Scholastic Performance of Students at West African Senior Secondary Certificate Examinations in Nigeria

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Abstract

The study examines the scholastic performance of students in WASSCE. There have been persistent poor scholastic performance of students in West African Senior Secondary Certificate Examinations. The study adopted descriptive survey design of ex-post facto type. A total of 1,826 public secondary schools from Lagos, Enugu, Akwa-Ibom, Kano, Bauchi and Nasarawa states were sampled for the study using multistage and purposive sampling techniques. Secondary data were used for this study. The results of 1,541,608 students from 1,826 secondary schools from the sampled states were used for the study and data were analysed using simple percentage distribution. The results indicated that students’ recorded poor scholastic performance in all the geo-political zones but more pronounced in North-central, North-east and South-east. The study among others recommended that necessary infrastructure that would improve the scholastic performance of students be provided. The present Students/teacher ratio be reduced to conform with the approved 1:40 stipulated by the National Policy of Education.

Keywords: Scholastic, Performance, Student, Senior secondary, Certificate, examinations

1. Introduction

Education which is the fundamental instrument for development in all countries is not fulfilling the objective set down in the National Policy of Education. The hopes of every countries of the world to develop human capital for effective functioning of the society are hinged on education, being an instrument of change. Education in Nigeria, is an invaluable instrument of political, social, economic, scientific and technological development. Among the levels of education in Nigeria, secondary education which is the pivot of the entire educational system is fast losing its relevance which among other factors is due to unsatisfactory and poor performance of students in public examinations.

Scholastic performance has been of great concern to parents/guardian throughout the world. It is a subject of discussions and debate among scholars (Alaka, 2011). It is the most vital educational policy and indicator stakeholders are interested in. Xinyi (2006) informed that students’ performance has been a subject of national case and comparative studies among countries since the beginning of educational theory. Adedeji (1998) stated that students’ performance is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. Aremu (2001), while stressing the importance of academic performance in the educational system, was of the view that academic performance is a fundamental criterion by which all teaching-learning activities are measured, using some standards of excellence and the acquisition of
particular grades in examinations measures candidate’s ability, mastery of the content, skills in applying the knowledge acquired to a particular situation.

Several factors have been highlighted for the need to investigate the performance of students in public examinations in Nigeria. An institution’s environmental variables have been found to affect students’ outcomes. Chapman and Pascarella (1983) explored the relationship between institutional type, size, academic and social integration in 11 institutions. They found that students enrolled in residential institutions were more likely to be involved academically and socially than their peers who attended non-residential institutions.

Students’ scholastic performance also depends on different socio-economic, psychological, environmental factors. It observed that student performance is affected by different factors such as learning abilities because new paradigm about learning assumes that all students can and should learn at higher levels but it should not be considered a constraint because there are other factors like race, gender, sex that can affect student’s performance (Hansen, 2000).

Yvonne and Soyibo (1998) stressed that student performance is very much dependent on socio-economic background and high school students’ level of performance had statistically significant differences if linked to their gender, grade level, school location, school type, student type and socio-economic background. In the same vein, Betts, Reuben and Danenberg (2000) posited that differences in students’ socio-economic background explained much of the variation in student performance. George (2001) found that weak students do better when grouped with other weak students. While Zimmerman (2000) findings were somewhat contradictory to George (2001) findings that students’ performance depends on number of different factors and that weak peers might reduce the grades of students. Zajonc’s (1976) analysis of older siblings showed that students’ performance improved if they were with the students of their own kind, Sacerdote (2001) found that grades are higher when students have unusually academically strong room-mates.

Students’ previous schooling and the efforts put into this schooling are taken into account to measure performance. Carbonaro (2005) found that students in higher tracks put substantial more efforts into their studies than students in lower tracks and the differences in educational investment may be due to the students’ history of efforts and performance as well as students’ experiences in their classes. A survey of 577 business students who had preferences for academic performance at a major Australian university was carried out by (Guest, 2005). The finding showed that flexible learning, especially student-centre learning had impact on student performance.

Similarly, Nasri and Ahmed (2006) examined the factors that affected students’ performance at the College of Business and Economics at United Arab Emirate University. The result showed that the most important factor with positive effect on students’ performance was student’s competence in English and class participation. The result also showed that the most important factors that had negative effect on students’ performance were; missing too many classes and credit hours achieved (progression of the students in his /her study plan).

