



Students Perception on Factors Affecting Students' Performance in Geography Examination in Secondary School in Zaria Local Government Area, Kaduna State

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ABSTRACT

The study investigates the student perception on factors affecting student performance in Geography Examination in Secondary School in Zaria Local Government Area, Kaduna State. The population of the study consist of all the population of 1986 students Zaria Local Government Area, Kaduna State. Simple random sampling is used to choose the sample for the work, the sampling size used is 375, the instrument used is simple descriptive and frequency count, the method of the analysis is structured design questionnaire. Result shows that the hypothesis is rejected which state that there is a significant relationship between student's perception and factors affecting their academic performance in geography examination in senior secondary schools in Zaria LGA. The study recommends that government at all levels are to finance the training and retraining of Geography teachers, teachers should be serious on the training and school heads to ensure that teachers apply the knowledge acquire when trained, government should employ more teachers who are qualified, experienced and have the zeal and passion in order to reduce the poor performance of geography student in examination, and also teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences.

ARTICLE INFO

Article History

Received: June, 2024

Received in revised form: July, 2024

Accepted: September, 2024

Published online: December, 2024

KEYWORDS

Student, Perception, Factors, Performance, Geography Examination

INTRODUCTION

Student's performance in Geography at senior secondary certificate examination in Nigeria has not been satisfactory for some years now. This raises a question among teachers and students as to why performance in Geography remains low year after year in this part of the world. Also, there have been a decline in the yearly number of students' enrolment for geography and their lack of keen interest in geography as a school subject as shown by Akintade (2017)'s study at Ilorin; which is quite at variance with the findings of Adeyemi (2014) who observed that more students opt for geography from the list of available optional subjects in Nigeria. Among the various reasons that have been adduced to be responsible for this decline

are the general lukewarm attitude of students to the study of geography at the secondary school level (Olanipekun, 2018); teacher's attributes and relationship with pupils and students (Zarei and Sharifabad, 2016 and Sabitu and Nuradeen, 2015); teachers attrition (Egu, Ogbonnawuju and Chionye, 2018); student's attributes, peer group and parental influence on the choice of subject and the job prospect of geography (Akintade, 2017); the nature of geography curriculum; the inability of social studies taken at the junior secondary school level to cater for the need of geography at the senior secondary school level (Olanipekun, 2018); and inadequate provision of geography materials such as laboratories, books and equipment in schools.

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The phenomena of poor academic performance in Geography among Nigeria students especially those in senior secondary school is a matter that become source of worry to successive government and major stakeholders in education sector in the country. Over the years, the majority of students that sat for May/June West Africa Examination Council (WAEC) and June/July National Examination Council (NECO) has been recording mass failure especially in Science subject with Geography being among the worst hit with percentage low enrolment and passed. Characteristically, the statistical real out by WAEC and NECO each time result were released point to the fact that students have not been performing up to the require standard (Adeyemo, 2017)

Over the years, the problem of teachers and student's perception in Geography has been a general global problem. For example, many researchers in the world have conducted series of researches to find out what could be responsible for the problem affecting students and teacher's perception on Geography examination. However, the factors include lack of adequate equipment, ineffectiveness and lack of teaching proficiency of the teachers, lack of qualified teachers and lack of good school environment have been identified as major perception of students and teachers in geography as a subject (Niyi, 2020).

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. Education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2012). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life.

This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2016). The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and

globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2015). The formal investigation about the role of these demographic factors rooted back in 17th century (Mann, 2017). Generally, these factors include age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income and religious affiliations.

According to the Research Division of Cambridge Assessment (2017) which found that students choose certain subjects because they would be useful in their future career. The teachers have a significant impact on students' choice of geography through counseling. The teachers might have served as role models for some students and would want to choose subjects that the teachers teach in schools. No wonder 73% of the students decided to take Geography as an optional subject. The influence of the teacher on the students can therefore not be overemphasized. The relationship between social studies (taught at the junior secondary level) is also a factor in the students' choice of Geography at the senior secondary level.

