EVALUATION OF STUDENTS' PERFORMANCES IN INTERNAL AND EXTERNAL CHRISTIAN RELIGIOUS STUDIES EXAMINATIONS IN SELECTED SECONDARY SCHOOLS IN OSUN STATE

BY

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DECLARATION

I hereby declare that this Thesis has been written by me, and that it is a record of my own research work.

To the best of my knowledge, it has not been presented in any previous application for a Higher Degree. All quotations are indicated by quotation marks or indentation, and sources of information are specifically acknowledged by means of references.

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CERTIFICATION

This thesis titled "Evaluation of Students' performances in Internal and External Christian Religious Studies Examinations in Selected Secondary Schools in Osun State" by Olaniyi Akinyele Michaiah, meets the regulations governing the award of the degree of Master of Education (Curriculum and Instruction in Christian Religious Studies) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presententation.

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DEDICATION

To the memory of my grand father, Prophet Josiah Ola Olaniyi Akanni Bojuwola who laid the foundation of my education, but has not lived to see my achievements.

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ABSTRACT

The purpose of this study was to Evaluate Students' Performances in Internal and External Christian Religious Studies Examinations in selected Secondary Schools in Osun State.

The subjects of the study were students who graduated from the selected Secondary Schools from 1908 - 1992. Six Senior Secondary Schools were geographically sampled from the Six educational Zones in the State. The variables examined in the study include; Students' performances in Mock examinations and that of SSCE from 190S 1997.

The tool used to gather data for the study was the questionnaire for teachers. Then students' SSCE test scores in CRE results for five years were collected from the schools unit of the Osun State Ministry of Education in Osogbo.

After gathering the data, five hypotheses were then tested and the findings are as follows:

1. Students of the selected Secondary Schools in Osun State recorded a generally low performance in CRE at the SSCE within the period 190S - 1992.
2. Within the same period, the same sets of students also recorded low performance at Mock examinations.
3. Though the Mock examination has served as a good predictor of students' performance in the SSCE, it

has not been able to serve as a motivator for better performance in most schools.

4. The performance of students taught and examined by teachers who have higher professional qualification were better than those examined by less qualified teachers. This was however the case in Mock but not in the SSCE.
5. The performance of students taught and examined by teachers who have more teaching experience were not significantly better than those taught by teachers with less experience. This is also found to be true only in Mock examinations.
6. CRT teachers agree that teachers limit Mock examination questions to only topics covered in the class.
7. CRE teachers are of the opinion that class revision and coverage of more topics after Mock examinations make students perform better in the SSCE.
8. Most CRE teachers in the Senior Secondary Schools do not make proper use of their knowledge of teaching methods to show the evidence of high professional ism.
9. Most Schools do not have a proper way of keeping records most especially students' examination results.

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ABBREVIATIONS

CRE	Christian Religious Education
CRS	Christian Religious Studies
WASC	West African School Certificate
WAEC	West African Examination Council
SSCE	Senior School Certificate Examination
SSS	Senior Secondary School
GCE	General Certificate Examination
GGSS	Government Girls Secondary School
NPE	National Policy on Education
IOE	Institute of Education
PGDE	Post Graduate Diploma in Education
NERC	Nigerian Educational and Research Council
WASCE	West African School Certificate Examination

CHAPTER 1

1. INTRODUCTION

1.1 Background to the Study

It is expected of teachers under every educational system to pre-test their students to determine their preparedness and readiness for external examinations. In schools and colleges in Nigeria, pre-testing of students for external examinations include the various forms of examinations and test teachers present to their students during the course of study before external examination.

In secondary schools in Nigeria, the last internal examination taken by students in preparation for the senior secondary school certificate examination is most commonly known as the mock examination. As an internal examination, the mock examination is conducted, on the part of the students, for the purpose of assessing their preparation for the external examination and thus aid in predicting their performance in. Also, it motivates them to study harder and thus improve on the areas of their discovered weaknesses. This same examination can also help to evaluate the abilities of their teachers in their various fields. Rowntree (1971), has stressed the

important role feedback plays in learning when he pointed out that feedback or knowledge of results is the life blood of learning. According to him "Effective feedback enables the students to identify their strengths and weaknesses and show them how to improve where weak or build upon what they do best", (Rowntree, 1971:64).

The importance attached to the mock examination and the arrangement of its conduct vary from one state to another in Nigeria.

In Osun State, each secondary school recognized by the West African Examination Council uses the mock examination for preparing its students for the SSCE. The mock examination which is the last internal and preparatory examination is conducted or administered individually by each school. Teachers in each school determine the standard of questions and marking schemes as well as marking the students' scripts. The individual school authority is responsible for publsihing the result of the examinations.

In his attempt to prepare students for the SSCE, each subject teacher uses past SSCE question papers by selecting and administering some of the questions, even verbatim, to the students. WAEC marking schemes on such subjects are also employed in marking the students' scripts. This helps

maintain a standard similar to that of WAEC.

The WAEC has the responsibility for the conduct and administration of the SSCE. It also determines and informs the schools that are qualified to present candidates for the examination. This it does by issuing them letters of recognition. The schools are also apportioned centre numbers. The WAEC also draws syllabuses for all subjects and recommends textbooks and other teaching aids as deemed fit.

All senior secondary schools in Osun State adopt the SS syllabus in Christian Religious Education (N.E.R.C., 1985). good performance in CRE examination in the opinion of the teacher is to a large extent determined by certain important factors. According to Udogu (1976), such factors include: the qualification and experience of teachers, availability of facilites, readiness and general attitude of examinee and the coverage of the syllabus in terms of relevance and standard of questions.

Since both the mock and SSCE in Christian Religious Education (in each school) are written by the same students based on the same syllabus and since the students are prepared for both examinations by the same teachers can the CRE mock

examination be used to give an accurate idea of students' performance in the SSCE? This is the task of this study.

1.2 Statement of the Problem

Each secondary school in presenting candidates for the SSCE is interested in ensuring that most of the candidates presented pass the examination. Thus, in using the mock examination as a predictive and preparatory test, the school wants to ensure that its predictive validity is very high so as to give a near accurate idea of future performance of the students in the SSCE.

Unfortunately, the reverse is the case with CRE in some schools. Onyemah (1976), reports a negative relationship between the results of CRE mock and SSCE in some schools in Asaba (Delta State). Other available evidence has also shown that the situation is most alarming in some schools that one is tempted to think that the CRE students who sat for the mock examination in a particular year, were different from those who sat for SSCE in the same year and in the same school. It is not uncommon to hear cases of students who performed very well in the mock examination doing very poorly in WASC examination (Okorho, 1980). In like manner, there are cases where students performed

poorly in the mock examination but performed brilliantly in the SSCE (Onyemah). This often put students, school teachers and authorities in a state of dilemma. The lack of positive relationship between the performance of some CRE students in mock examination and the SSCE has often resulted into a state of suspicion between teachers and students on the one hand and the school and WAEC on the other. Students who did badly in the mock examination often accuse their teachers of victimisation and unnecessary strictness during the examination. Some of such students often vowed to prove the teachers' assessment wrong by doing better in the SSCE.

WAEC on the other hand has its blame. When people fail to perform as expected, WAEC is often accused of "inefficiency" and "carelessness" in handling the examinations. For example, when some CRE students who are rated very highly by their teachers (through their mock result) fail in their final examination, WAEC is often blamed.

The question that then comes to an inquisitive mind is: Are there significant relationship between CRE mock and SSCE? Or are the CRE teachers more linient in marking the mock examinations? Are the questions set for the mock examination

sub-standard? Or are there other factors inhibiting the success of the students in the SSCE?

Although Onyemah (1976), observes a great divergence between the result of mock and WASC examinations in Delta State, this researcher is not aware of any research carried out on Osun State to confirm or reject such a conclusion. This study therefore examines the relationship between, students' performances in mock and SSCE Christian Religious Education.

