ANALYSIS OF STUDENTS' PERFORMANCES IN SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION AT SELECTED PUBLIC AND PRIVATE SCHOOLS IN ZARIA METROPOLIS (2009-2013)

BY

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DECLARATION

I hereby declare that the research work titled "Analysis of Students' Performance in Senior Secondary School Certificate Examination(WAEC) at selected Public and Private Secondary Schools in Zaria Metropolis (2009-2013)" was performed by me under the supervision of Dr. A.A. Igunnu and Dr. M.O. Dare. References were made to various sources of information and were specially acknowledged by means of references. To the best of my knowledge, this project work has never been presented either partially or whole, nor submitted for any other degree.

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CERTIFICATION

This project report title "Analysis of Students' Performance in Senior Secondary School Certificate Examination (WAEC) at selected Public and Private Secondary Schools in Zaria Metropolis (2009-2013)". Meets the regulations governing the award of the degree of Masters in Education (M.ED) in Administration and planning of Ahmadu Bello University, Zariaand approved for its contribution to knowledge and literary presentation.

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OPERATIONAL DEFINITION OF TERMS

Performance: -	The action or process of carrying out or accomplishing an action, task or function.
Mathematics:	The abstract Science of number, quality and space.
Science:	The intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment.
Art:	The various branches of creative activities such as painting music, literature and dance.
CommercialSubjects:	Business Studies, Accounts and Commerce
WASSCE:	West Africa Senior Secondary Certificate Examination.
Student:	A person who is studying at a school or college
Analysis:	Detailed examination of the elements or structure of something typically as a basis for discussion or interpretation.
WAEC:	West African Examination Council
Science Subjects:	Biology, chemistry, physics.

ABSTRACT

The study examined the analysis of students' performance in English language, Mathematics, Sciences, Arts and Commercial Subjects in West African Examination Council in Selected Public and Private Secondary Schools in Zaria Metropolis from 2009 – 2013. Some of the objectives of the study were to identify students performance in English language in WAEC in Public and Private Schools, determine Students' Performance in Mathematics in Public and Private Schools and examine the performance of students in Arts Subjects in Public and Private Schools. Five research questions were formulated among them are to what extent has the performance of students improved in English language in both Public and Private schools, to what extent has the performance of student improved in Mathematics in WAEC in both Public and Private schools in Zaria metropolis? Also five null hypotheses were formulated, there is no significant difference in the performance of student in English Language in Public and Private Schools from 2009-2013 in Zaria metropolis. Relevant related literatures were reviewed based on the variables in the objectives. The population of the study was (20)Public secondary schools and (20) Private schools. Fifty percent (50%) of the population for both Public and Private schools were considered that is, 10 Public and 10 Private schools through a random sampling in Zaria metropolis. The instrument used to collect data was a secondary data titled West African Senior Secondary School Certificate and Oral Interview. Means and percentages were used to analyze the research questions while T-test was used to test the hypotheses at 0.05 significant level and the null hypotheses were rejected. Some of the findings were that the percentage of Private Senior Secondary Schools that passed English language Mathematics, Sciences, Arts and Commercial Subjects were higher than those Public schools over the period of five years, it was discovered that truancy and absenteeism of the students affect them in WAEC Examination. Some of the recommendations made were that the principals in Public schools should do thorough supervision especially on teachers that teach English Language, Mathematics and Science Subjects, More Science facilities that can enhance students performance in sciences should be provided both in Public and Private schools, and that principals should check and make sure teachers teaching Art Subjects are zealous in doing their work especially in Public schools where failure rate is recorded.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The cause of varying levels of academic achievement in schools has often been a subjectof investigation all over the world. In Nigeria, studies sought to explain the trend of candidates' performance in West African Examination Council (WAEC). Some have attributed differences in performance to factors inherent in the candidates and in thesyllabuses, while attention has also been paid to other factors (Uwadia,2006 and Owokade, 2007). There have been contentions that school ownership is one factor that affectslearning activities which in turn affect performance of students. School ownership can be viewed from two main perspectives: Public and private. There is a widely-held view that students who attend Private schools perform better than those who attend Public schools in different parts of the world. Both Adomako (2005) and Asante (2005) opined that performance of Private schools has continued to be far better than that of Public schools at the basic level. Sato (2005) argued that "there is more chance of a better academic performance in Private schools" just as Dalma (2005) was of the view that Public schools in the present day Nigeria were simply not up to the mark.

According to Adeleye (2008:8) the school system in Kaduna State in which Zaria metropolis is inclusive is besets by unhealthy situations. In view of this, the research is geared towards analyzing students' performance in WAEC in English

Language. Mathematics, Arts, Sciences and Commercial Subjects in Public and Private schools in Zaria.

Although, it is expected that all secondary schools in the country should be of the same standards in terms of academic, putting in the same resources, it is obvious that some schools perform better than others.

However, some factors that are responsible for this disparity between Private and Public schools are enumerated as follows:

i. Students admission procedure

ii. Student's academic performance in internal and external examinations

iii. School facilities, infrastructure, and educational facilities

iv. Staffing

v. Quality

vi. Quantity

vii. Conditions of service of staff

viii. Management of staff

ix. Socio-economic background of students' parents.

Indeed the proliferation of Private schools and the surge of admission into them, in spite of high school fees, attest to parents' desire for an alternative educational system to the decadence in Public schools. It is worthy to note that the secondary schools in Zaria metropolis, operate through systems guided by regulatory agencies of the Kaduna State Ministry of Education to ensure quality services in both

Public andPrivate secondary schools in order to have quality output through students' success in their academics at both junior and senior secondary schools level.

The students performance in English language has become a thing of worry to parents. This is because past researches show that there has been a high failure rate in English language indicating too that other students that come with credit in English are few. This trend has become a concern both to the schools and parents. Likewise students performance in mathematics as shown in previous researches indicate also that that there has been a high failure rate in mathematics and this is also attributed to students' attitude to mathematics.

However, the previous researches in Science such as biology, chemistry, and physics showed that students performed below average in biology and chemistry while physics recorded more failures. Students performance in Arts Subjects in the previous research show that the performance has been fair and students performance in commercial Subjects in the past researches showed that the result in this area has been fair compared to students performance in English language and mathematics. However, students' performancein commercialSubjects has been of great concern because the opportunity of youth to acquire skills and knowledge for effective nation building is based on the commercial and technical education programme.

1.2 Statement of the Problem

Zaria metropolis secondary schools have been recording high failure in English Language, Mathematics, Sciences, Arts and Commercial Subjects.According to Nwazuzu (2012), there has been a significant gap in students performance in Public and Private secondary schools.According to Albert (2003) some of the problems leading to mass failure from the examination bodies are traceable to schools, internet.However, the rate of failure in English Language, Mathematics, Science, Arts and Commercial Subjects. in both Public and Private schools in Zaria metropolis is alarming.

1.3 Objectives of the Study

The following objectives were formulated to guide the researcher to,

1. Identify students performance in English Language in WAEC in both Publicand Private Secondary Schools from 2009 – 2013 in Zaria metropolis.
2. Determinestudents' performance in Mathematics in Public and Private schools from 2009 – 2013 in Zaria metropolis.
3. Ascertainstudents' performance in Science Subjects in Public and Private schools from 2009 – 2013 in Zaria metropolis.
4. Examine the performance of students in Arts Subjects in Public and Private schools from 2009 – 2013 in Zaria metropolis.

5. Analyse the performance of students in Commercial Subjects in WAEC inPublic and Private secondary schools from 2009 – 2013 in Zaria metropolis.

1.4 Research Questions

The study aimed at finding answers to the following questions

1. To what extent has the performances of students improved in English Language inboth Public and Private secondary schools from 2009 to 2013 in Zaria Metropolis.
2. What extent has the performances of students improved in Mathematics in WAEC inPublic and Private secondary schools from 2009 to 2013 in Zaria Metropolis?
3. Is there any difference in the performances of students in Sciences in WAEC in Public and Private schools from 2009 to 2013 in Zaria Metropolis?
4. Is there any differences in the performance of students in Art Subjects in WAEC in Public and Private schools from 2009 to 2013 in Zaria Metropolis?
5. Is there any difference in the performance of students in Commercial Subjects in WAEC in Public and Private schools from 2009 to 2013 in Zaria Metropolis?

1.5 Hypotheses

The following hypotheses were postulated to guide the researcher:

$H0_1$: There is no significant difference inthe performances of students in English Language in Public and Private schools from 2009 – 2013 in Zaria metropolis.

$H0_2$: There is no significant difference in the performances of students in Mathematics in Public and Private schools from 2009 – 2013 in Zaria metropolis.

$H0_3$: There is no significant difference in the performances of students inScience Subjects in Public and Private schools from 2009 – 2013 in Zaria metropolis.

$H0_4$: There is no significant difference in the performances of students and ArtSubjects in Public and Private schoolsfrom 2009 – 2013 in Zaria metropolis.

$H0_5$: There is no significant difference in the performances of students and commercial Subjects in Public and Private schoolsfrom 2009 – 2013 in Zaria metropolis.

1.6 Basic Assumptions

The researcher comes up with the following assumptions,

i. That the performances of students in Private secondary schools are betterthan those of the Public schools.

ii. That students performed better in Commercial Subjects than any otherSubject.

iii. That Public secondary schools have better facilities, infrastructureand educational materials but are not made use of.

iv. That students performed relatively well in Art Subjects than in Science Subjects.

v. That students failed English Language and Mathematics more thanany other Subject.

1.7 Significance of the Study

The researcher came up with the following as the significance of the study.This study is significant in the sense that, it will provide evidence regarding the performance effectiveness of Public and Private secondary schools in Zaria metropolis. This will either confirm or dispel the belief of people in respect of the superiority of the type of school over the other.

Educational planners, policy makers, school administrators and proprietors/proprietresses of schools in the Public and Private secondary schools in Zaria metropolis will benefit from the findings of this study. The area of strength and weakness in the management of the types of schools will be highlighted to give room for possible adjustment to enhance better performance of students in WAEC.

1.8 Scope of the Study

The scope of the study involves ten Private schools with One Hundred (100) SS 3 students and 10 Public schools with 200 SS 3 students who have taken WAEC examination from 2009 – 2013.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The researcher review the various literature on analysis of students performance in various Subjects the students sat for in WAEC examination. The review was conducted under the following headings:

2.2 Theoretical Framework

Performance management is a concept in the field of human resource management. "Performance management is a continuous process of identifying, measuring and developing the performance of individuals and aligning performance with the strategic goals of the organization" (Aguinis, 2009). Performance management is many times mistaken as performance appraisal but the latter is just a part of the former.

There is no single universally accepted model of performance management. Various experts have explained the concept in their own ways. Mabey has prescribed the model of performance management system in the form of 'performance management cycle". This cycle has 5 elements which suggest how performance management system should be implemented in an organization. The elements of performance management system cycle include:

1. Setting of objectives.
2. Measuring the performance,
3. Feedback of performance results.
4. Reward system based on performance outcomes
5. And amendments to objectives and activities (Mabey et al. 1999)

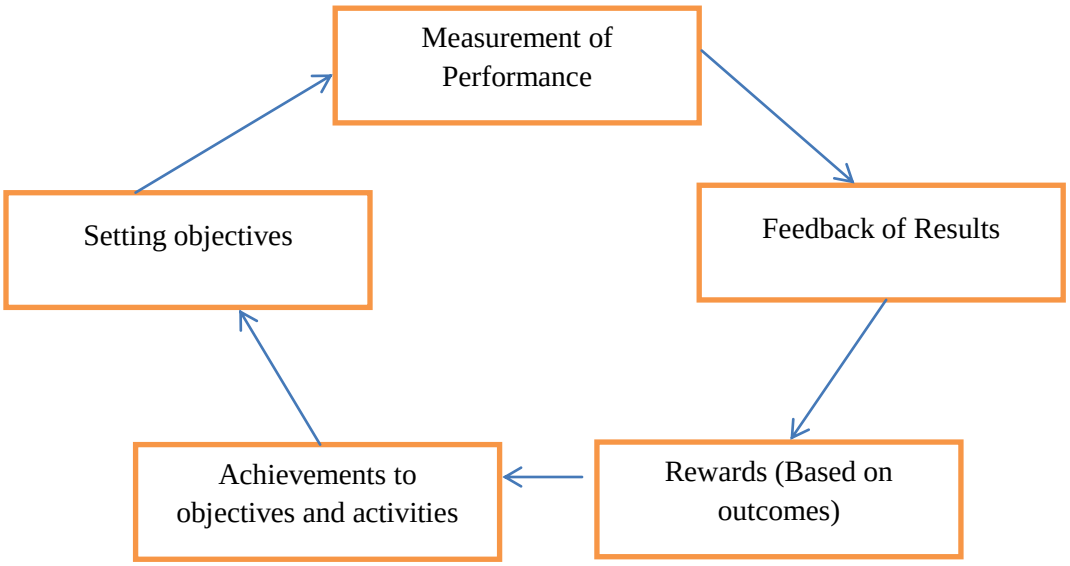


Figure 1:

Organizational goals: "Performance is what the organization hires one to do, and do well" (Campbell et al., 1993, p. 40). Thus, performance is not defined by the action itself but by judgmental and evaluative processes (cf. ligen & Schneider, 1991; Motowidlo, Borman, & Schmit, 1997).Moreover, only actions which can be scaled, i.e., measured, are considered to constitute performance (Campbell et al., 1993).

The outcome aspect refers to the consequence or result of the individual's behavior. The above described behaviorsmay result in outcomes such as numbers of engines assembled, pupils' reading proficiency, sales figures, or number of successful heart operations. In many situations, the behavioral and outcome aspects are related empirically, but they do not overlap completely. Outcome aspects of performance depend also on factors other than the individual's behavior. For example, imagine a teacher who delivers a perfect reading lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficits (outcome aspect of performance).Or imagine a sales employee in the telecommunication business who shows only mediocre performance in the direct interaction with potential clients (behavioral aspect of performance), but nevertheless achieves high sales figure for mobile phones (outcome aspect of performance) because of a general high demand for mobile phone equipment.

