

SURVEY OF THE RELATIONSHIP BETWEEN ENTRY  
REQUIREMENT AND STUDENT PERFORMANCE IN  
BIOLOGY

(A Case Study of Niger State College of Education  
Minna)

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A PROJECT SUBMITTED TO  
DEPARTMENT OF SCHOOL OF SCIENCE,  
NIGER STATE COLLEGE OF EDUCATION, MINNA

Biology  
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AUGUST, 2015

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AND STUDENT PERFORMANCE IN BIOLOGY**

**(A Case Study of Niger State College of Education, Minna)**

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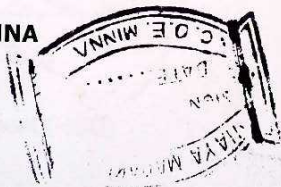
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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT  
OF SCHOOL OF SCIENCE, NIGER STATE COLLEGE OF EDUCATION,  
MINNA.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE  
AWARD OF NIGER STATE CERTIFICATE IN EDUCATION IN  
BIOLOGY SPECIAL EDUCATION**

**AUGUST, 2015**

**184**

## CERTIFICATION

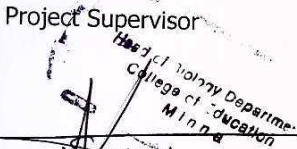
This research project has been read and approved as meeting the requirement for the award of Nigeria certificate in Education Minna.



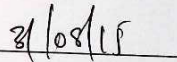
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Head of Department (HOD)



Date

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Date

## DEDICATION

This research work is sincerely dedicated to the glory of God

## ACKNOWLEDGEMENT

Our sincere gratitude to God Almighty for his infinite mercy bestowed upon us and our entire parents throughout the programme.

May He alone be praised for ever more amen, we are grateful to read, correct and offering meaningful suggestions in the quality of the work generally.

We acknowledge the effort of our supervisor Dr. Aliyu Muhammad and all other lecturer in the department. Our immense gratitude to Head of Department for his guidance and advice during the course of putting the wife up together.

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## ABSTRACT

The aim of this study was to find out if there existed any significant relationship between entry qualification and the performance of student in the first year college examination in Biology, Economic and English. This was a correlative study that sought to find out the predictive validity of the senior school certificate examination in Biology economic and English the sample for the study was forty students drawn from the department of school of science, Niger State College of Education, Minna. The t-test computation formula was used to analyse the results the findings revealed that, there was no significant survey of the relationship between the senior school certificate examination scores in Biology, Economics and English also that there was weak positive relationship between the first year college examination score in Biology, Economic and English and entry examination scores, on the basis of these findings it is recommended that the strengthened and utilized for admission process, while the use of interviews can be explored for admission purposes. Also, the conduct of the SSCE be strengthened to eliminate cheating hence grads obtained by students will be a reflection the abilities.

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## CHAPTER ONE

### 1.1 Background of the Study

The most serious problem plaguing the college of education and one that is fundamental to their survival is that relating to the recruitment and admitting of student (Adesina 1999). In the planning of the advanced teachers college it was recognized from the outset that N.C.E applicants will have passed the general certificate of education at ordinary level the most African school certificate. In addition an entrance examination is conducted which consist. In most cases, of an aptitude test and a general test in the subject areas.

Student performance in the entrance examination in the most important single piece of evidence that these college uses to select their student (Adeshina, 1999). Usually, a certain level of pass in the selected subjects and the aptitude test is demanded before admission can be offered today, the teaching of science subjects especially biology in our secondary schools are below expectation. Science subjects are taught by untrained teachers and other facilities for the teaching of the subjects are inadequate, this has adversely affected the performance of student in biology, lack of suitable

laboratories in our secondary school would be attributed to the present economic recession. These have caused a lot of problems in form of high cost of materials. After all in the previous decades when the state economic situation was still suffering the same inadequacies as they do today.

According to Mani (1983) "Laboratory activities are essential for pupils to learn processes of Science" concentration on easy, drawing from their textbook created sort of boredom and fatigue among students. This in turn really discourages student in the learning of biology. This should however be rectified if we are aiming at producing internal and knowledgeable biology students in our secondary schools.

