ANALYSIS OF PERFORMANCE OF STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATIONS (SSCE) IN ZARIA EDUCATION ZONE, KADUNA STATE, NIGERIA (2006-2010)

BY

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THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FAUNDATION, ADMINISTRATION AND PLANNING SECTION, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (EDUCATIONAL ADMINISTRATION AND PLANNING)

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DECLARATION

I hereby declare that this thesis titled "Analysis of Performance of Students in Public Senior Secondary School Certificate Examinations (SSCE) in Zaria Education Zone, Kaduna State, Nigeria," has been written by me. It has not been presented in a previous application for the purpose of the award of higher degree. All quotations have been indicated and the source of information are specially acknowledged by means of references

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TANIMU Asma'u Abdullahi Date

CERTIFICATION

This thesis titled "Analysis of Performance of Students in Public Senior Secondary School Certificate Examinations (SSCE) in Zaria Education Zone, Kaduna State, Nigeria" by Tanimu Asma'u Abdullahi meets the regulation governing the award of the degree of Master in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation

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DEDICATION

This thesis is dedicated to my beloved parents sheik Malam Tanimu Sambo Palladan and Malama Fatima Tanimu (Lele), for their upbringing and overwhelming support both morally and financially to my attainment of this level of education.

The study is also dedicated to my husband M. Abdullahi Mijinyawa, my children; Maryam and Muhammad (khalifa), for their understanding, support and encouragement.

_____ _____

TANIMU, Asma'u Abdullahi Date

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To my elder brother Imam Musa Tanimu for his moral support and elderly counsel, I say a big thank you to all my lecturers for putting me through and to Zaria Zonal education Officers for providing me with all relevant data. To my course mates and friends, you are all appreciated.

Abstract

The study aims at assessing the performance level of students in SSCE of public secondary schools in Zaria Education Zone Kaduna State from year 2006 to 2010. The study is guided by six objectives, research questions and six hypotheses, A total of six subject clusters comprising English, Mathematics, Sciences, Arts and Social Sciences, Vocational and Technical subjects and Nigerian Languages were consider for the study. Several literatures on reasons for continuous mass failure in SSCE performance among public secondary schools in Zaria educational zone were reviewed. As an after event research, the researcher adopted an Ex-post facto research in collaboration with descriptive research design, the population of the study comprises all the ten senior secondary schools with the total of 15,097 students, all the 10 schools were selected for this study based on stratified sampling technique. Result showed that GSS Dakace has the best result in SSCE in English language while GSS Chindit Barracks has the least (bad) result SSCE in English. Science school, Kufena had the best results in Sciences, Mathematics, Sciences, Arts and Social sciences and in Vocational and Technical subjects while Barewa College has the best result in Nigerian Languages. In regards to the performance level of students between the periods, Year 2008 has the best results in SSCE and the worse result was recorded in 2006 in almost all the subjects straters except in Vocational and technical subjects cluster were the best result was recorded in 2007 and the poor result was recorded in 2009. It is recommended among others that adequate and qualified teachers be encouraged to teach in public secondary schools and the morale and attitudes of students towards studies be improved through provision of modern teaching instructional materials in all the six subjects/clusters of subjects, government should review the curriculum of the Nigerian Languages courses to mandate every child to offer at least two indigenous languages as from JSS 1 to SS3, parents should encourage their children in the speaking of our indigenous language at homes instead of English language as this will improve performance in Nigerian languages in SSCE, Above all, wealthy individual should support schools with modern material and equipment such as bakers, washers, cookers, severs etc for the teaching and learning of Vocational and technical subjects for the improvement of students' performance in SSCE

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the fundamental instrument for development in all the countries of the world. The hopes of every country of the world to develop human capital for effective functioning of the society is hinged on education, because its an instrument of change. Education in Nigeria is an invaluable instrument of political, social, economic, scientific and technological development. Among the levels of education in Nigeria, secondary education which is the pivot of the entire educational system is fast losing its relevance which among other factors is due to unsatisfactory and poor performance of students in public examinations (Onipede, 2003).

All stakeholders in Nigerian education system (parents, guardians, teachers, counselors, etc) are so much concerned about students' achievements and academic standard. This is probably because success in education is highly instrumental to the development of a nation, scientifically, technologically, socio-economic and political advancement and life success.

Students' performance has been a subject of discussions and debate among scholars; because it is the most vital educational policy and indicator stakeholders are interested in (Alaka, 2011). Xinyi (2006)

informed that students' performance has been a subject of national interest and comparative studies among countries since the beginning of educational theory. Adedeji (1998) stated that students' performance is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. Aremu et al (2001), while stressing the importance of academic performance in the educational system, was of the view that academic performance is a fundamental criterion by which all teaching–learning activities are measured, using some standards of excellence and the acquisition of particular grades in examinations to measure candidate's ability, mastery of the content, skills in applying the knowledge acquired to a particular situation. The recurrent poor performance of secondary school students in Senior School Certificate Examination (SSCE) conducted by West African Examinations Council (WAEC) in Nigeria is disturbing and embarrassing.

For instance, the results released by WAEC in 2010 revealed that about 80% of the candidates that sat for the examination failed because they did not have credit passes in five subjects including English Language and Mathematics. Similarly, about 98% of candidates that sat for Nov/Dec 2009 failed senior secondary school Examination (SSCE) of the National Examination Council as they did not have credits in five subjects including English and Mathematics (Yunusa, 2010).

Furthermore, in the year 2008 only 1.8% of the candidates that sat for senior secondary school examination passed (Uwadiae, 2010)

These reports are worrisome because secondary school students of today are expected to become leaders of tomorrow. It should be noted again, at this juncture, that the only way by which students can meaningfully contribute to national development, nation building and technological advancement now and in the future is by doing well in their academics.

It is against this background that this study examined the performance level of students by analyzing the final year examinations results in all the public senior secondary schools in Zaria education zone of Kaduna state. This is done in order to find out whether the problem of poor performance of students exists in Zaria Education Zone or not. Generally in Nigeria Some schools of thought uphold the view that the performance was improving. While others argued that the performance level was dwindling terribly (Onipede, 2003). Adeyegbe (2002) found that there was a decline in students' performance in SSC examination. As can be seen in the subsequent results released by examination bodies;

The results of Mathematics released by WAEC from 2004-2007 was terrible, this is because majority of the students performed very poor as indicated by the examination body, as follows; in 2004 only 33.97% got credit, in 2005 38.20%, 2006 41.12%, and in 2007 46.7% have

credits. While in English language which is the official language and the language for teaching and learning in Nigerian schools; only 29.59% have credits in 2004, 25.36%in 2005, 34.48% 2006 and in 29.94% have credits in 2007. (Statistics Office, WAEC, Lagos, Nigeria 2009). Generally in all the subjects offered by students in SSCE (WAEC) the performance was almost the same because the students performance was low as indicated.

According to Yunusa (2010), in 2008, 2009, 2010 West African Examinations Council recorded very poor result. In 2008, only 23% passed SSCE, while in 2009 only 21.9% got the required credits. Similarly, in 2010 May/June only 25% who sat for the examination passed with minimum university requirement.

This poor performance in English and mathematics, sciences, arts and social science, vocational and technical subject and Nigerian languages can equally be observed by the researcher in Zaria Education Zone, though there is an improvement in the performance of students' depending on the subject, school or the school type (boarding/day) and the period

1.2 Statement of the Problem

Observations and reports from examining bodies revealed that a high percentage of secondary school students continue to perform poorly in senior school certificate examinations. The annual releases of Senior Secondary Certificate Examination results (SSEC) conducted by West

African Certificate Examination Council (WAEC) justified the problematic nature and generalization of poor secondary school students' performance in almost all the subjects offered by the students, more especially in English and Mathematics which are the pre-requisite for gaining admission into Nigerian Universities and in other subjects area for specialization like sciences, Arts and social science, Vocational and technical subjects and Nigerian Languages.

For instance the performance in Senior School Examination May/June, 2004-2007: showed that Mathematics 2004 33.97%, 2005 38.20%, 2006 41.12%, and in 2007 only 46.7% have credits. While in English language in 2004 29.59%, 2005 25.36%, 2006 34.48% and in 2007 29.94%. (Statistics Office, WAEC, Lagos, Nigeria 2009)

In the overall subjects' offered by the students in SSCE according to Yunusa (2010), in 2008, 2009, 2010 West African Examinations Council recorded very poor result. In 2008, only 23% passed the SSCE, while in 2009 only 21.9% got the required credits. Similarly, in 2010 May/June only 25% who sat for the examination passed with minimum university requirement. The recurrent poor performance of secondary school students in Senior School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) in Nigeria is disturbing and embarrassing.

The results released by WAEC in 2010 revealed that about 80% of the candidates that sat for the examination failed because they did not have credit passes in five subjects including English Language and Mathematics. Similarly, about 98% of candidates that sat for Nov/Dec 2009 failed senior secondary school Examination (SSCE) of the National Examination Council as they did not have credits in five subjects including English and Mathematics (Uwadiae, 2010). Furthermore, generally in the year 2008 only 1.8% of the candidates that sat for senior secondary school examination passed (Uwadiae, 2010)

Apart from the general poor performance referred to above, there appeared to be difference in performance from one school to the other. It may be argued that such variation in performance is unavoidable. It is against this background that this study examined students' academic performance in Senior School Certificate Examinations conducted by the West African Examination Council from 2006-2010 in Zaria Education Zone Kaduna state in order to find out the level of students performance, to see whether their performance is good or poor, improving or declining in the subjects thought and offered by the students in the area of this study, in single and group of subjects such as in English language, mathematics, sciences, art and social sciences, vocational and technical subjects and Nigerian languages subjects, and also to find out in which subject or group of subjects the students performed better and the school,

and to find out whether the performance of students in boarding and day schools differ.

1.3 Objectives of the Study

The objectives of the study were to;

1. Examine the performance level of students in English Language in SSCE in public Senior Secondary Schools in Zaria education Zone Kaduna state.
2. Examine the performance level of students in Mathematics in SSCE in public Senior Secondary Schools in Zaria education Zone Kaduna state.
3. Examine the performance level of students in Science Subjects in SSCE in public Senior Secondary Schools in Zaria education Zone Kaduna.
4. Examine the performance level of students in Arts and social sciences subjects in SSCE in public Senior Secondary Schools in Zaria education Zone Kaduna state.
5. Examine the performance level of students in Vocational and technical subjects in SSCE in public Senior Secondary Schools in Zaria education Zone Kaduna state.
6. Examine the performance level of students in Nigerian languages in SSCE in public Senior Secondary Schools in Zaria education Zone Kaduna state.

1.4 Research Questions

1. What is the performance level of students in English Language in SSCE in public Senior Secondary schools in Zaria education zone Kaduna state?
2. What is the performance level of students in mathematics in SSCE in public Senior Secondary schools in Zaria education zone Kaduna state?
3. What is the performance level of students in Science Subjects in SSCE in public Senior Secondary schools in Zaria education zone Kaduna state?
4. What is the performance level of students in Art and Social Science Subjects in SSCE in public Senior Secondary School in Zaria education zone Kaduna state?
5. What is the performance level of students in Vocational and Technical subjects in SSCE in public Senior Secondary Schools in Zaria education zone Kaduna state?
6. What is the performance level of students in Nigerian language subjects in SSCE in public senior secondary schools in Zaria education zone Kaduna state?

1.5 Research Hypotheses.

This study is guided by the following hypotheses:

1. There is no significant difference in the performance level of students in English Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state.

2. There is no significant difference in the performance level of students in Mathematics in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state.

3. There is no significant difference in the performance level of students in Science subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state.

4. There is no significant difference in the performance level of students in Arts and Social Science subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state.

5. There is no significant difference in the performance level of students in Vocational and Technical subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state.

6. There is no significant difference in the performance level of students in Nigerian Language subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state.

1.6 Basic Assumption

The following assumptions are formulated to guide the study:

1. The performances of students in the ten schools in each subject/group of subjects are likely to have significant different.

2. Students in science oriented secondary schools like Science College Kufena are likely to perform better than other schools especially in science subjects.

3. Performance in Arts and social science are likely to be best than that of science subjects

4. Boarding school students are likely to perform better than the day school students

5. Day students are likely to perform better in Nigerian Language because of their interaction with the mother tongue.

1.7 Significance of the Study.

The finding of this study will therefore be significant to Zaria education zone, because it will enable to them know the level of performance of students within the zone whether they are performing very well or below expectation, it will reflect on the problems as well as the possible solutions to the problems for the improvement and the attaiments of the goals set for education at secondary school level. The will also be significance to researchers and all lovers of successful delivery of education in Zaria Education Zone, Kaduna state and Nigeria at large. In

addition and more important, the study will inform the parents the capability of the various public secondary schools within Zaria educational zone.

1.8 Scope and Delimitation of the Study

This study was designed to examine and analyze the results of the senior secondary school certificate examination in order to assess the performance level of students in public senior secondary school in Zaria educational zone, Kaduna state between the years 2006-2010. Therefore, the scope of the study was restricted to all the public senior secondary schools in Zaria educational zone. These public schools comprises of all senior secondary schools in Zaria Education Zone, both boarding and day school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examined related literature on the academic performance of students in SSCE in the subjects offered by the students in the final year examinations of secondary school students. Specifically,the chapter examines the following sub-headings:

2.2 Conceptual Framework

- Concept of academic performance
- Performance of students in SSCE English Language in
- Performance of students in SSCE in Mathematics
- Perfromance of students in SSCE in Science subjects
- Performance of students in SSCE in Arts and Social Science subjects
- Performance of students in SSCE in Vocational and Technical subjects
- Performance of students in SSCE in Nigerian Languages subjects
- Causes of poor Academic Performance among Secondary School Students
- Family background and Poor Academic Performance of the Child
- Family Educational background and Socio-Economic Status
- School Factors
- Learning Environment
- Governmental Factors
- Empirical studies

2.2.1 Academic Performance

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses (Daniels and Schoulen, 1970). It’s in line with this, this study e xaminedthe level of students performance in single/groups of courses in SSCE in Zaria education zone, Kaduna state. Simkins (1981) commented on this scholastic standing and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school system. Stan (1992), supported this argument and reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination.

Al-Shorayye (1995) regarded a student's performance as being depended on his cumulative grade point average. His argument supported Entwistle and' Wilson's (1977) assertion that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken.

