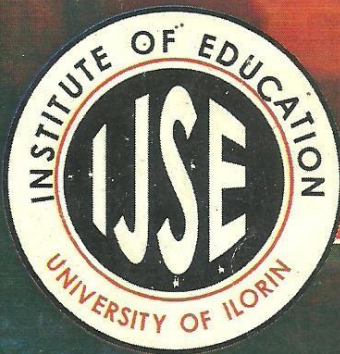
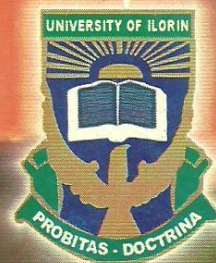


INSTITUTE JOURNAL OF STUDIES IN EDUCATION



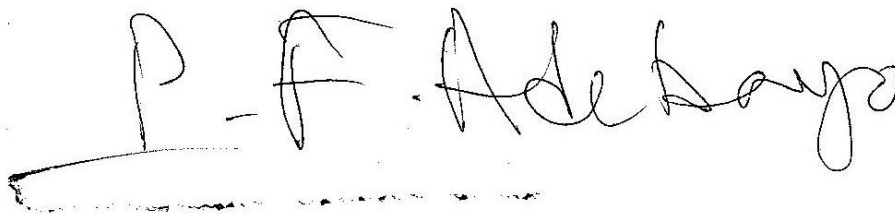
VOL. 2, NOS 2 & 3

JUNE 2005 / JUNE 2006

Published by Institute of Education,
University of Ilorin.

ISSN 0795-2199

**INSTITUTE JOURNAL OF STUDIES
IN EDUCATION**

A handwritten signature in black ink, reading "P. F. Adeboye". The signature is written in a cursive style with a long horizontal line extending from the left side of the first letter 'P'.

PUBLISHED BY

INSTITUTE OF EDUCATION
UNIVERSITY OF ILORIN
ILORIN, NIGERIA

VOL 2 NO. 2

SEPTEMBER, 2005

THE ROLE OF EXPATRIATE TEACHERS IN THE TEACHING AND LEARNING OF SCIENCE IN KWARA STATE SECONDARY SCHOOLS (1969-1979)

BY

ADEBAYO, P. F, Ph. D

Abstract

This paper discusses the role of expatriate teachers in the Teaching and Learning of Science between 1969 and 1979. It is contended that the paucity of trained and qualified teachers, mostly in science based subjects, led to the recruitment of expatriate teacher in secondary schools in the Old Kwara State between 1969 and 1979. Indeed, the employment of the expatriate teachers complemented the efforts of the few indigenous science teachers in the post-primary institutions. This is reflected in the performance of students in science subjects in public examinations like the West African Examinations (WAEC) taken over a period of eleven years. This has served as justification for their employment by the State ministry of Education.

Introduction

Education, undisputably, remains the bedrock of any economy, in the past, when Nigeria was just emerging from colonial administration, it needed a rapid development in education so as to be able to maintain a solid civil service on productive economy during the era of self government.

The Ashby Communication was set up in this respect. The Commission's report recommended a speedy development in education in order to meet the manpower needs of the country. The fact perhaps provides the background for the interest generated especially by the educationally disadvantaged. North, to which kwara State geo-politically belongs, for the recruitment of expatriate teachers, most especially in the sciences.

Emphasis was laid on science because the acquisition of its knowledge and training enhances human capacity towards solving problems. It should be noted that 'Science' which comes from the Latin word "scientia" meaning knowledge or wisdom is hereby viewed as an organised body of knowledge about the natural world the multitude of known facts, concepts linked together by laws and theories which serve to systematize them. To adumbrate more on the word 'Science' as used in this paper, there is the need to recognize the fact espoused by Abdullahi (1991) that there is a distinction between science teaching and science education, terms, which are hitherto used interchangeably. Strictly speaking science teaching has more to do with instruction and condition for the effective learning of science subjects at the secondary and primary school levels. Science education, on the other hands, goes beyond mere education in science as it includes the philosophical, historical, psychological, sociological, pedagogical and ethical bases of science teaching. Thus, the term "science as used here refers to the so called 'pure or conceptual' science which places emphasis on principles, theories, symbols and as well as

understanding of natural objects and events. Conceptual science by this definition is to be distinguished from applied or technological science which is primary concerned with solutions to practical problems.