As earlier stated, Social Studies, which is related to Geography, is taught at the junior secondary level while Geography is taught at the senior secondary level in Botswana. This being the case, students who have offered Social Studies at the junior secondary school may wish to offer Geography at the senior secondary school because of the close relationship between the two subjects. Students in this case, may want to take advantage of related concepts or familiarity with contents in Social Studies to prefer Geography. This study was to assess the factors that influence the academic performance of students in Geography in Kaduna State.

The work of Abdulkadir (2014) pointed out that, most of the schools in Zaria Local



Government Area, Kaduna State do not have Geography resource rooms. They also lack other teaching and learning resources like climatic maps, geography journals, and internet. Although, some schools have qualified Geography teachers, but they do not attend in-service courses to update their knowledge in Geography which is a dynamic subject. Also, the issue of school policies on selection of subject may have an influence on students' performance in Geography. In majority of the Secondary schools in Zaria local government area, geography lessons are offered at the same time when History lessons are being offered to other students.

A student has therefore to take either Geography or History. Students perceive Geography as a difficult subject and avoid it. Coupled with some institutional factors like parental economic status also influence the performance of students in Geography. Some parents cannot pay extra money to enable students go for field trips and therefore fieldtrips despite being important in Geography is not conducted. This led to this current work seeks to assess geography teachers and student's perception on factors affecting student's performance in geography examination in secondary schools in Zaria Local Government Area, Kaduna State.

Aim and Objectives of the Study

The main aim of this study is to examine student's perception on factors affecting student's performance in geography examination in secondary schools in Zaria Local Government Area, Kaduna State. However, the specific objective is to examine student's perception of

factors affecting their performance in geography examinations.

Research Hypothesis

H₀₁: There is a significant relationship between student's perception and factors affecting their academic performance in geography examination in senior secondary schools in Zaria LGA.

The Study Area

Zaria is one of the original seven Hausa city-states and it is situated in the southern part of Hausa Northern Nigeria. It is the administrative head quarter of the Zazzau Emirate. Zaria town is located between Latitudes 10°57'N and 11°15'N and Longitudes 7°39'E and 7°53'E. (see fig. II). The urban area is made up of Sabon Gari and Zaria local government areas and some parts Of Giwa Local government area. Like Shika about 7.5km from Ahmadu Bello University main Campus Samaru (Ibrahim, 2018).

The Zaria town is bounded by Kaduna to the North, Igabi to the South, Soba to the east and Giwa to the West. Zaria is about 73 km from Kaduna, 50 km from Igabi, 40 km from Soba and from Giwa. A railway line running from the south-west cross river Kubanni into the town. siding at square 6027, and then bifurcates at square 6028 where it has a station (Sabon-Gari Railway Compound). A branch line runs north-west wards Funtua, while the other runs north-east across River Galma to Kano. All trains going to Kano, Gusau and Malumfashi are diverted from junction that is why it is an important nodal point for the railway system. Similarly, the major (Kaduna, Sokoto, Bassawa and New Jos Roads) running south-west wards, north-west (Ibrahim, 2018).

