

RELATIONSHIP BETWEEN STUDENT PERFORMANCE IN CONTINUES ASSESSMENT (CA) AND SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION (SSCE) AND SSCE WAEC IN SENIOR SECONDARY SCHOOLS IN BORNO STATE, NIGERIA

¹Haman Modu,²Alhaji Yakubu and ³Ruth Ishaku

**^{1&2}Department of General Studies, ³Department of Public Administration,
^{1,2&3}College of Business and Management Studies Konduga, Borno State, Nigeria**

ABSTRACT

Test constructed by the teacher at the class room level at the end of a term or end of the year is referred to as school-based examination or continues assessment (CA) Student often perform well in the CA because items are drawn from topic covered by the class teacher. This study is to find out the predictive validity of CA in relation to NECO and WAEC, SSCE. The population of the study was all (670) senior secondary school in Borno state. Student performance in CA and WAEC and NECO English language and the History studies in senior secondary school in 2006, 2007 and 2008 were correlated. Purposive sampling was used in selecting the school, the result of the analysis revealed that student's performance in SSCE WAEC and SSCE NECO was low but their performance in CA is high. The student performance is low in English language in NECO and WAEC because no student score A or B grade for the three years in school studied. While no student obtained A or B in NECO and WAEC, the student performance in history for the three years show that few students obtained A and B grades the researcher recommend that teacher in senior secondary schools should be made to go for workshops on test construction so that they can construct good test items to match WAEC and NECO standard.

INTRODUCTION

Background of the Study

Many teachers see assessment as giving students tests and assigning those grades. Teachers give examination in the classroom to find out how much the students understand the topic taught. The scores obtained by the students inform the teacher on the mastery of the topic by the students. Mcalpine (2002) observed that learner assessment is best conceived of as a form of two-way communication in which feedback on educational process or product is provided to its key stakeholder. The results from examinations communicate to teachers' feedback on teaching, to students' feedback on learning, to administrators' feedback on the use of resources, and to stakeholder feedback on students' performance. The performance of students helps in determining whether the stated goals on education are achieved and the scores obtained on the test help in driving students learning. Test is used in the classroom to obtain students continuous assessment. A test constructed by the teacher at the end of the term or year at the classroom level is called school based examination (CA). The tests are developed by the classroom teacher to suit the interest of the locality where the questions are produced. Nworgu (2003) added that such tests assumed various labels like mid-term test, end of term and or end of year examination.

The Universal Primary Education (UPE) scheme was introduced in the North by Federal Government in 1976. The government made it compulsory that all Senior Secondary Schools shall offer six (6) core subjects. According to FRN (2004) every student shall take the six (6) core subjects in group A and a minimum of one and a maximum of two subjects of list of electives in groups B and C. Therefore, all the subjects on the school curriculum are given equal importance. Towards the end of their secondary school education, students are expected to sit for Senior School Certificate Examinations such as West African Examination Council (WAEC), National Examination Council (NECO). According to Adeyegbe (2004) these tests used by various examination bodies are often better developed than the school based examination prepared by the teachers in the secondary schools. The performance of the students in the Ordinary level

examination will be assessed and the results of these examinations are used for admissions into tertiary institutions. The admission policy required students to possess the minimum of five (5) credits in any of these examinations for admission into tertiary institutions including History and English Language. Akalonu and Gila (1998) stated that in these days of expensive education, there is need to have valid and accurate information about students on whom both parents and government invest. Thus, it would be painful if incorrect projections of the future performance of students are made. According to Hamman – Tukur and Amin (1996), the likely consequence of the dearth of empirical data might have been the failure to admit students who could succeed in undergraduate course and or the admission of students who could not succeed.

Therefore, it may be concluded that examinations determine the level of student's performance in schools. It assists parents and stakeholders to assess the potentials of their students through forecasting students' results. It motivates students to seek more information for excellence achievement. The bases for the choice of Art subjects was many researchers have done work on science, no research was carried out on Art subject. Performance in CA and SSCE enable brilliant students to earn scholarship when the performance of such student is good.

Statement of the Problem

School based examination is an assessment meant to assess students at the classroom level. This examination is conducted by the class teacher. Students in the secondary school perform well in this examination because the questions are drawn within their scope and they are familiar with this type of assessment because they write it often. SSCE is an external examination, the test items are constructed by external examination body. It was observed that students' performance in these external examinations are very poor when compared to their performance in CA, this is contrary to the expectation of the schools. However, there is no empirical evidence to justify this contention. This study assessed the students' performance profile in CA, NECO and WAEC and their interrelationship in English, and History.