1.3 Objectives of the Study

The Objectives of this study are as follows:

1. To examine the relationship between students' performances in the mock and SSS. Christian Religious Education examination between 1988 to 1992 in the selected secondary schools.
2. To determine the degree of predictiveness of SSCE through mock examination result.
3. To investigate the relatitonship between the academic and professional competence of teachers in setting and marking standard CRE examination and students' performance in the selected secondary schools.
4. To investigate other factors (such as the

attitude of teachers or students to work and examination) inhibiting the success of students in the final examination.

1.4 Significance of the Study

This study would be significant in the following ways:

1. It will be of immense help to the CRE students as the findings of this research will reveal to them specific factors that may be hindering their performances in final external examination.
2. It may also serve as a guide to students on how to achieve better result.
3. It will furnish the CRE teachers with knowledge of factors militating against good performances of students in SSCE. Thus they will be able to find solutions that can help reduce their educational problems.
4. It will provide parents with useful suggestions that may help them to motivate their children to improve their dedication, commitment and attitude to examination.
5. Finally, it is hoped that the findings of this research will provide the Osun State Ministry of Education with information upon which they

can base their support and emphasis for examination or upon which to base an argument for a better alternative.

1.5 Hypotheses for the Study

The following hypotheses were advanced for this study:

1. There is no significant relationship between students' performances in CRE Mock examinations and that of SSCE 1988 - 1992.
2. There is no significant difference between the CRE teachers' professional qualification and students' performances in SSCE 1988 - 1992.
3. There is no significant difference between the CRE teachers' professional qualification and students' performances in Mock excaminations 1988 - 1992.
4. There is no significant difference between the CRE teachers experience and students' performances in SSCE 1988 - 1992.
5. There is no significant difference between the CRE teachers experience and students' performances in Mock excaminations 1988 - 1992.

1.6 Basic Assumptions

This study is based on the following assumptions.

1. That students' performances in the Mock examination have high predictive power on their performance in the SSCE Christian Religious Education.
2. That internal and external forces (industrial action, examination leakage, students' crisis etc.) do not affect the performances of the students in their mock and SSCE during the period under study.
3. That all the CRE teachers in the selected Secondary Schools are academically and professionally competent in setting and marking examination questions.

1.7 Scope and Delimitation

This study is to evaluate the extent to which the mock examinations have been able to prepare students for SSCE in Osun State.

The study however, will be too broad if the researcher is to carry out investigation in all the Secondary Schools in the State. Hence it will be limited to samples geographically spread and randomly selected in Osun State. The period 1988 to 1992 has been chosen. The reason for this is

because the first set of students under the new 6-3-3-4 Education system were presented for the Senior School Certificate Examination in 1988. Having implemented this system for five years the researcher believes that it is worth evaluating to see the extent to which students' performances in Mock examinations are related to their performances in the SSCE.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study is aimed at evaluating students' performances in internal and external Christian Religious Education examinations in selected secondary schools in Osun State from 1988 to 1992.

The purpose of this chapter is to review literature related to the study. This is done under the following sub-heading:

1. Justification for the teaching of CRE in Nigerian schools.
2. Modes of Evaluation in CRE
3. Relationship between internal and external examinations.
4. Factors militating against the predictive power of mock examination.

2.2 Justification for the Teaching of CRE in Nigerian Schools

In Nigeria, the teaching of Christian Religious Education in schools started with the introduction of Western Education (Fafunwa 1974). The importance of teaching and learning CRE in schools cannot be over-emphasised. According to Ilori (1992), there are three educational criteria which every subject needs to fulfil if its inclusion in the school curriculum is to be justified on educational grounds.

two of these criteria are:

1) The subject must incorporate a unique mode of thought and awareness which is worthwhile to man's understanding of himself and his situation.

2) The subject must ensure understanding and actively foster the child's capacity to think for himself.

There is therefore the need to apply these educational criteria to CRE so as to determine the extent to which they have been fulfilled. This is because, its ability to fulfil them will determine its effectiveness or ineffectiveness both in the lives of the learner and in the society in general.

In his evaluation of the different reasons given in the past for including religious teaching in schools, Ilori is of the view that these aims have rarely been educational ones. "Rather the subject was advocated from its introduction in 1943 on what may be called ecclesiastical, spiritual, historical, moral and cultural grounds". He went further to say that the reasons that have been used at some time or another to justify having CRE in schools include the following:

1. Because christianity is true and without a knowledge of it men and women will live improverished lives (Ecclesiastical and spiritual justification).

2. Because a child who has a religious faith is more likely to behave in a moral way than a child who has not (moral justification).
3. To bring children to an encounter with Jesus Christ (spiritual justification).
4. To present young people with the challenge of the personality of Christ (spiritual justification).
5. Because christianity is true, and because it answers the deepest need to human nature (spiritual justification).
6. To enable children know and love God and to practice in the school community the virtues appropriate to their age and environment (spiritual justification).

From the above, we can deduce that these objectives cannot be accepted as being educationally valid within a public system of education serving a multicultural society. However, with the implementation of the New National Policy on Education and the production of a curriculum based on this policy one can say that the inclusion of religious education in Nigerian schools can now be justified on educational grounds. It has fulfilled the educational criteria earlier mentioned. Ilori defends this view when he posits that Religious Education in schools is now based on the following educational goals:

1. To help the students build up a worthwhile sense of direction in life and to achieve a valid perspective on the whole business of living.
2. To educate students on what a proper attitude is and how to develop a faith in which to travel through life.
3. To widen and deepen the students' cognitive domain.

A study carried out by Jaiyesimi (1981), in Lagos reveals that in Nigerian schools, though CRE is an optional subject at WASC level, majority of the students choose it for WASCE. The reasons suggested for this include.

1. Its being related to religious book and consequently its value as a source of guidance.
2. Students' familiarity with its content which makes it easy for them to understand.
3. Its being presumably simple to pass in examination and assumed high commitment of teachers who teach the subject etc.

Thus the Osun State Educational Management Board has continued to provide schools with teachers to handle the subject and supervisors to ensure its effective teaching. This no doubt is due to the fact that CRE like any other subject can be justified on educational ground.

2.3 Modes of Evaluation in CRE

Shavelson (1976), defines evaluation as a means of assessing the value or worth of something, work, project etc.

Bajeh (1979), identifies three major purposes of evaluation as follows:

1. To measure the effect of a given programme against the goals it set out to accomplish in an effort to contribute to subsequent decision making about the programme.
2. To strengthen the programme.
3. To compare the gains of adopting a programme with that of other programmes similar in a number of respects.

Ilori (1992), feels that there are two major purposes for evaluation in the school setting. These are:

1. To help the teacher and students improve their instructional and learning experiences.
2. To help adminstrators and instructors in decision-making.

All these points to the importance of evaluation in every programme especially in education. Evaluation becomes quite essential since it concerns itself with measuring and judging and also reporting students progress.

According to Adekeye (1986), evaluation provides necessary information about individual students. Through evaluation the levels of attainment of students is determined and therefore appropriate instruction is given. When lapses in teaching and learning are discovered, restructuring is made to improve on them. This is done either by changing method of

instruction, providing more facilities, revising certain subjects etc. Evaluation also gives feedback to students by informing them of their strengths and weaknesses in the various subjects they offer. In the process students will know their hopes and aspirations and can forecast the future.

Both Ozigi and Carham (1978), and Bello (1981), discussed some techniques of evaluating student's work. Some of these methods are as follows:

1. Oral Test - This method can be used for revision in class and test for oral communication or when less facts are required.
2. Take-home assignments - This method of evaluation aids the teacher to validate students organizational skills, presentation of relevant facts, communications, understanding of assignment or originality of ideas.
3. Observation - A close look at students' behaviour in and out of class either to guide the students or grade the character as part of school cummulative record about the students.
4. Continous Assessment - This is the continous grading of students' work and these grades will form part of the students final grade in the course or subject.
5. Formal examinations - There are two types of formal examination- essay and objective. These types of

test item helps the teacher to measure students' ability to organize, interprete, evaluate and apply knowledge to appropriate fields.