Also, Olaleye (2003) carried out a study on some psycho-social determinants of secondary school female students’ performance in Mathematics. The study adopted ex-post-facto design with 1,146 female secondary school students in A/Ibom and Kano states respectively. The study concluded that study habit was an important variable contributing significantly to the prediction of performance in Mathematics with β = -0.052.

Alabi (2008) examined school size and facility as correlates of Junior Secondary School students’ performance in A/Ibom State, Nigeria, with a sample size of 53 Junior secondary schools using standardised regression co-efficient to determine the relative contribution of the independent variables. The finding revealed that the provision and utilisation of certain facilities contributed greatly to junior secondary school students performance than some other facilities. The finding equally revealed that the provision of adequate staff room/office was an important factor towards teacher’s maximum performance which directly and positively influenced students’ performance. Sitting arrangements of students in classrooms was found to be an important factor that could affect the performance of students. Tropping (1994) found that sitting at the back in the classroom and absence from classes negatively affects the performance of students. According to Tropping, an increase of 1%
in absences would reduce the scores of the final examination by 0.034%. Habte (1988) observed that if
a student develops negative attitude towards a course and/or towards the instructor from the
beginning or before the beginning of the class, his/her performance in the course would be lowered.

In a 50-State survey, Darling-Hammond (2000) found that students’ demographic characteristics
(poverty, minority status, and language background) are strongly related to their academic outcomes
in reading and mathematics at the state level. In predicting students’ performance levels, however,
demographic features appeared less influential than teacher quality variables, namely, holding full
certification and a major degree in the field.

Adewunmi (2000), in his study on the relationship between supervisory climate and teacher–
student performance in secondary schools in A/Ibom State, using Pearson Product Moment Correlation
in his analysis found a significant positive relationship between supervisory climate and students’
performance. There is a consensus among the scholars, researchers and educationists that the lower
the class size or teacher/pupil ratio, the better the performance of the students in the school. Many
studies have pointed out the significance of teacher/student ratio (Ojoawo, 1989; Bolton, 1998;
Johnson, 2000; Fabunmi, 2000; Fabunmi, Peter and Isaiah, 2007; Mantle and Marcus, 2008)

Fabunmi and Okorie (2000) investigated the relationship between average class size and
secondary school performance in Epe Local Government Area of Lagos State. The researchers used
both Pearson Product Moment Correlation and Spearman Rank Correlation to test the only hypothesis
formulated. When Pearson Product Moment Correlation was used to test the hypothesis, the findings
revealed a negative and low relationship while Spearman Rank Correlation revealed significant and
positive relationship between average class size and students’ academic performance. The
contradictory findings are likely to be as a result of two different methods of analysis used to test the
hypothesis.

Fabunmi, Peter and Isaiah (2007) examined class factor as a determinant of secondary school
students’ academic performance in A/Ibom State between 1997 and 2002. The researcher used
multiple regression and One Way Analysis of Variance (ANOVA) to test the two hypotheses at 0.05%
level of significance. The findings revealed that the three class factors (class size, students classroom,
class utilisation rate) when taken together, contributed significantly to secondary school students’
academic performance. These factors when taken separately, determined significantly secondary
school students’ academic performance.

Wright, Hom and Sander (1997) investigated teacher and classroom context effect on students’
performance and found that small class sizes themselves do not lead to higher students’ performance
but the interaction effects are important. In the same vein, Hoxby (1998) used two quasi-experimental
techniques in a panel framework to examine the influence of class size on test scores in Connecticut
District Schools. The researcher found no significant impact of class size on students’ performance.
Wright et al (1997) used Tennessee Value Added Assessment System Database to conclude that class
size in itself does not matter but the interaction of class size with other input factors have a significant
effect on student outcome.

A result of the test of relationship between teacher/student ratio and productivity in secondary
schools in Enugu state showed a positive relationship and a co-efficient of 0.658 was obtained as the
index of relationship (Famade, 1999). AdeEnugu (2001) examined the resource provision and
utilisation in Lagos State Public secondary schools. All the 355 public secondary schools in the 20 Local
Governments formed the population of the study. One hundred school principals were interviewed on
the provision and utilisation of available resources in their schools. It was found that classrooms were
inadequate in Lagos State public secondary schools. Class size was found to be 6 to a class; 24.8% of the
teachers were qualified to teach the senior secondary school class; 75.2% of the teachers were not
qualified; 55.8% were N.C.E. holders and were qualified to teach junior secondary school;
teacher/student ratio was calculated to be 1:35; and classrooms, libraries, laboratories and teachers
were perceived to be maximally utilised.

