ANALYSIS OF STUDENTS' PERFORMANCE IN NATIONAL EXAMINATIONS COUNCIL IN GIWA EDUCATION ZONE, KADUNA STATE , NIGERIA (2010-2014): IMPLICATIONS FOR EDUCATIONAL ADMINISTRATORS AND PLANNERS

BY

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER IN EDUCATIONAL ADMINISTRATION AND PLANNING

APRIL, 2019

DECLARATION

I, Badmus Aminat, hereby declare that this study titled "Analysis of Students' Performance in National Examinations Council (NECO) in Giwa Education Zone, Kaduna State, Nigeria (2010-2014):Implications for Educational Administrators and Planners" is a product of my research study under the supervision of Dr. E.I. Makoju and Prof. B.A. Maina of the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria and that all references have been acknowledged. This work has not been presented anywhere else for the award of Degree or Certificate.

……. …….

Badmus Aminat Date

CERTIFICATION

This is to certify that this Dissertation titled "Analysis of Students' Performance in National Examination Council in Giwa Education Zone, Kaduna State, Nigeria (2010-2014): Implications for Administrators and Planners" was carried out and presented by Badmus Aminat, of the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

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DEDICATION

A special dedication to my beloved parents, Alh. Suleiman Badmus and Mu'alimat Muslimat. Also to my caring and lovely husband Ismael A. Arifanla. Here goes a special dedication to my concerned children, brothers, sisters, relatives, families and friends whose moral support have continued to inspire and motivate me throughout the exercise.

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ABSTRACT

The study analysed the performance of students in three public and four private senior secondary schools within Giwa Education Zone, Kaduna State, Nigeria between 2010-2014. Analysis was carried out on specific subjects including, English Language, Mathematics, Arts subjects, social science subjects, science subjects and vocational subjects. In order to analyze the data, the Kruskal-Wallis's Non parametric statistics method was used as it compared the mean achievement of the subject/subject groups in the schools and various years. Relevant literatures were reviewed using theory of performance as theoretical framework. Six hypotheses were tested using t-test statistical analysis at 0.05 level of significance. Also, the study was designed along the line of an ex-post factor and descriptive survey. Data analysis and presentation was done using descriptive statistics with tables. In respect to the performance of students within the period of the study presented in table 3, which shows the performance level of students in the five years under study, their mean performance ranking were 194.2, 165.6, 151.5, 159.17 and 195.3 for year 2010, 2011, 2012, 2013 and 2014 respectively. This shows that year 2014 with mean ranking of 195.3 had the best SSCE performance in English Language while year 2012 with mean ranking of 151.5 had the least performance in English language ranking. Findings showed that year 2012 with mean ranking of 185.86 had the best SSCE performance in mathematics while year 2010 with mean ranking of 145.8 had the least performance in mathematics. In view of these findings, it was recommended that Government should constitute monitoring team that will ensure the teaching of English language and provision of language laboratory, mathematics subject should be taught only by qualified and experienced teachers, vocational subjects attracts modern, facilities to mention among others.

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CHAPTER ONE

INTRODUCTION

1.1. Background to the study

The hopes of every country of the universe to develop human capital for effective functioning of the society are hinged on education, because it is an instrument of change and fundamental instrument for development. Education in Nigeria is a priceless instrument of political, social, economic, scientific and technological development. Secondary education which plays a central role in the entire educational system is fast losing its importance which among other factors is due to unsatisfactory and poor performance of students in public examinations.

Parents, guardians, teachers, examining bodies which are some of the stake holders in education system are all so much concerned about students' academic performance. This is possibly because success in education is highly instrumental to the development of a nation.

Scholars have constantly been discussing and debating on student's performance among themselves: because it is the most vital educational policy and indicator stakeholders are interested in. (Alaka, 2011) and Xinyi (2006) informed that student's performance has been a subject of national interest and comparative studies among countries since 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 Aremuetal (2001), while stressing the importance of academic performance in educational system, was of the view that academic performance is a fundamental criterion by which all teaching learning activities are measured, using some standard of

excellence as a yard stick and acquisition of particular grades in examinations to measure candidate's ability, mastery of the content skills in applying acquired knowledge to a particular situation.

It is sad to note that for five consecutive years, candidates writing the National Examination Council (NECO) exams have recorded mass failures. Apparently, the scenario is becoming worrisome to education stake holders as nobody knows at whose door-steps to place the blames, students or NECO. Going down the memory lane it was discovered that in 2002 at NECO's maiden edition, most candidates passed their registered subjects including English language and Mathematics which led to the public accusing the examination body of awarding cheap results to students.

However, after 2007 NECO November/December examination where 65 percent had credit passes in Mathematics and 85 percent passes in English language performance of students have subsequently deteriorated every year, down to 11.3 percent in 2011/2012 result, a situation which calls for concern among stake holders for instance, the result released by NECO 2010 revealed that 79 percent failed to get credit passes in English language while 24 percent failed Mathematics. Furthermore, during the NECO June/July 2011 SSCE School based examination, less than 25 percent of the 1,160,561 candidates had passed at credit level in subjects including the two core subjects of Mathematics and English across the country (Adesulu, 2012).These becomes disturbing and embarrassing because the only way by which students can meaningfully contribute to nation development, building and technological advancement now and in 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 examination NECO, SSCE result in some of the public and private senior secondary schools in Giwa Education Zone of Kaduna State Nigeria. This is done in order to find out whether the problem of poor performance of students exists in the Zone or not. Generally, in Nigeria some schools of thought uphold the view that the performance was improving,while others argued that it was dwindling terribly (Onipede, 2003).

Bothered by the downward trend in NECO results, Professor NgoziAzukaOsarenren of Department of Educational foundations, faculty of Education, University of Lagos said that the failures recorded in NECO results in the past five years where predominantly from external candidates of November/December NECO She said "November/December General Certificate Examination (GCE) NECO is designed for external candidates and is examinations for people who have other competing variables with the examination. Most of these candidates are working class people who have been out of school for some time. The kind of attention that normal students writing May/June give to their studies is missing in working class students.

Analyzing the 2011/November/December (GCE) NECO results where a mere 11.3 percent of students scored credit passes and above in English language and Mathematics, Osarenren noted that when you look at the detailed results you may likely see a situation where some of those students scored seven credits including English language without Mathematics or Mathematics without English. Some other students could even have six credits without English language or without Mathematics.

Admitting that the 11.3 per cent credit passes was not a good performance, the Professor of Counseling,Osarenren asked: "How many of those students are aspiring to use the results for

tertiary admission?" According to her, "when you talk about five credits effective pass, it refers to the credit passes requirement for university admission. Many universities insist on students having English Language and Mathematics at one sitting before admission."

Again, Osarenren asked: "What preparations did those NECO external candidates make before their examination year,how were their primary school, junior secondary school and senior secondary school levels like? It is the cumulative of 11 years study that is reflecting on the final year examination. She added: "If there have been fundamental hiccups, errors, gaps in knowledge and learning, there must be difficulty with the students passing very well."

Soliciting for the need to have quality qualified teachers, she noted that there is a gross shortage of qualified teachers especially in core subjects like Mathematics and English Language. In a subject like Mathematics, she pointed out that there are four key concepts which many of the Mathematics teachers themselves do not know. Because the teachers do not know, they avoid teaching students. Her words: "There are some aspects of the syllabus which come out in their examinations that are not taught by teachers because they do not even know it themselves.

Osarenren concluded that some of these people studied on their own. There are many schools in this nation that do not have Mathematics teachers. In some cases, a whole school with SSI and SS3, having about 1,000 students, may just have one Mathematics teacher. What can that single teacher do? If Government and Proprietors do not invest in education, the Nation will not reap in education. We are not talking of providing funds for education but investing funds in education. It is all about investing funds in those key areas that will enhance productivity and success. Teachers should go for training and retraining to enhance productivity.

1.2. Statement of the Problem

Observations and reports of the examination body revealed that a high percentage of Candidates continue to perform poorly in Senior School Certificate Examinations results (SSCE) conducted by National Examination Council (NECO).This justified the problematic nature and generalization of poor secondary school students performance in almost all the subjects offered by students, more especially in English and Mathematics which are pre-requisite for gaining admission into Nigerian Universities and other subject areas of specialization like Science, Arts and Social Science, Vocation and Technical subjects.

For instance, it was reported that ninety percent of candidates who sat for the 2011 November/December SSCE examination of NECO failed the examination, the National Examination Council Registrar, Prof. Promise Okpala has said. He said this while announcing the release of NECO result at a press briefing in Minna. According to him, only 10 percent all of the 110,724 candidates that sat for the examination scored credit and above in the core subject including English language. He said credit passes in these two subjects are required for University admission in the country and that this will be the fifth year that NECO SSCE candidates would churn turn out woeful performance. Also in the same examination in 2010, 20.10 percent out of the candidates that sat for the exams made credit passes in English while 34.18percent passed Mathematics.

Apart from the general poor performance referred above, there appeared to be difference in performance from one school to another. It may be argued that such variation in performance is unavoidable. It is therefore pertinent that research should be carried out inform of analysis of

students' performance in the terminal SSCE, NECO from 2010-2014 in Giwa education zone Kaduna State, Nigeria in order to find out the level of students performance to ascertain whether their performance is good or poor, improving or declining in the subjects taught and offered by the students in area of this study, in single and group of subjects such as English, Mathematics, Science, Arts and Social Science and Vocation and Technical subjects and to also find out in which subjects the students performed better.