In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect. Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which an individual's performance meets the organizational goals. It is difficult to imagine how to conceptualize such criteria without simultaneously considering the outcome aspect of performance at the same time. Thus. the emphasis on performance being an action does not really solve all the problems. Moreover,

despite the general agreement that the behavioral and the outcome aspect of performance have to be differentiated, authors do not completely agree about which of these two aspects should be labelled 'performance'. In the remainder of this chapter we follow the suggestion of Campbell et al. (1993) and refer to the behavioral aspect when we speak about performance.

2.3 Conceptual Framework of the Study

The conceptual framework of the study has the following variables.

- Meaning of performance
- Interrelationship among academic performance.
- Academic achievement and learning outcomes.
- Students' performance in WAEC in English Language in Public and Private schools (2009-2013)
- Students' performance in Mathematics in WAEC in Public and Private schools (2009-2013)
- Students' performance in Science in WAEC in Public and Private schools (2009-2013)
- Students' performance in Arts in WAEC in Public and Private schools (2009-2013)
- Students' performance in Commercial Subjects in Public and Private schools.

2.3.1 Meaning of Performance

The action or process of performing a task or function. Wislocki (2006) opines that performance is based on learning and assessment. In the act of learning, people obtain content knowledge, acquire skills and develop work habits and practice the application of all three to "real world situations". Performance based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills and work habits through the performance of tasks that are meaningful and engaging to students.Academic achievement or performance is the outcome of education - the extent towhich a student, teacher or institution have achieved their educational goals. The meaning of academic performance is how well one does in school. Poor grades are considered bad academic performance.Leo (2009) opines that academic performance is an academic achievement in the educational goal that is achieved by a student, teacher or institution gained over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another. Similarly, Winfred (2009) opines that academic performance is the academic achievement used in school when a student does well in academics. They achieve or perform well in an area of school and do well in their studies.

An accurate measuring of academic achievement is an important part of planning for a child's education. However, no one source of information should be used to assess academic achievement. A student may demonstrate knowledge on one

instrument and fail in another. Using good strategies to assess academic achievement will ensure good information and the best possible educational planning. Albert (2003) opines that there are ways to measure academic performance, and these includes;

i. Administera standardized achievement test. A standardized test has to be givenby someone who meets the qualifications required in the testing manual. Usuallythis is a person who has coursework in administering that type of assessment.Standardized achievement tests compare the students being tested with theaverage student of the same age in a sample of students across the country,

ii. Analyse state testing results: "Each state chooses its own standardized test tomeasure achievement and each defines its own level of "proficiency" on that test.

iii. Use informal surveys to measure academic achievement. Teacher surveys basedon what has actually been taught in the classroom can be a good indicator ofacademic achievement performance.

iv. Look at grade reports.Grades are one tool to use to measure academicachievement. They are a great indicator of academic success and short-termlearning. However, grades do not necessarily measure long term learning ormastery.

2.3.2 Meaning of academic achievement

Achievement is defined as measurable behavior in a standardized series of tests (Simpson and Weiner. 1989). Achievement test is usually constructed andstandardized to measure proficiency in school subjects. In most cases, according to them. "accomplishment" is sometimes used in place of "achievement". According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. What this means is that academic achievement is measured in relation to what is attained at the end of a course. Since it is the accomplishment of medium or long term objective of education. What is important is that the test should be a standardised test to meet national norm. For a test to be standardised, it must be valid for over a period of time Achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion. a feat. a distinguished and successful action. Simpson and Weiner (1989) contended that achievement test intends to measure systematic education and training in school occupation towards a conventionally accepted pattern of skills or knowledge. Several subjects may be combined into an achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient.

2.3.3 Inter-relationship among academic performance, academic achievement and learning outcome

It is hardly surprising that there seems to be a lack of consensus among researchers regarding the similarities and differences among the constructs: academic performance, academic achievement and learning outcomes. Hence, the confusion created in the use of these terminologies when carrying out or conducting research studies. One of the major conceptual problems of these measurement constructs, that is, academic performance, academic achievement and learning outcome, in educational research is that on one hand they mean different things to some researchers and to others they mean the same thing. To those who view them as the same, they can be used inter-changeably. The different positions held by various researchers can be attributed to the problems or measurement of performance and achievement in the United States or America public schools (Lawrence. 1998). The reason behind this problem derives largely from the fact that researchers entered into research studies through different orientations: and many were specialists in a variety of academic fields of study. These developments called for different dimensions and understanding regarding the perception and the ways each of these constructs were used in relation to certain variables. Thus. the difference gave rise to a variety of schools of thought regarding their use in research studies including educational studies. Jimoh (1998) defined educational research as an activity designed to evolve theories, guiding the principles and practice of education. He elaborated that

educational research attempts to use the method and procedures made popular in the physical science to find answers to problems facing education. According to Daramola (1992) educational research may be defined as an organised and systematic attempt to provide solutions to educational problems and to resolves issues or uncover facts relating to teaching and learning situations in all ramifications.

Performance is defined as the observable or measurable behaviour of a person an animal in a particular situation usually experimental situation (Simpson and Weiner, 1989). This means that performance measures the aspect of behaviour that can be observed at a specific period. To determine performance, a performance test is conducted. Singer (1981) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981).

In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behaviour of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher- made test. Therefore, equate academic performance with the observed behaviour or expectation of achieving a

specific statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination mid-semester test.

2.4 Students' Performance in English Language in WAEC

Nwaozuzu (2012) has blamed the poor performance of students in WAEC examination on the poor quality of teachers. She stressed that analysis conducted in the past has shown worrying rate of students failure in English language. She pointed out that some English Language teachers in secondary schools especially some of the Private schools are mainly secondary school leavers who have no fundamentals of teaching.

However, things have changed as many private and public schools have qualified teachers as per the certificate they possess but these teachers are still not able to deliver as expected. Their poor teaching inability to handle the teaching and learning of English is still very significant.

There was a comparative study of students' performance in English Language from 2007-2010. The study revealed that students performance in English Language varies from the students' performance in other Subjects.Analysis of WAEC Examination (2004 to 2008) shows that students' performance in English language has been on average side, with many students coming out with credit in English Language while few others with pass result.

Another correlational analysis of students' achievement in WAEC in English Language (2003 - 2008) shows that poor performance in English Language was as a result of poor standard in English Language and others are lack of textbooks and insufficient qualified English Language teachers. In a similar vein, an assessment review was done by WAEC (2009-2013). The study revealed that WAEC recorded high rate of pass in English Language in the year 2010 and 2011. However, 2009 and 2013 WAEC result in English Language was not too good as more students failed English language. (WAEC, 2013)

West African Examination Council blamed teachers, poor facilities for students' woes at examinations. The WAEC observed that infrastructure and manpower deficits in schools as well as over population of students were responsible for poor preparation of the students by schools and teachers for WAEC examination.Winifred, (2009) opined that the report showed that the ill preparedness of candidates for the examination was evident in the skitchy answers presented, noting that many of the candidates were poor in command of English Language, poor handwriting which made the reading of theresponses difficult, including incorrect spelling of technical terms and inadequate study of the set texts which was evident in the answers presented. For instance the inability of teachers in English Language to subject their students to rigorous exercises in essay writing had manifested in the poor quality of the communicative and writing skills of such students even as they progressed into tertiary institutions. However, WAEC analysis and observation

showed that performance of students in English Language between 2008, 2009, 2010, and 2011 were better than in the previous years.

Albert, (2003) Stressed that available Statistics from WAEC showed that the percentage of student non-performers (those with grades D7 to F9) were usually more than 75% of the total number of candidates who sat for the examination each year. English Language is important because it forms a bridge across our various local and indigenous languages. It also serves as a vehicle of mutual understanding within a neutral environment of ethnic and linguistic plurality. English is a mandatory Subject that all students must pass for the validation of their senior certificate exams. Passing all Subjects except English renders the examination void as many courses in higher institutions require more than simple pass in English for admission. Some of the problems leading to mass failure from the examination bodies were traceable to schools, teachers, peer groups, parents and recently the internet. The term performance has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. English language is the core of the educational curriculum, at least for now. At all levels of educational system, it occupies a prestigious position both as a discipline and as a medium of instruction. The two however differs. Williams (2009) stated that performance is elicited and observed while competence can only be referred to as an underlying ability and so according to him competence has to do

with the strength or the ability to perform. In this work, good performance is referred to as being competent.

Examiners, Educationists and other stakeholders have continuously rated students in Nigeria as incompetent in English language. Hamza (1999) lamented on the low level of competence of Nigerian students. The recurrent poor performance of secondary school students in Senior Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) in Nigeria is disturbing and embarrassing.

In the SSCE, English language and Mathematics are compulsory Subjects for all candidates; hence, much time and attention are devoted to the teaching of these two Subjects in both the primary and secondary schools. Nevertheless, the students have not been performing well and the situation is not improving. The consequence of mass failure in secondary school examinations is the inability of learners to proceed to higher educational institutions. As a result of this, Stakeholders in education are curious to know the causal factors associated with the problem. Causes of poor performance could include ownership of schools and inadequate facilities. Facilities are everything used directly or indirectly for the benefit of education. Facilities could also be explained as the entire school plant such as, blocks of classrooms, staffrooms, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, table, stationeries, playground, storage space, and others which each schools has. It has always been

realized that facilities are very important in the development and improvement of education in Nigeria, especially in Zaria metropolis.

A school without facilities, either Private or Public school may not be able to achieve the stated goals and objectives of the system. When facilities are available and skillfully utilized, they influence learning and make it more meaningful. Facilities are very vital in educationbecause they aid teaching and learning. Bandele (2003) noted that the importance of physical facilities cannot be overlooked. Facilities like modern laboratories, libraries and classrooms are to be put in place in all over schools.

Adesola (2005) found out that the level of available resources is indeed a plus to the teachers and goes to show the level of ingenuity and commitment of teachers towards effective delivery of lesson. There is the need for renovation of old buildings, chairs, desk, cabinet and acquisition of modern classrooms as earlier recommended by Alimi (2007). Akinfolarin (2008) identified facilities as a major factor contributing to performance in the school system. These include: classroom, furniture, recreational equipment among others. Different studies conducted by Ayodele (2000) and Vandiver (2011) showed that a positive relationship exists between availability of facilities and students' academic performances.

A study was carried out to determine the relationship between proficiency in English language and academic performance among students of Science and Technical education. The finding revealed that there is correlation between

proficiency in English language and academic performance of students in Science and Technical education. Students who passed English language performed better than those who failed both in Science and Technical education.

Adebayo (2008) opines that most students who go to Public Schools tend to have low standardized test scores. He stressed further that students performs better in English language in Private schools than Public Schools because of the examination malpractices some of the Private schools engage in.Mohammed (2007) opines that the performance of students can be improved if three major content areas are put into consideration. He outlines the three major content as story listening, paragraph listening and listening comprehension.

2.5 Students' Performance in WAEC in Mathematics

There is now a predominant international mathematics and this mathematics has quite a history. It has its root in ancient Egypt and Babylon and then grew rapidly in ancient Greece.Mathematics written in ancient Greece was translated into Arabic. Later on, Mathematics was translated into Latin and became the Mathematics of Western Europe andover a period of several years it became mathematics of the world.

Joyce (2008) presents the findings of a study of the relationship between students achievement in Mathematics conducted by the West Africa Examination Council (WAEC) in some selected schools in Ifedayo Local Government of Osun

State. It is a fundamental statement todays that we are in the age of technology and Nigeria has also imbibed the idea. The school curricula thus lay emphasis on Science Subjects of which mathematics takes a higher rank. Hence, it is one of the core Subjects in both primary and secondary schools in the nation.

A lot of concerns have been expressed by a larger number of concerned citizens on students' failure especially in Mathematics. There has been a lot of criticism on the fallen standard of education in the media and Public places even though there has not been available or little data to back up these critical comments.

Investigation has shown that students in secondary schools are not very much interested in sciences even though they are aware of the benefits therein. This is due to academic difficulty, choice of Subjects and courses, poor standard in Mathematics. Others are lack of textbooks and insufficient home support. Ajeyalemi (2010) opines that the importance of Mathematics in studying Science has long been recognized world-wide.The nature and scope of mathematics is not entirely abstract but has practical aspects of life. According to Greek Philosophers the whole life is synonymous with Mathematics.

According to Lawton (1983) curriculum has to do with a whole range of matters and tasks relating to contents, experiences and the implementation of the plans into practice by the classroom teachers. For all secondary schools in Nigeria, it is compulsory to offer Mathematics. This is in line with the National Policy on

Education (2004) which emphasizes mathematics as a "vehicle" of Science and technology.

Abdullahi (2009) pointed out that mathematics like an Octopus has its numerous tentacles in all branches of knowledge. Previous researches conducted show that there have been mass failure in Mathematics. Some studies also show that students' negative attitude towards Mathematics has led to poor performance in the Subject .

With regards sex factor as an influence in attitude and performance of students in Mathematics, it wasdiscovered that when males and females performance were compared in an analysis, there existed a sex factor. Ogunleye (2008) discussed the effect of sex differences on performance of students. Ogunleye said "1 have consistently found a significantly more positive mean attitude towards mathematics in males". This statement implies that there are differences in attitude of males and females towards Mathematics. This implies that males have a positive attitude to mathematics than females.

The relevance of Mathematics to the physical sciences was emphasised by Owa (2008). In his work on "Games in Mathematics Education",he pointed out that Mathematics is a must in school curriculum right from primary school to the senior secondary school since it is the basis of understanding science. It is a known fact that one cannot understand concepts and phenomena in sciences without a set of high powered Mathematics tools.

Adeniran (2009) looked at various factors responsible for poor performance of students in Mathematics and ways of minimizing the problems. Such factors include students' negative attitude towards Mathematics and their performances in the Subject . Another factor responsible for poor performance of students in Mathematics is some teachers' inefficiency to teach the Subject effectively and impart its skills.

