

A COMPARISON OF PERFORMANCE IN COMMON ENTRANCE EXAMINATION FOR
URBAN AND RURAL PUPILS OF KANO STATE

BY

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The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance, an independent study entitled, "A Comparison of Performance in Common Entrance Examinations for Urban and Rural Pupils of Kano State" submitted by Talatu Bashir (Mrs) in partial fulfilment of the requirements for the degree of Master of Education (M.ED).

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Dedication

To my husband Kabir, and our daughter Zainab who made
lots of sacrifices.

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CHAPTER ONE

A Comparison of Performance in Common Entrance Examination for Urban and Rural Pupils of Kano State

Statement of the Problem

Every year, after the selection Exercise into post-primary institutions there is a lot of wastage of potential human resources in the rural areas. This is so because most fail the selection examinations. In fact, over 70% fail annually. Many problems are related to those who have failed. From a human point of view the question is what is the fate of these failures? Will they go back to the farms and other traditional occupations for which they have already lost valuable years of training, or will they repeat primary seven and hope for a better chance in the next selection? Even more relevantly to the study here is, what went wrong? Why did they fail? Was it the selection tools--the Common Entrance Examinations test items, that went wrong? Or did they lack proper motivation and preparation? Or is it the pupils that lack the necessary intelligence?.

The Kano State Ministry of Education seems to feel it is the selection tools. It has therefore taken steps to correct this by starting its own Common Entrance Examinations in which Hausa, the local language is included as a paper.

The question is, will this step now implemented solve the problem of large percentage of rural failures? A more definite answer will have to await the analysis of the 1977/78 results, and subsequent years. Notwithstanding, we can predict rather safely, a high percentage of rural failures.

If so, then the problem is why do more rural pupils than urban pupils still fail despite the change of tools?. It is this question this research hopes to answer.

Purpose and Justification for the Study

1. This study is undertaken to help ^{Delineate} the possible area of problem of the new scheme at it's early stage. There could be several problem areas. But this research will deal with those of socio-cultural context.
2. Ask the examiners such questions as (a) what qualities do we seek to measure? (b) with what yardstick and from whose perspectives?, with a view of giving the scheme a constant and purposeful direction. In precise terms to generate a reassessment of the effectiveness of the scheme.
3. Stimulate further research.

The Scope

The study is of selected case situations. As more and more cases are studied by possible further research, the findings may become representative. In studying the case situations the researcher intends to take case samples from Birni and Kaye for comparisons.

The study confines itself within the 1977/78 results because it is the first and only results of the new scheme available at the time of writing.

Assumptions

The researcher is operating on three basic assumptions:

1. That people of high SES are more likely to concentrate in the Urban Areas than in the Rural Areas.

2. That children's motivation is related to parental educational background.
3. Level of urbanization is positively related to availability of educational materials, which in turn is positively correlated with pupils performance.

Looking at the above variables implies looking at some of the factors in a child's environment that influence learning and performance. As Bloom puts it,

"Although there must be some genetic potential for learning, the direction the learning takes is most powerfully determined by the environment" (in DuBey, 1973:12). The emphasis in the quotation is mine. Boorer puts it more bluntly, "learning is not merely an intellectual process". (Boorer; 1974:6). Hence the need to look at those other processes that affect learning. It is interesting that research in Kano by Bichi (1978) and Brown (1975) show evidence of positive relationship between these factors and motivation.

Hypotheses

For the purpose of giving the study direction, the researcher tests the following hypotheses:

- 1 a. The more urban the place where the school is located, the higher the level of pupil achievement will be on examinations.
- 1 b. The higher the availability of amenities at the school the higher the level of pupil achievement will be on examinations.
2. The higher the parents SES the higher the level of pupil achievement will be on examinations.

Definitions of Terms

Words and terms here are defined according to their contextual meaning in the study.

1. Location - refers to where the school is situated.
 - a. Urban - Kano Metropolitan and Local Government headquarters
 - b. Rural - other towns and villages excluding Local Government headquarters.
2. Amenities - refer to such things as, employment opportunities, libraries, textbooks, and audio-visual aids.
3. Pupil Achievement - for this research refers to the performance on the Common Entrance Examinations.
4. SES - Socio-Economic Status. In this study it refers to the combined occupational and educational level of the parents.
 - (a) High - an average income of ₦1,200 p.a. or Grade level 05 and above or in the absence of the knowledge of income scores at least 24 and above on the SES scoring sheet. (See appendix).
 - (b) Low - grade level 4 and below or scoring only 23 and below on the SES scoring sheet.
5. K.S.C.E.E. - Kano State Common Entrance Examinations
6. Culture - "inherited, artifacts, goods, technological processes, ideas, habits and values". (Malinowski, 1931:621).
7. Sub-culture - refers to difference in the dominant culture, which emerge in positive response to the demand of the modern social and cultural structures like, occupation.
8. I.Q. - Intelligence Quotient. A score representing the presumed intellectual ability of the individual.

