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THE PREDICTIVE POWER OF JUNIOR SECONDARY SCHOOL (JSS) ACHIEVEMENT ON SENIOR SECONDARY SCHOOL (SSS) ACHIEVEMENT IN EPE LOCAL GOVERNMENT AREA OF LAGOS STATE.

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Abstract

This study examined the predictive power of JSS achievement on SSS achievement in Epe Local Government Area in Lagos State. The population for the study consisted of all the twenty-five secondary schools in Epe Local Government area of Lagos State. From these schools, six were randomly selected. The Senior Secondary School Certificate results from computer sheets for the year 2008 and the corresponding Junior Secondary School Certificate computer results of year 2005 were collected from the selected schools. The data were extracted from the computer sheets and analysed using linear correlation and correlation matrix. Results showed that there was significant relationship between the overall performance of the JSS achievement and overall performance of the SSS achievement. Out of the nine subjects correlated, five significantly correlated: Soc. Studies ($r=0.346$; $P<0.01$); Bus. Studies ($r=0.598$; $P<0.01$); IRK ($r=0.280$; $P<0.05$); CRK ($r=0.417$; $P<0.01$) Agric ($r=0.199$; $P<0.05$) while four did not. It was recommended that since the achievement in JSS positively correlated with the achievement in SSS, students should not wait until they get to the Senior Secondary before they begin to be serious with their studies. Government should also encourage teachers to put in their best to make sure that much is imparted on the students' right from the junior secondary level.

Key words: Junior, senior, secondary, certificate, examination, relationship, correlation.

Introduction

Secondary schools in Nigeria have been divided into two separate levels, Junior and Senior. Students are to spend three years in the Junior Secondary and then move to the Senior Secondary for another three years. The two levels of secondary school education have different bodies conducting their examinations. While the ministries of Education in various states conduct JSS examination, the SSS examination is conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO). As the examination in the states is uniform for the JS students in each state, it is also uniform for the SS students throughout the nation. The question to be asked is that since

different bodies conduct examinations at the two levels, is it still possible for the achievement at the first level to predict achievement at the second level? Some researchers have shown that performance in one level of education predicts the other while other researches show that it does not. Othuon and Kishor (1994) in Adeyemi (2008) found that the Kenya Certificate of Primary Education Scores had a moderate positive linear relationship with the Certificate of Secondary Education grades. Peers and Johnston (1994) in Adeyemi (2008), also found that the number and grades of passes in the Scottish Certificate of education predicts first year and final year university performance. Adeyemi (2008) found that there was significant relationship between overall performance in Junior Secondary Certificate (JSC) and the overall performance in Senior Secondary Certificate (SSC) Examination. He also found that no significant relationship occurred between JSC Mathematics and SSC mathematics, and between Integrated Science and Physics. But that there is a significant relationship between JSS English Language and SSS English Language; between Integrated Science and Chemistry and between Integrated Science and Biology. Omonijo (2001) in Adeyemi (2008) found no significant relationship between the performance in JSC examinations and performance in SSC examinations. Faleye and Afolabi (2005) found that Osun State JSCE is a poor predictor of students' performance in the SSCE. However, they found that JSCE English Language and Mathematics have a greater capacity to predict performance in SSCE English Language and Mathematics than all the other subjects. Epe Local Government area of Lagos State has twenty five junior and senior secondary schools. These schools are located in urban, rural and riverine areas of the local government. Students normally graduate from Junior Secondary School (JSS) to Senior Secondary School (SSS) after passing the Junior Secondary School Certificate Examinations (JSSCE). However, most of the students cannot cope with the academic standard in the senior school. Some of them were asked to go and register in technical colleges and few others were advised to withdraw from the school system because of their poor performances. The scenario has been a great concern to the parents and other stakeholders in the education sector within the local government.