Mathematics has been the impediment or hindrance to the progress of many students, out of all the Subjects in the school curriculum. It is mathematics that records the most useful and heart-rending results in Publicly-conducted examinations. The disappointing poor performance of students in mathematics year-in-year-out has been a constant source of concern, worry and anxiety to all stakeholders in the educational sector: government, educationist, proprietors, principals, teachers, guardians etc. However, it is this failure rate that leads to the research on the analysis of students performance in WAEC (2009-2013) in selected Public and Private schools in Zaria metropolis.

Mathematics is one of the compulsory Subjects that students must offer in senior secondary school because of their status, irrespective of whether such students are in science, commercial or Arts class. In the secondary school curriculum, according to the National Policy on Education (2004), there are core Subjects, as well as electives, that students must offer. These are: English Language, one of the Nigerian Language (i.e Hausa, Igbo and Yoruba) Mathematics, one of Physics, Chemistry or Biology, one of literature in English, History or Geography and

Agriculture or a vocational Subject . Also, there is a list of Subjects tagged electives from which students have to offer. These include Economics, Government, Commerce, Chemistry, and Health Science.

The student anticipated career will determine which of the electives to offer. These Subjects are Mathematics, English Language, Biology and one Nigerian language and Economics. In addition, students are expected to register for three or four additional Subjects making a total of eight or nine Subjects. To further their studies in institutions of higher learning, especially in university, students are expected to have credit or pass in five Subjects including Mathematics which is also a requirement for students offering Science and social Science courses. This makes Mathematics one of the essential Subjects for students advancement. Mathematics is an important Subject , because its usefulness cuts across all spheres of life such as commerce, computer processing, Engineering and music. It is one of the Subjects taught at both the primary and secondary levels. Mathematics assists in the development of individuals intellectual abilities. Schwab (1964) conceptualizes mathematics as a highly structured discipline and he identified the two structures as conceptual and syntactic.

The conceptual structure deals with the products of mathematics such as defined concepts undefined concepts, postulates and theorems. The syntactic structure consists of the processes used in solving problems such as induction, deduction and idealization. For any successful problem solving, the problem solver

is required to have adequate grasp of the conceptual content as well as understand the process recommended and know when and where to apply them to find a solution.Fajemidagba (2006) affirmed that, it is inadequate understanding of concepts,embedded in mathematics, word expression and ability to choose the appropriate process that lead students into committing errors in mathematics.

Clement (2002) classified errors usually committed in solving into two types. These are semantic and syntactic errors. Semantic errors are committed due to lack of understanding of the meaning of the given problem, while syntactic errors are committed when a problem is given direct translation as it is structured or constructed. For a word problem to be meaningful and conceptually interpreted there should be cognitive interaction with the concepts featured in the problem. To enhance correct transformation of problem statements into equivalent algebraic equation for example, the problem solver needs to be equipped with adequate knowledge of mathematics words, symbols, notations, models and so on.

Mathematics is a fundamental Science that is necessary for understanding most other fields in education. He stressed further that, it is glaring that no other Subject form such a strong force among the various branches of science. The Science Teachers Association of Nigeria (STAN, 2002) referred to mathematics as the central intellectual discipline of the technology societies. In his submission, Odusoro (2002) affirmed that the knowledge of Science remains superficial without mathematics. It therefore means that, the position of mathematics in secondary

school curriculum in Nigeria is important for scientific development. However, it is disheartening that research and data from National Examination Bodies like West African Examinations Council (WAEC) have shown a consistent poor performance in this Subject .

Majority of secondary school students often dread and show negative attitude toward mathematics Awofala (2002) contends that the trends of their achievement in the Senior Secondary School Certificate Examination is also a source of worry to the stakeholders. Mathematics is an important school Subject because it is associated with more academic and or career opportunities (Akinsola and Tella, 2003). Burton cited in Agwagah and Usman (2003) relates the importance of mathematics to the scientific industrial, technology and social progress of a society. It is a Science that studies numbers, shapes, objects and their properties and thus which are needed as a basic requirement for all sciences.That mathematics as an important Subject is unbeatable. But it is very sad to note that the performance by undergraduate students particularly the majors in the Subject in recent time has been worrisome. It has been noted that majority of mathematics secondary school students are procrastinations. This is confirmed by the observation by (Ferrari and Beck, 1998) that over 70% of students engaged in frequent procrastination, most commonly with writing term papers. Procrastination is probably the single most common time management problem (Learning Common fast fact series, 2004).

One basic thing about procrastination is that everyone procrastinates to some extent. However, some reasons can be put forward why students rank highly among those mostly vulnerable to procrastination (Learning Common Fast Fact Series LCFFS, 2004). The reasons according to this group are:

There is always tremendous amount of work to do. Regardless of how much time the students spend studying, it can seem impossible to get finished.

For most students, only few hours each day is spent in class and laboratories. The majority of time is unstructured, and students are responsible for deciding what to do and when to do it. In the school environment, particularly during break hours, there is usually something more enjoyable to do than studying. Many activities compete for a limited number of hours in a week, and studying is often pushed to the bottom list.

It is also recognized that many mathematics students refer to the Subject as being difficult. And they (Learning Common Fast Fact Series LCFFS, 2004) have already asserted that procrastination often results when a task seem difficult, unpleasant or overpowering. It seems reasonable to realize at this point that if the college mathematics students continue to procrastinate, definitely the weak manifestation of matter of fact will continue. As a result, the poor performance of secondary school students in the Subject (mathematics) cannot be allowed to go unattended to. Hence, the effort is generated towards looking into the probable causes of student's poor performance in the Subject and this research will dive into analysis

of student's performance in WAEC in selected Public and Private schools in Zaria metropolis (2009-2013).

2.6 Students' Performance in WAEC in Science Subjects

Analysis of students performance in WAEC in Science based Subjects like biology, chemistry and physics was conducted from 2008 - 2010 in four schools in Enugu and it was discovered that most students performed better in Biology and Chemistry than Physics. The failure of students in Physics was attributed to poor teachers in Physics and poor equipment for Physics practical.

Investigation had shown that students in secondary schools are mostly not interested in sciences but this day efforts are being made by the Federal Government to encourage students to cultivate interest in sciences through introduction of some scholarship scheme, provision of government Science schools.The location of schools (urban or rural) had influence on students' performance in Chemistry, Biology and Physics (Adeogun, 2008). He concluded that Chemistry topics which require Mathematics for proper understanding are difficult for Nigeria secondary schools to comprehend and interpret.

Philips (2009) analysis of students' performance in Science Subjects like Biology, Chemistry and Physics in Southwest, Nigerian secondary schools show some improvement compared to the previous years.Umoru (2010) opines that the development of any nation depends on advancement in Science and technology. He

stressed that people of the world are living in a changing world where Science and technology have been part of the world's tradition and any country that fails to recognize this fact does so at the risk of remaining backward technologically. It is for this reason that the National Policy on Education emphasized that students should be well trained to be able to meet demands of modern age of Science and technology. To achieve this objective, students should have a good background in Science Subjects.

A research on Comparison of Students' Performance in WAEC in Chemistry was conducted in Kaduna South with some selected Private and Public secondary schools from 2006 - 2009 and at the end of the research, it was discovered that 10% of the students performance in Chemistry fall in between Al - B3 and between C4 - C6. While the remaining 90% of the students performance in chemistry were within the range of pass and fail.

Evaluation of students performance in Science Subjects in WAEC was carried out by Reginald (2009) in some selected schools in southeast and it was discovered that more students performed better in Biology and Chemistry than Physics. In his own view, he attributed the poor performance of students in Physics mainly from the schools that failure to employ good and competent teachers in Physics as well as inadequate laboratory equipment for physics practical.

The Federal Government of Nigeria has taken a good number of measures in the previous years to improve and promote the study of science, technology and mathematics in the country. The teaching of the three basic Science Subjects in

secondary schools is in line with National Policy on Education. One of the policy statements of the National Policy on Education section 39.1 stipulates that a great proportion of education expenditure will be devoted to Science and technology (NPE revised, 2008). If this policy were properly implemented, there should be availability of learning resources for the teaching and learning of Science Subjects in most, if not all the secondary schools in the country.

The relationship between learning resources and students academic performance has been investigated. For instance, Aderounmu, Aworanti and Kasali (2007), investigated the impact of the supply of learning resources in science, technology and mathematics education on the trend of students performance at the National Technical Certificate (NTC)/National Business Certificate (NBC). Examination in the five (5) Government Technical Colleges of Oyo State from 2000-2005 and found that learning resources revealed a significant effect in students performance. Ivowi (2002) and Cirfat and Zumyil (2000) observed that lack of Science equipment and laboratories are major causes of poor performance in the Science Subjects in secondary schools in Nigeria. Okafor (2000) reported that 5% of the post primary schools in Lagos state had no laboratories and schools with laboratories were ill-equipped with human and material resources. These factors affected students achievement and their attitude towards chemistry.

Lamenting on students poor performance in Physics, Chemistry and Biology DanAzumi (2008), reiterated that one of the most repeatedly mentioned problem

causing poor performance in these Subjects since the introduction of SSCE is lack of equipment and materials to conduct practical. In a multivariate study, Lawal (2006) reported no significant correlation between adequacy of laboratory equipment and academic performance of student in Science (Physics, Chemistry and Biology) in SSCE in his study on availability and impact of material resources on performance in Physics, Chemistry and Biology in selected secondary schools in Zaria metropolis. In his study, communicating physic through teaching materials in Akwa-Ibom State Government Science College, Onwioduokit (2008) revealed that there exist a positive relationship between the provision of materials and secondary school students' performance in Physics, Chemistry and Biology. This report corroborated the assertion of Jegede, Fraser and Okebukola (2002) who posited that inadequate facilities and close ended laboratory investigations were responsible for students poor performance in Physics, Chemistry and Biology in the seventies and eighties.

On the relationship between availability of qualified teachers and students academic achievement, Nwosu (2008) reported that there is a strong relationship between quality of teachers and students academic performance in secondary schools in Science Subjects. They further reported that students' performance was taken as an index of teacher's effectiveness. A study carried out by Nnamid (2008) showed that students taught by professionally trained Biology teachers performed better than those who were taught by none professionally trained Biology teachers. Supporting the fact that a qualified teacher had an effect on students' academic performance.

Darling-Hammond (2009) using teachers college degree to represent teachers' knowledge of Subject matter, found that teachers who do not have at least a minor in the Subject matter they taught account for 20% of variation in academic achievement scores in Science Subjects of the students. The most reliable predictor of students' academic achievement scores in Science and mathematics as found by Goldherber and Brewer (2000), is the presence of qualified teachers with at least a major in their Subject areas.

On teacher's quantity, Fabunmi, Brai-Abu and Adeniji (2007) noted that schools with larger size and high teacher-student ratio recorded poor performance in Science Subjects whereas schools with small size and lower teacher-student ratio had better academic performance. He also observed that schools with shortage of Science teachers perform far below expectation in SSCE examination. Okonkwo (2000) in his study on the relationship between some schools and teachers variable and students performance in mathematics found out that the qualification and experience of the teachers had a serious effect on the performance of junior secondary one student. Ibraheem (2004) also reported a strong correlation between teacher's qualification and student's academic performance in Science Subjects in secondary school in Epe Division in Lagos State.

From the foregoing discussion, there is a strong indication that academic performances of Science students have a correlate of learning resources available at their disposal in the environment of instructions. Eloebhose and Imhanlahimi (2000),

said that learning resources are those devices, like human and material employed during the teaching/learning process to avoid a situation whereby the predetermined specific learning objectives of the lesson are not achieved. The influence of these resources on students academic performances cannot be overemphasized.Therefore, a careful and cautious attention has been accorded to it, if we want to build and sustain scientists of the future in Zaria metropolis.

According to Ango (2006) laboratory work:

- Stimulate learners interest as they are made to personally engage in useful scientific activities and experimentation.
- Promotes that Science is not only products or process.
- Affords the learner the basic skills and scientific method of problem solving.
- Knowledge obtained through laboratory work promotes long term memory.
- Laboratory helps to provide a forum wherein the learner is given the exercise to Subjects, his beliefs, ideas, statements, theoretical propositions etc to some forms of experimental test (Soyibo, 1990). To maintain and arouse the interests of students in Subjects involving laboratory work, the teacher should be effectively involved in order to transfer knowledge and facts to learners for a good performance in any examinations. In line with this, one then pause to ask, to what extent has laboratory been able to achieve its objectives. Odulaja and Ogunwemimo (2009) highlighted that the teacher assumes a position of dispenser of knowledge with laboratory serving the function of drill or

verification. They further explained that at the other extreme, the teacher assumes the position of aguide to learning and laboratory as a place where knowledge is discovered.

Learning resources play a paramount role in the teaching learning of Science Subjects and inevitably the students academic performance in the Subjects. Despite the fact that the need for meaningful Science teaching in Nigeria and in Zaria metropolis as a whole is identified, a lot of hurdles still prevent the effective teaching and learning of Science Subjects. Various scholars have viewed these problems from different perspectives. For instance, Balogun (2002) asserted that no meaningful Science education programme can exist without laboratory facilities. Laboratory facilities are indispensable to good Science teaching and learning process.

In a world of change where Science and technology is advancing very fast, Science education at all levels in Nigeria is almost at a deplorable state, especially in Zaria metropolis. This is evidenced by the decline in Science Subjects learning outcome characterized by students poor performance (Okafor, 2000) and inadequate supply of skilled human and material resources. In most secondary schools, Eule and Chukwu (2000) were of the view that the global change in Science curriculum due to knowledge explosion and technological development demands for qualitative Science teaching. This changes call for the provision of standard resources at the secondary school, where the foundation of Science learning is laid.

Considerable research efforts are being expended to improve student's performance in Science Subjects, Aguisiobo (2008), explained that the poor capital investment in terms of provision of Science learning resources contribute to students' low level of academic performance. Students from Zaria metropolis Kaduna State Senior Secondary Schools lack Science process skills. This has led to their incomprehensive state of Science content, hence their poor performance in SSCE examination in Science Subjects. Many factors could contribute to this condition and lack or inadequate or total absence of laboratory space and or facilities and insufficient time spent on teaching and learning of Science (Maduabum, Asiya, 2006, Nnaka and Anaekwe, 2006 and Ihuarulam,).

