

Abstracts

The acquisition of numeracy and literacy skills is a condition for better life and an important indicator to human development index. However where society academic performance outcomes becomes unsatisfactory, parents becomes disoriented and hence it becomes a concern. The study focused on rate and trends of academic performance index at secondary level. The descriptive and causal comparative designs were used in this study. The sample of the study comprised 85 head teachers', 765 teachers', 3349 students and one DEO. Questionnaires' and interview guides were used. The study showed that trend of academic performance index was fluctuating while for any academic year only a paltry 5 percent gained direct entry to university, 30 percent had to look for options in parallel programs while majority relied on other options to further their studies. Further observation indicate that mathematics had very unsatisfactory outcomes, sciences and languages had unsatisfactory performance while art based subjects had features of satisfactory performance and hence the system delivering secondary education is technically inefficient. The implication is that subjects meant to lead the country into industrialization were worst performed hence vision 2030 may not be achieved. It was found that Poor performance was as a result of inability of teachers to complete syllabus.