Statement of the problem

Recently, it was found that about 35% of the students who passed the JSSCE and enrolled in the SSS class could not cope academically at the end of the first year in Epe Local Government Area of Lagos State. Some of them were asked to seek admission into technical colleges while others were advised to withdraw from the school system. The concern of this researcher is that it is possible for the students not to link performance in the Junior School Certificate Examinations with achievement at the Senior Secondary Schools Examinations. They may not see any reason why they should not forget or ignore what they learnt in junior secondary school. This may affect their achievement in senior secondary school. This study, therefore, investigated the predictive power of JSS achievement on SSS achievement.

Research hypotheses: Two research hypotheses were tested in this study.

Research hypothesis 1: There is no significant relationship between overall achievements of junior and senior secondary schools in Epe Local Government Area of Lagos State.

Research hypothesis 2: There is no significant relationship between each of the subjects studied in junior and senior secondary schools in Epe Local Government Area of Lagos State.

Methodology

Research Design

The study is a survey research design using ex-post facto procedure. This is because the data were collected from the existing school records and do not require the manipulation of independent variables

Population and sample

All the secondary schools in Epe Local Government who presented candidates for 2005 JSC and 2008 SSC were the population for this study. Six secondary schools were randomly selected for this study: two from the rural and four from the urban areas. Nine hundred and eighty five students were used from the urban schools and two hundred and twenty four students were sampled from the rural schools. The total number of one thousand two hundred and nine students was used for this study.

Research instrument

The researchers collected JSC examination results for the year 2005 and SSC examination results for the year 2008. Nine subjects, English Language, Mathematics, Integrated Science, Social Studies, Business Studies, Yoruba Language, Islamic Religious Knowledge (IRK), Christian Religious Knowledge (CRK) and Agricultural science were selected from JSS. Nine subjects were also selected from the senior secondary school. They are: English Language, Mathematics, Biology, Government, Commerce, Yoruba Language, Islamic Religious Studies (IRS), Christian Religious Studies (CRS) and Agricultural Science. The subjects were paired, English Language and English Language, Mathematics and Mathematics, Integrated Science and Biology, Social Studies and Government, Business Studies and Commerce, IRK and IRS, CRK and CRS, Agricultural Science and Agricultural Science. The data collected were analysed using Pearson Product Moment Correlation and correlation matrix at $P < 0.01$ and $P < 0.05$ significant levels.

Results and discussion

Research hypothesis 1: There is no significant relationship between overall achievements of junior secondary school and senior secondary schools in Epe Local Government Area of Lagos State.

Table 1: RELATIONSHIP BETWEEN ACHIEVEMENT IN JSS AND ACHIEVEMENT IN SSS

VARIABLES	N	mean	SD	r	Sig	Remark
JSS SUBJECTS	1209	2.39	0.66	0.124	0.00	
SSS SUBJECTS	1209	1.89	1.32			

The value of r (0.124) from table 1 is significant at 0.01 ($r = 0.124, p < 0.01$). This shows that there is a significant relationship between Junior Secondary School (JSS) overall achievement and Senior Secondary school (SSS) achievement. It implies that JSS achievement significantly predicted SSS achievement. This finding disagrees with the finding of Faleye and Afolabi (2005) who found that the overall performance in JSC examination tends to have a low capacity to predict performance in SSC examination but corroborates the findings of Othuon and Kishor (1994) and Adeyemi (2008), who respectively found that the Kenya Certificate of Primary Education scores had a moderate positive linear relationship with the Certificate of Secondary Education grades and that there was a significant relationship between the performance of JSC examination and SSC examination.

Research hypothesis 2: There is no significant relationship between each of the subjects used for the study in junior secondary school and senior secondary schools in Epe Local Government Area of Lagos State.

