



Negative Factors seemingly influencing Students' Academic Successes in External Examinations in Public Secondary Schools, Federal Capital Territory (FCT), Abaji, Abuja

Aprebo, Fiepre Clever Yenogha (Ph.D) & Achonwa, Uchendu Onu (Ph.D)

**Department of Mathematics,
Federal College of Education, Omoku, Rivers State, Nigeria**

ABSTRACT

The paper focus is on Negative Factors seemingly influencing Students' Academic Successes in External Examinations. The population of the study is male and female teachers in selected public schools in Federal Capital Territory (FCT), Abaji, Abuja. Two research questions and research hypotheses guided the study; a questionnaire was used to elicit response from the respondents, using test-retest method to ascertain the reliability of the instrument. Mean, standard deviation and rank order was used to answer the research question and z-test to test the hypotheses. The results of the study were shown in tables; followed by a discussion of findings. The study was concluded with some recommendations.

Keywords: Academic Success, Negative Factors, influencing, External Examinations.

INTRODUCTION

It is a known fact that academic success is always measured with examinations (Debate, 2019). But in any learning environment, there are negating factors that never promoted success in examinations. Success in school as stated in (Paja, 2019) is "generally closely related to the level of the intellect. Pupils with low intelligence often encounter serious difficulty in mastering schoolwork. Sometimes pupils do not learn because of special intellectual disabilities. A low score in one subject and his scores in other subjects indicate the possible presence of a special deficiency...The negative capacity of the individual is of prime importance in determining the effectiveness of the learning process". Equally on success stories in examinations are Peacock & Buck, (2019) who gave advice to examinees that "your exam marks might count for more than all of your coursework combined, so it's worth taking the time to make sure you're properly prepared by taking the following steps; read the academic code of conduct, check your schedule, consult exam resources, make a study plan, manage your stress, cite your references, know before you go, be on time, bring your ID (but not your phone), keep your eyes on the prize, don't get bogged down, rest your brain and believe in yourself".

Examinees do prepare as advised by Peacock and Buck (2019), yet there are those learners who participated in class but could not recall what they have learnt during examinations (Fithri, 2019). Besides not being able to recall, there are some students that do not have the Information Computer Technology (ICT) knowledge and skills to work on examination questions set on computers (Abubakar, 2010). Also in JAMB,2018, Aliyu Dikko (a candidate), spoke to News Agency of Nigeria, that "the questions were not as challenging as the use of the computer, that his inability to use the computer was because he was coming from a rural part of the town and that access to the such gadget was a challenge".

The success story of adequacy in ICT centres in Vietnam is being narrated by (Khanh¹ & Winley², 2018) and I quote; "With strengths in a cost-effective workforce, improving infrastructure, linkages with key markets, and an ambitious national vision, ICT is one of the fields that have attracted most investments

from international sources. Multinational firms report that ICT out-sourcing trends in Vietnam have grown steadily since the early 1990s". The Nigerian External Examination Centres can they proudly claim this success story of Vietnam? The investigation in this paper will give an answer to this question.

Parents' dubious roles in external examinations are also discussed by some Authorities. Like Maduka (2007) in Education Essay, 2019) asserted that parents wanted their children to score good grades in their external examinations, so they go employing unacceptable measures. Uduh (2009) in (Education Essay, 2019) also corroborating with Maduka,(2007) stated that parents went as far as taking their children out of urban schools to local schools to achieve their fraudulent deals of getting scores for them (the children never worked for). But then one may further asked what an external examinations are; according to Merriam-Website (2019),an external examination is an "examination prepared by someone outside the faculty of the school where the examination is given(as by a testing bureau)." And some of such external examinations that involve public secondary school students in Nigeria include WAEC, NECO, JAMB and Post UTME.

Purpose of the Study

1. To ascertain the Negative factors seemingly influencing students 'academic successes in external examination, Federal Capital Territory (FCT), Abaji, Abuja.

Research Questions

1. What are the negative factors seemingly influencing students' academic successes in external examinations, Federal Capital Territory (FCT), Abaji, Abuja?

Research Hypotheses

1. There is no significant difference between the mean rating of the opinion of male and female teachers on the negative factors seemingly influencing students' academic successes in external examinations, Federal Capital Territory (FCT), Abaji, Abuja.

METHODOLOGY

A structured questionnaire (with two sections containing bio data and variables) was used to elicit response from respondents and test-retest method was used to ascertain the reliability of the instrument. Mean, standard and rank order was used to answer the research question while z-test was used to test the hypotheses at 0.05 level of significance.

RESULTS

Table 1: Mean Standard Deviation and rank order of the opinions of male and female teachers on the negative factors seemingly influencing students’ poor academic achievement in external examinations in FCT, Abaji, Abuja

	What are the negative factors seemingly influencing students academic successes in external examinations in FCT,Abaji, Abuja?	Male Teachers (n=412)		Female Teachers (n=33)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	SD	Mean (\bar{x}_2)	SD			
1	More of unqualified and unskilled invigilators In examination halls.	2.84	0.89	2.66	0.86	2.75	2 nd	Agreed
2	Lack of ICT knowledge and skills by students	2.89	0.86	2.55	1.01	2.72	4 th	Agreed
3	Lack of adequate ICT Centres	2.78	0.89	2.83	0.94	2.81	1 st	Agreed
4	Over bearing attitudes of parents.	2.75	0.81	2.73	0.92	2.74	3 rd	Agreed
5	Late posting of candidates to examination Centres.	2.66	0.85	2.76	0.93	2.71	5 th	Agreed
	Aggregate Mean	2.78	0.86	2.71	0.93	2.75		Agreed