Laboratory is necessary for the influence it has on student both in the learning of learning of theory and relating, it to practical aspects learning through methods extends and reinforces theoretical learning through reality Azubuike (1984) one tend to agree with Azubuike when meaningful learning has been germed laboratory that is when the reality, inter - relationship between nature of science and product of science can be related.

In the present work, the researcher has directed his focus on the survey of the relationship between entry requirement and student performance in biology. However, laboratory should have up to date equipments. These should be constant availability of consumable substances. Laboratory should be made in a such a way as to create room for free performance and individuals exploration. There is a need to design, organize, manage, and evaluate biology laboratories in our secondary schools.

The crucial issue therefore is whether there is any necessity for the use of these entrance examination as an additional selection tool, since the intending students already have either GCE "O" level certificate WASCE studies have shown that the rate of growth in student number is far in excess of the rate of increase of the teaching force both at primary and secondary levels Fagbamiye, (1991).

Furthermore, it is equally regretal that the sharp Increases in primary and secondary school employments in recent years have been accompanied by high failure and droo out rates.

In many states of the federation over 20% of the primary school pupils who set for the primary school learning certificate examination fail. The

situation is equally sad for secondary school (Nwagwu, 1991) for example the register of the west African Examination could said of the (1980 to 2000) results was nothing to write home about with mass failure rate for the year was much higher than should normally be expected. While many factors like poor quality of teaching and inadequate facilities may be assumed to be responsible it is also obvious that the lack of teachers in some play a great role in the issue.

Hasal (2002) Okunrotifa (1999) share the view that poor quality of education in terms of adaptability and creativity is caused by high students ratio to available teachers.

## **1.2 Statement of the Problem**

With all the endeavour of the college administrator it time or the other to see the improvement of increment in students performance in entrance examination in correlation to their west African Examination result to determine their future performance of NCE level,

And all to determine survey of the relationship between entry requirement and student performance in Biology at West African senior school Certificate Examination (WASCE). The study attempt to find out whether

there is any necessity for the use of these entrance examinations as an additional selection tool since the intending student already have either GCE "O" level certificate. The problem investigate in this study is as follows:

Does performance in entrance Examination product performance in N.C.E four year examination better than the "O" level WASCE result.

### **1.3 Purpose of the Study**

The purpose of this study therefore is to find out how accurate the performance of student in entrance examination and first year college of education examination scores in biology, English and Economic as predictor of student future academic performance in the college of education minna.

### **1.4 Research Questions**

1. Are "O" level examination a good standard to admit students into higher institution?
2. Does the student performances in biology in higher institution have any significant relationship with the entry qualification?
3. Could other tests be use to admit student in to higher institution other than the "O" level entry examination?

4. What effect does students performance in their ordinary level exams have on the academic performance in higher institution?
5. Are the ordinary level exams serves as a true test of student competent for admission in to higher institution of learning?
6. What problems do our secondary school biology teacher often?
7. Counter when making requisition for school laboratory equipments?

### **1.5 Research Hypothesis**

In this study, three (3) hypotheses were tested.

1. Null hypothesis  $H_{02}$ : there is no significant relationship between student performance in biology at the senior secondary school certificate examination and their first year college of education.
2. Null Hypothesis  $H_{02}$ : there is no significant relationship between student performance at the senior secondary certificate examination and first year college of education in economic.
3. Null Hypothesis  $H_{03}$ : there is no significant relationship between student performance at senior secondary school certificate examination in English and their first year college of education.

## **1.6 Significance of the Study**

This study is an attempt to find out, in administering entrance examination to student wishing to enter institution of higher learning. It is assumed that the scores obtained by the individuals student provides evidence which is objective concerning the future academic performance of the incoming student performance of the incoming student. The results obtained from this study would be of great help, not only to the institutions used for the study but to other similar institutions as well as in designing the right mana power at the right place for optimum effectiveness for his or her own benefit as an individuals besides teachers/lecturers will be able to make adjustment in areas where student are fecal with problems. Furthermore, the study will be of assistance to researchers and also would help in enriching teachers educational programmes in the country.

The study will also make possible recommendation and suggestions to effect a proper utilization of the biology laboratory so as to make the learning of biology more meaningful and interesting to student.