1.3. Objectives of the Study

The main objective of the study is to analyze students' performances in National Examination Council in Giwa Education Zone, Kaduna State;Nigeria (2010-2014).The specific objectives of the study are to:

1. determinethe performance level of students In National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna state, Nigeria(2010-2014);
2. ascertain the performance level of students in Mathematics inNational Examination Council inpublic and private senior secondary schools in Giwa Education Zone, Kaduna state, Nigeria(2010-2014);
3. examine the performance level of students in Arts subjects in National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna State, Nigeria (2010-2014);
4. determine the performance level of students in social science subject in National Examination Council in Giwa Education Zone Kaduna State, Nigeria (2010-2014);

5. find out the performance level of students in science subjects in National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna state, Nigeria (2010-2014); and
6. examine the performance level of students in Vocational subjects in National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna state, Nigeria(2010-2014).

1.4. Research questions

The research questions that are generated from the objectives are stated below;

1. What is the performance level of students in English language in National Examination Council in Secondary Schools in Giwa Education Zone, Kaduna state, Nigeria (2010-2014)?
2. What is the performance level of students in Mathematics in National Examination Council inSenior Secondary Schools in Giwa, education Zone, Kaduna state, Nigeria (2010-2014)?
3. What is the performance level of students in Arts and Social Science subjects in National Examination Council in Giwa education zone, Kaduna state, Nigeria (2010-2014)?
4. What is the performance level of students in social science subjects in National Examination Council in Giwa education zone, Kaduna State, Nigeria (2010-2014)?
5. What is the performance level of students in science subjects in National Examination Council in Giwa education Zones, Kaduna state, Nigeria (2010-2014)?
6. What is the performance level of students in Vocational subjects in National Examination Council in Senior Secondary Schools in Giwa education Zone, Kaduna state, Nigeria (2010-2014)?

1.5. Research Hypotheses

The study was guided by the following hypotheses

1. There is no significant difference in performance level of students in English language in National Examination Council in public and private senior secondary schools in Giwa education zone, Kaduna state, Nigeria(2010-2014);
2. There is no significant difference in performance level of students in Mathematics in National Examination Council in public and private senior secondary schools in Giwa education zone, Kaduna state, Nigeria(2010-2014);
3. There is no significant difference in performance level of students in Arts subjects in National Examination Council in public and private senior secondary schools in Giwa education zone, Kaduna state, Nigeria (2010-2014);
4. There is no significant difference in the performance level of students in social science subject in National Examination Council in Public and Private Senior Secondary Schools in Giwa Education zone, Kaduna State, Nigeria (2010-2014);
5. There is no significant difference in performance level of students in science subjects in National Examination Council in public and private senior secondary schools in Giwa education zone, Kaduna state, Nigeria(2010-2014); and
6. There is no significant difference in the performance level of students in Vocational subjects in National Examination Council in public and privatesenior secondary schools in Giwa education zone, Kaduna state, NigeriaC 2010-2014).

1.6. Basic Assumptions

The study was on the assumptions that:

1. The performance of students in each of the schools sampled from the education zone in each subject/group of subjects are likely to be different;
2. Performance in public school is likely to be better than performance in private schools;
3. Performances in Arts subjects are likely to be better than that of Social Science subjects;
4. Public schools is likely to perform better in mathematics thanprivate schools; and
5. Public schools are likely to perform better in sciences than private schools.
6. Private schools are likely to perform better in Arts subjects than public schools.

1.7. Significance of the study

The findings of this study will be significant to Giwa education zone, NECO and Ministry of Education as it will enable them to know the level of performance of students within the zone. It would reflect on the problems as well as possible solutions for improvement and attainment of the goals set for education at senior secondary school level. It would also be significant to the stake holders of education of the zone and Nigeria at large. Parents for instance would be informed on the capability of the various public and private secondary schools within Giwa education zone.

1.8. Scope of the Study

The study was designed to examine and analyze the results of the National Examination Council in order to assess the performance level of students in Public and Private Senior Secondary Schools in Giwa education zone, Kaduna State, Nigeria between 2010 -2014. The schools that were randomly sampled were visited and the result copied from the NECO score sheets accordingly. The schools are Dr. Shehu Lawal Girls School Giwa, Yusuf Aboki Secondary School Shika, Government Secondary school Bomo, Vital Years Secondary school, Zaria, Jesus is Life Secondary Schoool Samaru, Knowledge is Power Secondary School Samaru and God's Time Comprehensive Secondary School Samaru.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1.Introduction

This chapter reviewed related literature on the academic performance of students in National Examination Council (NECO) in the subjects offered by students in the final examinations of Secondary School Students. Specifically, the review is on the following headings:

- Conceptual framework;
- Concept of students' academic performance;
- Assessment in schools;
- Theoretical framework;
- Causes of poor performance among secondary school students in NECO;
- Students' socio economic background;
- Teachers' qualification;
- Instructional materials;

The following subject area constitute the main areas for assessment;

- Performance level of students' in English Language in NECO;
- Performance level of students' in Mathematics in NECO, SSCE;
- Performance level of students' in Arts and Social Science subjects in NECO;
- Performance level of students in Science subjects in NECO;
- Performance level of students in Vocational subjects in NECO;
- Empirical studies
- Summary.

2.2.Conceptual framework

The concepts that were discussed were those of academic performance and .assessment in schools. It is worthy of note that assessment is used to measure academic performance.

2.2.1. Concept of Academic Performance

When people hear the term academic performance, they often think of a person's Grade Point Average (GPA).However, several factors indicate a student's academic success. While some may not graduate top of their class they may hold leadership positions in several students' group or score high on standardized tests.

People often consider grades first when evaluating achievement. This includes schools which rank students by their GPA, awarding special designation for first and second class students Grades do not always reflect a person's knowledge or intelligence. Some students do not perform well in classroom setting but are very intelligent and earn high marks in Intelligent Quotient, IQ test or entrance examinations.

According to Wikipedia, academic performance is the outcome of education, that is the extent to which a student, teacher or institution has achieved their educational goals. It is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important.

Stan (1992), 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 student's performance as being dependent on his cumulative grade point average. His argument supported some authors assertions in the past, that

is 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. Adeyemi, (2010);Bandele (2001).Consequently, they measured output in terms of number of school leavers weighted by different indices of 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 SSCE in Nigeria is such that the distinction grades are represented by A1 to B3.The credit grade is represented by C4 to C6.The ordinary pass grade is represented by D7 and E8. While the failure grades represented by F9.(Kaduna State Ministry of Education,1997).It needs to be mentioned however that the distinction and credit grades are the only grades requisite for admissions in Nigeria Universities and candidates must have at least five credits in five subjects including English Language in order to qualify for admission. Joint Admission and Matriculation Board (JAMB, 2007).

Considering the results in the SSCE and similar examinations, a fall in performance in public examinations has been reported in many countries, Nigeria inclusive.(World Bank,1988;Adeyegbe,2002;Onipede,2003). Adeyegbe for instance found that there was a decline in students' performance in SSCE. He reported that in topics where teachers found difficult to teach, students tend to perform below average. Supporting this point,Onipede (2006) reported that students performed below expectation in SSCE in many subject areas especially in English Language and Mathematics. As can be seen from the result analyzed by the researcher in this study where by students 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 students view them as difficult. They failed courses in Arts and Social Science because

they felt they were easier and do not put in much effort in studying them. Equipment and materials are not adequately provided in Vocational subjects which makes both teaching and learning of the subjects difficult and make the students to fail in their final SSCE. He argues that students do not understand the importance of these subjects to their future and thus lay less emphasis on these important career subjects.

2.2.2. Assessment in Schools

In education, the term assessment refer to a wide variety of methods that educators use to evaluate, measure and document the academic readiness, learning progress and skill acquisition of students from preschool through college and adulthood.

While assessment are often equated with traditional test especially standardized test developed and administered to a large population of students-educators use a diverse array of assessment tools and method to measure everything from a four year old readiness for kindergarten to a senior secondary school final year student's comprehension of advanced physics. Assessments are typically designed to measure specific elements of learning. For example a student's perceived ability or readiness to learn, the successful acquisition of a particular skill and knowledge; the understanding and recall of facts etc. Assessments are also used to identify academic weaknesses and strengths so that educators can provide specialized academic support, educational programming or social services. Assessment is used interchangeably with evaluation. There are different types of assessments such as direct and indirect which are evaluation of the overall educational programme and assessment of student's performance in the programme respectively. Another classification of evaluation is formative and summative like continuous assessment and end of session examination respectively.

2.3.Theoretical framework

For a good research work to have a base, it has to be anchored on theories developed by other scholars. For this reason, this study is anchored on the theory of performance.

Theory of Performance (ToP) develops and relates six foundational concepts to form aframework that can be used to explain performance as well as performance improvement. To perform is to produce valued results. A performer can be an individual or group of people engaging in a collaborative effort. Current level of performance depend holistically on six(6) components; context, level of knowledge, level of skills, level of identity, personal factors and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mind set, immersion in an enriching environment and engagement in reflective practice.