It is important to point out that formal examinations per say are very involving especially when they are essay types like the two kinds of examinations on which this study is based. There are the problems of setting the examination questions based on the syllabus, time-tabling, administering the examination in a proper and desirable manner to enchew leakage and other irregularities, the preparation of a good marking scheme for the examination, the marking of the scripts and other connected issues. All these are really very demanding, considering the limited time available for all the jobs connected with examinations.

Hence no examination can be completely error free. However, it is necessary to minimise errors in examination to make them reliable by carrying out all the processes involved with the greatest care possible. This of course is not an easy thing but it must be the goal of any good evaluation technique.

2.4 Relationship Between Internal and External Examination

The relationship between teachers' assessment and students' performances in examinations has attracted investigation of individuals, groups and organizations. Many such studies conducted have expressed diverse opinions on this relationship.

One common characteristics of examinations according to Lewis (1974), is that the standards set are often subjective. They are based on what the candidate, in the opinion of the examiner (or chief examiner) should attain. To determine the degree of objectivity of teachers' assessment of their students, researchers often relate teachers' assessment to external assessment made by a neutral body.

The result of an investigation carried out in Newzealand by Elley and Livingstone (1972), showed that there is a reasonably high degree of relationship between teachers' assessment of their students and assessment by external examining bodies.

Okunlela (1980), in a study on the relationship between students' performance at mock and WASC examinations found a close (0.75) relationship which was statistically significant. The reasons he adduced for this high correlation are as follows:

1. The methods of setting the two examinations were similar.
2. The standard of the two examinations were similar.
3. The marking scheme for the two examinations were alike.
4. The calibre of the teachers at the schools studied compared favourably with the calibre of the WASC examiners who set the examinations; and
5. The conduct of the two examinations are similar.

Following investigation into the relationship between the examination results in four schools in Igala land (now Ankpa, Dekina and Idah local government areas of Kogi State), Attah (1973) reported that there were significant relationship in some of the schools while the relationship was not significant in others.

Daliop (1976), established a 0.85 correlation between the results of the mock and WASC examinations of students of ST. Murumba College, Jos in Mathematics. This he further tested and found to be statistically significant at 0.002 level. He suggested some reasons for this close relationship. The main difference between the two examinations according to him "is that the mock is set by the teacher while the WASC examination is set by the West African Examinations Council in Lagos. The class teacher will set what he has taught the students at the mock examination but WAEC sets the WASC examinaition on the whole of the syllabus whether it has been taught or not."

From a study of the performance of the students of Ijum Grammar School, Asaba (now in Delta State), Onyemah (1976), observed that students' performance in the WASC examination were at times improvements on their mock examination performances while in other years WASC examination results were worse than the result of the mock examination. Concluding, she remarked that "the students performed poorly in internal examination i.e. mock examination and that WASC performance validate this statement.

2.5 Factors Militating Against the Predictive Power of Mock Examination

2.5.1 Academic and Professional Incompetence of Teachers in Setting and Marking Standard Examinations

Murphy (1979), from the result of a Comparism of Teachers' Assessment with GCE examination results found that "teachers' prediction based on real assessment was approximately 40% correct of the predicted grades and 80% accurate to be within one grade of the predicted grades." He therefore concluded from the statistical results obtained that there is a reasonably high level of agreement between the grades prediction of teachers and grades which their students obtained in external examinations.

Inyang (1973), does not appear to support the findings that teachers' assessment of their students' performances in internal examinations can predict performances at external examinations. According to her, there are many cases of teachers who are professionally qualified but inexperienced in setting and marking standard examinations while many are highly unqualified. She also pointed out the case of insufficient staffing which often result in teachers being assigned to teach subject

for which they are not trained. She reported a case in which English Language was taught by a teacher who had graduated in Social Studies. According to her, because of this situation, teachers who are either unqualified or inexperienced in setting and marking standard examination award very high marks and over- predict students as a result of which some students get inflated opinions about themselves only to perform woefully in external examinations.

Along similar lines, Adesina and Ogunsaju (1984), observed that the internal exmaintions which are mainly achievement tests and teacher constructed test are largely subjective in nature unless in areas where the tests are made of objective items. According to them, one peculiar dimension in these tests is that they are norm-referenced. The determination of the fate of the students with regards to whether he succeeds or fails is left to the class teacher who assumes the responsibility of evaluating the students through the end of term or year tests in the subjects which he taught. Most of the tests are very subjective and various factors go into the success and failure of these students in the test. One of such factors, they posited is the academic and

professional incompetence of some teachers in setting and making standard examination.

In a write-up: Sacher (1978), was also of the view that teachers assessment of their own students cannot be objective. In his opinion:

> "To regard a teacher's judgement as a desposition made from a firm point of view as a matter of prescribed content (i.e. a pupil's performances, abilities and personality)is to make an untenable positivistic elipses (Sacher, 1978:12)."

This view emphasizes the posibility of the influence of personal bias and extreneous factors on teachers' assessment of their students. Teahcers are becoming increasingly aware of the danger of this situation. As pointed out by Sacher, himself a teacher, teachers are very much aware that:

> "Every judgement establishes a living connection between, on the one hand, the person judging and his judgement, and on the other hand, the person judged and the behaviour which the judgement handicap has ascribed and atributed to him and which he has sustained (Sacher, 1978:14)."

To reduce the effect of personal bias in their assessment teachers often use the external examinations as a model for

their assessment.

From his findings, Fasokun (1981), reported a 0.81 relationship between the quality of teaching staff and the quality of students' result at the WASC examination in selected secondary schools in Oyo State, Nigeria.

In a similar study by Popoola (1982), in Ogun State of Nigiera, he remarked that there was a significant relationship between the quality of teachers and students' academic performances in WASC examinations.

2.5.2 Attitude of Teachers and Authorities

The boundaries of responsibilities of the teachers of today most especially teachers of CRE have increased beyond all proportion when compared with those of their predicessors in education. Any teacher of CRE with progressive training to his credit is not only concerned with the art and science of imparting the areas of knowledge withing his expertise of his pupils, but he is keen to ensure that the children at the receiving end of the teaching process are able to comprehend, analyse, synthesise, evaluate and apply their classroom learning to meet their needs of real life situations.

Studies have shown that one reason for poor performance in examination is that some teachers do not have the right attitude to work. In a study by Onorise (1976), it is stated that one of the reasons for the abysmally low performance in the external examinations is because of teachers who "suddenly resign their appointment at the middle of the year, leaving

the innocent students helpless in the face of an external examination because replacement are not often sent for years."

In his comments on the attitude of some CRE teachers, Ilori (1992), disclosed that both teachers and students of CRE see the subject as non-involving like other subjects. Therefore they display a lukewarm attitude to the learning and teaching of the subject.

In order that the mock examination may be a good predictor, Olo (1985), recommended that the teacher who teach in secondary schools especially the upper class, should make definite effort to raise the academic standard of their schools. This could be done by being proud of their noble profession, devoted and industrious since these factors were found to affect the students' performance in the two examinations.

On the basis of previous findings, Abi (1985), asserts that a high standard of mock can be maintained if the teachers work had towards completing the syllabus before the mock examination. In order to achieve this, the syllabus should be started earlier than usual. The time table for mock and WASC examinations should spread evenly to give enough time for students to study well for each subject. The mock examination should be taken two months earlier before the final

examination. The students too should be given enough time for revision and study before the final examination.

2.5.3 Attitude of Students to Work and Examination

The attitude of students to work and examinations have been observed to have great influence on the effectiveness of teacher-made test at predicting future performance.

Onyemah (1976), disclosed that when a student performs well in the mock examination, the tendency is for him to strive not to perform below that standard in the final examination. Those who perform very badly on the other hand may be discouraged and thus give up hope, thereby performing equally badly or even worse in the final examination. However performance in the mock examination may serve as a negative reinforcer on performance in the final examination. Those who perform very well in the mock examination may out of overconfidence perform below standard in the final examination.