CHAPTER TWOREVIEW OF LITERATURESelection, Tests and Examinations

The need for selection arises because (1) The government cannot provide for all of the pupils wishing to further their education. (2) Not all wanting to go, could benefit from the type of further education provided. So there is the need to select the most able.

The growing importance of the examination system in our society is due to: (1) Technological demand on recruitment and training of talent and (2) The Democratic, social and political changes which daily call for "equal opportunity for all" (Douglas et al., 1964:237). It is an attempt to be impersonal and evoke merit in selection.

However many educationists like Bernstein, (in Young 1971), Lawton (1968) and Hopkins (1978) have serious criticisms on the nature and functions of examinations. From the child's point of view, they argue, that not to select gives a fairer opportunity to all ability levels. It also avoids segregation and labelling of students. It is an exercise that kills the motivation in those labelled 'failures'. Examinations foster competitive instead of cooperative attitudes.

Another criticism is that competent examiners are hard to come by, and there is no guarantee that they will all use the same techniques when marking the same examination. This is very relevant to K.S.C.E.E. because it is hand scored. To resolve this objection, educationists advocate the use of objective tests to standardise scoring.

Another criticism is that examinations test not so much natural ability as acquired knowledge. In this light it is inefficient and unjust in predicting future performance. In attempt to settle this objection, tests that measure intelligence, abilities, and aptitudes have been devised as a sounder and fairer instruments of selection. The K.S.C.E. is an achievement test. (see appendix). It should consist of intelligence and aptitude tests.

Our present obsession with examinations for selection is distorting our sense of perspective. Inevitably most people's attention is focussed primarily on the struggle to get good jobs, and forget the social task of developing "sound moral character ... and individuals sense of will power, creativity and innovation" (National Philosophy of Education, 1975:1).

Evetts, defends selection by saying "the system of evaluation and selection is crucial in allocating responsible and arduous positions", which is necessary in a changing society like ours. (Evetts, 1973:67). She continues to argue that selection encourages competition which motivates high performance. And again if no selection, bright children could be held back, which is unfair. She however agrees that selection should be left as late as possible. Therefore, an educational selection system should be justified solely in terms of the contribution it makes towards furthering of educational goals.

Academic Achievement Factors in Nigeria

Nigeria is one of the many African countries that have not been able to demonstrate functional relationship between home background factors and school performance. This is also true concerning the significance of school performance to the social, economic and political institutions of the states.

Several researchers (Ruswell, 1953; Savage, 1963; Cattell, 1965; and Durojaiye, 1974) have attempted to explain the differences in the test performance according to non-cognitive variables like the home background factors. The relationship between these two factors have become of great interest that the International Association for the Evaluation of Educational achievement (I.E.A) conducted a massive study on the subject ^{in 21} countries between 1966 - 73.

These I.E.A. studies together with others like Fraser (1969) and Douglas (1964) indicate that high SES is associated with academic success. Douglas further found that these environmental influences are greatest during the pre-school years and after the age of eleven years. The age at which our subjects take their Common Entrance Examinations.

Performance in the C.E.E becomes very important in Nigeria because a major function of schools is "to sort out or select individuals for occupations and social positions" (Olson, 1970:45). The most important point of this educational selection occurs at the end of primary school, where the pupils sit for the K.S.C.E.E. It is important because only a very limited percentage of the school leavers can find places in post-primary institutions. In fact in the 1978/79 session only 9,000 pupils were selected out of 21,000 who passed the K.S.C.E.E. (New Nigerian, 13/4/78:11). Because of this limitation, competition becomes keen and inequalities in the demographic and social background of the pupils inevitably exacerbates inequalities in educational opportunities. Olson (1970:45) says the source for these inequalities are multifold and complex.

However, in the Kano state context, we suspect they are the occupational and educational positions (SES) of the parents and their geographical location. These and other factors combine to make it impossible to attain the Federal Military Government's objectives of a "truly egalitarian society", through the educational system of this country.

Whenever tests are given, they are to measure students' achievement. This achievement we say is influenced by such factors as the family. Fleming (1963) says there seems to be a correlation between children's intellectual activities, practical skills, or social interest and their parents' qualities. He claims that research shows that the opinion of pupils on matters connected with the family, the school, the church, industry, and the state, are more closely related to that of their parent, (+0.12), (Fleming, 1963:42). We can see that the influence of the family is definitely a strong factor in achievement. He says that the maximal effect of the best home environment may be to raise the "I.Q." twenty points. The conclusion one can draw from this is that both parents and environment have influence on intellectual performance.

