

PREDICTIVE VALIDITY OF VARIABLES OF ABSENTEEISM ON SENIOR SECONDARY SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN BIOLOGY IN RIVERS STATE, NIGERIA

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Abstract

This study examines the predictive validity of variables of absenteeism on senior secondary school students' academic achievement in Biology in Rivers State, Nigeria. The study adopted the correlational research design. A sample of 936 respondents comprising 288 and 648 Biology teachers and students respectively were selected from 72 public senior secondary schools across six (6) randomly selected Local Government Areas in Rivers State. A 20-item self-structured instrument titled "Predictive Validity of Variables of Absenteeism Questionnaire" (PVVAQ) and 50-item "Biology Achievement Test" (BAT) with reliability coefficients of 0.874 and 0.861 respectively necessitated their use for collecting data analyzed using regression analysis. The study revealed p-values of .000, .000*, and .050* which indicated that the predictors of absenteeism like school refusal, school withdrawal and early leaving respectively significantly contributed to determine senior secondary school students' achievement in Biology in Rivers State. The study recommended that school administrators and supervisors should regularly monitor and ensure that Biology teachers class conduct aligns with the ethos of the profession such as teaching, assessment, counselling and discipline in order to avoid students becoming idle that would predispose them to unruliness, truancy and absenteeism that affects academic achievement in Biology.*

Keywords: Predictive Validity, Absenteeism Variables, Biology Achievement, Rivers State.

Introduction

Student absenteeism is a major concern for secondary school administrators and teachers in today's world. In this regard, it has become a complex, educational, political and social problem that is generating increasing interest among educators, researchers and policy makers. Musa (2014) posits that absenteeism is a cog in the wheel of teaching and learning outcomes in secondary schools. Accordingly, absenteeism hampers the ability of the school as an agent of societal change and transformation to successfully mould the habits, interest, attitudes and feelings which ought to permeate into students learning experiences and school achievement. Moreover, Amaechi-Onyerimma (2021) stated that absenteeism

impedes the opportunity for a student to successfully participate in schooling processes that are designed towards transmitting societal norms, culture, values and traditions that stem as the character required to advance and excel academically.

Absenteeism occurs as an end to a habitual pattern of a student absence from the obligation of attending and participating in schooling processes (Johns, 2007). Traditionally, absenteeism has been viewed as an indicator of poor individual performance, as well as a breach of an implicit agreement and terms that students need to effectively fulfill in the course of their studentship especially in secondary schools. This aligned with the assertion of Desalegn (2014), that absencing from the schedule for schooling processes like teaching, learning and assessment could

breed truancy and delinquent acts that would culminate to affect students' academic achievement in senior secondary school subjects including Biology.

Students' absenteeism is and remains an indicator of psychological, health and emotional exhaustion that could affect their social and school adjustment that is required for the successful fulfillment of their studentship roles and academic achievement (Klusmann et al., 2016). In the light of this, the fallout of absenteeism compels the vulnerable student to freely engage in a lot of juvenile delinquencies like fighting and drug abuse that heightens the incidence of truancy, lower academic achievements, inefficiency in the smooth running of the school system (Amaechi-Onyerimma, 2021). Accordingly, delinquent and criminal activities that may eventually erode the confidence and ability of secondary school students to benefit from the various academic and extracurricular programmes offered by the school.

The issue of absenteeism could among others be accentuated by student's expression of feelings of dissatisfaction with their studies as well as has lost school interest in a hostile school climate that increasingly sporadic or frequent absence from school (Grayson & Alvarez, 2018). Moreover, the type of dissatisfaction that most often leads students to be disconnected from school thereby, leading to their low morale that often leads to low productivity and underachievement in secondary schools (Clenney, 2008). Conversely, being disconnected and mixing out of school could lead to the compromise of learning, lack of positive social support and removal from school affects student's classroom attendance and achievement in secondary schools (Gupta & Lata, 2014).

Also, the risks or effects of school and classroom absenteeism could be forestalled or remedied through teachers deliberately exploring creative techniques like the use of innovative teaching methods, reward system, reinforcement, use of better equipped classrooms and change in attitude to increase class attendance (Williams, 2010; Hoglund et al., 2015).

