PLACEMENT EXAMINATION IS A PREDICTOR OF STUDENTS PERFORMANCE ON SENIOR SECONDARY SCHOOL QUALIFIED EXAMINATION (SSCQE) IN KANO STATE, NIGERIA

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Abstract
The objective of this study was to find out if there is any relationship between "JSCE" (2019) and "SSCQE" (2021) in English Language and Civic Education, it also finds whether the "JSCE" (2019) and "SSCQE" (2021) in Dawakin-Kudu Education Zone, Kano State. Correlational research design was adopted in the study and three (3) research questions were raised with the corresponding null hypotheses. Data was collected using adapted structured instrument (questionnaire) titled "students data collection form (SDCF)" from a total sample of 357 selected through multi-stage cluster sampling technique out of a total population of 10,615. Data collected was analyzed using Pearson product moment correlation coefficient (r) technique at 0.05 significant level. The findings revealed that there is no significant relationship between JSCE and SSCQE in English Language, at (r = -0.029, P= 0.81), but there is significant relationship between JSCE and SSCQE in Civic Education at (r = 0.135, P = 0.010.). The study concludes that, JSCE is not a significant in general performance in SSSQE in Dawakin-Kudu education Zone of Kano state. It is therefore recommended that, ministry of Education has to provide enough and competent English teachers in both junior and senior level. School head should provide intervention strategies such as planning extra lesson to boys School in order to fill the gap across gender.

Introduction

In Nigeria, secondary education is provided at two levels, the nine years Basic Education curriculum, within the span of 9 years and new senior secondary school curriculum in three-year span, (NERDC, 2008b). The curriculum at the Junior Secondary School comprise of both pre-vocational and academic. It shall be tuition free, universal, and compulsory, teaching basic subjects will enable pupils to acquire further knowledge, skills, and places with greater emphasis on science, technology and business particularly art and craft. To ensure a solid base for future manpower development, the curriculum of the national policy on education prescribes a wide range of subjects that must be offered, leading to variety of courses and career choices at the senior secondary level. Thus, every student most offers a minimum of ten (10) and a maximum of thirteen (13) subjects including the core subjects and one subject from each of the pre-vocational and non- vocational subjects (NPE2004). In line with the recommendations of the Nigerian Educational Research and Development Council, what the students learn at the JSS level will lay the foundation for the students' Senior school education and it should be systematically connected to it. This continuity in the educational process is the essence of the educational system in Nigeria. It is therefore assumed that a student who is admitted into the Senior School Class (SS1) possesses the basic skills to cope with the challenges of schooling at that level (NERDC, 2008a).

The above stated position however may not necessarily reflect what is happening at the secondary school level as observed by Adeyemi (2008), that some students who were promoted to SSI because they obtained acceptable grades at the JSCE later failed at the SSCE.

Therefore, the broad goal of secondary school education as listed in the National policy on education (NPE, 2004) shall be to prepare the individual for (a) useful living within the society, and (b) Higher Education. These targets seem meaningless without fashioning ways of evaluating and predicting individual students' knowledge, skills, intelligence, achievement, aptitude and ability. The basic education and senior school system brought fundamental changes in classification of subjects in to core subject and elective ones and their mode of evaluation, for instance, English Language, and Civic Education are classified as core subjects to all shade of students in junior and senior secondary school students (NERDC, 2008 b).

In addition, this will enable students to attained acceptable standard in the use of English Language, numeracy and social skills. Also, the evaluation of students is based on the end of courses examination conducted by Ministry of Education (KERD). Placement examination (JSCE) which developed by KERD is taken at the end of JSS III, if a student passed (JSCE) he/she is allowed to proceed to senior Secondary level, and placed on a different shade of classification as Sciences, Art or commercial. Placement examination (JSCE), was initially called Junior Secondary Certificates Examination (JSCE) it was started with 6-3-3 4 system of education.

The senior secondary certificate qualifying examination (SSCQE) was given at the end of SS II, represent a terminal evaluation of the individual student on completion of the training. Qualifying Examination was the replacement of Mock Examination conducted before 1990s.The relationship between the variables, Placement examination (JSCE) serves as examination that qualifies students to be placed appropriately in Senior Secondary level, it affects their performance at the SSCE level when wrongly placed. Another relationship between Junior School Certificates Examination (JSCE) and Senior Secondary Certificate Qualifier Examination. (SSCQE) is that, every student must pass through JSS before taken SSCQE. They also serve as process of evaluation, and certification of students. This implies that a student sat for JSCE 2011/2012 session he is entitled to sit for SSCQE by 2013/2014 academic year. And this point was conceded (Umar G. Gombe, Personal Communication, June 12th, 2015).