## **1.7 Scope and Delimitation of the Study**

The study is limited to investigating how accurate the prediction of performance of student in entrance examination and first year college of education examination score in biology, English and economics the researcher limited her research to Niger State College of education under the biology education department. Because of some reasons like time and finance the study is limited to the topic: survey of the relationship between entry requirement and student performance in biology in Niger State College of Education, Minna. The researcher limits the write up to 40 student so as to be able to control the population and it is assumed that the scores obtained by the individual students provides evidence which is objective concerning the future academic performance of the incoming students.

## **1.8 Definition of Variable and Major Terms**

**Entry:** point of entry into NCE programme

**Validity:** The accuracy with which a test measures what its supposed to measure, the correlation between the scores on a given test and future performance.

**Requirement:** As an imperative depend on for success or fulfillment of the expected qualification

**Performance:** This refers to an act or process of performing or carrying out or execution or fulfillment of duty.

**Prediction:** The correlation between student scores in college entrance examination with their score in NCE examination

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter is concerned with the reviewing of the opinion of the experts in the field. That is the chapter will review work that are related to the present study.

Effort would be made to discuss the following:

- a. The existing study of the correlation
- b. The students enrolment in NCE Minna
- c. The requirement for admission into 3 years NCE regular programs  
(internal examination)
- d. general entry requirement for direct admission into NCE programmes
- e. the biology education
- f. pre – NCE programme. under NCCE mandate entry qualifications  
(internal examination).
- g. Pre – NCE biology studies
- h. The remedial programme (internal examination)
- i. Entry procedures

j. Appraisal of Literature review in administering entrance examination to students wishing to enter institutions of higher learning, it is assumed that the scores obtained by the individual students provide evidence which is objective concerning the future academic performance of the incoming students the attempt to predict academic.

Success of College students has been a fruitless task because of the ambiguity and unreliability of the predictors (Endler and Stainberg, 1999), Endler and Stainberg (1990) further said that college success is the function of an interaction of many complex factors academic personal psychological, social, and maturational.

They are the opinion that the best predictors previous achievement tests or aptitude tests. As date (1980) put it, entrance examination alone is inadequate for the final sorting of the chaff. Indeed it is important for us to realize that every year there are pupils who fail the entrance examinations and are denied of college of education career, who would make satisfactory college of Education students.

According to Anderson (2000) there were some students who entered the college of education in Australia under special regulations for persons in employment and older applicants, out of the total number admitted 17% have gamed degree or master degree. This is more than double the proportion from these who entered by passing matriculation examination. He further observed that the best predictor are those which are based on global performance at the end of secondary school.

Small (2001) reported that the tendency for high marks: the school certificate examination to be associated with success in the first year is little more marked than is the association of scholastic aptitude test with college of education success who renewed educationalist and psychologist in Britain where agitating against the use of entrance examinations for secondary school selection they did so on the ground that these examination were inadequate as a predictor and further performance. Venson (1999) and Pedley (2001) acquired that it is impossible to predict the response that future stimuli will enlist. More critics of the use of tests as a selection procedure pointed to the wide margins of error involved in their use and attacked their objectivity and value in predicting future educational performance (Silver, 1998).

Simons (1998) made sustained attacks on the process of selection and the testing on which it relied. He criticized many of the assumptions underlying the use of test as a selection procedure these sweeping criticisms. Awakened great interest in the study of the predictive value of entrance examinations by many educational researchers such studies include those of Evenson and Smith (1998) Small (1997), Anderson (1995), Borup (1991) chopphi and or (1996), mile (1999), Gutterman (1998). Everson and Smith (1998) in their research titled "A study of matriculation in Alberta reported that the highest correlations were found between marks in the academic subsets of high school and university marks, while the correlation between college entrance examination administered by the CEEB and university grade ranged between 0.27 and 0.41. they therefore affirm that the best single predictor of college performance in the high school grades not entrance examination scores.

Reports show that it is the custom for the 12<sup>th</sup> grade students who intend to proceed to higher education in education to write the school and college ability test (SCAT), college entrance examination, scholastic aptitude test (SAT) and achievement test in two subjects areas.

Research into the predictive value of these examination conducted by the college entrance examination based" as compare with the predictive value of high school grades showed some interesting results, Black (1999) reported that the high school grades in all subject except English show higher relationships with college entrance scores. He arqued therefore that the use of college entrance examination scores rather than just the high school grades for admission purposed does not seem warranted.