Shodimu (1999) conducted a study on the relationship between resources (teacher quality,
availability of classrooms, well equipped laboratories, libraries, workshops and academic learning
time) and students’ academic performance in the secondary school examination in 1995 in both private
and public schools in Lagos State. The researcher used stratified random sampling to select 35 public schools and 3 private secondary schools. He found that public secondary schools' resources were over-utilised while private secondary schools were under-utilised the resources. He found a significant relationship between student/teacher ratio and school's productivity in term of students' academic performance. He further found a statistically significant relationship between the quality of teachers, laboratories, workshops and academic learning time provided in the schools and school's productivity.

Fabiyi (2000) investigated the relationship between teaching resources and teaching effectiveness in selected Colleges of Education using analysis of variance (ANOVA) and Pearson Moment Product Correlation to test and analyse the hypotheses using ex post facto research design. The researcher found that the Six-Colleges of Education varied in the level of adequacy of available physical and material resources. No significant relationship was found between adequacy and utilisation of available physical and material resources. The relationship between student performance and teaching effectiveness was significant for Integrated Science and social studies, whereas in Mathematics, English language and technical education no such relationships were found.

Education is the main access to national development and teachers constitute a very vital component of the system. Teachers occupy significant position in the school system. Though, learners are the central figure in the process but without teachers, teaching and learning activities cannot take place. Mkpa (2002) is of the opinion that teachers are the heart and soul of the educational enterprise while Molagun (2007) identifies teachers as the life wire of the school system. Otu (2006) considers teachers as the prime mover in the development of optimum condition for learning. Mayer, Mullens and Moore (2000) in their research confirmed that capable teachers are the essential link between public aspirations for high quality schooling and students' academic performance. According to a poll conducted in 1998, 90% of Americans believed the most important factor in improving students' performance is having well qualified teachers in every classroom (Sparks, 2000). Johnson and Immerwhar (1994) informed that America ranked 'good teacher' as the most important thing schools need in order to do a good job.

Gbadamosi (2000) in his study found significant relationship between resource availability, utilisation and students' academic performance. Ojoawo (1989), Oni (1992) and Fabunmi (1997) were able to show in their various studies that there was correlation between resource allocation, utilisation and secondary schools' academic performance. Oni (1992) observed that resource utilisation and student academic performance were significantly related, while Fabunmi indicated that resource input quality and quantity if taken together contributed to secondary school academic performance. But if taken separately, only resource input quantity contributed significantly to secondary school academic performance, while resource input quality made no significant contribution to secondary school academic performance. Ojoawo, on the other hand, reported a positive relationship between students' intake quality and school performance and also found that differential distribution of educational resources had positive effect on academic performance of students.

Benjamin (1998) conducted a research on school mapping and resource supply as related to students' performance in Kwara State secondary schools. The study involved 3,614 students, 505 teachers and 50 principals. The researcher used t-test and Chi-square statistics to test the hypotheses. The researcher found that students' academic performance in English Language and Mathematics was significantly related to geographical location of the schools. Factors such as community influence, journey to school, physical facilities, instructional materials and teacher manpower significantly influenced students' academic performance in English Language and Mathematics except physical facilities, which was not significantly related to students' academic performance in English Language.

Branham (2002) studied the relationship between inadequate school infrastructure and school performance using 226 schools in Houston Independent School District for the 1995/1996 school year. The focus of the study was on the relationship between problematic school infrastructure and student performance. The Houston Independent School District was represented by schools with groups of students from various ethnic backgrounds. Some schools had high number of students with limited proficiency in English while others had very few of them. The researcher found that the results of the study provided important evidence that school infrastructure has a critical impact on students'
performance. Schools with leaking roofs, temporary building and under-staffed custodial services provided an environment where students were less likely to attend school and more likely to drop out as well as an environment of scholastic under-students’ performance. The researcher concluded that a high quality building brings an atmosphere of high quality students’ performance.

O’Neil (2000) investigated the possible impact of school facilities on students’ performance, behaviour, attendance and teacher turnover rates in selected Central Texas Middle school in Region X111 Educational Services Centre (ESC) area. The researcher used principals of 76 middle schools for the survey. Out of the 76 questionnaires sent out, 70% principals’ response was received which represented 92% participation rate. Apart from the survey, personal interviews were conducted with 10% of the principals collecting first hand qualitative data concerning the impact of school facilities on students’ performance, behaviour, attendance and teacher turnover rate. The researcher found a positive relationship between academic performance and school building condition.