It is this importance of knowledge of science that make nations all over the world to place emphasis on it. The Northern Nigerian Government, and Kwara State in particular, had this view in mind when it resolved to recruit expatriate teachers to teach science subjects in its post-primary institution. It should be noted that the Old Kwara State then known as the West Central State, comprising the present Kwara, Kogi, some parts of Niger and Benue State created on the 27th May 1967 by the Gowon administration, inherited this policy of expatriate recruitment from Northern Nigeria. However, the acute shortage of indigenous science teachers in the state was certainly a major factor in its resolve to recruitment of expatriate teachers to teach science subjects in post-primary institution in the State shortly after its creation. For instance, Appendix A shows that there were only 401 teachers in all Kwara State secondary schools in 1969. The average annual growth rates of teachers were 29.53% between 1969-1973 and 11% between 1973 and 1984. This paper makes a critical analysis of the situation in the state by examining the number of expatriate to Nigerian teachers in post primary institutions from 1969 to 1979. The paper thus make a justification for the employment of these expatriate science teacher during the period. A synopsis of Western Education in Kwara State is first highlighted.

A synopsis of Western Education in Kwara State

Formal Western oriented education began first in Badary in 1843 and gradually spread to the hinterland. The first place where it started to have its root in the Old Kwara State was Lokoja, the Headquarters of the Royal Niger Company which had a CMS school where some teaching was done as early as 1901. Also, the Roman Catholic Missions African declines had one primary school at Lokoja with an average attendance of 60 pupils. In the early years of Western Education in the State, both the Anglican and Roman Catholic Missions played a crucial role in planting Western Education. For instance in Kabba, while the Anglican Mission established St. Andrew's Primary School, the Roman Catholic Mission established St. Mary's Primary School. Also the Mennonite Brethren in Christ, a Protestant Mission with headquarters in Canada had three elementary schools with an average attendance of 38 pupils. The mode of instruction were in Nupe, Yoruba and English languages and the operational base was at Shonga in Ilorin province. Other schools in Ilorin province were Okesuna Native Primary School, United Primary school and Baptist Primary School at Pakata, Okelele. In Offa, there St. Mark's Primary School.

The first secondary school to be founded in Kwara State was Governement Secondary School (GSS) which was established in 1915. its started as higher Elementary school and later on changed to Provincial Secondary School. After the attainment of Nigeria's independence, its name was changed to Governement Secondary School. Other schools that were later established by the Northern Nigerian Government included Governement Middle School, Okene which later became Abdul Azeez Memorial College, Ilorin Teachers' Colege (now Sheik Abdulkadir College), a Secondary Grammar School at Ilorin in 1953, and Queen Elizabeth School (a girls only Secondary School) at Ilorin in 1956.

The various Missionary Institutions also established their own secondary schools. The Sudan Interior Mission later known at Evangelical Christian Mission of West Africa (ECWA) established the ECWA secondary School, Igbaja in 1944; ECWA Girls Secondary School, Omu-Aran was established in 1948. ECWA also

established Titcombe College, Egbe in 1954. The Anglican Mission established Bishop Smith Memorial College, Ilorin Bishop Crowther Memorial College, Lokoja and St. Barnaba's Secondary School, Kabba in 1962. The Roman Catholic Mission built St. Augustine's College, Kabba in 1958 and ST. Monica's College also in Kabba 1970.

The various communities in the state also contributed to the establishment of secondary schools. According to Akanbi (1984), their reasons for building secondary schools range from communities especially communities engaged in land funds, exhibition of wealth syndrome i.e. we can do it ourselves to different religious beliefs etc. the first secondary school to be established in the state was Offa Grammar School, Offa in 1943. This was followed by Oro Grammar School, Oro (1958) and Esie-Illudun Grammar School (1960) in the present Irepodun Local Government Area of Kwara State.

With regard to Tertiary Institutions, the first one to be established was the Kwara State College of Technology, now Kwara State Polytechnic in 1972 by the State Government. The College had earlier consisted of the schools of Management and vocations, basic studies, technology and education. This was followed by the school of Education (1974) later turned to College of Education Oro-Ilorin, and now Kwara State College of Education, Ilorin. There are also two other existing colleges of Education in the State and these are the ones at Oro (1981) and Lafiagi established in 1993. The Kwara State Colleges of Education run courses leading to the award of Nigeria certificate in Education (NCE) and in affiliation with University of Ado-Ekiti, Kwara State College of Education Ilorin and Oro University, Ado-Ekiti now runs first degree programmes languages Arts humanities social sciences and basic science education.

The Federal Government of Nigeria established the University College, which metamorphosed into the University of Ilorin, Ilorin in 1974 and Federal Polytechnic in Offa (1993).

It can be seen from the foregoing, that the history of western education in Kwara State has come a long way. Looking back at the secondary school situation, however it can be stated that between 1960 and 1979, the triumvirate i.e. the state Government, Religious Missions and the various Local Communities had established several schools in the State (see Appendix B).

