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## **A Comparative Analysis of Senior Secondary School Students' Performance in Terminal and SSCE Results in Christian Religious Studies, in Ogbomoso South Local Government of Oyo State, Nigeria**

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### **Abstract**

The study examined relationship between students' performance in terminal and SSC Examinations as well as the differences in the academic performance of male and female students in the two examinations. Ex post facto research design was adopted for this study. The target population comprised all the public senior secondary school students in Ogbomoso South Local Government Area of Oyo state, Nigeria. A total of 300 students were sampled across 11 schools for the study using stratified random sampling technique. The research instrument used was a proforma tagged Christian Religious Studies Achievement Test (CRSAT). Frequency counts and percentages were employed to provide answers to the research questions raised. Pearson Product Moment Correlation Coefficient and student t-Test were used to analyze the null hypotheses generated at 0.05 levels of significance. Findings of this study showed that majority of the sampled students had pass grades (i.e. D<sub>7</sub> and E<sub>8</sub>) in Christian Religious Studies in terminal examination i.e. 118 (39.3%) students had pass grades. Also, more students passed at credit level in SSCE Christian Religious Studies. However, terminal exam recorded higher number of F<sub>9</sub> in Christian Religious Studies than SSCE (WAEC) for the May/June 2014 examinations across the sampled schools. The results of the hypotheses showed that there was a positive and significant relationship between students' performance in terminal and SSC Examinations in Christian Religious Studies. It was also revealed that significant differences exist in the academic performance of students in both terminal and SSC Examinations on the basis of gender. It was recommended that secondary school students should change their perception towards Christian Religious Studies so as not to only increase their academic performance but also affect their moral and spiritual life. Teachers should educate students on how their performance in terminal exam could determine their eventual performances in SSCE.

**Keywords:** comparative analysis, performance, terminal exams, SSCE

### **Introduction**

The National Policy on Education (NPE) emphasized positive attitude, cultivation and character moulding, which are the focus of the Nigerian educational system. Christian Religious Studies and Islamic Religious Studies are the two major subjects in the Basic and Senior Secondary School curriculum which are meant for the realization of these goals. Both are part of the alternative core curriculum at the Basic school level. They are also the alternative electives in the Senior Secondary curriculum (Okunloye & Awowale, 2011). The rationale for the inclusion of reli-

religious studies in the secondary school curriculum has been articulated. The goals of religious studies are related to the levels under consideration. For instance, the goals at the Senior Secondary or Post-Basic level were meant to strengthen those of the lower level. These goals are:

1. To provide opportunity for the Nigerian youths to learn more about God and thereby develop their faith in Him;
  2. To enable the youth accept Christ as Saviour;
  3. To enable the youths recognize Jesus as the founder and sustainer of the Christian Church;
  4. To enable the youths to accept guidance of the Holy Spirit in their daily activities
  5. To help the youths to understand the basic teachings of Christ and to apply these to their daily lives and work. (Okunloye & Awowale 2011,).
- Religion has been defined by the Oxford English dictionary as the belief in and worship of a superhuman controlling power especially a god. Religion is subjective, designating the feelings and acts of men which relate to God. Religion denotes the influences and motives to human duty which are found in the character and will of God. Religion is a high sense of moral obligation and spirit of evidence or worship which affect the heart of man with respect to the Deity.

According to Ajidagba (2002), religion is yet another term that has been given different meanings and subjected to divergent interpretations by the religionists, religious scholars, exegetes and commentators. Interestingly, despite the seeming endless difference in the meanings and divergence in the interpretations, opinions converge on the centrality of beliefs as the foci of all religions. The central theme of all beliefs is the existence of a higher being whose activities are beyond ordinary comprehension. In Christianity, religion is a guided belief and the acceptance of Jesus Christ as the saviour as illustrated in the Bible. In Islam, religion is all man's activities carried out to please his Creator and his fellow human beings as taught by the Qur'an and the Prophet Muhammad. Religion has always been seen as a veritable tool for teaching and cultivation of moral values (Ajidagba, 2002). As a matter of established facts, moral values can be accomplished only with the teaching of some religious, belief. This accounts for why religious education is part and parcel of all religious practices. Scholars agreed that both morals and religion are inseparable twins (Durodola, 2005). It is difficult, if not impossible to teach or seek to inculcate morals without reference to religion. Nigeria is a country that is in dire need of moral regeneration and religious rebirth, hence, the successive Nigerian governments, through various educational policies, have accorded the teaching of religions recognition. (Ajidagba, 2002).