Researchers had deliberated much on performance as a measure of school output Blaug and Woodhall, (1968); Adeyemi, (1998); Bandele, (2001). Blaug and Woodhall (1968), for instance, argued that the only measure of performance of school leavers is the attainment in senior secondary school examinations. Consequently, they measured output in terms of the number of school leavers weighted by different indices of quality or number of passes and reported that performance in SSCE is one relevant criterion of educational quality and that 'academic index' measures output in terms of SSCE results. The pattern of grading students in the Senior Secondary Certificate examinations (SSCE) in Nigeria is such that the distinction grades are being represented by A1 to B3. The credit grade is represented by C4 to C6. The ordinary pass grades are represented by D7 and E8 while the failure grades are represented by F9 (Kaduna State Ministry of Education, 1997; WAEC, 2006). It needs to be mentioned however, that the distinction and credit grades are the only requisite grades for admissions into Nigerian universities and candidates must have at least credits in five subjects including English Language in order to qualify for admission (JAMB, 2007). Considering the results in the SSCE and similar examinations, a fall in performance in public examinations has been reported in many countries including Nigeria. (World Bank, 1988; Adeyegbe, 2002; Onipede, 2003). The World Bank (1988), for instance, found that the quality of education especially in Sub-

Sahara Africa has eroded markedly while State support has declined in real dollars. Adeyegbe (2002) found that there was a decline in students' performance in SSC examinations. He reported that in topics where teachers found difficult to teach, students tend to perform below expectation.

Supporting this point, Onipede (2006) reported that students performed below expectation in Senior Secondary Certificate (SSC) Examinations in many subject areas especially in English Language and Mathematics. As can be seen by the result analysed by the researcher in this study whereby the student performed poorly in almost every subjects including; English language which could be because of the effect of mother tongue, while in Mathematics and other science subjects, the students viewed them as difficult subjects, because of that they failed the courses, in art and social sciences. In vocational and technical subjects the provision of equipment and materials is not adequately provided which makes teaching and learning difficult and makes the students fail in their final year examination (SSCE), and in Nigerian language the students view it as their language and too simple this makes them to take it with less concern, at the end they, failed the subject. Though there have been improvements in the performance level of students in SSCE (WAEC) in Zaria education zone depending on the subject, school or the school type.

Researchers identified different factors that could cause students' failure (Wankowski, 1973; OECD, 1989; Al-Methen and Wilkinson, 1992). Wankowski (1973) for instance, reported that academic failure seems to be associated with the lack of personal confidence, emotional instability and temperamental tendency towards extraversion. Supporting this fact, Al-Methen and Wilkinson (1992) reported that failure in students' performance is due to the lack of confidence in the knowledge they possess which in turn could affect their level of activity in the classroom. They argued that students' academic problems arise from personal inadequacies such as low ability; negative self concept, anxiety, maladjustment, environmental influences such as poor classroom conditions, curricular inadequacies, peer groups and the lack of home support. These arguments supported OECD's (1989) remarks that many young people do not learn much in developing countries. Some often leave school before the school leaving age while others are in the habit of attending school irregularly. Researchers have given other reasons why most candidates find it difficult to pass their examinations (Oke, 1992; Ijaiya, 2000; Oderinde, 2003; Adeyemi, 2007). Among these reasons include having to repeat classes, lack of adequate knowledge in their various subjects, inadequacy of professionally qualified teachers in schools and insufficient facilities. These reasons might perhaps have led to the remarks made by Odesola, (2001); Adelugba, (2003); Asaolu,

(2003) that most of the Nigerian States recorded an unprecedented failure in core subjects in the year 2000 senior secondary certificate examinations. The recurrent poor performance of secondary school students in Senior School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) and National Examination Council (NECO) in Nigeria is disturbing and embarrassing.

For instance, the results released by WAEC in 2010 revealed that about 80% of the candidates that sat for the examination failed because they did not have credit passes in five subjects including English Language and Mathematics. Similarly, about 98% of candidates that sat for Nov/Dec 2009 failed senior secondary school Examination (SSCE) of the National Examination Council did not have credits in five subjects including English and Mathematics (Yunusa, 2010). Furthermore, in the year 2008 only 1.8% of the candidates that sat for senior secondary school examination passed (Uwadiae, 2010)

2.2.2 Performance of students in SSCE in English Language

English language is the most important subject among all the subjects of SSCE. In all tertiary institutions and even for employment, it is expected that candidates must have at least credit or higher before they can be considered for admission into any course of career. So many reasons had been given for the poor SSCE performance in English language. According to Onipede (2003) reported that students performed below

expectation in Senior Secondary Certificate (SSC) Examinations in many subject areas especially in English Language. He described poor academic performance as any performance that falls below a desired standard. The criteria of excellence can be from 40 to 100 depending on the subjective yardstick of the evaluator or assessor.

2.2.3 Performance of students in SSCE in Mathematics

Perhaps Mathematics as a subject is the most feared or disliked subject in secondary schools, especially among the Arts, Social sciences, Languages, Vocational and Technical subject oriented students. It is not uncommon to find students of secondary schools jumping out of the window when the Mathematics teacher approaches. Some students have created apathy and non chalant attitude towards the learning of mathematics. They have the erroneous belief that it is a difficult subject. Coupled with these are the inability of most schools to use qualified mathematics teachers who lack the teaching techniques apart from educational qualification. The absence of modern teaching methods such as problem solving technique, critical thinking method. Mathematics after English is the most important subject which most tertiary institutions require at least a credit in SSCE performance before admission can be given to any prospective student. According to Uwadiae, (2010) about 98% of candidates that sat for Nov/Dec 2009 failed senior secondary

school Examination (SSCE) of the National Examination Council as they did not have credits in five subjects including Mathematics

2.2.4 Performance of students in SSCE in Science subjects

Science subjects in the SSCE comprise of Biology, Chemistry and Physics. These subjects are very core and important to any Nation that wants to develop in Science and Technology. Perhaps notable developed nations like USA, Unite Kingdom, India and China are in their position today due mainly to the importance they place on these subjects. For instance to become a qualified medical doctor, Engineer, Scientist, Computer experts, the importance in the performance of these subjects cannot be overemphasized. These subjects are known as physical sciences in the tertiary institutions while their application such as medical doctor, engineering, sciences, pharmacist, nurses, computing are referred to as applied sciences. Most students prefer to study arts, commercial, vocational, social sciences, Nigerian languages than to study science subjects which they considered difficult and tasking. For instance in a study conducted by: A. B, N. C,and L. A. (2011) Titled A: Comparison Of Student Performance In science subjects comprising Chemistry, Biology and physics, In Both Private And Public Selected Secondary Schools In Kaduna South Local Government Area, Nigeria. The study examined the influence of both public and private secondary schools on the academic performance of students in chemistry and more so,

compares their performance in this subject. The private school used in the study is Danbo International School. While the public School employs Command Secondary School as well. A sample of students offering chemistry was randomly selected from each of the schools representing the total population of students offering chemistry. The study involved 67 students with 19 having come in from private (Danbo International) School and 48 students from public (Command Secondary) School. Scores from the student's West African Examination council (WAEC) result were obtained from respective schools and used for analysis. The data collected were subjected to student's t-test statistical analysis at 0.05 significant levels. The result of the study reveals that student in Danbo International School performed relatively better than their counterpart in public (Command Secondary) School. This shows that there is mass failure in the SSCE performance in the public secondary schools. In the same vein Another study by Okoye, Momoh, Aigbomian, and Okecha (2008), on the Teachers' quality, instructional strategies and students' performance in secondary school science.

The study was conducted within the framework of ascertaining the interactional effect of Teachers, Quality and Instructional strategy on achievement in secondary school Biology. The fact that the Biology students exposed to concept mapping strategy of teaching performed significantly better than those exposed to the guided discovery in this

study shows the science effect of this concept mapping strategy on student learning. This is quite in agreement with the submissions of Kola-Olusanya (1997) that mapping activities require the student to think in multiple directions and to switch back and forth between different levels of abstraction before a meaningful concept map can be shown

2.2.5 Performance of students in SSCE in Arts and Social sciences

In Nigeria Arts and social science is a cluster comprising of subjects like Economics, Geography, Government, Islamic Religion Studies and Christian Religious studies. Continuous failure in SSCE performances of public secondary students over the years have been blamed on students unseriousness, lack of concrete curriculum implementation, unqualified teachers and inadequate teaching materials. Other reasons for mass failure in this cluster of subjects could be tied to truancy and lack of concentration in school academic activities. (Wankowski, 1973; OECD, 1989; Al-Methen and Wilkinson, 1992). Wankowski (1973) for instance, reported that academic failure seems to be associated with the lack of personal confidence, emotional instability and temperamental tendency towards extraversion. Supporting this fact, Al-Methen and Wilkinson (1992) reported that failure in students' performance in Arts and soial science subjects is due to the lack of confidence in the knowledge they possess which in turn could affect their level of activity in the classroom. They argued that students' academic

problems arise from personal inadequacies such as low ability; negative self concept, anxiety, maladjustment, environmental influences such as poor classroom conditions, curricular inadequacies, peer groups and the lack of home support.

2.2.6 Performance of students in SSCE in Vocational and Technical subjects

This is a cluster of subjects comprising subjects like Agriculture, Home management and Technical drawing. To show the importance of these subjects there are some special technical colleges, colleges of Agriculture, Colleges of Home management. Reasons for the importance of these subjects are that it offers self employment, entrepreneurial skills among others. Students who graduate from these subjects can be self reliant and contributing to the economic and commercial development of the country. In support of these arguments, Onipede (2003) reported that students performed below expectation in Senior Secondary Certificate (SSC) Examinations in many subject areas in vocational and technical subjects the provision of equipment and materials is not adequately provided which make teaching and learning difficult and make the students fail in their final year examination (SSCE), and in Nigerian language the students view it. He argued that students do not understand the importance of these subjects to their future and therefore lay less emphasis on these important career subjects.

2.2.7 Performance of students in SSCE in Nigerian Languages

In the level of SSCE in Nigeria, the three major languages are taught and assessed in SSCE. These Nigerian subjects are Hausa, Yoruba and Igbo. These languages are considered the major languages in the country beside several other languages spoken by other Nigerians. In SCCE performance over the year's evidence abound of the mass failure in these indigenous languages. The reason for the introduction of these three major Nigerian languages in SSCE level is to acquaint the students the opportunity of being good in at least one of the major languages for easy communication, interaction and integration in the larger society. According to Onipede (2003) students performed below expectation in Senior Secondary Certificate (SSC) Examinations in many subject areas especially such as in Nigerian languages. He opined that the students view it as their language and too simple this make them to take it with less concern, at the end they end up falling the subject. Though there have been improvements in the performance level of students in SSCE (WAEC) in Zaria education zone depending on the subject, school or the school type. Other researchers have identified different factors that could cause students' failure (Wankowski, 1973; OECD, 1989; Al-Methen and Wilkinson, 1992). Wankowski (1973) for instance, all reported that academic failure in Nigerian languages seems to be associated with the

lack of personal confidence, emotional instability and temperamental tendency towards extraversion.

2.3 Causes of Poor Academic Performance among Secondary School Students

Aremu and Sokan (2003) remarked that the search for the causations of poor academic achievement is unending and some of the factors they put forward are: motivational orientation, self-esteem/self efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships.

Onipede (2003) also made efforts to categorize factors militating against good academic performance into four principal areas which are:

i. Causation resident in the child such as basic cognitive skills, physical and health factors, psycho-emotional factors, lack of interest in school programme.

ii. Causations resident in the family such as: cognitive stimulation/basic nutrition during the first two years; type of discipline at home; lack of role model and Finance.

iii. Causation resident in the school such as school location and physical building; interpersonal relationship among the school personnel.

iv. Causations resident in the society such as instability of educational policy; under-funding of educational sector, leadership; Job losses

2.3.1 Family Background and Poor Academic Performance of the Child

According to Kerlinger (1973) family is the primary socializing agent of which a child is a member since it is in the family the child is born, one may rightly say that the family is the informal socializing agent since all its members are blood relations. It must be clearly known that families differ vastly in terms of their significance in social order as some have more prestige, dignity, money and power than others. However, despite these differences in families, a child in the family remains exactly alike for the following reasons:

1. The people surrounding the child here are generally adults full of experience
2 The child lives his early life in the family and equally develops his first language.
3. Since they are of the same blood, they all work together to mould him in a way that he will perfectly fit into the society.
4. For the same reasons given above they will not intentionally misdirect him.
5. There is free interaction among the family members which promotes better understanding.
6. There is imposition of the social norm on the child through punishment and praises

7. A child in the family is having his primary exposure to the world and hence he is totally guided by the adults in his family most especially the parents.
8. Finally, a child in the family is immune to all the social ills in the society under normal condition or in an ideal situation.

2.3.2 Family Educational Background and Socio-Economic Status

These two are lumped together because they are related and one may rightly say that they are married and hence should not be 'divorced'. Kerlinger (1973) opines that socio-class or status could be defined more objectively by using such indices as occupation, income and education. It is assumed that the society is divided into different strata based on the possession of social and economic amenities. The stratum which an individual occupies in this socio-economic stratification represents his social class. Status based on socio-economic factors represents one of the major systems of stratification. Social stratification arises out of the recognition that in all societies, people are ranked or evaluated at a number of levels. Social class is common to most societies, ancient or modern. Following the idea of Max weber, socio-economic status is usually determined by wealth, power and prestige. Generally, when comparing and evaluating people we rank those who are wealthy in terms of material possessions, type and size of house, area of residence, and number of cars, quality of clothes etc.

Wealth is strongly correlated with education and occupation and when socio-economic status is measured these other factors are usually included. Hence in any society, there is social stratification that is the organization of society in hierarchical order which deals with inequality in society in terms of services, obligation, power and prestige (Morrish, 1977).

2.4 School Factors

2.4.1 Availability of teaching facilities/equipments

The importance of these to a successful academic achievement cannot be overemphasized; Schools with laboratories equipment and where the school is located determines to a very large extent the patronage such a school will enjoy. Similarly, in the same vein when a subject is taught with all the necessary equipment, like geography lab, well stocked libraries, such school will produce best performing students. While on the other hand, a school with little or no teaching or laboratories equipment will produce poor students academically especially in their final examinations. This is what Isangedighi(1998) refers to as learner's environment mismatch. According to him, this promotes poor academic performance.