Placement examination was introduced to serve as a final examination for student moving from Junior Secondary School to Senior Secondary School level. It is expected that, student passed the examination and well prepared for the academic challenges ahead of time. However, it could be a good predictor of qualifying examination that will be taking towards the end of senior secondary school before the standard examination (SSCE), yet there have been deficit studies conducted to ascertain the relationship of placement examination for the subsequent examination such as Senior School Certificate Qualifying Examination (SSCQE).

The paucity of such studies, is what make the researcher to examine the relationship between placement and qualifying examination in English Language and Civic Education in Dawakin Kudu Education zone Kano State. In addition, the above mention subjects are key dependent variables of the study. In line with the Nigerian Educational Research and Development Council, categories the upper Basic Education curriculum structure include core compulsory subject**:** English Language, Mathematics One major Nigeria Language (Hausa, Igbo, or Yoruba), Basic Science, Civic Education, Social Studies, Cultural and Creative Arts (CCA), Islamic Religious Studies /Christian Religious Studies, Physical and Health Education (P.H.E), French Language, Basic Technology, and Computer studies /ICT. (NERDC, 2008 b)

Objectives of the Study

The following objectives were stated to guide the study

1. To determine the relationship between 2019 JSCE and 2021 SSCQE in English language.

2. To determine the relationship between 2019 JSCE and 2021 SSCQE in Civic Education.
3. To find out whether 2019 JSCE results and 2021 SSCQE Correlations (in English and civic education) are in-variant for male and female.

Research Hypotheses

The following research hypotheses were formulated and tested.

1. H_O1: There is no significant relationship between JSCE 2019 and 2021 SSCQE in English language.
2. H_O2: There is no significant relationship between JSCE 2019 and 2021 SSCQE in Civic Education
3. Ho3: The relationship between JSCE 2019 and 2021 SSCQE (English and civic education) are in -variant across the gender. .

Methodology

The study employed a correlational research design being one of the components of survey design. The target population of this study comprised of all senior school students in Dawakin Kudu Education Zone, Kano State, and the accessible population of the work are students who wrote JSCE 2019 and SSCQE 2021 academic year which is 5,243 that sat for JSCE 2019 consisting of 3,451 boys and 1,792 girls. A sample size of three hundred and fifty-seven (357) participants were selected from a total of 47 secondary schools in the zone. Data collected using structured adapted instrument titled for the purpose of testing the hypotheses were analyzed using Pearson's Product Moment correlation coefficient (r) to arrive at various numerical values for determining the degree of differences relationships of the variables at 0.05 level of significance using SPSS Version 20.

Due to the difference in the grading system of JSCE and SSCQE results the researcher harmonized the two results for easy statistical operation, SSCQE used a "9" point grading system as opposed to the "4" point grading system employed on "JSCE". The collected grading scale was compared with "JSCE" in order to make them uniform and adaptable to computer analysis.

Table 3.4: **Harmonized Grading Scales**

JSCE Grade	SSCQE Grade	Harmonized Grade	Level	Weighted
0 - 39	F	F	Fail	1
40 – 49	E 8 & D 7	P	Pass	2
50 – 69	C6, C5, C4,	C	Credit	3
70 & Above	B 2 & A 1	A	Distinction	4

Results

Hypothesis One: There is no significance relationship between "JSCE" 2019 and "SSCQE" 2021 in English Language. In attempt to test the above Hypothesis for English, Pearson product moment correlation coefficient was used.

Table 1: Correlation of SSCQE and JSCE in English

Variable	Eng.SSCQE.	Engl. JSCE
ENG. SSCQE	1	0.029
ENG.JSCE	-0.029	1

*Correlation is not significant at the 0.05 level (2-tailed), N=360, DF=358

A Pearson product moment correlation coefficient used for relationship between English JSCE and English qualifier results, was computed and the result shows that a negative correlation was found (r= **-0 .029**, p= 0.581), indicating that English JSCE had no significant impact on English SSCQE performance. Therefore, hypothesis stated that: there is no significant relationship between JSCE (2012) and SSCQE (2014) in English, so the statement was true, now the null hypothesis was accepted.

Hypotheses Two: There is no significance relationship between "JSCE" (2012) and "SSCQE" (2014) in Civic Education". To provide a test of this Formulated null hypothesis for "JSCE" and "SSCQE", SSPS version 20were used.