Rational for theory of performance

Humans are capable of extraordinary accomplishment**.** Gandhi led a non- violent revolution that liberated India from colonial rule on the 12th of September 1962. JFK challenged the country to go to the moon in this decade and do the other things, not because they are easy but because they are hard, because that goal will serve to organize and measure the best of our energies. Wonderful accomplishments also occur in day to day practice in higher education. An advisor inspire student to follow their dream. A teacher magically connects with students. A researcher continually asks the quintessence questions that lead to revolution in thinking. A dean inspires an entire college to collaborate and attain wonderful outcomes.

Since worthy accomplishment such as academic success is produces from high level performances, a theory of performance is useful in many learning contexts:

Traditional context

(ToP) informs learning in classrooms, workshops and other venues that are traditionally associated with learning.

Non-Traditional contexts- ToP informs learning in contexts that are not traditionally conceptualized as learning environment. Examples are academic advising, self-development, departments, academic committee etc.

Organizational learning.

Top informs learning by organizations through the idea of examining the level of performance of the organization.

Level of performance

Performance, as the adage goes is a journey not a destination. The location in the journey is the level of performance. Each level characterizes the effectiveness or quality of a performance.

Improving performance

While some factors that influence improving performance are immutable, others can be influenced by the performer or by others. The factors that can be varied fall into three categories.

1. Performance's mind set: these include actors that engage positive emotions. Examples include setting challenging goals, allowing failure as a natural part of attaining high performance and providing a condition in which the performer feels an appropriate degree of safety.
2. Immersion – imprisoning in a physical, social and intellectual environment and elevate performance and stimulate both personal and professional development through social interaction, disciplinary knowledge, active learning etc.

Reflective practice –involve action that help people to pay attention and learn from experiences. To improve in performance or to attain optimal performance. The performer or student should be engaged in an optimal emotional state that is immersed in an enriching environment and finally engage the performer or student in a reflective practice.

The above theory is similar to other construct in the literature. The parallel curriculum advocated by Tomlinson et al(2002). Support for the three axioms can also be found in the writings by Caine et al where relaxed alertness aligns with the performance mindset. Orchestrated involvement in complex challenges and supportive experiences aligns with immersion. Active processing of experiences aligns with reflective practice.

Additional support for the axioms can be found in the work of Branford et al (2000). Their model for effective teaching and learning include knowledge centered, learner centered, assessment centered and community centered components connects emersion in an enriching environment while assessment centered component embraces element of reflective practice. Conclusively, we all want to perform excellently in our studies and this theory is a challenge to educators because by improving our performance, we empower ourselves to help others learn and grow. As advocated by Harvard's project zero, performance is closely related to learning for understanding (Wiske, 1998). When people learn and grow, they are empowered to create results that make a difference.

2.4. Causes of Poor Academic Performance Among Secondary School Students

Search for the causes of poor academic achievement is unending. Some factors affecting academic performance are motivational orientation, self-esteem, emotional problems, study habits teacher consultation and poor interpersonal relationships. Aremu and Sokan (2003).

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 and lack of interest in school activities.

ii. Causation resident in the family such as; cognitive and basic nutrition during the first two years, type of discipline at home lack of role model and finance.

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

iv. Causation resident in the society such as; instability of educational policies, inadequate funding of educational sector, leadership etc.

2.5. Students' Socio-economic Background

The socioeconomic status of a student is his or her position within a hierarchical social structure. Socioeconomic status depends on a number of variables, including education, occupation, income, wealth and place of residence. Sociologist often used socioeconomic status as a means of predicting behaviour. Dictionary of cultural literacy, (2005).

Background of students is based on socioeconomic status of their parents and other factors. The stratum which a student or an individual occupies in the socioeconomic stratification represents his social class. Status based on socioeconomic factors represents one of the major systems of stratification. Social stratification arises out of the recognition that in all societies, people are ranked or elevated at a number of levels. Most societies, ancient or modern have a social class. Following the idea of Max Weber socioeconomic status is usually determined by wealth, power or 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, number of

cars, quality of clothes etc. Wealth is strongly correlated with education and occupation when socioeconomic status is measured.

2.6. Teachers' qualifications

There has been an erroneous assumption made by government and proprietors in Nigeria that a paper qualification rather than class room performance is a defining characteristics of teacher quality. The trend in many part of the globe is to define teacher's qualification in terms of performance standard, these are lacking in Nigeria. The highest qualify teachers, those most capable of helping their students learn, have deep mastering of both their subjects matter and pedagogy (Darling – Hammond, 1997). Viewing the qualify dimension of the teacher and teaching, question will arise from two angles. Distinction between qualified and unqualified teachers and teacher's competence. In Nigeria context, a qualified teacher is one who possesses the minimum of acceptable qualification of Nigerian Certificate of Education (NCE) a three (3) years 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 teaching profession. Evidence from a 2003 survey of four states of 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 State were and 43% respectively). Obanya (2006) However, a striking feature of the qualified teachers group is the preponderance (averaging 50%) of holders of NCE. The implication of this finding is that about half of the secondary education teaching groups would need to update themselves academically. In 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 combined cum – effectiveness is interaction pattering 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"

It was found after a study that classroom teaching styles are dominated by fronted teaching in respect of secondary education in Nigeria. Here, the teachers stand in front of the class and talk down on the learners. Talking; the teacher saying things and mediating writing this on the chalk board, with no interesting discussion.

2.7. Instructional materials

Learning can be defined as a charge in disposition, relatively permanent change in behavior over time and this is brought about by experience; leaning can occur as a result of newly acquired skills, knowledge, perception, facts principle, new information at hand etc. Adeyanju (1997) Learning can be reinforced with leaning aids of different verily because they stimulate, motive as well as arrest leaner's attention for a while during the instructional process.

Learning aids are instructional materials through which teaching and learning are done in schools. According to Ikerioku (2000) instructional materials as objects or devices which helpthe teacher to make leaning meaningful to the teachers similarly, Ezegbe (1994) classified them into two as visual and audio visual materials. Visual aids made up of reading and noon reading materials and audio visual aids comprises of electrically operated and non – electrically operated materials. Visual aids also are designed materials that may be locally made or commercially

produced they come in form of wall chart, illustrated pictures, pictorial materials and other hand are teaching mistunes like radio, television and all sort of projectors with sound attributes.

The instructional materials or resources or aids are not self – supporting, they are supplementary trading devices. Real objectsare also examples of instructional materials. It is important to note that instructional materials support, supplement or reinforce. While instructors may become involve in the selection and preparation of instructional aids, usually, they are already in place instructors/teachers simply need to learn how to effectively use them .In practice, the choice of instructional depends on several factors. Availability, feasibility or cost may impose realistic limitations. The number of students in the class and the existing facilities are other factors. Teachers may hence little control over the use of instructional materials in situations where the designers of the curriculum determine the use of instructional materials. In some cases, the materials are limited even when its use is independent. Often instructors most improvise and adapt to the existing circumstances in other to incorporate quality instructional materials.

The lack of instructional materials for effective teaching and learning has also aided for poor quality at all level of education. There is shortage of textbooks in the schools due the high cost of books and at times where such materials are available; they are not put into use in the correct manner.

2.8. The following subject areas constitute the main areas for assessment

2.8.1. Performance level of students in English language in SSCE,NECO

The most important language among all subject of SSCE is English language. It is expected that candidates must have at least credit or higher grades before they can be considered for employment as it is the official language. So many reasons had been given for poor SSCE performance in English language. According to Onipede (2003)students performed below expectation in English language. He further described poor performance as any performance that fall below desired standard. The criteria of excellence can be from 40-100 depending on the subjective yardstick of the evaluator.

2.8.2. Performance of students in Mathematics in SSCE, NECO

Possibly, Mathematics as a subject is the most feared or disliked subject in secondary schools, especially among the non-science oriented students. It is common to find students of secondary schools absenting themselves from Mathematics class before the teacher comes in some students have erroneous belief that it is a difficult subject coupled with these are inability of most schools lack teaching techniques apart from educational qualification. Also, absence of modern teaching methods such as, problem solving method and critical thinking. Mathematics I the second most important subject after English which most tertiary institution require at least a credit in SSCE performance before admission can be given to any prospective student.

2.8.3. Performance o students in Arts and social sciences subject SSCE, NECO.

Arts and social science subjects in Nigeria is a cluster comprising of subjects like Economics, Geography, Government, Religious students (Islamic and Christians religious students) .Continuous failure in SSCE performances of senior secondary students over the years

have been blamed on students un-seriousness, lack of concrete curriculum implementation, unqualified teachers and inadequate teaching materials. Other reasons for mass failure could be attributed to truancy and lack of concentrate in class activities(Al-methen and Wilkinson ,1992). Al-methen and Wilkinson (1992) reported that failure in students' performance in Arts and lack of confidence in the knowledge they possess which in turn could affect their activities in the classroom. Also, Al-Adrin (1984) commenting on bad impression about economics, said that children loose interest either partially or totally in the subject due to the bad impression they have about the subject. He pointed out that some of the students have notion that economics is a difficult subject and such will not take up career involving economics in the future. He went further to say that there were not enough skilled teachers to take up the challenges of mathematical aspect in economics in our schools.