2.4.2 Quality of Teaching Staff

Adeyemo (2005) remarked that no profession in Nigeria has suffered reversal of fortune than teaching. This, he submit has affected the

commitment expected of the teachers. This then implies that the quality of service rendered by an unmotivated teacher could affect academic achievement of learners. Or how does one explain a situation whereby primary school pupils or secondary school students receive an average of 125hours and 150hours of teaching as against 250 hours and 300hoursrespectively per term?

2.4.3 Quantity Assessment of Secondary School Teachers

Nigerian educational system is facing serious shortage of teachers, a situation further worsened by the fact that effective teaching is the exception rather than the rule in the system, according to Obanya,(2006) one-time Assistant Director-General of United Nations Educational Scientific and Cultural Organisation, UNESCO and Coordinator, Universal Basic Education, UBE, programme of the Federal Government, who assisted in articulating the policy. He raised the question as to whether or not teachers even exist at all in the educational system. "There are two major dimensions to this question. In quantitative terms, is the system endowed with a sufficient number of teachers? More importantly, in qualitative terms, is the system really teaching with teachers? Delivering the 24th Distinguished Lecture series of Adeniran Ogunsanya College of Education, Otto, Ijanikin, Lagos State in 2006, titled "Teaching Without Teacher", Obanya began by clarifying the ambiguity in its title,

then went on to discuss the quantitative and qualitative dimensions of the teacher issue in Nigerian education with the major thrust of emphasizing the teaching personality and developing it through appropriate teacher education programmes that could stem the trend of the educational system teaching without teachers. He pointed out that there is no recourse to some magic or some technology that could replace teachers in the classroom, or at least lighten the routine burdens of teaching, like ICT or the wide variety of teaching machines that were tried in the 1960-1970 decades. Also rather does the title suggest the increasing emphasis on the new role of the teacher, who is no longer expected to be dispenser of knowledge but a guide in the joint search for knowledge with learners.

He said there are two principal ways of looking at the quantity dimension of the teacher and teaching question. These are:

The number of teachers available in the system in relationship to needs (overall availability), and the availability of specialized teachers for specific subjects on the school curriculum. Using Teacher-Pupil Ratios (TPR) as index latest official statistics (Education Data Bank, 2002); give the national average teacher/pupil ratio as 1:40 at the primary level (2001) and as 1:30 at the secondary level (2002). But these averages differ among the states of the federation. For example, primary school TPR ranges from a low 1:19 in Enugu to a high 1:111 in Yobe. At the

secondary level, TPR ranges from 1:21 in Ekiti to 1:57 in Gombe. On the African scene, Nigeria occupies a median position, in terms of combined Primary-Secondary TPR. This places the country in the same range (1.35 to 1:44) as Togo, South Africa, Cote d'Ivoire, Zimbabwe, etc. In the four states of Enugu, Kaduna, Lagos and Rivers studied; there are shortfalls in the supply of secondary school teachers. Shortfall affects virtually every subject taught at the secondary level. Even 'soft-option' subjects (religious studies, commerce, etc) are characterized by a severe shortage of teachers. The same can be said for mother tongue languages (Hausa in Kaduna, Igbo in Enugu, and Yoruba in Lagos). Mathematics and technical/vocational subjects are top of the list of teacher-deprived subjects. Lagos, perhaps the most economically endowed of the four states, also has the longest list of teacher-deprived subjects. "In summary, even if we simply have to count numbers, we can comfortably assert that we are teaching without teachers, simply in view of the demographic shortage of teachers in the system. Quantity is however an inappropriate index for drawing a definitive conclusion.

2.4.4 Quality Assessment of Secondary Schools Teachers

A major problem is the erroneous assumption made by government and employers in Nigeria that a paper qualification rather than classroom performance is the defining characteristics of teacher quality. The trend in

many part of the world is to define teacher quality in terms of performance standards; these are lacking in Nigeria. The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997).

Looking at the quality dimension of the teacher and teaching question from two angles. Distinction between qualified and unqualified teachers, and teacher's competence, In the Nigerian context, a qualified teacher is one who possesses the minimum of acceptable qualification of NCE (Nigerian Certificate of Education), a 3-year post-secondary qualification. A Higher National Diploma (awarded by polytechnics) is also accepted to be called 'qualified teacher'. University degrees (bachelor and above, with studies in education) are regarded as the ultimate for admission to the teaching profession. Evidence from a 2003 survey of four states of the Nigerian Federation showed that an over-whelming proportion of secondary school teachers in Enugu (89%) and Lagos (86%) were 'qualified'. The corresponding figures for Kaduna and Rivers states were 69% and 43% respectively Obanya (2006). However, a striking feature of the 'qualified' teachers group is the preponderance (averaging 50%) of holders of the NCE. "The implication of this finding is that about half of the secondary education teaching corps would need to

update themselves, academically. In the Nigerian situation, it is likely that a great majority of them would be working full or part-time towards a university degree."

In his submission Obanya explained that a qualified teacher is not necessarily a competent teacher, and a competent teacher may not necessarily be an efficient teacher. One simple measure of teacher's competence-cum-effectiveness is interaction pattern in the classroom. "Generally, speaking good teachers minimize teacher talk, while maximizing learner participation. Bad teachers, on the other hand, dominate the class, doing most of the talking."

In respect of secondary education in Nigeria, it was found after a study, that classroom teaching styles are dominated by Frontal Teaching, the teacher standing in front of the class and talking down on the learners. Talking and chalking: the teacher saying things and immediately writing these on the chalk board, with no interesting discussion.

2.4.5 Teachers' Method of Teaching

The means or strategies employed by teachers in an attempt to impact knowledge to the learner are referred to as methodology. Osokoye (1996) sees teaching method as the strategy or plan that outlines the approach that teachers intend to take in order to achieve the desirable

objectives. It involves the way teachers organize and use techniques of subject matter, teaching tools and teaching materials to meet teaching objectives.

Sometimes when a teacher teaches and at the end of the lesson, evaluation is carried out and it is discovered that students are unable to carry out the behavioural or instructional objectives what the teacher needs to do is to examine his teaching methods rather than looking at students as the causes. Most untrained teachers point accusing fingers on students rather than on themselves when the students are unable to carry out the expected behaviour at the end of the lesson or in examinations. Therefore, teachers planning should include:

I. Choice of appropriate teaching material
II. Choice of appropriate teaching method
III. Intensive research on the topic to be taught
IV. Determination of the objectives for the lesson

2.4.6 Classroom Management

The classroom is that space bounded by the wall and roof, which a teacher houses his pupils/students for the purpose of giving instruction to such pupils/students. In other words, it is a shelter for both teachers and learners so as to engage in educative activities. Management on the other hand, can be seen as the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing pre-

determined goals. The idea of 'any setting' equally indicates that management is applicable to all establishments which do not exonerate educational setting. Adequate well prepared instructional materials determine the amount of learning that can be placed in a learning setting. Good quality materials can motivate interest, maintain concentration and make learning more meaningful. The need for the use of instructional materials by the subject teacher in the modern age cannot be overemphasized; the traditional method of talk and chalk approach can no longer improve the performance of students in secondary schools academically

2.5 Learning Environment

The atmosphere of our secondary schools' learning environment also contributes to the poor academic performance of students. Our secondary schools are experiencing astronomical increase in population to the extent that some classes use 3-5 registers for a class having up to 250 students. In such situations, teacher student ratio is 1:250. The recommended 1:50 ratio has gone into oblivion. Knowing students by name is no longer in vogue in Nigerian secondary schools. The problem of large population of students in classroom does not create a good condition for learning which can lead to poor academic performance of students.

The learning environment at school is most directly linked to educational reform, student's performance, information on the policy levers that shape this learning environment and an assessment of their effectiveness is of particular relevance for educational policy. The school environment is characterised by various elements. Some of them, like the school's physical infrastructure or typical class-size, can be easily assessed and measured. Other important factors are more difficult to measure, such as aspects of school organisation and management as well as the attitudes of both teachers and students that relate to the school climate. However, all of these aspects need to be considered to obtain an overall impression of students' learning opportunities at school.

The school environment is also characterized by peer effects among the students in each school. The same student may develop very different performance patterns depending on the motivation, performance and socio-economic background of his or her classmates. Learners must therefore be re-examined from different perspectives, what is the impact of the schools' socio-economic environment on student performance, measured by the average socio-economic background of students within the same school? To what extent do differentiation policies have an impact on this relationship?

The learning environment that is free of barriers, or obstacles or distractions such as noise, gas/smoke pollutions and so on can constitute

health hazards, which in turn affect or reduce student's concentration or perceptual or conceptual focus to learning (Sprinthall, 1987). Markets and garages located near school have always posed a threat to students. Noise and pollution from these sources have always endangered students' life and concentration. Therefore for an effective learning and high academic performance, schools in both rural and sub-urban and urban areas should be located off zones, characterized with smoke/gas pollutions, market centers or garages. As conducive learning environment stimulate learning, understanding and high perception.

Complimenting environmental and socio-economic factors to produce high academic achievements and performance include good teaching, counseling, good administration, good seating arrangement and good building. Dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive. It is however, discovered that the innovative environment do stimulate head start learning and mental perception, not only that, it has also been proved that students that come from simulative environment with laboratory equipments or those that are taught with rich instructional aids, pictures and allowed to demonstrate using their functional peripheral nerves like, eyes, hands and sense of taste performed better than those trained under theoretical and canopy of abstraction. Thus, teaching and learning should be done under organized, planned, and

fortified environment with learning instructional aids to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of knowledge in them. In sum, a combination of a healthy family background living in good environment plus the child being educated in a conducive environment with a fortified learning or instructional aids or motivational incentives will prompt academic performance and lack of it will retard academic performance.

2.6 Student Factors

Previous preliminary studies of potential student indicators of school performance have led us to identify a range of student factors more in line with broader notions of quality schooling than the traditionally used narrow measures of achievement (Silins and Murray-Harvey, 1995).These factors are students' self-concept, attitude to school life and approaches to learning.

2.6.1 Student Self-Concept

According to Marsh (1990) "a positive self-concept is valued as a desirable outcome in many educational settings and is frequently posited as a mediating variable that facilitates the attainment of other desired outcomes such as academic achievement". Schmeck, Geisler-Brenstein, and Cercy (1991) suggest that self-concept also influences the learning

approach of students. In turn, the learning strategies that result in successful learning would be expected to influence students' academic self-concept positively. Therefore, students' quality of school life is influenced by their perceived success in learning and the extent to which school experiences contribute to helping students feel good about themselves as learners.

2.6.2 Approaches to Learning

The concept of approaches to learning and studying has emerged from the work of many researchers. Biggs (1987) An approach to learning can be viewed as a composite of motive and strategy where the students' motives drive the strategies employed. Students motivated to pass with minimum effort and satisfied to meet minimum standards are likely to target their learning to the bare essentials, reproducing information through rote learning on the whole. Such surface motives and strategies result in a 'surface' approach to learning (Biggs, 1987). Students who are intrinsically motivated in what is being learned search for meaning by reading widely and relating new material to previous knowledge to develop competence in their subjects. Such deep motives and strategies represent a 'deep' approach to learning. Students who are motivated to achieve high grades and seek ego enhancement are likely to organize their

time, energy and resources efficiently; that is, to behave as 'model' students. Such students exhibit an 'achieving' approach to learning.

2.7 Governmental Factor

Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society. Nigeria like any other developing nations has witnessed prolong military rule and aborted civilian administrations, which necessitated the promulgation of decrees, edicts and laws concerning educational practices at federal, state and local government levels. The inconsistent continuation of government, due to coup de-emphasized the continuity in the implementation of educational policies since 1970's till the present time. This gradually laid the foundation of fallen short of the quality in education at the primary and secondary school levels (Shittu, 2004). Frequent changes of ministers and commissioners of education by successive governments coupled with the politicization of education by political parties that emerged in the country's political scene since 1979 have also brought about disparity in

educational practices, which caused differential academic performance and classroom functioning of both teachers and students, from state to state. Olotu (1994), in the quest of finding survival feet, the nation has evolved series of socio-economic and educational measures and policies such as Structural Adjustment Programmes (SAP), Austerity measures, Universal Primary Education (UPE), Universal Basic Education (UBE) and devaluation of the Naira. These measures have not improved the social-economic and educational status of families in the country. They have rather increased their sufferings and widened the socio-economic gap between families. Johnson (1996) lamented that parents become poor due to these hard measures, such that they can no longer provide adequately for good education of their children. Also, they can no longer provide shelter, clothing and special need of their children in school (such as provision of text books, school uniforms and good medical care and so on). High level of illiteracy, poverty and low socio-economic status coupled with high rate of paternal and maternal deprivation of student academic needs, which was necessitated by poor socio-economic situation of the country has thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also many rural and suburban dwellers can no longer pay the school fees of their wards.

These ugly situations have promoted young school students to drop out of school to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit. Hence, many students have since taken schooling as a secondary assignment and school attendance on rotational basis. The resultant problem posed by this, is poor academic performance in school examination like National Examination Council (NECO) and West African Examination Council (WAEC). This trend is posing huge problems to parents, governments, political parties and stakeholders in education.

2.7.1 Funding of Education System

Education funds refer to budgetary allocations that are readily available or that are going to be made available at a stated time by governments or institutions for the purpose of paying salaries, allowances and benefits, and the building and provision of educational infrastructures to aid teaching and learning. According to (Nwangwu, 2007), education funding in Nigeria has gradually been on the rise culminating in an eleven percent allocation in the year 2006 budget. Nigeria has struggled to meet the 26 percent allocation recommended by UNESCO as a means of attaining quality education and education for sustainable development 2005-2014. Despite improved budgetary allocation to the education sector in Nigeria, the condition of the sector remains worrisome. Conditions of

facilities are still a far cry from acceptable basically due to past under-funding and systemic corruption. Education is an essential service that must be scrutinized, monitored and constantly evaluated and fully exorcised from the grip of corruption if we are ever going to attain the Education For All (EFA) goals. This realization has elicited stringent calls for effective utilization of funds to solve the myriad of problems in the education sector. The impact of corruption is pervasive both in terms of the drain on national resources and its corrosive influence on institutional efficiency and service delivery in all sectors including teacher education (Samuel, 2006).

The present financial commitment of the state government to the secondary education may not yield the deserved efforts in views of the ever increasing population of students leading to explosion in school enrolment. Similarly, the cost of educational facilities keeps on rising on daily basis and the teachers also continue to demand for increase in salaries and better conditions of service. These heavy financial demands on education imply that the present allocation and expenditure on education in Nigeria is inadequate. There is need for government to intensify efforts in the area of funding specifically to implement 28% budget allocation to education as recommended.