### **5.1 Existing Studies of Correlation**

Correlation research is not new in the academic field most especially in the field of education. There have bean various studies conducted on performance in various subjects of the curriculum. These will never thatess serve as a guiding spirit for this present research.

Akinwale (1982) carried out and investigation into the relationship between academic performance of students and teacher qualification In secondary schools in ifelodun local government area of Oyo State. The school certificate results between 1976 and 1980 were collected from five schools. The teachers particular between (1976) and 1980 were also collected. Different ranks were used for different categories of teacher qualification

the higher a class scored the more qualified the teacher was believed to be. A teacher who taught a class that scored 7090 and above was considered to have a high teaching performance while one whose students scored 39% and below these considered as having a way low teaching performance. The researchr discovered that, the result in the sample schools were generally poor. No category of teacher was able to record 50% passes for students. Also, the study showed that the professional graduates teacher recorded the highest scores for their students book in quality and quantity, followed by NCE teacher who managed to edge out. The non professional graduates by a narrow margin. The student taught H.S.C teacher recorded the lowest percentage passes book in quality and quantity, hence there was a relationship between teacher qualification and student academic performance.

Aderomi (1985) titled" the relationship between the performance of some Niger State secondary school student in the mock school certificate examination and that in the actual west African school certificate examination. Based his study on the students performance in English language, mathematics, Biology, Chemistry, Economics, CRS, and IRS or commerce. The data used in the study were collected seventy eight (78)



led schools in the state which prepared and presented candidate for West African school certificate examination for period of three years by the study. He found that there was no significant difference between the students performance in the mock school certificate examination and their performance in the actual WASC Examination. (1981) investigated the relationship between students performance in the three major science subject, Physics, Biology, Chemistry and the two WASC core subject English language and Mathematics in West African School Certificate Examination in selected secondary school in Niger State for 1979 academic year. The findings revealed that physics and mathematics have the highest correlation of 0.52 which means mathematics and physics are highly and most related to all the subjects she further stated that chemistry and mathematics have a correlation coefficient of 0.538 which means there is a correlation between them and other pairs are low for their co-efficient ranged between 0.34 and 0.073. It was of the opinions that physics and chemistry have a quite high correlation with mathematics. This means that the knowledge of mathematics would have high positive influence on physics and Chemistry more than that of Biology for the fact that physics and chemistry are more

mathematics oriented than biology. Hence, there was a less relationship between mathematics and the other two science subjects than English language value of college entrance examination as compared with that of the school certificate grade in Nigeria by means of a case study of one tertiary educational institution.

## **2.2 Student Environment in NCE Minna**

The College took off with 210 NCE regular students in 1974 and enrolled its first set of NCE sandwich students totaling 252 in 1986. There has been a fairly remarkable increase in students' environment in the college especially with the introduction of a preliminary course and a remedial course (entrance examination) in the NCE programme.

## **2.3 Requirement for admission into 3 years NCE regular programmer (external examination)**

The joint admissions and Matriculation Board (JAMB) now advertise each year inviting application from suitable qualified candidates for admission in to all colleges of education in the country.

The requirements for admission set out by the college must however be met.

## 2.4 General Entry Requirement for Direct Admission into NCE Programme.

Any candidate with one of the following qualifications is eligible for consideration for direct admission.

- a. Teachers grades II certificate normally with a minimum of three credits or merits, two of which must be in the subredits the candidates wishes to study.
- b. The heneral certificate of education (GCE) ordinary level or the school certificate with at least five passes at a sitting three of which must be a WASE credit level. Two of the credits must be in the subjects the candidate wishes to study.
- c. The general certificate of education (GCE) ordinary level or the west African school certificate (WASC) or SSCE, NABTEB with four credits at two sitting two of which must be in the subjects the candidate wishes to study.
- d. Intern mediate city and Gimds certificate or federal craft training certificate with the passes two of which must be a credits level plus at least a pass in technical drawing.

- e. General certificate in education (GCE) ordinary level passes in any five subjects, three or which must be at the WASC credit levels.

## **2.5 Biology Education**

- a. Bio/Chem, Biology primary education (option) must have a credit in either Mathematics, physics or Chemistry plus credit in either economics or English language.

### **b. Office Education/Biology Education**

Candidate must have credit at GCE "O" level WASC in any of the following subjects. English language, mathematics, chemistry, economics and physics.