Objectives of the Study

The objectives of the study were to determine:

- i the relationship between students' performance in CA and NECO in English, and History
- ii the relationship between students' performance in CA and WAEC in English, and History

Research Question

To guide the course of investigation in this study, answer was sought to this question:
What is the relationship between student performance in CA and (SSCE) NECO and WAEC English language and History?

Scope of the Study

The study was limited to student's performance in NECO and WAEC in English language and History in relation to their performance in School Based Examinations in SS II 1st, 2nd and 3rd term and SSIII 1st term Examination in the same subjects in Borno State Senior Secondary School in 2006, 2007 and 2008.

Operational Definition of Terms

The following terms were operationally defined based on how they are used in the study.

Continuous assessment (CA)

This is the examination set and administered by the class teacher at the end of the term or during teaching and learning in the class room

Senior School Certificate Examination; (SSCE)

This means the two examinations conducted by NECO and WAEC the students sit for at the end of their study.

Performance in Senior School Certificate Examination; (SSCE)

These are scores students obtained in NECO and WAEC Senior School Certificate Examination. They are expressed in grades such as:

- A1, Excellent
- B2, to B3, very good
- C4, to C6 credit
- D7, to E8 pass
- F9 fail

REVIEW OF RELATED LITERATURE

School Based Examinations

Nigeria like other country in the world looked at students' performance in schools and judged it on basis of effective learning outcomes. It became difficult to assess whether the system is delivering good performance and to provide feedback for improvement in students learning outcomes. N T I (2012) said one of the key requirement of the National Policy on Education is the implementation of CA, this involves the identification of stakeholders and their responsibilities. NTI (2012) explain further that the stakeholders involved are Ministries of Education, schools board, school inspectors, principals, Head teachers, subject teachers, and parents. The policies on implementation of CA were:

- 1 Educational Assessment and Evaluation will be based on part or whole CA of students.
- 2 Primary School Leaving Certificate will be based on the CA and it will be issued by the Headmaster of schools.
- 3 The junior Secondary School Leaving Certificate will be based on CA and will be issued by the Principal of the schools.
- 4 The senior secondary school certificate will also be based on weighted combination of CA final formal Examinations.
- 5 Universities and other Institutions of higher learning are to introduce elements of CA and incorporate Data in the grading of students.

The purpose of Schooling in Nigeria is to bring about changes in the student's behavior through exposing them to specific experience, systematic presentation of skills, principles and attitudes. The Teacher observe these qualities to see whether it promote or hinder learning. At the end of lesson, the students' performance will tell the Teacher either to slow down, change his method, to use instructional aids or to move ahead to next topic. This process is referred to as School Based Assessment.

Test constructed by teacher at the classroom level at the end of the term and end of year is referred to as school based examination (CA). CA has a major role to play in the education of Children. Children spend most their lives with teachers and it is through the teachers' assessment that the capabilities of the Children can be seen. CA comprises all tests constructed by teacher at the end of term and end of year individually or in group for the purpose of assessing students' performance. CA is internal examination set by the teacher within the school system. The tests are none standardized tests, the questions are made for local use; the test items have narrow focus and are usually administered by any teacher in the school for the purpose of monitoring students' progress and in identifying areas that needs remediation. The National Policy of Education (1998) said that all secondary schools should gear their programmes to meet the requirements of examinations being conducted by Senior School Certificate examination. Nworgu (2003) said that the test is important because it assists in obtaining quality, valid, reliable and useful information on students. CA helps in gaining picture of students'

academic progress in secondary schools. It assists the teacher to ascertain how effective teaching is in bringing about learning and 'character development through feedback from students' performance. McCormack & Jones (1998) went ahead to outline the relevance of educational assessment which include determining of pupil's progress and helping educators to reflect on their teaching and material, provoking student's thoughts and action, encouraging students to ask questions motivating them to learn.