Overtime, the social, emotional and intellectual effects of absenteeism is growingly becoming a concern and problem for every member of the society in view of its negative consequences for the individual student and educational system. Thus, the problem is precipitated by the interplay of factors which are both internal and external to the student and/or the secondary school climate (Grayson & Alvarez, 2018). Gupta and Lata (2014) stated that the common causes of or conditions for student absenteeism include: family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, and differing community attitude towards education. These conditions are often associated with a child's frequent absence from school.

Gupta and Lata (2014) identified four major dimensions of absenteeism via truancy, school refusal, school withdrawal and early leaving. It is important to identify the different dimensions of absenteeism in tackling the problem because they require different interventions. Truancy as the persistent, habitual and unexplained absence from school of a child of compulsory school age, although it can occur with parental knowledge and sometimes consent (Amaechi-Onyerimma, 2021). Owen (2011) included fractional truancy, which occurs when student arrive late or leave early or spend entire days away from school or not attending school.

Desalegn (2014) reiterated that absenteeism or school refusal differs from truancy in that children refuse to attend schools even in the face persuasion and punitive measures from parents and school.

The four categories of truants; students being in school but absent in class, students neither in classroom nor in the school but at home, those neither in the school nor at home, and those who absent themselves from classes as a result of the difficulty in the school subjects or dislike for the subject or teacher (Musa, 2014). Furthermore, truancy, school refusal, school withdrawal and early leaving are avoidance behaviour towards school as a result of the existence of other reinforcing activities outside the school, other than the home, resulting into the child neglecting the expected goal to enroll and study in a positive secondary school climate (Grayson & Alvarez, 2018). Conversely, Skaalvik and Skaalvik (2020) reiterated that absenteeism could be accentuated by the inability of a student to dedicate time for concentration in his/her studies wherein a student regularly misses or absents from lessons, not knowing anything being taught by the teacher and ultimately, negative impact on the academic achievement and future career of such a child.

The variables of absenteeism have been operationalized into truancy, school refusal, school withdrawal and peer pressure. According to Musa (2014) truancy results when a child against the approval of parents/guardians and school teachers tends to get involved in acts such as running away from school. The study by Williams (2010) observed early leaving in the case of students arriving late or leave early or spend entire days away from school. Gupta and Lata (2014) viewed school refusal arising when children refuse to attend

schools even in the face persuasion and punitive measures from parents and school, while school withdrawal means children are absent from school because their parents do not enroll them instead, they keep them away from school on a frequent basis for other activities, programmes and ventures which for the children.

In actual sense, any student who stays away from school will miss so many lessons that he will result to lower their academic achievement in any school subject (including Biology achievement) that is viewed as a very serious matter of concern to parents (Musa, 2014). Specifically, absenteeism arises from students indulgence in the act of truancy, school refusal, school withdrawal and early leaving could negatively impact on students' academic achievement with its attendant consequences such as class repetition and dropout that eventually frustrates and emotionally exhaust a student in secondary school (Klusmann et al., 2016). Thus, this standpoint is the crux of the study, which implies that student's absenteeism could affect their academic achievement in Biology.

Statement of the Problem

In contemporary times, student absenteeism has continued to be a major concern for educators (especially administrators and teachers), parents, government among other stakeholders in the secondary educational sector in Nigeria. This has made it to become a complex, educational, political and social problem that is generating increasing interest among educators, researchers and policy makers. Thus, the issue or problem of absenteeism continue to have negative consequences at both individual and societal level. In this regard, the problem of absenteeism is

precipitated by the interplay of factors which are both internal and external factors with the capacity to affect students' academic achievement in any senior secondary school subject (like Biology).

Also, absenteeism impedes the ability of the school to successfully transmit societal norms, culture, values and traditions which compels the vulnerable student to freely engage in delinquent acts. Thus, indulgence in a lot of juvenile delinquencies like fighting and drug abuse that heightens the incidence of truancy, lower academic achievements and inefficiencies culminate to social ills that affect the smooth running of the school system. Implicitly, delinquent and criminal activities may eventually erode the confidence and ability of secondary school students to benefit from the various academic and extracurricular programmes offered by the school. It is against this premise that this study examined predictive validity of variables of absenteeism on senior secondary school student's academic achievement in Biology in Rivers State, Nigeria.

Objectives of the Study

The study was set out to achieve the following objectives, which are to:

1. Determine the relative contribution of the predictors of absenteeism (truancy, school refusal, school withdrawal and early leaving) to senior secondary school students' achievement in Biology in Rivers State.
2. Ascertain the joint contribution of the predictors of absenteeism (truancy, school refusal, school withdrawal and early leaving) to senior secondary school students' achievement in Biology in Rivers State.