Available evidence seems to support the contention that mock examination results have more predictive motivational effect than negative effect on students. In a study conducted on the attitude of teachers and students to mock examination, Udogu (1976) explained that both staff and students take the examination seriously but they take the final examination more seriously. This situation is explained by the fact that the Mock examination result has a short-life span and has very limited use and acceptability.

2.6 Summary

In this section, a review of literature related to this study was done. It has been discovered that with the implementation of the New National Policy on Education and the production of a curriculum based on this policiy, the inclusion of religious education in Nigerian schools can now be justified on educational grounds.

Also the discussion on the modes of evaluation in CRE has shown that the importance of evaluation in every programme especially in eduation cannot be over emphasized. This is because evaluation provides necessary information about individual students. Thus it helps both students and teachers in their efforts towards achieving the desired goals.

Researches conducted by different educationists have shown that, in most cases students' performances in internal examination influence their performances in external examination either positively or negatively. This depends largely on the extent to which certain extreneous factors (such as teachers qualification and experience in setting and marking standard examination and the attitude of both teachers and students, towards examination) have been taken care of.

While the related studies reviewed dealt mostly with the correlation between internal and external examination in other subjects, this study attempts to find the relationship between Mock and SSCE results in Christian Religious Education. This is an area to the best of the researcher's knowledge in which

no previous study has been conducted. Furthermore, the validity of internal examination can be measured in the following ways:

a) Its correlation with external examination.

b) Study of how it could predict future academic achievement. And

c) determine whether it has been able to motivate students for better performance.

The first two have been studied but the last has not. The present study is therefore attempting to do this. This makes the work unique and its findings would contribute to scholarship in this subject.

CHAPTER 3

RESEARCH DESIGN AND PROCEDURE

3.1 Introduction

This chapter contains a discussion of the methods and procedures employed for the study. Aspects to be considered include the following: Population, Sampling procedure, Instrumentation, Pilot study, Content validity, Data gathering procedures, and the Methods of data analysis used.

3.2 Population for the Study

The population for this study includes the students who offer CRE in Senior Secondary Schools (SSS) in Osun State between 1988 to 1992. They are made up of male and female students from different ethnic groups in Nigeria between 13 and 19 years of age. They can be found in various secondary schools in all the six educational zones in Osun State. The results of these students have been chosen for the research because it shows the academic performances of those who sat for CRE in both mock and final examination during the period under study.

In addition to the students' results, CRE teachers in secondary schools in Osun State were made to respond to questionnaire. This is because they are responsible for the implementation of the CRE curriculum.

3.3 Sampling Procedure

In considering the sampling of this research, the following areas will be discussed: Sampling of schools, Sampling of students' results, and Sampling of teachers.

3.3.1 Sampling of Schools

The Ministry of Education Headquarters of Osun State is based at Osogbo. There are six educational zones. They are as follows:

1. Ede Zone
2. Ife Zone
3. Ikirun Zone
4. Ilesa Zone
5. Iwo Zone
6. Osogbo Zone

All these zones have a number of schools under their juridiction, each headed by a Zonal Director. These Zones are responsible to the State Ministry of Education Headquarters in Osogbo. Instructions are sent from the Headquarters to the Zonal Offices for implementation. By implication the implementation of the National Policy on Education is supposed to be the same in all the six educational zones in the state.

In the light of the above, the researcher selected six (6) senior secondary schools within the state, one school each from the six educational zones. In order to obtain an

accurate representation, the stratified random sampling technique was used.

The researcher collected the list of the schools in Osun State from the Schools unit of the State Ministry of Education. The schools were then grouped according to their zones. Using the WAEC centre numbers as a guide for the order, the schools were given new consecutive code numbers begining from 001. The researcher then made use of the table of random numbers to draw out one school each from the zones which had earlier been stratified. The researcher believes that this technique made it possible for every secondary school in the state to have an equal chance of being selected.

3.3.2 Sampling of Students' Results

Students' results sampled were limited to the final year students (SSS III) of each of the schools under study. Thus, this study covers the academic performances of students who sat for the CRE Mock and SSCE and who graduated from the Schools between 1988 - 1992.

The performances of the candidates in Christian Religious Education for the period under study were calculated from their results in Mock and SSCE.

3.3.3 Sampling of Teachers

A total of twelve (12) teachers teaching CRE in the SSS level in the selected schools were served with questionnaire. Of this number, only six (6) teachers were found to be teaching CRE in SSS III. Thus it is the responses of these

six teacher who teach the SSS III level that were computed for the hypotheses formulated for this study. The reason for this is because, they were the ones responsible for the implementation of the CRE curriculum most especially that of the final year. These teachers were also found to be responsible for the setting and marking of the Mock examination in their various schools.

3.4 Instrumentation

Two main research insturments were employed for the collection of data. These were the questionnaire and test scores (See Appendix A, B and C).

3.4.1 Questionnaire

A closed-ended questionnaire titled "Teachers' questionnaire" was designed and used to gather primary information for the study. Broad range of opinion on the problem under examination was given and respondents were required to show their degree of agreement along five scales.

The questionnaire was in two parts. The first part sought personal and school information from the CRE teachers. The second part sought teachers opinion about the mock and SSCE, and the attitude of teachers and students, to both examinations, (see Appendix A).

3.4.2 Test Scores

The researcher was not able to follow up the students (who had already graduated from the schools) to administer copies of questionnaire to them on their interests, attitudes

and opinions on the course which are also strong factors contributing to students' performances in both examinations. This was so because it was difficult to know where they were. Therefore the students' mock and SSCE result recorded in the schools for the period under study were used.

3.5 Content Validity

According to Kolo (1991), the concept of content validity is "a check of test efficiency and suitability to measure what is expected so as to minimize errors and misinterpretations." To ensure that the questionnaire measures adequately what it is intended to measure, the researcher submitted the teachers' questionnaire to his supervisor and statisticians within and outside the Department of Education. This enabled them to read through, and to make necessary corrections.

After the questionnaire had been developed, the researcher thought it necessary to carry out a pilot study at Kufena College, Wusasa, Zaria. The researcher sought for permission from the School Principal for the purpose of pilot study. The Principal together with the Head of CRE Department chose a date for the administration of the questionnaire. This was because the teacher responsible to the SSS III students was said to be absent from school on official assignment.

On the set day, the only CRE teacher teaching the SSS III students was given a copy of the teachers' questionnaire to complete. The researcher waited and collected the

questionnaire back.

The researcher also had verbal discussion with the teacher to find out about the clarity of the test items. The CRE teacher expressed a feeling of satisfaction with the questions. When the pilot study was marked, it was also discovered that none of the test items were poorly filled. The result thus seems to indicate that the test items were good enough for the general survey.

3.6 Administration of Questionnaire

The researcher made the administration of the questionnaire a joint work of the researcher himself and the CRE Heads of Department. The researcher first obtained the permission of the principals of the schools under study. He then requested introduction to the Heads of CRE Department. The questionnaire were given to the Heads of Departments who distributed them to the teachers. After completion, the researcher collected the questionnaire back from the Head of Departments. It was after the completed questionnaire were returned from all the schools that the researcher started analysing the data gathered.

3.7 Statistical Analysis

Three statistical techniques were used for the purpose of analysing the data and computation of results; these were the Table of Percentages (%) simple Correlation Coefficient (r) and Analysis of variance (ANOVA).

The table of percentages was used to analyse the items in Nos 1 - 20 and to summarize the responses. The reason for this is because percentages reduce different sets of numbers to comparable sets of number and to a common base (Kerlinger 1973). Adoke (1978), also argued that any set of frequencies can be transformed to percentages in order to facilitate statistical manipulation.

The coefficient of correlation (r) was used to establish relationship between students' performance in the Mock (x) and their performance in the SSCE (Y) (Hypo.one) This technique is most appropriate because it can indicate the degree and direction of the relations of the variables.

For hypotheses two to five, the analysis of variance for independent samples (ANOVA) was used.

A critical level of significance for the two types of calculation i.e. correlation coefficient and the ANOVA, is 0.05.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the analysis of data collected through questionnaire that were administered. The first part sought for general information on the teachers. Its data are presented in tables of percentages which were drawn following the pattern of the questionnaire. The information have been analysed in form of frequency distribution and percentage to allow for easy interpretation.