The data in Table 1 showed that respondents agreed on the following items 3, 1, 4, 2, and 5 with mean scores of 2.81, 2.75, 2.74, 2.72 and 2.71 rank orders of 2nd, 4th, 1st, 3rd & 5th from criterion mean of 2.5. The aggregate mean for male teachers is 2.78 and that of female teachers is 2.71 which showed that the respondents agreed on the list of items on the table as the factors negatively influencing academic successes of students in external examinations in public secondary schools in FCT. Since the aggregate mean (2.75) is greater than the criterion mean (2.5) it corroborates the respondents’ agreement. The successes identified includes ; More of unqualified and unskilled invigilators in examination halls, Lack of ICT knowledge and skills by students, Lack of adequate ICT Centres, Over bearing attitudes of parents and late posting of candidates to examination Centres.

Table 2: Mean, standard deviation and z-test scores on analysis of difference between the perceptions of male and female teacher on Negative factors seemingly influencing students’ Poor academic in external examination in FCT, Abaji, Abuja.

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Male Teachers	415	2.78	0.86	443	0.41	±1.96	Accept H ₀
Female Teachers	33	2.71	0.93				

In table 2, the mean ratings of 2.78 and 2.71 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 443 degrees of freedom, the calculated z-value of 0.41 was far less than the critical value of ± 1.96 . From the analysis above, since the calculated z-value was far less than the table value, the researcher accepted the null hypothesis and which indicated that there is no significant difference existed between the opinions of male and female teachers on the negative factors influencing poor academic successes of students in external examination in FCT, Abaji, Abuja.

DISCUSSION OF FINDINGS

These are true negative factors that are influencing performance of candidates in our external examinations. Like sending an invigilator that has no knowledge of ICT to go and invigilate JAMB examination, simply because he is a friend or relation that the Authority wants to enrich. JAMB Authority sending a candidate residing in Bayelsa to Cross River State, (a place the candidate has never being before) to go and write external examination, such candidate before locating his centre, in a state that he has never being before, the exam must have gone far or almost concluded and his failure or below JAMB cut off is not debatably. In this situation can JAMB be bold enough to take the blame? What about Exams that would have been written at the same time, if there are adequate ICT equipment? The inadequacy of ICT equipment had made JAMB to spread candidates over time and sometimes carried over to the next day because of this same problem. Parents are not left out on this poor performance; they help their children in carrying out examination malpractices, which they see it as their right. Like Maduka (2007) and Uduh (2009) in (Education Essay, 2019) pointed out that “parents went as far as taking their children out of urban schools to local schools to achieve their fraudulent deals of getting scores for them”. In all, the output expected is the academic successes on the part of the candidates. Vietnam achievements in 2018, is a far success story in Nigeria; not that we don't have the fund, not that we don't have the human capacity but what we don't have as Nigerians is the self-will to put our resources and human capacity to develop our educational system. As President Puttin 2019, rightly asserted that “Africa will never be independent. Africans believe Europeans, Americans and Chinese more than themselves... they don't trust themselves at all...They are their own enemies. They hate each other and that gives their colonial masters power to continue exploiting African resources.”

CONCLUSION AND RECOMMENDATIONS

The study concluded by unveiling the significant factors that are negatively influencing students' academic successes in external examinations like WAEC, JAMB, NECO and Post UTME, all in Nigeria. These factors are more of unqualified and unskilled invigilators in examination halls, Lack of ICT knowledge and skills by students, Lack of adequate ICT Centres, Over bearing attitudes of parents and late posting of candidates to examination Centres. In the same vain the study recommended that more qualified and skilled invigilators should be sent to external examination halls, ICT equipments should be provided in our public secondary schools to enable students acquire ICT knowledge and skills, External Examination Authorities should make available more adequate ICT Centres to accommodate their candidates during examinations, the rule of law guiding education should look inward to cob the over bearing attitudes of parents in our external examinations and the External Examination Authorities should redesigned their schedule to avert the late posting of candidates to examination Centres.

REFERENCES

Abubakar, MK (2010). ICT Knowledge and skills among students of library and information science in Umaru Musa Yar'adua University, Nigeria. African Journal online (AJOL), 10, 1-2. <https://www.ajol.info>

- Debate,(2019). Do examinations reflect academic success? Debate.org. 57% say yes. <https://www.debate.org>
- Essay, UK (November, 2013). Parent involvement in encouraging examination malpractice education essay. Uni Assignment Education. <https://www.uniassignment.com>
- Fithri,(2019). Remembering at exam time. Memory Improvement Tips. www.memory-improvement-tips.com
- JAMB,(2018).UTME candidate complain over use of computer. <https://dailypost.ng>
- Khanh¹, T.N.N and Winley², G.K (2018). An investigation of ICT knowledge and skills in Vietnam-Wiley Online Library. <https://onlinelibrary.wiley.com/pdf/isd2>.
- Merriam-Website(2019).External Examination...Merriam-Website Unabridged Dictionary [.https://www.merriam-website.com](https://www.merriam-website.com).
- Paja, M.(2019).7-important factors that may affect the learning process. Your Article Library. www.yourarticlelibrary.com
- Peacock, T. And Buck, S. (2019). 13-Essential tips for exam success. Concordia's Students Success Centre. www.concordia.ca
- President Puttin (2019). President Puttin on Africans.img-201906...