Quality education is crucial to the economic development and social stability of a nation as it helps develop crucial humanitarian values like equity, tolerance, and peace. These values lead to sustainable national development, environmental protection, and improved family health, along with responsible participation in democratic, social, and political processes (Durodola & Olude, 2005). It was further argued that the aim of this goal is the quality of what is learned at school (knowledge, skills, values and attitudes) and how well these are learned (levels of competence attained on learning outcomes by pupils). Meanwhile, learners may not benefit much from a system of education unless there are assessments aimed at determining pupil perfor-

mance levels at different stages of schooling. Assessment serves as the instrument by which students instructional achievement outcome are measured. (Durotolu, 2004).

Examination has remained a major means of measuring and assessing students' performances and skills in school systems across all levels of learning not only in Nigeria, but in many parts of the world. Although, examinations which is one of the ways of determining the level of attainment and achievement of students performance, is plagued with many problems, challenges and deficiencies. The types and systems of examining differ from country to country of the world. Also, the level to which the various types of examining systems are applied and the utilization of examinations results in determining progress, placement and means of outlet into further learning and employment also differ from country to country. In Nigeria for example, the major types of examinations are classroom tests, quizzes, essays which are applied as achievement tests, performance tests and skills evaluation (Abdul-Raheem, 2012).

Examinations occupy a unique position and serves as a measure of quality within the educational system of Oyo State, Nigeria. They are either internal or external (public). Internal examinations are the examinations that are set by teachers within a school system. These could be in the form of tests, continuous assessment, end-of-term examinations or terminal examinations. Public examinations, on the other hand, are examinations that are conducted by recognized examining bodies such as the West African Examinations Council (WAEC), the National Examinations Council (NECO), the National Business Technical and Examinations Board (NABTEB), etc. As such, the examinations such as the Senior Secondary Certificate examinations (SSCE) and the Junior Secondary Certificate Examination (JSCE) are regarded as external examinations. This is in the sense that the examining boards conducting these examinations did not themselves organize instructional courses nor prepare students for the examinations. They are examinations that are designed and organized under specific terms and conditions and are based on norms that were regarded as standards (Salami, 2008). They are designed to evaluate performance at the end of a course of study or programme.

### **Problem Statement**

The predictive strength of certain examinations has been a matter of concern to many researchers (Al-Shorayye, 2006). While some researchers were of the opinion that certain examinations such as the Scholastic Aptitude Test (SAT) could predict university grades in some courses (Al-Shorayye, 2006). Others argued that certain low-level (low stake) examinations such as the terminal examination, mock examination or continuous assessment test could not effectively predict performance at higher level examinations (Omonijo, 2001, Adelugba, 2003). For instance, Njoku (2001) investigated the relationship between Continuous Assessment (CA) and National Certificate Examination (NCE) education courses at the Federal College of Education (FCE), Okene, and found a generally low relationship between performance in Continuous Assessment and examination. Also, Daniel (2012) examined the way Continuous Assessment (CA) and examination results compare in the ENG 121 English orals practical class in Federal College of Education, Okene. The result

showed a low but significant relationship between Continuous Assessment (CA) and examination results in English oral practical.

Lawal, (2010) examined the correlation between the performance in mock-SSCE and SSCE examinations in mathematics from 1990 to 1994 at Ajibade Grammar School, Ibadan. The correlation analysis was employed to determine the relationship that exists between the mock and SSCE examination to examine the contribution of the mock examination on the final SSCE examination. The findings showed that the mock-SSCE and SSCE results were closely related to the period of study (2005-2009). These results however, showed that there is less relationship and insignificant correlation between the two sets of grades for mock-SSCE and SSCE.