The Likert five point scale was also employed in gathering data to find the percentage of those who agree or disagree to each item in section B of Teachers' questionnaire. The figures under SA (Strongly Agreed) and A (Agreed) represent the percentage of the positive responses to a particular item. While those under SD (strongly Disagreed) and D (Disagreed) represent the percentages of the negative responses. To identify the "general view" of CRE teachers in Osun State, on each item, the higher of the two percentages between the positive and negative responses is accepted. Since the figure under undecided (Neutral) in each item is qualitative rather than quantitative, it is not considered.

In the second part, the questionnaire was divided according to the hypotheses. In order to test hypotheses one,

simple correlation coefficient was used. This statistic technique was used to explain relationship between students' performances in Mock and SSCE. The Analysis of variance (ANOVA), was then used to explain the difference between teachers' professional qualification, experience and students' performances in setting Mock and SSCE (H0:2-5). Level of significance of 0.5 was chosen in accepting or rejecting the hyupothesis. Interpretations were based on the acceptance or rejection of the hypotheses stated for the study.

4.2 Zonal Representation

For this study, the six educational zones in Osun State were represented. One Senior Secondary School was selected for each zone. The schools are:

Sekona Grammar School, Sekona

Moremi High School, Ile-Ife

Coker Memorial Grammar School, Ikirun

Methodist High School, Ilesa

Orile-Owu Grammar School, Orile Owu

Ogidan Grammar School, Osogbo

For each of these schools, two CRE teachers teaching at the SSS level responded to questionnaire. The break down of the responses received for each Zone is shown in Table 4.1

Table 4.1 Zones

Zone	School	f	%
A	Sekona Grammar School, Sekona	2	16.67
B	Moremi High School, Ile-Ife	2	16.67
C	Coker Memorial Grammar School, Ikirun	2	16.67
D	Methodist High School, Ilesa	2	16.67
F	Orile-Owu Grammar School, Orile Owu	2	16.67
G	Ogidan Grammar School, Osogbo	2	16.67

Table 4.1 above shows that from the six (6) educational Zones, six (6) schools were selected as samples. From each of the selected schools, two (2) CRE teachers which represent 16.67% responded to the questionnaire. This shows that a total of twelve (12) questionnaire were administered for this study.

4.3 Teachers' Data

4.3.1 Demographic Information

This section contains data collected from CRE teachers on personal information, qualification teaching experience etc. It also contains information on the section of the secondary schools which the teachers teach. The findings are reported as follows:

Table 4.2 Sex

Sex	f	%
Female	5	41.67
Male	7	58.33
Total	12	100.00

Table 4.2 above shows that the respondents are made up of 5 females which represents 41.67% and 7 males which is 58.33%. This means that majority of the respondent CRE teachers whose views are used in this study were males (men).

Table 4.3 Age

Age	f	%
36 - 40 years	4	33.33
41 years and above	8	66.67
Total	12	100.00

Information in table 4.3 above reveals that 4 which represent 33.33% of the respondent teachers fall within the ages of 36 - 40 years while 8 which is 66.67% were 41 years and above. The implication of this is that majority of the respondent teachers are above 40 years.

Table 4.4 Academic Qualification

Academic Qualification	f	%
Ph.D	0	0.00
M.A, M.Ed, M.Th	0	0.00
BD, BA, B.Th, B.Ed	8	66.67
NCE, Dip.Th, Dip.RE	4	33.33
Others	0	0.00
Total	12	100.00

Table 4.4 above reveals that majority of the respondents 8 or 66.67% were holders of first degree in either Divinity, Religious studies, Theology or Religious Education. Other teachers 4 or 33.33% were either N.C.E or Diploma holders. It is then clear that most of the respondents had first degree.

Table 4.5 Professional Education Qualification

Academic Qualification	f	%
Ph.D (Educ)	0	0.00
M.Ed	0	0.00
P.G.D.E.	1	8.34
B.Ed (CRE)	7	68.33
N.C.E. (CRS)	4	33.33
Total	12	100.00

Information in table 4.5 above further shows that one (1) which represent 8.34% of the respondents had a Post Graduate Diploma in Education. Seven (7) or 68.33% had professional degree in Religious Education while 4 which is 33.33% had the National Certificate of Education. It is then obvious that all the CRE teachers used in this study had one form of professional qualification or the other in CRE.

Table 4.6 Teaching Experience

Years of Experience	f	%
less than 1 year	0	0.00
1 - 3 years	0	0.00
4 - 6 years	3	25.00
7 - 9 years	4	33.33
10 years and above	5	41.67
Total	12	100.00

Table 4.6 above shows that majority of the respondents have been teaching CRE at the Secondary school level for not less than seven (7) years. Three (3) which represent 25.00% of the respondents have been on the job for between four and six years. Four (4) which represent 33.33% of the respondents have beden teaching between 7 - 9 years. Five (5) of the teachers which is 41.67% have been teaching for not less than ten years. Most of the teachers cannot in this case be regarded as inexperienced as far as the teaching of CRE in Secondary School is concerned.

Table 4.7 Section being taught by Teachers

Section of Teaching	f	%
SSS I	1	6.00
SSS II	5	41.67
SSS III	6	52.33

A look at table 4.7 above reveals that of the respondents hile one (1) which represents 6.00% teaches only SSS 1 level, five (5) which is 41.67% teach the SSS II level. Only six (6) respondents which represents 52.33% teach the SSS III level. The implication of this is that only the 6 teachers who teach the SSS III level are used to test the hypotheses formulated for this study. The reason for this as stated in 3.3.3, is because they are the ones responsible for the implementation of the CRE curriculum in the final year. Furthermore, these teachers were also found to be responsible for the setting and marking of the mock examinations in their various schools.

4.3.2 Presentation of Section B of the Teachers' Questionnaire

In this section teachers indicated their rating of mock examination as a predictor of the SSCE. They also responded to items on qualification, experience and attitude of teachers and students to examination. This was to assertain whether the mock examination, in the teachers' opinion has any impact on the performance of students in SSCE.

Table 4.8 Mock as predictor of the SSCE

Contents	SA f (%)	A f (%)	UD f (%)	DA f (%)	SD f (%)	Total f (%)
1. The principal aim of the mock examination is to predict students' performance in the SSCE	2 16.67	10 83.33	-	-	-	12 (100.00)
2. Teachers limit mock examination questions to only topics covered in the class	2 16.67	7 58.33	-	3 25.00	-	12 (100.00)
3. There is no noticeable difference between the standard of mock and SSCE questions	-	5 41.67	-	7 58.33	-	12 (100.00)
4. The performance of students in the Mock examination often approximate their performance in the SSCE	-	5 41.67	-	7 58.33	-	12 (100.00)

Information in table 4.8 above shows that all the respondents agree with the first two test items. Ten (10) which is equivalent to 83.33% of the respondents agreed and 2 which is 16.67% strongly agreed that the principal aim of the mock examination is to predict students' performance

in the SSCE. While 5 which present 41.67% agreed that there is no noticeable difference between the standard of mock and SSCE questions, 7 which represent 58.33% respondents however disagreed. Also 7 or 58.33% respondents disagreed that the performance of students in the mock examination often approximate their performance in the SSCE. This means that it is either that students perform better in the mock while they perform poorly in the SSCE or vice-versa, five (5) respondents which is equivalent to 41.67% agreed that students performance in Mock often approximante their performance in the SSCE. All the respondents at least agreed that the Mock examination is meant to serve as predictor for the SSCE. However majority of the respondents are of the view that the difference between students' performance in Mock and SSCE is very evident