Note: In all subjects, at least Credits an mathematics, and English is required.

## **2.6 Pre-NCE Programme under NCCE Mandate Entry Qualifications (Internal Examination)**

Pre NCE science and vocational subject

- a. WASC/GCE ("O" level) with at least four passes n English language, mathematics and two other science related subjects.

- b. Teachers Grade II certificate with passes in English language, mathematics/arithmetic process, general/intergrated science and any other science, agricultural science, applied Biology. Home economic etc. or
- c. SSCE/GCE with four passes at a sitting or five passes at two sittings including English language Mathematics and other related science subject of
- d. FCC/NABTEB with passes in four academic subject including mathematics science English and social studies, technical drawing.

## **2.7 PRE-NCE Biology Studies**

1. SSCE/GCE "O" level with four passes of a sitting or five passes at two sitting including English, mathematics and biology, related subjects or
2. Teachers Grade II certificate at least a pass in English, mathematics, arithmetic process integrated science, geography or social studies.

## **2.8 Remedial Programme Internal Examination**

A one year remedial programme is designed to coach candidate who have attempted WASC and GCE "O" level SSCE Examination and obtained 3 credits passé, but could not passes the pre-requisite qualification for direct admission into college.

### **Entering Procedures**

- a. For NCE (regular/Direct) Students: The joint admission and matriculation board (JAMB) now advertise each year inviting application from qualified candidate for admission into all college of education in the country. The requirements for admission set out earlier must however be met. Candidate are subjected to a two – part examination of multiple choice questions. The first part consists of 100 question on the test of English language and is compulsory for all candidate part II consists of 21 subjects out of which candidate should select any two relevant ones to the proposed course of study. Candidates who score above certain cut- off marks are given letters of admission by JAMB to the colleges of their choice.

### **2.9 The National Commission for Colleges of Education (NCCE)**

The National Commission for college of education (NCCE) summed up by the NCE academic and professional training philosophy at which aimed at developing student aesthetic perception, artistic talents and expression as well as stimulate interest and enquires practice as they affect the teaching of art at the primary the and senior secondary school levels.

### **2.10 Conclusion**

Students performance go along way to reflect on their school certificate grade and this certificate is a perquisite for the college entrance requirement. A general observation has bean made on focuses on student in the Biology education department of Niger state college of education Minna that could go along way to determine their performance into further studies.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This is descriptive research designed to find out the correlation between the performance of students:

- i. Entrance examination and first year college of education examination scores in biology, English and economics
- ii. Senior secondary school certificate examination (SSCE) and first year college of education score in biology English and economic.

This chapter therefore presents the following:

- i. Research design
- ii. Research instrument
- iii. Sample and sampling technique
- iv. Validity of the instrument
- v. Reliability of the instrument
- vi. Procedure for data collections
- vii. Method of data analysis



### **3.1 Research Design**

The study sought to investigate the effect of college of education pre living examination and the senior secondary school certificate examination on the first year of college of education examination scores in biology, English and economic. It is a correlation research which sought to establish the relationship between the examination and the performance of students in the above subjects. The descriptive survey method was used in the research.

### **3.2 Research Instrument**

The instrument used for this study was inferential because the research is a descriptive one and inference was drawn on the basis of the data (examination scores) and SSCE grades collected by the researcher.

The study therefore did not required the use of questionnaire. Instead the raw scores of the PCE examination in biology, English and economics the SSCE examination result and the weighted average of the students scores at the first year college of education examination in the three subjects.

### **3.3 Sample and Sampling/Techniques**

The students of the school of biology education were used for the research. The Niger State College of Education operate an Admission system under the same body, the joint Admission and matriculation board (JAMB) as other college of education in Nigeria.

The sample for this student comprised of forty (40) students in the biology education department of Niger State College Education Minna. The random sample procedure was used in selecting the forty (40) student both males and females were selected together a fair representation of the entire population of interest.

Furthermore all the scores selected were raw data collected from the college of education examination entrance and all possessed their secondary school certificate it was from result of these student that the data needed for comperism were obtained.

### **3.4 Instrument**

A format was used to collect the student entry qualification and first year GPA.

### **3.5 Validity of the Instrument**

Validity of the instrument refers to how logical the instrument is in measuring what it wants to measure a measuring instrument is said to be valid when its measure truly as accurately the quality and ability are wants to measure.