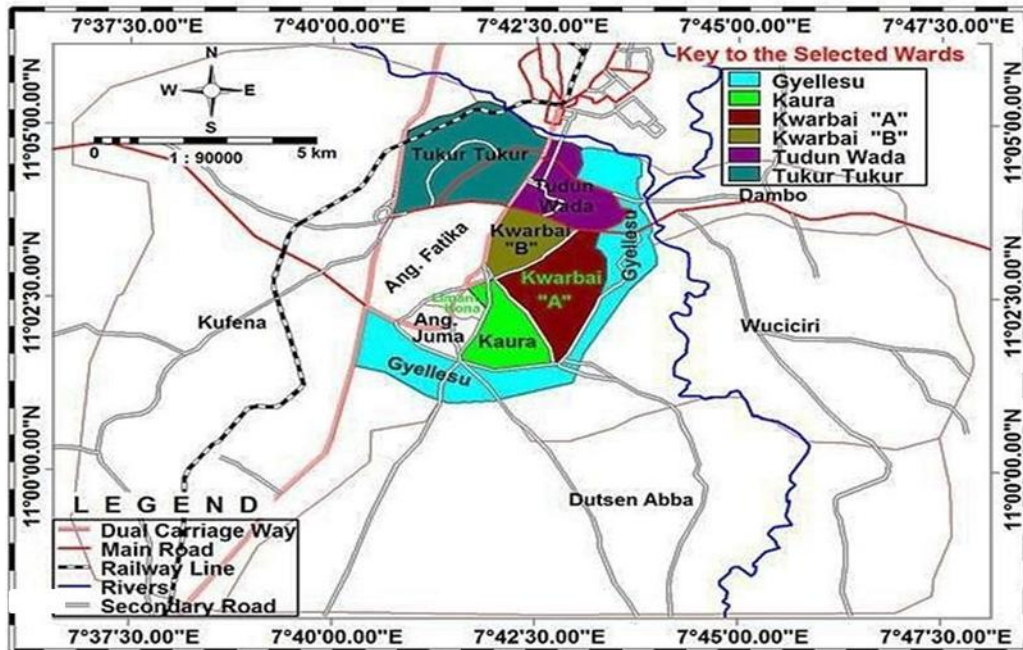


Figure 1: Kaduna State Showing Zaria Local Government Area
Source: Modified from the Administrative Map of Kaduna State

METHODOLOGY

Reconnaissance Survey

Reconnaissance survey was carried out to get acquainted with the study area to get first hand and relevant information. Discussions were made with the respondents (students of secondary schools in Zaria Local Government Area, Kaduna State).

Type and Source of Data

The type of data that was used to obtained information needed in this research work is through the use of structured designed questionnaires. The Data on the student's perception of factors affecting their performance in geography examinations in secondary school obtained through the administration of the structured design questionnaire.

Research Design

The research design adopted for this research work is descriptive survey design. Descriptive survey design allows researcher to gather information, summarize and present and interpret for the purpose of clarification. Furthermore, researcher used descriptive survey to administered questionnaires and also collect valid information for the purpose of research.

Population of the Study

The population of the study consist of all the senior secondary schools in Zaria Local Government Area, Kaduna State. The population of 1986 students Zaria Local Government Area, Kaduna State. The population of students is reflected in the table below:

Table 1: Population of Secondary Schools in Zaria LGA

S/N	Name of Secondary Schools	Population of Students
1.	Alhudahuda College, Zaria	250
2.	Barewa College, Zaria	185

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S/N	Name of Secondary Schools	Population of Students
3.	GSS Gyallesu	185
4.	GSS Kufena College	167
5.	GSS Dakace	159
6.	GSS Kugu	200
7.	GSS K/Kuyambana	255
8.	GSS K/Doka	190
9.	GSS T/Jukun	230
10.	GGSS Zaria (WTC)	165
Total		1986

Source: Zaria Zonal Educational Authority, 2023

Sample and Sampling Techniques

Simple random sampling technique was used to choose the sample for the study. Names of the secondary schools were written on a piece of paper, and five school was randomly picked. The sample was drawn from selected secondary schools' students in Zaria Local Government Area, Kaduna State. To address the existing gap, Krejcie and Morgan (1970) came up with a table for determining sample size for a given population for easy reference. Krejcie and Morgan Table of determining sample size suggest that if your population is 1986 then the sample was 375. The need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size.

