

AN INVESTIGATION TO THE CAUSES OF MASS FAILURE IN EXTERNAL
EXAMINATION



SANYOG KUMAR PREMI

M.Phil., Roll No.: 140625 Session-2014-15

Department of Education, B.R.A. Bihar University, Muzaffarpur, India

E-mail: premisanyog@gmail.com

ABSTRACT

The dismal performance of secondary school pupils in certificate tests, with a particular emphasis on English language, has been roundly criticised on an ongoing basis by a large number of concerned individuals as well as organisations. In point of fact, governments, educational groups, and parents express their concern on an annual basis over the declining performance of their children and grandchildren in these tests. Due to the significant role that English language plays in the overall educational development of pupils, poor performance in the English

language may be immensely irritating for the many stakeholders. For example, admittance to higher education institutions is not feasible without a passing grade in English, and having a solid command of the language also makes it easier for students to understand the material covered in other classes. When it appears to everyone that governments at all levels are doing everything possible to improve the situation, the issue of poor performance in English becomes increasingly concerning. This is especially the case when it seems to everyone that governments at all levels are doing everything possible to improve the

situation. Given that the English language is accorded a prominent position in the National Policy on Education, what are your thoughts on this matter? What are your thoughts on the increased amount of time on the school schedule that has been English, that language is always being utilised. In spite of everyone's best efforts, the pattern of inadequate performance in

designated for the instruction of the English language (as well as mathematics)? Because the majority of communication that takes place between kids in a school setting is carried out in English language classes has continued to deteriorate.

Keyword: Policy on Education, majority of communication, education institutions

INTRODUCTION

The decline in the level of English proficiency among graduates of secondary schools and universities is expressed in Banjo's (1981) novel in words that are cause for concern. Oluikpe further emphasises that the state of English language instruction and learning in schools is lamentable, calling the situation a "national disgrace" (1981). The low academic achievement of our secondary school pupils is attested to by the results that are made public by WAEC, NECO, and JAMB on an annual basis. According to Jowitt, "though the general position of English in national life is perhaps stronger than it has ever been, the quality of the English spoken and written by Nigerians is perceived by most Nigerians qualified to judge to have been deteriorating over a long period of time." Jowitt states that "though the general position of English in national life is perhaps stronger than it has ever been, the quality of the English spoken and written by Nigerians is perceived by most Nigerians

In addition, Adejare asserts, regretfully according to Jowitt (1991), that "the nation's enormous investment in the English language appears not to be delivering any meaningful rewards." The national average for both the percentage and the quality of students who pass the course in elementary and secondary schools is very concerningly low.

REVIEW OF LITERATURE

According to Fagbamiye (1998), examination is a tool that may be used for measuring and judging the state of education in any country. Examination, according to Udoh (2009), is "the process of figuring out how much of the objectives of certain activities a learner has mastered." [Citation needed] It was possible to carry out examinations either internally or externally. Internal examinations are often constructed and carried out by schools utilising teacher-made tests as the examination tool. These might take place once a week, once every few terms, or at the end of the academic year. Public exams boards are responsible for the development as well as the administration of external examinations. The West African Examinations Council (WAEC), the National Examinations Council (NECO), the National Business and Technical Examinations Board (NABTEB), the National Teachers' Institute (NTI), and the Joint Admission and Matriculation Board (JAMB) are some of the public examinations bodies in Nigeria. Other public examinations bodies in Nigeria include the Joint Admission and Matriculation Board (JAMB).

The widespread academic underachievement of pupils as measured by their performance on standardised tests may be attributable to a number of causes that may be organised into the categories of parents, students, instructors, schools, the government, and the society. In other words, there are a variety of factors that contribute to the widespread lack of success that students have in public tests.

It is important for parents to be involved in their children's and wards' educational experiences. In addition to the fact that they are responsible for the payment of school fees and other levies, they are also responsible for the purchase of textbooks, clothing, and other necessary items for their children and wards. In addition to this, it is anticipated of them that they would monitor their students' academic progress and provide them with sound ethical instruction. In addition to this, it is expected of them to make periodic trips to schools in order to find out how their children and wards are acting in the hopes of taking remedial actions when and where they are required to do so. On the other hand, if parents do not fulfil these responsibilities, it may have a detrimental impact on the academic success of their children.