It should however be noted that the increase in the establishment of secondary schools in the state was informed by the ever-increasing quest for secondary education. The increase in the number of schools and enrolment figure between 1978 and 1979 further led to increase in the finances. For instance, Umozuike (1984) pointed out that during the 1978/79 sessions, 49.5 million Naira was set aside for education by the Kwara State Government with 28.4 million allocated to secondary education.

Be that as it may, the increase in the number of schools, which was correspondingly marked, by an increase in enrolment figures show that there was need for extra teachers to augment the few existing ones. Appendix C presents a graphical representation of Teacher/Student population (1969-1979). Given the sharp differences in the population figures, the State Government had no alternative than to rely on the recruitment of expatriate teachers.

The contribution of these expatriate teachers to science teaching can be said to be tremendous. Contribution as used here does not only refer to performance of students within the educational system, it also refers to efforts put into the total work done at a particular time and place. Indeed, it covers the act of

arousing the interest of students towards science subjects. This clarification becomes necessary so as to present an objective assessment of the role of these expatriate teachers, especially Indo-Pakistani teachers who formed the bulk of the expatriate teachers in the educational development of Kwara State. It is within this context that the role of expatriate teachers in the educational development of Kwara state is now examined through data analysis.

Data Analysis

The data starts with Appendix D, which specifically deals with the distribution of teachers by qualifications, Nationality and by sex, in post-primary schools in Kwara State in 1969. In this table, three categories of expatriate teachers are recorded. The first consists of those with teaching qualifications and they are 125 in number. Out of this number, 78 were Nigerians with 75 males and 3 females while there were 47 (or 37.6%) non-Nigerians.

The second category consists of those without teaching qualifications. In this category, a total of 73 graduates without teaching qualification was recorded. Out of this number, 28 were Nigerians having 26 males and 2 females while non-Nigerians had the total of 45 (or 61.6%) having 35 males and 10 females.

The last category consists of those with Nigeria Certificate in Education. Here, there was a total of 171 Nigerian teachers with Nigeria Certificate in Education or equivalent. Out of this number, 161 were Nigerians with 140 males and 21 females while non-Nigerians had the total number of 10 (or 5.8%) with 2 males and 8 females.

In Appendix E, the same trend is shown for 1973. In the first category of graduate teachers with teaching qualification, there are 25 expatriate out of 244 teachers. In the second category, expatriate graduate teachers without teaching qualification totaled 43, out of 73 teachers. For teachers with Nigeria Certificate in Education or equivalent there are 10 expatriates out of the 325 teachers. The number of expatriate teachers in this category is rather low.

In Appendix F, there seemed to be an increase of expatriate teachers during the 1976/77 session in all categories. For the first category, there were 65 expatriate graduates without teaching qualification out of a total number of 212 graduates without teaching qualification. While in the category of those having Nigeria Certificate in Education, there were 13 expatriates out of a total of 427 teachers. Thus, out of a total of 1329 Nigerians, there were 161 non-Nigerian or expatriate teachers. There was therefore an appreciable increase in the number of expatriate teachers in the 1976/77 session.

There are no figures for subsequent year up to 1979 but available evidence point to the fact that large number of expatriate teacher was employed in post-primary institution in Kwara State. In this regard, the data showing West African School Certificate Examination result by number of (percentage) passes and failures in Kwara State tend to portray a higher percentage performance during the year when more expatriate teacher were available. For instance, performance in subjects such as additional mathematics, mathematics, biology, Chemistry and physics between 1969-1979, a period of eleven years give the impression of a relatively better performance in the earlier years when there were more expatriate teacher. The performance however, dwindled later on when more Nigerian teacher were expected to have replaced the expatriate teachers as a result of more Nigerians becoming qualified. While one can give credit to experienced expatriates Nigerians with their little or on experience in teaching of sciences subjects, could not

really match the expertise of the expatriates.

For instance in 1969, 1970 and 1971 when relatively speaking a greater number of expatriates were available, percentage success recorded in Additional Mathematics were 66.3%, 83.7% and 65.2% respectively (see Appendix I). There was a fall in next few years (1972-1973) though there was a rise again in the last few years 1979.

For Appendix H performance in Mathematics also shows high percentage in 1969, 1970 and 1971 whereas these figures fell again in the years, witnessing a slight improvement in 1978 and 1979. (see Appendix H).

For Appendix I Biology similarly showed some progress by recording in 1969, 1970 and 1971 such percentage passes as 67.4% and 65.9% respectively and a fall followed while the pattern of a rise shown in 1978 and 1979 respectively. As for Appendix I, Chemistry showed generally as the best subject where percentage passes were high in 1969, 1970 and 1971 they were 86.6% 91.3% and 79.1% passes. The years that followed marked a downward trend in percentage performance and in Appendix K percentage passes in Physics fared well too with 83.3%, 83.5% and 71.1% in 1969, 1970 and 1971 respectively. They points that should be noted is that science subjects witnesses credible percentage passes during these years.