Justification for Selection of the Variables

SES as a Variable

SES is the chief determinant of environmental effects on learning. It is therefore, legitimate to attempt to assess the degree to which achievement is related to socio-economic level and material possessions. Sweeping statements have been made that 'brighter' children come from more prosperous homes. Brighter here, refer to those who do well on achievement tests. The validity of this statement as regards to Kano, is what the writer hopes to examine.

Other research in Britain, have on this shown a positive but not a high correlation between achievement of children and their socio-economic level. They approximate to +0.3 according to Fleming, (1943:45). In fact according to a similar research conducted in Kano by Bichi, the correlation coefficient is even lower - +0.05. Therefore there are reasons to believe that, other intrinsic characteristics of the family such as attitude and point of view accounts for the differences in performance in children from home to home, rather than "extrinsic attributes like prosperity or possessions". (Fleming, 1943:45), found that "mediocre homes" produce more children with higher ability than socially superior parents (1943:81). The inference to be drawn from this is that the positive influence of SES on school performance is limited up to a point. It will be the field of another full time research to be certain which point.

The Rural-Urban Variable

The writer is proposing, that the sub-cultural differences that exists between the rural and the urban communities account for many of the differences in attitude and response to education. Two, that these differences, may result in differential performance in school. As mentioned elsewhere, Fleming, (1943) Brown (1975), Bichi (1978) all say, in fact they do.

It is essential to have a system of primary education which would ensure equality of access to educational institutions. And since achievement in the C.E.E. provides this access, then we need a system of primary Education that will give equal chances of achievement in the C.E.E.

It is one of the moral obligations of a society that each child has to be given a chance to develop fully. It is after this that the selection system becomes meaningful. (Fusgrove, 1972:284). Failure to do this also leads to the underuse and misuse of a country's greatest resources-manpower.

Other research show that the educational performance of a large number of rural pupils is far below their potential ability (Lawton, 1968:7). Why? Is it lack of motivation? Is it because the school as it is, is outside their traditional educational system? As Evetts puts it, "An educational system is a generalised expression of the human, social and moral concerns of its time and place" (Evetts, 1973:127). It would follow, therefore, that when an educational system is outside the society's social concerns it fails to motivate.

Douglas (1964) is disillusioned about the present system's set up. He says equality of educational opportunity is not something that can begin at age five. Physical and mental damage may have been done to the rural child in his early years to such an extent that, very little that the school can do will be really effective in equalizing his opportunity. He goes on to point out that in fact there is the danger of perpetuating the inequalities because of the self-ferterlizing nature of education (Douglas, 1964).

Talking on language, which is the main sub-cultural differences between the rural and urban child in Kano, McCarthy (1954), says that there is evidence to indicate that there exists a marked relationship between SES of the family and the child's linguistic development.

— This is even more evident in Nigeria, where English, a second language, and the language of the elite, is being used as the medium of instruction and testing. Hence linguistic inadequacy is closely associated with the home and social background of the child. This in turn affects the realization of intellectual capacities, due to inadequate powers of speech. According to Professor Bernstein, (in Hopkins 1978) the spoken language has a central role to play in learning. We understand our world, through our perceptions and through the organization of our perceptions by means of language. We frame our concepts according to our vocabulary and our competence in syntactical expression. In this respect, it becomes clear that the rural child, generally speaking, is at a disadvantage when we use English in testing. Even if the mother tongue is used - standard Hausa for example - in which text-books are written, is not the same as rural Hausa. Bernstein (in Hopkins 1978) claims that the child with an elaborate vocabulary is more competent to live in the world in an understanding way.

Denis Lawton (1968) suggests that since this language handicap affects both speech and written work, the remedy will be to intervene in the language habits of the disadvantaged group, through the media of communication. But in Nigeria most of the rural groups do not have access to the communication media. The whole environment of the rural child militates against formal types of education.

A more serious implication however to the Nigerian C.E.E. is pointed out by a Deutsch study in which he states that there is a language barrier between the urban teacher and the rural pupil. In Nigeria, especially in Kano, most

rural pupils are taught by urban teachers. This barrier may further explain poor performance on rural pupils.

It is important to see the relation between language and thought, because "without language, thinking is limited", (Lawton, 1968:38). This limitation of thought will lead to poor performance in the abstract concepts in Mathematics and other subjects of the C.E.E. The situation is aggravated as all of the C.E.E. test items require abstract thinking.