Research Questions

The following research questions guided this study:

1. What is the relative contribution of the predictors of absenteeism (truancy, school refusal, school withdrawal and early leaving) to senior secondary school students' achievement in Biology in Rivers State?
2. What is the joint contribution of the predictors of absenteeism (truancy, school refusal, school withdrawal and early leaving) to senior secondary school students' achievement in Biology in Rivers State?

Hypothesis

The study formulated a null hypothesis that was tested at 0.05 level of significance.

Ho₁: There is no significant correlation between students' absenteeism and senior secondary school students' achievement in Biology in Rivers State.

Significance of the Study

The finding of this study would be of immense benefit to the students', teachers, educators, researchers, government and society in the following way. Students would benefit as they would come to the consciousness that their indulgence in the varying forms of absenteeism suffices as harbinger to their truancy, skipping lessons and withdrawal that would culminate to poor academic achievement especially in Biology in senior secondary schools in Rivers State.

Additionally, teachers would be conscious of setting disciplinary measures that would proactively tackle students initial, occasional and/or habitual indulgence in acts such as truancy, school refusal, school withdrawal and early leaving

that culminate to absenteeism as a “social issue” that results to nostalgic experiences, inattentiveness and incomprehension that would eventually affects students’ academic achievement in Biology in senior secondary schools in Rivers State.

Parents would immensely benefit from the professionalism exhibited by specifically Biology teachers, school administrators as educators that are knowledgeable with the overt and covert way of students exhibiting truancy, school refusal, school withdrawal and early leaving. This would help these educators to proactively tackle students displaying any or all of the forms of absenteeism towards appropriately meting out disciplinary measures like giving assignments, punishments, counselling, and interaction with parents/guardians.

Researchers would find the avalanche of scholarly literatures and findings in this study as resources that they would be explored and leverage upon in future similar studies in the society.

The government would immensely benefit from very punctual, well-guided, highly studious and highly academically achieving or performing students in a school subject like Biology in senior secondary schools. Also, the society would immensely benefit from better watched, taught, guided, and disciplined students with proper welfare that would propel them towards effectively studying and successfully excelling in Biology in secondary schools in Rivers State.

Scope of the Study

The study examined the predictive validity of variables of absenteeism on senior secondary school students’ academic achievement in Biology in Rivers State. The study rightly anticipated constraints relating to time factor, topography, finance,

transport and security that then culminated to the researcher opting for a “representative sample” of senior secondary schools rather than traversing all the 278 public senior secondary schools in Rivers State for the purpose of collecting data that was utilized for this study. Furthermore, the independent variable is absenteeism (dimensioned by truancy, school refusal, school withdrawal and early leaving) as predictors, while the dependent variable is students’ achievement in Biology.

Methodology

Research Design: The study adopted the correlational design. The correlational design aims at establishing the relationship between two or more variables with a view at expressing the degree of relationship as correlation coefficient (Nwankwo, 2016).

Population: The target population for the study was all the 6956 teachers and 158875 students in all the two hundred and seventy-eight (278) public senior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2021). The choice of teachers and students were considered appropriate because at this level, it is expected that the teachers and students as major players in the school and home should have acquired sufficient knowledge on stress.

Sample and Sampling Techniques: A sample size of 936 respondents comprising 288 Biology teachers and 648 Biology students in public senior secondary class III (SSCIII) from three arms in Rivers State participated in the study. The multistage sampling was in four-phases. Firstly, 26 percent of the 23 Local Government Areas (LGAs) and 278 public senior secondary schools were selected. This gave approximately 72 public senior secondary schools and six (6) Local

Government Areas (LGAs). In the second phase, random sampling technique using balloting was used to simultaneously pick six (6) numbers from a pot containing twenty-three (23) numbers. This led to pick of numbers representing Local Government Areas (LGAs) like: Port Harcourt, Obio/Akpor, Ikwerre, Emohua, Tai and Ogba/Egbema/Ndoni Local Government Areas, where the public senior secondary schools were selected in the ratio of 12:12:12:12:12:12 respectively.