Lewis (2001) examined the association of building condition with student test scores compared to other influences such as family background, socio-economic status, attendance, race/ethnicity, and student discipline using 139 Milwaukee public schools. The study analysed the performance of the Wisconsin Student Assessment System in Mathematics, Science, Language, and Social Studies tests of fourth, eighth, and tenth grades of each school in 1996, 1997 and 1998. The finding showed statistical by significant relationship between the measures of school facilities and the percentage of students in the school that scored above the proficient level on the four other tests. The researcher found that students’ performance was significantly related to school facility condition.

The influence of instructional staff, class size and school facilities on students’ performance were also stressed by researchers (Stogdill, 1959; Kolawole, 1982; Oni, 1992; Hanushek, 1997; Ejiwe, 1998; Adedeji, 1998; Akinola, 1999; Shodimu, 1999; Owoeye, 2000 and Adedeji et al 2001). Oni found high significant relationship between resource utilisation and academic performance in Introductory Technology, Business Studies and Home Economics subjects, though class size was not related to school academic performance. Hanushek (1997) discovered that performance of students does not depend on the number of students per class. However, Stogdill (1959) and Kolawole (1982) agreed that, the larger the class, the lower the academic performance of students would tend to be. The finding of Hanushek was faulty in the sense that, in a large class there would be lack of concentration and individual attention for the students.

Class-size ratio was not related to school academic performance in pre-vocational subjects. Owoeye (2000) in his study on the effect of interaction of location, facilities and class size on academic performance in secondary schools in Nazarawa State reported that there was no significant difference between urban large/urban small class size and academic performance of students in senior secondary school certificate examination. The study further found no significant difference between students’ performance in urban schools with high adequate facilities and those without adequate facilities.

Adedeji, Olaniyan and Owoeye (2001) examined the extent to which management of school resources could be used as a catalyst for better learning outcome in secondary schools using probability proportional to size sampling method in selected secondary schools in Kano State. Three hypotheses were formulated and tested using Pearson Product Correlation, t-test statistics and percentage rating at 0.05%. The study found that the better the allocation and utilisation of school resources, the higher the academic performance of students and that by doubling the resource level, academic performance would improve by as much as 31.8%.

The impact of school climate and culture on students’ performance has been the subject of extensive research (Cletus and James, 2001). Bulach, Malone and Caslemen (1994) in their study of 20 schools found a significant difference in student performance between schools with good school climate and those with a poor school climate. Similarly, Hirase (2000) and Erpelding (1999) found that schools with a positive climate had higher academic performance.

Akanle (2007) studied socio-economic factors influencing students’ academic performance in Nigeria using some explanations from a local survey. The major instrument used in the collection of data for the study was the self-developed instrument tagged ‘social-economic and academic performance rating scale of the students’. The data collected were analysed using t-test. A total of 120
questionnaires were administered to participants. The study revealed that insufficient parental income, family type and lack of funding by governments are factors influencing students' academic performance.

Jing-Lin (2009) studied the determinants of international students' academic performance comparing Chinese and other international students using a multiple regression analysis. The results suggested that the perceived importance of learning success to family, English writing ability and social communication with their compatriots are significant predictors for all international students. As the predominant group, Chinese students displayed some distinctive characteristics. A less active learning strategy was observed among Chinese students relative to others, but no evidence was found that this negatively affected their academic performance.

2. Statement of the problem

Increasing attention is usually paid to Scholastic performance of students in secondary schools by the Parents and Guardians. It is their belief that this would be the end product that would justify investment on their wards and whatever contributions they might have been made into the system. Alaka (2011) informed that students' performance has been of great concern to educationists throughout the world and a subject of discussions among scholars. Bamidele (2001) was of the opinion that students' performance is a measure of school output. While, Adeyeghe (2002) in his study found a decline in students' performance in SSCE especially in topics teachers found difficult to teach. It is against this background that this study examined students' scholastic performance in West African Senior School Certificate Examinations conducted by the West African Examination Council from 2001-2007 in Nigeria. In view of the highlighted problem, this study provided answers to the following research questions

3. Research Question

- What is the total number of students' that sat for WASSCE in Nigeria from 2001-2005 in Nigeria?
- What is the percentage of students' who scored five credits above including English and Mathematics in WASSCE in each of geo-political zone in Nigeria from 2001 to 2005?
- What is the percentage of students' who scored five credits above excluding English and Mathematics in WASSCE in each of geo-political zone in Nigeria from 2001 to 2005?
- What is the percentage of students who scored less than five credits in the WASSCE in the Geo-Political zones?
- What is the students' performance by gender in WASSCE in the geo-political zones from 2001-2005 in Nigeria?