Durkheim (in Evetts 1973:124-5) argues though, that homogeneity and diversity are essential ingredients in any society and any educational and socializing process must be concerned with the preservation of both. Therefore an educational and examination system which presupposes that the language and culture of the rural pupils are inferior, and not just different, is unjust. By such system the rural children become deprived and therefore failures. (Evetts 1973:66). For any evaluation tools in Nigeria to be valid, therefore, it has to honour these differences.

In summary therefore what looks plausible in the Kano situation is that, the urban pupil is more likely than the rural pupil to come into contact with English in his everyday life. This is due to the heterogeneous nature of urban population and the level of educational development. And since English is the medium of instruction in the three preceding curricular years to the C.E.E., then it is expected that urban pupils would do better than rural pupils. Let us proceed to examine these expectations.

CHAPTER THREEDesign

Two factors have been chosen to analyse pupils performance in the state C.E.E. They are, (1) SES, (2) Urban/rural variables.

Next is the selection of samples. All the samples are taken from Kano Emirate, in attempt to minimise a historical factor on pupils' achievement. Then Kano Emirate was divided into two categories: (1) Kano Metropolitan, and Local Government headquarters (2) other towns and villages in the Emirate. The research is concerned with (1) urban and (2) rural.

For detailed analysis school samples from categories (1) and (2) of location were taken through stratified sampling. Two schools from each type of location formed the samples. In the schools all class seven pupils were the subjects of this study.

Instrumentation

Two instruments were developed: a questionnaire and a check list (see appendix). The questionnaire was used for collecting data from the pupils indicating their SES. The checklist was used for collecting data from class teachers indicating amenities available to the pupils.

Items 1 - 8 on the questionnaire solicit information as to the cultural area of (1) the child and (2) the school. Item 9, 10, 12 - 17 solicit data concerning the income and life style of the child's parents. Finally item 11 collects data on the parents' educational background.

Both instruments were pilot-tested in a Primary School in Zaria.

The questionnaires on SES were given to fifteen final year boys and girls to fill out.

During the administration of the questionnaire the researcher found that pupils had difficulty understanding items 4a, 6 and 10 (see appendix). These were modified with words suggested by the pupils.

Similarly the researcher found that the class teacher had difficulty in understanding items 6 and 12 on the pilot copy of the checklist (see appendix). He complained they were ambiguous. These two items were modified.

Procedure:

In the urban area, schools were carefully selected to get a fairly "typical" schools. 'A' Primary School was selected which is situated between the Government Residential Area and Kano City. Parents' SES in this school should represent, that of high civil servants of the G.R.A. and rich merchants of Kano city. The second Urban Primary School - School "B" - was taken from Wudil town - a Local Government Headquarters.

The first Rural Primary School - School "C" - was selected in Dawakin Kudu Local Government Area. Here the Hausa translation of the questionnaire was used. The second Rural Primary School - School "D" - was selected in Dawakin Kudu Local Government Area too. Here the Hausa translation of the questionnaire was used. The class teacher had to explain item by item, but in the end the pupils could not begin writing because they did not know what to write! Then he took one item at a time, gave them the alternative answers and asked them to write which ever one applied to them. Even then it was obvious from their faces that some pupils had great difficulties writing the alternatives in their questionnaire. The class teacher filled in the checklist. It took us two hours to finish!

After collecting the SES data then I went to the Examinations Office, Ministry of Education Kano and with the aid of three assistants copied the State 1977/78 examination results.

Treatment of Data

The data to be collected from the checklist gives information on the availability of six types of amenities. Any school with 4 amenities and above is considered good. Schools with 3 are fair. Schools with 2 and below are regarded as poor. The information collected was checked against location to see which location - urban or rural - had more amenities.

As for the SES data collected, these were divided into low and high using the metrics given on page 4. Then it was checked against (1) location, (2) 1977/78 examination results.

Similarly each child's performance in the examinations was looked against his (a) location (b) SES.

After that the number of passes and failures in an area were totalled and the percentages of failures calculated. These percentages of the rural and urban failures were then compared, to see if in fact more rural pupils failed.

The writer attempted to explain pupils' achievements in relation to (a) location, (b) parents SES, and (c) availability of amenities. The Pearson Product-Moment correlation was used to find the correlation coefficient between achievement and school amenities. The T- Test was used to find the relationship between achievement and location. Breakdown and statistic was used to find the relationship between achievement and SES.

Finally with these analysis the writer attempted interpretation of the data.