Table 4.9 Teachers' Qualification and experience

Contents	SA f (%)	A f (%)	UD f (%)	DA f (%)	SD f (%)	Total f (%)
1. Improper staffing of schools will affect students' academic performance	5 41.67	6 50.00	-	1 8.33	-	12 (100.00)
2. Professsionally trained teachers teach more effectively than nonprofessionals	3 25.00	9 75.00	-	-	-	12 (100.00)
3. The standard of mock examination questions and marking vary from one teacher to another	4 33.33	8 66.67	-	-	-	12 (100.00)
4. The mock result of students in CRE taught and examined by professionally qualified and experienced teachers predict candidates performance in the SSCE more accurately than when taught and examined by less qualified and experienced teacher	1 8.33	11 91.67	-	-	-	12 (100.00)

In the first test item of table 4.9 above majority of the respondents agreed that improper staffing of schools affects students' academic performance. While 6 which respresent 50.00% agreed, 5 which is equivalent to 41.67% strongly agreed. Only one (1) of the respondents which is 8.33% disagreed. This means that not much could be achieved by students if schools are not properly staffed. Also all the teachers agreed that professionally trained teachers teach more effectively than non professionals. While one (1) which represents 75.00% agreed, 3 which is equivalent to 25.00% strongly agreed. Furthermore, majority of the

teachers agreed that the standard of mock examination questions and marking vary from one teacher to another. While 8 respondents which are equivalent to 66.67% agreed, 4 which represent 33.33% strongly agreed. It is obvious that various factors such as: individual differences, qualification, experience either in the teaching profession or as an external examiner contribute greatly to this. lastly, like other test items, all the teachers either agreed 11 (91.67%) or strongly agreed one (8.33%) that the mock results of students in CRE taught and examined by professionally qualified and experienced teachers predict candidates performance in the SSCE more accurately than when taught and examined by less qualified and experienced teachers. Both hypotheses two and three are meant to test for significant difference between the qualification and experience of teachers and students' performances in SSCE.

Table 4.10 Attitude of Teachers and Students to examination

Contents	SA f (%)	A f (%)	UD f (%)	DA f (%)	SD f (%)	Total f (%)
1. Teachers' assessments of their students in mock are often influenced by their knowledge of the students	-	5 41.67	-	7 58.33	-	12 (100.00)
2. Class ravision and coverage of more topics after mock examination make students perform better in SSCE	5 41.67	7 58.33	-	-	-	12 (100.00)
3. The SSCE is better supervised than the mock examination	-	7 58.33	2 16.67	3 25.00	-	12 (100.00)
4. Students consider the SSCE more important and thus prepare harder for it	4 33.33	8 66.67	-	-	-	12 (100.00)
5. Students are often motivated to perform better in SSCE by the result of the mock examination	1 8.33	10 83.33	1 8.33	-	-	12 (100.00)

In the first item of table 4.10 above, majority of the teachers under study, i.e 7 which represent 58.33% disagreed with the statement that teachers' assessments of their students in mock are often influenced by their past knowledge of the students. Five or 41.67% respondents however agreed. There is unanimous agreement among teachers that class revision and coverage of more topics after mock examination make students perform better in SSCE. This no doubt further confirms the fact that most teachers limit their mock examination questions to only topics covered in the class. Majority, 7 which is equivalent to 58.33 agreed that the SSCE

is better supervised than the Mock examination. While 2 or 16.67% could not decide, three (3) respondents which is 25.00% disagreed with this statement. Furthermore, all the respondent teachers agreed that students consider the SSCE more important and thus prepare harder for it. This is probably due to the fact that unlike some years back, most tertiary institutions in Nigeria no longer consider it adequate for admission. Finally majority of the respondent teachers are of the opinion that students are often motivated to perform better in SSCE by their result in Mock examination. This confirms the study by Onyemah (1976), that when a student performs well in the mock examination, the tendency is for him to strive not to perform below that standard in the final examination. It should also be emphasised that performance in the Mock examination may serve as a negative reinforcer on performance in the SSCE. This is because those who perform very badly on the other hand may be discouraged and thus give up hope. It is also likely that those who perform very well in the mock examination may out of over confidence perform below standard in the final examination. However, this study confirms the fact that in the opinion of CRE teachers, mock examination result have more predictive motivational effect than negative effect on students' performance in the final examination.

4.4 Hypotheses Testing

The interpretation of data in this study was done based on the hypotheses and the research questions. Five hypotheses were stated for testing. Below is a discussion of how these hypotheses were tested.

In order to test the hypotheses, coefficient of correlation was determined to test hypothesis one, for relationship between two (2)

variables. Correlation Coefficient was calculated between mock and SSCE for 1988 - 1992.

For the other remaining four (4) hypotheses the analysis of variance for independent samples (ANOVA) is used. This is to calculate the variations between and withing the denominators. The critical level of significance for the two types of calculation - correlation coefficient and the ANOVA is 0.05.

4.4.1 Hypothesis I

There is no significant relationship between students' performances in CRE Mock and SSCE from 1988 - 1992.

To test this hypothesis, simple correlation coefficient was employed. The results are shown in table 4.11.

Table 4.11: Students' performance in Mock and SSCE

S/N	Examinations	Total	Correlation	df	p
1	Mock	0.1283	0.9715	28	0.005
2	SSCE	0.1531			

From the data in table 4.11 above, the correlation coefficient of 0.97 was found. While the degree of freedom (df) = 28, and probability level (p) = 0.005.

Thus the calculated value is greater than the critical value. The conclusion is that the null hypothesis is rejected. That is, students' performances in mock as shown in this study is a good predictor of their prerformance in SSCE. The rejection of this hypothesis agree with the teachers' rating of the test items 1, 3 and 4 in table 4.8.

It should however be pointed out that, the fact that there is significant relationship does not indicate that students performed very well in both examinations. It has only shown that students were not able to improve on their poor mock performance in the SSCE. Infact students' scores as shown in Appendix B and C reveal that apart from zone C and F, the performances of students in both mock and SSCE were below average within the period under study. For example, out of the 461 students that sat for the SSCE from 1988 - 1992 in Zone A, No candidate scored A (distinction) while only 138 which is equivalent to 29.93% got C (credit). The remaning 323 students which represent 70.07% could not get a credit pass which is the requirement for admission into tertiary institutions in Nigeria. Furthermore, in Zone B, only 151 students which 38.18% passed. In zone D, out of the 225 students presented, only 46 which represnet 17.83% passed. Also in Zone E, out of the 229 students presented only 118 students which is 51.53% passed. Thus one can conclude that although the mock examination is signficantly related to the SSCE, it has not succeded in serving as a motivator for better performance in the SSCE.

4.4.2 Hypothesis 2

There is no significant difference between the CRE teachers' professional qualification and students' performance in SSCE from 1988 - 1992.

To test this hypothesis, a one way ANOVA was used. The results of which are shown in table 4.11.

Table 4.12: Teachers' professional qualification and Students' performance in SSCE

	df	SS	MS	F-val	P
Between	1	2.468E+04	2.468E+04	4.10	0.0524
Within	28	1.683E+05	6.012E+03		

Table 4.12 above shows that with the df = 29 and the calculated F value of 4.10, there is no significant difference between the CRE teachers' professional qualification and Students' performance in SSCE as the probabaility stands at 0.0524. This means that the calculated value is lesser than the critical value F at 0.05 level of significance. The conclusion therefore is that the null hypothesis stated above is retained. It is obvious from table 4.4 that all the respondent teachers had one form of professional qualification or another. However, the result of this hypothesis implies that the performance of students taught by teachers who have higher Educational qualification (P.G.D.E. and B.Ed) do not differ from those taught by teachers who have lower Educational qualification (NCE and Diploma)

One should normally expect that there would be a major difference between the performance of students taught by these two sets of teachers. This is supported by the responce in table 4.8. In this study it is however revealed that there is no significant differemce.

In this light, the researcher is inclined to think that it is either that the teachers who have higher Educational qualification do not care to make proper use of their knowledge of teaching methods to show the evidence of high professionalism or that teachers with lower Educational

qualification put in more efforts to obtain better result.

Hypothesis three was further tested to see the extent to which teachers' qualification influence students' performance in mock examination.

4.4.3 Hypothesis 3

There is no siginficant difference between the CRE teachers' professional qualification and students' performance in mock examinations from 1988 - 1992.