2.8.4. Performance of students inScience Subjects SSCE, NECO

Science subjects in SSCE comprises of biology, chemistry and physics. These subjects are very important to any nation that wants to develop in science and technology perhaps notable developed nations such as United State of America, United Kingdom, India and China are in their position today due to the importance they place on this subject. For instance, to become a qualified medical Doctor, scientist and computer expert the importance in the performance of this subject cannot be over emphasized.Most students preferred to study arts, commercial, vocational and social sciences than to study science subjects which they considered difficult and tasking. For instance several studies havereported that students complained that some topics Biology are too difficult for them to understand and consequently general negative attitude and poor performance in the final year SSCE examination among learners(Oyedokun, 2002and Lawal, 2010). Such difficult topics are observe by scholar include genetic, evolution, ecology

and to some extend practical biology (Lawal 2010).Also Jong (2006), Hamid and Azita (2009) had reported low achievement in chemistry attributed the reason for this among other things, for instance, the growing dissatisfaction with the position of many chemistry curricula which are quiet isolated from students' personal interest from current society and technology issues.

2.8.5. Performance of students in vocational subjects in SSCE, NECO

This is a cluster of subjects composing subjects like agriculture and home management. To show the importance of these subjects there are some special colleges of home management. These subjects prepared individual for the world of work as a teacher, office employee or self-employed through acquisition of entrepreneurial skills. This help to contribute to the economic and commercial development of a country. In support of these arguments, Onipede (2003) reported that students performed below expectation in senior secondary certificate examination in many subjects areas in vocational subjects. The provision of equipment and materials is not adequate which make teaching and learning difficult and the students failed in their final year examination.

2.9.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 inPrivate and public secondary schools in Calabar. Four dimensions offactors 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 teacher's 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 Liket-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 student's 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 theacademic performance of Art students in mathematics and 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 student's altogether. They find itdifficult to give preferential treatment to any of these groups. There was no significant difference in parent socio-economic status affecting student's academic performance irrespective of whether the students were science or arts. 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 andthe funding or the sponsorship were not 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 takeninto consideration in teaching and learning mathematics. The researcher recommended that; Student should develop more interest in learning Mathematics knowing fully that it is the basic foundation to any future endeavor most especially in the area of science and arts since no university is ready to give any student admission into studying any arts courses or related courses without a credit in mathematics in his or her o-level result. Teachers should cultivate the culture of using appropriate method intheir 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 concern in their children's education because without love and care, nolearning can 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-baked teachers into the teaching profession and to monitor the purchases of reading materials by students so that they will not go beyond well selected text as this will drastically reduce 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 281secondary schools in Ondo State

and the 171 Secondary schools in EkitiState, 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 JuniorSecondary Certificate (JSC) and the Senior Secondary Certificate Examinations (SSCE) 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 JSCE and SSCE. In another study conducted by: A. B, N. C, and L. A. Title A: Comparison Of Student Performance In Chemistry In Both Private andPublic selected Secondary Schools inKaduna 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 aswell. 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 students, with 19 having come in from private (Danbo International School) and 48 students from Public (Command Secondary School). Scores from the students' 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 OkoyeMomoh, 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 ascertainingthe 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. Ill) Students and Twelve Biology Teachers randomly selected from six Schools in Ethiope East and Ukwuani Local Government Areas of DeltaState 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 otherin-service training procedure so as to pass the significant advantages of this teaching method to all category of teachers.

2.10. Summary

The chapter reviewed literature related to academic performances of students in SSCE in Secondary Schools. There has been steady decline in the SSCE performances within the year under review. Though improvement in performances were observed at certain period. Several literature relating to SSCE performances among the public and private secondary schools were reviewed, theory of performance was discuss and empirical studies related to the topic have also been reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter basically describes the methods embarked upon by the researcher in order to arrive at a conclusive research. This chapter presents 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. Design of the Study

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

It was descriptive survey in the sense that the study examined a particular situation as it was, that is the academic performances of students in examinations over a period of five years without 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 Senior Secondary Certificate Examination (SSCE) organized by National Examination Council (NECO) IN Giwa Education Zone Kaduna State between period of 2010 to 2014

3.3. Population of the Study

The population of this study comprisedten Public and fourteen Private Senior Secondary Schools (NECO Examination centers) within Giwa education zone.

The following table shows list of NECO Examination centers in public and private senior secondary schools in Giwa Education Zone.

Table 3.1: List of NECO Examination Centres in Giwa Education Zone.

S/No	Names
1	Government Secondary School kudan
2	Government Secondary School Hunkuyi
3	Government Secondary School, Kwangila
4	Government Secondary School, Jama'a
5	Government Girls Secondary School, Samaru
6	Government Secondary School, Bomo
7	Yusuf Aboki Secondary School, shika
8	Government Secondary School, Giwa
9	Dr, ShehuLawal Girls Secondary School, Giwa
10	Government Secondary School Yakawada
11	Mal. Abdulkarim Science Secondary School Giwa
12	Zaria Academy, Shika
13	Knowledge Is Power Secondary School, Samaru
14	Jesus Is Life School, Samaru
15	God's Time Secondary School Samaru
16	Model Leaning Secondary School Samaru
17	Model Secondary (I.T.N) Zongo-Jama'a
18	Redemption college, Zaria
19	Buks International School, Zaria
20	Vital Years Secondary School, Zaria
21	Aunty Grace Secondary School, Zaria
22	Christ College Zaria
23	Ibrahim Bello Memorial School Zaria
24	St, Joseph Secondary School Zaria

Source: Giwa Education Zone (2015)

3.4. Sample and sampling Technique

The sample size was seven (7) examination centers obtained from twenty four (24) NECO examination centers within Giwa education zone. The sample sizes were stratified randomly selected for the study. Result of students from subject/subject clusters of English, Mathematics, Arts, Social Sciences, Sciences and Vocational Subject sat for in SSCE,NECO were used. Only results from 2010-2014 were used to establish a trend of students period of training for the comparism. The Sample size of seven out of twenty four schools is 30% of the population which is recommended by Aderemo (1985) to be adequate.

The sampled School are as follows;

1. Dr. shehu Lawal Girls Secondary School Giwa.
2. Yusuf Aboki Secondary School Shika.
3. Government Secondary School Bomo
4. Vital Years Secondary School ,Zaria
5. Jesus is Life Secondary School, Samaru
6. Knowledge is Power Secondary School, Samaru
7. God's Time Comprehensive Secondary School, Samaru

Table 3.4.1 Distribution of subject/subject Clusters

S/N	Cluster	Subject
1	English	English
2	Mathematics	Mathematics
3	Arts Subjects	Government, I.R.S, C.R.S
4	Social Science	Geography, Economics,
5	Sciences	Biology, Chemistry and Physics
6	Vocational Subject	Agricultural Science, Home Management

3.5. Instrumentation

The instrument for this study was SSCE National Examination Council scores sheets from 2010-2014. Score sheet carries the examination number, name, and grade of candidates. The study is a one short case study of previous student scores of subjects which were collected from the schools under study. The results were already standardized by external examining body SSCE (NECO) Instrument was adopted at 0.05 alpha level of significance

3.5.1 Procedure for data collection

The data were collected from seven (7) examination centers in Giwa education zone. The data were collected from each of the schools through the permission of the principals after the researcher issued an introduction letter gotten from the zonal office. The results of the students were recorded on paper with the assistance of the examination officers of the sample schools. It could not be recorded on CD or other medium as it is highly confidential. Accordingly in line with their grades in SSCE (NEC0). The data were collected and recorded for analysis and interpretation.

3.5.2. Method of Data Analysis

In order to analyze the data, the kruskal- Wallis's Non parametric statistics method was used as this compared the mean achievement of the subject/subject groups in the schools and various years. The mean of each subject/subject groups and years of the performance at credit, pass or fail are calculated and a p- value is obtained to determine if a significant existed among the subjects, schools and five years at o.o5 alpha level of significance.

Justification for statistical Analysis;

The non-parametric test of Kruskal-Wallis (alternative to Analysis of variance) was used because the test variable of performance in subject/subject groups in SSCE is frequency of modified 3 likert scale ordered options (credit, pass and fail). While the factor variable of schools is made of seven (7) different schools and five years period hence and appropriate statistical technique of Non parametric test of Kruskal-Wallis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis of the study titled: Analysis of Students' Performances in Senior Secondary School Certificate Organized by NECO in Giwa Education Zones, Kaduna State Nigeria (2010-2014).The Descriptive statistics mean ranking of the Kruskal Wallis non parametric statistics was used to determine the mean ranking performances in each of the 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 are ordinal data in the order of Credit, Pass and Fail. All the data were tested at 0.05 alpha level of significance.

4.2 Analysis of Research Questions

The study was guided by six research questions raised in chapter one of this study. These research questions were answered from the data obtained in NECO office.

Research Question 1: What is the performance level of students in English language in SSCE organized by NECO in secondary Schools inGiwaeducation Zone, Kaduna state, Nigeria (2010-2014)?

