COMPARATIVE STUDY OF STUDENTS' ACADEMIC PERFORMANCE IN MATHEMATICS IN WASSCE AND NECO DURING COVID-19 IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract

This study examines the students' performance in WASSCE and NECO in mathematics during Covid -19 in Ilorin West Local Government area of Kwara state. Three hypotheses were formulated and tested . The result revealed that there is significance difference in the performance of student in WASSCE and NECO in the selected schools in Ilorin west local government area of Kwara state. Based on the results of this study, the following are some of the recommendations given: Governments should provide network infrastructure and internet connectivity across schools. Government should prepare digital teaching and learning resources. Government should prepare free online learning resources, educators as well as students must be trained on how to handle and use online educational devices. Educators must spend quality time to prepare and make their lessons creative, interactive, relevant, student centered and group-based. Data collected were analyzed using the chi-square method.

Introduction

The coronavirus (covid-19) is a pandemic disease that affect the academics performance of students in various countries of the world wajdi, M.B.N, kuswardi I., Al faraq. U, (2020). The united nations Education, scientific and cultural organization (UNESCO) recognized that the coronavirus pandemic outbreak has impacted the education system in the world (UNESCO 2020). A lot of pandemics have occurred in human history, and affected human life, education system and Economic development in the world (Editors 2020). The world health organization (WHO) (2020) on march 11, 2020, has officially announced that coronavirus (Covid19) is a pandemic after it covers 114 countries in 3 months and infects more than 118,000 people in the world. The first covid-19 GSE has reputed in Wuhan municipal Health commission on December 31,2019. In the Hubei province, china (WHO 2020). The coronavirus pandemic is quickly spreading and affecting 213 territories and countries throughout the world. In the world 30,086,319 of total class, 21,833,645 of total recovered and 945,962 of total deaths were recorded until September 17,2020 (Wordometer, 2020). According to medical news

today 2020, The researchers believe that coronavirus is spreading exponentially and many countries are locked in their educational system and enforcing their people strict quarantine `to control the spread of highly contagious disease. The government focus on fulfilling equipment, organizing Medical institutions and laboratory centers, Identification of the virus, training health workers and creating awareness for their people (Haleem 2020). Education has been the pillars of development of every country, education is the principal to the development and growth of a countries. The education system has been affected by several challenges ricing from changes in the education curriculum to closing down the education system due to widespread of pandemic diseases. (owosu2015).

As (UNESCO 2020) report that 87% of the world students population is affected by covid-19 school closures. UNESCO is laughing disfence learning practices and ready students who are most at risk. According to the UNESCO, over 1.5billion students in 195 countries are affected by covi-19 pandemic school closures. (Gwiranjan, 2020) studied that covid-19 impacted not only the overall economy and on day life, but also emotional mental and physical health, also loses in national and international business, poor cash flow in the mental, locked national and international travelling. Moreover, description of the celebration of cultural and festival events, stress among the population the closure of hotels, restaurants, religious, and entertainment places (Evan, 2020). In many developing countries the economic schools has come first, as governments have locked down their economics to reduce the spread of infection. As a result, developing countries are suffering their greatest economic decline and closures of their education and transportation system (Haleem, 2020). Distance learning solutions are containing platforms. Education applications and resources that aimed to help parents, students and teachers. Digital learning management systems, massive open online course platforms and self-directed learning content (UNESCO 2020). However, due to lack of internal connectivity information technology educational materials and digital technology skills distance learning is difficult for teachers, student and families in developing countries (Mustapha, 2020).

According to the digital 2020 Global overview report published in January 2020, about to perfect of Nigeria are not connected to the internet. The statistics for mobile phones, which could also be used as a learning medium are more hopeful. According to the report around 169.2 million people, reside in urban gives the population with access the proportion would be skewed towards high socioeconomics household and urban households, an overwhelming majority of whom are private school students who already have a learning advantage over their public school peers.

Coronavirus pandemic has affected student's academics performance because students were not taught as its expected by their teachers, assignment given to students were limited and if given were not marked for a comprehensive feedback to be received by the teachers.

Purpose of the Study

The purpose of this study is to compare the performance of student in WASCCE and NECO doing covid-19 pandemics. The study is also to find out the effects of school closure in teaching and learning during covid-19. This study is also to find out the measure the school and the government has taken to foster effective learning and teaching.

Research Questions

The following are research questions

1. What are the effects of corona virus in students, academic performance in WASCCE and NECO in mathematics during covid-19.
2. Does coronavirus pandemic outbreak have any negative effect on student's performance in mathematics during covid-19.
3. Are there any measure taken to improve student's academic performance during covid-19

Research Hypotheses

The following are the research hypotheses formulated.

1. There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the first four selected schools in Ilorin west local government area of kwara state during COVID -19.
2. There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the last four selected schools in Ilorin west local government area of kwara state during COVID -19.
3. There is no significant difference in the performance of students in WASSCE and NECO in mathematics in all the selected schools in Ilorin west local government area of kwara state during COVID -19.