4. Methodology

The study adopted descriptive research design and was carried out ex-post facto. The geographical area for this study is the six-geopolitical zones in Nigeria. As at the time of this study, there were 36 states, as well as the Federal Capital Territory (Abuja), 774 Local Governments, and 11,000 secondary schools in Nigeria. The target population comprised the 6,700 Public Secondary Schools in Nigeria as at the time of this study. This study adopted purposive sampling method based on the availability of data. The results of 1,541,068 students in the WASSCE conducted by WAEC from 2001 to 2005 were collected from WAEC National Headquarters, Lagos. The data utilised for this study was mainly secondary due to the nature of the research. All the data except WASSCE results were sourced from Ministries of Education, or Teaching Service Commission and Ministries of Finance of each of the sample states. A data collection format was designed covering all the required data needed over the reviewed period. A student performance analysis Format was designed to collect required data on students' results from
the West African Examination Council, Yaba. The data collected were analysed using percentage distribution.

5. Results

**Question 1:** What is the total number of students' that sat for SSCE in Nigeria from 2001-2005 in Nigeria?

**Table 1:** Total number of students that sat for SSCE in Nigeria from 2001-2005

<table>
<thead>
<tr>
<th>Geo-political zones</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagos</td>
<td>154724</td>
<td>166882</td>
<td>149622</td>
<td>143901</td>
<td>152346</td>
<td>767475</td>
</tr>
<tr>
<td>Enugu</td>
<td>37195</td>
<td>39262</td>
<td>36709</td>
<td>35353</td>
<td>36350</td>
<td>184869</td>
</tr>
<tr>
<td>Bauchi</td>
<td>9135</td>
<td>9795</td>
<td>9073</td>
<td>9609</td>
<td>8189</td>
<td>45801</td>
</tr>
<tr>
<td>Akwa-Ibom</td>
<td>45244</td>
<td>49195</td>
<td>40801</td>
<td>46099</td>
<td>42364</td>
<td>223703</td>
</tr>
<tr>
<td>Kano</td>
<td>10869</td>
<td>19026</td>
<td>17430</td>
<td>20994</td>
<td>23113</td>
<td>91432</td>
</tr>
<tr>
<td>Nassarawa</td>
<td>17409</td>
<td>19047</td>
<td>18149</td>
<td>21493</td>
<td>24076</td>
<td>100174</td>
</tr>
<tr>
<td>Total</td>
<td>274576</td>
<td>303207</td>
<td>271784</td>
<td>277449</td>
<td>286458</td>
<td>1,413,474</td>
</tr>
</tbody>
</table>

The total number of students that sat for WASCE in all the geo-political zones from 2001-2005 was 1,413,474. The number of candidates that sat for the examination were 274576, 303207, 271784, 277449, 286458 in Lagos, Enugu, Bauchi, Akwa Ibom, Kano and Nassarawa States respectively.

**Question 2:** What is the percentage of students' who scored five credits above including English and Mathematics in WASCE in each of geo-political zone in Nigeria from 2001 to 2005?

**Table 2:** Percentage of students who scored five credits and above including English and Mathematics in WASCE from 2001–2005

<table>
<thead>
<tr>
<th>Geo-political zones</th>
<th>2001 %</th>
<th>2002 %</th>
<th>2003 %</th>
<th>2004 %</th>
<th>2005 %</th>
<th>Av. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagos</td>
<td>25.5</td>
<td>25.6</td>
<td>30.0</td>
<td>30.2</td>
<td>34.2</td>
<td>25.7</td>
</tr>
<tr>
<td>Enugu</td>
<td>15.5</td>
<td>14.8</td>
<td>15.6</td>
<td>22.0</td>
<td>22.6</td>
<td>18.5</td>
</tr>
<tr>
<td>Bauchi</td>
<td>24.5</td>
<td>25.0</td>
<td>46.7</td>
<td>37.0</td>
<td>33.9</td>
<td>30.1</td>
</tr>
<tr>
<td>A/Ibom</td>
<td>19.1</td>
<td>24.2</td>
<td>14.1</td>
<td>30.4</td>
<td>26.1</td>
<td>21.2</td>
</tr>
<tr>
<td>Kano</td>
<td>20.7</td>
<td>16.5</td>
<td>18.8</td>
<td>14.9</td>
<td>17.0</td>
<td>17.9</td>
</tr>
<tr>
<td>Nassarawa</td>
<td>4.5</td>
<td>4.9</td>
<td>5.1</td>
<td>5.8</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Av. %</td>
<td>18.3</td>
<td>18.5</td>
<td>21.8</td>
<td>23.4</td>
<td>23.1</td>
<td></td>
</tr>
</tbody>
</table>