CODE SHEET

1. Code Number to Identify Student's Questionnaire

2. School

1. Magwen Primary School
2. Wudil Central Primary School
3. Gano Primary School
4. Yargaya P.S.

3. Location of School

1. Rural
2. Urban

4. Home town

1. Rural
2. Urban

5. Age

1. Below 13 years
2. 13 - 15 years
3. Above 15 years

6. Sex

1. Male
2. Female

7. Religion

1. Islam
2. Christianity
3. Other

8. Tribe

- 1 Hausa/Fulani - Kano
- 2 Bornu, Sokoto, Niger, Bauchi, Gongola and Northern Kaduna State .
3. All others

9. Occupation of Father/Guardian

- 1 Farming
Potty Trading
- 2 Koranic Teacher
- 3 Labourer & other menial Occupations
Driver (lorry/Taxi etc) Commercial
- 4 Crafts (Pottery) leather work etc Smith Photographer
Carpenter
Self-Employed (Magini/Barber etc) Mechanic
- 5 Intermediate Govt/Local Govt./Company employee
- 6 Senior Govt/Local Govt/Executive/Professional
- 7 Large Scale Trading/Business

10. Educational Level of Father/Guardian

- 1 None
- 2 Koranic School
- 3 Adult Education & Primary 1 - 3
- 4 Primary 4 - 7
- 5 Post Primary and above

11. Pupils' Means of Transport to School

1. Foot and Donkey
2. Bicycle
3. Public Transport
4. Motor Cycle
5. Motor Car

12. Fathers Means of Transport to place of Work

1. Foot and Donkey
2. Bicycle
3. Public Transport
4. Motor Cycle
5. Motor Car

13. Number of School Uniform

1. One
2. Two
3. Above Two

14. Whether Student Watch T.V.

1. No
2. Yes

15. How often student watch T.V.

1. Sometimes
2. Often
3. Everyday
- 0 Never

16. Where Student Watch T.V.
1. Public Viewing Centre
 2. Neighbour's or Friend's etc home
 3. At home
 - 0 Never
17. Whether Student Listen to radio
1. No
 2. Yes
18. How often Student Listen to radio
1. Sometimes
 2. Often
 3. Everyday
 - 0 Never
19. Where Student Listens to radio
1. At School or Village Hall
 2. At Neighbour's or Friend's etc home
 3. At home
 - 0 Never
20. Whether Pupil have been to Hospital
1. Yes
 2. No

21. How many times Pupil has been to Hospital

1. Between 7 and above
2. Between 4 - 6 times
3. Between 1 - 3 times
- 0 Never

Dispensary

1. Yes
2. No

How many times pupil has been to dispensary

1. Between 7 and over
2. " 4 - 6 times
3. " 1 - 3 times
- Never

22. Local Medicine

1. Yes
2. No

23.1 Over 7 times

- 2 4 - 6 times
- 3 Between 1 - 3 times
- 0 Never

24. Amenities

- 1 - 2 poor
- 3 fair
- 4 and above good

25. 9 - in all items = No response.

CHAPTER FOUR

ANALYSIS OF DATA

For the purpose of comparing pupil achievement on the Kano State Common Entrance Examinations, two hypotheses have been made.

The first one is divided into two and states:

- (a) The more urban the location of the school, the higher the level of pupil achievement on examinations.
- (b) The higher the availability of amenities at the school the higher the level of pupil achievement will be on examinations.

Hypothesis 1a:

In testing Hypothesis in the whole of 1977/78, K.S.C.E.E. results were analysed by location. The findings are presented in two tables below:

TABLE 1A

Urban Performance in 1977/78 for the K.S.C.E.E.

CENTRE	Passes	Failures	Percentages of Passes (%)
Kano and Administrative Headquarters in Kano	4,299	986	81.34
Gumel	110	30	78.57
Hadejia	411	23	94.70
Kazaure	113	---	100.00
TOTAL:	4,933	1,039	82.60

TABLE 1B

Rural Performance in 1977/78 for the K.S.C.E.E.

CENTRE	PASSES	FAILURES	PERCENTAGES OF PASSES (%)
Kano Emirate	7,744	4,757	61.95
Gumel	545	158	77.53
Hadejia	813	284	74.11
Kazaure	532	101	84.04
TOTAL:	9,634	5,300	64.51

From the findings in the two tables above, hypothesis 1.a. has been confirmed because 82.60% of urban pupils were successful while only 64.51% of rural were successful on the same examinations. A difference of 18.09%. This is not too bad a performance for the rural pupils, considering that the urban schools have more amenities as reflected by the sampled schools.

However, the findings in the sampled schools show a greater gap between urban and rural pupils achievement. It shows a difference of 55.2%, thereby presenting very strong evidence in favour of hypothesis 1.a. The situation is shown in the two tables below.