Table 2: Sample Size of the Study

S/N	Schools	Students Sample
1.	Barewa College, Zaria	120
2.	GSS Gyallesu	50
3.	GSS Dakace	80
4.	GSS K/Doka	70
5.	GGSS Zaria (WTC)	55
TOTAL		375

Source: Zaria Zonal Educational Authority, 2023

Instruments for Data Collection

The research instruments that this research work used is the structured questionnaire which gave the respondents a chance of selecting their opinion. The researcher designed a structured questionnaire which the questionnaire was in two sections, section A, which is the bio-data of the respondents which

comprises of 5 items which include; gender, age, marital status, name of schools and educational qualification of the respondents while section B which is design based on the research questions of the study which comprises of 15 items. The instrument was titled: "Questionnaire on the Geography Teachers and Student's Perception on Factors Affecting Student's Performance in Geography Examination in Secondary Schools in Zaria Local Government Area, Kaduna State".

Validity of Instruments

The questionnaire was given to the project supervisor for validation and other two different expert from Geography Department, Federal College of Education, Zaria, to ascertain the validity of the questionnaire before administering it for use.

Procedure for Data Collection

The researcher will use direct contact method to administer the questionnaire to the students in the selected levels. There was an explanation on the content and items on how to respond to the questionnaire for proper understanding and clarification on the items. This is to ensure that if not all the questionnaires administered were collected. By so doing the researcher avoid wastage and invalid answers.

Techniques of Data Analysis

The data was analysed using simple percentage (Statistical Package for Social Sciences "SPSS version 23") to analyse the bio-data and research question in a tabular form, while the research hypothesis was tested using t-test in order to ascertain the differences between the

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variables. Objective: *Examined student's perception of factors affecting their performance in geography examinations.* This objective was achieved through the use of questionnaire to obtain relevant information about factors affecting students' performance in geography examinations were used in this study. The data generated through the structured design questionnaire which was analysed using simple descriptive statistical techniques and frequency count. It was summarized and tabulated for easy presentation, analysis and interpretation.

RESULTS

Introduction

This section deals with the analysis and data interpretation based on the findings of the equipment and instruments used. Three hundred and seventy-five (375) questionnaires which was grouped into four sections (A, B, C, D) distributed and collected back from the respondents. Also, the responses received from the findings were interpreted into percentages frequency distribution.

Data Presentation

Table 3: School of the Respondents

Name of School	Frequency	Percentage
Barewa College, Zaria	120	32%
GSS Gyallesu	50	13.3%
GSS Dakace	80	21.3%
GSS K/Doka	70	18.7%
GGSS Zaria (WTC)	55	14.7
Total	375	100%

From the table 3 indicates that 120 respondents representing 32% are students from Barewa College, Zaria, 50 respondents representing 13.3% are students from GSS Gyallesu, 80 respondents representing 21.3% are students from GSS Dakace, 70 respondents

representing 18.7% are students from GSS K/Doka whereas 55 respondents representing 14.7% are students from GGSS Zaria (WTC). This shows that, the majority of the student's used for this research are from Barewa College Zaria.

Table 4: Geography Students in Zaria Secondary School also regard poor method of teaching as one of the problems affecting their performance in SSCE Geography Exams in Zaria.

Employment status	Frequency	Percentage
Agreed	158	42.2%
Strongly Agreed	143	38.2%
Disagreed	0	0%
Strongly disagreed	49	13.1%
Undecided	25	6.5%
Total	375	100%

Table 4 reveals that 158 respondents representing 42.2% agreed with the statement, 143 respondents representing 38.2% strongly

agreed, 0 respondents representing 0% disagreed, 49 respondents representing 13.1% strongly disagreed. While 25 respondents



representing 6.5% are undecided. This shows that majority of the respondents 158 agreed with the statement. That is, Geography Students in Zaria Secondary School also regard poor method of teaching as one of the problems affecting their performance in SSCE Geography Exams in Zaria.

This is in line with the Akintade (2017) who states that the method geography teachers use in most cases does not favour the students' level of understanding, therefore, there need for the teachers to employed different method of teaching.

Table 5: Unqualified Geography Teachers' is one of the factors believed by the students to be affecting their performance in geography examinations in Senior Secondary Schools in Zaria.