*Source: West African Examination Council, Yaba*

The results in the above table showed that in each of the selected states in the geo-political zone, in 2001, Lagos State recorded 25.5%, Enugu 15.5%, Bauchi 24.5%, Akwa-Ibom 19.1%, Kano 20.7%, Nassarawa 4.5% whereas, 25.6% from Lagos, Enugu 14.8% , Bauchi 25%, Akwa Ibom 24.2%, Kano 16.5% and Nassarawa 4.9% in 2002. The result also showed that in 2003, Lagos had 30%, Enugu 15.6%, Bauchi 46.7%, Akwa Ibom 14.1%, Kano 18.8% and Nassarawa 5.1%. The 2004 results showed that Lagos recorded 30.2%, Enugu 22.0%, Bauchi 37.0%, Akwa Ibom 30.4%, Kano 14.9 and Nassarawa 5.8%. In 2005 Lagos recorded 34.2%, Enugu 22.6%, Bauchi 33.9%, Akwa Ibom 26.1%, Kano 17% and Nassarawa 4.7%.

**Question 3:** What is the percentage of students' who scored five credits above excluding English and Mathematics in SSCE in each of geo-political zone in Nigeria from 2001 to 2007?
Table 3: Percentage of students with five credits and above excluding English and Mathematics in WASCE in the geo-political zones between 2001 and 2005

<table>
<thead>
<tr>
<th>Geo-political Zones</th>
<th>2001</th>
<th>%</th>
<th>2002</th>
<th>%</th>
<th>2003</th>
<th>%</th>
<th>2004</th>
<th>%</th>
<th>2005</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagos</td>
<td>2509</td>
<td>1.6</td>
<td>2326</td>
<td>1.5</td>
<td>3052</td>
<td>2.0</td>
<td>1955</td>
<td>1.4</td>
<td>1957</td>
<td>1.3</td>
</tr>
<tr>
<td>Enugu</td>
<td>1391</td>
<td>3.7</td>
<td>1946</td>
<td>5.0</td>
<td>3699</td>
<td>10.1</td>
<td>1442</td>
<td>4.1</td>
<td>1582</td>
<td>4.4</td>
</tr>
<tr>
<td>Bauchi</td>
<td>380</td>
<td>4.2</td>
<td>397</td>
<td>4.1</td>
<td>356</td>
<td>3.9</td>
<td>251</td>
<td>2.5</td>
<td>259</td>
<td>3.2</td>
</tr>
<tr>
<td>A/Ibom</td>
<td>1152</td>
<td>2.5</td>
<td>1386</td>
<td>2.8</td>
<td>1867</td>
<td>4.6</td>
<td>1185</td>
<td>2.6</td>
<td>1011</td>
<td>2.4</td>
</tr>
<tr>
<td>Kano</td>
<td>621</td>
<td>5.7</td>
<td>564</td>
<td>3.0</td>
<td>681</td>
<td>3.9</td>
<td>508</td>
<td>2.4</td>
<td>779</td>
<td>3.2</td>
</tr>
<tr>
<td>Nassarawa</td>
<td>779</td>
<td>4.5</td>
<td>1038</td>
<td>5.4</td>
<td>1341</td>
<td>7.4</td>
<td>382</td>
<td>1.8</td>
<td>916</td>
<td>2.8</td>
</tr>
<tr>
<td>Average</td>
<td>3.7</td>
<td>3.6</td>
<td>5.3</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.9</td>
<td></td>
</tr>
</tbody>
</table>

Source: West African Examination Council, Yaba

Table 3 showed the students’ performance in SSCE in five credits and above excluding English and Mathematics from 2001-2005 in the senior school certificate examination in Nigeria. Kano State had highest percentage of 5.7% in 2001, Nassarawa state had 5.4% and 7.4% in 2002 and 2003 respectively, Enugu State had 4.1% and 4.4% in 2004 and 2005 respectively.

Question 4: What is the percentage of students who scored less than five credits in the SSCE in the Geo-Political zones?