Methodology

The research design adjusted for this study is the descriptive survey method. The study population comprises of all students in Ilorin West Local Govt. Area of Kwara State. The sample for the study consists of 8 selected schools. The sample schools were selected using random sampling techniques which help the researchers to choose sample schools by chance. The instrument used for the study was format of WASSCE and NECO results for the year 2020 which were collected from the principal of the 8 schools selected

Table 1

The table presents the total number of students that passed and failed the WASSCE and NECO in all the selected schools in Ilorin West local government area of Kwara state in the year 2020.

	2020			
	WASSCE		NECO	
	P	F	P	F
A	273	3	220	23
B	81	21	64	11
C	63	14	61	17
D	57	16	65	16
E	62	20	126	22
F	10	18	30	9
G	56	24	25	8
H	38	24	76	23
TOTAL	640	140	667	129

Testing the hypotheses

In order to test the hypotheses for this study, chi-square method was used.

HO1: There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the first four selected schools during covid -19.

Table 2

BODY	PASS	FAIL	TOTAL
WASSCE	474	54	528
NECO	410	67	477
TOTAL	884	121	1005

Table 3

	Pass	Fail	R Total	D/E	X^2 CAL	X^2 crit	Level of design	Decision
WASSCE	474	54	528		12.67	3.84	0.05	
NECO	410	67	477	1				Rejected
Total	884	121	1005					

The calculated chi-square is 12.67 at the level degree 0.05 which is greater than the table value 3.84. Therefore, the hypothesis is hereby rejected. That means there is significant difference in the academic performances of student's results in mathematics at WASSCE and NECO in all the first four (4) selected schools in Ilorin West Local Government area of kwara state during covid-19,

HO2: There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the last four selected schools in Ilorin west local government area of kwara state during COVID -19.

Table 5

BODY	PASS	FAIL	TOTAL
WASSCE	166	86	252
NECO	257	62	319
TOTAL	423	148	571

Table 6

Year	Pass	Fail	R Total	D/E	X^2 CAL	X^2 crit	Level of design	Decision
2019	166	86	252		3.26	3.84	0.05	
2020	257	62	319	1				Accepted
Total	423	148	571					

The calculated chi-square is 3.26 at the level degree 0.05 which is less than the table value 3.84. Therefore, the hypothesis is hereby accepted. That means there is no significant difference in the academic performances of student's results in mathematics at WASSCE and NECO in all the last four (4) selected schools in Ilorin West Local Government area of kwara state during COVID-19.

HO3: There is no significant difference in the performance of students in WASSCE and NECO in mathematics in all the selected schools in Ilorin west local government area of kwara state during COVID -19

Table 7

BODY	PASS	FAIL	TOTAL
WASSCE	640	140	780
NECO	667	129	796
TOTAL	1307	269	1576

Table 8

Year	Pass	Fail	R Total	D/E	X^2 CAL	X^2 crit	Level of design	Decision
WASSCE	640	140	780		26.32	3.84	0.05	
NECO	667	129	796	1				Rejected
Total	1307	269	1576					

The calculated chi-square is 12.04 at the level degree 0.05 which is greater than the table value 3.84. Therefore, the hypothesis is hereby rejected. That means there is significant difference in the academic performances of student's results in mathematics at WASSCE and NECO in all the eight (8) selected schools in Ilorin West Local Government area of kwara state during covid-19.

Discussion

From the finding of this study as shown in table 1, it can be seeing that 140 students failed WASSCE out of 780 students that sat for WASSCE and 129 students failed NECO out of 796 that sat for NECO. This shows that the number of students that failed mathematics in WASSCE are more than those that failed mathematics in NECO.

Conclusion

I have compared results of students that sat for WASCCE and NECO in the year 2020. The results indicate that students obtain better result in NECO than in WASCCE 2020.

The study showed that covid-19 pandemic lockdown affected the academic performance of students. Online education helps to keep the students up and running with an opportunity for self-study. The main challenge online education faces in science is how to give practical lessons.

Internet is relatively low with lesser access points and data packages is costly in comparison to the income of the people, thus marking accessibility and affordability inadequate. Making online teaching creative, innovative and interactive through user-friendly tools in the other are of research and development. This would assist and prepare the education system for such uncertainties in the future. The lesson learnt from the covid-19 pandemic is that teachers and students should be oriented in the use of different online education tools. After the covid-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning. Recommendations

The following are the recommendations for this study.

Governments should scale network infrastructure and internet connectivity across schools.

Government should prepare digital teaching and learning resources.

Government should prepare free online learning resources.

Funding

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Government should prepare the use of radius and television resources.

Government should design curriculum, prepare teaching strategies and techniques for post covid-19.

After covid-19 school should prepare to design strategies and methods to recover lost portions, ensure children return to school when schools re-open.

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