However, many of the studies as carried out by eminent scholars were on Continuous Assessment, Mock and JSC examinations. None of the above studies has been carried out on CRS terminal examination in relation to SSCE in Ogbomoso South Local Government Area of Oyo State, Nigeria. Hence, this left a gap in the body of knowledge which the present study intended to fill. Therefore, this study compared students' performance in terminal examination with their academic performance in SSCE Christian Religious Studies.

### **Purpose of the Study**

Specifically, this study aimed at examining:

- 1) the patterns of students' performance in terminal examination in Christian Religious Studies in Ogbomoso.
- 2) the patterns of students' performance in SSCE in Christian Religious Studies in Ogbomoso.
- 3) the relationship between students' performance in terminal and Senior School Certificate Examinations in Christian Religious Study.
- 4) the difference in the performance of male and female students in terminal and Senior School Certificate Examinations in Christian Religious Studies.

### **Research Questions**

The following research questions were employed to guide this study

- 1) What are patterns of students' performance in terminal examination in Christian Religious Studies in Ogbomoso?
- 2) What are the patterns of students' performance in SSCE in Christian Religious Studies in Ogbomoso?
- 3) Is there any relationship between students' performance in terminal and Senior School Certificate Examinations in Christian Religious Studies?
- 4) Is there any difference in the performance of students in terminal examination in Christian Religious Studies on the basis of gender?
- 5) Is there any difference in the performance of students in Senior School Certificate Examination (SSCE) in Christian Religious Studies on the basis of gender?

### *Research Hypotheses*

Based on the research questions raised, the following null hypotheses were formulated

- 1) There is no significant relationship between students' performance in terminal and Senior School Certificate Examinations in Christian Religious Studies.
- 2) There is no significant difference in the performance of male and female students in terminal examination in Christian Religious Studies.
- 3) There is no significant difference in the performance of male and female students in Senior School Certificate Examinations in Christian Religious Study.

### **Methodology**

Ex-post facto research design was adopted for this study. Gay (1996) described an ex-post facto research as an after fact study which does not involve the manipulation of variables. Terminal and SSCE results in this study were collected from the school examination records of students. The population for this study comprised all the Senior Secondary School students in Ogbomoso South Local Government Area of Oyo state. The target population consisted of Senior Secondary School students in public schools. There were 23 public senior secondary schools in Ogbomoso South Local Government. These schools were comparable in terms of ownership, location, funding, admission policy, administrative structure, materials and resources for teaching. A total of 300 students were sampled using multi-stage random sampling technique.

In the first stage, simple random sampling technique was used to select 5% of the total schools. That is, 11 schools were selected from 23 schools in the local government. At the second stage, stratified random sampling technique was used to select 28 students (male and female) from the chosen schools. Stratified random sampling is a method whereby the population is divided into homogenous subgroups containing members who share common characteristics (Oke, Olosunde & Jekayinfa, 2005). The instrument for this study was a proforma tagged Christian Religious Studies Achievement Test (CRSAT). The instrument had columns for gender of the students as well as their grades in the terminal and SSCE results.

Descriptive statistics of frequent counts and percentages were used to provide answers to the research questions 1 and 2. Inferential statistics of Pearson Product Moment Correlation Co-efficient was employed to test hypothesis one and t-test was employed to analyze the hypotheses 2 and 3 at 0.05 levels of significance.

### **Data Analysis and Results**

The demographic profile above shows that 155 (53.7%) of the respondents were female and 145 (48.3%) were male respondents. This reveals that more female students enrolled for Christian Religious Studies than their male counterparts (See table 1 on the next page).