Appendix L, show summary of WASC results by number of candidates, total passes and percentage of passes. The percentage passes were generally above average, especially between 1969 and 1972. The WASC Examinations results by ownership of schools during the same period (see Appendix M) showed same general trend in science subjects by total number of candidates presented. However, government Schools which seem to be in the forefront with respect to expatriate fared best. It is assumed that only Government had the best financial strength to recruit teachers from abroad during these years. There are, however, no figures to justify this assumptions, the emphasis here is the generally good percentage performance of students of government schools in the school Certificate Examinations between 1969 and 1979.

Conclusion and Recommendations

From the data presented and analyzed above, it is abundantly clear that expatriate teachers have played a crucial role in the educational development of Kwara State. Indeed, majority of these expatriates who were Indo-Pakistanis were adept at teaching science subjects. With their expertise and experience, they succeeded in arousing the interest of a large number of students who not only passed science subjects at public examinations like WASC but eventually took science and science-related courses as professional careers in the Universities Polytechnics. It is however significant to note that since their departure in 1985 as a result of a change in Government Educational Policy, the dearth of indigenous science teachers in secondary schools has been well pronounced. This is because most of the science graduates prefer to work in industries where they are better remunerated than teaching in post-primary institutions. This situation has inadvertently affected the performance of science students in public examinations like WAEC and also reduced the enrolment of students instance subjects in the Universities (Abdullahi, 1991)

Under this situation there is the urgent need for Government to encourage

indigenous science teachers by increasing their salaries a little above non-science teachers. Again to enhance the quality of science teachers, Government should regularly send them abroad for short courses and also organize seminars conferences and science workshops for the teachers. This becomes imperative considering the fact that our quest for technological development depends on our ability to grasp adequately the language of science and mathematics. Indeed, the acquisition of science education becomes highly necessary if Nigeria is to be among the technologically developed countries, which are making new discoveries in the universe and living footprints in the world of science and technology. Therefore, Nigeria in the 21st century could be among the 'giants' in the field of Science and Technology if priority attention is given to the development of her abundant human and material resources.

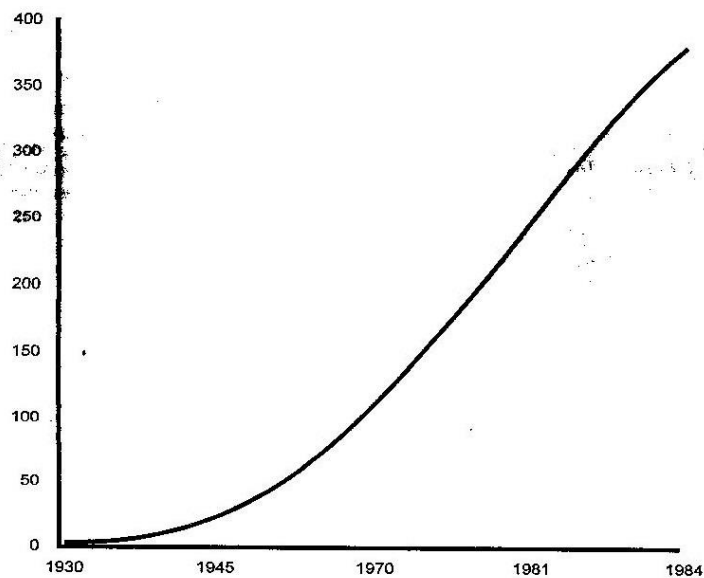
*I am grateful to Professor Yemi Idowu for his constructive criticism and contribution to the article.

