

PREDICTIVE VALIDITY OF SCHOOL BASED EXAMINATION IN RELATION NECO AND WAEC SSCE EXAMINATION IN ENGLISH LANGUAGE, HISTORY AND RELIGIOUS STUDIES IN BORNO STATE NIGERIA

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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 (SBE) student often perform well in the SBE because items are drawn from topic covered by the class teacher. This study is to find out the predictive validity of SBE in relation to NECO and WAEC, SSCE. The population of the study was all (670) senior secondary school in Borno state. Student performance in SBE and WAEC and NECO English, History and the religious studies in senior secondary school in 2006, 2007 and 2008 were correlated. Purposive sampling was used in selecting the schools. The result of the analysis revealed that student's performance in SSCE WAEC and SSCE NECO was low but their performance in SBE is high. The student performance is low the student performance in history for the three years show that few student 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

Education is the backbone for meaningful development. It trains an individual on how to acquire the necessary values, skills, norms, scientific and technological experience to function well in the society. Fafunwa (1974) stated that education is seen as the lifeblood of any nation. This life blood affair must be kept flowing at all cost for our survival depends on it.

Looking at the nature and function of education, it became necessary to test and measure the level of learners' progress in the acquisition of education, thus examination was introduced. School examination is directly connected to some terms such as test, assessment and evaluation. When there is relationship between tests and actual performance of students, the test is said to have predictive validity (Jebson 2002). Since most examinations are designed for placement and selection of students into different programs and for the prediction of future performance of students, there is need to study predictive validity.

The Art Subjects like the sciences and Humanities are important in schools and to the individual student. The Art subjects in the school curriculum are, History, Religious knowledge and English language. History as a subject trains the students to know their past, present and the future, it also assists them acquires knowledge of how to live together in the society. Religious knowledge helps the students to have moral training and how to be a good citizen. English Language is the language of communication; it is one of the accepted languages of instruction in schools and business. This could be the reason why English language is compulsorily taught in all secondary schools. It is used in Science, Social Sciences vocational and Humanities. English language helps in understanding the other subjects or course the students are studying,

However, parents, teachers and the stakeholders frown at the performance of students in English Language and other subjects in West African Examination Council (WAEC) and National Examination Council (NECO). From what is obtainable in schools, it could be seen that good foundation in English language helps students to lay solid foundation for further studies in English and other courses. English language serves both interaction and transactional functions. It is based on this reason that the subject was made compulsory for students seeking admission into

tertiary institutions to pass English at credit level (Odebunmi, 2001). English language plays an important role in the understanding of Art subjects in secondary schools.

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 SBE, 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 SBE, NECO and WAEC and their interrelationship in English, History, and Religious knowledge in Art subjects.

Objectives of the Study

The objectives of the study were to determine:

- i the relationship between students' performance in SBE and NECO in English, History and Religious Knowledge.
- ii the relationship between students' performance in SBE and WAEC in English, History, and Religious knowledge.

Research Question

To guide the course of investigation in this study, answer was sought to this question:

What are the level of students' performance in School Based Examination (SBE) and Senior School Certificate examination (SSCE), NECO and WAEC English, History, and Religious Knowledge?

Scope of the Study

The study was limited to student's performance in NECO and WAEC in English, History, and Religious knowledge 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.

REVIEW OF RELATED LITERATURE

Theoretical Framework

This study is based on Transfer of Identical Element Theory developed by Thorndike (1995) as cited in Donald (1999) the theory states that transfer could occur from one learning situation to another learning situation in as much as the two situations have elements in common. The theory further explained that as the similarity increases between two different situations, the amount of transfer increases and when the similarity between the two different situations decrease the amount of transfer decreases. Decarte (1999) explain that Transfer occurs immediately when our knowledge and ability are affecting the learning or performance on new problems or task.

Bloom (1971) explained how this theory is applied. According to him whenever students enter new learning tasks having in mind the previous history of what has been learnt, that will determine the nature of the students' interaction with the learning task and the learning outcome of that interaction. Ellis (1965) stressed that the theory of transfer of learning involves the influence of previous experience on learning of new skills. The influence of the previous experience may facilitate, hinder or have no effects on the learning of the new skills; therefore, the knowledge of past learning can be used to predict future learning. Thus a student who has a solid background in learning a particular task will be

able to understand that learning task faster; provided that skills necessary for new learning are present in the student.

School Based Examinations

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 (SBE). SBE 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. SBE 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. SBE 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. SBE 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 pupils progress and helping educators to reflect on their teaching and material, provoking students thoughts and action, encouraging students to ask questions motivating them to learn.

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).

up to achieve this purpose.

METHODOLOGY

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 History Literature in

English and Religious Knowledge. The design yield itself easily for analysis of two or more variables. For this study, the results obtained were correlated permutatively, SBE and WAEC, SBE and NECO and WAEC and NECO

Population and Sample

The population of the study was all senior secondary schools in Borno State. There were 67 Senior Secondary Schools in the State as at the time of the study. Students' performance in SBE and WAEC and NECO in Art subjects 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. At the time of the study, only three senior secondary schools were found offering the Art subjects. One school in Gwoza zone and two schools are in Maiduguri Metropolitan zones these three schools were used as the sampled for the study.