The importance of learning resources and learning of Science cannot be overemphasized, Nwocha (2009) insisted that human and material resources are very important to effectively teach and learn sciences. Stressing the importance of learning resources in Science teaching, Maduabum (2009) and Ango (1990) alluded that a teacher can only achieve his aspirations if enough resources for teaching and learning are available. The absence or the insufficient supplies of these learning resources undoubtedly affect student's academic performance in Science Subjects.

2.7 Students Performance in WAEC in Art Subjects

Despite the importance of Art Subjects the performance of students has been on a down world trend. Media reports show that the performance of students in Art Subjects is not encouraging.

Obayan (2006) was of the opinion that "spend and gender (sex) have a lot to do with the performance of students in Art Subjects. He also said females tend to be more favourably disposed to the study of Art and other linguistic courses than the male gender.

Although gender has been said to be the major determiner of the level of proficiency of students in Art by many scholars but there are several other factors that could undermine the performance of students in Art Subjects such as background of students, teachers, interest.

Nwobia (2007) conducted a research on analysis of students performance in WAEC in Art Subjects from 2007 - 2010 in some selected secondary schools in Southeast and it was discovered that 75% of students obtained Al - A3 in Art Subjects while the remaining 25% all in the category of pass and fail.

Also an analysis of WAEC result by WAEC office as at December 2012 shows that 62.03% students performed poorly in art Subjects especially English language.

Summary of WAEC result in 2009 and 2010 shows that students record high performance in art Subjects.Leonard (2012) carried out a research in analysis of

students' performance in WAEC in Art Subjects in some selected schools in the south cast and it was discovered that 70% of the students that sat for the WAEC performed tremendously very well while 30% of the population of the students failed. Also in 2012, it was published in a mediathat a girl had nine (9) Al in WASSCE examination in Art Subjects from St. Louis Secondary School Umuahia.

From the analysis of some of the WAEC results on students performance in Art Subjects it can be deduced that students performed fairly in Art Subjects than Science Subjects.

Ojo (2009) opines that teacher quality matters. In fact it is the most important school related factor influencing students' achievement in Art Subjects. Teacher competency in teaching Art Subjects can contribute to positive achievement on students performance. David (2007) stressed that the contribution of Arts Subject leads to children's development and it is important that student should be taught very well in order to achieve success.

2.8 Students' Performance in WAEC in Commercial Subjects

One definite thing expected of the educational institution to provide training to meet the demand for the human resource needs of the nation. The training of youth in the commercial Subject is aimed at equipping them with useful skills and improving their knowledge in their desired areas of study. One such educational

program that provides the youth opportunity to acquire skills and knowledge for effective nation building is the commercial and technical education program.

Yalam and Fatuku (2007) suggested the need for the study of commercial and technical Subjects because of the challenges of increased unemployment.It is apparent that there is a decline in students academic achievement in commercial and technical Subjects.

Faruk (2008) carried out a research on students' performance in commercial and technical Subjects in WAEC between 2008 - 2010 in some selected secondary schools in north central and it was discovered that in 2008 and 2009 recorded 30% failure rate while in 2010 recorded 60% failure rate.

Similarly analysis was conducted by Onah (2007) and it was discovered that students performance in commercial Subjects recorded high rate of pass in account, commerce and economics. Adebayo (2009) carried out a research on students performance in commercial Subject in WAEC and it was discovered that most students who take commercial Subjects in WAEC performed better than those who are in science.Owolabi (2009) the Subject provides students' with an in-depth understanding of property management and principles. He further stressed that students' performance in commercial Subjects like Economics, Business Studies, Accounting have been relatively on a higher side either in Public or Private Schools.

2.9 Empirical Studies

The first empirical study is on systematically improving student academic achievement in mathematics and science by Kevin Mason, Charles Bomar and Petre Ghenciu which provided professional development for 60 k-12 teachers from 9 different school districts in western Wisconsin. The project was funded by a math and science partnership grant from the wiscosin department of public of instruction. The purpose of the project was to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. The 2010 summer stem academic standards focused on ecosystems and the interdependence of organisms. It also addressed effective pedagogical strategies in mathematics and science, including contextual teaching, problem –based learning, project-based learning, and inquiry based leaning. This project emphases the 2010 summer STEM Academy and the development of the integrated STEM curriculum by K -12 teachers.

The content of the professional development experience was designed to deepen teachers' knowledge of the subjects being taught, sharpen teaching skills, keep up with the developments in the field, and contribute new knowledge of the profession. Research has shown that teachers, like students best learn science and mathematics doing science and mathematics, by investigating for themselves and building their own understanding". Teachers were immersed in asking and

investigating mathematics and science questions in the classroom, at outdoor locations, and at a variety of business sites. Mathematics and science concepts and skills were taught and experienced by the teachers in the context of how math and science are applied by scientists, researchers and others in business and industry.

The second empirical study is the work ofOmosewo (2012). The study investigated the correlation between senior physics students perception of their physics teachers' effectiveness and the students' performance in Physics. The students continuous assessment scores were correlated with perceptions of students about their Physics teachers' effectiveness and the students' performance in Physics.

The population of the study consisted of fifteen physics teachers from Edu, Kaiama and Moro L.G.A.s of Kwara State. The objectives were to determine the effectiveness of students performance and examine the relationship between senior students perception on physics. It is related to this research in that performance of students in S.S.C.E in physics is also used, and teachers effectiveness in the performance of students was also looked into.

Their findings have implication for Physics teaching. The Physics teacher must take cognizance of the specific needs of pupils in the planning and delivery of his/her lesson and as such devote substantial time to meeting these needs. This is because it has been found from the study and others that have been reviewed that meeting such needs have positive relationship with students' academic performance.

The third empirical study is on the determinants of students' academic performance in financial accounting among senior secondary schools in Oyo State by Adeleke (2013).The research work was to establish academic performance determinism of senior secondary schools in accounting in both National Examination Council (NECO) and West African Examination Council (WAEC) and illustrate its linkage to career interest choice determinants. The research reviewed the focal literature focusing the effects of the determinant of students' academic career interest choice and performance in the Subject.

The population includes all Senior Secondary Schools in three Local Governments in Oyo State and the total numbers of the population were three hundred students.From the findings of the study, it is revealed that all the determinants have positive significant effects on academic performance of senior secondary schools in accounting in terminal public examination.

The fourth empirical studies are on a Correlation Analysis of Students' Achievement in WAEC and NECO Mathematics by Ajao (2012). The study presented the findings of the relationship between students' achievement in Mathematics conducted by West African Examination Council (WAEC) and the National Examination Council (NECO) in four selected secondary schools in Ifedayo Local Government Area, Osun State in Nigeria. The analysis showed that there was a significant positive relationship between WAEC results and NECO in Mathematics in all the selected schools contrary to the hypothesis that said that there was no

relationship in WAEC and NECO Mathematics results in the schools. The researchers recommended that students should develop more interest in sitting for either of the two examinations since they provide equivalent results.

The instrument used was questionnaire and the population of the study 120 students. This research is related in that Mathematics is one of the core subjects offered in S.S.C.E and virtually all the students offers it at this level. It is also a key requirement to entering into tertiary institutions.

2.10 Summary of Literature Review

From the literature reviewed on analysis of students' performance in WAEC, it is of great importance that schools, both Public and Private should monitor their teachers tomake sure that the students are well taught and the teachers should use adequate instructional materials to teach the students.

Also, the Private schools should try to discourage students and teachers from engaging in examination malpractice because it has been observed that students generally depend on cheating in examinations and as a result develop non-challant attitude towards studying and reading their books which usually lead to poor performance of students in WAEC examination.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the main purpose is to describe the research design population sample and sampling techniques, instrumentation and method of administration of instrument the researcher used.

3.2 The Research Design

The researcher used survey research design. According to Mustapha (2000), Survey research design is a technique in research where the desire characteristic of a given population is systematically examined. This research design is used for the study because an entire population cannot be studied.

3.3 Population of the Study

The Research was carried out in Zaria metropolis. The population of this study consists of 10Private schools with 800 Senior Secondary students (SS3) and 20 Public Secondary Schools with 1000 SS3 Students.

3.4 Sample and Sampling Techniques

A Sample is that portion drawn from the population that is studied. Asika (2008) opines that sample is a fraction of the population selected and must have important characteristics of the population. The sample size of this study is determined by using simple random technique to select ten Private schools

and10Public schools. The names of the ten Private and 10 Public schools were written on a paper filed and put inside a book.Anybody,other than the researcher was asked to pick at random.

3.5 Instrumentation

The instrument used to collect the data for this research was asecondary data titled Secondary School West African Senior Secondary School Certificate Examination. The grades obtained by students were with particular reference to English Language, mathematics, science, art and commercial Subjects for the years (2009 – 2013) in Zaria metropolis in Kaduna State and oral interview with the principals of sample schools.

3.6 Validity of the Instrument

Content validity was used.This is in line with Achara (2001) who opines that content validity is determined by expert judgment upon rational logical analysis. However, the content validity of this instrument has already been validated by WAEC.

3.7 Pilot Study

Pilot study involves small scale testing of the procedures that the researcher plans to use in the main study and revising the procedures based on what the testing reveals. The pilot study was carried out in four schools and it was designed to examine the performance of students in WAEC within (2009 – 2013).

3.8 Reliability of Instrument

Mustapha (2012) opines that an instrument is said to be reliable to the degree it measures what it suppose to measures, accurately and consistently yielding comparable results when administered a number of times, so, the reliability of this study was determined using Cronbach alpha and the result shows.516.

3.9 Administration of the Research Instruments

The research used two methods and the methods were:

State WAEC Result (2009 – 2013) from Zonal Ministry of Education Kaduna

Raw grades from (2009 – 2013) WAEC core Subjects results from 10 sampled Private secondary schools and 10 sampled Public secondary schools were collected from the examination officer in respective schools.

The researcher employed the services of research assistant who helped in picking the schools at random.

3.10 Method of Data Analysis

Data were collected and computed using descriptive analytical approach which permit ready and meaningful analysis and interpretation as indicated in chapter four of this study.The data was also analysed using simple percentage to obtain mean score and frequency distribution tables using the extent of degree to measure students performance in WAEC.

CHAPTER FOUR

4.1 Introduction

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents the statistical analysis of the results obtained from WAEC grade sheet. Result of all the Subjectsoffered at the senior secondary school level from 2009 – 2013were collected but analysis is limited to the Subjects' classifications into Arts, Sciences and Commercial disciplines. Exceptions were made for English Language and Mathematics which were analyzed independently for their specific role and importance. A total of eight schools were involved in the study and the period covered was from 2009 to 2013. The analysis of the data collected was done using Statistical Package for the Social Sciences (SPSS) 17th Edition. In the first section, the results are presented along the research questions. The second section concentrated on the test of the study's hypotheses followed with a discussion of the findings from the tests.

4.2 Responses to Research Questions

The research question formulated to aid the investigation into the performances of students in the two terminal examination over the study period are analyzed in this section with mean scores for the respective Subject discipline meant for the respective years. The mean scores which depicts the actual percentage number of students who enrolled in the examination along with the standard deviations are

graphically illustrated for the respective research questions. The research questions are:

Research Question 1: To what extent has the performance of students improved in English language in both Public and Private secondary schools from 2009 to 2013 in Zaria metropolis? The mean performances are expressed in percentage mean scores for the Private and Public schools in Table 4.1. The value for performances are the actual percentages of students who pass the examinations in the respective years out of the total that enrolled. In Figure 1, the mean percentages are graphically illustrated in a line graph.

Table 1: Mean percentage scores of the Public and Private secondary schoolstudents in English language over the period (2009-2013)

	Private			Public		
Years	Mean	Std. Deviation	Std. Error	Mean	Std. Deviation	Std. Error
2009	91.00	33.341	13.611	25.36	22.178	9.918
2010	44.00	15.672	6.398	6.39	3.502	1.566
2011	86.00	32.180	13.138	7.28	1.857	0.830
2012	62.00	23.181	9.464	6.67	5.831	2.608
2013	44.00	18.106	8.097	4.00	3.233	1.617
Total	65.40	25.565	4.747	10.19	12.646	2.581

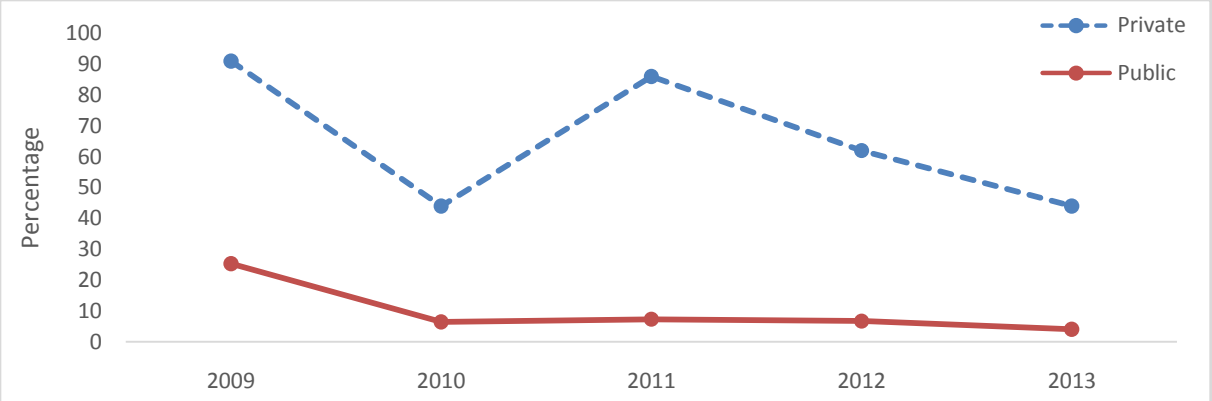


Fig. 2: Trend in performance' percentages of students in English language between 2009 and 2013 academic years

The mean scores show that the Private schools were generally better in their performances in English language in all the years covered by the study. For example while the highest percentage score among the Private school was 91.0±33.34 scored in 2009, the highest score for the Private schools was 25.36±22.138 scored in the same year. The least score was in 2013 when the Private school had 44.0±18.106 and the Public school with 4.00±3.323. The performances of the Public Secondary schools were generally low and tended to follow a downward trend from 2009 to 2013. Among the Private schools, performance was very low in 2010 and 2013 with percentage score of 44.0±15.672 and 44.0±18.106 respectively. Even then, these performance was higher than what was obtained among the Public schools as indicated in the table and the line graph. Performance were particularly high in 2009 and 2011 among the Private schools but from 2011 there tended to be a linear decline in performance and this pattern was also the case among Public schools but their

decline in performance is from 2010. From the observation of performances of the two groups, it could not be said that there have be any improvement, but rather, a decline in performance among the Private and Public schools in English language terminal examination.