Borg and Gall (1983) defined validity as a crucial characteristics of any instrument to them, content validity is the degree to which a test or an instrument measure what it is supposed to measure. Content validity is thus the degree to which a test item represents the content that test designed to measure.

### **3.6 Reliability of the Instrument**

Reliability of instrument has to do with how constant is the instrument in conducting the research. In this case the test retest method is normally used the research is the descriptive one in reach inference are drawn from the data obtained. Thus data comprised of the students scores in English, biology and economics I the first year at the college, the SSCE scores in the above subject.

The research did not involve the use of question both the three (30 result were used for the correlation. This was adequate high enough by experts to guarantee the used of the instrument for the study.

### **3.7 Procedure for Data Collection**

The data was collected from the admission forms and files of the students under study. The data included the following:

- i. Entrance examination scores
- ii. First year college of education
- iii. 'O' level SSCE scores biology English and economics

The first year college of education scores in biology, English and economics in collecting the data, the researcher had to collect a letter to this effect from the researcher supervisor indicating that the seeking assistance in data collection. During the data gathering process, it was discovered that some students did not come in through the college of education scores in three (3) subjects comprised the weighted average course in the three subjects for the two 2 semesters.

### 3.8 Method of Data Analysis

To analysis the data obtained the following statistical methods were utilized.

- a. Mean grade indices were calculated for the weighted average of the first year college of education examination scores in biology English and economics course.
- b. The scores SSCE and FYCE in biology, English and economics language were used. The computation of the data were made possible through the t-test method of computation. Scores SSCE and FYCE in biology were compared so also in the remaining two 2 subjects economics and English language.
- c. The colleges of education, examination. The raw scores are in percentage (0 to 100%) these were used against the raw scores which is also in parentage of the examination scores which is also in percentage of the examination scores.  
T-test computation between the SSCE/WAEC and first year college examination score were obtained.

Lastly values of ~~t-test~~ was calculated and this was used to test the hypothesis. The statistical significant of the t-values were used for all computation of the grade using the t-test formula T-calculation.

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{n_1 S_1^2}{n_1} + \frac{n_2 S_2^2}{n_2}}} \approx \left( \frac{n_1 + n_2}{n_1 \times n_2} \right)$$

degree of freedom (df) =  $n_1 + n_2 - 2$  were -

$\bar{x}_1$  = Sample mean (average) of the first group

$\bar{x}_2$  = Sample mean of second group

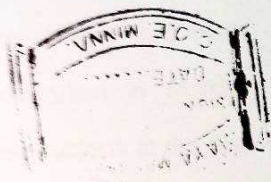
$n_1$  = The number of case in first group (sample size)

$n_2$  = The number of cases is the second group

$S_1$  = Sample variance of the first group

$S_2$  = Sample variance of the second group

a. First year college score in English, Economics and biology and secondary school certificate examination grades in these subjects.



## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter present the result of the data collected this is in line with the objective of the project that is to find out the relationship that exists between student performance at the SSCE examination in Biology, economic and English and their performance in these subjects at the first year college examination also, the study aimed at finding out if any relationship exists between the student scores in SISCE exams and their first year college examination in the subject earlier mentioned.

#### 4.2 Results

Hypothesis one: there is no significant relationship between student performance in Biology at the senior secondary certificate examination and their first year examinations. Tale 4.1 Analysis of data for Housing t-test computation of first year college of education scores and SSCE in Biology.

## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter present the result of the data collected this is in line with the objective of the project that is to find out the relationship that exists between student performance at the SSCE examination in Biology, economic and English and their performance in these subjects at the first year college examination also, the study aimed at finding out if any relationship exists between the student scores in SISCE exams and their first year college examination in the subject earlier mentioned.

#### 4.2 Results

Hypothesis one: there is no significant relationship between student performance in Biology at the senior secondary certificate examination and their first year examinations. Tale 4.1 Analysis of data for Housing t-test computation of first year college of education scores and SSCE in Biology.



Data	Sum score	Mean	Calculated value	Table	Df	Level
SSCE	2073	4.18				
FYCE	2026	4.09	0.06	1.990	78	0.05

From table 4.1 it was cleared that the calculated value (0.06) is lesser than the table value (1.990) than the null hypothesis is accepted that there is no significant relationship between student performances in biology at the senior secondary certificate examination and their first year college of education examination.