Inadequate funding is one of the problems militating against the academic performance of student; no doubt the important of funding in enhancing the academic performance of secondary school student cannot be over emphasized. It is widely argued that education in Nigeria has been under-funded by successive governments which make education vulnerable to all sorts of abuse. According to Ali (2008) problems have been reported in terms of funding, super-inflation, over-invoicing, misuse and abuses of due process in funds profiting and for political expediency. This situation will certainly bring about low academic performance to student.

It is a fact that achievement of the educational objective as well as student academic performance depends largely on investment in both human and material resources. Allocation of the required resources is a pre-requisite before the target objectives are articulated and attained, Edem (1987) states that if educational goals are to be achieved, there must be adequate financial resources. This explains why in 2000 to salvage the poor state of education in the north, the northern states education submit agreed that all the state client executives would allocate a minimum of 26% each state's annual budget to the education sector (Kaduna state Ministry of Education, 2001).

It is evident that governments in Nigeria have not been given education the required funding for successful achievement of student academic performance. Raymond Mordi in Tell magazine of 3rd November 2009 page 32 has clearly buttressed this. In the year 2000, the budgetary allocation to education was 8.36%; 2000, 7%; 2002, 8%; 2004, 12%; 2005, 11%; 2006, 11%; 2007, 8%; 2008, and 13% in 2009. These budget allocations were indeed far below the 26% as recommended by UNESCO.

It can be deduced from the foregoing discussion that despite the importance and the need for adequate funding of education, it appears it is not given the desired attention. Inadequate funding contributes to poor and inadequate infrastructural and instructional facilities, ill-equipped and inadequate teachers in the education system which is likely inhibiting effective implementation of the desired education policies and school programmes which may achieve objectives (Hinjari 1999).

This problem of poor funding was clearly captured by Shittu (2004) where he expresses concern on the grossly inadequate budgetary allocations to secondary education sub-sector at both national and state levels. The reluctant attitude towards funding education is not different in most of the states of federation which Kaduna state is not excluded.

No wonder the education system is in crisis that causes low student academic performance.

2.7.2 Provision of Infrastructural Facilities

Physical learning environments or the places, in which learning occurs, range from relatively modern and well equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that empirical evidence is inconclusive as to whether the condition of school building is related to higher student's achievement.

The quality of school building may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions of students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of laboratories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When students have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (UNICEF 2000). Even when schools do have adequate infrastructure, parents may be reluctant to allow children, especially girls to attend if they are located too far away from children's homes. In general, parents often consider the location and

condition of learning environment when assessing school quality and this can influence school performance.

A shortage of space currently exists in all the sub-sectors of the educational system. The expansion of the education system, mainly through the increase in enrolment as a result of desire for secondary education in the country has put pressure on education facilities that did not expand at the same rate as the school population.

The existing ones are in a state of decay due to lack of maintenance and repair. The present conditions of buildings impact negatively on the quality of education offered. Such conditions have encouraged a brain drain of teaching and administrative personnel out of education to other sectors of the economy or out of the country. Dilapidated school environments contribute to the high dropout of learners from school. The amount of funding needed for new buildings is high and the estimated cost of the rehabilitation of the existing infrastructure is even higher. The need for provision of adequate education facilities at all level of education is urgent.

2.7.3 Provision of Instructional Materials

Learning and teaching is the concern of the trained teacher. But learning is a complex process. It can however be defined as a change in

disposition; a relatively permanent change in behaviour overtime and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand etc. Adeyanju (1997), Learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process.

Learning aids are instructional materials and devices through which teaching and learning are done in schools. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-chart illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes.

Instructional aids are devices that assist an instructor in the teaching-learning process. Instructional aids are not self-supporting; they are supplementary training devices. The key factor is that instructional aids support, supplement, or reinforce. While instructors may become involved in the selection and preparation of instructional aids, usually they are already in place. Instructors simply need to learn how to effectively use them.

In practice, the choice of instructional aids depends on several factors. Availability, feasibility, or cost may impose realistic limitations. The number of students in a class and the existing facilities are other considerations. In some school situations, the designers of the curriculum determine the use of instructional aids. In this case, the instructor may have little control over their use. On the other hand, an independent instructor may have considerable latitude, but limited resources. Often, instructors must improvise and adapt to the existing circumstances in order to incorporate quality instructional aids.

Poor quality at all levels of education is compounded by a lack of instructional materials for effective teaching and learning. There is a shortage of textbooks in the schools due to the high cost of books. The problem is more serious in different level than other.

2.8 Empirical Studies

A study was carried out by Akpan, (2010), titled "A comparative study of performance of science and art students in mathematics in private and public secondary schools in Calabar, Cross River State"The study investigates the performance of science and art students in Mathematics in private and public secondary schools in Calabar. Four dimensions of factors affecting students' performance were investigated. Which include students' factors, teachers' factors, parental factors and environmental

factors; similarly, three dimensions of students factors were also investigated; studying habit, lack of interest, and lack of studying material. Three dimensions of teachers factors were also investigated. Which include teacher qualification, teacher subject mastering and method of teaching and teacher truancy. Three dimensions of parental factors were investigated; parent academic background, parent habit, and parent socio-economic Status. Also, three dimensions of environmental factors were investigated. Which include; classroom environment, school environment and school management board.

A total number of 300 senior secondary public and private students were used for the study. Stratified random sampling procedure was used in sample selection in order to have equal representation of the ten schools from both Calabar South and Municipality. One research instruments was constructed by the researcher and used for data collection. A questionnaire was also used in the study a close –ended one and the model was Likert scale model which has two sections first personal data and second the research questions or items.

The following hypotheses were tested in the study:

1. There is no significant difference in academic performance of science and art students in Mathematics.

2. Private secondary schools do not significantly perform better than public secondary schools.

3. Teaching perception of teachers does not significantly affect students performance in mathematics.

4. There is no significant difference in parent socio-economic status affecting academic performance.

5. There is no significant difference in teaching and learning environment of private and public secondary schools.

The five hypotheses were tested using independent t-test statistical analysis at 0.05 level of significance. The study portrays the performance of science and art students in mathematics in private and public secondary schools. The results of findings strongly suggest that the academic performance of science students is not significantly different from the academic performance of Art students in mathematics the level of participation in curricular activities as well as students' ability to cope with their study was personal. Private schools students were so significantly different from public school students in terms of their performance in mathematics may be as a result of administration and proper funding. Teaching perception of teachers was not significantly affecting the students academic performance in mathematics even though they were teaching science and art students altogether. They find it

difficult to give preferential treatment to any of these groups. There was no significant difference in parent socio-economic status affecting students academic performance irrespective of whether the students were science or act condition of life is not pertaining to one ethnic group, village, social class, religion or family alone. Teaching and learning environment of private secondary schools was not significantly different from teaching and learning environment of public secondary schools even though the administration was not the same and the funding or the sponsorship weren't the same the students were all promoting their schools environment. In conclusion, the study has exposed a highly reliable body of information about the performances of science and art students, private and public secondary schools and how they are totally independent of themselves. Students, teachers, parents and schools administrators have been exposed to factors that need to be taken into consideration in teaching and learning mathematics.

The researcher recommended that; Students should develop more interest in learning mathematics knowing fully that it is the basic foundation to any future Endeavour most especially in the area of science and art since no University is ready to give any students admission into studying any art courses or related courses without a credit in mathematics in his/her O' level result.

Teachers should cultivate the culture of using appropriate method in their teaching subject so that they can encourage the students under them to always make use of the right method and take with them the spirit of curiosity so as to inquire into knowing the reasons and importance of pragmatic learning. In fact, teachers should be made to know that, they are the pivot point at which learning can take it cost. Parents should show concerned in their children's education because without love and care, the learning to take place. Indeed, poverty has taken root of parenting and child's education hindering "education for all" in Nigeria today. Schools administrators must do everything possible to stop the employment of half bake teachers into the teaching profession and to monitor the purchases of reading materials by students so that they will not go beyond wall selected text as this will drastically reduced the supply of insufficient textbooks in schools, by those marketers and manufacturers who are after money and not successes.

Another study was also carried out by Adeyemi, (2010) titled A Comparative Study of Students Academic Performance in Public Examinations in Secondary Schools in Ondo and Ekiti State, Nigeria.

The study investigated students' academic performance in public examinations in Secondary Schools in Ondo and Ekiti States, Nigeria. As a descriptive research, the study population comprised all the 281

secondary schools in Ondo State and the 171 secondary schools in Ekiti State, Nigeria. Out of the population, a sample of 240 secondary schools in Ondo State and 146 secondary schools in Ekiti State was taken. The method of selection was by stratified random sampling technique. The instrument used to collect the data for the study was an inventory while the data collected was analyzed using percentages, chi-square statistic and the t-test. It was found that the performance of student in the Junior Secondary Certificate (JSC) and the senior Secondary Certificate (SSC) examinations were low.

Based on that, it was recommended that the educational system needs to be revamped and made result oriented in the two States. The teaching and learning processes in all the schools in the two States should be re-examined with the aim of improving the quality of performance of students in JSC and SSC examinations

In another study conducted by: A. B, N. C, and L. A. Title A: Comparison Of Student Performance In Chemistry In Both Private And Public Selected Secondary Schools In The Kaduna South Local Government Area, Nigeria. The study examined the influence of both public and private secondary schools on the academic performance of students in chemistry and more so, compares their performance in this subject. The private school used in the study is Danbo International School. While the public School employs Command Secondary School as

well. A sample of students offering chemistry was randomly selected from each of the schools representing the total population of students offering chemistry. The study involved 67 students with 19 having come in from private (Danbo International) School and 48 students from public (Command Secondary) School. Scores from the student's West African Examination council (WAEC) result were obtained from respective schools and used for analysis. The data collected were subjected to student's t-test statistical analysis at 0.05 significant levels. The result of the study reveals that student in Danbo International School performed relatively better than their counterpart in public (Command Secondary) School. Recommendation from the study was that subjects (science) should be thought with relevant instructional materials in primary schools in order to prepare the pupils for the learning task in secondary schools. Inspectors of education and proprietors should ensure that teachers use instructional materials to teach science subjects.

Another study by Okoye, Momoh, Aigbomian, and Okecha, (2008) on the Teachers' quality, instructional strategies and students' performance in secondary school science. The study examined the instruction between two independent variables of Teacher Quality and Instructional Strategy on Students Performance in Secondary School Science.

The study was conducted within the framework of ascertaining the interactional effect of Teachers, Quality and Instructional strategy on achievement in secondary school Biology. The t-test was used in the analysis of the result. One hundred and twenty Senior Secondary School Three (S.S.S. III) Students and Twelve Biology Teachers randomly selected from six Schools in Ethiope East and Ukwuani Local Government Areas of Delta State were used as subjects for this. The result showed that the variables of teacher quality and instructional Strategy had positive significant relationship with achievement in science. Moreover, it was found that Teacher quality and Instructional strategy were two non-separate interactive independent variables in science Education.

The fact that the Biology students exposed to concept mapping strategy of teaching performed significantly better than those exposed to the guided discovery in this study shows the science effect of this concept mapping strategy on student learning. This is quite in agreement with the submissions of Kola-Olusanya (1997) that mapping activities require the student to think in multiple directions and to switch back and forth between different levels of abstraction before a meaningful concept map can be shown. Hence these mapping exercises and elicitation of prior knowledge of concept accounted for better achievement. This implies that this newly introduced concept mapping strategy in teaching needs to be popularized among science teachers through workshop seminars and other

in-service training procedure so as to pass the significant advantages of this teaching method to all category of teachers.

In another study carried out by Agharuwhe and Nkechi (2009). The study determined the influence of teachers' classroom effectiveness on student's academic performance in public secondary schools in Delta State, Nigeria. It was descriptive in nature and involved 979 teachers, made up of 450 males and 519 females, drawn from 72 out of the total of 361 public secondary schools in the State by stratified random sampling technique. Academic performance records of 50 students per teacher, which is 48,950 students' scores were also used. Questionnaires and a rating scale were used to collect data for the study.

Four hypotheses were tested at the 0.05 level of significance using correlation, simple regression, t-test, and single factor analysis of variance. The results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in this study. It was concluded that teachers' effect is not the only determinant on students' academic achievement.

The study found that teachers who were rated as ineffective actually produced students of lower academic ability. However, the

difference found in the mean performance of the students was statistically not significant.

It is noteworthy that the mean performance of students in this study was lower than the mean effectiveness rating of the teachers. This shows that the teachers are significantly more effective than what the academic performance of the students indicate. The reported level of students' performance may not be a good reflection of the quality of teaching in the schools. It may be more of the function of the quality of students and the environment of learning in public secondary schools. Generally, the students in public secondary schools in Delta State of Nigeria are from poor homes, with little or no educational materials at home. The parents of this set of students are often partially educated and sometimes they are illiterate. The students come into the schools with low intellectual ability and poor attitude to academic work. Therefore, the student factors may be more responsible for the reported level of student performance in these schools than teachers' effectiveness. The school environment is such that classrooms are overcrowded in urban schools, the infrastructure and facilities in these schools are inadequate and so it becomes impossible for good teaching and learning to take place. This poor state of schools makes students restive and uninterested in academic excellence. A possible consequence of this is that students' and school environment factors may have marked the actual influence of teachers'

classroom effectiveness. This is especially noticed in the variation of performance of students of ineffective and moderately effectiveness teachers where the former produce students with higher mean performance contrary to expectation.

2.9 Summary

The chapter reviewed literature related to academic performance of students in SSCE in public secondary schools in Zaria Educational Zone. There has been steady decline in the SSCE performances within the years under review. Several literature relating to SSCE performances among the public secondary schools were discussed. The causes of the poor academic performance have also been reviewed and an empirical studies related to the topic has also been reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter basically described the methods or approach embarked upon by the researcher in other to arrive at a conclusive research work. This chapter presented the research design, population, sample size and sampling technique, instrument for data collection, method for data collection, as well as procedure for data analysis:

3.2 Research Design

This study was designed along the line of an ex-post facto and a descriptive survey. It was ex-post facto in the sense that it was an after fact or after event research. Akuezuilo and Agu (2003) stated that an ex-post-facto design is where a researcher carried out empirical inquiry but did not have direct control of the independent variables because their manifestations had already occurred.

It was a descriptive survey in the sense that the study examined a particular situation as it was, that is, the academic performance of students in examinations over a large area/period without any attempt to manipulate variables.