Method of Data Analysis

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, SBE, 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

Relationship between Students performance in SBE and SSCE NECO

English, History,h and Religious knowledge.

The hypothesis tested states as follows:

Table on Relationship between student’s performance in SBE 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

Table above revealed that there is no significant relationship between students’ performance in school A in SBE 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 SBE 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 SBE and NECO English Language in the years 2006 (r = 0.358, p = 0.061) 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.

Table on Relationship between student's performance in SBE 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	-0.072 (.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

Table above revealed that there is no significant relationship between students' performances in SBE 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.

Table on Relationship between students' performance in SBE and SSCE NECO Religions Knowledge

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	32.33	43.33	30.45	54.35	32.47	46.79	12.04	16.70	9.87	18.57	11.30	15.91	.196* (.068)	.131 (.172)	-.084 (.461)
B	32	32	27	27	35	35	34.44	39.06	30.70	61.22	29.41	32.91	12.81	21.77	8.93	17.34	10.44	12.79	.322* (.072)	-.173 (.388)	.158 (.366)
C	28	28	33	33	28	28	32.71	32.57	28.11	57.76	33.99	49.00	11.60	11.48	11.40	17.49	12.79	14.51	.081 (.684)	-.063 (.729)	.081 (.684)

* Significant at <0.05

Table above revealed that there is no significant relationship between students' performance in SBE and NECO Religious knowledge in the years in school A 2007 ($r = 0.131$, $p = 0.172$), 2008 ($r = -0.084$, $p = 0.461$) But there is significant positive relationship between these same variables in the year 2006 ($r = 0.196$, $p = 0.068$) and in school B there was significant positive relationship between students' performance SBE and NECO Religious Knowledge in the years ($r = -0.173$, $p = 0.388$), 2008 ($r = -0.158$, $p = 0.366$). However, there is significant relationship between the variables in the year 2006 ($r = -0.322$, $p = 0.072$) in school C there is no significant relationship between students' performance in SBE and NECO religious knowledge in the years 2006 ($r = 0.081$, $p = 0.684$), 2007 ($r = -0.063$, $p = 0.729$) and 2008 ($r = 0.180$, $p = 0.684$).

Table on Relationship between student’s performance in SBE 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

Table above revealed that there is no significant relationship between students’ performance in school A in SBE 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 ($r = 0.411$, $p = 0.017$).

Table on Relationship between student’s performance in SBE 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)

* Significant at <0.05

Table above showed that there is no significant relationship between students’ performance in school A in SBE 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 SBE and WAEC in the years. Also there is no significant relationship between students’ performance in school in SBE and WAEC in the years.

Table on Relationship between student’s performance in SBE and SSCE WAEC Religions Knowledge

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	32.79	49.67	30.45	64.41	32.47	48.23	12.04	23.23	9.87	19.00	11.30	24.21	.212*	.049	.093
																			(.048)	(.613)	(.415)
B	32	32	27	27	35	35	35.44	39.06	30.70	73.74	29.14	62.29	12.81	21.77	8.93	11.85	10.44	17.61	-.154	.510*	-.249
																			(.406)	(.007)	(.149)
C	28	28	33	33	28	28	32.71	60.21	26.11	67.94	33.99	44.25	11.60	18.70	11.40	15.51	9.56	23.88	.171	.411*	.171
																			(.384)	(.017)	(.384)

* Significant at <0.05

Table above revealed that there is no significant difference between performance in school A in SBE and WAEC Religious Knowledge in the year 2007 ($r = 0.049$, $p = 0.613$), 2008 ($r = 0.093$, $p = 0.415$). But there is significant correlation between students' performance in these same variables in the year 2006 ($r = 0.212$, $p = 0.048$) in the same vein there is no significant relationship between students' performance in school B in SBE and WAEC Religious Knowledge in the years 2006 ($r = 0.154$, $p = 0.406$) and 2008 ($r = 0.249$, $p = 0.149$) However there is significant positive correlation between SBE and WAEC Religious Knowledge in the year 2007 ($r = 0.510$, $p = 0.007$) the students' performance in school C revealed that there is no significant relationship between performance in SBE and WAEC Religious Knowledge in year 2006 ($r = 0.171$, $p = 0.384$), 2008 ($r = 0.171$, $p = 0.384$) but there is significant positive relationship between these same variable in the year 2007 ($r = 0.411$, $p = 0.017$).

Summary of Finding

Summary of major findings of the study were:

1. There was no significant relationship between students' performance in schools A, B and C. SBE and SSCE NECO in the Art subjects over the years.
2. There was no significant relationship between students' performance in SBE and SSCE WAEC in schools A, B and C in the Art subjects over the years

CONCLUSION

The findings of this study showed that:

Students' performance in SBE 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, History, and Religious Knowledge Over the years.

The performance of students in School based Examinations do not significantly contribute to the students' performances in WAEC and NECO, hence there is a need to raise the standard of School Based Examination even higher than that of the SSCE. Therefore, performance in SBE cannot reliably predict performance in NECO and WAEC.

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