Table 4: Percentage of students with less than five credits in WASCE in the geo-political zones between 2001 and 2005

<table>
<thead>
<tr>
<th>Geo-political Zones</th>
<th>2001</th>
<th>%</th>
<th>2002</th>
<th>%</th>
<th>2003</th>
<th>%</th>
<th>2004</th>
<th>%</th>
<th>2005</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagos</td>
<td>67,898</td>
<td>43.9</td>
<td>72,517</td>
<td>43.5</td>
<td>63,827</td>
<td>42.7</td>
<td>60,972</td>
<td>42.4</td>
<td>55,542</td>
<td>36.5</td>
</tr>
<tr>
<td>Enugu</td>
<td>18,550</td>
<td>49.9</td>
<td>19,040</td>
<td>48.5</td>
<td>15,282</td>
<td>41.6</td>
<td>14,439</td>
<td>40.8</td>
<td>12,542</td>
<td>34.5</td>
</tr>
<tr>
<td>Bauchi</td>
<td>2,562</td>
<td>28.0</td>
<td>2,318</td>
<td>23.7</td>
<td>1,392</td>
<td>15.3</td>
<td>1,774</td>
<td>18.5</td>
<td>972</td>
<td>11.9</td>
</tr>
<tr>
<td>A/Ibom</td>
<td>16,898</td>
<td>37.3</td>
<td>16,598</td>
<td>33.7</td>
<td>7,072</td>
<td>17.3</td>
<td>11,649</td>
<td>25.3</td>
<td>12,362</td>
<td>29.2</td>
</tr>
<tr>
<td>Kano</td>
<td>4,988</td>
<td>45.9</td>
<td>11,963</td>
<td>62.9</td>
<td>10,372</td>
<td>59.5</td>
<td>13,046</td>
<td>62.1</td>
<td>13,834</td>
<td>57.4</td>
</tr>
<tr>
<td>Nassarawa</td>
<td>11,933</td>
<td>68.5</td>
<td>13,353</td>
<td>70.1</td>
<td>10,688</td>
<td>58.9</td>
<td>15,450</td>
<td>71.9</td>
<td>17,079</td>
<td>70.9</td>
</tr>
<tr>
<td>Average</td>
<td>45.5</td>
<td>47.0</td>
<td>39.2</td>
<td>43.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49.1</td>
<td></td>
</tr>
</tbody>
</table>

Source: West African Examinations Council, Yaba, Lagos

Table 4 showed percentage of students’ performance with less than five credits in the sampled geo-political states in Nigeria. The poorest performances were from Nasarawa 68.5% in 2001, 70.1% in 2002, 58.9% in 2003, 71.9% in 2005 while Kano State had 59.5%.

Question 5: What is the students’ performance by gender in WASSCE in the geo-political zones from 2001-2005 in Nigeria.

Table 5: Showing students’ performance by gender in WASSCE in the geo-political zones from 2001-2005 in Nigeria.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>3.2</td>
<td>3.1</td>
</tr>
<tr>
<td>2002</td>
<td>3.5</td>
<td>4.5</td>
</tr>
<tr>
<td>2003</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>2004</td>
<td>3.7</td>
<td>3.9</td>
</tr>
<tr>
<td>2005</td>
<td>4.9</td>
<td>4.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19.1</td>
<td>19.6</td>
</tr>
</tbody>
</table>

Source: West African Examination Council, Yaba
The table above showed performance of Male to Female from 2001-2005 at the West African Senior Secondary Certificate Examination conducted by West African Examination Council, Yaba. In 2001, Male recorded 3.2%, Female had 3.1%, 2002 performance showed that, Male had 3.5% and Female recorded 4.5%, From 2003-2005, Male recorded 3.8%, 3.7% and 4.9%. while their female counterpart recorded the following 3.9% in 2003, 3.9% in 2004 and 4.2% in 2005.

**Question 6:** What is the percentage performance by gender in WASSCE in the geo-political zones from 2001-2005 in Nigeria?