The importance of the design to the study is that it enables the researcher to undertake in-depth analysis of students' performance in SSCE within all the senior secondary schools in Zaria Education Zone Kaduna State and between periods of 2006 to 2010.

3.3 Population of the Study

The research population of this study comprised all the ten (10) public Senior Secondary Schools (examination centers) within Zaria Education Zone.

The schools are as follows;

1 Government secondary school Zaria
2 Science Secondary School Kufena
3 Barewa College Zaria
4 Alhuda-huda College Zaria
5 Government Girls Secondary School Zaria
6 Government Secondary School Tudun Saibu
7 Government Secondary School Dakace
8 Government Secondary School Dogon Bauchi
9 Government Secondary School Chindit Barracks
10 Government Girls Secondary School Kofan Gayan

The following table shows the distribution of schools and population of students that registered for SSCE and period in the study area;

Table 3.1 Total number of students that sat for SSCE in Zaria Education Zone from 2006-2010

S/N	School	2006	2007	2008	2009	2010
1.	G. S. S. Zaria	254	350	141	284	385
2.	Science school kufena	150	181	108	148	221
3.	Barewa college Zaria	327	463	269	399	445
4.	Alhudahuda College Zaria	346	574	290	553	569
5.	G. S. S. Tudun Saibu	568	455	375	100	200
6.	G. S. S. Dogon Bauchi	279	321	119	218	296
7.	G. S. S. Chindit Barrack	802	776	134	135	196
8.	G. S. S. Dakace	143	198	240	500	441
9.	G. G. S. S Zaria	373	479	156	197	206
10.	G.G.S.S Kofan Gayan	168	126	108	172	223
	Total	3,410	3,854	1,940	2,706	3,187

Source: Zaria education zone (2011)

3.4 Sampling and Sampling Technique

The sample size was obtained from all the ten (10) examination centers (schools) that incorporated all the eighteen (18) public senior secondary schools with 15,161registered students in the study area. All the 10 examination centers (schools) were stratified chosen for the study. Results of students from subject/subjects clusters of English, Mathematics, Arts and social sciences, Vocational and technical and Nigerian Language subjects sat for in SSCE were used. Only results from 2006 to 2010 were used to establish a trend of students' period of training for the comparison.

Table 3.2 Distribution of Subject/subjects clusters

S/N	Clusters	Subjects
1	English	English
2	Mathematics	Mathematics
3	Sciences Subjects	Biology, Chemistry, Physics
4	Arts and social sciences subjects	Economics, Geography, Government, I.R.S., C.R.S.
5	Vocational and Technical subjects	Agricultural science, Home Management, Technical Drawing
6	Nigerian languages	Hausa, Igbo and Yoruba

3.5 Instrumentation

The instrument for this study was SSCE West African Examination Council Scores sheets from 2006-2010. This study is a one short-case study of the previous student's scores of subjects which were collected from the schools under study. The results are already standardized by external examining body; SSCE (WAEC) Instrument was adopted at 0.05 alpha level

3.6 Data Collection Procedure

The data were collected from the ten (10) examination centers in Zaria Education Zone. The results were collected from the principals/examination officers of each of the schools or the Educational Zone and were recorded accordingly in line with their scores in SSCE (WAEC). The data were collected and recorded for analysis and interpretation.

3.7 Procedure for Data Analysis

In order to analyse the data the Kruskal-Walis's Non parametric statistics method was used as this compared the mean achievement of the subject/subjects groups in the schools and various years. The mean of each subject/subjects group and years of the performance at credit, pass

or fail levels are calculated and a *p* value is obtained to determine if significant differences exist among the subjects, schools and the five years at 0.05 alpha level of significance.

Justification for statistical Analysis: The Non parametric test of Kruskal-Wallis (alternative to Analysis of variance) is used because the test variable of performance in subject/subjects group in SSCE is in frequency of modified 3 likert rating scale ordered options (credit, pass and Fail) while the factor variable of schools is made of ten different schools and five years period hence the appropriate statistical technique of Non parametric test of Kruskal-Wallis test.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter presents the data analysis of the study titled: Analysis of Performance of students in SSCE in Zaria Education Zone, Kaduna state, Nigeria, from 2006-2010. The Descriptive statistics mean ranking of the Kruska-Walis Non parametric statistics was used to determine the mean ranking performances in each of the subject/subjects groups, within the schools and the five years period under study. The six research hypotheses were tested using the Non parametric an alternative to Analysis of Variance, the Kruskal-Walis statistics. The data is ordinal data in the order of Credit, Pass and failure in that order hence the choice of the statistical method. All were tested at 0.05 alpha level of significance.

4.2 Analyses of Research Questions

The study was guided by the search for answers to the six research questions raised in chapter one of this study, these research questions were answered as follows:

Research Question 1

What is the performance level of students in English Language in SSCE in public Senior Secondary schools in Zaria education zone Kaduna state?

Results presented in Table 4.3.1(a) give answer to this research question which indicate the level of performance of students in English in the ten schools under study, their mean rankings were 7506.60, 8276.95, 6757.36, 8413.97, 7407.22, 7911.34, 5850.12, 7650.20, 9630.12 and 62577.97 for Science school Kufena, Barewa college, Alhudahuda college, GGSS zaria, GSS zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that GSS Dakace with 9630.102 has the highest mean SSCE Performance in English while GSS Chindit Barracks with mean rankling of 5850.12 has the least SSCE Performance in English. In regards to the performance level of students within the period of the study presented in Table 4.3.1 (b) shows the performance level of students in English Language between the five years under study. Their mean performance rankings were 6178.18, 7609.72, 9871.59, 8065.41 and 7090.03 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 had the best SSCE performance in English while year 2006 had the least performance in English language rankings.

(see Appendix A1 for summary of English Language performance in grades and period)

Research Question 2

What is the performance level of students in mathematics in SSCE in public Senior Secondary schools in Zaria education zone Kaduna state?

Results presented in Table 4.3.2 (a) give answer to this research question which indicate the level of performance of students in Mathematics in the ten schools under study, Their mean performance rankings were 9661.16, 9442.08, 5958.56, 7819.35, 6940.54, 7777.19, 6391.36, 7604.81, 9446.17 and 6664.34 for Science school Kufena, Barewa college, Alhudahuda college, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Science School Kufena with 9661.16 mean ranking has the highest SSCE Performance in Mathematics while Alhudahuda College Zaria with mean rankling of 5958.56 has the least SSCE Performance in mathematics. In regards to the performance level of students within the period of the study presented in Table 4.3.2 (b) shows the performance level of students in Mathematics between the five years under study, their mean performance rankings were 6375.96, 8064.22, 9748.53, 8293.05 and 6489.03 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 with mean ranking of 9748.53 had the best SSCE performance in Mathematics while year 2006 with mean ranking of 6372.96 had the least performance in Mathematics rankings.

(see Appendix A2 for summary of Mathematics performance in grades and period)

Research Question 3

What is the performance level of students in Science Subjects in SSCE in public Senior Secondary schools in Zaria education zone Kaduna state?

Results presented in Table 4.3.3(a) give answer to this research question which indicate the level of performance of students in Science subjects in the ten schools under study, Their mean SSCE performance rankings were 14126.24, 14914.33, 9492.40, 11406.57, 13617.79, 13427.82, 9668.82, 13165.02, 11114.47 and 11528.70 for Science School Kufena, Barewa college, Alhudahuda College, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Barewa College with 14914.33 mean ranking have the highest mean SSCE Performance in Science subjects while Alhudahuda College Zaria with mean ranking of 9492.40 have the least SSCE Performance in Science subjects. In regards to the performance level of students within the period of the study presented in Table 4.3.3 (b) shows the performance level of students in science subjects between the five years under study, their mean performance rankings were 11068.93, 12208.72, 12998.79, 12218.58 and 12516.95 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 with mean ranking of 12998.79 had the best SSCE performance

in Science subjects while year 2006 with mean ranking of 11068.93 had the least performance in Science subject's rankings.

(see Appendix A3 for summary of Science subjects grades and period)

Research Question 4

> What is the performance level of students in Art and Social Science Subjects in SSCE in public Senior Secondary School in Zaria education zone Kaduna?

Results presented in Table 4.3.4 (a) give answer to this research question which indicate the level of performance of students in Arts and social science subjects in the ten schools under study, Their mean SSCE performance rankings were 31249.20, 30827.39, 18702.67, 24400.45, 24216.39, 26069.09, 17871.02, 25154.57, 25709.95 and 25307.32 for Science School Kufena, Barewa College, Alhudahuda college, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Science School Kufena with mean ranking of 31249.20 have the highest mean SSCE Performance in Arts and Social sciences while Alhudahuda college Zaria with mean rankling of 18702.67 have the least SSCE Performance in Arts and Social Sciences. In regards to the performance level of students within the period of the study presented in Table 4.3.4 (b) shows the performance level of students in Arts and Social science between the five years under study, their mean rankings in Arts and Social Sciences subjects were 20182.52, 23778.16, 27200.59, 26216.78 and 24426.55 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 had the best

SSCE performance in Arts and Social Sciences while year 2006 had the least mean ranking of 20182.52 performance in Arts and Social Science subject's rankings.

(see Appendix A4 for summary of Arts and social science subjects performance grades and period)

Research Question 5

> What is the performance level of students in Vocational and Technical subjects in SSCE in public Senior Secondary Schools in Zaria education zone Kaduna state?

Results presented in Table 4.3.5(a) give answer to this research question which indicate the level of performance of students in Vocational and Technical subjects in the ten schools under study, their mean SSCE performance rankings were 10758.44, 9633.61, 6792.52, 7488.18, 6777.62, 7940.96, 6800.95, 8047.80, 7112.40 and 7345.06 for Science school Kufena, Barewa College, Alhudahuda College, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Science School Kufena with mean ranking of 10758.44 have the highest mean SSCE Performance in Vocational and technical subjects while GSS Zaria with mean rankling of 6777.62 have the least SSCE Performance in Vocational and technical. In regards to the performance level of students within the period of the study presented in Table 4.3.5 (b) shows the performance level of students in Vocational and Technical subjects between the five years under study, Their mean rankings in Vocational and technical subjects

were 6824.04, 8541.62, 7593.31, 8178.01 and 7253.66 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2007 with mean ranking of 8541.62 had the best SSCE performance in Vocational and technical subjects while year 2006 had the least mean ranking of 6824.04 performance in Vocational and technical subjects.

(see Appendix A5 for summary of Vocational and Technical subjects performance grades and period)

Research Question 6

> What is the performance level of students in Nigerian language subjects in SSCE in public senior secondary schools in Zaria education zone Kaduna state?

Results presented in Table 4.3.6 (a) give answer to this research question which indicate the level of performance of students in Nigerian Language subjects in the ten schools under study, their mean SSCE performance rankings were 8476.31, 8504.60, 5789.19, 7653.82, 6135.65, 7747.13, 5065.75, 6700.82, 7023.16 and 7340.46 for Science school Kufena, Barewa college, Alhudahuda college, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Barewa college with 8504.60 have the highest mean SSCE Performance in Nigerian languages while GSS Chindit Barracks with mean ranking of 5065.75 have the least SSCE Performance in Nigerian languages subjects. In regards to the performance level of students within the period of the study presented in Table 4.3.6 (b) shows the performance level of students in Nigerian Language

between the five years under study, their mean Nigerian languages subject's rankings were 6666.68, 5990.16, 8167.61, 6846.69 and 7521.94 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 with mean ranking of 8167.61 had the best SSCE performance in Nigerian languages subjects while year 2007 had the least mean ranking of 5990.16 performance in Nigerian languages subjects rankings.

(see Appendix A6 for summary of Nigerian Language subjects performance grades and period)

4.3 Hypothesis Testing

Six hypotheses were formulated and tested for this study. The hypotheses were based on the data related to the analysis of performance of students in public senior secondary school certificate examination in Zaria Education Zone Kaduna state. The testing was on the variables related to the subject/subjects groups offered by students in SSCE; English, Mathematics, sciences, Arts and social science, Vocational and technical subjects and Nigerian Languages subjects groups.

The hypotheses were tested by the use of Kruskal-Walis non parametric test statistic (NPar) at 0.05 level of significance. In order to make the work very clear the researcher tested each hypothesis in two different dimension; tested based in schools and that of periods (years), it's called hypothesis A and B

Hypothesis 1: The null hypothesis states that;

There is no significant difference in the performance level of students in English Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state.

Table 4.3.1: (a) Non parametric test of Kruskal-Wallis test on the performances level of students in English Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

	SCHOOL	N	Mean Rank	Df	P value
PERFORMANCE	Science school Kufena	809	7506.60	9	0.000
	Barewa College	1903	8276.95		
	Alhudahuda college	2267	6757.36		
	GGSS Zaria	1411	8413.97		
	GSS Zaria	1414	7407.22		
	GSS Tudun Sabiu	1698	7911.34		
	GSS Chindit Barracks	2043	5850.12		
	GSS Dogon Bauchi	1233	7650.20		
	GSS Dakace	1522	9630.12		
	GGSS Kofan Gayan	797	6277.97		
	TOTAL	15097			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the ten schools within the period under review. The result showed that significant differences exist among the ten selected schools. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean performance rankings were 7506.60, 8276.95, 6757.36, 8413.97, 7407.22, 7911.34, 5850.12, 7650.20,

9630.12 and 62577.97 for Science school Kufena, Barewa college, Alhudahuda college, GGSS zaria, GSS zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that GSS Dakace with 9630.102 has the highest mean SSCE Performance in English while GSS Chindit Barracks with mean rankling of 5850.12 has the least SSCE Performance in English Language.

The calculated chi-square of 1233.580 is higher than the critical chi-square of 16.919

Critical Value = 0.05 = 16.919

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 16.919. This shows that the computed value of 1233.580 is greater than the tabulated value of 16.919 ie 1233.580 > 16.919

Therefore, the null hypothesis which states that there is no significant difference in the performances level of students in English Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state, is hereby rejected.

Hypothesis One (B): The null hypothesis state that There is no significant difference in the performances level of students in English Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006-2010

Table 4.3.1 (B): Non parametric test of Kruskai-Wallis test among performances level of students in English Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 and 2010

	YEAR	N	Mean Rank	dF	P (SIG)
PERFORMANCE	2006.00	3410	6178.18	4	0.000
	2007.00	3854	7609.72		
	2008.00	1940	9871.59		
	2009.00	2706	8065.41		
	2010.00	3187	7090.03		
	Total	15097			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the five years. The result showed that significant differences exist among the five years under review. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean performance rankings were 6178.18, 7609.72, 9871.59, 8065.41 and 7090.03 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 had the best SSCE performance in English while year 2006 had the least performance in English language rankings.