TABLE IIA

Urban Performance of the Sampled Schools in
the 1977/78 for the K.S.C.E.E.

SCHOOL	Passes	Failures	Percentage of Passes
'A'	28	2	93.33
'B'	31	1	96.88
TOTAL:	59	3	95.16

TABLE IIE

Rural Performance of the Sampled Schools in
the 1977/78 for the K.S.C.E.E.

SCHOOLS	Passes	Failures	Percentage of Passes
'C'	8	12	40.00
'D'	12	18	40.00
TOTAL:	20	30	40.00

This difference is confirmed by a T-test which shows a high significant difference of .001, as in the Table III below:

TABLE III

T - TEST ON LOCATION VARIABLEPOOLED VARIANCE ESTIMATE

VARIABLE	NO OF CASES	MEAN	STD DEVIATION	STD ERROR	F VALUE	2-TAIL PROB	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SCORE									
GROUP 1	50	83.0800	40.146	5.677					
GROUP 2	62	167.3226	32.832	4.170	1.50	.136	-12.22	110	.001

Hypothesis 1b:

Findings on hypothesis 1b shows that availability of school amenities has no significant effect on pupils achievement. Looking at the amenity factor between location it would look as though school amenities have bearing on achievement, because the urban schools which have scored 95.2% passes have five amenities while the rural schools which scored 40% have four amenities. But a closer look at the amenity factor within location shows that, that is a confusing picture. Within the urban area School 'B' which has only one school amenity has higher pupil achievement, by scoring 96.88%, than School 'A' which has 4 school amenities and scored 93.33% in the rural area a similar no-effect situation

was shown. School 'C' which has no school amenities at all, scores the same 40% with School 'D' which has four school amenities (See Table 4). The findings therefore has rejected the assumption in hypothesis 1b, which says the higher the availability of amenities at the school, the higher level of pupil achievement so pupils achievement here must be explained by some other factor and not amenities. This is at least based on the findings of this study, and admittedly the data could be more comprehensive.

TABLE IV A: URBAN SCHOOLS

A comparison of pupils achievement with distribution of school amenities:

SCHOOL	Percentage of passes representing pupils Achievement	Number of School Amenities
School 'A'	93.33	4
School 'B'	96.88	1
TOTAL:	95.20	5

TABLE IVB: RURAL SCHOOLS

SCHOOL	Percentage of passes representing pupils achievement	Number of School Amenities
School 'C'	40.00	0
School 'D'	40.00	4
TOTAL:	40.00	4

When subjected to a T - Test, the availability of amenities shows no significant difference on test performance at .792 (See Table V below).

TABLE V: T - TEST ON AMENITY VARIABLE

Variable	No of Cases	Mean	STD Devia- tion	STD Error	F Value	2- Tail Prob.	T Value	Degree of Freedom	2- Prob
SCORE:									
Group 1									
(Low)	52	131.2115	50.298	6.975	1.42	.202	.26	110	.792
Group 2									
(High)	60	128.4167	59.931	7.737					

Hypothesis 2:

This hypothesis says the higher the parents SES, the higher the level of pupil achievement on analysing the urban and rural pupils' achievement separately on SES variable, this statement is rejected as shown in Table VI A and B, below:

TABLE VIA: SES Variable on Score - Urban

		Number of Cases	Number of Passes	Percentage of Passes
SES	High	44	42	95.5
	Low	14	14	100

TABLE VIB: SES Variable on Score - Rural

		Number of Cases	Number of Passes	Percentage of Passes
SES	High	6	1	16.7
	Low	42	18	42.9

This analysis shows that in fact pupils from low SES perform better than pupils from high SES. This therefore rejects hypothesis. But it confirms locally held believe that, given the same incentive, children from poor homes perform better in school and other occupations

than children of the well-to-do. This believe is held under the assumption that the "poor" children have positions in the society to aspire to, and basic need to satisfy while "rich" children have no problems with basic needs and assume their parents' positions as theirs. Whether this view is held rightly or wrongly is debatable, but this result confirms it. Some cautions needs to be exercised in the interpretation of this result however, since there appears to be some confounding of the high SES with the Urban Variable while the low SES seems to be mostly Rural. Also the result may reflect the way the variable was constructed and dichotomised.