References

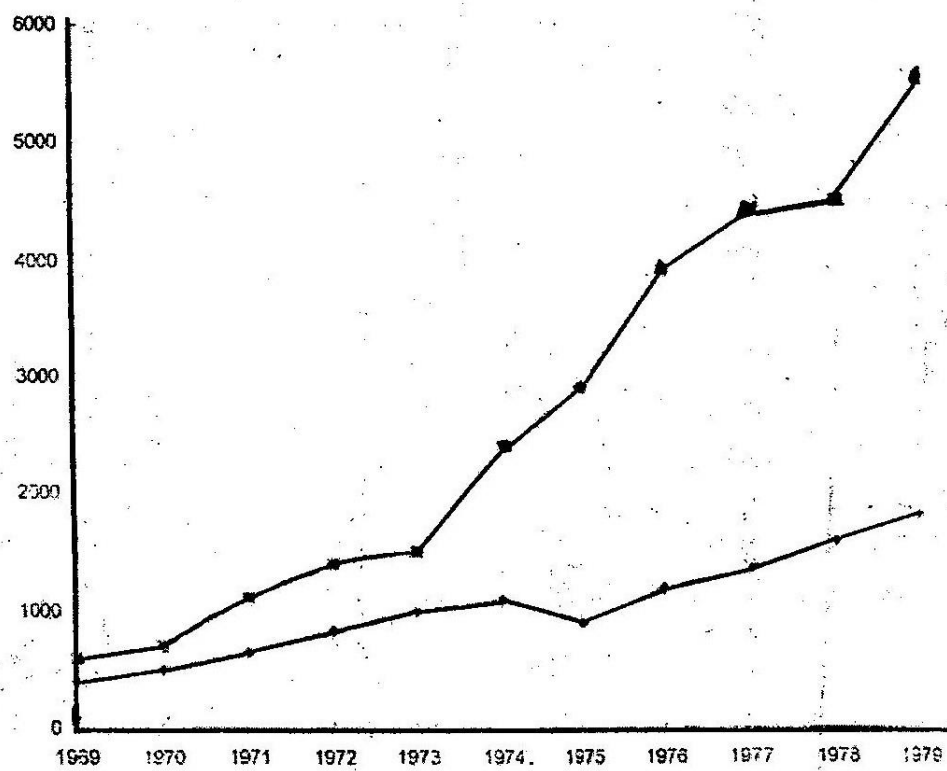
- Abdullahi, A. (1991) *Inflating and Deflating syndrome of Nigeria's Science Education*. Inaugural Lecture 12th Dec. 1991
- Adesina, S. & Ogunsaju, S. (1982) *Primary education in Nigeria*, Ile-Ife; University of Ife Press Limited
- Adesina, S. & Ogunsaju S. (1984) *Secondary Education in Nigeria*. Ile-Ife, University of Ife Press Limited.
- Akanbi, T. (1984), *Financing secondary education in Kwara State then*.
- Erim, Erim (1994) *Colonial Education Policy, 1840-1960*. In Isawa, E, and Uzoigwa, E. and Uzogwe Co. (1995) *Foundations of Nigerian .Federal ISM 1900-1960*
- Fafunwa, A. B. (1974) *History of Education in Nigeria*: London: Allen & Unwin.
- F. A (1957) *A short History of Education in British West Africa*. Edingburgh: Nelson.
- Ikejione, O. (1984) (Ed.) *Nigeria Education* Longman.
- Lewis I. T. (1954) *Educational Policy and Practice in British Tropical Africa*. Edinburgh: Nelson.
- Miler, W. R. S. (1983). *Yesterday and Tomorrow in Northern Nigeria* London, S. Com
- Phelps-Strokes (1954). *Report on Educational Policy in British Tropical Areas*. Edinburgh: Nelson
- Spray, G. B. (1967) *Education in the Six Northern States of Nigeria 1962-1973*. Kaduna Government Printers.
- Taiwo, C. O. (1980) *The Nigerian education system, past, present and future* Lagos: Nelson
- Thompson A. R. (1980) *Education and development in Africa* London: Macmillan
- Umuzurike, N. O. (1980) *Financing secondary Education in Kwara State with special reference to Ilorin Local Government area*. Unpublished M. A. Thesis, University of Ilorin, Ilorin
- Watson kernth, (1982) (Ed.) *Education in the Third World* London.
- Wise C. G. (1956) *A History of Education in British Africa*.

APPENDIX A*Number of Teachers in Secondary School, 1969-1970*

Year	No of teacher
1969	401
1970	511
1971	639
1972	826
1973	993
1974	1,093
1975	892
1976	1,183
1977	1,329
1978	1,587
1979	1,820

Note: Including Teachers both Technical and Teachers Training Colleges**Source:** Ministry of Education, Ilorin, Kwara State**APPENDIX B**

APPENDIX C TEACHERS AND STUDENTS POPULATION 1969 - 1979



APPENDIX D
NUMBER OF TEACHERS BY QUALIFICATIONS, BY NATIONALITY AND BY SEX IN POST-PRIMARY SCHOOLS IN KWARA STATE IN 1969

