathematics, socio-economic background of students, poor class room environment, the attitudes of students towards the nature of learning mathematics, poor teaching methodology and learning materials.

Conclusion

From the findings of the study presented in chapter four and discussed above, the researcher conclude that:

Since 12 respondents (175%) teachers are strongly agreed that insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics, while 8 respondents (125%) teachers are also agreed, as shows in the table 4.3.1

item no1, also the same question asked to students in table 4.4.1 out of the 180 selected students, 90 respondents (150%) are strongly agreed says that Insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics which are the majority, and 70 respondents (116.6%) agree which are the minority. that Insufficient number of qualified mathematics teachers causes many students to have negative interest in learning mathematics, while others are few. there is need for the availability of professional qualified mathematics teachers, senior secondary schools in Aliero local government also there is need to trained teachers in the field of general mathematics. Also11 respondents (170.9%) teachers are strongly agreed that frequent use of instructional materials in teaching mathematics helps teachers to motivate students to learn mathematics, and 9 respondents (129.1%) agreed as shows in table 4.3.1, also the same question asked to students in table 4.4.1 item no 2 out of the 180 selected students, 100 respondents (150%) strongly agreed says that frequent use of instructional materials in teaching mathematics helps teachers to motivate students to learn mathematics, and 67 respondents (111.7%) agreed, while other are few that says frequent use of instructional materials in teaching mathematics helps teachers to motivate students to learn mathematics. This indicate that teachers should always use instructional materials, there is need government to provide instructional materials and facilities.

Recommendations

From the findings of the study and conclusion reached on the basis of the problems observed in the course of this study, the researcher made some recommendations a number of ways out of the causes of student's mass failure in mathematics at senior secondary schools certificate examination (SSCE).

The following recommendations were given by the researchers:

- 1) Enough qualified and professional teachers should be employed to teach these discipline right from primary to high level and they should be motivated that is to pay their salaries when due and provide them incentive periodically.
- 2) Government at all levels (Federal, state and local) should encourage the youth to study mathematics at tertiary levels by given them scholarship and other incentives, so that there will be enough mathematics teachers in the schools.
- 3) Government should ensure that qualified mathematics teachers (i.e those with teaching professions e.g. NCE, BSc (ED) M. ED, MSc. Ed. PDE are employed to handle the mathematics lessons in our schools.
- 4) Mathematics teachers should be given regular training and retraining program inform of conference.
- 5) Mathematics teachers should encourage how to learn mathematics by reinforcing them when necessary and teachers should stay till the end of the term.
- 6) Parents should be able to access their children's progressive in mathematics and other subjects regularly.
 - ❖ School principals should see that they carry out effective supervision in their schools regularly.
 - ❖ Since a free education is a capital intensive project, the state government should prepare to map out adequate financial outlet for the implementation of the programmed, if we want the programmed to succeed.

The in service training should be encourage to enable the existing teachers obtained high qualifications; this will help them to know their subject matter very well.

- ❖ There is need teachers should ensure that the cover a particular topics that are related before moving to another, so that the students will have previous knowledge that will help

them to understand the lesson very well.

7) There is need Government to introduce a new salary structure for the teachers teaching at primary and secondary schools levels so that the minimum wage (i.e. NCE/GL07,) should be N80000. Because, according to National policy on education, the minimum qualification for entry into teaching profession should be NCE.

❖ There is need governments should provide available to the schools all needed basic educational facilities, learning materials, libraries, standard classroom blocks and laboratories to enhance teaching and learning mathematics subjects

There is need the existing curriculum of mathematics at all levels should be review to enable students acquire more knowledge of application of mathematics to our societal needs.

There is need the senior secondary schools authority in Augie local government to allocated appropriate periods of time for the mathematics subjects for its easier assimilation by the students.

There is need to introduce to the secondary school students, the concept of history mathematics .This will enable them to understand the concepts of mathematics and its origin.

❖ There is need to observed that time allocated to mathematics lesson per period is not enough therefore there is need to adjust this time from 35-45 minute to 1 hour or more.

8) There is need to provide adequate facilities for teaching mathematics in the schools (like mathematical laboratory, computers, textbooks, calculators,) the NGOs can providing such facilities.

9) There is need to train and re train mathematics teachers through attending workshops, seminars, or conferences. This will help them to update their knowledge in subject matter.

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