Measurement of achievement test is a systematic and purposeful way of evaluating learning outcome. Ugodulunwa & Ugwuanyi (1999) noted that tests are usually constructed and administered to students for various reasons in school by the teacher. This involves finding the degree of attainment of an individual in a given task or courses to which the students were exposed. Alabi (2003) reported that, examination is a test of one's ability, skill and knowledge in a particular subject. Similarly, Ogunwayi (1998) reported that evaluation is a process of ascertaining the extent to which an educational programme is achieving its objective. Hornby (1995) saw examination as a formal test of somebody's knowledge and ability in a particular subject by means of written question or practical exercise. In the same vein, Munavu (2001) observed that the function of examination in countries like New Zealand, Australia, UK and USA governments are using examination to help in determining the curriculum and imposing higher standard performance.

The teacher in the classroom asks question before, during and after the lesson, to find out how much information, issues and skills concerning the topic have been mastered. He organizes test for mid-term, end of term and end of year to assess students in various content. For measurement of students' performance, the teacher has to take into consideration the educational objective so as to have test items which cover all the behavioral objectives in the cognitive domain.

School based examination (CA) in the school system is the responsibility of those concerned about the education of students such as the state Ministry of Education; state Universal Basic Education Board. Schools have different function in the education of students. Therefore, for CA to be effectively implemented it require qualified teacher who have the knowledge and ability to construct good tests items. Tyler (1971) & Nunnally (1972) define examination as a standard situation designed to elicit a sample of an individual behavior, according to him examination as an academic exercise is a means finding out how much a Student has learnt. Also Gronlund & Linn (1990) define Standardized Test as a norm referenced test that measures a pupil's level of performance in various content and skilled areas. In the same vein Bertrand & Cebula (1980) concluded that standardized tests are designed in the same way as scientific experiments because they provide the Teacher with necessary tools for making accurate observations, administering the test items and reporting the results. According to NTI (2006) the greatest responsibility

for the implementation of CA rests squarely on the shoulder of the teacher. So everyone else owes it to the teacher to prepare various types of tests instrument in their lesson plan. The feedback obtained after marking the test will assist the teacher to know how well the students have understood or performed on the test. The teacher checks if there are discrepancies between what is expected and the actual performance. Another form in which CA is carried out is through continuous assessment (CA). According to NTI (2006) in continuous assessment, students are assessed in cognitive, affective and psycho-motor domain a number of times and at certain interval. There are many techniques used in assessing students learning. Such techniques are tests, projects, observations, interview etc. The teacher integrates the scores obtained and assigns them grades to help the teacher check on the understanding and performance of the students. NTI (2006) classified CA into three, these are: - pre-instruction, formative, summative and or post instruction. They are aimed at getting information about the performance of students.

Students' performance in schools showed that students have to get good foundation in English because it assists in laying concrete foundation for further study in English and other courses. The assumption is when a student passed English at credit level; such student will perform better at the higher institution. The Vice Principal (academic) and the examination officer plan on how to assess the student performance during and at the end of the term or year as mid-term, end of term and seasonal examinations. The examination officer take school based average score from the mid-term and integrates it to the end of term. He also takes the national average score of 30% from each subject at the end of each session. This 30% will be sent to WAEC or NECO to integrate it to SSCE examination

Senior Secondary School Certificate Examination

Before the introduction of West African Examination Council (WAEC) in Nigeria in 1948, the only examination body concerned for examination of students' academic performance was the Cambridge Local Examination and London Examination Council (WAEC Annual Report, 2001). The establishment of WAEC was confirmed by an ordinance passed by the legislative assembly. WAEC was given power to determine the examination requirement of West Africa. Later the Federal Government during Abdulsalam Abubakar administration passed a bill establishing National Examination Council (NECO) by decree 33 based on the report of panel set up in 1998, to establish NECO. According to Adegbite (2004) the purpose that led to the establishment of NECO by the government was WAEC was becoming unpopular based on reasons such as incessant leakage of WAEC questions, charging high examination fees, late release of examination results, mass failure of students and above all to reduce WAEC workload. The introduction of NECO was therefore applauded by many Nigerians. NECO, a Nigerian examination body is expected to develop and administer selection examination, conduct a standard and national assessment of education, assess performance at junior and senior secondary school level, revise and consider annually in public interest the examination to be held for federal colleges and other allied institutions. WAEC and NECO as part of the branches of the education system of this Nation have been saddled with the responsibility of examining the achievement made by the students at the cognitive level (Gbore 2013).

West African Examination Council which is an international examination body conducts the examination required in Nigeria (WAEC Annual Report 2001). Thus examination occupies a unique position as a measure of quality within the educational system of Borno State. The performance of most of the students was below average particularly in English language papers where the students were expected to respond to with full control. WAEC Chief Examiners Report (1997) said many of the candidates performed poorly because they did not prepare well for instance in English language. Many candidates failed the summary. With the introduction of NECO it is assumed that the performance of the candidates would improve since it is an indigenous paper but it was still below average, despite the 30% C.A. which is integrated with main examination.