However, on merging rural and urban low SES together and rural and urban high SES together we get a different picture. The hypothesis is confirmed as shown in Table 7 below:

TABLE VII: Analysis of Test Scores by SES in the Sample

		Number of Cases	Number of Passes	Percentage of Passes
SES	High	50	43	86
	Low	56	32	57.14

A T - Test run also shows a high significant difference between high SES and low SES on test performance as shown in Table VIII below:

than children of the well-to-do. This believe is held under the assumption that the "poor" children have positions in the society to aspire to, and basic need to satisfy while "rich" children have no problems with basic needs and assume their parents' positions as theirs. Whether this view is held rightly or wrongly is debatable, but this results confirms it. Some cautions needs to be exercised in the interpretation of this result however, since there appears to be some confounding of the high SES with the Urban Variable while the low SES seems to be mostly rural. Also the result may reflect the way the variable was constructed and dichotomised.

However, on merging rural and urban low SES together and rural and urban high SES together we get a different picture. The hypothesis is confirmed as shown in Table 7 below:

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A T - Test run also shows a high significant difference between high SES and low SES on test performance as shown in Table VIII below:

TABLE VIII: A T - TEST ON SES VARIABLES

POOLED VARIANCE ESTIMATE

Vari- able	No of cases	MEAN	STD Devia- tion	STD Error	V Value	2- Tail Prob	T Value	Degree of Freedom	2- Tail Prob
SCORE									
Group 1									
(Low)	77	1152208	52220	6.078	1.32	.372	-4.44	110	.001
Group 2									
(High)	35	161.600	46.413	7.845					

So the picture given by within the location analysis could be due to the smallness of the sample or due to what the Assistant Co-ordinator of Examinations, described as 'organised cheating' by headmasters. He explained that during the interviews they discovered a lot of pupils who could not write their names, especially in the rural areas, and yet are supposed to have scored very high marks on the examinations. As a result of this, he is of the opinion that whatever went wrong must have happened with the full knowledge of the headmasters who were charged round from their schools and used as Supervisors.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Summary

The study has attempted to look at the selective functions of our Common Entrance Examinations. There are apparent differences in the rates of pupils' achievement of pupils in rural schools and those in urban schools. It tries to see who gets selected and why? This investigation is considered necessary due to the annual wastage of manpower and the diminishing financial strength of the government. It is necessary to maximise the quality of our schools' output. And due to our declared national egalitarian principles to ensure that this quality output is spread over all our communities-rural and urban alike. The need to guard quality even more pressing now, ran ever in our educational history, due to the proliferation of primary schools under the U.P.E. Scheme. It is hoped that studies such as this will help direct the planning of our primary school's educational content and assessment.

The Hypotheses

Out of the three hypotheses tested two are confirmed and one is rejected. The two confirmed are the SES and location hypotheses. The one rejected is the school amenity hypotheses. When the SES hypotheses was looked at on within the location basis it showed a 'no-effect'

results on test performance. It is only when looked at on a cross-location basis that the hypotheses is confirmed.

The conclusion one draws from the results of the amenity checklist is that amenities provided in half of the schools are very poor and the best use is not being made of the existing ones. In addition, urban schools have more amenities than rural schools. The difference however is not much. This is probably due to the size of the sample and needs a close re-examination with a larger sample.

Implications

The first implication one draws from the findings is that location is a most important determinant factor in test achievement in Kano State. It was looked at on a state, and sample basis, but the results remains the same. The location factor is so strong that it confounds the effect of SES. Urban low SES have performed better by scoring 100% on the KSCEE than rural high SES, who scored only 16.7%. The second implications that SES has little effect on pupils' achievement in Kano State. Thirdly, school amenities have no significant on pupils' achievement in the sample studied. The whole implication of these findings is that community environment is most crucial to pupils' achievement. In terms of intervention programmes, this means that the government should aim at changing the life style and entire environment of the rural pupils or else change the educational content of rural schools.

Recommendations

Looking at the present social and economic trend in the country, the writer is of the opinion that the government would prefer to maintain the present type of education. Recommendations are therefore given on how to improve the rural child's environment to his educational advantage:

(a) Provision of Basic Infrastructures

There is a need to provide basic infrastructures like tap water, electricity, hospitals, and motorable roads in the rural areas. An inspection of the K.S.C.E. question papers will show that the examiners assumed the pupils' have some knowledge of ideas connected with these social structures. Besides, these structures widen the knowledge horizon of the pupils, and bring life into the dry lessons in the classroom. For example, before or after a lesson on 'How we get water' the pupils should be able to pay a visit to a Water Works.

(b) Setting up Industries in the Rural Areas

This is to create job opportunities for the rural children which will serve as a mobilisation effort for many. This is in addition to the obvious educational value of such concerns.

(c) Boarding Primary Schools

Because the measures so far suggested are measures that the Ministry of Education will have little or no control over the writer now suggests what the Ministry can do, before it persuades other

Ministries of the necessity of such rural schemes. The Ministry should set up primary boarding schools in which it should try to set up real educational, experiences. The Ministry should make massive use of the radio as an education agent. A great difference in pupils' achievement has been found in the research between pupils who listen to radio and those who do not. Living in such an environment for eight months of the year should make a difference to the pupils attitude towards education and, hence, their achievement.