Table 2: Correlation of SSCQE and JSCE in Civic Education

Variable	Civic Edu. JSCE	Civic Edu. Qualifier
Civic Educ. Qualify	1	0.135*
Civic Educ. JSCE	0.135*	1

* Correlation is significant at the 0.05 level (2-tailed), N =360, DF = 358,

A Pearson product moment correlation for relationship between civic education" JSCE" and Civic Education "SSCQE" was computed and the result showed a positive correlation as seen in the table (r= 0.135, p 0.010) indicating a significant relationship that civic education JSCE has an impact on civic education SSCQE performance.

Therefore, hypothesis that said "there is no significant relationship between JSCE (2012) and SSCQE (2014) in Civic Education" was rejected, hence, the alternate hypothesis was accepted, and so, there is a significant relationship between 2012 JSCE and 2014 SSCQE in Civic Education.

Hypothesis Three:

The 2012 JSCE and 2014SSCQE correlations in English Language and Civic Education) are in-variant across the gender, to test the above stated (Ho3) null hypothesis, the weighted grade were correlated using Pearson product correlation coefficient, as compared below:

i. Boys (181) JSCE results versus Boys (181) SSCQE results in English Language.
ii. Boys (181) JSCE results versus Boys (181) SSCQE result in civic education and
iii. Girls (176) JSCE results versus Girls (176) SSCQE results in English Language.
iv. Girls (176) JSCE results versus Girls (176) SSCQE result in civic education.

Table 3: Correlation of JSCE and SSCQE in English and Civic Education across gender.

Variable	Boys (r-value)	P	Girls (r-value)	P
JSCE English Language vs. SSCQE English Language	-0.051	0.491	0.111	0.139
JSCE Civic Education vs. SSCQE Civic Education	-0.002	0.981	0.275**	0.000

Table 3: presents the comparison results of Ho3 for correlation of JSCE and SSCQE in (English Language, and Civic Education) across gender. In Boys JSCE versus Boys SSCQE result in English Language present no relationship at r = value of -0.051, P = 0.491, as in Girls JSCE versus Girls SSCQE in English Language, the result is the same at r = value of 0. 111, P= 0.139. Moreover, in Boys JSCE versus Boys SSCQE in civic education, relationship was not significant, but in girls JSCE versus Girls

SSCQE a relationship was found at r- value of 0 .275, P = 0.000.
As a result of the above correlations of JSCE and SSCQE in English Language for all students' correlation are in-variant (similar). Meanings that no relationship was found between the subjects across the gender, in addition, girls JSCE versus girls SSCQE in civic education shows a significant relationship, that is the correlation are in-variant. With all above correlations, deduced that, in null hypothesis (Ho3|) four (4) correlations was computed, out of four (4), three (3) are in-variant that is: boys JSCE versus boys SSCQE in English Language, as well as girls JSCE versus girls SSCQE results in English Language and boys JSCE versus boys SSCQE in civic education. While one correlation is variant that is girls JSCE versus girls SSCQE in civic education.

Discussion

The study assessed investigated the relationship between Placement Examination (JSCE) on Senior School Qualifying Examination (SSCQE) in Dawakin Kudu Zonal Education area; it concentrates on the relationship between performances in English Language, and Civic education. Based on the finding in table1: it could be understood that relationship between English JSCE and English SSCQE correlation, was computed and the result shows a negative correlation coefficient at (r = - 0.029, p = 0.581) indicating no significant impact on English results. Therefore, hypothesis stated that. There is no significant relationship between JSCE (2019) and SSCQE (2021) in English Language, so the statement was true, now the null hypothesis was accepted. More so, as finding in table 2: relationship between Civic Education" JSCE" and "SSCQE results" was computed and the result showed a positive correlation as seen in the table (at r = 0.135, p0.010), indicating a significant relationship in civic education JSCE and has an impact on SSCQE civic education, therefore, hypothesis that stated; "there is no significant relationship between 2019JSCE and 2021SSCQE in Civic Education" was rejected, hence, there was a significant relationship between JSCE and SSCQE in Civic Education. On table 3, presents the comparison of Ho3 for correlation of JSCE and SSCQE in (English Language, and Civic Education) across gender.
In Boys JSCE versus Boys SSCQE result in English Language present no relationship at (r = value of -0.051, P = 0.491), as in Girls JSCE versus Girls SSCQE in English Language, the result is the same at (r = 0. 111, P = 0.139). Moreover, in Boys JSCE versus Boys SSCQE in civic education, relationship was not significant, but in Girls JSCE versus Girls SSCQE the relationship was found at (r= 0 .275, P = 0.000). As a result of the above correlations of JSCE and SSCQE in Girls English language for all students, the correlation is in-variant, meaning that the correlation of JSCE and SSCE in English (Ho1) shows no significant relation, which is similar with the correlation in (Ho3) that is 2019 JSCE and 2021 SSCQE correlations in (English and civic education boys) are in-variant across gender. Furthermore, in Ho2 correlation in Civic education shows no relation for boys' students, which is the same as in (Ho2) that is 2019 JSCE and 2021 SSCQE correlation in civic education.
In summary, the null hypothesis that stated 2019 JSCE and 2021 SSCQE correlations in (English Language and civic education) are in-variant in English Language and boy civic education. While variant in girls' civic education. With all above correlation deduced that in (Ho3) four (4) correlation was computed were (3) are in-variant while four (1) are variant.
At this juncture, the finding shows relation with outcomes of previous finding. In another related studied on relationship of Junior Secondary School Certificate Examination (1998-2000) in Mathematics-SSCE (2001-2003) in Cross River State by Ikwong (2005) revealed that, relationship between the performance of students in Mathematics JSCE and SSCE was statistically significant (r = 0.46, P< 0.01). He discovered that the correlation co-efficient between performance of male and female students in Mathematics JSCE and SSCE were found to be significant (r=0.24, P>0.05 and r = 0.31, P<0.05). He therefore, concluded that JSCE is a valid predictor of performance in Mathematics SSCE.