Hypothesis two: there is no significant relationship between student performance at the senior secondary certificate examination and their first year college of education examination in economics.

4.2 Analysis of data for  $H_{02}$  using t-test computation of first year college of education examination score SSCE in Economics

Data	Sum score	Mean	Calculated value	Table	Df	Level
SSCE	1989	4.10				
FYCE	18.25	3.68	0.21	1.990	78	0.05

From table 4.2 Above it is clearly confirmed that the calculated value (0.21) is lesser than the table value (1.990) than the null hypothesis is accepted that there is no significant relationship between student performance in economics at the SSCE and their first year college of education examination.

### Hypothesis Three (3)

There is no significant relationship between students performance at the senior secondary certificate examination in English and their first year college examination.

Table 4.3 Analysis of data for  $H_{02}$ , using t-test computation of first year college of education examination scores and SSCE English Language.

Data	Sum score	Mean	Calculated value	Table	Df	Level
SSCE	1970	3.97				
FYCE	1939	3.91	0.04	1.990	78	0.05

From table 4.3 above it is seen that the calculated value (0.04) then the null hypothesis is accepted that there is no significant relationship between

students performance in English language at the SSCE and first year college of education examination.

### **4.3 Discussion Findings**

In this study three (3) hypothesis were tested and the findings are discussed below.

**Null Hypothesis:** There is no significant relationship between student performance in first year college of education examination scores and the senior secondary school certificate examination scores in Biology from the results of the computation and statistical tests in table 4:1 the critical value of  $t_{1990}$  is greater than the calculated value 0.06 this call for the acceptance of the hypothesis that there is not significant relationship between the student performance in first year college of education examination and senior secondary certificate examination.

Thus it is suggested that is may not be moderately reliable to use the SSCE scores to predict student performance in first year College Examination. Hence SSCE may not be use implanting students in to the college of their choice.

### **Null Hypothesis Ho<sub>2</sub>**

There is no significant relationship between students performance at the senior secondary certificate examination and their first year college examination fyce in economic from the result of the computation and statistical test in table 4.2 the critical value of t- 1.990 is greater than the calculation value of 0.21 this made the research to accept the null hypothesis Ho<sub>2</sub> that there is no significant relationship between the student performance in the first year college of education examination and senior secondary certificate examination.

This suggests that it may not be moderately reliable to use the SSCE scores to predict student performance in first year college examination. Therefore SSCE may not be used in placing of student into the colleges of their choice.

### **Null Hypothesis Ho<sub>3</sub>**

There is no significant relationship between student performance at the senior school certificate examination in English language at their first year college examination from the results of the computation and statistical tests in table 4.3 the critical value of t-1990 is greater than the calculated

values of 0.04 this made the researcher to accept the null hypothesis  $H_{03}$  that says there is no significant relationship between the student performance in the first year college of education examination and senior secondary certificate examination having discovered this, it implies, that SSCE may not be moderately reliable to use in predicting student performance in first year college examination.

Therefore, SSCE may not be used in placing of student in to the college of their choice.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

In this chapter, the summary of finding, conclusion as well as the researcher is recommendations presented.

#### 5.1 Summary of Findings

The investigator found out the following in the course of this study that is a statistically no significant relationship between the student performance in college of education examination score and the first year college score in Biology of all student in the study.

Therefore the SSCE result can not be used to predict the outcome of student performance of NCE first year. There is no significant relationship between the senior secondary school certificate grades and the first year college score in English for sampled student.

#### 5.2 Conclusion

The conclusion, emanating from this researcher study carried out with a view to ascertaining, if there is any significant relationship between

preliminary and first year, college examination scores on the other hand and senior school certificate examination and first year college examination scores on the other hand in Biology, Economic and English are as follows. The study shows that there is a weak positive relationship between the student preliminary and first year college examination score in Biology, Economic and English. Thus this relationship suggests that it is not reliable to use the student score in SSCE to predict their score in first year college examination in the subject, Biology, Economic and English, Economic and English.

Also, there is no significant relationship between the students senior school certificate grades and their first year college score in Biology, economics and English. Thus it is not reliable to use the senior school certificate grades to predict students performance in first year college examination in Biology, Economics and English.