According to a number of studies, the lacklustre academic accomplishments of pupils may be traced back to their families. Ajala and Iyiola (1988) found that students from polygamous homes had a worse average grade point average than those from monogamous families. The inability of parents to provide their children with a breakfast, textbooks, and other basic school necessities, less engagement between parents and their children's instructors, and less involvement in the Parents-Teachers Association (PTA) all contributed to the low academic performance of pupils (Etsey, 2005). According to Akanle (2007), limited parental income and the style of household were additional factors that contributed to poor academic achievement. In addition, other factors that can be traced back to parents, such as the lack of proper guidance provided by parents, the failure of parents to provide necessary materials for their children to work with in school, and the breakdown of families, are all factors that contribute to the widespread failure of students in public examinations (Ajayi & Ekundayo, 2010).

It is impossible to place enough emphasis on the role that instructors play in the academic accomplishments of their pupils. The academic achievement of the pupils will be heavily influenced, to a considerable extent, by the quantity and quality of the instructional delivery that is provided by the teacher. This may be the reason why some parents choose to send their children to private schools rather than public ones. At private schools, there is typically a greater emphasis placed on supervision, and the level of education provided is generally considered to be of a higher standard. Because of this, a significant amount of the blame for students' poor academic performance is placed on teachers. Since teachers are seen as the keepers of the knowledge, skills, and values that students need to succeed in various facets of life, it stands to reason that students would blame their teachers for poor academic performance.

According to Morakinyo (2003), a number of the factors that contribute to students' low academic performance may be traced back to their professors. These factors include the teachers' failure to use strategies for verbal reinforcement and their tardiness to class (Aremu & Sokan, 2003). Absenteeism, an inability to finish the syllabus, a lack of interest in the children's comprehension of the lesson (Etsey, 2005), and ineffective methods of instruction are some of the others (Asikhia, 2010). Ajayi and Ekundayo (2010) identified a number of other factors as contributors to the widespread failure of students in public examinations.

These factors included an ongoing strike, ineffective methods of instruction, the inability of teachers to cover the curriculum, and a lack of resourcefulness on the part of teachers.

There is a substantial body of research data to support the idea that students themselves are to blame for their subpar academic achievement. Poor study habits, psychological adjustment problems, a lack of interest in school programming, low retention, association with the wrong peers, low achievement motivation, and emotional problems were found to be factors in students' poor academic performance, according to research published by Akinboye (1985), Bakare (1994), and Aremu and Sokan (2003). Other studies (Salami, 2004; Etsey, 2005; Karande & Kulkarni, 2005; Ong, Chandram, Lim, Chem & Poh, 2010 and Ajayi & Ekundayo, 2010) have shown that the reasons students have poor academic performance include a lack of financial support, absenteeism, truancy, the use of local language in the classroom, a lack of interest and joy in teachers' lessons, and a learning Low cognitive capacity, gender prematurity, medical difficulties, and a student's inability to grasp the examination questions are some of the other factors that might contribute to this issue.

The educational system bears some responsibility for the inadequate academic achievement of the nation's pupils. According to Kraft (1994) and Etsey (2005), the reasons for low academic achievement may be traced back to the doorway of the school. These reasons include excessive class sizes, a restricted supply of instructional resources, and insufficient textbooks.

RESEARCH METHODOLOGY

The methods that were applied to the research are discussed in Chapter 3. The lecture begins off with an explanation of the research design, then moves on to an explanation of the case study. In addition, the research sample as well as the sampling criteria that were utilised to determine who would participate in the study. The chapter comes to a close with a discussion on the various techniques of data collecting as well as data analysis.

3.3.1 Past Ten Years (10) Examination Results of the Sampled Schools

The following are the results of the examinations that were administered in Zanzibar Government Schools between the years 2002 and 2012 as a sample..

Table 3. 1 : Examination Results for the Year 2002

5/14	Sanyog Kumar Premi*, <i>University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail: premisanyog@gmail.com</i>
------	---

SECONDARY SCHOOLS	% PASSED		% FAILED
	DI,11,111	DIV	
Uweleni	11.2	54.5	34.3
Kengeja Techni	47.4	50.57	2.03
Kiwani	3.61	63.64	32.75
Kangani	15.8	69.68	14.53

Source: NECTA-2002, (Record from Department of Examination – Pemba office)

Although all four schools had some proportion of students who passed divisions one through three, as shown in the preceding table, the overall performance of the schools was not very impressive (DI-III). The percentage of students who were successful in each level, from one to three, ranged anywhere from 3.61% to 47.4%. The Kengeja Technical secondary school came in first among the other schools with a score of 47.4%, followed by the Kangani secondary school with a score of 15.8%, the Uweleni secondary school in second place with 11.2%, and the Kiwani secondary school in last place with 3.61%. The remaining passing percentages were found in division four, and they varied anywhere from 50.57 percent to 69.68 percent. The percentage of students who did not pass the exam ranged from 2.03% all the way up to 34.3%, with Kengeja Technical school having the lowest number at 2.03% and Uweleni having the highest percentage at 34.3%.