Employment status	Frequency	Percentage
Agreed	158	42.2%
Strongly Agreed	100	26.6
Disagreed	43	11.5
Strongly disagreed	49	13.1
Undecided	25	6.6%
Total	375	100%

Table 5 shows that 158 respondents representing 42.2% agreed with the statement, 100 respondents representing 26.6% strongly agreed, 43 respondents representing 11.5% disagreed, 49 respondents representing 13.1% strongly disagreed. While 25 respondents representing 6.6% are undecided. This shows that majority of the respondents 158 agreed with the

statement. That is, Unqualified Geography Teachers' is one of the factors believed by the students to be affecting their performance in geography examinations in Senior Secondary Schools in Zaria. This is in line with the with Adeyemi (2014) who states that when the teachers are qualified students performed better in their geography examination.

Table 6: Inadequate Supply of Geography Equipment's according to the student is one of the major problems affecting their Performance in SSCE Geography Exams.

Employment status	Frequency	Percentage
Agreed	136	36.3%
Strongly Agreed	151	40.3
Disagreed	33	8.8
Strongly disagreed	55	14.6
Undecided	0	0%
Total	375	100%

Table 6 presents those 136 respondents representing 36.3% agreed with the statement, 151 respondents representing 40.3% strongly agreed, 33 respondents representing 8.8% disagreed, 55 respondents representing 14.6% strongly disagreed. While 0 respondents representing 0% are undecided. This shows that majority of the respondents 151 strongly agreed

with the statement. That is Inadequate Supply of Geography Equipment's according to the student in one of the major problems affecting their Performance in SSCE Geography Exams. This is in line with the Herlen (2016) is of the opinion that government at all levels should supply all the necessary instructional materials needed for

effective teaching and learning of geography in secondary schools.

Table 7: Poor or Negative Attitude of the students towards Geography Subject is another factor affecting student in SSCE Performance.

Employment status	Frequency	Percentage
Agreed	168	44.8%
Strongly Agreed	123	32.8%
Disagreed	9	2.4%
Strongly disagreed	49	13.1%
Undecided	26	6.9%
Total	375	100%

Table 7 indicates that 168 respondents representing 44.8% agreed with the statement, 123 respondents representing 32.8% strongly agreed, 9 respondents representing 2.4% disagreed, 49 respondents representing 13.1% strongly disagreed. While 26 respondents representing 6.9% are undecided. This shows that majority of the respondents 168 agreed with the statement. That is, Poor or Negative Attitude of the

students towards Geography Subject is another factor affecting student in SSCE Performance. This is in line with the with Muhammed et al (2021) states the impact of attitudes of students towards geography as a subject, when the students have positive attitudes, they perform better in their examination.

Table 8: Overcrowded Classrooms is also another factor affecting student performance in geography SSCE Exams in Zaria.

Employment status	Frequency	Percentage
Agreed	181	48.3%
Strongly Agreed	153	40.8%
Disagreed	0	0%
Strongly disagreed	41	10.9%
Undecided	0	0%
Total	375	100%

Table 8 portrays those 181 respondents representing 48.3% agreed with the statement, 153 respondents representing 40.8% strongly agreed, 0 respondents representing 0% disagreed, 41 respondents representing 10.9% strongly disagreed. While 0 respondents representing 0% are undecided. This shows that majority of the respondents 181 agreed with the

statement, That is, Overcrowded Classrooms is also another factor affecting student performance in geography SSCE Exams in Zaria. this is in line with the Niyi (2020) highlights on the effect of overcrowded classroom and how it affects students' academic performance in geography.

Table 9: High cost of Geography Textbook and other learning apparatus affect the student performance in SSCE Geography exams.