QUALIFICATIONS	NATIONAL															
	American		British		Canadian		Indian/ Pakistan		Irish		Nigerian		Others		All Nations	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. Graduates with Teaching Qualifications	8	13	5	5	7	2	2	2	-	1	75	3	-	2	97	28
2. Graduate without Teaching Qualifications	9	-	5	3	7	-	10	6	3	-	26	2	1	1	61	12
3. Nigerian Certificate in Education or Equivalent	-	-	1	7	-	1	-	-	1	-	140	21	-	-	142	29
4. Technologist / First Class Craftsmen	-	-	-	-	-	-	-	-	-	-	35	-	-	-	35	-
5. Grade I Teachers' Certificate	-	-	-	-	-	-	-	-	-	-	22	-	-	-	22	-
6. Grade II Teachers' Certificate	-	-	-	-	-	-	-	-	-	-	36	10	-	-	36	10
7. Assistant Technical Instructor in Training	-	-	-	-	-	-	-	-	-	-	14	-	-	-	14	-
8. Manual / Handwork Training Instructor	-	-	-	-	-	-	-	-	-	-	11	-	-	-	11	-
9. Untrained Teachers who Completed Secondary School or above	-	-	-	-	-	-	-	-	-	-	71	14	-	-	71	14
10. Arabists or Religious Teachers	1	-	-	-	-	1	-	-	-	-	4	-	-	-	5	1
Total of all Teachers	18	13	11	15	14	4	12	8	4	1	434	50	1	3	494	94
																588

APPENDIX E
NUMBER OF TEACHERS IN POST-PRIMARY SCHOOLS IN KWARA STATE IN 1973, QUALIFICATION
Proportion of Expatriate Teachers is shown in brackets

TEACHERS QUALIFICATIONS	Grammar, Commercial and Teachers' College										Craft Technical		Totals for all Post-Primary Institutions						
	Government					Aided					Unaided		Totals		Government		Totals		
	M		F		MF	M		F		MF	M		F		MF	M		F	
	M	F	M	F		M	F	M	F		M	F	M	F		M	F		
Graduate with Teaching Qualifications	85 (2)	10 (5)	119 (10)	8 (7)		18 (1)	2 (-)	222 (13)	20 (12)	242 (25)	2 (-)	222 (13)	20 (12)	242 (25)	2 (-)	224 (13)	20 (12)	244 (25)	
Graduate without Teaching Qualifications	19 (3)	8 (6)	64 (18)	11 (11)		20 (1)	-	103 (22)	19 (17)	122 (39)	1 (-)	103 (22)	19 (17)	122 (39)	1 (-)	104 (22)	19 (17)	123 (39)	
Nigerian Certificate of Education or Equivalent	57 (-)	27 (2)	176 (3)	29 (5)		30 (-)	2 (-)	263 (3)	58 (7)	321 (10)	4 (-)	263 (3)	58 (7)	321 (10)	-	267 (3)	58 (7)	325 (10)	
Technologists and Senior Technicians (H.N.C)	-	-	6	-		-	-	6	-	6	-	6	-	6	-	6	-	6	
First Class Craftsman	-	-	-	-		1	-	1	-	1	41	-	-	42	-	42	-	42	
Grade I	2	-	38 (-)	3 (1)		3 (-)	-	43 (-)	3 (1)	46 (1)	2	-	-	45 (1)	-	45 (1)	3 (1)	48 (1)	
Grade II	-	-	29	6		11	3	40	9	49	1	-	9	49	-	41	9	50	
Assistant Technical Instructor -in-Training	3	-	3	-		3	-	9	-	9	16	-	-	25	-	25	-	25	
Manual / Hardworking Training Instructor	2	-	-	-		-	-	2	-	2	3	-	-	5	-	5	-	5	
Untrained Teachers who Completed Secondary School	5	-	152 (3)	14 (3)		28	3	185 (3)	17 (3)	202 (3)	1	-	-	186 (3)	-	186 (3)	17 (3)	203 (3)	
Arabic or Religious Teachers	1	-	9	-		5	-	15	-	15	-	-	-	15	-	15	-	15	
Total of all Teachers	174 (5)	45 (13)	596 (34)	71 (24)		119 (2)	10 (-)	889 (41)	126 (37)	1,015 (78)	71	-	-	960 (41)	-	960 (41)	126 (37)	1,086 (78)	
Total MF	-	218 (18)	-	667 (58)		129 (2)	-	-	1,015 (78)	1,015 (78)	71	-	-	-	-	1,086 (78)	-	1,086 (78)	