Thirdly, random sampling technique was used in the selection of 288 Biology teachers (representing 4 Biology teachers from each school) from the 72 selected public senior secondary schools in Rivers State. In the fourth and final phase, quota sampling technique was used to allocate nine (9) Biology students across the three (3) arms of Senior Secondary Class III from the 72 selected public senior secondary schools. This led to the random selection of 9 students from each of the 72 selected public senior secondary schools; totaling 648 students that were selected in this study. This constituted a sample of 288 Biology teachers and 648 Biology students that were selected from the 72 selected public senior secondary schools in the study area.

Instruments for Data Collection: The instruments for data collection include the "Predictive Validity of Variables of Absenteeism Questionnaire" (PVVAQ) administered to both teachers and students, and "Biology Achievement Test" (BAT) administered to only students. In particular, the PVIESQ instrument was a self-structured 20-item questionnaire or instrument patterned after a four-point Likert rating scale of "Very High Extent" (VHE, 4 Points), "High Extent" (HE, 3 Points), "Low Extent" (LE, 2 Points), and "Very Low Extent" (VLE, 1 Point). Furthermore, the PVVAQ instrument comprises two sections; Section A elicited the

demographic variables of the respondents (teachers and students) while Section B elicited 20 items containing 5-items each for the predictors of absenteeism such as truancy, school refusal, school withdrawal and early leaving.

On the other hand, the Biology Achievement Test (BAT), which was adapted from Akunwa and Obidiwe (2013) consisted of 50-item multiple choice objective tests achievement test (options A-D) on senior secondary school 3 Biology (with 2 marks for each question, totaling to 100%). The questions or items in revised 6th Edition of the "Modern Biology for Senior Secondary Schools" that conform to senior secondary school 3 (SSS III) scheme of work formed the selected items in the Biology Achievement Test (BAT) instrument that was administered to the participants or respondents. Below was the table of specification on the sections or branches in Biology.

Validity of the Instrument: The face and content validity of the PVVAQ and BAT instruments were determined by two (2) educational experts (comprising 1 Biologist and 1 Measurement Evaluator) in Ignatius Ajuru University of Education. The validates crossmatched each item in the BAT instrument in the syllabus, while the items in the PVIESQ instrument were crossmatched with the research questions that were stated in this study. Afterwards; the comments, corrections and modifications of these validates were effected during the final construction of the instruments.

Reliability of Instrument: The Cronbach Alpha method was used to establish the reliability or internal consistency of the non-cognitive instrument (i.e. PVVAQ). The Cronbach Alpha method computes that internal consistency of the items of the instrument (Nwankwo, 2016). In the light of this, fifty (50) respondents (comprising 15 Biology teachers and 35 Biology students)

were selected from five (5) public senior secondary schools in Eleme Local Government Area (which was not included among the sampled schools) in this study. Then, the 50 copies of the PVVAQ instrument that was distributed to the teachers and students were retrieved, coded and analyzed using the Cronbach Alpha (r_a) method to obtain the reliability coefficients of 0.874 that necessitated the use of the PVVAQ instrument for the study. Furthermore, the reliability of the BAT instrument was established using test-retest method. The copies of BAT were administered at two intervals to 50 senior secondary school 3 (SSS II) students in Gokana Local Government Area and after their responses, the copies BAT instrument was retrieved, and re-administered to the same SSS III students after a period of fourteen (14) days from the day of the first administration and retrieved on completion. After marking and scoring the first and second sets of administration, the total scores was computed and correlated using Pearson Product Moment Correlation (PPMC) to obtain a reliability coefficient of 0.861 for the BAT instrument.

Method of Data Collection: The face-to-face direct delivery technique was used for the administration of the PVVAQ and BAT instruments. In view of this, the researcher visited the 72 selected public senior secondary schools in order to get the

approval of the principals for the commencement of the administrative process. Similarly, the serially numbered 936 copies of the PVVAQ and BAT instruments were administered to the selected 288 Biology teachers and 648 Biology students in the 72 selected public senior secondary schools in Rivers State. Out of the 936 copies of the PVVAQ and BAT instruments that were administered to 288 Biology teachers and 648 Biology students, only 902 copies (representing approximately 96% return rate) were validly retrieved and used for the subsequent data analysis in this study.

Method of Data Analysis: The responses generated from the PVVAQ and BAT instruments were sorted, tabulated, coded and analyzed using regression analysis to answer the research questions and test the hypothesis at 0.05 level of significance as the basis for the acceptance or rejection of the answering the research questions and testing the hypothesis that were stated in this study.