Therefore, the joint committee of the National Assembly signed and passed a bill that the two examination bodies should be free to set their version of the examination (WAEC Annual Report 2001). Thus the Senior School Certificate Examination (SSCE) is being controlled by two examination bodies WAEC and NECO. The content of the English language curriculum where the test item were drawn include comprehension, lexis and structure, composition, letter writing, summary and test of oral. These examinations bodies WAEC and NECO are typically formal, summative and are controlled by an agency external to the school where the students study. The SSCE is conducted at the end of three years of Senior Secondary School (SSS) usually in May/June for WAEC and June/July for NECO. Students who are interested in higher education

must sit and pass one or all the examinations at credit level before gaining admission for further study.

Predictive Validity allows us to make probability statements about how well students will behave in the future based on his or her test scores. Many Nigerian universities for instance required students to take post university matriculation examination to predict each prospective student's grades point average at the end of the first year. As testing moved into its second stage the emphasis shifted to prediction. How will different person respond in a different situation, now and at a given time? How will the individual react in different specified situation? Performance in the situation for which behavior was to be predicted is referred to as criterion. Anastasi & Urbina (2008) said that test validity was a correlation coefficient between test scores and a direct and independent measure of that criterion.

Therefore, it will be concluded that it is essential to devise means of measuring the performance of the students in teaching and learning process, hence, SSCE NECO and SSCE WAEC were set up to achieve this purpose.

METHODOLOGY

This chapter presents the Research Design, Population and Sample, Research Instrument, Procedure for Data Collection and Method of Data Analysis.

Research Design

Correlational Design was used for this study. According to Awotunde & Ugodulunwa (1998) correlation is a simple number that tells us the extent to which scores on a test correlate with scores on another test. This research work correlated students' performance in School Based Examination with their performance in NECO and WAEC in English language and History. The design yield itself easily for analysis of two or more variables. For this study, the results obtained were correlated permutatively, CA and WAEC, CA and NECO.

Population and Sample

The population of the study was all senior secondary schools in Borno State. There were 101 Senior Secondary Schools in the State as at the time of the study. Students' performance in CA and WAEC and NECO in English language and History in Borno State Senior Secondary Schools in 2006, 2007 and 2008 were correlated from the student's academic records. Purposive sampling was used in selecting the schools

Method of Data Analysis

Data on students' performance which were in grade forms (A, B, C, D, E, F; that is secondary), obtained in the student's files were coded and entered into the computer. Simple percentage was used to determine the level of student performance in CA, NECO and WAEC in History and English language. The hypotheses were tested using Person Product Moment Correlation Coefficient at P 0.05 level of significance. This technique was used to find out the strength and direction of the relationship between the variables, CA, NECO and WAEC. This method was used because of the sample size and it used simple number that tells to what extent the scores on a test correlate with scores on another test. The analysis was done using SPSS Version 15.

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents Data Analysis, Results and Discussions.

Levels of student's performance in CA, SSCE WAEC and SSCE NECO English.

Research Question

What is the level of student' performance in CA, SSCE WAEC and SSCE NECO in History?

The hypothesis tested states is follows:

Ho₁ There is no significant relationship between student's performance in CA and SSCE NECO in English language.
The results of the analysis to test this hypothesis are presented in tables below;

Relationship between student's performance in CA and SSCE NECO, English.

Sch.	N						X mean						SD standard deviation						R		
	2006		2007		2008		2006		2007		2008		2006		2007		2008		2006	2007	2008
	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO			
A	79	79	110	110	87	87	48.72	40.34	46.63	57.01	46.42	43.09	9.55	23.32	10.81	21.15	10.72	17.66	.167 (.122)	-.156 (.104)	-.140* (.2180)
B	32	32	27	27	35	35	48.89	77.81	39.44	79.74	39.82	24.26	11.77	6.74	6.74	6.74	9.04	6.22	-.096 (.601)	-.369* (.058)	-.217 (.2100)
C	28	28	33	33	28	28	46.33	19.21	39.95	78.49	42.70	55.29	10.08	4.39	7.25	7.25	13.31	24.32	.358* (.061)	.144 (.420)	.358* (.061)