3.3.2 Examination Results for the Year 2003

Table 3. 2:Examination Results for the Year 2003

SECONDARY SCHOOLS	% PASSED		% FAILED
	DI,11,111	D 1V	
Uweleni	18.1	78.00	3.99

Kengeja Techni	49.5	47.2	3.30
Kiwani	6.75	92.42	0.93
Kangani	16.97	80.23	2.80

Source: NECTA -2003 (Record from Department of Examination – Pemba office)

The performance in 2003 showed a significant improvement when compared to the performance in 2002. The number of students who were able to complete the assessments used to determine their placement in divisions I through III (DI-III) increased across the board for all types of educational institutions. The percentage of students who were successful in each of these areas ranged anywhere from 6.75 percent all the way up to 49.5 percent. With a score of 49.5%, the Kengeja Technical secondary school came out on top once again, beating out the other schools in the competition. The Kangani secondary school earned the second-place finish with a score of 16.97%, while the Kiwani secondary school earned the last-place finish with a score of 6.75%. Other passing percentages were found in division four, ranging anywhere from 47.2% to 92.42%. These results were discovered. The lowest proportion of students who passed was reported. The percentage of students who did not pass the examination ranged from 0.93% all the way up to 3.99%, with the number of students who did not pass the examination at Kiwani school being the lowest at 0.93% and the percentage of students who did not pass the examination at Uweleni school being the highest at 3.99%.

DATA ANALYSIS

Age Group among the Respondents in the Study Area

The table that follows is a summary of the age distribution of all of the respondents, broken down by age group:

Key: T/AG = Teachers Age Group, **S/AG** = Students Age Group, **P/AG** = Parents Age Group, **O/AG** = Officers Age Group, **NR** = Number of Respondents, **%** = Percentage.

Age group among the Respondents

T/AG	NR	%	S/AG	NR	%	P/AG	NR	%	O/AG	NR	%
21-30	7	15.6	16-17	6	20	36-45	10	27.8	40-49	2	40
31-40	20	44.4	18-19	23	76.7	46-55	20	55.6	50-59	3	60
41-50	10	22.2	20-21	1	3.3	56-65	6	16.7			
51-60	8	17.8									
Total	45	100		30	100		36	100		5	100

Source: Field Data, 2013

The responders fell into one of these four categories: cops, teachers, students, and parents. Their age range varied depending on the group that was being considered. There were 45 educators, ranging in age from 21 to 55 years old. Four distinct groups emerged from the process of categorising them according to age within a range of ten years. There were 7 respondents that fell within the age range of 21 to 30 years old (15.6% of the total). The number of instructors in this group was the fewest of any of the others. This indicates that the majority of secondary school educators are between the ages of 31 and 40 because it was the age group that formed the biggest proportion of respondents (44.4%). There were 20 respondents that fell into this age range. The next age group was that of 41 to 50 years, which had 10 (22.2%) of the respondents, and the age group of 51 to 60 years, which had 8 (17.8%) of the respondents, was the last age group.

The second group consisted of thirty pupils ranging in age from sixteen to twenty-one years old. They were separated into three distinct groups after being categorised according to their ages within a range of one year. There were six (16%) respondents in the age range ranging from 16 to 17 years old. The respondents who were between the ages of 18 and 19 made up the biggest group of respondents, accounting for 76.7 percent of the total.

This demonstrated that the majority of students enrolled in form four are between the ages of 18 and 19. The last age group was those between the ages of 20 and 21 years old, which accounted for 1 of the respondents (3.3%). Another group consisted of 36 parents, ranging in

age from 36 all the way up to 60 years old. They were separated into three distinct groups after being categorised according to their ages within a range of ten years. There were ten respondents in the age range of 36 to 45 years old, which accounts for 27.8% of the total. The respondents who were between the ages of 46 and 55 made up the biggest group of respondents, accounting for 55.6 percent of the total. The last age group was those between the ages of 56 and 65, which included 6 (16.7%) of the total responses. The last group consisted of the officers, and there were a total of five (5) of them. The range of their ages was from 40 to 55 years old. Two separate groups emerged after the individuals were categorised according to their ages within a range of ten years. There were two respondents in the age range of 40 to 49 years old, which represents forty percent of the total. The respondents who were between the ages of 50 and 59 made up the biggest group of respondents, accounting for sixty percent of the total.