The calculated chi-square of 1286.657 is higher than the critical chi-square of 9.488

Critical Value = 0.05 = 9.488

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 9.488. This shows that the computed value of 1286.657 is greater than the tabulated value of 9.488 ie 1286.657 > 9.488

Therefore, the null hypothesis which states that there is no significant difference in the performances level of students in English Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 to 2010, is hereby rejected.

Hypothesis Two (a): The null hypothesis state that;

There is no significant difference in the performances level of students in Mathematics in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

Table 4.3.2 (a): Non parametric test of Kruskal-Wallis test among performances level of students in Mathematics in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

	SCHOOL	N	Mean Rank	Df	P (sig)
PERFORMANCE	Science school Kufena	808	9661.16	9	0.000
	Barewa	1880	9442.08		
	Alhudahuda	2323	5958.56		
	GGSS Zaria	1271	7819.35		
	GSS Zaria	1361	6940.54		
	GSS T Saibu	1585	7777.19		
	GSS Chindit	2142	6391.36		
	GSS D Bauchi	1296	7604.81		
	GSS Dakace	1515	9446.17		
	GGSS Kofan Gayan	1046	6664.34		
	Total	15227			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the ten schools within the period under review. The result showed that significant differences exist among the ten selected schools. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean attitudinal rankings were 9661.16, 9442.08, 5958.56, 7819.35, 6940.54, 7777.19, 6391.36, 7604.81, 9446.17 and 6664.34 for Science school Kufena, Barewa college, Alhudahuda college, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS

Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Science School Kufena with 9661.16 ranking has the highest mean SSCE Performance in Mathematics while Alhudahuda College Zaria with mean rankling of 5958.56 has the least SSCE Performance in mathematics.

The calculated chi-square of 1835.745 is higher than the critical chi-square of 16.919

Critical Value = 0.05 = 16.919

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 16.919. This shows that the computed value of 1835.745 is greater than the tabulated value of 16.919 ie 1835.745 > 16.919

Therefore, the null hypothesis which states that there is no significant difference in the performances level of students in Mathematics in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state, is hereby rejected.

Hypothesis Two (B): The null hypothesis state that; There is no significant difference in the performances level of students in Mathematics in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state between for years 2006 to 2010

Table 4.3.2 (B): Non parametric test of Kruskai-Wallis test among performances level of students in Mathematics in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 and 2010

	YEAR	N	Mean Rank	Df	P (sig)
PERFORMANCE	2006	3388	6372.96	4	0.000
	2007	4011	8064.22		
	2008	1940	9748.53		
	2009	2706	8293.05		
	2010	3182	6489.03		
	Total	15227			

Outcome of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings in Mathematics of the five years. The result showed that significant differences exist among the five years under review. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean performance rankings were 6375.96, 8064.22, 9748.53, 8293.05 and 6489.03 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 with mean ranking of 9748.53 had the best SSCE performance in Mathematics while year 2006 with mean ranking of 6372.96 had the least performance in Mathematics rankings.

The calculated chi-square of 1423.487 is higher than the critical chi-square of 9.488

Critical Value = 0.05 = 9.488

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 9.488. This shows that the computed value of 1423.487 is greater than the tabulated value of 9.488 ie 1423.487 > 9.488

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Mathematics in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 to 2010, is hereby rejected.

Hypothesis Three (a) : The null hypothesis state that; There is no significant difference in the performances level of students in Sciences in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

Table 4.3.3 (a): Non parametric test of Kruskal-Wallis test in the performances level of students in Sciences in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

	SCHOOL	N	Mean Rank	Df	Sig (p)
PERFORMANCE	Science School Kufena	2424	14914.33	9	0.000
	Barewa College	3337	14126.24		
	Alhudahuda College	3394	9492.40		
	GGSS Zaria	2195	11406.57		
	GSS Zaria	2201	13617.79		
	GSS Tudun Sabiu	2077	13427.82		
	GSS Chindit Baracks	2876	9668.82		
	GSS Dogon Bauchi	1624	13165.02		
	GSS Dakace	2822	11114.47		
	GGSS Kofan Gayan	1349	11528.70		
	Total	24299			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the ten schools within the period under review. The result showed that significant differences exist among the ten selected schools. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean SSCE performance rankings were 14914.33, 14126.24, 9492.40, 11406.57, 13617.79, 13427.82, 9668.82, 13165.02, 11114.47 and 11528.70 for Science School Kufena, Barewa

college, Alhudahuda College, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Science School Kufena with 14914.33 mean ranking have the highest mean SSCE Performance in Science sunjects while Alhudahuda College Zaria with mean ranking of 9492.40 have the least SSCE Performance in Science subjects.

The calculated chi-square of 2304.230 is higher than the critical chi-square of 16.919

Critical Value = 0.05 = 16.919

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 16.919. This shows that the computed value of 2304.230 is greater than the tabulated value of 16.919 ie 2304.230 > 16.919

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Sciences subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state, is hereby rejected.

Hypothesis Three (b) : The null hypothesis state that; There is no significant difference in the performances level of students in Sciences in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state between years 2006-2010

Table 4.3.3 (b): Non parametric test of Kruskal-Wallis test in the performances level of students in Sciences subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state between 2006-2010

	YEAR	N	Mean Rank	Df	Sig (p)
PERFORMANCE	2006.00	4866	11068.93	4	0.000
	2007.00	6451	12208.72		
	2008.00	2954	12998.79		
	2009.00	4375	12218.58		
	2010.00	5653	12516.95		
	Total	24299			

Outcome of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings in Sciences of the five years. The result showed that significant differences exist among the five years under review. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean performance rankings were 11068.93, 12208.72, 12998.79, 12218.58 and 12516.95 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 with mean ranking of 12998.79 had the best SSCE performance in Science subjects while year 2006 with mean ranking of 11068.93 had the least performance in Science subject's rankings.

The calculated chi-square of 217.744 is higher than the critical chi-square of 9.488

Critical Value = 0.05 = 9.488

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 9.488. This shows that the computed value of 217.744 is greater than the tabulated value of 9.488 ie 217.744 > 9.488

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Science subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 to 2010, is hereby rejected.

Hypothesis Four (a): The null hypothesis state that;

There is no significant difference in the performance level of students in Arts and Social sciences subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

Table 4.3.4 (a): Non parametric test of Kruskal-Wallis test among performances level of students in Arts and Social sciences in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

	SCHOOL	N	Mean Rank	Df	P (sig)
PERFORMANCE	Science School Kufena	1646	31249.20	9	0.000
	Barewa college	5826	30827.39		
	Alhudahuda coll	7383	18702.67		
	GGSS zaria	4418	24400.45		
	GSS zaria	4315	24216.39		
	GSS Tudun Saibu	5776	26069.09		
	GSS Chindit Barracks	7228	17871.02		
	GSS Dogon Bauchi	4162	25154.57		
	GSS Dakace	4630	25709.95		
	GGSS Kofan Gayan	2575	25307.32		
	Total	47959			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the ten schools within the period under review. The result showed that significant differences exist among the ten selected schools in their Arts and social sciences. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean SSCE performance rankings were 31249.20, 30827.39, 18702.67, 24400.45, 24216.39, 26069.09, 17871.02, 25154.57, 25709.95 and 25307.32 for Science School Kufena, Barewa College, Alhudahuda college, GGSS Zaria,

GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Science School Kufena with mean ranking of 31249.20 have the highest mean SSCE Performance in Arts and Social sciences while Alhudahuda college Zaria with mean rankling of 18702.67 have the least SSCE Performance in Arts and Social Sciences.

The calculated chi-square of 5346.050 is higher than the critical chi-square of 16.919

Critical Value = 0.05 = 16.919

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 16.919. This shows that the computed value of 5346.050 is greater than the tabulated value of 16.919 ie 5346.050 > 16.919

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Arts and Social Sciences subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state, is hereby rejected.

Hypothesis Four (B): The null hypothesis state that There is no significant difference in the performances level of students in Arts and Social Sciences in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from years 2006 to 2010

Table 4.3.4 (B): Non parametric test of Kruskal-Wallis test in the performances level of students in Arts and Social Sciences in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 and 2010

	YEAR	N	Mean Rank	Df	Sig (P)
PERFORMANCE	2006.00	10857	20182.52	4	0.000
	2007.00	12906	23778.16		
	2008.00	6638	27200.59		
	2009.00	8164	26216.78		
	2010.00	9394	24426.55		
	Total	47959			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the five years in Arts and Social Sciences. The result showed that significant differences exist among the five years under review. This is because the calculated significant value of 0.00 is less than the 0.05 alpha value of significance. Their mean rankings in Arts and Social Sciences subjects were 20182.52, 23778.16, 27200.59, 26216.78 and 24426.55 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year

2008 had the best SSCE performance in Arts and Social Sciences while year 2006 had the least mean ranking of 20182.52 performance in Arts and Social Sciences rankings.

The calculated chi-square of 1621.331 is higher than the critical chi-square of 9.488

Critical Value = 0.05 = 9.488

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 9.488. This shows that the computed value of 1621.331 is greater than the tabulated value of 9.488 ie 1621.331 > 9.488

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Arts and Social Sciences in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 to 2010, is hereby rejected.

Hypothesis Five (a): The null hypothesis state that;

There is no significant difference in the performances level of students in Vocational and technical subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

Table 4.3.5 (a): Non parametric test of Kruskal-Wallis test among performances level of students in Vocational and technical in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

	SCHOOL	N	Mean Rank	Df	P (sig)
PERFORMANCE	Science School Kufena	808	10758.44	9	0.00
	Barewa College	1860	9633.61		
	Alhudahuda College	2282	6792.52		
	GGSS Zaria	1498	7488.18		
	GSS Zaria	1245	6777.62		
	GSS Tudun Sabiu	1559	7940.96		
	GSS Chindit Baracks	2295	6800.95		
	GSS Dogon Bauchi	1287	8047.80		
	GSS Dakace	1394	7112.40		
	GGSS Kofan Gayan	1178	7345.06		
	Total	15406			

An understanding of the above table revealed the Non parametric test of Kruskal -Wallis test for the mean SSCE performance rankings of the ten schools within the period under review in Vocational and technical subjects. The result showed that significant differences exist among the ten selected schools in their Vocational and technical. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean SSCE performance rankings were 10758.44, 9633.61, 6792.52, 7488.18, 6777.62, 7940.96, 6800.95, 8047.80, 7112.40 and 7345.06 for Science school

Kufena, Barewa college, Alhudahuda college, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Science School Kufena with mean ranking of 10758.44 have the highest mean SSCE Performance in Vocational and technical subjects while GSS Zaria with mean rankling of 6777.62 have the least SSCE Performance in Vocational and technical.

The calculated chi-square of 1515.164 is higher than the critical chi-square of 16.919

Critical Value = 0.05 = 16.919

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 16.919. This shows that the computed value of 1515.164 is greater than the tabulated value of 16.919 ie 1515.164 > 16.919

Therefore, the null hypothesis which state that there is no significant difference in the performance level of students in Vocational and technical subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state, is hereby rejected.

Hypothesis five (B): the null hypothesis state that; There is no significant difference in the performance level of students in Vocational and Technical subjects in SSCE in public senior secondary school in Zaria Education Zone Kaduna state from years 2006-2010

Table 4.3.5(B): Non parametric test of Kruskal-Wallis test among performance level of students in Vocational and Technical subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006-2010

	YEAR	N	Mean Rank	Df	P (sig)
PERFORMANCE	2006.00	3453	6824.04	4	0.000
	2007.00	4006	8541.62		
	2008.00	2056	7593.31		
	2009.00	2765	8178.01		
	2010.00	3126	7253.66		
	Total	15406			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the five years in Vocational and technical subjects. The result showed that significant differences exist among the five years under review. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean rankings in Vocational and technical subjects were 6824.04, 8541.62, 7593.31, 8178.01 and 7253.66 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2007 with mean ranking of 8541.62 had the best SSCE performance in Vocational and technical subjects while year 2006 had the least mean ranking of 6824.04 performance in Vocational and technical subjects.

The calculated chi-square of 1337.151 is higher than the critical chi-square of 9.488

Critical Value = 0.05 = 9.488

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 9.488. This shows that the computed value of 1337.151 is greater than the tabulated value of 9.488 ie 1337.151 > 9.488

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Vocational and technical subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 to 2010, is hereby rejected.

Hypothesis Six (a): The null hypothesis state that;

There is no significant difference in the performances level of students in Nigerian Languages subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

Table 4.3.6 (a): Non parametric test of Kruskal-Wallis test among performances level of students in Nigerian Languages subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state

	SCHOOL	N	Mean Rank	Df	P (sig)
PERFORMANCE	Science School Kufena	808	8476.31	9	0.00
	Barewa college	1893	8504.60		
	Alhudahuda college	2261	5789.19		
	GGSS Zaria	1378	7653.82		
	GSS Zaria	1025	6135.65		
	GSS Tudun Saibu	1479	7747.13		
	GSS Chindit Baracks	1923	5065.75		
	GSS Dogon Bauchi	1126	6700.82		
	GSS Dakace	1166	7023.16		
	GGSS Kofan Gayan	744	7340.46		
	Total	13803			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the ten schools within the period under review in Nigerian Languages subjects. The result showed that significant differences exist among the ten selected schools in their Nigerian Languages subjects. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean SSCE performance rankings were 8476.31, 8504.60, 5789.19, 7653.82, 6135.65, 7747.13, 5065.75, 6700.82, 7023.16 and 7340.46 for Science school Kufena, Barewa college, Alhudahuda

college, GGSS Zaria, GSS Zaria, GSS Tudun Sabiu, GSS Chindit barracks, GSS Dogon Bauchi, GSS Dakace and GGSS Kofan Gayan respectively. This shows that Barewa college with 8504.60 have the highest mean SSCE Performance in Nigerian languages while GSS Chindit Barracks with mean ranking of 5065.75 have the least SSCE Performance in Nigerian languages subjects.

The calculated chi-square of 1337.151 is higher than the critical chi-square of 16.919

Critical Value = 0.05 = 16.919

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 16.919. This shows that the computed value of 1337.151 is greater than the tabulated value of 16.919 ie 1337.151 > 16.919

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Nigerian languages subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state, is hereby rejected.