* Significant at <0.05

Revealed that there is no significant relationship between students' performance in school A in CA and NECO English language in the years 2006 ($r = 0.167$, $p = 0.122$), 2007 ($r = 0.156$, $p = 0.104$) However there is significant correlation between these variables in the year 2008 ($r = 0.140$, $p = 0.218$). The negative correlation implies that there is inverse relationship. The performance in school B revealed that there was no significant relationship between students' performance in CA and NECO English Language in years 2006 ($r = 0.096$, $p = 0.601$), 2008 ($r = 0.219$, $p = 0.210$) although there is significant relationship between these same variables in the year 2007 ($r = -0.369$, $p = 0.058$). The students' performance in school C revealed that there is significant positive relationship between students' performance in CA and NECO English Language in the years 2006 ($r = 0.358$, $p = 0.16$) 2008 ($r = 0.358$, $p = 0.061$). But there is no significant correlation between these same variables in the year 2001 ($r = .144$, $p = 0.426$) the difference in the performance could be due to irregularities on the conduct of examination.

Relationship between student's performance in CA and SSCE NECO, History

Sch.	N						X mean						SD standard deviation						R		
	2006		2007		2008		2006		2007		2008		2006		2007		2008		2006	2007	2008
	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO	SBE	SSCE NECO			
A	79	79	110	110	87	87	38.38	49.28	38.03	70.34	37.84	72.10	11.94	32.19	10.32	17.48	11.10	22.37	-.072 (.506)	.038 (.691)	-.088 (.440)
B	32	32	27	27	35	35	39.60	80.47	38.77	77.85	34.74	20.05	15.11	3.01	8.18	6.73	11.25	11.68	.060 (.568)	.023 (.910)	.100 (.746)
C	28	28	33	33	28	28	46.34	22.84	37.86	76.72	40.24	79.00	10.29	14.08	7.81	11.61	11.54	10.58	.001 (.995)	.143 (.427)	.001 (.995)

* Significant at <0.05

revealed that there is no significant relationship between student's performances in CA and NECO History in schools A, B and C in the years school A 2006 (r = - 0.072, p = 0.509), 2007 (r = -0.038, p = 0.691) and 2008 (r = - 0.088, p = 0.440) school B 2006 (r = 0.060, p = 0.746) 2007 (r = - 0.023, p = 0.910), 2008 (r = 0.100, p = 0.568) and school C (r = 0.001, p = 0.995), 2006 (r = 0.143, p = 0.427) and 2008 (r = 0.001, p = 0.995). This implies that there is serious supervision during the conduct of the examinations.

Relationship between student's performance in CA and SSCE WAEC, English

Sch.	N						X mean						SD standard deviation						R		
	2006		2007		2008		2006		2007		2008		2006		2007		2008		2006	2007	2008
	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC			
A	79	79	110	110	87	87	42.72	66.16	46.63	76.08	46.42	73.91	9.55	11.52	10.81	10.12	10.72	13.53	.121 (.265)	-.089 (.355)	.016 (.891)
B	32	32	27	27	35	35	48.87	77.81	39.44	77.07	39.82	60.49	1.77	6.74	9.11	14.34	9.04	19.95	.179 (.327)	.189 (.621)	-.249 (.149)

C	28	28	33	33	28	28	46.34	55.14	39.95	79.00	42.70	75.61	10.80	15.21	10.30	6.78	13.31	9.09	.034 (.384)	.411* (.017)	.003 (.987)
---	----	----	----	----	----	----	-------	-------	-------	-------	-------	-------	-------	-------	-------	------	-------	------	----------------	-----------------	----------------

* Significant at <0.05

Relationship between student's performance in CA and SSCE WAEC, History

Sch.	N						X mean						SD standard deviation						R		
	2006		2007		2008		2006		2007		2008		2006		2007		2008		2006	2007	2008
	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC	SBE	SSCE WAEC			
A	79	79	110	110	87	87	38.38	49.28	38.04	70.34	37.84	72.10	11.94	32.19	10.32	17.48	11.10	22.37	.154 (.155)	.075 (.437)	- .278* (.073)
B	32	32	27	27	35	35	39.60	80.47	38.78	77.85	34.74	20.05	15.11	3.01	8.18	6.73	11.25	11.68	.146 (.425)	-.005 (.989)	-.169 (.331)
C	28	28	33	33	28	28	42.34	22.82	37.86	76.72	40.24	79.00	10.29	14.08	7.81	11.61	11.54	10.58	.034 (.864)	.034 (.852)	.034 (.864)