Research Question two: What extent has the performance of students improved in Mathematics in both Public and Private secondary schools from 2009 to 2013 in Zaria metropolis? All the schools were involved in this assessment and their percentage mean scores over the five year period are presented in Table 2. The mean percentage scores are presented in a line graph in Figure 2.

Table 2: Mean percentage scores of the Public and Private secondary schoolstudents in Mathematics over the period (2009-2013)

	Private			Public		
Years	Mean	Std. deviation	Std. Error	Mean	Std. Deviation	Std. Error
2009	84.50	16.263	11.500	4.66	1.798	0.804
2010	33.00	19.799	14.000	4.92	0.867	0.388
2011	65.00	49.497	35.000	11.70	5.813	2.599
2012	38.00	38.184	27.000	4.98	4.991	2.232
2013	33.00	19.799	14.000	31.85	30.311	15.155
Total	50.70	32.018	10.125	10.78	15.200	3.103

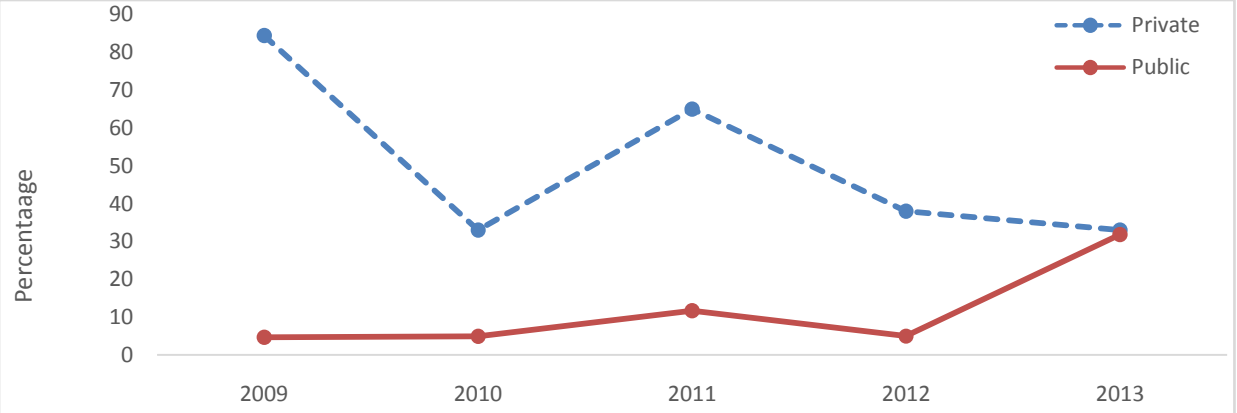


Fig. 3: Trend in performance' percentages of students in Mathematics between 2009 and 2013 academic years

The performances in mathematics was relatively higher among Private school students in 2009 than any of the five years under consideration. As indicated in the table and the graph, 2009 and 2011 were the years when performance was relatively high with an average score of 84.5±16.263 and 65.00±49.497 respectively among the Private schools. The performances for the 2010, 2011 and 2013 were generally low. Among the Public schools, the highest performance was not up to the least among the Private schools in any of the years. On a general observation, there has not been any improvement among the Private and Public schools' performances in mathematics over the five years period.

Research question three: Is there any difference in the performance of students in Sciences in WAEC in Public and Private schools from 2009 to 2013 in Zaria metropolis? The performances of the Private and Public schools in Science Subjects over the five years were compared here. The aggregate percentage score for each of

the school type (Private and Public) for the respective years were used for the comparison. Table 3 shows the mean percentage scores along with the standard deviations and standard errors. The mean scores for the two groups over the period are graphically illustrated in Figure 3.

Table 3: Mean percentage score of the Public and Private secondary schoolstudents in Science Subjects over the period (2009-2013)

	Private			Public		
Year	Mean	Std. Deviation	Std. Error	Mean	Std. Deviation	Std. Error
2009	90.69	12.238	4.625	17.22	19.111	3.822
2010	69.43	29.160	11.021	18.37	19.426	3.885
2011	73.00	32.368	12.234	14.08	15.513	3.103
2012	56.71	29.590	11.184	16.46	22.638	4.528
2013	69.43	29.160	11.021	38.02	35.634	8.175
Total	71.85	28.086	4.747	19.96	23.717	2.174

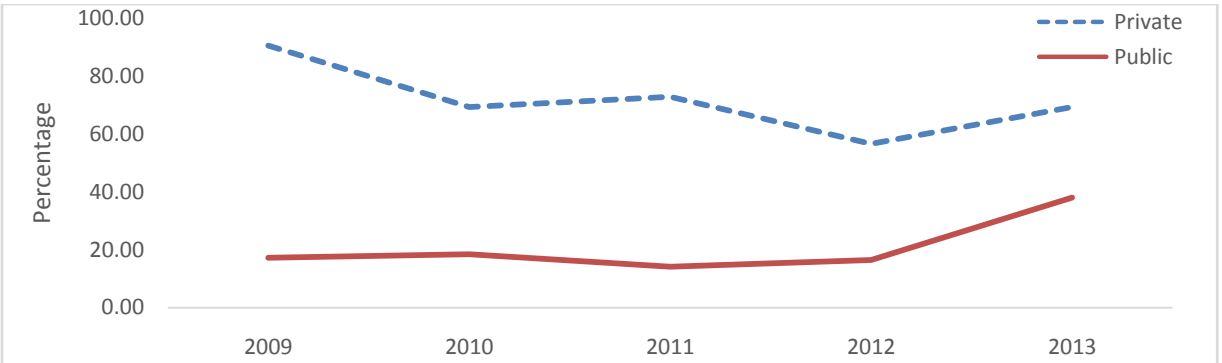


Fig. 4: Trend in performance' percentages of students in English language between 2009 and 2013 academic years

The trend in performances of the two schools could not be said to follow a progressive pattern of improvement as indicated in the table and the graph. For the Private schools, performances in Science was very high in 2009 with percentage of students up to 90.69±12.28. This declined to 69.43±29.160 in 2010 and there was a slight increase to 73.00±32.368 in 2011. There was a fall in performance by the students from the 2011 level to 56.71±29.590 in 2012 with an increase to 69.43±29.160 in 2013. In all, there was no improvement up to the 2009 level. Among the Public school students, a performance was generally very low with the highest percentage pass being 38.02±35.634 which was the score in 2013. Whereas the percentages of passes were 17.22±19.111 and 18.37±19.426 for 2009 and 2010 respectively but it fell to 14.08±15.513 in 2012 before it rose to 38.02. This would mean that there was no steady pattern of increase in the performances of the students in the Public schools. The performances of students in Private schools were however better than those in the Public schools over the period. From the observation, it could

not be said that either of the students have progressively increase their performances over the study period.

Research question four: Is there any difference in the performance of students in Art Subjects in WAEC in Public and Private schools from 2009 to 2013 in Zaria metropolis? The performances in Art Subjects was conducted by computing the aggregate percentage passes of the students from the Private and Public schools over the five year period. The mean percentage scores for the respective years for each of the two groups are shown in Table 4 and with a graphical illustration in Figure 4. From the observed percentage of students that passed the Subjects in the Private and Public schools, the Private schools were generally better in their performances than the Public schools of the five year period.

Table 4: Mean percentage score of the Public and Private secondary schoolstudents in Art Subjects over the period (2009-2013)

	Private			Public		
Year	Mean	Std. Deviation	Std. Error	Mean	Std. Deviation	Std. Error
2009	78.07	34.374	11.458	22.65	23.251	4.048
2010	76.50	31.464	11.124	16.96	17.472	3.042
2011	63.78	36.989	12.330	20.18	22.052	3.839
2012	51.11	38.329	12.776	19.63	25.604	4.599
2013	68.00	38.942	12.981	36.08	35.526	7.105
Total	67.29	35.897	5.412	22.47	25.309	2.033

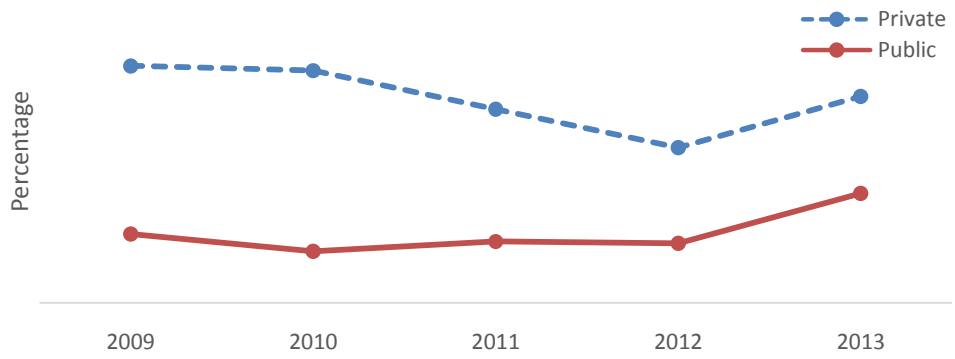


Fig. 5: Trend in performance' percentages of students in Art subjects between 2009 and 2013 academic years

In any of the schools, there was no progressive improvement in performances in terms of the percentages of students that pass the Art Subjects over the study period. There was a contrast in the level of the performances. The Private schools had their highest percentages of passes 78.07±34.374 in 2009 compare to the Public schools who had their highest in 2013 with a score of 36.08±35.526. There was what could be described as a linear increase among the students in the Public schools from 2011 to 2013 but their progression did not exceed 35% at the most increase which was 2013. From the mean scores in the table and the graph, the performances could not be said to have been progressive over the five year period.

Research question five: Is there any difference in the performance of students in commercialSubjects in WAEC in Public and Private schools from 2009 to 2013 in Zaria metropolis? Performances of the students from the two school types in commercial Subjects over the five year period were compared here. Table 5 shows

the percentages of the students that passed in the respective years with their corresponding mean, standard deviations and standard errors. The scores are graphically illustrated in Figure 5.

Table 5: Mean percentage score of the Public and Private secondary schoolstudents in Commercial Subjects over the period (2009-2013)

Year	Mean	Std. Deviation	Std. Error	Mean	Std. Deviation	Std. Error
2009	57.60	39.932	19.966	16.16	20.020	6.331
2010	77.00	29.989	14.994	14.82	18.834	5.956
2011	83.00	23.195	11.597	24.40	27.898	8.822
2012	48.50	46.658	23.329	13.01	17.276	5.759
2013	77.00	29.989	14.994	30.77	25.922	8.197
Total	68.62	33.887	7.577	19.97	22.569	3.224

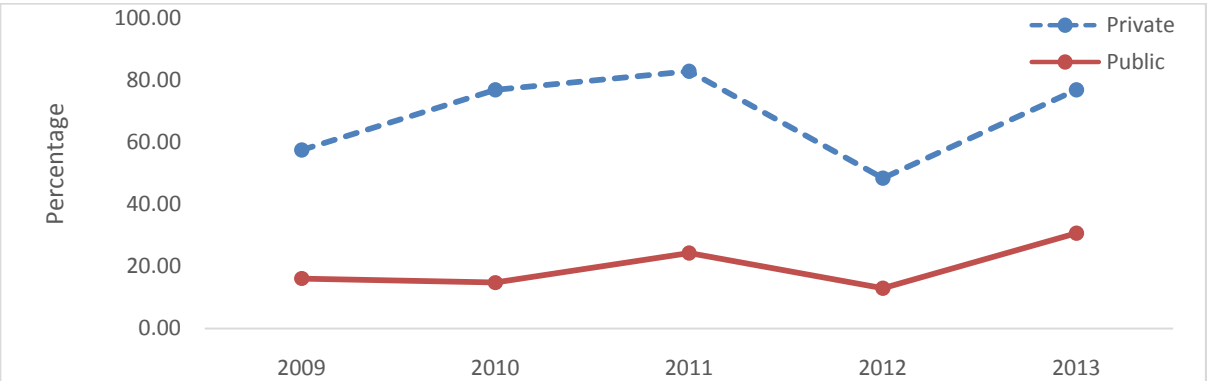


Fig. 6: Trend in performance' percentages of students in commercial subjects between 2009 and 2013 academic years

The table and the graph showed that performance in commercial Subjects was highest in 2011 among Private schools when 83.00±23.195 percentage of students passed the

Subjects. The least performance was recorded in 2012 with 48.50±46.658. In all, there was no consistent increase in the performances of the students in the Private senior secondary schools. For students in the Public schools, the highest performance was recorded in 2013 when 30.77±25.922 percentage of students passed the Subjects. From the table and the graph, the performances of the Private school students are better over the five year period. However, there was no progressive improvement in the performances of the two groups over the study period.

4.3 Test of hypotheses

The hypotheses formulated to determine the significance of the solutions provided in the assessment of the performances in relation to the Public and Private schools in their performances of the study period are tested in this section. The hypotheses are tested as follows:

> Hypothesis I: There is no significant difference in the performance of students in English language in Public and Private schools from 2009 to 2013 in Zaria metropolis.