Table 3a: The performance level of students in English Language in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014.

s/n	School	Year 2010					Year 2011					Year 2012				
		C	**P**	**F**	**T**	**M.R**	**C**	**P**	**F**	**T**	**M.R**	**C**	**P**	**F**	**T**	**M.R**
1	Jesus is Alive Academy	7	25	20	52	28.17	58	53	3	114	20.67	16	22	-	38	22.67
2	GSS Bomo	60	411	130	601	20.67	71	423	138	632	35.50	16	22	-	38	14.00
3	Vital Year Secondary Schools	15	-	-	15	25.83	19	-	-	19	20.00	19	4	-	23	20.67
4	Knowledge is power	22	10	3	35	28.67	16	20	9	45	14.67	4	12	4	20	23.33
5	God's Time secondary school	34	18	16	58	33.17	43	21	3	67	29.33	28	29	6	63	31.50
6	Yusuf Aboki Sec Sch	171	156	15	342	37.00	165	150	12	327	28.50	159	147	11	317	23.33
7	Dr. ShehuLawal	77	96	33	206	20.69	71	68	-	139	17.00	-	15	148		16.00
	Total	**386**	**716**	**217**	**1309**	**194.2**	**443**	**735**	**165**	**1343**	**165.67**	**242**	**251**	**169**	**499**	**151.5**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean ranking

Table 3b: The performance level of students in English Language in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014.

s/n	School	Year 2013					Year 2014				
		C	**P**	**F**	**T**	**M.R**	**C**	**P**	**F**	**T**	**M.R**
1	Jesus is Alive Academy	20	20	3	45	14.67	19	17	10	56	28.17
2	GSS Bomo	60	411	130	601	20.67	71	423	138	632	35.50
3	Vital Year Secondary Schools	15	-	-	15	25.83	19	4	-	23	20.67
4	Knowledge is power	16	20	9	45	14.67	22	10	3	35	28.67
5	God's Time secondary school	43	21	3	67	29.33	34	18	16	58	33.17
6	Yusuf Aboki Sec Sch	171	156	15	342	37.00	165	150	12	327	28.50
7	Dr. ShehuLawal	71	68	-	139	17.00	77	96	33	206	20.67
	Total	**396**	**696**	**160**	**1254**	**159.17**	**407**	**718**	**212**	**1337**	**195.35**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Result presented on table 3 provided answer to the research question which indicates the performance level of students in English Language in SSCE organized by NECO in Secondary Schools in Giwa Educational Zone. Their mean performance rankings for the year 2010 were Jesus is Alive Academy 28.17, GSS Bomo 20.6, Vital Year Secondary Schools 25.83, Knowledge is power 28.67, God's Time secondary school 33.17, Yusuf Aboki Sec Sch 37.00 and Dr. ShehuLawal 20.67. This show that Gods Time Secondary school with 33.17 mean ranking has the highest SSCE performance in NECO.While G.S.S Bomo scored the least with 20.67 as the mean rank. This further displayed that private school performed better in English Language in 2010 than the public schools. In 2011 GSS Bomo performed higher than other schools with a mean ranking of 35.50 while Dr. ShehuLawal Secondary school had the least score of 17.00 mean ranking.it shows that in the year 2011, public school performed better than the private school.

The students' performance in English language for the year 2012 mean ranking were Jesus is Alive Academy 22.67, GSS Bomo 14.00, Vital Year Secondary Schools 20.67, Knowledge is power 23.33, God's Time secondary school 31.50, Yusuf Aboki Sec Sch 23.33, and Dr. ShehuLawal 16.00. God's Time secondary school had the best result for the year 2012 with 31.50 mean ranking while Dr. ShehuLawal had the least result with 16.00 mean Ranking. Thus private school performed best in 2012.

In 2013, Yusuf Aboki Secondary School performed higher than other schools with 37.00 mean ranking. While Jesus is Alive Academy had the least performance with 14.64 mean ranking. Public school in 2013 had the best SSCE result in English Language.

In 2014, the mean performance rankings were Jesus is Alive Academy 28.17, GSS Bomo 35.50, Vital Year Secondary Schools 20.67, Knowledge is power 28.67, God's Time secondary school 33.17, Yusuf Aboki Secondary School 28.50, and Dr. ShehuLawal 20.68. This shows that GSS Bomo with 35.50 mean ranking has the highest SSCE performance in English Language, while Vital Year Secondary School with mean ranking of 20.67 had the least SSCE performance in English Language.

In respects to the performance of students within the period of the study presented in Table 3, shows that the performance level of students between the five years under study, their mean performance ranking were 194.2, 165.6, 151.5,159.17, and 195.3 for year 2010, 2011, 2012, 2013 and 2014 respectively. This shows that year 2014 with mean ranking of 195.3 had the best SSCE performance in English Language while year 2012 with mean ranking of 151.5 had the least performance in English Language ranking.

Research Question 2: What is the performance level of students in Mathematics in SSCE organized by NECO inSenior Secondary Schools in Giwa, education Zone, Kaduna state, Nigeria (2010-2014)?

Table 4a: The performance level of students in Mathematicsin SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014.

s/n	School	Year 2010					Year 2011					Year 2012				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	5	10	36	51	10.17	88	27	-	115	23.33	5	31	-	36	11.50
2	GSS Bomo	104	404	92	600	17.33	116	438	77	631	38.50	150	145	20	315	32.67
3	Vital Year Secondary Schools	15	-	-	15	29.67	19	-	-	19	16.83	19	-	-	19	29.67
4	Knowledge is power	10	24	2	36	12.50	-	24	22	46	7.00	17	1	2	20	20.00
5	God's Time secondary school	23	26	5	54	26.33	51	9	1	61	29.67	21	36	8	65	31.17
6	Yusuf Aboki Sec Sch	210	119	13	342	32.50	206	106	16	328	33.17	116	193	14	323	26.00
7	Dr. ShehuLawal	26	111	67	206	17.33	120	19	-	139	35.83	33	90	26	149	34.67
	Total	**393**	**694**	**215**	**1304**	**145.83**	**600**	**623**	**116**	**1339**	**184.33**	**361**	**496**	**70**	**927**	**185.68**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Table 4b: The performance level of students in Mathematicsin SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014.

S/N	School	Year 2013					Year 2014				
		C	**P**	**F**	**T**	**M.R**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	24	13	7	44	18.67	22	27	11	70	7.33
2	GSS Bomo	102	89	30	221	30.33	245	627	80	952	30.33
3	Vital Year Secondary Schools	22	24	2	48	23.33	18	1	-	19	16.83
4	Knowledge is power	11	24	1	36	12.50	30	14	2	46	24.00
5	God's Time secondary school	43	8	-	51	22.50	26	21	1	48	30.17
6	Yusuf Aboki Sec Sch	242	119	2	363	33.17	135	187	150	472	18.40
7	Dr. ShehuLawal	107	7	-	114	33.00	127	33	22	182	34.83
	Total	**551**	**284**	**42**	**877**	**173.5**	**603**	**910**	**266**	**1789**	**161.89**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean Rank

Table 4 reveals the answer to research question two which seek to find out the performance level of students in mathematics in SSCE organized by NECO in secondary schools in Giwa Education Zone in Kaduna state. The performance level of mathematics in the seven schools studies in 2010 got these mean rankin Jesus is Alive Academy 10.17, GSS Bomo 17.33, Vital Year Secondary Schools 29.67, Knowledge is power 12.50, God's Time secondary school 26.33, Yusuf Aboki Secondary school 32.50 and Dr. ShehuLawal Secondary school 17.33 mean ranking. It shows that Yusuf Aboki secondary school scored the highest in mathematics for the year 2010 with 32.50 mean ranking; while Jesus is Alive secondary school had the least score in mathematics with a mean rank of 10.17.

For the year 2011 GSS Bomo had the highest score in mathematics with a mean score of 38.50 while knowledge is power secondary school scored the least with 7.00 mean ranking in mathematics for the year 2011. In 2012 the mean ranking obtained by the seven schools that was studied are Jesus is Alive Academy 11.50, GSS Bomo 32.67, Vital Year Secondary Schools29.67, Knowledge is power 20.00, God's Time secondary school 31.17, Yusuf Aboki Secondary school 26.00 and Dr. ShehuLawal 34.67. The result indicates that Dr.ShehuLawal performed better than other schools with 34.67 mean ranking while Jesus is Alive secondary school had the least performance with 11.50 mean ranking.

In the year 2013 Yusuf Aboki Secondary school performed best in mathematics with 33.17 mean ranking, while knowledge is power secondary school had the least performance in mathematics with 12.50 mean ranks. In 2014 the mean rankings obtained by the seven schools in mathematics are Jesus is alive secondary school 7.33, GSS Bomo 30.33, Vital Year Secondary school 16.83, Knowledge is power secondary school 24.00, and Gods time secondary school 30.17, Yusuf Aboki secondary school 18.40 and Dr. ShehuLawal secondary school had 34.83.

The best result for 2014 was obtained by Dr. ShehuLawal secondary school with 34.83 mean ranking while Jesus is Alive secondary school had the worst result with 7.33 mean ranking

In regards to the performance of students within the period of the study presented in Table 4 shows which that the performance level of students between the five years under study, their mean performance ranking were145.8, 184.3, 185.68, 173.5, 161.89 for year 2010, 2011, 2012, 2013 and 2014 respectively. This shows that year 2012 with mean ranking of 185.68 had the best SSCE performance in Mathematics while year 2010 with mean ranking of 145.8 had the least performance in Mathematics ranking.

Research question 3: What is the performance level of students in Arts subjects in SSCE organized by NECO in Giwa education zone, Kaduna state, Nigeria (2010-2014)?