### **5.3 Recommendations**

In view of the research findings from this study the following recommendation are made:

1. Entrance examination can be further utilized as a selection careering for the college of education admission.
2. More efforts should be made to guard against situations where by candidates are able to cheat through the SSCE. This will enable the certificate to reflect the abilities of the candidate.
3. Alternatively, liter view should be used to select the incoming student where this is found necessary the will help score more information about the applications.
4. Better supervision programs should be mappen out by Government in order to enhance effective and adequate admission of student in to colleges.
5. Effort should be made by the examination bodies on how to maintain the normal standard of examination of student as will reflect the student adequate performance to their entry requirement.
6. Adequate and proper efforts should be made by the school councillor on the provision of the necessary required counseling serious to the student on their careers.
7. Since parents attitude forward the education of their words goes along way in the academic achievement of their children, parent



needs to be properly advised on how to encourage their wards on their choice of career to justify their academic performance.

8. Care should be taken by both the federal and state ministry of education on issues relating to policies of education that would affect the academic performance and the attitude of students.
9. More enlighten should be given on the consequences of examination malpractices to the student and to the nation as a whole.

#### **5.4 Suggestion for Further Study**

A replication of this study can be carried out in other college of education since the entrance examination is widely use for admission.

An investigation into any significant relationship or difference between the school certificate results and the entrance examination score can be carried out. A comparative study of student admitted through the entrance examination and shows through the preliminary (pre-NCE) without entrance examination into the college of education can also be carried out.

## APPENDIX I

Student academic performance of the senior school certificate examination  
SSCE in Biology

Student Scores	No of Respondents (f)	Mid value (X)	Fxx
9 - 39	6		
40 - 44	7	20	120
45 - 49	2	42	294
50 - 54	7	47	94
55 - 59	3	52	364
60 - 64	5	57	171
65 - 69	4	62	310
70 - 74	2	67	268
75 above	4	72	144
		77	308
	<b>40</b>	<b>496</b>	<b>2073</b>

Students academic performance at the first year college examination in  
Biology

Student Scores	No of Respondents (f)	Mid value (X)	Fxx
01 - 39	7	20	140
40 - 44	6	42	252
45 - 49	1	47	47
50 - 54	8	52	416
55 - 59	4	57	228
60 - 64	6	62	372
65 - 69	4	67	268
70 - 74	1	72	72
75 above	3	77	231
		<b>496</b>	<b>2026</b>
	<b>40</b>		

## APPENDIX II

Students Academic performance in Economics senior school certificate examination SSCE

Student Scores	No of Respondents (f)	Mid value (X)	Fxx
01 – 39	8	20	160
40 – 44	5	42	210
45 – 49	4	47	188
50 – 54	7	52	364
55 – 59	4	57	228
60 – 64	1	62	62
65 – 69	6	67	402
70 – 74	2	72	144
75 above	3	77	231
	<b>40</b>	<b>496</b>	<b>1989</b>

First year college examination fyce

Student Scores	No of Respondents (f)	Mid value (X)	Fxx
01 – 39	9	20	180
40 – 44	7	42	294
45 – 49	5	47	188
50 – 54	6	52	312
55 – 59	3	57	171
60 – 64	3	62	186
65 – 69	4	67	268
70 – 74	1	72	72
75 above	2	77	154
	<b>40</b>	<b>496</b>	<b>1825</b>

### APPENDIX III

Students academic performance in English language senior school certificate examination SSCE

Student Scores	No of Respondents (f)	Mid value (X)	Fxx
01 - 39	7		
40 - 44	6	20	140
45 - 49	4	42	252
50 - 54	5	47	178
55 - 59	5	52	260
60 - 64	6	57	285
65 - 69	4	62	372
70 - 74	4	67	268
75 - 79	2	72	144
80 above	1	77	77
	<b>40</b>	<b>496</b>	<b>1976</b>

First year college examination

Student Scores	No of Respondents (f)	Mid value (X)	Fxx
01 - 39	8	20	160
40 - 44	7	42	294
45 - 49	5	47	235
50 - 54	5	52	156
55 - 59	3	57	228
60 - 64	4	62	372
65 - 69	6	67	268
70 - 74	4	72	72
75 - 79	1	77	154
80 above	2		
	<b>40</b>	<b>496</b>	<b>1939</b>

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