The mean percentages of the students who passed the English language at the final examination in the five years for the Private and Public schools were compared here using the two sample t-test. The two sample t-test was used because of the two independent groups (Public and Private schools) involved in the test. The percentage

scores for the two groups were presented in Table 1. The result of the test is summarized in Table 6.

Table 6: Two sample t-test on performances of Private and Public seniorsecondary school students in English language final examinationfrom 2009 to 2013 in Zaria metropolis

School ownership	N	Mean	Std. Deviation	Std. Error	t-value	DF	P
Private	15	65.40	22.401	10.018	7.740	37	.000
Public	24	10.19	12.646	2.581			

(t-critical = 2.021, P < 0.05)

The result of the test revealed that the performances of the Private schools were significantly higher than those of the students in Public schools. This is deduced from the observed mean score of 65.40% of students who passed in the Private schools over the period compared to only 10.19% of students who passed the Subject at the same period in the Public schools. The observed t-value of 7.740 in the test is higher than the critical value of 2.021 at the 37 degree of freedom (DF) and the observed probability level of significance for the test is 0.000 (P < 0.05). With these observations, there is enough evidence to reject the null hypothesis. The null hypothesis that there is no significant difference in the performance of students in English language in Public and Private schools from 2009 to 2013 in Zaria metropolis is therefore rejected.

Hypothesis II: There is no significant difference in the performance of students in mathematics in Public and Private schools from 2009 to 2013 in Zaria metropolis.

In this hypothesis, the test is based on the mean percentage of students who passed mathematics in the two types of schools (Private and Public) over the study period. The test was conducted with the two sample t-test procedure. The result of the test is summarized in Table 7.

Table 7: Two sample t-test on performances in mathematics by students inPrivate and Public schools from 2009 to 2013 in Zaria metropolis.

School ownership	N	Mean	Std. Deviation	Std. Error	t-value	DF	P
Private	15	50.70	32.018	10.125	4.976	37	.000
Public	24	10.78	15.200	3.103			

(t-critical = 2.021, $P < 0.05$)

The test revealed that students in Private schools had a higher percentage of passes than their counterparts in Public schools. The observed mean percentage score for the Private schools is 50.70% while that of the Public school is 10.78%. The observed t-value for the test is 4.976 compared with the 2.021 for the critical value at the 37 degree of freedom. The observed level of significance is 0.000. Theseobservations provides sufficient evidence to reject the null hypothesis. Therefore, the null hypothesis that there is nosignificant difference in the

performance of students in mathematics in Public and Private schools from 2009 to 2013 in Zaria metropolis is hereby rejected.

Hypothesis III: There is no significant difference in the performance of students in Science Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.

This hypothesis was tested with the percentages scores in Table 4.3 where the performances of the two groups were compared in terms of the percentage passes in Science Subjects over the five years period. The result of the two sample t-test used for the hypothesis is summarized in Table 4.8.

Table 8: Two sample t-test on performances in sciences by students in Private and Public schools from 2009 to 2013 in Zaria metropolis

School ownership	N	Mean	Std. Deviation	Std. Error	t-value	DF	P
Private	35	71.85	28.086	4.747			
					10.898	152	.000
Public	119	19.96	23.717	2.174			

(t-critical = 1.96, $P < 0.05$)

The result in the table revealed that the performances of students in Private schools was significantly higher than what was obtained in Public schools over the same period. In the table 71.85% of students who enrolled in the Private schools passed Science Subjects while only 19.96 of students in the Public schools that enrolled

passed. The observed t-value (10.898) for the test is higher than the critical value of 1.96. The observed level of significance is 0.000(P < 0.05). Theseobservations provide sufficient evidence to reject the null hypothesis. The null hypothesis that there is no significant difference in the performance of students in Science Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis is therefore rejected.

Hypothesis IV: There is no significant difference in the performance of students in Art Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.

The trend in the performances of the Private and Public schools examined in Table 4.4 where compared in the test of this hypothesis with the aid of the two sample t-test. The summary of the result is presented in Table 4.9.

Table 9: Two sample t-test on Private and Public senior secondary schoolstudents' performances in Art Subjects from 2009 to 2013 in Zariametropolis

School ownership	N	Mean	Std. Deviation	Std. Error	t-value	DF	P
Private	44	67.29	35.897	5.412			
					9.381	197	.000
Public	155	22.47	25.309	2.033			

(t-critical = 1.96, P < 0.05)

From the result in the table, the studentsin the Private schools had a significantly higher percentages passes in Art Subjects over the five year period than was observed among the students from the Public schools. In the table, 67.29% of the students who enrolled in the Private schools passed the Subjects compared to only 22.47% of students in Public schools who passed. The observed t-value for the test is 9.381 compared with 1.96 that stands for the critical value. The level of significance obtained in the test is 0.000 ($P < 0.05$). With these observations there is enough evidence to reject the null hypothesis. The null hypothesis that there is no significant difference in the performance of students in Art Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis is therefore rejected.

Hypothesis V: There is no significant difference in the performance of students in commercial Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.

To test this hypothesis, the percentages of students who passed commercial Subjects in the Private and Public schools examined in Table 5 were compared with the aid of the two sample t-test procedure. Table 10 presents a summary of the result.

Table 10: Two sample t-test on Percentages of passes by Private and Publicsenior secondary school students in commercial Subject between2009 and 2013 in Zaria metropolis.

School ownership	N	Mean	Std. Deviation	Std. Error	t-value	DF	P
Private	20	68.62	33.887	7.577			
					6.977	67	.000
Public	49	19.9714	22.569	3.224			

(t-critical = 1.96, P < 0.05)

In the table, the observed mean percentages of students who passed the commercial Subjects in the Private schools were 68.62 compare to 19.97 who passed the Subjects from Public schools. The table revealed that the Private school students were significantly different from the Public students in the percentages of passes obtained in the commercial Subjects over the study period. This is indicated with an observed t-value of 6.977 and observed level of significance of 0.000 (P < 0.05). With these observations, there is enough evidence to reject the null hypothesis. This means that the null hypothesis that there is no significant difference in the performance of students in commercial Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis is therefore rejected.

Table 11: Summary of Hypotheses Testing

This section describes the hypotheses, the statistical tools used, the significant level, the results and the restated hypotheses.

S/No	Hypotheses	Statistics	Sign	Result	Restate
Ho1	There is no significant difference in the performance of students in English language in Public and Private schools from 2009 to 2013 in Zaria metropolis.	t-test	0.05	Rejected	There is a significant difference in the performance of students in English language in Public and Private schools from 2009 to 2013 in Zaria metropolis.
Ho2	There is no significant difference in the performance of students in mathematics in Public and Private schools from 2009 to 2013 in Zaria metropolis.	t-test	0.05	Rejected	There is a significant difference in the performance of students in mathematics in Public and Private schools from 2009 to 2013 in Zaria metropolis.
Ho3	There is no significant difference in the performance of students in Science Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.	t-test	0.05	Rejected	There is a significant difference in the performance of students in Science Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.
Ho4	T There is no significant difference in the performance of students in Art Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.	t-test	0.05	Rejected	There is a significant difference in the performance of students in Art Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.
Ho5	There is no significant difference in the performance of students in commercial Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.	t-test	0.05	Rejected	There is a significant difference in the performance of students in commercial Subjects in Public and Private schools from 2009 to 2013 in Zaria metropolis.

4.4 Summary of the Findings

The following are the summary of the major findings of the study.

1. The percentages of Private senior secondary schools that passed English language were significantly higher than those who passed among the students in the Public schools from 2009 – 2013 in Zaria metropolis.
2. Private school students that passed in mathematics were significantly higher than those who passed from the Public schools from 2009 – 2013 in Zaria metropolis.
3. The percentages of students who passed sciences among Private schools were significantly higher than those who passed from the Public schools from 2009 – 2013 in Zaria metropolis.
4. The students who passed in Art Subjects among Private senior secondary schools were significantly higher than those who were in the Public senior secondary schools within the metropolis from 2009 – 2013 in Zaria metropolis.
5. The percentages of students in Private senior secondary schools who passed commercial Subjects within the study period were significantly higher than those from Public schools from 2009 – 2013 in Zaria metropolis.

4.5 Discussion of the Findings

This study investigated the trend in performances of students in WAEC among selected Private and Public senior secondary schools in Zaria metropolis from 2009 to 2013 academic years. Five null hypotheses were tested in line with the objectives and research questions of the study. In the test of the first hypothesis, the significance difference between percentages of students who passed English language among Private and Public schools over the period was tested. The result of the test revealed that more students from Private schools passed the Subject than those from the Public schools. The null hypothesis was therefore rejected. From the related data, it was observed that the percentages of students among Public schools was relatively very low compared with what was obtained in the Public schools. There was no established pattern as percentages of students who passed the Subject in both schools was rather oscillating. The observed difference between the Private and Public schools' performances here is in agreement with Sato (2005) who argued that "there is more chance of a better academic performance in Private schools" and Dalma (2005) reported that the present Public schools in Nigeria were simply not measuring up to expectation. The poor performance of Public school teachers here agrees with the report of Nwaozuzu (2012) who blamed the poor performance of students in WAEC examination on the poor quality of teachers.

Hypothesis two tested for significant differences between the percentages of students who passed mathematics in Private schools over the period and those who

passed from the selected Public schools. The test which was conducted with two sample t-test revealed that the percentages of students who passed from the Private schools were significantly higher than those who passed from the Public schools. The null hypothesis was therefore rejected. From the related data, it was observed that over 50% of students who enrolled for mathematics in Private schools passed but the corresponding percentages were relatively very low and only amounted to 11.0%. The trend in performances was not found to follow a progressive or declining pattern. The findings here are consistent with the report of Awofala (2002) who reported that the trends of students' achievement in mathematics at the senior secondary school certificate examination is a source of worry to the stakeholders andAdeleye (2008) who stated that the school system in Kaduna State in which Zaria metropolis is inclusive is beset by unhealthy situations and were characterized by poor academic performances of students.

In hypothesis three significant difference between the percentages of students who passed Science Subjects in the final examination between the 2009 and 2013 from Private and Public senior secondary schools were compared. The result of the test which was conducted with the two sample t-test procedure revealed that the percentages of passes from Private school students was significantly higher than was obtained among Public school students. The null hypothesis was therefore rejected. From the related data, it was observed that no pattern of performance could be established as scores were up and down from one year to another. The finding here

collaborated the reports of Adomako (2005) and Asante (2005) who respectively opined that performance of Private schools has continued to be far better than that of Public schools at the basic level.

Hypothesis four tested for significant difference between the percentages of students who passed Art Subjects from Private schools and those from Public schools over the five years period. The result of the test conducted with the two sample t-test revealed that students from Private senior secondary schools were significantly higher in their percentages of passes in the Art Subjects than those from the Public schools. The null hypothesis was therefore rejected. From the related data it was observed that the pattern of percentage passes could not be said to follow a progressive pattern of a declining pattern as performances increase or decrease on a yearly basis. This finding contradicts Leonard (2012) report on the analysis of students' performance in WAEC in Art Subjects in some selected schools in the south part of Nigeria where it was stated that most students passed the Art Subjects in their final examination.

Hypothesis five tested for significant differences in the percentages of students who passed commercial Subjects from Private and Public schools from 2009 to 2013 academic years. The result of the test revealed that students from Private senior secondary schools have a significantly higher percentages of passes than their counterparts in Public senior secondary schools over the period. The null hypothesis was therefore rejected. The related data revealed that percentage of students passes in

both school types did not follow any established pattern. This means there was no basis to say the performance was increasing or decreasing. The findings here are consistent with Adeyegbe, (2001), Uwadia (2006) and Owokade, (2007) who respectively attributed differences in performance to factors inherent in the candidates and in the syllabuses implementation in the schools. They respectively contented that school ownership is one factor that affects learning activities which in turn affect performance of students. The finding contradicts the report of Faruk (2008) research on students' performance in commercial and technical Subjects in WAEC from 2008 to 2010 in some selected secondary schools in north central zone of Nigeria where it was discovered that 2008 and 2009 recorded 30% failure rate while in 2010 recorded 60% failure rate**.**The finding in this study contradict the report of Onah (2007) who stated that students performance in commercial Subjects recorded high rate of pass in account, commerce and economics.

From the oral interview conducted, it was discovered that mostPublic schools have qualified teachers who are at the level of master degree but however when it comes to commitment to their primary assignmentthat is, teaching work, Private schools teachers were more committed because of the strict classroom visitation as discussed by the principals of the selected schools. It was however discovered from the interview that most Private schools engage students for extra lessons in preparation for the WAEC Examination especially in core Subjects like English language,mathematic while as the Public school hardly do so.

Also, from the interview it was also discovered that Private schools have ratio 1-40 students in class for 2 teacherswhile in Public schools they have 80-100 in a class to 2 teachers.However the principals of both Public and Private schools testify that the teaching method teachers used are quite satisfactory but teachers still need to put more effort.

During the course of the interview the principals in Private schools said students in the Private schools tend to do well in their performance because of the commitment of their teachers to their work while most Public schools used said students performance tend to improve a little.Despite the commitment of the teachers, there is still lapses that need to be tackled. However both Public and Private schoolsprincipalssaid teachers use teaching aids while teaching since it is an avenue to enhance good performance in students.

In the area of truancy and absenteeism both Private and Public schools sampled agreed that students engages in truancy and absenteeism but the Public schools have high percentage of students that play truancy and absenteeism,therebyaffecting their performance in WAEC examination.

All the twenty schools sampled have well equipped Biology laboratory, Chemistry laboratory and physics laboratory.However, some of the chemicals needed in the schools for the students to use are mostly purchased whenever the students are in need of them.

However, in the sampled schools it is only fewPrivate schools that have language laboratory for students use in their oral English language and phonetics sounds.While some of the Public schools do not have language laboratory others have a conducive classroom which the English language teacher can use whenever it is time for oral English. It was discovered from the interview that in Private and Public schools the vice principal academics mark the teachers lesson note/plan and regular classroom visitation is done by the principals in both Public and Private schools.However, most principals in Private schools agreed that they only entered the classroom when the teachers is teaching and stayed for 10minutes before going out. While in mostPublic schools, the principals entered the classroom from the beginning of the teachers' lesson to the end of the lesson.