Sex Distribution among the Respondents

This section offers an overview of the basic characteristics of respondents in relation to their sexual orientation. This was done in order to determine whether or not there was a fair distribution of males and females.

Sex Distribution among the Respondents

Sex	Number of respondents	% of Respondents
Female	48	41.38
Male	68	58.62
Total	116	100.0

Source: Field Data, 2013

According to the data shown in table 4.2, which can be seen above, more than half of the people who participated in this research were male. There were 68 male respondents (58.62%) and 48 female respondents (41.38%). The results revealed that there was little difference in the percentages of males and females, which indicated that the participation of

women in educational matters has risen and that women now realise the importance that education makes in society and the nation as a whole.

Educational Levels of the Respondents

Additionally, information on the educational levels of instructors was gathered for the study. This was done so that we could evaluate their qualifications and determine whether or not they were capable of teaching secondary school subjects.

Educational Levels of the Respondents

Educational level	Number of Respondents	Percentage [%]
Certificate	-	-
Diploma	26	57.8
First degree	19	42.2
Masters	-	-
Total	45	100.0

Source: Field Data, 2013

According to the findings presented in the table 4.3, out of a total of forty-five (45) respondents, twenty-six (26) of them, which is equivalent to fifty seven point eight percent (57.80%) of all respondents, had diploma in education, and 19 of them (42.2%) had first degree. There was not a single responder who possessed either a certificate or a master's degree. This reveals that the majority of instructors have degrees or diplomas, which are not appropriate levels for running secondary classrooms. Forms one (FI) and two (FII) are expected to be taught by educators who have a diploma level of education, whereas form three (FIII) and form four are supposed to be taught by educators who have a degree level of education, in accordance with the rules provided by the Ministry of Education (FIV). Having a Master's Degree, on the other hand, is essential at this level since it allows teachers to expand the students' scope of knowledge. For instance, Zanzibar's Lumumba secondary

school and Fidel Castro secondary school both have a large percentage of instructors with master's degrees, which contributes to the schools' consistent success in meeting or exceeding desired standards.

Areas of Specialization of the Respondents

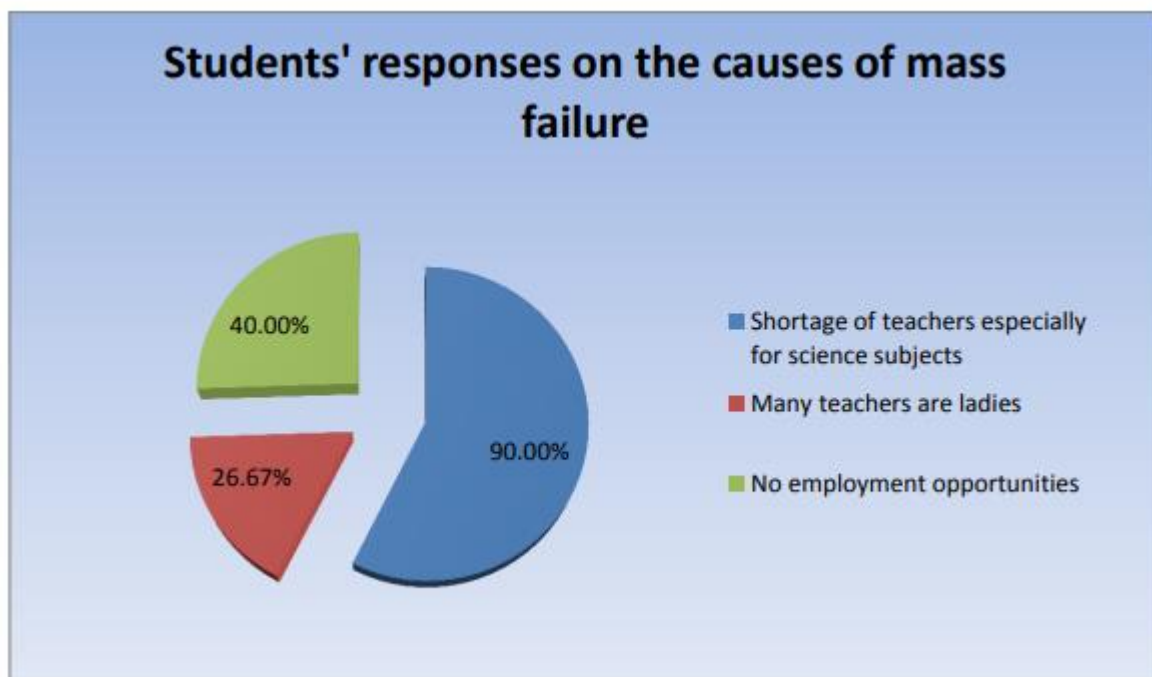
Areas of Specialization of the Respondents