However, hypothesis one in this study shows no relationship between the correlations, so Ho1 was accepted and predicts no significant relationship in SSCQE. Nevertheless, the results obtained by Edokpayi and Suleiman (2011) discovered that, the predictive strength of the junior secondary certificate (JSCC) Examination in integrated Science in predicting the performance of students in the Senior Secondary certificate (SSC) Examination in chemistry in Zaria metropolis, Nigeria was examined. The study employed the ex-post facto design. The study population comprised of 400 students from four purposely selected Secondary School in Zaria metropolis. Out of this population, a sample of 200 students was selected through the stratified random sampling technique. Data were collected through an inventory and analyzed with the use of z- test and correlation analysis. The result of the investigation revealed that the academic achievement of students in integrated science in the junior secondary school certificate (JSC) examination among the selected secondary schools in Zaria metropolis was a poor predictor of later achievement in chemistry at senior secondary school certificate (SSC) examination. It is recommended that more qualified and competent teachers should be trained and employed to teach integrated science in junior secondary school and classroom teachers should try as much as possible to relate the concept of integrated science to chemistry and other basic science.

Similarly, Peter (2007) in his work relationship of Kano state junior school certificate examination on NECO/SSCE among students in Nassarawa Education zone, Kano state, investigated on the number of 279 sample size, using spearman ranking order (Rho). The finding was formulated on six null hypothesis, were indicated the following finding; There is no significant relationship between KSJSC and NECO-SSC examination result in English language for all students, this finding also hold true for both male and female, science and Art students. However, for commercial students, the KSJSC and NECO-SSC examination result in English language relationship was significant. There is no significant relationship between KSJSC and NECO- SSC examination results in Mathematics for male, science and Art. However, in mathematics examination results there was significant relationship for all students in commercial students. Poor performance in this study more especially in English Language was observed due to a number of construct among which are use of local language in the classroom which lead to inability of students to understand the examination questions, among other causes of mass failure in SSCQE English Language, the exam was set up to standard of SSCE (WAEC and NECO).

Conclusion

Conclusively, this research study examined the relationship between Placement Examination (2019 JSCE) on Senior Schools Certificate Qualifying Examination (2021 SSCQE) in Dawakin-Kudu Education Zone, Kano State. The research work adds to the field of study that the Placement examination is a predictor for across gender in English language and Civic education, indicating 2019 JSCE in (English language and civic Education) does predict 2021 SSCQE English language and civic Education boys. Nevertheless, 2019 JSCE and 2021 SSCQE correlations in (English Language and Civic Education boys) are in-variant(similar) and variant in girls Civic Education.

Recommendations

It is therefore recommended that, ministry of Education has to provide enough and competent English teachers in both junior and senior level.

School head should provide intervention strategies such as planning extra lesson to boys School in order to fill the gap across gender.

The Government should provide all the necessary facilities for coming up with a valid and reliable JSCE so as to predicts counterpart exams and strictly hold criterion for government sponsorship of WAEC/NECO.

It was also recommended that teachers should use the information derived for proper placement, so that students can be placed in appropriate subject combination in senior secondary level.

Also this research effort may help to discovered the extent to which the instructional objective, content of the lesson was covered, and improvement of instructional strategies.

It was recommended that further research should be conducted using different method to fill the gap.

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