(d) Supervision of Schools

The Ministry should maintain a more efficient inspectorate division that ensures equal distribution of school amenities and their maximal use. The Ministry, on its side, should take prompt action on inspection reports.

(e) Language of Construction

The Ministry should take further its present move of introducing Hausa as Language of instruction up to Primary Four. The Ministry should go further to maintain some Hausa lessons up to Primary Seven. However, the Ministry should be aware that further changes in Curriculum require adaptation of books and retraining of teachers. All changes should be in harmony with post-primary curriculums.

(f) Supervision of K.S.C.E.E.

A more security-tight organization is required. The Ministry should dispense the use of Headmasters as Supervisors immediately. This will help in making the examinations results more valid.

(g) Making the K.S.C.E.E.

The Ministry should make an arrangements with the Computer Centre, Ahmadu Bello University, Zaria to start scoring the examinations with the Computer. This will help reduce the cumbersome administrative duties attached to the marking of scripts. It will also help keep a complete and easily traceable records of the examinations. Another advantage is it will come to the rescue of the statistics department.

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CHECK-LIST QUESTIONNAIRE

1. Name of School: _____
2. Locations of School: _____
3. No. of Final Year Classes: _____
4. Total No. of Finalist Pupils: _____
5. Any Library? _____
6. How Big is the Library? _____
7. Any Audio Visuals? _____
8. Have the present Final Year Pupils ever been on an excursion? _____
9. Where? _____
10. Have you Text book for every Subject? _____
How many subjects have Textbooks? _____
11. Have you work-book for every subject? _____
B) How many subjects have no work-book? _____
12. Any extra-Curricula activities in the School _____
13. Any Library in the Vicinity _____
B) If Yes do the pupils visit it? _____

APPENDIX II

Questionnaire on SES (To be filled by every pupil on the sample with the help of the researcher or class tutor).

Fill in your answer where space is provided, and tick your answer where a, b, c, d, are given.

1. Name of School _____
2. Name of the town where the school is _____
3. Name of town where your home is _____
- 4.a. Your Name _____ (b) Class _____
5. Age _____
6. Male or Female _____
7. Religion _____
8. Tribe _____
9. Occupation of Father/Guardian _____
10. If your Father/Guardian is a businessman or trade, what type of trading does he do? _____
11. Educational level of Father/Guardian (a) None
(b) Koranic Education, (c) Adult Education (d) Primary 1-3
(e) Primary 4-7 (f) Post-primary and above.
12. How do you come to school everyday? _____
13. How does your father go to his working place _____
14. How many school uniform do you have? _____
15. Do you watch a TV? _____

- (a) How often do you watch the T.V.? _____
- (b) Where do you watch the TV? _____
16. Do you listen to a radio? _____
- (a) How often do you listen to a radio? _____
- (b) Where do you go to listen to the radio? _____
17. Since you entered your present class how many times have you
been to a hospital? _____
- (a) How many times have you been to a dispensary? _____
- (b) How many times have you taken local medicines? _____

APPENDIX III

Inda aka bar fili ka cike amsarka a filin. Inda aka baka zaɓi
Ka sa alamar a kan wanda ka zaɓa.

Questionnaire on SES

(Ko wanne dalibi zai cike wannan, tare da taimakon wai bincike ko kuma Malaminsa).

1. Sunan Makarantar ka/ki _____
2. A ina Makarantar take? _____
3. Sunanka _____ b) Ajinka _____
4. Shekarunka nawa? _____
5. Mace ko Namiji? _____
6. Addininka _____
7. Kabilarka _____
8. Aikin Mahaifinka/ Babanka _____
9. Idan Dankasuwa ne, wanne irin kasuwaci yake yi

10. Mahaifinka yayi ilmin boko? _____
 a) a'a b) Yayi firamare (c) I, yayi gaba da firamare
 (d) yayi yaki da jahiki
11. Da kaka kake zuwa Makaranta? _____
12. Da kaka Babanka/Mahaifinka yake zuwa gurin aiki? _____

13. Rigunan Makaranta nawa keke da su _____
14. Ka kanyi kallon Talibijan? _____
 (a) Sau nawa a sati? _____
 (b) A ina? _____
15. Ka kan saurari rediyo? _____
 (a) Sau nawa a sati? _____
 (b) A ina? _____

16. Tun da ka shiga ajin nan, nawa ka sha maganin asibiti?

17. Sau nawa ka sha maganin Hausa?