Despite the classroom visitation by the principals, someof the principals in three of the Public schools interviewed said most of the teachers employed by the ministry most times are fresh graduates or NCE holders that have not gotten enough experience, so what some of them do is to give junior classes for such teachers to teach until they have enough experience before they allow them to teach senior classes.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the assessment of students' performances in WAEC of the selected Public and Private senior secondary schools from 2009 to 2013. Among other, the chapters consist of the summary of the major findings, conclusion, recommendations and suggestions for further study.

5.2 Summary of the Study

The problem of declining performance in Terminal examinations among senior secondary schools students has attracted much attention from stakeholders among which are Federal,State and Local Government levels in Nigeria. With efforts being put in place to enhance performances of students, there has not been any assessment in the trend of performances of senior secondary school levels in their terminal examinations towards establishing whether progress was being made or otherwise. Another aspect of this bewilderment is the possible gap in the number of students who pass such examination in Public and Private schools. In view of the fact that all governments efforts have been geared towards Public schools while Private schools have been self-supporting, it would be of much importance to examine the percentages of students who pass from each of the groups of school set ups. This study investigate the general trend in performances in terms of percentages of students who pass the examinations in Private and Public schools over a five year

period of 2009 to 2013, using some selected senior secondary schools in Zaria metropolis as a case study.

The study has five objectives which include: determine student performance in Mathematics in Public and Private Schools from 2009 – 2013 in Zaria metropolis,research questions and five null hypotheseswere formulated. There is no significant difference in the performances of student in English Language in Public and Private Schools from 2009 – 2013 in Zaria metropolis among others. The study reviewed relevant literature on analysis of students performance in WAEC both the theoretical and conceptual frame work and four empirical studies were also reviewed.

Survey Research design was adopted for the research, the population of the study was 10 Private Schools with 800 Senior Secondary Student (SS 3) and 20 Public Schools with 1000 SS 3 Student. The simple random technique was used for the sample size and the sample size was 10 Private Schools and 10 Public schools.

The instrument was a Secondary data title Secondary School West African Senior Secondary School Certificate Examination.Also, oral interview was used to gather extra information. Content validity was used. The pilot study was done in Four Schools. The reliability of the study was determined using Cronbach Alpha. The result was .516. The findings of the research were as follows:

The percentages of Private senior secondary schools that passed English language were significantly higher than those who passed among the students in the Public schools from 2009 – 2013 in Zaria metropolis.

Private school students that passed in mathematics were significantly higher than those who passed from the Public schools from 2009 – 2013 in Zaria metropolis.

The percentages of students who passed sciences among Private schools were significantly higher than those who passed from the Public schools from 2009 – 2013 in Zaria metropolis.

The students who passed in Art Subjects among Private senior secondary schools were significantly higher than those who were in the Public senior secondary schools within the metropolis from 2009 – 2013 in Zaria metropolis.

The percentages of students in Private senior secondary schools who passed commercial Subjects within the study period were significantly higher than those from Public schools from 2009 – 2013 in Zaria metropolises.

5.3. Conclusions

From the findings of this analysis of the percentages of students who passed the senior secondary schools terminal examination over the study period in this study, the following conclusion has been drawn:

1. The percentages of Private senior secondary schools that passed English language were significantly higher than those in the Public schools over the study period.
2. Private school students that passed mathematics were significantly higher than those who passed in the Public schools over the five year period.

3. The percentages of students who passed sciences among Private schools were significantly higher than those who passed in the Public schools.
4. The students who passed in Art Subjects among Private senior secondary schools were significantly higher than their counterparts in the Public senior secondary schools within the metropolis.
5. The percentages of students in Private senior secondary schools who passed commercial Subjects within the study period were significantly higher than those from Public schools.

5.4. Recommendations

Based on the findings, the following recommendations are made:

1. Principals in Public schools should do thorough supervision especially on teachers that teach English Language, Mathematics and Science Subjects.
2. More Science facilities that can enhance students performance in Science Subjects should be provided both in Public and Private schools.
3. Principal should check and measure teachers teaching Art Subjectsto ensure they are zealous in doing their work especially in Public schools where failure rate is high.
4. Teachers should be sent on training, workshops and seminars to upgrade their knowledge and to encourage the students to concentrate more on Art Subjects.
5. Principals and teachers should organize career talks for students in the choice

of their Commercial Subjects because it helps Students to be self employed and it reduces the rate of unemployment in the country.

5.5. Suggestions for Further Studies

This study investigated performances of Private and Public school in Zaria metropolis from 2009 to 2013. It could be of academic importance to investigate the teachers' performances in Public and Private schools within the metropolis. A comparative study of the professional qualifications of teacher in Private and Public senior secondary schools in the metropolis would be a step in the right direction.

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APPENDIX

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Our Ref: DEFC/S.2

Date:15th June, 2014

The Zonal Education Officer,

Ministry of Education Kaduna

Dear Sir,

LETTER OF INTRODUCTION

The bearer, **Eniayewu Rachael Oluwatoyin** with Registration Number **M.Ed/EDUC/4611/2011-2012**, is a student in this department. She is carrying out research, being part of requirement for graduation in **M.Ed Educational Administration and Planning.** She needs certain information in your organization. Kindly, allow her have access to information in your organization. The information obtained will be used for research purpose only. The topic of her research is:

"Analysis of Students' Performance in WASSCE in Selected Public and Private Secondary Schools in Zaria Metropolis (2009-2013)".

Thanks in anticipation of your kind response.

Yours sincerely,

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

18/9/2014

Dr. Bashir Maina
Head of Department

APPENDIX B

Population for Private Schools. List of Table for Population of Private Schools

S/No	Names of Schools	Numbers of SS 3 Students
1	Therbow School	40
2	Great Hallmark Secondary School	40
3	Demonstration Secondary School Samaru	40
4	God's Time Comprehensive High School Samaru	40
5	Buks International School Zaria	40
6	Bethel Academy Secondary School	40
7	Anty Grace Secondary School	40
8	Model Learning Secondary School Samaru	40
9	Zaria Academy Secondary school Shika	40
10	St. Joseph Seminary Secondary School	40
11	Vital years Secondary School Graceland	40
12	Ibrahim Memorial School Layin Zomo	40
13	Rosvic Prestige Royal Academy Shika	40
14	Dagama Legacy Secondary School Zaria	40
15	ABC Academy kabama-zaria	40
16	Christ College Zaria	40
17	Kings College Secondary School Zaria	40
18	Queens college Secondary School Zaria.	40
19	Dadi International School	40
20	New Era Secondary School Sabongari	40

Source: Zonal Ministry of Education Zaria 2014

List of Population for Public Schools

S/No	Names of Schools	Numbers of SS 3 Students
1	Government Girls Day Secondary School Gogon-Bauch	50
2	Government Girls Secondary School Hayin Dogo	50
3	Government Secondary School Bomo	50
4	Government Girls Secondary School Bassawa	50
5	Federal Government Girls college Bassawa	50
6	Barewa Secondary School	50
7	Government girls Day Secondary School Chindit Barrack	50
8	Government Day Secondary School Al-huda Huda	50
9	Government Day Secondary School Kofar Kibo	50
10	Government Girls Secondary School Zaria	50
11	Government Secondary School Likoro	50
12	Government Girls Secondary Kofar/Gayan	50
13	Government Secondary School Dinya	50
14	Sheikh Ibrahim Arab Special Secondary School Kofan/Karau A & B	50
15	Government Secondary School Kugu	50
16	Government Secondary School Yakasai	50
17	Government Secondary School Muchia	50
18	Government Secondary School Tudun/Saidu	50
19	Science Secondary School Kufena	50
20	Government Secondary School K/Bana	50

List of Ten Private Secondary school Selected

S/No	Names of Schools
1	Therbow Secondary School Zaria
2	Great hallmark Secondary School Zaria
3	Demonstration secondary School Samaru Zaria
4	God's Time Comprehensive Secondary School Samaru
5	Buks International School Grace Land Samaru Zaria
6	Dagama Legacy Secondary School Zaria
7	Kings College Secondary School Zaria
8	Christ College Zaria
9	ABC Academy Kabama Zaria
10	Vital years Secondary School

Source: Zonal Education office Zaria. (2014)

List of Ten Public Schools Selected

S/No	**Names Of Schools**
1	Government Girls Day Secondary School Dogon Bauchi Zaria
2	Government Girls Day Secondary School Hayin Dogo
3	Government Secondary School Bomo Samaru Zaria
4	Government Secondary School Basawa Zaria
5	Barewa Secondary College Zaria.
6	Government Secondary School Bomo
7	Government Secondary School Likoro
8	Government Secondary School Dinya
9	Government Secondary School Kugu
10	Science Secondary School Kufena

Source: Zonal Ministry of Education Zaria 2014

APPENDIX C

Rearticulated Public Secondary Schools
Zonal Education Office, Zaria

1. Barewa College Zaria
2. Government Secondary School Tudun Ijokun
3. Government Secondary School K/Bana
4. Alhudahuda College Zaria
5. Sheikh Ibrahim Arab Special Secondary School K/Karau A AND B
6. Government Secondary School Dinya
7. Government Secondary School Dakace
8. Government Secondary School Kugu
9. Government Secondary School Yakasai
10. Science Secondary School Kufena
11. Government Commercial College, Zaria
12. Government Girls Secondary School Zaria
13. Government Secondary School Likoro
14. Government Girls Secondary School K/Gayan

Public Senior Secondary Schools Zonal Education Office, Zaria

1. Government Secondary School, Zaria (Senior)
2. Government Secondary School, Muchia (Senior)
3. Government Secondary School, Tudun Saidu (Senior)
4. Government Secondary School Chincht (Senior)
5. Government Secondary SchoolMagajiya (Senior)
6. Government Secondary School Aminu
7. Government Secondary School Kauara (Senior)
8. Government Secondary School Pada (Senior)
9. Government Secondary School Dogon Bauchi (Senior)

Source: Zonal Education Office Zaria, Ministry of Education Kaduna State 2014

List of Private Schools

1. Therbow Secondary School, Zaria
2. Grace Hallmark Secondary School, Zaria
3. Demonstration Secondary School, A.B.U. Zaria
4. God's Time Comprehensive High School Samaru
5. Bulks International Schools Zaria
6. Bethel Academy, Graceland Zaria
7. Aunty Grace Secondary School Hanwa Zaria
8. Vital years Secondary School, Zaria
9. Christ College, Zaria
10. Zaria Academy Shika, Zaria
11. Ibrahim Memorial Secondary School, Zaria
12. ABC Academy Kabama, Zaria
13. Model Learning Schools, Samary Zaria
14. Rosvic Prestige Royal Academy, Zaria
15. Dabi International Schools, Shika –Zaria
16. Dagama Legacy, Zaria
17. Queens College Zaria
18. Kings college-Zaria
19. St Joseph Seminary Secondary School Zaria

20. New era Secondary School Zaria

Source: Zonal Education Office, Zaria-Ministry of Education, Kaduna State. 2014

INTERVIEW GUIDELINES

1. What is the minimum qualification of your teachers?
2. Is the teachers method of teaching satisfactory?
3. Has it enhance the students learning?
4. Do students absent themselves from school or play truancy?
5. Do absenteeism in anyway affects students performance in WAEC examination?
6. Do you have language laboratory?
7. Do you have well equipped science lab?
    - Biology
    - Chemistry
    - Physics
8. Who mark the lesson note/plan?
9. Do you visit the teachers while teaching in the class?

10. Do you stay throughout the lesson?

THERBOW SECONDARY SCHOOL, ZARIA																	
SSCE 2009 SUMMARY OF STATIISTICS OF GRADES BY SUBJECTS																	
	SUBJECYS	A1	B2	B3	C4	C5	C6	TOTALA1-C6	%Credit	D7	E8	Total	%Pass	%CRd%pas	F9	AR	No of Student
1	ENGLISH			8	21	29	33	91	89	6	2	8	7.8	99	1	2	102
2	Mathematics	20	15	48	10	3	2	98	96	3	1	4	3.9	100			102
3	Biology			34	34	16	16	100	98	1		1	1	100		1	102
4	Lit in English				2	5	13	20	63	7	3	10	31.3	100		2	32
5	Economics		3	8	18	28	37	94	92	7	1	8	7.8	100			102
6	Agric. Sci	14	17	12	1			44	86		1	1	2	100			51
7	Gov't			4	11	9	7	31	61	1		1	2	100			51
8	CRS		1		1	2	2	6	86			0	0	100		1	7
9	IRS			2	2	6	20	30	49	25	6	31	50.8	100			61
10	Commerce	1		8	2	4	8	23	72	5	4	9	28.1	100			32
11	French					1	1	2	67		1	1	33.3	100			3
12	Geography	7	19	48	3	2		79	99	1		1	1.3	100			80
13	Further Maths				3	3	2	8	67	1	2	3	25	100		1	12
14	Yoruba Lang							0	0	1		1	100	100			1
15	T/D			8	3	5	2	18	95			0	0	96			19
16	Chemistry		1	10	5	7	28	51	73	12	4	16	22.9	96	3		70
17	Physics			10	12	28	17	67	96	2		2	2.9	100	1		70
18	Visual Arts			5		1	2	8	100			0	0	100		1	8
19	Hausa	1	5	7		1	1	15	94			0	0	43	4		16
20	F/Acct									3		3					

Overall percentage of students with distinctions and credits = 78%

Overall percentage of students with five credits and above = 80%

Overall percentage of students with five credit and above including English and Maths = 70%