Table 2: CORRELATION MATRIX OF THE JSS SUBJECTS WITH SSS SUBJECTS

SS/JS	ENG	MATHS	INT SC	SOC STUD	BUS STUD	YOR	IRK	CRK	AGRIC
ENG	0.102 (0.126)								
MATHS		0.082 (0.216)							
BIO			0.055 (0.411)						
GOVT				0.346** (0.001)					
COMM					0.598** (0.00)				
YOR						0.115 (0.154)			
IRS							0.280* (0.03)		
CRS								0.417** (0.004)	
AGRIC									0.199* (0.022)

** Correlation is significant at 0.01 * Correlation is significant at 0.05.

Table 2 shows the correlation matrix of the achievement of Junior Secondary School (JSS) and Senior Secondary school (SSS) based on nine of the subjects selected. From the table, all the subjects correlated positively with each other, though, not all the correlations were significant. The relationship between JSS English Language and SSS English Language was not significant at 0.05 ($r = 0.102$, $p > 0.05$). This is contrary to the finding of Adeyemi (2008) who found that there was a significant relationship between the JSC English Language examination and SSC English Language Examination. The relationship between JSS mathematics and SSS mathematics was also not significant at 0.05 ($r = 0.082$, $p > 0.05$). This agrees with the finding of Adeyemi (2008) who found that there was no significant relationship between the JSC Mathematics examination and SSC Mathematics Examination. The relationship between JSS Integrated Science and SSS Biology was also not significant at 0.05 ($r = 0.055$, $p > 0.05$). This disagrees with the finding of Adeyemi (2008) who found that there was significant relationship between the JSC Integrated Science examination and SSC Biology Examination. The relationship between JSS Social studies and SSS Government was significant at 0.01 ($r = 0.346$, $p < 0.01$). This finding is contrary to the finding of Faleye and Afolabi (2005) who reported no significant relationship between Social studies and Geography. The relationship between JSS Business Studies and SSS Commerce is significant at 0.01 ($r = 0.598$, $p < 0.01$). JSS Yoruba and SSS Yoruba have no significant relationship at 0.05 ($r = 0.115$, $p >$

0.05). This finding is in agreement with the finding of faleye and Afolabi (2005) who found that the JSC Yoruba Language examination has no significant relationship with the SSC Yoruba Language examination. The relationship between JSS IRK and SSS IRK is significant at 0.05 ($r = 0.280$, $p < 0.05$). The relationship between JSS CRK and SSS CRK is significant at 0.01 ($r = 0.417$, $p < 0.01$). The relationship between JSS Agric and SSS Agric is significant at 0.05 ($r = 0.199$, $p < 0.05$). This corroborates the finding of Faleye and afolabi (2005) that there was a significant relationship between JSC Agricultural Science and SSC Agricultural Science examinations. Out of the nine subjects correlated, five correlated significantly while four did not correlate significantly. It shows from the findings that JSSCE predicted SSCE. However, the case at Epe Local Government where about 35% of the students could not cope at SSS could be as a result of the conduct and scoring of the JSSCE. In most cases questions are leaked and more often than not, teachers in each school are also made to invigilate their own students! Likewise, the marking and awarding of grades tend to be abused; even the assigning of continuous assessment (CA) scores is often arbitrary and usually inflated (Ojerinde 1986, Adejumo & Afolabi, 1990). Continuous Assessment provides part of the final score for each of the subjects needs improvement. The practice of C. A. needs substantial improvement.

Faleye and Afolabi (2005) opine that JSCE could be better if it could be prepared and conducted by a group of states in a region like the South West or South East. If this could be done, it will reduce examination malpractices and disallow unqualified students to more to SSS so as not to cause dropout at the end of the first year.

Recommendations

Based on these findings, the following are recommended:

1. Students should take their studies serious right from junior secondary school since their performance in the JSC examination has great impact on their Performance in SSC examination.
2. Government should encourage teachers by providing enabling environment and necessary incentives to put in their best to make sure that much is imparted on the students' right from the junior secondary level.
3. Teachers in both JSS and SSS should be ready to put in more efforts to help the students so that their performance will bring glory to both the schools and the society.
4. Parents should begin to provide necessary materials for their wards from the JSS and should not wait until they get to the SSS.
5. The content of the JSS curriculum should be in conformity with the SSS curriculum so that the efforts made by the students and teachers in JSS will not be a wastage.

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