**Table 1: Demographic Profile of the Respondents**

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Female | 155       | 51.7           |
| Male   | 145       | 48.3           |
| Total  | 300       | 100.0          |

**Research Question One:** *What are the patterns of students' performance in terminal Christian Religious Studies in Ogbomoso South Local Government?*

**Table 2: Frequency Counts and Percentages of Students' Performance in Christian Religious Studies in Terminal Examination**

| Grades        | A <sub>1</sub> | B <sub>2</sub> | B <sub>3</sub> | C <sub>4</sub> | C <sub>5</sub> | C <sub>6</sub> | D <sub>7</sub> | E <sub>8</sub> | F <sub>9</sub> |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Frequency     | 0              | 0              | 2              | 12             | 19             | 71             | 55             | 63             | 78             |
| & Percentages | (0%<br>%)      | (0%<br>%)      | (0.7<br>%)     | (4.0<br>%)     | (6.3<br>%)     | (23.7<br>%)    | (18.3<br>%)    | (21.0<br>%)    | (26.0<br>%)    |

The table above shows the frequency counts and percentages of students' academic performance in Christian Religious Studies for the year 2014 May/June WAEC across the selected schools. A total of 2 (0.7%) and 12 (4.0%) respondents had grades B<sub>3</sub> and C<sub>4</sub> respectively. 19 (6.3%) and 71 (23.7%) of the students had C<sub>5</sub> and C<sub>6</sub> grades respectively. This means that a total of 104 (34.7%) students passed at credit level among the sampled respondents. While 118 (39.3%) students had pass grades (i.e. D<sub>7</sub> and E<sub>8</sub>), 78 (26.0%) of the sampled respondents failed the Christian Religious Studies. See appendix (2) and table (2).

**Research Question Two:** *What are the patterns of students' performance in SSCE Christian Religious Studies in Ogbomoso South Local Government?*

**Table 3: Frequency Counts and Percentages of Students' Performance in SSCE Christian Religious Studies in Ogbomoso South Local Government**

| Grades        | A <sub>1</sub> | B <sub>2</sub> | B <sub>3</sub> | C <sub>4</sub> | C <sub>5</sub> | C <sub>6</sub> | D <sub>7</sub> | E <sub>8</sub> | F <sub>9</sub> |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Frequency     | 0              | 1              | 5              | 11             | 24             | 79             | 70             | 49             | 61             |
| & Percentages | (0%<br>%)      | (0.3%<br>%)    | (1.7<br>%)     | (3.7<br>%)     | (8.0<br>%)     | (26.3<br>%)    | (23.3%<br>%)   | (16.3<br>%)    | (20.3<br>%)    |

Table 3 above shows the students' academic performance in Christian Religious Studies for the year 2014 May/June WAEC across the selected schools. A total of 1 (0.3%), 5 (1.7%) and 9 (3.0%) students had B<sub>2</sub>, B<sub>3</sub> and C<sub>4</sub> grades respectively. 24 (8.0%) and 79 (26.3%) of the students had C<sub>5</sub> and C<sub>6</sub> grades respectively. This implies that a total of 120 (40.0%) students passed at credit level among the sampled

respondents. While 119 (39.6%) students had pass grades (i.e. D<sub>7</sub> and E<sub>8</sub>), 61 (20.3%) of the sampled respondents failed the Christian Religious Studies. See appendix (3) and table (3).

### *Hypotheses Testing*

The hypotheses generated in this study were analyzed using inferential statistics of Pearson Product Moment Correlation Coefficient (PPMC) and t-test at 0.05 levels of significance.

**H<sub>01</sub>:** *There is no significant relationship between students' performance in terminal and Senior School Certificate Examination in Christian Religious Studies.*

**Table 4: Summary of Pearson Product Moment Correlation Coefficient between Students' Performance in Terminal and SSC Examinations**

| Variables     | N   | Mean  | SD   | Df  | r-cal | Sig.  |
|---------------|-----|-------|------|-----|-------|-------|
| Terminal Exam | 300 | 59.31 | 7.75 | 298 | 0.538 | 0.000 |
| SSCE (WAEC)   | 300 | 60.71 | 8.43 |     |       |       |

\*Significant at  $p < 0.05$

The result of table 4 shows that the calculated level of significance (0.000) is less than the chosen level of significance (0.05) that is the calculated r-value of 0.54 is greater than the critical r-value of 0.195 at 0.05 level of significance. This implies that there is a positive significant relationship between students' performance in terminal and SSC Examinations in Christian Religious Studies. Thus, hypothesis one which states that there is no significant relationship between students' performance in terminal and SSCE Christian Religious Studies in Ogbomoso is rejected.