Overall percentage of students with credits and Pass = 90%

THERBOW SECONDARY SCHOOL, ZARIA																	
WASSCE 2010 SUMMARY OF STATIISTICS OF GRADES BY SUBJECTS																	
	SUBJECTS	A1	B2	B3	C4	C5	C6	TOTALA1-C6	%Credit	D7	E8	Total	%Pass	%CRd%pas	F9	AR	No of Student
1	ENGLISH				1	5	25	31	45	18	18	36	52.2	99	2		69
2	Mathematics		2	6	2	3	11	24	35	8	22	30	43.5	100	15		69
3	French			1	1		1	3	100				0	100			3
4	Hausa Lang	6	8	2				16	89				0	100	2		18
5	CRS			2			2	4	40	2	1	3	30	100	3		10
6	IRS							0	0	3	8	11	26.2	100	31		42
7	COMMERCE	3	6	5	2	1	6	23	85	1	3	4	14.8	100			27
8	ECONOMICS		1	16	10	9	13	49	96	2		2	3.9	100			51
9	GEOGRAPHY	4	4	21	6	8	8	51	98	1		1	1.9	100			52
10	GOV'T			1	2		8	11	38	3	7	10	34.5	100	8		29
11	LIT IN ENG						3	3	19	8	5	13	81.3	100			16
12	BIOLOGY			1	7	12	30	50	71	15	5	20	28.6	100			70
13	PHYSICS		1	16	4	8	14	43	93	2	1	3	6.5	100			46
14	CHEMISTRY			5	3	4	14	26	57	8	10	18	39.1	100	2		46
15	Further Maths			1		1		2	17	8	2	10	83.3	96			12
16	T/D		1	5	1	1		8	89	1		1	11.1	96			9
17	FIN ACCT						2	2	20	6	2	8	80	100			10
18	V.ART		2	2	1	1	1	7	100			0	0	100			7
19	YORUBA							0				0		43			0
20	AGRIC SCI			7	7	6	3	23		1		1					24

Overall percentage of students with distinctions and credits = 56%

Overall percentage of students with five credits and above = 60%

Overall percentage of students with five credit and above including English and Maths = 21%

Overall percentage of students with credits and Pass = 67%

					THERBOW SECONDARY SCHOOL, ZARIA												
					WASSCE 2011 SUMMARY OF STATIISTICS OF GRADES BY SUBJECTS												
	SUBJECTS	A1	B2	B3	C4	C5	C6	TOTALA1-C6	%Credit	D7	E8	Total	%Pass	%CRd%pas	F9	AR	No of Student
1	ENGLISH			10	22	16	24	72	86	7	4	11	13.1	99	1		84
2	Mathematics		1	7	1		16	25	30	14	15	29	34.5	100	30		84
3	BOLOGY			21	17	15	28	81	96	1		1	1.2	100	1	1	84
4	ECONOMICS	1	2	22	11	9	15	60	87	4	4	8	11.6	100		1	69
5	CHEMISTRY				1	3	8	12	26	11	12	23	50	100	11		46
6	PHYSICS	5	7	22	8	1	2	45	98			0	0	100		1	46
7	GEOGRAPHY	9	14	28	3	3	2	59	95		1	1	1.6	100		2	62
8	GOV'T			1	2	1	8	12	36	7	6	13	39.4	100	8		33
9	COMMERCE			2	3	4	9	18	49	8	2	10	27	100	9		37
10	IRS	2	4	19	5		6	36	97	1		1	2.7	100			37
11	CRS			1			5	6	40	3	2	5	33.3	100	4		15
12	T/D				2	3	6	11	73		1	1	6.7	100	1	2	15
13	FRENCH		1	3				4	100			0	0	100			4
14	F/ACCT		1	3	6	5	3	18	95			0	0	100	1		19
15	LIT IN ENG			1		1	8	10	32	13	5	18	58.1	96	3		31
16	YORUBA							0				0		96			0
17	F/MATHS		1	3	4	2	2	12	100			0	0	100			12
18	V/ART			4	1	1	2	8	100			0	0	100			8
19	HAUSA			1	3	3	4	11		2		2		43		1	14
20	AGRIC SCI			6	5	3	9	23		8		8			1	1	33

Overall percentage of students with distinctions and credits = 75%

Overall percentage of students with five credits and above = 87%

Overall percentage of students with five credit and above including English and Maths = 32%

Overall percentage of students with credits and Pass = 91%

					THERBOW SECONDARY SCHOOL, ZARIA												
					WASSCE 2013 SUMMARY OF STATIISTICS OF GRADES BY SUBJECTS												
	SUBJECTS	A1	B2	B3	C4	C5	C6	TOTALA1-C6	%Credit	D7	E8	Total	%Pass	%CRd%pas	F9	AR	No of Student
1	ENGLISH			10	22	16	24	72	86	7	4	11	13.1	99	1		84
2	Mathematics		1	7	1		16	25	30	14	15	29	34.5	100	30		84
3	BOLOGY			21	17	15	28	81	96	1		1	1.2	100	1	1	84
4	ECONOMICS	1	2	22	11	9	15	60	87	4	4	8	11.6	100		1	69
5	CHEMISTRY				1	3	8	12	26	11	12	23	50	100	11		46
6	PHYSICS	5	7	22	8	1	2	45	98			0	0	100		1	46
7	GEOGRAPHY	9	14	28	3	3	2	59	95		1	1	1.6	100		2	62
8	GOV'T			1	2	1	8	12	36	7	6	13	39.4	100	8		33
9	COMMERCE			2	3	4	9	18	49	8	2	10	27	100	9		37
10	IRS	2	4	19	5		6	36	97	1		1	2.7	100			37
11	CRS			1			5	6	40	3	2	5	33.3	100	4		15
12	T/D				2	3	6	11	73		1	1	6.7	100	1	2	15
13	FRENCH		1	3				4	100			0	0	100			4
14	F/ACCT		1	3	6	5	3	18	95			0	0	100	1		19
15	LIT IN ENG			1		1	8	10	32	13	5	18	58.1	96	3		31
16	YORUBA							0				0		96			0
17	F/MATHS		1	3	4	2	2	12	100			0	0	100			12
18	V/ART			4	1	1	2	8	100			0	0	100			8
19	HAUSA			1	3	3	4	11		2		2		43		1	14
20	AGRIC SCI			6	5	3	9	23		8		8			1	1	33

Overall percentage of students with distinctions and credits = 75%

Overall percentage of students with five credits and above = 87%

Overall percentage of students with five credit and above including English and Maths = 32%

Overall percentage of students with credits and Pass = 91%

BAREWA COLLEGE, ZARIA

SSCE WAEC ANALYSIS 2009

SUBJECT	NO SAT	CREDIT	CREDIT%	PASS	PASS%	FAIL	FAIL%
ENG. LANG	354	03	0.8	199	56.2	152	42
MATH	352	24	6.8	188	53.4	140	39.7
HAUSA LANG.	348	158	45.4	112	32.2	78	22.4
I.R.S	312	108	34.6	136	43.6	68	21.8
C.R.S	36	12	33.33	08	22.2	16	44.4
ECONS	174	33	18.9	69	39.6	72	41.3
GEOGRAPHY	340	88	25.9	99	29.1	153	45.0
GOVERNMENT	174	45	25.9	54	31.0	72	43.1
BIOLOGY	342	55	16.0	134	39.2	153	44.7
CHEMISTRY	180	37	20.5	63	35.0	80	44.4
PHYSICS	180	47	23.3	62	34.4	76	44.2
M/WORK	18	03	16.6	02	38.8	0.3	44.4
W/WORK	08	02	25.0	04	50.0	02	25.0
AGRIC SCI	328	78	23.8	107	30.6	143	43.6
LIT ENG	14	02	14.3	06	42.3	06	47.8
TECH DRAWING	25	03	12.0	12	48.0	10	40.0

BAREWA COLLEGE, ZARIA

SSCE WAEC ANALYSIS 2010

SUBJECT	NO SAT	CREDIT	CREDIT%	PASS	PASS%	FAIL	FAIL%
ENG. LANG	437	1	0.23	78	17.8	358	81.9
MATH	437	15	3.4	43	11.4	377	86.2
HAUSA LANG.	437	222	50.8	179	41	36	10.7
I.R.S	381	64	14.6	221	58	96	25.2
C.R.S	56	6	10.7	28	50	26	46.4
ECONS	179	13	7.3	123	68.8	43	24
GEOGRAPHY	351	35	10	106	30.2	210	59.9
GOVERNMENT	179	82	45.8	82	45.8	15	8.4
BIOLOGY	335	73	20.6	202	56.9	80	22.5
CHEMISTRY	233	36	11.2	48	20.6	159	68.2
PHYSICS	233	47	20.2	59	25.3	35	15.0
M/WORK	17	15	88.2	2	11.8	---	---
W/WORK	11	4	36.4	4	36.4	3	27.3
AGRIC SCI	359	180	50.1	151	42.1	28	7.8
LIT ENG	17	4	23.5	14	82.4	9	52.9
TECH DRAWING	22	2	9.1	8	36.4	12	54.5

BAREWA COLLEGE, ZARIA

RESULT ANALYSIS 2011

WAEC

SUBJECT	A1	B2	B3	C4	C5	C6	CREDIT %	D7	E8	PASS %	F9	FAIL %	NO. OF CANDIDATE
ENG. LANG	---	---	---	1	5	17	5.9	29	71	26	216	68	384
MATH	---	---	---	---	2	7	1.8	11	47	15.4	317	82.6	384
HAUSA LANG.	---	1	26	22	27	106	49.2	76	53	34.7	59	15.9	370
CRS	---	---	---	---	---	2	6	2	8	30.3	21	63.6	33
I.R.S	---	---	3	5	5	33	13	61	105	38.1	174	49	351
ECONS	---	---	4	11	17	37	43.1	31	23	33.8	37	23	160
GEOGRAPHY	---	---	3	1	9	55	18.9	64	85	41.5	142	39.5	359
GOVERNEMENT	---	1	3	3	---	8	9.7	12	23	21.2	115	69.1	165
BIOLOGY	---	---	---	---	---	2	0.33	12	75	28.8	216	70.8	305
CHEMISTRY	---	---	---	---	---	3	1.3	13	16	12.4	201	86.3	233
PHYSICS	---	---	2	5	6	47	25.8	40	11	21.9	122	52.3	233
TECH DRAWING	---	---	---	---	---	---	0	---	---	0	41	100	41
W/WORK	---	---	---	---	---	1	7.7	---	3	23	9	69.2	13
METAL WORK	---	---	---	---	---	5	16.7	7	5	40	13	43.3	30
AGRIC SCI	---	---	---	3	5	25	10.4	42	69	48.3	130	41.3	317
ENG. LIT	---	---	---	---	---	---	0	---	3	12	22	88	25
VISUAL ART	---	2	4			---	100	---	---	0	NIL	NIL	6

BAREWA COLLEGE, ZARIA

RESULT ANALYSIS 2012

SUBJECT	WITH FULL RESULT	A1	B2	B3	C4	C5	C6	CREDIT %	D7	E8	PASS	F9	FAIL %
ENG	254	-	-	-	1	4	29	13.4	30	67	38.1	123	48.4
MATH	270	-	-	1	-	6	10	6.3	54	145	73.7	54	20
CHEM	137	-	-	01	-	-	03	2.2	29	34	47	71	51.8
PHYSICS	137	-	-	01	02	04	37	32.1	39	44	39.3	10	7.3
BIOLOGY	227	-	-	-	-	-	-	0	02	06	3.5	219	96.5
ECONOMICS	119	-	-	-	-	-	-		13	24	33.2	82	69
GOVT.	114	-	01	-	02	03	02	7.6	06	16	19.3	84	73.7
AGRI SCI.	223	-	-	-	-	01	15	7.2	15	66	36.3	126	55.2
IRS	258	-	06	65	38	41	68	84.5	23	13	14	4	1.6
HAUSA	260	01	04	37	26	30	58	60	46	32	30	26	10
WOOD WORK	21	-	-	-	-	-	-	-	03	04	33.23	14	66.7
METAL WORK	08	-	-	-	02	01	04	87.5	01	-	12.5	-	
TECH. DRAWING	28	-	01	09	06	04	04	85.7	01	-	16.7	3	10.7
CRS	18	-	-	-	02	04	06	55.6	03	-	16.7	5	27.8
GEOGRAPHY	258	-	-	09	13	14	69	40.7	60	47	41.5	46	17.8
ARABIC	05	-	01	-	-	-	02	60	01	01	4	-	-
COMMERCE	02	-	-	-	-	-	-	-	-	02	100	-	-
LIT-ENGLISH	16	-	-	-	-	-	-	-	-	-	-	16	100

BAREWA COLLEGE, ZARIA

RESULT ANALYSIS 2013

WAEC

SUBJECT	A1	B2	B3	C4	C5	C6	CREDIT %	D7	E8	PASS %	F9	FAIL %	NO. OF CANDIDATE
ENG. LANG	---	---	---	1	5	17	5.9	29	71	26	216	68	384
MATH	---	---	---	---	2	7	1.8	11	47	15.4	317	82.6	384
HAUSA LANG.	---	1	26	22	27	106	49.2	76	53	34.7	59	15.9	370
CRS	---	---	---	---	---	2	6	2	8	30.3	21	63.6	33
I.R.S	---	---	3	5	5	33	13	61	105	38.1	174	49	351
ECONS	---	---	4	11	17	37	43.1	31	23	33.8	37	23	160
GEOGRAPHY	---	---	3	1	9	55	18.9	64	85	41.5	142	39.5	359
GOVERNEMENT	---	1	3	3	---	8	9.7	12	23	21.2	115	69.1	165
BIOLOGY	---	---	---	---	---	2	0.33	12	75	28.8	216	70.8	305
CHEMISTRY	---	---	---	---	---	3	1.3	13	16	12.4	201	86.3	233
PHYSICS	---	---	2	5	6	47	25.8	40	11	21.9	122	52.3	233
TECH DRAWING	---	---	---	---	---	---	0	---	---	0	41	100	41
W/WORK	---	---	---	---	---	1	7.7	---	3	23	9	69.2	13
METAL WORK	---	---	---	---	---	5	16.7	7	5	40	13	43.3	30
AGRIC SCI	---	---	---	3	5	25	10.4	42	69	48.3	130	41.3	317
ENG. LIT	---	---	---	---	---	---	0	---	3	12	22	88	25
VISUAL ART	---	2	4			---	100	---	---	0	NIL	NIL	6