**Table 6:** Showing the percentage performance by sex of students at West African Senior Secondary Certificate Examination

<table>
<thead>
<tr>
<th>States</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagos</td>
<td>20702</td>
<td>18706</td>
<td>22390</td>
<td>20383</td>
<td>23071</td>
</tr>
<tr>
<td></td>
<td>23071</td>
<td>21831</td>
<td>22018</td>
<td>21460</td>
<td>26003</td>
</tr>
<tr>
<td></td>
<td>26138</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enugu</td>
<td>2456</td>
<td>3317</td>
<td>2455</td>
<td>3369</td>
<td>2348</td>
</tr>
<tr>
<td></td>
<td>2348</td>
<td>3385</td>
<td>3097</td>
<td>4678</td>
<td>3513</td>
</tr>
<tr>
<td></td>
<td>4686</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/Ibom</td>
<td>4170</td>
<td>4449</td>
<td>5440</td>
<td>6460</td>
<td>7091</td>
</tr>
<tr>
<td></td>
<td>7091</td>
<td>8642</td>
<td>6391</td>
<td>7639</td>
<td>5250</td>
</tr>
<tr>
<td></td>
<td>5789</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bauchi</td>
<td>1425</td>
<td>812</td>
<td>1435</td>
<td>1018</td>
<td>2356</td>
</tr>
<tr>
<td></td>
<td>2356</td>
<td>1895</td>
<td>2010</td>
<td>1546</td>
<td>1593</td>
</tr>
<tr>
<td></td>
<td>1185</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kano</td>
<td>1109</td>
<td>1144</td>
<td>1563</td>
<td>1575</td>
<td>1547</td>
</tr>
<tr>
<td></td>
<td>1547</td>
<td>1724</td>
<td>1630</td>
<td>1494</td>
<td>2253</td>
</tr>
<tr>
<td></td>
<td>1835</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS</td>
<td>500</td>
<td>228</td>
<td>592</td>
<td>343</td>
<td>514</td>
</tr>
<tr>
<td></td>
<td>514</td>
<td>412</td>
<td>815</td>
<td>440</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td>387</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30362</td>
<td>28656</td>
<td>33775</td>
<td>33148</td>
<td>36927</td>
</tr>
<tr>
<td></td>
<td>36927</td>
<td>37889</td>
<td>35961</td>
<td>37257</td>
<td>39362</td>
</tr>
<tr>
<td></td>
<td>40020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** West African Examination Council

There are 176,387 Male and 176,970 Female, made up of a total of 5353,357 out of 962,045 candidates that had five credits including English Language and Mathematics at the Senior School Certificates Examination from 2001-2005 in Nigeria. Lagos had 222,602, Enugu recorded 201,150, Akwa-Ibom had 61,321, Bauchi recorded 56,717, Kano had 15, 874 and Nasarawa recorded 14,426. The total percentage performance in each state revealed that Lagos state had 23.1%, Enugu state recorded 20.9%, A/Ibom state 6.4%, Bauchi state 5.9%, Kano state 1.7% and Nasarawa state 1.5 %.

6. Discussions

The discussion of result was based on the findings of the study. The total number of students that sat for WASSCE in Nigeria was 1, 413,373. The percentage of students that scored five credit and above including English and above in the same examination during the period under consideration was very poor. The overall performances from 2001-2005 was 18.3%, 18.5%, 21.8%, 23.4% and 23.1% respectively. The percentage of students that scored five credits and above excluding English and Mathematics from 2001-2005 are: 3.1%, 3.6%, 5.3%, 2.5% and 2.9%. Among the students that sat for the WASSCE examination from 2001-2005, 45.5%, 47%,39.2%43.5% and 49.1% in this order scored less than five credits. Performance of students by gender showed that female in male students performance better than 2001 with 3,2% to 3.1%, performance of male to female in 2002 was 3.5% - 4.5% while in 2003 male had 3.8% and female 3.9%, In 2004, the performance of male to female was 3.9%-3.7% while in 2005, male performance better than the male with 4.9%-4.2%. The overall performance indicated that female was better than their male counterpart in WASSCE from 2001-2005.

7. Conclusion

Based on the result of this study, the following conclusions were drawn. Insignificant number of candidates had five credits and above including English and Mathematics from 2001-2005 in Nigeria. Female candidates performed better than their male counterpart WASSCE from 2001-2005 in Nigeria. The findings indicated that poor performance were recorded in the North-central, North-east and south- eastern parts of Nigeria from 2001-2005.
8. Recommendations

In view of the findings of this study, it was recommended that, the current practice of more than 80 students per class should be discouraged. All infrastructure that could lead and help in all round development of the students should be made available. Education ministries and school authorities should employ more teachers and build more classrooms in order to maintain recommended student/teacher ratio of 1:40 in secondary schools. Studies should be carried out to investigate the relationship between scholastic performance of students and the school size.

References


Clitus, R.B. and James, B. (2001). The impact of demographic factors on school culture and climate. www.westga.edu/-cbulach