Table 5a: The performance level of students in Arts subjects (Govt, IRS, CRS and Literature in English) in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014.

s/n	School	Year 2010					Year 2011					Year 2012				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	34	28	1	63	19.50	27	17	6	50	15.33	25	18	6	49	28.00
2	GSS Bomo	195	643	124	962	25.00	175	154	91	420	24.00	114	169	33	316	20.17
3	Vital Year Secondary Schools	20	-	1	21	13.50	11	7	1	19	16.50	10	2	-	12	9.17
4	Knowledge is power	20	26	2	48	26.50	10	10	2	22	22.00	15	3	2	20	13.00
5	God's Time secondary school	41	9	2	52	18.50	31	16	-	47	28.17	31	13	6	50	26.33
6	Yusuf Aboki Sec Sch	130	205	135	470	20.50	127	192	160	479	22.33	412	103	6	521	22.67
7	Dr. ShehuLawal	74	121	-	195	28.33	10	102	13	125	23.00	124	42	1	167	26.33
	Total	**514**	**1032**	**265**	**1811**	**151.83**	**391**	**498**	**273**	**1162**	**151.33**	**731**	**350**	**54**	**1135**	**145.67**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Table 5b: The performance level of students in Arts subjects (Govt, IRS, CRS and Literature in English) in SSCE Organized byNECO in Secondary Schools in Giwa Education Zone from 2010 – 2014.

s/n	School	Year 2013					Year 2014				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	16	5	1	22	18.17	34	28	1	63	13.50
2	GSS Bomo	151	63	21	235	27.00	195	643	124	962	25.00
3	Vital Year Secondary Schools	10	4	6	20	13.50	20	-	1	21	13.40
4	Knowledge is power	27	12	3	42	17.75	20	26	2	48	26.50
5	God's Time secondary school	21	13	3	37	17.67	41	9	2	52	20.67
6	Yusuf Aboki Sec Sch	181	85	23	289	22.67	130	205	135	470	20.50
7	Dr. ShehuLawal	10	102	13	125	23.00	74	121	-	195	28.33
	Total	**416**	**284**	**70**	**770**	**139.76**	**514**	**1032**	**265**	**1811**	**147.9**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Result presented on table 5 provided answer to the research question which indicates the performance level of students in Arts subjects in SSCE organized by NECO in Secondary Schools in Giwa Educational Zone. Their mean performance rankings for the year 2010 were as follows; Jesus is Alive Academy 19.50, GSS Bomo 25.00, Vital Year Secondary Schools 13.50, Knowledge is power 26.50, God's Time secondary school 18.50, Yusuf Aboki Sec Sch 20.50 and Dr. ShehuLawal 28.33. This show that Dr. ShehuLawalSecondary school with 28.33 mean ranking has the highest SSCE performance in NECO.While Vital Year Secondary Schools scored the least with 13.50 as the mean rank. This further displayed that public school performed better in Arts Subjects in 2010 than the private schools. In 2011 God's Time secondary school performed higher than other schools with a mean ranking of 28.17 while Jesus is Alive Academy had the least score of 15.33 mean ranking. It shows that in the year 2011, private school performed better than the public school.

The students' performance in Arts subjects for the year 2012 mean ranking were as follows; Jesus is Alive Academy 28.00, GSS Bomo 20.17, Vital Year Secondary Schools 9.17, Knowledge is power 13.00, God's Time secondary school 26.33, Yusuf Aboki Secondary School 22.67, and Dr. ShehuLawal secondary school 26.33. Jesus is Alive Academy had the best result for the year 2012 with 28.00 mean ranking while Vital Year Secondary Schools had the least result wi63

th 9.17mean Ranking. Thus private school performed best in 2012.

In 2013, Dr. ShehuLawalSecondary School performed higher than other schools with 23.00 mean ranking. While Jesus is Alive Academy had the least performance with 18.17 mean ranking. Public school in 2013 had the best SSCE result in English Language.

In 2014, the mean performance rankings were Jesus is Alive Academy 13.50, GSS Bomo 25.00, Vital Year Secondary Schools 13.40, Knowledge is power 26.50, God's Time secondary school 20.67, Yusuf Aboki Secondary School 20.50, and Dr. ShehuLawal 28.33 This shows that Dr. ShehuLawalSecondary School with 28.33 mean ranking has the highest SSCE performance in Art subjects, while Vital Year Secondary School with mean ranking of 13.40 had the least SSCE performance in Art subjects.

In respect to the performance level of students within the period of the study presented in Table 5 shows that the performance level of students between the five years under study, their mean performance ranking were 151.83, 151.33, 145.67, 139.76, and 147.9for year 2010, 2011, 2012, 2013 and 2014 respectively. This shows that year 2010 with mean ranking of 151.83 had the best SSCE performance in Art subjects while year 2013 with mean ranking of 139.76 had the least performance in Art subjects ranking.

Research Question 4: What is the performance level of students in social science subjects in SSCE organized by NECO in Giwa education zone, Kaduna State, Nigeria (2010-2014)?

Table 6a: The performance level of students in Social Science Subjects (Geography and Economics) in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014

s/n	School	Year 2010					Year 2011					Year 2012				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	8	49	43	100	14.33	106	76	4	186	20.17	16	52	2	70	20.17
2	GSS Bomo	244	521	96	861	31.33	137	741	161	1039	13.00	238	227	73	538	14.00
3	Vital Year Secondary Schools	29	1	-	30	26.00	35	-	-	35	25.67	9	17	12	38	15.53
4	Knowledge is power	45	14	10	69	23.00	12	43	19	74	18.00	11	12	6	29	16.17
5	God's Time secondary school	51	17	-	68	33.00	51	20	3	74	26.67	37	32	3	72	25.17
6	Yusuf Aboki Sec Sch	290	419	149	859	26.83	176	594	150	920	17.00	160	253	123	536	26.17
7	Dr. ShehuLawal	126	162	77	365	25.00	34	199	5	238	17.10	14	194	86	294	23.00
	Total	**793**	**1183**	**375**	**2352**	**179.49**	**551**	**1673**	**342**	**2566**	**137.61**	**485**	**787**	**305**	**1577**	**140.21**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Table 6b: The performance level of students in Social Science Subjects (Geography and Economics) in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014

s/n	School	Year 2013					Year 2014				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	27	48	13	88	15.33	25	31	1	57	20.00
2	GSS Bomo	171	146	73	390	25.67	149	103	5	257	25.49
3	Vital Year Secondary Schools	27	32	18	72	14.41	31	29	18	78	15.83
4	Knowledge is power	34	3	-	37	19.50	44	-	-	44	20.00
5	God's Time secondary school	34	3	-	37	22.50	43	14	5	62	24.50
6	Yusuf Aboki Sec Sch	441	175	17	633	27.50	242	119	29	390	25.83
7	Dr. ShehuLawal	29	74	54	157	31.33	1	5	21	27	12.00
	Total	**763**	**481**	**175**	**1414**	**156.24**	**535**	**301**	**79**	**915**	**143.65**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Table 6 shows the answer to research question four which seek to find out the performance level of students in social science subjects in SSCE organized by NECO in secondary schools in Giwa Education Zone in Kaduna state. The performance level of social science subjects in the seven schools studies in 2010 got these mean ranking Jesus is Alive Academy 14.33, GSS Bomo 31.33, Vital Year Secondary Schools 26.00, Knowledge is power 23.00, God's Time secondary school 33.00, Yusuf Aboki Secondary school 26.83 and Dr. ShehuLawal Secondary school 25.00 mean ranking. It shows that God's Time secondary school scored the highest in social science subjects for the year 2010 with 33.00 mean ranking; while Jesus is Alive secondary school had the least score in social science subjects with a mean rank of 14..33

For the year 2011 God's Time secondary school had the highest score in social science subjects with a mean rank of 26.07 while Yusuf Aboki Secondary school scored the least with 17.00 mean ranking in social science subjects for the year 2011. In 2012 the mean ranking obtained by the seven schools that was studied are Jesus is Alive Academy 20.17, GSS Bomo 14.00, Vital Year Secondary Schools 15.53, Knowledge is power 16.17, God's Time secondary school 25.17, Yusuf Aboki Secondary school 26.17 and Dr. ShehuLawal 23.00. The result indicates that Yusuf Aboki Secondary school performed better than other schools with 26.17 mean ranking while GSS Bomohad the least performance with 14.00 mean ranking.

In the year 2013 Yusuf Aboki Secondary school performed best in social science subjects with 27.50 mean ranking, while Vital year secondary school had the least performance in social science subjectswith 14.41 mean ranks. In 2014 the mean rankings obtained by the seven schools insocial science subjects are Jesus is alive secondary school 20.00, GSS Bomo 25.49, Vital Year Secondary school 15.83, Knowledge is power secondary school 20.00, and Gods time secondary

school 24.50, Yusuf Aboki secondary school 25.83 and Dr. ShehuLawal secondary school had 12.00. This shows that Yusuf Aboki secondary school performed best in 2014 social science subjects with a mean rank of 25.83, while Dr. ShehuLawal secondary school had the least in social science subjects with a mean rank of 12.00

The performance level of students within the period of the study presented in Table 6 shows that the performance level of students between the five years under study, their mean performance ranking were 179.49, 137.61, 140.21, 156.24, and 143.65for year 2010, 2011, 2012, 2013 and 2014 respectively. This shows that year 2010 with mean ranking of 179.49 had the best SSCE performance in Social science subjects while year 2011 with mean ranking of 137.61 had the least performance in Social science ranking.

Research Question 5: What is the performance level of students in science subjects in SSCE organized by NECO in Giwa education Zones, Kaduna state, Nigeria (2010-2014)?