**H<sub>02</sub>:** *There is no significant difference between male and female students' performance in terminal examination in Christian Religious Studies.*

**Table 5: Result of Male and Female Students' Performance in Terminal Examinations in Christian Religious Studies**

| Variables | N   | Means | SD    | df  | t-cal | Sig.  |
|-----------|-----|-------|-------|-----|-------|-------|
| Male      | 143 | 44.39 | 12.31 | 298 | 2.42  | 0.000 |

\*Significant at  $p < 0.05$

Table 5 shows that the calculated significant value is less than the chosen 0.05 levels of significance. Hence, the null hypothesis is rejected. This means that

there is a significant difference in the performance of male and female students in Christian Religious Studies in Ogbomosho South Local Government Area.

**H<sub>03</sub>:** *There is no significant difference between male and female students' performance in SSC Examination in Christian Religious Studies.*

Table 6 below shows that the calculated significant value (0.016) is less than the chosen 0.05 levels of significance. Hence, the null hypothesis is rejected. This implies that there is a significant difference in the performance of male and female students in SSCE Christian Religious Studies in Ogbomosho.

**Table 6: Result of Male and Female Students' Performance in SSC Examinations in Christian Religious Studies in Ogbomosho**

| Variables | N   | Means | SD   | df  | t-cal | Sig.  |
|-----------|-----|-------|------|-----|-------|-------|
| Male      | 143 | 56.10 | 9.35 | 298 | 2.02  | 0.016 |
| Female    | 157 | 57.16 | 8.95 |     |       |       |

\*Significant at  $p < 0.05$

### Summary of the Findings

The findings of the study showed that majority of the students had pass grades that is 20 (40.0%) in Christian Religious Studies in terminal examination, while majority of the students passed at credit level in SSCE Christian Religious Studies 118 (39.3%). However, terminal examination recorded higher number of F<sub>9</sub> in Christian Religious Studies than SSCE for the May/June 2014 examinations across the sampled schools.

The findings also revealed that there is a significant relationship between students' academic performance in terminal and SSCE Christian Religious Studies in Ogbomosho South Local Government Area. The outcome of the study indicated that a significant difference existed in the academic performance of male and female students in terminal and SSCE Christian Religious Studies. This is also consistent with the work of (Lawal, 2007).

### Conclusions

Based on the findings of this study, it was concluded that majority of the Senior Secondary School students sampled in this study had pass grades that is D<sub>7</sub> and E<sub>8</sub>) in terminal examination in Christian Religious Studies for the year 2014. Majority of the respondents passed at credit level in SSCE Christian Religious Studies for the year 2014 May/June WAEC. It was also shown that more students recorded F<sub>9</sub> grades in terminal examination than in the SSCE across the sampled schools.

The outcome of the study showed that there was a significant and positive relationship between students' performance in terminal and SSC Examinations in Christian Religious Studies. Also, the findings revealed that there was a significant

difference between male and female students' academic performance in terminal and SSCE Christian Religious Studies for the year 2014.

### Recommendations

In view of the findings of this study, the following recommendations were made to the students, teachers, government and parents.

Secondary school students should change their perception towards Christian Religious Studies as a school subject. A change of attitude towards to the subject will not only affect academic performance of the students positively but also their moral and spiritual life.

Teachers should enlightened the students on the strong and positive relationship between terminal and SSC examination that is their performance in terminal exam will go a long way to determine their performance in Senior School Certificate Examination.

Government should make Christian Religious Studies compulsory for all secondary school students. Government should deemphasize Christian Religious Studies for the Arts students, if our society is to be rid of moral decadence. The belief that Christian Religious Studies is female domain should be dispelled.

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