Area of specialization	No. of Respondents	% Percentage
Science	10	22.2
Arts	35	77.8
Mathematics	-	-
Total	45	100.0

Source: Field Data, 2013

According to the data shown in Table 4.4, which can be seen above, out of the 45 respondents who took part in this study, 35 of them were art teachers, which is equivalent to 77.8% of the total, and 10 of them were science teachers, which is comparable to 22.2% of the total. There were no people who taught mathematics. This reveals that the majority of educators do not possess the necessary skills in their respective fields of expertise. For example, there were not enough instructors qualified in science and mathematics in many of the schools located in the Mkoani district, which was certainly a major factor in the widespread lack of success.

Students' Responses on the Causes of Mass Failure



Students' Views on the Causes of Mass Failure Source : Field data, 2013

According to the data presented in the figure 4.1 above, twenty-seven (27) of the thirty (30) respondents interviewed, which is equivalent to ninety percent (90%) of the total respondents, argued that a lack of teachers, particularly in the areas of science and mathematics, is the primary factor that contributes to widespread failure in secondary schools. One student with a focus in science expressed the sentiments of his fellow students when he stated that "failure is inevitable." For example, we are experiencing a shortage of teachers for mathematics and physics. We attend class once a week for each of these subjects; now try to picture that our instructor is also teaching students at another school; how are we going to complete the curriculum? and how are we going to succeed? And other disciplines like chemistry and biology are taught by professors who don't specialise in those fields, which is crazy to think about. (This is Makame; she attends Mkanyageni secondary school.)

CONCLUSION

If an educational programme is to be planned, as well as if efforts are to be made toward the continual improvement of the programme, then educational goals must serve as the criteria by which instructional materials must be selected, content must be outlined, instructional procedures must be developed, and tests and examinations must be prepared. All of the components of the educational programme are basically just different strategies of achieving the same fundamental educational goals. Therefore, in order for us to administer an educational programme in a methodical and sensible manner, we need to first be certain as to what the programme objectives meant to achieve. In 2002, not long after the general election, the Ministry of Education of Zanzibar initiated a programme to disseminate secondary schools over the entire island with the intention of offering educational services to students of secondary schools to locations that were more convenient for them. However, this was done more for political reasons than for any social ones. The programme should have made prior preparations and conducted pilot studies in order to determine the outcomes of the programme; however, this was never done, and as a result, the number of elements that led to the failure of the programme rose.

REFERENCES

1. About NECTA – The National Examination Council of Tanzania.
2. Akinola, B.M A (2006), Causes of Mass Failure in senior secondary school Chemistry in Ijebu. East Local Government Area of Ogun State. Oro Science Education journal, 4 (5&6, 19).
3. Castejon, S. and Perez, A. M. 1998, A casual-explicative model of psychosocial variables in academic performance. Revista Bordon, 50 (2).83
4. Clarence, L. & Barnhart (1970), The World Dictionary. Merchandise Plaza, Chicago.
5. Cohen, L., Manion, L. and Morr, K. (2001), Research Methods in Education: London: Root Ledge

6. Craig, H., Kraft, R. and du Plessis, J. (1998), Teacher development. Making an impact. Washington, D.C: Academic for Education Development, ABEL clearing house for Basic Education.
7. Cummins, J. 1994, The empowerment of Indian Students. In Reyhner, J. Norman: University of Oklahoma Press
8. Cunningham, R. (1989), The Zanzibar English Language Improvement Program. Ministry of Education Zanzibar.
9. Engelbrecht, P., Kruger, S.M. and Booysen, M.T. (1996), Perspective on learning difficulties. International concerns and South African Realities. Pretoria: Van Schaik Publishers.
10. Fagason E. & AbdulSharif, (1992), Zanzibar Under Colonial Rule. James Curry Publisher.
11. Haroun A. S. (1995), Education in Zanzibar, Zanzibar Education Act of 1982 / Education fact sheets) SACMEQ 1995-2013.
12. Jenifer, K. R. (2003), Teacher Quality: Understanding the effectiveness of teacher attributes. retrieved on 04/07/2011
13. Kothari, C.R. (1995). Research Methodology: Methods and Techniques, Wiley Eastern, New Delhi.
14. Kothari, C.R. (2004), Research Methodology: Methods and Techniques, New Age International (P) Ltd, New Delhi.
15. Krishnaswami, O.R (2002), “Methodology of Research in Social Science. Delhi. Himaya