Results

Research Question 1: What is the relative contribution of the predictors of absenteeism (truancy, school refusal, school withdrawal and early leaving) to senior secondary school students' achievement in Biology in Rivers State?

Table 1: Regression Coefficients of the Predictor Variables on Students' Achievement in Biology in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients Beta	Rank	T	Sig
	B	Standard Error				
Constant	13.760	0.849			16.201	.000
Truancy	0.035	0.094	0.011	4 th	0.371	.711
School refusal	0.585	0.034	0.500	1 st	17.363	.000*
School withdrawal	-2.450	0.352	-0.201	2 nd	-6.961	.000*
Early leaving	-0.045	0.021	-0.056	3 rd	-1.963	.050

*Significant at $P < 0.05$ level

Table 1 shows the relative contribution of each of the independent variables to the prediction of students' achievement in Biology in Rivers State. The table reveals which of the four predictor variables that contributed mostly to affect students' achievement in Biology. The table showed that out of the four independent variables, only three predictor variables contributed significantly to the prediction of students' achievement in Biology at 0.05 alpha level. School refusal was found to contribute mostly to determine students' achievement in Biology ($\beta = 0.500$; $t(839) = 17.363$; $p < .05$). School withdrawal was found to be the second most contributory variable

to determine students' achievement in Biology ($\beta = -0.201$; $t(839) = -6.961$; $p < .05$). Early leaving was found to be the third most contributory variable to determine students' achievement in Biology ($\beta = -0.056$; $t(839) = -1.963$; $p > .05$). However, truancy ($\beta = 0.011$; $t(839) = 0.371$; $p > .05$) also did not contribute to the prediction of students' achievement in Biology in Rivers State.

Research Question 2: What is the joint contribution of the predictors of absenteeism (truancy, school refusal, school withdrawal and early leaving) to senior secondary school students' achievement in Biology in Rivers State?

Table 2: Model Summary of the Predictor Variables on Students' Achievement in Biology

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
	.555	.307	.304	4.984

Table 3: Regression ANOVA of the Predictor Variables on Students' Achievement in Biology

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9251.341	4	2312.835	93.126	.000*
Residual	20837.090	898	24.836		
Total	30088.431	902			

*=Significant at $P < 0.05$

Result in Table 2 shows that the combination of all the four (4) predictor variables (truancy, school refusal, school withdrawal and early leaving) yielded a positive multiple correlation ($R = 0.555$). This correlation coefficient (that is multiple correlation), indicates that the relationship between all the predictors and students' achievement in Biology was high. As a result, the predictors are quite relevant in predicting the effect of achievement of senior secondary school students in Biology. However, the combination of the four predictor variables accounted for approximately 30.7% (R^2 Adjusted = 0.307) of the variance observed in

the Biology achievement scores of the students. The remaining 69.3% could be due to factors and residuals in the model that are not considered in this study. Also, Table 3 shows that, the combination of the four predictor variables (truancy, school refusal, school withdrawal and early leaving) jointly predict the senior secondary school students' achievement in Biology in Rivers State significantly [$F_{(4,839)} = 93.126$; $P < 0.05$].

Ho₁: There is no significant correlation between students' absenteeism and senior secondary school students' achievement in Biology in Rivers State.

Table 4: Relationship between Students' absenteeism and Biology Achievement

Variable	N	X	SD	R	p-value	Remark
Students' absenteeism	902	30.11	9.99	0.204	0.000*	Sig
Biology Achievement	631	20.67	5.97			

Table 4 shows the relationship between students' absenteeism and senior secondary school students' achievement in Biology in Rivers State. The table revealed that there is a moderate positive correlation between students' absenteeism and senior secondary school students' achievement in Biology in Rivers State ($r = 0.204$; $P = 0.000$) and it is statistically significant. This indicates that low students' absenteeism is significantly related to students' achievement in Biology and therefore the null hypothesis is rejected.