Employment status	Frequency	Percentage
Agreed	148	39.5%
Strongly Agreed	123	32.8%
Disagreed	19	5.1%
Strongly disagreed	49	13.1%
Undecided	36	6.9%
Total	375	100%

Table 9 indicates that 148 respondents representing 39.5% agreed with the statement, 123 respondents representing 32.8% strongly agreed, 19 respondents representing 5.1% disagreed, 49 respondents representing 13.1% strongly disagreed. While 36 respondents representing 6.9% are undecided. This shows that majority of the respondents 148 agreed with the

statement. That is, high cost of Geography Textbook and other learning apparatus affect the student performance in SSCE Geography exams. This is in line with the Abdulkadir (2021) states that the cost of instructional materials and other apparatus affect students performance in SSCE examination.

Table 10: Inadequate knowledge by geography teachers has a serious effect on students' performance in Geography SSCE exams.

Employment status	Frequency	Percentage
Agreed	138	36.8%
Strongly Agreed	140	37.3%
Disagreed	43	11.5%
Strongly disagreed	45	12.0%
Undecided	9	2.4%
Total	375	100%

Table 10 presents those 138 respondents representing 36.8% agreed with the statement, 140 respondents representing 37.3% strongly agreed, 43 respondents representing 11.5% disagreed, 45 respondents representing 12.0% strongly disagreed. While 9 respondents representing 2.4% are undecided. This shows that majority of the respondents 140 strongly agreed with the statement. That is, Inadequate knowledge

by geography teachers have a serious effect on students' performance in Geography SSCE exams. This is in line with the Abimbola (2013) revealed the secret on having unqualified geography teachers in our various secondary and the outcome of students' performance in their examinations.

Table 11: Geography students' poor background lead to the student poor attendance punctuality to geography lessons which affect their performance in Senior Secondary School exams in Zaria.

Employment status	Frequency	Percentage
Agreed	58	15.5%
Strongly Agreed	111	29.6%

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Employment status	Frequency	Percentage
Disagreed	141	37.6%
Strongly disagreed	41	10.9
Undecided	24	6.4%
Total	375	100%

Table 11 indicates that 58 respondents representing 15.5% agreed with the statement, 111 respondents representing 29.6% strongly agreed, 141 respondents representing 37.6% disagreed, 41 respondents representing 10.9% strongly disagreed. While 24 respondents representing 6.4% are undecided. This shows that majority of the respondents 141 disagreed with the statement. That is, Geography students' poor background lead to the student poor attendance punctuality to geography lessons which affect their performance in Senior Secondary School exams

in Zaria. This is in line with the Akintade (2020) states that when the background is poor it leads to poor attendance, punctuality and equality the academic performance of students in geography examination.

Test of Hypotheses

H₀₁: There is a significant relationship between student's perception and factors affecting their academic performance in geography examination in senior secondary schools in Zaria LGA.

Table 12: The significant relationship between student's perception and factors affecting their academic performance in geography examination in senior secondary schools in Zaria LGA.

Variables	N	Mean	SD	r	P.	Decision
Student's perception	375	37.93	7.11	-671	0.001	Not Significant
Factors Affecting Students Academic Performance in Geography Examination	375	30.01	5.10			

Table 12 reveals that a significant inverse relationship exists between student's perception and factors affecting their academic performance in geography examination in senior secondary schools in Zaria LGA $r = -.671$ and $p = .0001$. This is because the p-value .0001 is less than 0.05 level of significance. The correlation coefficient reveals that there is no significant relationship between students' percent and factors affecting their academic performance in geography examination in senior secondary schools in Zaria. Thus, the hypothesis which states that there is a significant relationship between student's perception and factors affecting their academic performance in geography examination in senior secondary schools in Zaria LGA. Therefore, hypothesis two is hereby rejected.

CONCLUSION

From the study findings it is apparent that many senior secondary schools in Zaria Local Government Area do not give the students good counselling/career choice about geography as a subject in order for the students to have a good interest in the subject. Although some teachers agree that some students have poor or negative attitude towards Geography Subject is another factor affecting student in SSCE Performance.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Government at all levels are to finance the training and retraining of Geography teachers.
2. Government should employ more teachers who are qualified, experience



and have the zeal and passion in order to reduce the poor performance of geography student in examination.

3. Teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences.

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