Table 4.13: Teachers' Professional Qualification and Students' Performance in Mock Examination

	df	SS	MS	F-val	P
Between	1	3.663E+04	3.663E+04	5.24	0.0299
Within	28	1.994E+05	6.994E+03		

From the data in 4.13 above, one discovers that with the df = 29 and the calculated value of F = 5.24, there is a highly significant difference between the CRE teachers' professional qualification and students' performance in Mock examinations from 1988 - 1992, as probabaility level stands at 0.0299. This shows that the calculated value of F is greater than the critical value of F at 0.05 level of significance. The conclusion, therefore, is that the null hypothesis stated above is rejected. The findings here shows that unlike the SSCE teachers' professional qualification has more influence on students' performance. The result of this hypothesis agrees with the responce of teachers in table 4.8.

4.4.4 Hypothesis 4

There is no significant difference between the CRE teachers' experience and students' performance in SSCE from 1988 - 1992.

Table 4.14: Teachers experience and Students performance in SSCE

	df	SS	MS	F-val	P
Between	2	2.531E+04	1.265E+04	2.04	0.1500
Within	27	1.677E+05	6.212E+03		

An observation of table 4.14 shows that with the df = 29 and the calculatedd F value = 2.04, there is no significant difference between CRE teachers' experience and students' performance in SSCE from 1988 - 1992. In other words, the performance of students taught by teachers who have more years of experience do not differ from those of students taught by less experienced teachers. If the responce of teachers in table 4.5 is followed, it could be said that though there is difference in the number of years in which the respondent teachers have been teaching, none of them could be regarded as inexperienced. Further observation also reveals that although two of the respondent teachers have more years to their credit, yet they are less qualified. This may probably account for the reason why the difference between teachers' experience seems not to have any significant effect on students' performance in SSCE.

Hypothesis five was also tested to see if there is significant difference between teachers' experience and students' performance in Mock examination from 1988 - 1992.

4.4.5 Hypothesis 5

There is no significant difference between the CRE teachers' experience and students' performance in Mock examination from 1988 - 1992.

Table 4.15: Teachers Experience and Students' Performance in Mock Examination

	df	SS	MS	F-val	P
Between	2	3.675E+04	1.837E+04	2.53	0.0980
Within	27	1.957E+05	7.248E+03		

The data in table 4.15 above reveal that with df = 29 and the calculated value of F = 2.53, there is no significant difference between the CRE teachers' experience and students' performance in Mock examination from 1988 - 1992, as probability level stands at 0.0980. This shows that the calculated value of F is greater than the critical value of F at 0.05 level of significance. The conclusion, therefore, is that the null hypothesis stated above is retained. That is, like hypothesis four above, the experience of teachers do not affect students' performance in CRE Mock examination.

4.7 Summary

This chapter deals with the data analysis. The data were gathered from teachers through questionnaire. Also data gathered from the results of students in Mock and SSCE were presented and analysed.

The five hypotheses formed out for the purpose of this study were tested using two types of statistical tests. These are the correlation coefficient and Analysis of variance (ANOVA). On the basis of the data, hypothesis one was rejected under the correlation coefficient. under the

ANOVA, three of the remaining four hypotheses were retained and one rejected. The major finding of the study will be discussed in the next chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research which focuses its attention mainly on the relationship between internal and external CRE examinations sought for information from different sources. These sources have been discussed in chapter Two and Three. The present chapter attempts to give a general summary, report the major findings, conclude and make recommendations to the Government, CRE teachers, parents and other researchers.

5.2 Summary

This study began with a description of the problem. The problem was viewed against its historical setting. The purpose, objectives and hypotheses for the study were then set forth to provide a framework within which the investigation was to be carried out.

A review of related literature was done. This review centred on themes which include justification for the teaching of CRE in Nigerian Schools, Models of Evaluation in Christian Religious Education, Relationship between internal and external examinations and factors militating against the predictive power of Mock examination. These reviews were intended to provide theoretical basis for statistical data, interpretation, resulting conclusions and recommendation for the study.

The method used for data collection were through questionnaire and official document. A teacher questionnaire was administered to CRE teachers to collect information. Both Mock and SSCE results of the six schools over the period of five years were used to establish the quality

of students' performances in CRE examinations. The Likert five point scale was employed in gathering data, to find the percentage of those who agree or disagree to each item. Then the analysis of the data collected was done.

In the analysis of the data, tables of percentages and two statistical tests were carried out to make the interpretation of the result of the data possible. The statistical test carried out are correlation coefficient and the Analysis of variance (ANOVA). Coefficient of correlation was done to find out the relationship between students' performance in Mock and SSCE. ANOVA was used to find the difference betwen teachers' qualificaion, experience and students' performance.

All the five hypotheses which were in the null form were tested and the following results were arrived at.

Hypothesis 1

There is no significant relationship between students' performances in CRE and SSCE from 1988 - 1992.

This hypothesis was rejected because a signficant relationship was seen to exist after testing.

Hypothesis 2

There is no significant difference between CRE teachers' professional qualification and students' performances in SSCE from 1988 - 1992.

The null bypothesis here was retained after being tested. The reason is that no significant difference was seen to exist.

Hypothesis 3

There is no significant difference between CRE teachers' professional qualification and students' performance in Mock examinations from 1988 -

1992.

The null hypothesis was rejected because a significant difference was seen to exist.

Hypothesis 4

There is no significant difference between the CRE teachers' *experience and students' performance in SSCE from 1988 - 1992.*

The null hypothesis here was retained due to the fact that no significant difference was seen to exist.

Hypothesis 5

There is no significant difference between the CRE teachers' experience and students' performance in Mock examination from 1988 - 1992.

The null hypothesis here was retained due to the fact that a significant relationship was found to exist after testing.

Therefore in all the five hypotheses that were tested, two were accepted while the remaining three were rejected.

5.3 Conclusions

The following findings have been made in this study.

1. Students of the selected secondary schools in Osun State recorded a generally low performance in CRE at the Mock examinations within the period 1988 - 1992
2. Within the same period, the same set of students also recorded low performance at the SSCE.
3. The performance of the same sets of students at Mock examinations were not significantly better than that of the SSCE.
4. The performance of student taught and examined by teachers who have higher professional qualification were better than those examined by

less qualified teachers. This was however the case in Mock but not in the SSCE.

5. The performance of students taught and examined by teachers who have more teaching experience were not significantly better than those taught by teachers with less experience. This is also found to be applicabe to Mock examinations.

6. CRE teachers agree that teachers limit Mock examination questions to only topics covered in the class.

7. CRE teachers are of the opinion that class revision and coverage of more topics after Mock examinations make students perform better in the SSCE.

8. Most CRE teachers in the Senior Secondary Schools do not make proper use of their knowledge of teaching methods to show the evidence of high professionalism.

9. Most schools do not have a proper way of keeping records most espcially students' examination results.

From the above findings it could be concluded that although the Mock examination has served as a good predictor of students' performance in the SSCE, in most schools it did not serve as a motivator for better performance.

5.4 Recommendation

In view of the findings and conclusion in this study, the following recommendations are made.

1. CRE teachers should give room for revision and where necessary coverage of more topics after Mock examinations. This will definitely influence students performance in the SSCE.

2. Teachers should always aim at varying their teaching methods to suit the needs of their students. Teaching Aids should be very carefully selected for each lesson so that the dullest student will always learn something.

3. Oportunities should be provided for teachers to update their skills and knowledge on the teaching of CRE. This could be through refresher course, orientation courses, workshops and seminars.

4. Principals as a matter of policy should ensure that their schools have copies of the Chief Examiner's report published by WAEC annually in their schools and make availabloe to CRE teachers to have a feedback of overall students' performance in the SSCE.

5. Government and propritors of secondary schools should encourage graduate teachers to perticipate in Co-ordination and marking exercise of the SSCE organized by the WAEC. The training they will receive during the co- ordination and experience acquired during marking will help them greately in their primary duties of teaching and evaluation of students' performance.

