THE TEACHER AND RE-BRANDING NIGERIA: A CASE STUDY OF THE RELATIONSHIP BETWEEN CONTINUOUS ASSESSMENT (C, A) AND SENIOR SCHOOL CERTIFICATE EXAMNATION (SSCE) ACHIEVEMENT OF STUDENTS IN MATHEMATICS OF GOVERNMENT SCIENCE SCHOOL LAFIA, NASARAWA STATE

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ABSTRACT

Corruption robs nations of their potentials. Corruption in large-scale public project is a daunting obstacle to sustainable development and results in a major loss of public funds needed for education, health care and poverty alleviation both in developed and developing countries. Who is involved? Most often it is directed to political and administrative class citizens. The political and administrative class are product of school system that passes through teacher's evaluation. Was the conduct of C.A fair in schools? Does it give a true reflection of student credibility? Achieving in C.A, does it subsequent means achieving in external examination? Are teachers corrupt in award of scores for C.A? This is the manifestation in political and administrative class accuse of corruption today. Teachers are also guilty since there is a reciprocal relationship between C.A and SSCE achievement of students.

INTRODUCTION

Branding has traditionally been linked with product and services, rather than with countries, places and cities. Global companies and corporations and their marketing communications agencies have continued to create and use branding as a distinguishing and strategic competitive factor in the market place and also in the fierce market drive for consumers. Increasingly, governments and countries are beginning to employ branding and marketing techniques to sell their region and countries to the rest of the world, in order to increase their international profile, attract foreign direct investment and make the places ideal destination for tourism and trade. This paper will critically analyse the new discipline of place branding using school continues assessment record in comparison to the senior school certificate examination records. This will give us understanding of extend of rebranding of teachers discipline in conducting continuous assessment in schools. The National Policy on Education (NPE) introduced continuous assessment in order to meet its target of standard for placement after senior secondary school. Ojerinde (1984). The rationale for continuous assessment as stated in the NPE specifically is that continuous assessment is important and should be part and parcel of teaching and learning progress, Ojerinde (1984). Consequently teachers should be part of the final assessment of their students among other reason.

Background of the Study

Nigeria is an oil rich African country with an estimated population of over 140 million people. Nigeria's reputation as one of the most corrupt nations in the world, coupled with other socio-political issue has greatly affected its global image and has directly impacted on its attractiveness as a potential investment and tourist destination. According to the 2004 Transparency International Corruption Perceptions Index (2006), Nigeria still ranks

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as the third most corrupt country in the world in a survey of 146 countries coming only ahead of Haiti (most corrupt) and Bangladesh (the second most corrupt nation).In 2003 Nigeria was the second most corrupt country of the world. If this slight improvement continues positively then Nigeria tally by now must have changed for better. Some Nigerians citizens including the members of the political class have also not helped matters with their ever increasing corrupt and fraudulent practices; these fraudsters are known locally as 419 people, named after the section in Nigeria's Constitution which deals with advance fee fraud. The new wave scammers comprising young boys and girls (mainly university students) are called YAHOO BOYS and GIRLS as a result of their knowledge of internet services exploration. The perceived need to improve the quality of education is a world wide phenomenon. In the past, the main focus in assessing the quality of education was on input; students participation rates, physical facilities, curricular materials, books and level of teacher's training. Nations have continued to seek ways of improving the quality of education; many have identified assessment procedure as an important focus of their efforts, Heyneman (1987).

Statement of the Problem

There has been great continues decline in student performance in the external examination conducted by Joint Admission and Matriculation Board (JAMB or UTME). Senior School Certificate Examination (SSCE) and National Examination Council (NECO).
It is gathered that school continuous assessment score over 40 were submitted for computation of their final grade in their external examination like SSCE and NECO. It is in the light of this that the researcher investigated into the relationship between continuous assessment and final year examination (SSCE) scores in mathematics over a period of 10 years. (1993-2002).

Purpose of the Study

The purpose of this research work is to determine the relationship between students score in continuous assessment and their corresponding final examination.

Significance of the Study

Continuous assessment is the systematic and objective determination of the progress of a student in the course of studies. This is an exclusive right of the teacher upon his students. Students score (performance) in CA has remain impressive, this is a test of good understanding and should have correspondent effect in all external examination. If the correlation index proves order wise, then where is the place of teachers in the rebranding crusade? What is the train over the period of study?

Research Question

This study aimed at determining the relationship between continuous assessment and final examination (SSCE) of students in mathematics, sought to answer. Is there any significant relationship between student continuous assessment and final examination grade in mathematics of students of Government Science School, Lafia, Nasarawa State.

Hypothesis

Base on the research questions, this null hypothesis was formulated and tested at 0.05 level significance.

HO_1:   There is no significant relationship between continuous assessment and thse final examination grade (score) in mathematics of students of G.S.S Lafia.

Population and Sample
The target population for the study is all past students of SS III from 1993 -2002 of Government Science School Lafia. However for time and constraint of large population to work with, a sample of fifty (50) students recorded per year within 10 years period (1993-2002) was randomly selected from school examination registration list for the study.

Method of Data Collection
The research sought permission from the principal to use the schools records of continuous assessment scores and SSCE results of the selected students each year (1993-2002). Permission was granted and 50 students were randomly selected and there records of CA and SSCE result were collected.

Method of Data Analysis
The following statistics were used to analyse the data collected for the study.
   i.   spear man Rank Correlation Coefficient
   ii.   t-test

RESULT AND DISCUSSION
HO_1:   There is no significant relationship between continuous assessment and final examination grades (score) in mathematics of students of G.S.S Lafia.

Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
SD of CA	27.8	20.4	24.9	22.5	20.1	19.4	19.4	19.5	20.9	19.4
SD of Exam	30.3	32.7	34.4	37.1	40.8	41.7	32.7	31.8	27.1	36.1
Corr. Coef. Value (r)	-0.02	-20.68	-7.63	-31.62	-91.08	-89.82	-33.00	-43.95	-56.04	-45.10
t-value	0.22	1.48	0.036	1.32	1.92	2.28	1.89	2.01	2.19	2.11

The table presents the summary of CA and SSCE correlation result covering 1993-2002. For the same number of observation (n=50 students). The table reveals that the standard deviations (SD) of CA were all lower than those of the SSCE (SD of Exam). Also the t-value calculation is less than the t-critical value of 2.101except for the years 1998, 2001 and 2002. The spearman rank correlation coefficient (r) calculated is all negative (-ve). This shows there is a negative relationship between CA and SSCE of students. Therefore students who performed well in CA will perform low in SSCE and indication that CA is nota true measure as recorded.

Major Findings of the Study
   1 The correlation coefficient (r) calculated were all negative and near zero only in 1993 and high negative in other years.

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2   The relationship between CA and SSCE over the period is reciprocal.

CONCLUSION

Re-branding Nigeria is a house hold name vested highly on the political class and administrators. Teachers are also guilty of the same offence, the way and manner teachers manipulate their CA to students is not true measure of students performance or understanding of concept taught. Teachers should therefore return to sincerity of conscience in evaluating students else we are guilty of corruption. The nation depends on the quality of education given to her citizens and no nation can develop above her educational status.

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