Hypothesis Six (B): The null hypothesis state that There is no significant difference in the performances level of students in Nigerian Language subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from years 2006 to 2010.

Table 4.3.6 (B): Non parametric test of Kruskai-Wallis test among performances level of students in Nigerian Language in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 and 2010

	YEAR	N	Mean Rank	Df	Sig (p)
PERFORMANCE	2006.00	3205	6666.68	4	0.000
	2007.00	3557	5990.16		
	2008.00	1895	8167.61		
	2009.00	2356	6846.69		
	2010.00	2790	7521.94		
	Total	13803			

Result of the Non parametric test of Kruskal -Wallis test above showed the mean SSCE performance rankings of the five years in Nigerian languages subjects. The result showed that significant differences exist among the five years under review. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean Nigerian languages subject's rankings were 6666.68, 5990.16, 8167.61, 6846.69 and 7521.94 for years 2006, 2007, 2008, 2009 and 2010 respectively. This shows that year 2008 with mean ranking of 8167.61 had the best SSCE performance in Nigerian languages subjects while year 2007 had the least mean ranking of 5990.16 performance in Nigerian languages subjects rankings.

The calculated chi-square of 515.879 is higher than the critical chi-square of 9.488

Critical Value = 0.05 = 9.488

Decision Rule

From the chi-square for 1 degree of freedom at 0.05 level of significance, the tabulated X^2 value is 9.488. This shows that the computed value of 515.879 is greater than the tabulated value of 9.488 ie 515.879 > 9.488

Therefore, the null hypothesis which state that there is no significant difference in the performances level of students in Nigerian languages subjects in SSCE in public senior secondary schools in Zaria Education Zone Kaduna state from 2006 to 2010, is hereby rejected.

4.4 Summary of major findings

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

1. In English language, GSS Dakace has the best results in SSCE Performance while GSS Chindit Barracks has the least (poor) result in SSCE Performance in English, both the schools were day secondary schools. In regards to period, year 2008 had the best SSCE performance in English while year 2006 had the least performance in English language.

2. In Mathematics, Science School Kufena has the best result in SSCE Performance in Mathematics while Alhudahuda College Zaria has the least (poor) Performance in SSCE in mathematics, both the schools were boarding schools. In regards to the period year 2008 has the best SSCE performance in Mathematics while year 2006 has the least (poor) performance in Mathematics.

3. In Science subjects, Science School Kufena has the best result in SSCE Performance while Alhudahuda College Zaria has the least (poor) performance in SSCE in Science subjects, both the schools were boarding schools. In regards to period year 2008 has the best SSCE performance in Science subjects while year 2006 has the least performance in Science subjects.

4. In Arts and Social sciences subjects, Science School Kufena has the best result in SSCE Performance while Alhudahuda college Zaria with mean has the least (poor) result in SSCE Performance in Arts and Social Science subjects, both the schools were boarding schools. In regards to the period year 2008 had the best SSCE performance in Arts and Social Sciences while year 2006 had the least (poor) performance in Arts and Social Sciences subjects.

5. In Vocational and technical subjects Science school Kufena (boarding school) has thebest result in SSCE Performance in Vocational and technical subjects while GSS Zaria (day school) has the least (poor) result in SSCE Performance in Vocational and technical. In regards to the period year 2007 recorded the best result and 2009 has the poor SSCE performance in Vocational and technical subjects.

6. In Nigerian language subjects Barewa college (boarding school) has the best result in SSCE Performance while GSS Chindit Barracks (day

school) have the least (poor) result in SSCE. In regards to the period, year 2008 has the best SSCE performance in Nigerian language subjects and year 2007 had the least (poor) performance in Nigerian languages subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

This chapter concludes, summarizes and offers useful recommendations as well as suggestions for further studies

5.2 Summary

The study was set to assess and analyse the performance of students in public senior secondary school certificate examinationS in Zaria education zone. It sampled all the senior secondary schools within Zaria Education Zone Kaduna State. This study titled "Analysis of Performance of students in SSCE in Zaria Education Zone, Kaduna state from 2006-2010", the study was presented under five main chapters which this section summarized.

Chapter one introduced the study, and the general background of the study, statements of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study, and scope of the study were all discussed to analyze the performances of students in six subject/subjects groups within the last five years in Zaria education Zone. Six research questions were stated and answered as well as six corresponding research hypotheses were also tested. The significance and statement of problems were also discussed in

the chapter. The study was limited to records of SSCE performance in six subject/subjects clusters between years 2006 to 2010.

Chapter two presents the detailed literature reviews and the conceptual studies such as performance of students generally in SSCE, performance in each variable of the study; it also reviews some factors affecting students' academic performance as well as empirical studies related to the study discussed under various sub headings.

Chapter three discussed the study's methodologies adopted. The ex-post facto design was used by means of gathering the data, the sampling out technique adopted was the cluster sampling technique by singling English and Mathematics because of their importance and grouping other subjects as an area of specialization as sciences, art and Social Science, Nigerian language and Vocational and Technical subjects of the SSCE within the study area. The instrument for data collection was the SSCE result recorded by West African Examination Council (WAEC). Chapter four presented and discussed the results of the data analysis. The research questions were answered and the research hypotheses were tested at 0.05 alpha level of significance. The result showed that significant mean rank differences exist between performances and the years in all the six subject/subjects groups under study. The summary of the data analysis

findings concluded the chapter four. Chapter five was on study's overall summary, conclusion as well as recommendations.

5.3 Conclusions.

Based on the outcome of the study, the following conclusions can be made:

1. The school with the highest mean ranking performance in English was GSS Dakace and the least was Chindit Barracks. While the highest mean ranking of performance in English within the years was recorded in 2008 and the least was recorded in 2006.

2. The school with the highest mean ranking performance in Mathematics was Science School Kufena and the least was Alhudahuda College Zaria. While the highest mean ranking of performance in Mathematics within the years was recorded in 2008 and the least was recorded in 2006.

3. The school with the highest mean ranking performance in science subjects was Science School Kufena and the least was Alhudahuda College Zaria. While the highest mean ranking of performance in science subjects within the years was recorded in 2008 and the least was recorded in 2006.

4. The school with the highest mean ranking performance in Arts and social science subjects was Science School Kufena and the least was Alhudahuda College Zaria. While the highest mean ranking of

performance within the years was recorded in 2008 and the least was recorded in 2006.

5. The school with the highest mean ranking performance in Vocational and Technical subjects was Science School Kufena and the least was GSS Zaria. While the highest mean ranking of performance within the years was recorded in 2007 and the least was recorded in 2009.

6. The school with the highest mean ranking performance in Nigerian languages was Barewa College and the least was Chindit Barrack. While the highest mean ranking of performance within the years was recorded in 2008 and the least was recorded in 2006.

5.4 Recommendations.

The following recommendations are hereby suggested that will improve the academic performances of students in SSCE English, Mathematics, sciences, Art and Social Science, Nigerian Languages and Vocational and Technical groups of subjects.

1. Government should regularly supply science subjects' instructional and infrastructural materials such as laboratory equipment's for proper learning and teaching of science subjects.

2. Government should constitute monitoring team that will ensure the teaching of science subjects and the maintenance of the various equipments to improve performance in SSCE.

3. Art and social science subjects should be supported by supplying modern text books to assist students in the preparation of their SSCE exams.

4. Art and social science subjects should be well taught by well qualified and tested teachers who understand the technicalities involved.

5. There should be review of curriculum of the Nigerian Languages courses to mandate every child to offer at least two indigenous languages as from JSS 1 to SS3, and parents should encourage their children in the speaking of our indigenous language at homes instead of English language as this will improve their performance in Nigerian Languages in SSCE or other related examinations.

6. Vocational and Technical subjects attracts modern instruments such as bakers, cookers, washers, etc which are expensive, so the government and wealthy individuals should support schools with these materials to improve the performance in Vocational and technical subjects.

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APPENDIX A:
SUMMARY OF STUDENTS PERFORMANCE IN SSCE IN THE SIX (6) SUBJECT/SUBJECTS CLUSTERS

APPENDIX A1 : PERFORMANCE OF STUDENTS IN SSCE IN ENGLISH LANGAGE 2006

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	5	70	179	254
2	S.G. SEC. SCH. KUFENA	8	18	124	150
3	BAREWACOLLEGE	4	115	208	327
4	ALHUDAHUDA	7	53	286	346
5	G.S.S. T/SAIBU	42	149	377	568
6	G.S.S. CHINDIT	3	18	782	802
7	BARRACK	15	130	134	279
8	G.S.S D/BAUCHI	-	4	367	373
9	G.G.S.S. ZARIA	31	69	45	143
10	G.S.S DAKACE	-	8	160	168
	G.G.S.S K/GAYAN				

APPENDIX A1 : PERFORMANCE OF STUDENTS IN SSCE IN ENGLISH LANGAGE 2007

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	9	73	268	350
2	S.G. SEC. SCH. KUFENA	44	119	18	181
3	BAREWACOLLEGE	332	84	47	463
4	ALHUDAHUDA	8	62	504	574
5	G.S.S. T/SAIBU	46	260	149	455
6	G.S.S. CHINDIT BARRACK	2	18	756	776
7	G.S.S D/BAUCHI	-	77	244	321
8	G.G.S.S. ZARIA	250	111	118	479
9	G.S.S DAKACE	-	30	168	198
10	G.G.S.S K/GAYAN	3	17	106	126

APPENDIX A1 : PERFORMANCE OF STUDENTS IN SSCE IN ENGLISH LANGAGE 2008

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	-	10	131	141
2	S.G. SEC. SCH. KUFENA	6	48	54	108
3	BAREWACOLLEGE	12	253	4	269
4	ALHUDAHUDA	254	15	21	290
5	G.S.S. T/SAIBU	240	60	75	375
6	G.S.S. CHINDIT BARRACK	4	78	52	134
7	G.S.S D/BAUCHI	20	62	37	119
8	G.G.S.S. ZARIA	2	52	102	156
9	G.S.S DAKACE	57	64	119	240
10	G.G.S.S K/GAYAN	6	53	49	108

APPENDIX A1 : PERFORMANCE OF STUDENTS IN SSCE IN ENGLISH LANGAGE 2009

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	107	108	69	284
2	S.G. SEC. SCH. KUFENA	-	22	126	148
3	BAREWACOLLEGE	-	18	381	399
4	ALHUDAHUDA	6	131	416	553
5	G.S.S. T/SAIBU	-	2	98	100
6	G.S.S. CHINDIT BARRACK	8	39	84	135
7	G.S.S D/BAUCHI	18	96	104	218
8	G.G.S.S. ZARIA	48	129	20	197
9	G.S.S DAKACE	336	106	58	500
10	G.G.S.S K/GAYAN	-	18	154	172

APPENDIX A1 : PERFORMANCE OF STUDENTS IN SSCE IN ENGLISH LANGAGE 2010

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	31	120	234	385
2	S.G. SEC. SCH. KUFENA	3	60	158	221
3	BAREWACOLLEGE	1	87	357	445
4	ALHUDAHUDA	10	62	497	569
5	G.S.S. T/SAIBU	-	9	191	200
6	G.S.S. CHINDIT BARRACK	72	94	30	196
7	G.S.S D/BAUCHI	15	107	174	296
8	G.G.S.S. ZARIA	19	62	125	206
9	G.S.S DAKACE	83	168	190	441
10	G.G.S.S K/GAYAN	12	73	138	223

APPENDIX A2 : PERFORMANCE OF STUDENTS IN SSCE IN MATHEMATICS 2006

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	7	113	134	254
2	S.G. SEC. SCH. KUFENA	11	54	85	150
3	BAREWACOLLEGE	54	223	50	327
4	ALHUDAHUDA	17	43	286	346
5	G.S.S. T/SAIBU	94	163	311	538
6	G.S.S. CHINDIT BARRACK	1	62	739	802
7	G.S.S D/BAUCHI	236	22	21	279
8	G.G.S.S. ZARIA	-	119	254	373
9	G.S.S DAKACE	29	75	39	143
10	G.G.S.S K/GAYAN	4	115	49	168

APPENDIX A2 : PERFORMANCE OF STUDENTS IN SSCE IN MATHEMATICS 2007

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	33	115	202	350
2	S.G. SEC. SCH. KUFENA	107	49	25	181
3	BAREWACOLLEGE	398	37	28	463
4	ALHUDAHUDA	8	62	504	574
5	G.S.S. T/SAIBU	136	266	53	455
6	G.S.S. CHINDIT BARRACK	2	59	715	776
7	G.S.S D/BAUCHI	46	146	126	321
8	G.G.S.S. ZARIA	303	101	75	479
9	G.S.S DAKACE	6	181	11	198
10	G.G.S.S K/GAYAN	1	2	123	126

APPENDIX A2 : PERFORMANCE OF STUDENTS IN SSCE IN MATHEMATICS 2008

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	18	84	39	141
2	S.G. SEC. SCH. KUFENA	17	83	8	108
3	BAREWACOLLEGE	5	261	3	269
4	ALHUDAHUDA	15	21	254	290
5	G.S.S. T/SAIBU	124	101	150	375
6	G.S.S. CHINDIT BARRACK	29	60	45	134
7	G.S.S D/BAUCHI	20	62	37	119
8	G.G.S.S. ZARIA	2	52	102	156
9	G.S.S DAKACE	129	65	46	240
10	G.G.S.S K/GAYAN	33	55	20	108

APPENDIX A2 : PERFORMANCE OF STUDENTS IN SSCE IN MATHEMATICS 2009

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	13	99	172	284
2	S.G. SEC. SCH. KUFENA	8	115	25	148
3	BAREWACOLLEGE	115	260	24	399
4	ALHUDAHUDA	6	111	436	553
5	G.S.S. T/SAIBU	-	2	98	100
6	G.S.S. CHINDIT BARRACK	11	46	78	135
7	G.S.S D/BAUCHI	6	22	190	218
8	G.G.S.S. ZARIA	17	66	114	197
9	G.S.S DAKACE	226	171	103	500
10	G.G.S.S K/GAYAN	-	4	168	172

APPENDIX A2 : PERFORMANCE OF STUDENTS IN SSCE IN MATHEMATICS 2010

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	16	62	307	385
2	S.G. SEC. SCH. KUFENA	11	50	160	221
3	BAREWACOLLEGE	6	26	413	445
4	ALHUDAHUDA	10	62	497	569
5	G.S.S. T/SAIBU	1	25	174	200
6	G.S.S. CHINDIT BARRACK	8	30	158	196
7	G.S.S D/BAUCHI	62	38	196	296
8	G.G.S.S. ZARIA	21	33	152	206
9	G.S.S DAKACE	62	135	244	441
10	G.G.S.S K/GAYAN	2	54	167	223