6. Government should endeavour to train more CRE teachers post them to post primary institutions, and allow them to remain in one duty post for at least three years before being transfered. Transfer should also be done at the end of the session.

7. A special office under the academic office should be created to catter for examination and records in all schools. This office, when created should see to it that all report sheets, broad sheets, Mock results, SSCE results etc. are properly labelled, serialised and kept.

8. Finally, parents should fulfill their obligation to their wards. They should ensure that they provide for their children the materials recommended for use in the CRE classes, such as Bible and suplimentary textbooks. Thus they will become partners with the CRE teachers.

5.5 Recommendations for further studies

1. There is the need for similar studies as this in other states of Nigeria. Such studies will further identify problem areas in the learning and teaching of CRE.

2. Also, futher research could be looked into in the area of the role of CRE teachers in low level performance in SSCE.

3. A study of the relationship between resources and performance in CRE is recommended.

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DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

QUESTIONNAIRE FOR THE TEACHERS IN SECONDARY SCHOOLS

Dear Respondent.,

This researcher is a student of Ahmadu Bello University, Zaria. He is carrying out a research on the Evaluation of Students' Performances in Internal and External Christian Religious Education examinations of secondary students as part of the requirement for a degree. He will appreciate your concern in responding to this questionnaire. Your responses will be strictly confidential and are meant purely for educational purposes.

Thank you very much for your cooperation in anticipation.

_____

Olaniyi, M. Akinyele

SECTION A

PERSONAL AND SCHOOL INFORMATION

ZONE / /

Please put a tick ( ) in the appropriate boxes.

1. Your sex: Female / / Male / /

2. Age: 18 - 25 years / /

26 - 30 years / /

31 - 35 years / /

36 - 40 years / /

41 years and above / /

3. What is your highest academic qualification?

Ph.D / /

M.A., M.Ed., M.Th. / /

B.D., B.A., B.Th., B.Ed., / /

NCE, Dip, Th. / /

Others / /

4. What is your highest professional educationl qualification?

Ph.D (*Educ*) / /

M.Ed / /

PGDE / /

B.Ed. / /

NCE / /

5. For how long (approximately)_ have you been teaching CRE in the secondary school?

Less than one year / /

1 - 3 years / /

4 - 6 years / /

7 - 9 years / /

10 years and above / /

6. Which section of the secondary school do you teach?

SSS I / /

SSS II / /

SSS III / /

7. For how lond has this school been presenting students for WASC/SSCE in CRE?

1 - 3 years / /

4 - 6 years / /

7 - 9 years / /

10 years and above / /

SECTION B

INFORMATION ABOUT MOCK AND SSCE

Instruction: Below are some statements of opinion about the Mock and SSCE in Christian Religious Education. Indicate your degree of agreement with each opinion as it applies to your school by putting a tick in the appropriate box.

Please put a tick ( ) under:

S.A., if you strongly agree / /

A. if you merely agree / /

U. if you are undecided / /

D. if you only disagree / /

SD. if you strongly disagree / /

Contents	SA	A	UD	D	SD
Mock as predictor of the SSCE					
8. The principal aim of the Mock examination is to predict students' performance in the SSCE.					
9. Teachers limit Mock examination questions to only topics covered in the class.					
10. There is no noticeable difference between the standard of Mock and SSCE questions					
11. The performance of students in the Mock examination often approximate their performance in the SSCE.					
Teachers Qualification and Experience					
12. Improper staffing of schools will affect students' academic performance.					
13. Professionally trained teachers teach more effectively than non-professionals.					
14. The standard of Mock examination questions and marking vary from one teacher to another.					
15. The Mock result of students in CRE taught and examined by professionally qualified and experienced teachers predict candidate's performance in the SSCE more accurately than when taught and examined by less qualified and experienced teachers.					

Attitude of Teachers and Students to examination

Contents	SA	A	UD	D	SD
16. Teachers assessments of their students in Mock are often influenced by their past knowledge of the students.					
17. Class revision and coverage of more topics after Mock examination make students perform better in the SSCE.					
18. The SSCE is better supervised than the Mock examination.					
19. Students consider the SSCE more important and thus prepare harder for it.					
20. Sstudents are often motivated to perform better in the SSCE by the result of the mock examination.					

APPENDIX B
SUMMARY TABLE OF SCHOOLS' CRE PERFORMANCES
IN MOCK EXAMINATIONS

Zone	Date	No Presented	A	C	P	F	% Pass	% Fail
A	1988	86	2	23	50	11	29.07	70.93
	1989	52	1	29	18	4	57.69	42.31
	1990	120	2	44	20	54	38.33	61.67
	1991	106	0	60	31	15	56.60	43.40
	1992	97	1	18	52	26	19.59	80.41
B	1988	114	5	16	43	50	18.42	81.58
	1989	195	24	53	61	57	39.49	60.51
	1990	55	6	20	22	7	47.27	52.73
	1991	23	8	10	4	1	78.26	21.74
	1992	19	5	8	5	1	68.42	31.58
C	1988	17	5	10	2	0	88.24	11.76
	1989	16	7	6	3	0	81.25	18.75
	1990	6	2	4	0	0	100.00	00.00
	1991	21	1	20	0	0	100.00	00.00
	1992	8	3	5	0	0	100.00	00.00
D	1988	36	0	9	12	15	25.00	75.00
	1989	25	0	8	11	6	32.00	68.00
	1990	81	0	20	18	43	24.69	75.31
	1991	64	0	22	16	26	34.38	65.62
	1992	52	0	6	21	25	11.54	88.46
E	1988	40	0	20	13	7	50.00	50.00
	1989	48	0	12	20	16	25.00	75.00
	1990	27	1	18	8	0	70.37	29.63
	1991	41	0	16	14	11	39.02	60.98
	1992	94	3	24	54	13	28.72	71.28
F	1988	61	4	27	21	9	50.82	49.18
	1989	44	1	20	19	4	47.73	52.27
	1990	82	8	54	12	8	75.61	24.39
	1991	12	2	5	4	1	58.33	41.67
	1992	30	2	16	9	3	60.00	40.00

Source: Selected Secondary Schools

APPENDIX C
SUMMARY TABLE OF SCHOOLS' CRE PERFORMANCES
IN SSCE

Zone	Date	No Presented	A	C	P	F	% Pass	% Fail
A	1988	86	0	21	43	22	24.42	75.58
	1989	52	0	10	16	26	19.23	80.77
	1990	120	0	46	23	51	38.33	61.67
	1991	106	0	39	50	17	36.79	63.21
	1992	97	0	22	34	41	22.68	77.32
B	1988	114	1	18	44	51	16.67	83.33
	1989	195	25	52	36	84	39.49	60.51
	1990	55	9	15	18	13	43.64	56.36
	1991	23	6	14	3	0	86.96	13.04
	1992	19	5	10	4	0	78.95	21.05
C	1988	17	7	9	1	0	94.12	5.88
	1989	16	1	8	4	3	56.25	43.75
	1990	6	1	5	0	0	100.00	00.00
	1991	21	9	7	5	0	76.19	23.81
	1992	8	3	5	0	0	100.00	00.00
D	1988	36	0	8	15	13	22.22	77.78
	1989	25	0	6	12	7	24.00	76.00
	1990	81	0	10	16	55	12.34	87.66
	1991	64	0	18	24	22	28.12	71.88
	1992	52	0	4	8	40	7.69	92.31
E	1988	40	0	12	20	8	30.00	70.00
	1989	48	0	9	15	24	18.75	81.25
	1990	27	0	16	10	1	59.26	40.74
	1991	41	0	18	16	7	43.90	56.10
	1992	94	1	14	16	63	15.96	84.04
F	1988	61	4	20	27	10	39.34	60.66
	1989	44	2	18	24	0	45.45	54.55
	1990	82	6	52	14	10	70.73	29.27
	1991	12	2	3	7	0	41.67	58.33
	1992	30	1	10	14	5	36.67	63.33

Source: Schools Unit Ministry of Education, Osogbo Osun State