Table 7a: The performance level of students in Science Subjects (Biology, Chemistry and Physics) in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014

s/n	School	Year 2010					Year 2011					Year 2012				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	32	35	31	98	20.17	77	138	-	215	19.00	17	47	8	72	17.50
2	GSS Bomo	283	415	110	808	39.17	90	639	160	889	18.83	110	292	137	539	36.67
3	Vital Year Secondary Schools	28	1	-	29	13.50	39	-	-39		20.33	23	12	12	47	13.50
4	Knowledge is power	29	59	10	98	20.83	9	72	6	87	21.67	14	20	11	45	16.33
5	God's Time secondary school	57	44	16	117	19.50	73	34	5	112	16.33	58	76	21	156	29.84
6	Yusuf Aboki Sec Sch	120	170	165	455	24.83	101	210	189	500	25.00	79	230	205	514	18.00
7	Dr. ShehuLawal	123	116	60	299	18.00	8	208	1	217	32.17	35	104	88	227	16.00
	Total	**672**	**840**	**392**	**1904**	**156**	**397**	**1301**	**322**	**2020**	**153.33**	**336**	**781**	**482**	**1600**	**147.84**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Table 7b: The performance level of students in Science Subjects (Biology, Chemistry and Physics) in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014

s/n	School	Year 2013					Year 2014				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	43	52	6	101	19.3	25	31	13	69	15.17
2	GSS Bomo	175	139	35	349	27.17	132	68	56	256	16.33
3	Vital Year Secondary Schools	34	52	6	101	24.00	38	52	19	109	14.50
4	Knowledge is power	63	15	-	76	21.33	82	4	1	87	21.00
5	God's Time secondary school	109	34	8	15	28.33	71	45	10	126	26.33
6	Yusuf Aboki Sec Sch	383	202	29	614	25.00	300	112	43	455	19.00
7	Dr. ShehuLawal	185	10	1	196	27.33	44	130	2	176	23.83
	Total	**992**	**504**	**85**	**1452**	**172.46**	**692**	**442**	**144**	**1278**	**136.16**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

The result presented on table 7 provided answer to the research question which indicates the performance level of students in science subjects in SSCE organized by NECO in Secondary Schools in Giwa Educational Zone. Their mean performance rankings for the year 2010 were Jesus is Alive Academy 20.17, GSS Bomo39.17, Vital Year Secondary Schools 13.50, Knowledge is power 20.83, God's Time secondary school 19.50, Yusuf Aboki Sec Sch24.83 and Dr. ShehuLawal18.00. This show that GSS Bomo with 39.17 mean ranking has the highest SSCE performance in NECO.While Vital Year Secondary Schools scored the least with 13.50 as the mean rank. This further displayed that public school performed better in Science subjects in 2010 than the private schools. In the year 2011 Dr. ShehuLawal secondary school performed higher than other schools with a mean ranking of 32.17 while God's time Secondary school had the least score of 16.33 mean ranking.it shows that in the year 2011, public school performed better than the private school.

The students' performance in science subjects as follows for the year 2012 mean ranking were; Jesus is Alive Academy17.50, GSS Bomo36.67, Vital Year Secondary Schools 13.50, Knowledge is power 16.33, God's Time secondary school 29.84, Yusuf Aboki Secondary School18.00, and Dr. ShehuLawal 16.00. GSS Bomo had the best result for the year 2012 with 36.67 mean ranking while Dr. ShehuLawal had the least result with 16.00 mean Ranking. Thus public school performed best in 2012.

In 2013, God's time Secondary School performed higher than other schools with 28.33 mean ranking. While Jesus is Alive Academy had the least performance with 19.30 mean ranking. Private school in 2013 had the best SSCE result in Science subjects.

In 2014, the mean performance rankings were Jesus is Alive Academy 15.17, GSS Bomo16.33, Vital Year Secondary Schools 14.50, Knowledge is power 21.00, God's Time secondary school 26.33, Yusuf Aboki Secondary School 19.00, and Dr. ShehuLawal23.83. This shows that God's Time secondary school with 26.33 mean ranking has the highest SSCE performance in Science subjects, while Vital Year Secondary School with mean ranking of 14.50 had the least SSCE performance in Science subjects.

In regards to the performance level of students within the period of the study presented in Table 7 shows that the performance level of students between the five years under study, their mean performance ranking were 156, 153.33, 147.84, 172.46 and 136.16 for year 2010, 2011, 2012, 2013 and 2014 respectively. This shows that year 2013 with mean ranking of 172.46 had the best SSCE performance in science subjects while year 2014 with mean ranking of 136.16 had the least performance in Science subjects ranking.

Research Question 6: What is the performance level of students in Vocational subjects in SSCE organized by NECO in Senior Secondary Schools inGiwa education Zone, Kaduna state, Nigeria (2010-2014)?

Table 8a: The performance level of students in Vocational Subjects (Agriculture and Home Management) in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014

s/n	School	Year 2010					Year 2011					Year 2012				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	9	9	5	23	3.50	39	37	-	76	15.33	8	15	-	23	17.50
2	GSS Bomo	90	444	54	588	36.67	63	419	85	567	31.44	93	148	51	292	14.00
3	Vital Year Secondary Schools	5	-	-	5	10.83	6	-	-	6	23.00	5	1	-	6	12.33
4	Knowledge is power	10	5	4	22	07.00	17	7	4	28	20.67	9	4	-	13	19.00
5	God's Time secondary school	12	6	4	22	20.23	10	6	4	20	16.83	19	4	-	23	15.33
6	Yusuf Aboki Sec Sch	126	90	64	280	22.33	115	99	76	290	22.67	67	84	137	288	23.33
7	Dr. ShehuLawal	99	46	6	151	30.67	69	44	-	13	17.00	6	81	28	115	16.00
	Total	**351**	**600**	**137**	**1091**	**131.23**	**319**	**612**	**169**	**1000**	**146.94**	**207**	**337**	**216**	**760**	**117.49**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Table 8b: The performance level of students in Vocational Subjects (Agriculture and Home Management) in SSCE Organized by NECO in Secondary Schools in Giwa Education Zone from 2010 – 2014

s/n	School	Year 2013					Year 2014				
		C	**P**	**F**	**T**	**M**	**C**	**P**	**F**	**T**	**M**
1	Jesus is Alive Academy	23	9	1	33	17.50	7	5	-	12	13.33
2	GSS Bomo	119	60	21	200	28.67	79	47	21	147	23.67
3	Vital Year Secondary Schools	23	14	5	42	10.90	24	16	12	52	22.00
4	Knowledge is power	26	1	2	29	17.83	23	-	1	24	20.00
5	God's Time secondary school	7	17	2	26	25.00	9	1	-	10	21.50
6	Yusuf Aboki Sec Sch	250	61	23	334	22.6	140	54	7	201	23.33
7	Dr. ShehuLawal	35	66	-	101	18.17	69	44	-	13	17.00
	Total	**483**	**228**	**54**	**765**	**140.67**	**351**	**167**	**41**	**459**	**140.83**

Key: **C** = credit, **P**= Pass, **F** =Fail, **T**=Total, **M.R**= Mean

Table 8 shows the answer to research question four which seek to find out the performance level of students in Vocational subjects in SSCE organized by NECO in secondary schools in Giwa Education Zone in Kaduna state. The performance level of vocational subjects in the seven schools studies in 2010 had these mean ranking Jesus is Alive Academy 3.50, GSS Bomo 36.67, Vital Year Secondary Schools 10.83, Knowledge is power 07.00, God's Time secondary school 20.23, Yusuf Aboki Secondary school 22.33 and Dr. ShehuLawal Secondary school 30.67 mean ranking. It shows that Dr. ShehuLawal Secondary school scored the highest in vocational subjects for the year 2010 with 30.67 mean ranking; while Jesus is alive secondary school had the least score in social vocational subjects with a mean rank of 3.50.

For the year 2011 GSS Bomohad the highest score in vocational subjects with a mean rank of 31.44 while Jesus is alive Secondary school scored the least with 15.33 mean ranking in vocational subjects for the year 2011. In 2012 the mean ranking obtained by the seven schools that was studied are Jesus is Alive Academy 17.50, GSS Bomo 14.00, Vital Year Secondary Schools 12.33, Knowledge is power 19.00, God's Time secondary school 15.33, Yusuf Aboki Secondary school 23.33 and Dr. ShehuLawal 16.00. The result indicates that Yusuf Aboki Secondary school performed better than other schools with 23.33 mean ranking while GSS Bomohad the least performance with 14.00 mean ranking.

In the year 2013 GSS Bomo performed best in Vocational subjects with 28.67 mean ranking, while Jesus is alive secondary school had the least performance in social science subjectswith 17.50 mean ranks. In 2014 the mean rankings obtained by the seven schools invocational subjects are as follows; Jesus is alive secondary school 13.33, GSS Bomo 23.67, Vital Year Secondary school22.00, Knowledge is power secondary school 20.00, and Gods time secondary school 21.50, Yusuf Aboki secondary school 23.33 and Dr. ShehuLawal secondary

school had 17.00. This shows that Yusuf Aboki secondary school performed best in 2014 vocational subjects with a mean rank of 23.33; while Jesus is alive secondary school had the least in vocational subjects with a mean rank of 13.33

The performance level of students within the period of the study presented in Table8 shows that the performance level of students between the five years under study, their mean performance ranking were 131.23,146.94, 117.49, 140.67 and 140.85 for year 2010, 2011, 2012, 2013 and 2014 respectively. This shows that year 2011 with mean ranking of 146.94 had the best SSCE performance in vocational subjects while year 2012 with mean ranking of 117.49 had the least performance in vocational subjects ranking.