Discussion of Findings

The result in table 4.7 reveals that in the relative contribution of four (4) predictor variables of absenteeism (via truancy, school refusal, school withdrawal and early leaving) to the prediction of senior secondary school students' achievement in Biology in Rivers State, only three predictor variables via school refusal ($\beta = 0.500$; $t(839) = 17.363$; $p < .05$), school withdrawal ($\beta = -0.201$; $t(839) = -6.961$; $p < .05$) and early leaving ($\beta = -0.056$; $t(839) = -1.963$; $p > .05$) significantly contributed to determine senior secondary school students' achievement in Biology in Rivers State. While truancy ($\beta = 0.011$; $t(839) = 0.371$; $p > .05$) did not significantly contribute to determine senior secondary school students' achievement in Biology in Rivers State.

This finding aligns with Musa (2014) who posits that absenteeism as a cog in the wheel of teaching and learning outcomes hampers the ability of the school as an agent of the societal change and transformation to successfully mould the habits, interest, attitudes and feelings which will undoubtedly permeate into students learning experiences and school achievement. The researcher also aligns with this finding that students who are absent have lower achievement and may be penalized on test scores (Amaechi-Onyerimma, 2021). However, sustained absences may affect retention as it may

degenerate into truancy, frequent acts of delinquency and indiscipline among students that would lead to school withdrawn, exhibition of low grade, spotty attendance and eventually dropping out of school in Nigeria (Abayomi, 2012).

The result in Tables 2 and 3 reveals that the combination of all the four (4) predictor variables of absenteeism (truancy, school refusal, school withdrawal and early leaving) yielded a positive and high relationship that jointly and significantly predicted senior secondary school students' achievement in Biology in Rivers State ($F_{(4,839)} = 93.126$; $P < 0.05$). This finding is Gupta and Latha (2014) noted that the effects of students' classroom absenteeism heightens their disconnection from school, compromised learning, lack of positive social support, strained school budgets and removal from school. Although, many factors or conditions like family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, and differing community attitudes towards education could contribute to student absenteeism or child's frequent absence from school (Teasley, 2014; Amaechi-Onyerimma, 2021). This could be remedied as teachers explore creative techniques like the use of innovative teaching methods, the use of better equipped classrooms and change in attitude to increase students' class attendance (Latha, 2014).

The result in Table 4 shows that the relationship between students' absenteeism and senior secondary school students' achievement in Biology in Rivers State yielded a moderate positive and statistically significant correlation or relationship between students' absenteeism and senior secondary school students' achievement in Biology in Rivers State ($r = 0.204$; $P = 0.000$). This finding is in agreement with the position of Musa (2014) that absenteeism impedes the ability of the school to successfully transmit

societal norms, culture, values and traditions which compels the vulnerable student to freely engage in a lot of juvenile delinquencies that would eventually affect their academic achievement in secondary schools. Also, this finding aligns with the position of Amaechi-Onyerimma (2021) that absenteeism impedes students' participation in the learning and character moulding schooling processes but rather inclined to delinquencies like fighting and drug abuse that heightens the incidence of truancy and lower academic achievements even in Biology in senior secondary schools. To this end, Skaalvik and Skaalvik (2020) observed that the upsurge in the variables of absenteeism questions teacher's self-efficacy as well as administrators inefficiency in the smooth running of the school system leading to the upsurge in delinquent acts like truancy, etc. and other criminal activities that may eventually erode the confidence and ability of secondary school students to benefit from the various academic and extracurricular programmes offered to improve academic achievement in Biology in senior secondary schools.

Conclusion

The study concluded that the predictor variables of absenteeism (school refusal, school withdrawal and early leaving) relatively contributed to determining senior secondary school students' achievement in Biology in Rivers State while truancy (as a predictor of absenteeism) did not contribute to determine senior secondary school students' achievement in Biology in Rivers State. Hence, educators purposefully improving their guidance, teaching and mentoring of students would correspondingly result to students improved enthusiasm, punctuality and dedication to studies. The would be immensely beneficial for the government to realize the goal of improving the study and achievement in Biology among

senior secondary school students.

Recommendations

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

1. School administrators and supervisors should regularly monitor and ensure that Biology teachers class conduct aligns with the ethos of the profession such as teaching, assessment, counselling and discipline in order to avoid students becoming idle that would predispose them to unruliness, truancy and absenteeism that affects academic achievement in Biology.
2. The Ministry of Education should provide modern facilities like chairs, tables, white boards, fans, and multimedia smart boards, computer, and e-library facilities in or around classrooms and laboratories in order to enhance the interest, comfort and mental stability of teachers and students to access, retrieve, share and disseminate real time information that would aid achievement in Biology.

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