APPENDIX E

NUMBER OF TEACHERS IN POST-PRIMARY INSTITUTIONS IN KWARA STATE BY QUALIFICATION AND SEX IN 1976/77

Note: Proportion of Expatriate Teachers is shown in brackets

TEACHERS QUALIFICATIONS	Grammar, Commercial and Teachers' College												Totals for all Post-Primary Institutions			
	Government				Aided				Unaided				Totals			
	M		F		M		F		M		F		M		F	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Graduate with Teaching Qualifications	204 (12)	29 (14)	105 (26)	15 (13)	8	-	317 (38)	44 (27)	361 (65)	3	-	320 (38)	44 (27)	364 (55)		
Graduate without Teaching Qualifications	65 (5)	18 (10)	98 (36)	29 (16)	2	-	165 (41)	47 (26)	212 (67)	-	-	165 (41)	47 (26)	212 (67)		
Nigerian Certificate of Education or Equivalent	83 (-)	55 (-)	200 (10)	56 (3)	5	-	288 (10)	111 (3)	399 (13)	28	-	316 (10)	111 (3)	427 (13)		
Technologist and Senior Technicians (HND)	1 (-)	-	4 (-)	1 (-)	-	-	5 (-)	1 (-)	6 (1)	1	-	6 (-)	1 (-)	7 (-)		
First Class Craftsman	-	-	1 (-)	-	-	-	1 (-)	-	1 (1)	-	-	1 (-)	-	1 (-)		
Grade I	2 (-)	-	24 (2)	1 (-)	-	-	26 (2)	1 (-)	27 (2)	-	-	26 (2)	1 (-)	27 (2)		
Grade II	2 (-)	5 (-)	29 (-)	10 (1)	1	-	32 (-)	15 (1)	47 (1)	3	-	35 (-)	15 (1)	50 (1)		
Assistant Technical Instructor-in-Training	2 (-)	-	-	-	-	-	2 (-)	-	2 (-)	11	-	13 (-)	-	13 (-)		
Manual / Handworking Training Instructor	2 (-)	-	-	-	-	-	2 (-)	-	2 (-)	9	-	11 (-)	-	11 (-)		
Untrained Teachers who Completed Secondary School	1 (-)	1 (-)	164 (10)	10 (2)	4	-	175 (12)	17 (-)	190 (12)	-	-	175 (12)	15 (-)	190 (12)		
Arabic or Religious Teachers	3 (-)	-	22 (-)	1 (1)	1	-	26 (-)	1 (1)	27 (1)	-	-	26 (-)	1 (1)	27 (1)		
Total M&F Teachers	365 (17)	108 (24)	847 (84)	123 (34)	4	10	1,039 (103)	235 (58)	1,274 (161)	55 (-)	-	1,094 (103)	235 (58)	1,329 (161)		
	473 (14)		770 (118)		31 (2)		1,274 (161)		1,274 (161)			1,329 (16)		1,329 (161)		

APPENDIX G
WASC EXAMINATION RESULTS:
Number and Percentage of Passes & Failures, Kwara State, 1969-79
ADDITIONAL MATHEMATICS

Year	Total	Number of Passes	Number of Failures
1969	154	120	52
1970	147	123	24
1971	250	163	87
1972	347	156	191
1973	260	112	148
1974	253	163	90
1975	252	118	134
1976	267	121	146
1977	226	99	127
1978	212	147	65
1979	210	122	88

PERCENTAGES

1969	100.00	66.23	33.77
1970	100.00	83.67	16.33
1971	100.00	65.22	34.95
1972	100.00	44.95	55.04
1973	100.00	43.08	56.92
1974	100.00	64.42	35.58
1975	100.00	46.81	53.17
1976	100.00	45.31	54.69
1977	100.00	43.81	56.19
1978	100.00	69.34	30.66
1979	100.00	58.10	41.90

Source: Ministry of Economic Development, Statistics Division, Ilorin, Kwara State

APPENDIX H
WASC EXAMINATION RESULTS:
Number and Percentage of Passes & Failures, Kwara State, 1969-79
MATHEMATICS

Year	Total	Number of Passes	Number of Failures
1969	635	334	302
1970	759	452	307
1971	1,190	649	541
1972	1,372	694	678
1973	1,524	622	902
1974	2,396	907	1,489
1975	2,861	744	2,117
1976	3,785	782	2,841
1977	4,269	1,428	3,003
1978	4,453	2,060	2,393
1979	5,435	2,682	2,753

PERCENTAGES

1969	100.00	52.52	47.48
1970	100.00	59.55	40.45
1971	100.00	54.53	45.47
1972	100.00	50.58	49.42
1973	100.00	40.81	59.19
1974	100.00	37.85	62.15
1975	100.00	26.00	74.00
1976	100.00	20.66	79.34
1977	100.00	33.45	66.55
1978	100.00	46.26	53.74
1979	100.00	49.35	50.65

Source: Ministry of Economic Development, Statistics Division, Ilorin, Kwara State

APPENDIX I
WASC EXAMINATION RESULTS:
Number and Percentage of Passes & Failures, Kwara State, 1969-79
Biology