APPENDIX A3 : PERFORMANCE OF STUDENTS IN SSCE IN SCIENCE SUBJECTS 2006

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	19	74	287	380
2	S.G. SEC. SCH. KUFENA	66	143	241	450
3	BAREWACOLLEGE	67	285	131	483
4	ALHUDAHUDA	115	80	367	562
5	G.S.S. T/SAIBU	57	178	368	603
6	G.S.S. CHINDIT BARRACK	29	125	911	1065
7	G.S.S D/BAUCHI	84	177	86	347
8	G.G.S.S. ZARIA	6	95	372	473
9	G.S.S DAKACE	40	110	119	269
10	G.G.S.S K/GAYAN	13	50	171	234

APPENDIX A3 : PERFORMANCE OF STUDENTS IN SSCE IN SCIENCE SUBJECTS 2007

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	179	155	268	602
2	S.G. SEC. SCH. KUFENA	247	227	69	543
3	BAREWACOLLEGE	213	325	327	865
4	ALHUDAHUDA	36	119	643	789
5	G.S.S. T/SAIBU	381	235	139	755
6	G.S.S. CHINDIT BARRACK	30	127	911	1068
7	G.S.S D/BAUCHI	52	163	178	393
8	G.G.S.S. ZARIA	39	175	494	708
9	G.S.S DAKACE	11	118	364	493
10	G.G.S.S K/GAYAN	15	30	181	226

APPENDIX A3 : PERFORMANCE OF STUDENTS IN SSCE IN SCIENCE SUBJECTS 2008

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	84	47	41	172
2	S.G. SEC. SCH. KUFENA	29	121	174	324
3	BAREWACOLLEGE	126	207	74	407
4	ALHUDAHUDA	21	97	379	497
5	G.S.S. T/SAIBU	121	74	180	275
6	G.S.S. CHINDIT BARRACK	65	67	86	218
7	G.S.S D/BAUCHI	3	25	141	169
8	G.G.S.S. ZARIA	91	193	107	391
9	G.S.S DAKACE	33	67	228	328
10	G.G.S.S K/GAYAN	7	25	141	173

APPENDIX A3 : PERFORMANCE OF STUDENTS IN SSCE IN SCIENCE SUBJECTS 2009

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	160	141	179	480
2	S.G. SEC. SCH. KUFENA	75	223	146	444
3	BAREWACOLLEGE	107	403	175	685
4	ALHUDAHUDA	29	126	551	706
5	G.S.S. T/SAIBU	-	5	129	134
6	G.S.S. CHINDIT BARRACK	30	47	116	193
7	G.S.S D/BAUCHI	22	92	221	335
8	G.G.S.S. ZARIA	35	131	107	273
9	G.S.S DAKACE	72	269	529	870
10	G.G.S.S K/GAYAN	4	98	253	355

APPENDIX A3 : PERFORMANCE OF STUDENTS IN SSCE IN SCIENCE SUBJECTS 2010

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	87	254	226	567
2	S.G. SEC. SCH. KUFENA	182	172	309	663
3	BAREWACOLLEGE	150	428	319	897
4	ALHUDAHUDA	43	136	652	831
5	G.S.S. T/SAIBU	1	10	299	310
6	G.S.S. CHINDIT BARRACK	84	108	140	332
7	G.S.S D/BAUCHI	87	185	208	480
8	G.G.S.S. ZARIA	29	108	213	350
9	G.S.S DAKACE	105	253	504	862
10	G.G.S.S K/GAYAN	117	209	35	361

APPENDIX A4 : PERFORMANCE OF STUDENTS IN SSCE IN ARTS AND SOCIAL SCIENCE SUBJECTS 2006

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	79	273	439	791
2	S.G. SEC. SCH. KUFENA	111	70	119	300
3	BAREWACOLLEGE	381	362	203	946
4	ALHUDAHUDA	287	351	404	1042
5	G.S.S. T/SAIBU	224	417	1252	1893
6	G.S.S. CHINDIT	35	732	2107	2874
7	BARRACK	239	373	332	944
8	G.S.S D/BAUCHI	4	291	739	1034
9	G.G.S.S. ZARIA	133	103	224	460
10	G.S.S DAKACE	1	28	544	573
	G.G.S.S K/GAYAN				

APPENDIX A4 : PERFORMANCE OF STUDENTS IN SSCE IN ARTS AND SOCIAL SCIENCE SUBJECTS 2007

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	304	336	394	1034
2	S.G. SEC. SCH. KUFENA	170	41	78	289
3	BAREWACOLLEGE	682	460	429	1571
4	ALHUDAHUDA	76	518	1266	1860
5	G.S.S. T/SAIBU	939	267	216	1422
6	G.S.S. CHINDIT BARRACK	36	712	2069	2817
7	G.S.S D/BAUCHI	127	457	618	1202
8	G.G.S.S. ZARIA	423	942	338	1703
9	G.S.S DAKACE	58	254	330	642
10	G.G.S.S K/GAYAN	134	123	181	438

APPENDIX A4 : PERFORMANCE OF STUDENTS IN SSCE IN ARTS AND SOCIAL SCIENCE SUBJECTS 2008

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	55	81	426	501
2	S.G. SEC. SCH. KUFENA	46	105	106	257
3	BAREWACOLLEGE	710	296	28	1034
4	ALHUDAHUDA	30	101	753	884
5	G.S.S. T/SAIBU	901	288	225	1414
6	G.S.S. CHINDIT BARRACK	68	139	258	465
7	G.S.S D/BAUCHI	195	123	85	403
8	G.G.S.S. ZARIA	96	169	253	518
9	G.S.S DAKACE	323	178	308	809
10	G.G.S.S K/GAYAN	97	155	103	353

APPENDIX A4 : PERFORMANCE OF STUDENTS IN SSCE IN ARTS AND SOCIAL SCIENCE SUBJECTS 2009

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	393	263	163	808
2	S.G. SEC. SCH. KUFENA	168	185	45	398
3	BAREWACOLLEGE	504	521	100	1125
4	ALHUDAHUDA	116	715	946	1777
5	G.S.S. T/SAIBU	2	17	343	362
6	G.S.S. CHINDIT BARRACK	100	133	218	451
7	G.S.S D/BAUCHI	253	200	260	713
8	G.G.S.S. ZARIA	140	167	361	668
9	G.S.S DAKACE	533	454	416	1403
10	G.G.S.S K/GAYAN	156	185	121	462

APPENDIX A4 : PERFORMANCE OF STUDENTS IN SSCE IN ARTS AND SOCIAL SCIENCE SUBJECTS 2010

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	202	443	536	1181
2	S.G. SEC. SCH. KUFENA	302	76	24	402
3	BAREWACOLLEGE	195	515	440	1150
4	ALHUDAHUDA	75	518	1227	1820
5	G.S.S. T/SAIBU	94	131	460	685
6	G.S.S. CHINDIT BARRACK	259	215	147	621
7	G.S.S D/BAUCHI	342	182	401	925
8	G.G.S.S. ZARIA	234	182	151	567
9	G.S.S DAKACE	396	314	606	1316
10	G.G.S.S K/GAYAN	326	329	97	752

APPENDIX A5 : PERFORMANCE OF STUDENTS IN SSCE IN VOCATIONAL AND TECHNICAL SUBJECTS 2006

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	2	29	198	229
2	S.G. SEC. SCH. KUFENA	14	36	100	150
3	BAREWACOLLEGE	12	177	116	305
4	ALHUDAHUDA	6	43	288	337
5	G.S.S. T/SAIBU	1	40	480	521
6	G.S.S. CHINDIT	20	105	780	905
7	BARRACK	20	70	234	324
8	G.S.S D/BAUCHI	4	101	213	318
9	G.G.S.S. ZARIA	7	34	95	136
10	G.S.S DAKACE	3	33	192	228
	G.G.S.S K/GAYAN				

APPENDIX A5 : PERFORMANCE OF STUDENTS IN SSCE IN VOCATIONAL AND TECHNICAL SUBJECTS 2007

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	12	69	241	322
2	S.G. SEC. SCH. KUFENA	122	45	14	181
3	BAREWACOLLEGE	100	214	148	462
4	ALHUDAHUDA	14	100	460	574
5	G.S.S. T/SAIBU	124	170	95	389
6	G.S.S. CHINDIT BARRACK	21	139	672	832
7	G.S.S D/BAUCHI	42	129	168	339
8	G.G.S.S. ZARIA	31	204	159	394
9	G.S.S DAKACE	17	80	101	198
10	G.G.S.S K/GAYAN	6	80	229	315

APPENDIX A5 : PERFORMANCE OF STUDENTS IN SSCE IN VOCATIONAL AND TECHNICAL SUBJECTS 2008

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	4	22	101	127
2	S.G. SEC. SCH. KUFENA	23	48	37	108
3	BAREWACOLLEGE	22	137	77	263
4	ALHUDAHUDA	17	51	213	281
5	G.S.S. T/SAIBU	6	72	272	350
6	G.S.S. CHINDIT BARRACK	23	48	137	208
7	G.S.S D/BAUCHI	11	33	101	145
8	G.G.S.S. ZARIA	11	22	199	232
9	G.S.S DAKACE	13	21	195	229
10	G.G.S.S K/GAYAN	6	56	75	137

APPENDIX A5 : PERFORMANCE OF STUDENTS IN SSCE IN VOCATIONAL AND TECHNICAL SUBJECTS 2009

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	11	48	184	243
2	S.G. SEC. SCH. KUFENA	21	56	71	148
3	BAREWACOLLEGE	194	188	30	412
4	ALHUDAHUDA	25	114	391	530
5	G.S.S. T/SAIBU	18	21	57	96
6	G.S.S. CHINDIT BARRACK	29	44	109	182
7	G.S.S D/BAUCHI	36	76	98	210
8	G.G.S.S. ZARIA	7	44	186	237
9	G.S.S DAKACE	39	75	338	452
10	G.G.S.S K/GAYAN	18	57	180	255

APPENDIX A5 : PERFORMANCE OF STUDENTS IN SSCE IN VOCATIONAL AND TECHNICAL SUBJECTS 2010

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	8	58	258	324
2	S.G. SEC. SCH. KUFENA	82	95	44	221
3	BAREWACOLLEGE	11	92	342	445
4	ALHUDAHUDA	14	100	446	560
5	G.S.S. T/SAIBU	30	58	112	200
6	G.S.S. CHINDIT BARRACK	16	33	119	168
7	G.S.S D/BAUCHI	17	39	213	269
8	G.G.S.S. ZARIA	13	29	275	317
9	G.S.S DAKACE	10	49	320	379
10	G.G.S.S K/GAYAN	7	77	159	243

APPENDIX A6 : PERFORMANCE OF STUDENTS IN SSCE IN NIGERIAN LANGUAGE SUBJECTS 2006

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	190	40	30	260
2	S.G. SEC. SCH. KUFENA	14	36	100	150
3	BAREWACOLLEGE	45	186	110	341
4	ALHUDAHUDA	301	16	20	337
5	G.S.S. T/SAIBU	118	97	255	470
6	G.S.S. CHINDIT	119	322	265	706
7	BARRACK	152	100	26	278
8	G.S.S D/BAUCHI	-	186	185	371
9	G.G.S.S. ZARIA	53	34	38	125
10	G.S.S DAKACE	-	49	118	168
	G.G.S.S K/GAYAN				

APPENDIX A6 : PERFORMANCE OF STUDENTS IN SSCE IN NIGERIAN LANGUAGE SUBJECTS 2007

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	-	-	244	244
2	S.G. SEC. SCH. KUFENA	159	6	16	181
3	BAREWACOLLEGE	268	136	55	459
4	ALHUDAHUDA	9	261	304	574
5	G.S.S. T/SAIBU	196	80	65	341
6	G.S.S. CHINDIT BARRACK	1	126	644	771
7	G.S.S D/BAUCHI	-	81	240	321
8	G.G.S.S. ZARIA	276	157	38	471
9	G.S.S DAKACE	16	5	94	115
10	G.G.S.S K/GAYAN	64	10	6	80

APPENDIX A6 : PERFORMANCE OF STUDENTS IN SSCE IN NIGERIAN LANGUAGE SUBJECTS 2008

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	26	43	73	142
2	S.G. SEC. SCH. KUFENA	46	42	20	108
3	BAREWACOLLEGE	251	1	8	260
4	ALHUDAHUDA	196	59	27	282
5	G.S.S. T/SAIBU	280	30	61	371
6	G.S.S. CHINDIT BARRACK	27	25	82	134
7	G.S.S D/BAUCHI	100	5	9	114
8	G.G.S.S. ZARIA	63	74	19	156
9	G.S.S DAKACE	30	23	169	222
10	G.G.S.S K/GAYAN	44	17	45	106

APPENDIX A6 : PERFORMANCE OF STUDENTS IN SSCE IN NIGERIAN LANGUAGE SUBJECTS 2009

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	59	84	68	211
2	S.G. SEC. SCH. KUFENA	60	60	28	148
3	BAREWACOLLEGE	95	277	27	399
4	ALHUDAHUDA	1	74	424	499
5	G.S.S. T/SAIBU	18	54	28	100
6	G.S.S. CHINDIT BARRACK	56	34	36	126
7	G.S.S D/BAUCHI	61	75	61	197
8	G.G.S.S. ZARIA	106	44	31	181
9	G.S.S DAKACE	165	95	65	325
10	G.G.S.S K/GAYAN	143	13	14	170

APPENDIX A6 : PERFORMANCE OF STUDENTS IN SSCE IN NIGERIAN LANGUAGE SUBJECTS 2010

S/NO	SCHOOL	CREDIT (FREQ)	PASS (FREQ)	FAIL (FREQ)	TOTAL
1	G.S.S. ZARIA	39	57	72	168
2	S.G. SEC. SCH. KUFENA	186	25	10	221
3	BAREWACOLLEGE	280	110	44	434
4	ALHUDAHUDA	9	261	299	569
5	G.S.S. T/SAIBU	109	65	23	197
6	G.S.S. CHINDIT BARRACK	82	57	47	186
7	G.S.S D/BAUCHI	72	49	95	216
8	G.G.S.S. ZARIA	103	62	34	199
9	G.S.S DAKACE	219	80	80	379
10	G.G.S.S K/GAYAN	78	74	69	221