4.3 Hypotheses 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 senior secondary school certificate examination in Giwa education zone, Kaduna state. The testing was on the variables related to the subject/subjects groups offered by students in SSCE; English, Mathematics, Arts subjects, Social Science subjects, Science Subjects and Vocational subjects groups.

The hypotheses were tested by the use of Kruskal-Walis non parametric test statistics (NPar) at 0.05 level of significance. In order to make very clear the researcher tested each hypothesis based on subjects/subjects groups and years.

1. There is no significant difference in the performance level of students in English language in National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna, Nigeria 210-2014.
2. Significant difference existed in the performance level of students in Mathematics in National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna, Nigeria 210-2014.
3. Significant difference existed in the performance level of students in Arts subjects in National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna, Nigeria 210-2014.
4. Significant difference existed in the performance level of students in Social science subjects National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna, Nigeria 210-2014.
5. Significant difference existed in the performance level of students in Science subjects National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna, Nigeria 210-2014.
6. Significant difference existed in the performance level of students in Vocational subjects National Examination Council in public and private senior secondary schools in Giwa Education Zone, Kaduna, Nigeria 210-2014.

4.4 Summary of Major Findings

The following are the major findings of the study:

1. In English Language Public Schools had best result and another Public School had least result. In regards to the years, 2014 had the best SSCE performance in English Language. While year 2012 had the least performance in English Language;
2. In Mathematics, Public Schools had best resultin NECO while private schools had least result in SSCE mathematics while private schools had the least performance. This shows that Public school performed better in mathematics than the private school. In respect to the period, year 2012 had the best SSCE performance in Mathematics while year 2010 had the least performance in SSCE mathematics;
3. In the group of Arts subjects, Public Schools had best result in SSCE Arts subjects while private schools had the least performance. This shows that Public school performed better in Arts subjects than the private school. In the aspect of period, year 2010 had the best SSCE performance in Arts subjects while year 2013 had the least performance in SSCE Arts subjects;
4. In the group of Social science subjects, private school had the best performance in SSCE Social science subjects while Public Schools had best result performance. This shows that private school performed better in social subjects than the Public School. In the aspect of period, year 2010 had the best SSCE performance in Social science subjects while year 2011 had the least performance in SSCE social science *subject*;
5. In the group of Science subjects, Public Schools had best result in SSCE Science subjects while Private school had the least performance. This shows that public school performed better in Science subjects than the Private School. In respect to the period, year 2013 had

the best SSCE performance in Science subjects while year 2014 had the least performance in SSCE Science subjects; and

6. In the group of Vocational subjects, Public Schools had best result in SSCE Vocational subjects while Private school had the least performance. This shows that public school performed better in Vocational subjects than the Private School. In regards to the period, year 2011 had the best SSCE performance in Vocational subjects while year 2012 had the least performance in SSCE Vocational subjects.

4.5 Discussion of the Findings

1. From the first finding, it was observed that most of the public secondary school performed above average while most of the private schools had average performance in English Language.In regards to years,performance did not improve or decline steadily.Result of 2010, 2011 and 2013 were better than that of 2012and2014 had the best result.This is in contrast to the work of Onipede(2003) which states that Students performed below expectation in English Language.Also Adeyegbe(2002) found out that there was decline in Students performance in English Language over years.

2. Similarly,the second finding indicates that public schools performed better than private schools.In regards to the years, 2010 had the least performance while 2012 had the best performance.This shows that there was increase in students' performance,which was at the peak in year 2012and then declined in years 2013 and 2014.

3. Also,the finding that public school had the best result and a private school had the least result in Arts subjects shows significant difference in their performance.Best result was recorded in year 2010 while year 2013 had least performance.It can be said that public

schools have more qualified and experienced teachers.Instability in performance through the years can be variation of students and their socio-economic background.

4. Contrary to the above findings, private schools had the best performance in social science subjects. It can be deduced that private schools pay more attention to those subjects in order to attract more students who because of their interest in social activities persuade their parents to enroll them in such schools.
5. Furthermore, findings show that public schools also had the best result.Althoughthe general performance is average.This is different from observations and findings of Oyedokun, (2002) and Lawal (2010) which says there is negative attitudes and poor performance of students in final year SSCE examinations among learners. In similar study, it was found that private school performed better in chemistry than public school.
6. Lastly, public schools performed better than private school in vocational subject.And year 2011 had best result while year 2012 had the least result.This show that performance is not declaiming throughout the years under study.

CHAPTERFIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a general summary of the present research work carried out by the researcher. The outlines of areas discussed were the conclusions, recommendations and suggestions for further studies.

5.2 Summary

This study was set based on the analysis of students' performance in senior secondary school certificate organized by NECO in Giwa Education zones in Kaduna state, Nigerian (2010 – 2014). The study was keen at analyzing the extent of students performance in SSCE organized by NECO from 2010 to 2014 in subjects/ subject groups. The objective of the study was to find out the impact of the following: determinethe performance level of students In English language in Senior Secondary School Certificate Examination (SSCE) organized by National Examination Council (NECO) in public and private senior secondary schools in Giwa education Zone, Kaduna state, Nigeria(2010-2014); the performance level of students in Mathematics in SSCE organized by NECO in public and private senior secondary schools in Giwa education Zone, Kaduna state, Nigeria(2010-2014); the performance level of students in Arts subjects in SSCE organized by NECO in public and private senior secondary schools in Giwa education zone, Kaduna State, Nigeria (2010-2014); the performance level of students in social science subject in SSCE organized by NECO in Giwa education zone Kaduna State, Nigeria (2010-2014); and the performance level of students in science subjects in SSCE organized by NECO in public and private senior secondary schools in Giwa education zone Kaduna State, Nigeria (2010-2014).

The study covered seven public and private secondary schools in Giwa education zone in Kaduna State and it is significant because it would help stakeholder (policy makers, school administrators, teachers,and government) in playing a sensitive role aimed at improving the standard of education through the provision of a conducive learning environment. The key variables are operationally defined to conclude the chapter.

Chapter one introduces the study and the general background of the study, statement 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 thirteen subject/subjects groups within the last five years in Giwa 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 thirteen subject/subjects clusters between years 2010 to 2014.

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.

The third chapter of this study examined the methodology used in carrying out the research work. The ex- post facto design was adopted by means of gathering data. The population of the study comprises twenty four (24) secondary schools in Giwaeducation zone. The sampling and sampling techniques used was a cluster sampling techniques by sampling English language and mathematics because of their importance and grouping other subjects as an area of specialization

as arts, social science, science and vocational subjects of SSCE within the study area. The instrument for data collection was the SSCE result recorded by NECO.

The fourth chapter presented the analysis and discussion of the data analysed 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 the entire six subjects group 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 recommendation.

5.3 Conclusions

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

1. The school with the highest mean rank performance in English Language was Public school and the least was Private school. While the highest mean ranking of performance in English within the years was recorded in 2014 and the least was recorded in 2012;
2. The school with the highest mean rank performance in Mathematics was Public Schools had best result and the least was Private school. While the highest mean ranking of performance in mathematics within the years was recorded in 2012 and the least was recorded in 2010;
3. The school with the highest mean rank performance in Arts subjects was Public Schools had best result and the least was Private school. While the highest mean ranking of performance in arts subjects within the years was recorded 2010 and the least was recorded in 2013;
4. The school with the highest mean rank performance in social science was God's time Secondary school and the least was Public Schools. While the highest mean ranking of performance in social science subjects within the years was recorded 2010 and the least was recorded in 2011;

5. The school with the highest mean rank performance in science subjects was Public Schools and the least was Private school. While the mean ranking of performance in science subject within the year was recorded in 2014 and the least was recorded in 2014
6. The school with the highest mean rank performance in Vocational subjects was Public Schools and the least was Jesus is alive secondary school. While the highest mean ranking of performance in Vocational subjects within the years was recorded 2011 and the least was recorded in 2012.

5.3 Recommendations

The following recommendations are hereby suggested that will improve the academic performances of students in SSCE English language, Mathematics, Arts, Social science, Science, and Vocational groups of subjects.

1. Government should constitute monitoring team that will ensure the teaching of English language and the provision of language lab as well as the maintenance of the lab.
2. Mathematics subject should be taught only by qualified and experience teachers in public and private senior Secondary Schools.
3. Arts subjects should be taught by well qualified and tested teachers who understand the subjects perfectly in public and private senior Secondary Schools.
4. Social science subjects should be supported by supplying modern text books to assist students in the preparation of their SSCE exams in public and private senior Secondary Schools.
5. Effort should be made by Alumni to support the school with Science equipment's and laboratory, among others in public and private senior Secondary Schools.
6. Vocational subjects attract modern instruments such as bakers, cookers, washers, machines among others in public and private senior Secondary Schools.

5.5 Suggestions for Further Studies

This will enable other researches emanating from this present study to address other critical areas of interest in this research work. It has therefore suggested that the followings be looked into:

1. A replication of this study could be carried out in another State in Nigeria to compare and contrast the findings.
2. The same study could be carried out in Giwa education zone after 5 to 10 years to check for possible improvement in the Zone.
3. A comparative study could be carried out in the topic based on two or more States to ascertain their difference.
4. Private schools should be less secretive about the results of their students especially if it is needed for academic purposes meant for improving performance such as the research work.

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