**Teachers’ and Students’ Variables as Correlates of Secondary School Students’ Academic Performance in Mathematics in Ikere Local Government Area, Ekiti State, Nigeria**

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**ABSTRACT** *The study investigated the teachers’ and students’ variables as correlates of secondary school students’ academic performance in Mathematics in Ikere Local Government Area of Ekiti State, Nigeria. Descriptive survey research design was adopted for the study. The population for the study consisted of all the secondary school Mathematics students in SS1 and SS2, and all the Mathematics teachers in all the public secondary schools in Ikere Local Government Area of Ekiti State. The sample of this study was made of four hundred (400) Mathematics students and nine (9) Mathematics teachers randomly selected using stratified sampling technique. Hypotheses were postulated to find out whether, (i) students and teachers’ variables influences academic performance of students in Mathematics (ii) predictive strength of students and teachers’ gender disparity influences the academic performance of students in Mathematics. The study revealed that teaching method, gender, students and teachers’ variables have significant effect on academic performance of students in Mathematics. Based on the findings, it is recommended that only the well qualified teachers should be employed to teach Mathematics in secondary schools. Higher degree must be made compulsory for them so that their knowledge will be refreshed, updated and current in order to impact maximally on students to attain good academic performance in Mathematics.*

***Keywords:*** *Mathematics; Teaching Method; Performance; Students’ variables; Teachers’ variables.*

**Introduction**

The world is fast becoming scientific in thinking and behaviors that without good knowledge of science, particularly Mathematics, it might be difficult for people to adequately function in it. The purpose of exposing children to science instruction right from primary school level is not necessarily to turn them into scientist per se but to provide favorable scientific attitudes of ‘finding out’ and ‘hands-on‘ and to enable them raise questions about things that intrigue them.

The acute shortage of science manpower for the 2nd National Development Plan was a precursor to the rapid growth in the number of Polytechnics in Nigeria. Despite this growth, however, a close appraisal of the third National Development Plan revealed yet a serious distortion. Today the credo in governmental circles is vision 20, 2020. This slogan presupposes that in the year 2020, Nigeria would be among the most economically advanced countries of the world. We however, are skeptical because the problems facing science education and technological development in Nigeria are yet to be addressed. Indeed, a developing economy requires a large pool of scientific manpower to sustain its development. Nigeria, however has failed dismally to prepare, equip and train adequate number of its citizens to cope with its developmental needs.

The issue of poor academic performance of students in Ekiti State has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in the State and Nigeria at large. The quality of education depends on the teachers as reflected in the performance of their duties. Over time, students’ academic performances in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001 in Agharuwhe et al. 2009).