revealed that there is no significant relationship between students' performance in school A in CA and WAEC English language in years 2006 ($r = 0.121$, $p = 0.265$), 2007 ($r = -0.089$, $p = 0.355$) and 2008 ($r = 0.016$, $p = 0.891$) school B 2006 ($r = -0.179$, $p = 0.327$), 2007 ($r = 0.189$, $p = 0.621$) and 2008 ($r = -0.249$, $p = 0.149$). There is no significant relationship between students' performance in school C in the years 2006 ($r = 0.034$, $p = 0.384$), 2008 ($r = 0.003$, $p = 0.987$) However, there is significant relationship between the same variables in the year 2007 ($r = 0.411$, $p = 0.017$).

* Significant at <0.05

showed that there is no significant relationship between students' performance in school A in CA and WAEC History in the year 2006 ($r = 0.154$, $p = 0.155$), 2007 ($r = 0.075$, $p = 0.437$). But there is significant negative relationship between these variables in the year 2008 ($r = -0.278$, $p = 0.013$) there was no significant relationship between students' performance in school B in CA and WAEC in the years. Also there is no significant relationship between students' performance in school in CA and WAEC in the years.

Discussion of result

The results of the analysis to answer the research question revealed that student's performance in Senior School Certificate Examination in WAEC and Senior School Certificate Examination NECO was low but their performance is high in CA in English language and mathematics for the three years. The students' performance is very low in English in WAEC and NECO because no student obtained A and or B for three years in schools studied. The students' performance in CA for the three years show low percentage obtained in grades A and B. While no student had A or B grades in both NECO and WAEC. The students' performance in History for the three years under study showed that in CA few students obtained A and B grades. There were no students who scored A or B in NECO, while low percentages obtained A and B grades in WAEC for the three years.

The study revealed that there was no significant relationship between students' performance in CA and NECO English language. A close look at the results of the test of NECO and CA showed that there is significant positive relationship, only school C in 2006 and 2008 showed significant relationship. The results of students' performance in History showed that there is no significant relationship. Therefore, the null hypothesis is accepted. The finding was not supported by Wamdeo (2002) who investigated the validity of Borno state JSCE score in History in relation to those in SSCE History. A random sample of 40 students' results from four out of six random selected secondary schools in Bama local government area was used. It was found that there were significant correlations between JSCE and SSCE results for 1999/2000 and 2002/2003 academic session.

The results of the study also show that there was no significant relationship between student's performance in CA and WAEC in English language and History. The result of the test of Students' performance in CA and WAEC in all schools for the three years showed that in English, only school C 2007 showed significant positive relationship. The relationship between the results of History showed that there was significant relationship between students' performance only in school A 2008. Students' low performance in NECO and WAEC may be attributed to irregularities in the conduct of examination for instance examination malpractice and student's dependence on teachers. The results of the findings also show in all the schools for the three years showed that student's performance in WAEC and NECO English language and History was not significantly related. A look at the results of the test of English in all the schools for three years showed that only school A 2006 and 2008 showed significant positive relationship. The relationship between History test in all the schools for three years only school A 2006 and 2008 showed significant relationship. This finding is similar to Olugbade (2006) who reported low correlation between JSCE English scores and SSCE English score in two co-educational public school in Ibadan. Student's

low performance in these examinations could be attributed to teacher's inability to cover course content. Inability of teachers to produce quality test items for CA examination. The level of students' performance in CA is not reliable therefore it cannot predict performance in senior school certificate examinations. The negative correlation implies that as performance in CA increases, performance in WAEC and NECO decreases. The difference in the performance could be attributed to strict supervision and independence of the students in the conduct of NECO and WAEC examinations.

Anatasi & Urbina (2008), observed that relationship between two variables is a subject of reliability of the two measures whereas NECO, WAEC and CA follow due process of standardization. Therefore, are more likely to be reliable. Teacher made test do not follow such procedure therefore are less likely to be reliable. Thus, on this base the lack relationship between CA and WAEC and NECO can be attributed to the low reliability of CA.

Summary of finding

The findings of this study showed that:

Students' performance in CA was relatively higher than their performance in NECO and WAEC in these schools over the years under study.

The students' performance in SBE fails to be a determinant factor in predicting performance in NECO and WAEC in English language and History.