Year	Total	Number of Passes	Number of Failures
1969	677	456	221
1970	686	414	272
1971	1,017	670	347
1972	1,225	762	363
1973	1,325	761	564
1974	2,090	954	1,136
1975	2,606	1,102	1,504
1976	3,471	1,635	1,836
1977	3,859	1,270	1,589
1978	3,959	1,954	1,997
1979	4,372	2,557	1,815

PERCENTAGES

1969	100.00	67.35	32.65
1970	100.00	60.34	39.66
1971	100.00	65.88	34.12
1972	100.00	60.20	39.80
1973	100.00	57.43	42.57
1974	100.00	45.65	54.35
1975	100.00	42.29	57.71
1976	100.00	47.10	52.90
1977	100.00	58.82	41.18
1978	100.00	49.46	50.54
1979	100.00	58.49	41.51

Source: Ministry of Economic Development, Statistics Division, Ilorin, Kwara State

APPENDIX J
WASC EXAMINATION RESULTS:
Number and Percentage of Passes & Failures, Kwara State, 1969-79
Chemistry

Year	Total	Number of Passes	Number of Failures
1969	425	368	57
1970	459	419	40
1971	646	511	135
1972	728	614	222
1973	815	593	413
1974	1,145	732	490
1975	1,505	1,015	744
1976	1,843	1,099	1,191
1977	2,000	809	986
1978	1,829	843	-
1979	2,025	1,117	908

PERCENTAGES

1969	100.00	86.58	13.41
1970	100.00	91.29	8.71
1971	100.00	79.102	20.89
1972	100.00	84.34	15.65
1973	100.00	72.76	27.24
1974	100.00	63.93	36.06
1975	100.00	67.44	32.56
1976	100.00	59.53	40.36
1977	100.00	40.45	59.55
1978	100.00	40.09	53.91
1979	100.00	55.16	44.84

Source: Ministry of Economic Development, Statistics Division, Ilorin, Kwara State

APPENDIX K
WASC EXAMINATION RESULTS:
Number and Percentage of Passes & Failures, Kwara State, 1969-79
PHYSICS

Year	Total	Number of Passes	Number of Failures
1969	341	284	57
1970	382	319	63
1971	546	388	158
1972	530	317	159
1973	509	341	168
1974	736	497	239
1975	762	467	295
1976	881	492	389
1977	802	490	312
1978	736	485	251
1979	969	699	268

PERCENTAGES

1969	100.00	83.28	16.72
1970	100.00	83.50	16.50
1971	100.00	71.06	20.94
1972	100.00	70.00	30.00
1973	100.00	66.99	33.01
1974	100.00	67.53	32.47
1975	100.00	61.29	38.71
1976	100.00	55.84	44.16
1977	100.00	61.10	38.90
1978	100.00	65.90	34.10
1979	100.00	72.29	27.71

Source: Ministry of Economic Development, Statistics Division, Ilorin, Kwara State

APPENDIX L**Summary of Results 1969-79**

Year	No of Schools	Total No. of Candidates	Grade of Passes			Total Passes	Percentage of Passes
			1	2	3		
1969	17	735	104	142	244	490	66.67
1970	17	761	34	146	229	400	53.73
1971	25	1,192	69	209	392	670	56.21
1972	27	1,372	72	214	525	811	59.11
1973	33	1,629	72	197	539	808	49.60
1974	46	2,449	175	244	727	1,146	46.79
1975	52	2,927	150	171	962	1,283	43.83
1976	61	4,096	127	296	1,159	1,582	38.62
1977	63	4,504	-	-	-	-	-
1978	63	4,760	265	418	1,440	2,123	44.60
1979	65	5,424	331	708	1579	2,618	48.27

Source: Ministry of Economic Development, Statistics Division, Ilorin, Kwara State

APPENDIX M**WASC Examination Results 1969-79**

Year	Total No. of candidates	No. of Passes	No. of Failures	Percentage	
				Passes	Failures
1969	735	490	245	66.67	33.33
1970	761	409	352	53.75	46.25
1971	1,192	670	522	56.21	43.79
1972	1,372	811	561	59.11	40.89
1973	1,629	808	821	49.60	50.40
1974	2,449	1,146	1,303	46.79	53.21
1975	2,927	1,283	1,644	43.83	56.17
1976	4,096	1,582	2,514	38.62	61.38
1977	4,504	-	-	-	-
1978	4,760	2,123	2,637	44.60	55.40
1979	5,424	2,618	2,806	48.27	51.73

Source: Ministry of Economic Development, Statistics Division, Ilorin, Kwara State

INSTITUTE JOURNAL OF STUDIES IN EDUCATION