The performance of students in School based Examinations do not significantly contribute to the student's performances in WAEC and NECO, hence there is a need to raise the standard of School Based Examination even higher that of the SSCE. Therefore, CA cannot be a good predictor of reliability

RECOMMENDATIONS

The following recommendations were made from the conclusions.

- 1 NECO and WAEC are standard examinations and conform to Item analyses, Teachers' in senior secondary school should be made to go for seminar or workshop on Item analyses and test construction to enable them acquire skills of setting standard examination questions, standard marking which will bust students' performance in external examinations.
- 1 There is a need to raise the standard of School Based Examination curriculum even higher than that of the SSCE.
- 2 Teachers in senior secondary School should do item analyses and draw Table of specifications to achieve high relationship between CA and SSCE.
- 3 NECO and WAEC examination bodies in collaboration to ministry of Education should organize seminars and workshops for Teachers in Senior Secondary School on Test Constructions and standardization for high relationship between CA, SSCE NECO and SSCE WAEC.

REFERENCES

- Adegbite, N. A. (2004). Students' Performance at the Senior Secondary School Certificate Examination, *Pacesetter Journal of Oyo State College of education* 11(2), 98 - 104
- Adeyegbe, S. O. (2004). Research into STM Curriculum and School Examination In Nigeria: The State of Art, Processing of the STAN Annual Conference.
- Akalonu, H.O. & Gila, M. A. (1998). The validity of interview test scores for admission Into colleges of education, *Journal of Teacher Education*, 1(1), 1 – 8.

- Alabi, S. A. (2004). Examiner-Teacher and Candidate -student's perception of cause poor performance in English language summary test in SSCE, *The Pacesetter Journal of Oyo State College of Education*, 2 (2), 91-103
- Anastasi, A. & Urbina, S. (2008). *Psychological Testing* (7th Edition) New Delhi Pearson Education Inc.
- Bertrand, A. & Cebula, J.P. (1980). *Tests, measurement and evaluation: Development Approach*. Canada: Adison-Wesley Publication company, Inc.
- Gronlund, N. E. & Linn, R. L. (1990). *Measurement and Evaluation in teaching* (2nd Ed) New York: Macmillan publishing co, Inc.
- Gbore, L. O. (2013). Relationship between cognitive entry characteristics and the academic performance of university undergraduate in south west Nigeria, *Journal of Education and Social science* 3(1), 19-24
- Hamman-Tukur, A. & Amin, J.D. (1996). Performance in O'level examination and achievement in Doctor of veterinary medicine programme. Implication for Admission criterion. *Education Forum* 2(2), 92-s99
- Hornb, A. A. (1995). *Oxford Advanced Learners Dictionary*, 5th (Ed) Oxford, California.
- Mcalpine, M. (2002). *Principles of Assessment*: Glasgow University, Glasgow, Robert Clark Centre for Technological education.
- McCormark, C & Jones, D (1998). *Building a web-based education system*, New York: John Wiley and Sons.
- Munavu, R. M. (2001). School based assessment keynote addressed presented at the 19th Annual Conference, Nairobi Kenya.
- National Teachers Institute (2006). *Re-training of Primary School teacher on School based examination*, N.T.I. Press Kaduna.
- National Teachers Institute (2007). *Re-training of Primary School on School Based Examination*: N.T.I Press, Kaduna
- Nworgu, B. G. (2003). *Educational Measurement and Evaluation Theory and Practice*: Nsukka, Nigeria
- Ogunwuyi, A. O. (1998). Continuous Assessment in College of Education System: Practice problems and prospect". *In Adrian Forum* 2(2), 64 – 71.
- Ugodulunwa, C. A. & Ugwuanyi, C. L. (1999). *Understanding Educational Evaluation*: Fab Anieh Jos Nigeria Limited
- WAEC, Chief Examiners Report (1997). *West African Examination Council*: Nigeria, Yaba Lagos.
- WAEC Annual Report (2001) *West African Examination Council*: Megavous West Africa Limited.

WAEC Regulation and syllabuses (2009) *West African Senior School Certificate Examination*,
Yaba – Lagos Nigeria

Wamdeo, Y. Y. (2002). Predictive validity of JSCE Mathematics results in relation to students' academic performance in SSCE examination in Maiduguri, *Journal of Educational Studies*, 6(1), 122 – 130.

2008. <http://www.vt.edu/edtveh/id/assess.html>