Development Journal of International Affairs, Political Economy and Humanities (DJIAPEH)
Volume 2, Number 1 February, 2026

e-ISSN: 1115-8689
p-ISSN: 1115-6198

Comparative Assessment of Senior Secondary Agricultural Science Students' Performance in West African Examination Council and National Examination Council in Kauru, Kaduna State, Nigeria

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Article DOI: 10.48028/iiprds/djiapeh.v2.i1.16

Abstract

This study examined enrolment trends and academic performance in Agricultural Science among senior secondary students in Kauru, Kaduna State, from 2020 to 2024. Research adopted ex-post facto design to confidentially gather data on student results from the West African Examination Council and National Examination Council across nine accredited schools, randomly selected through Zonal Examination Boards. Descriptive statistics and independent t-tests in SPSS version 23 ($P \leq 0.05$) revealed declining fluctuations, where WAEC enrolment stood at 2,615 students ($\bar{x} = 298.44$) and NECO at 2,458 ($\bar{x} = 273.67$). Males (53.88%) outnumbered and slightly outperformed females (32.99%) in both examinations. The t-test results ($1.96 < 0.05$) indicated no significant differences in performance between examinations or genders, while male enrolment was significantly higher ($p<0.05$). The study recommends scholarships and tuition support to boost female enrolment, staff development workshops, recruitment of qualified teachers, and provision of teaching resources by the Ministry of Education and stakeholders.

Keywords: *Evaluation, Performance, Public schools, Senior secondary, Standard examination bodies*

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Background to the Study

Agriculture is central to economic growth in developing countries, making effective Agricultural Science teaching at the senior secondary level critical for equipping students to manage scarce resources and support food security. In Nigeria, this subject encompasses cognitive, affective, and psychomotor domains; yet, female students remain underrepresented and often disengaged from its labor-intensive practical components, despite global commitments, such as Sustainable Development Goal 4, to equitable, high-quality education (Ogundiwin & Olusa, 2017; Onwunali *et al.*, 2022).

At the national level, WAEC and NECO use comparable curricula and grading standards in the Senior Secondary Certificate Examinations, but enrolment and performance patterns differ by gender, school location, and perceived examination difficulty. Urban–rural disparities, resource gaps, and shifting candidate preferences between WAEC and NECO further complicate efforts to interpret achievement trends in Agricultural Science (Udofia & Udoh, 2017; Onwunali *et al.*, 2024). Persistent gender inequities, particularly in northern Nigeria, are linked to low female enrolment, higher withdrawal rates, and sociocultural constraints, despite targeted interventions to expand girls' access to schooling (Akeen, 2023; Nigerian Private Schools, 2025).

Existing research has established that academic performance in Agricultural Science is influenced by factors such as school type, teacher quality, learning resources, socioeconomic background, and gendered expectations (Amadi & Eze, 2018; Ibrahim *et al.*, 2019; Obi *et al.*, 2024), but important gaps remain. First, few studies provide a systematic comparison of male and female performance in Agricultural Science across WAEC and NECO results over time, using a common framework for both examination bodies. Second, limited work explicitly links gendered performance patterns to school location and resource availability within Agricultural Science, rather than STEM subjects more broadly. Third, there is insufficient evidence on how perceived examination difficulty, examination choice (WAEC versus NECO), and malpractice dynamics intersect with gender to shape outcomes in this subject. The present study addresses these gaps by analyzing gender differences in Agricultural Science achievement across WAEC and NECO examinations, while accounting for contextual factors such as school location, resource provision, and students' examination choices (Akeen, 2023; Omodara *et al.*, 2024).

Statement of the Problem

Despite documented poor performance in Agricultural Science on WAEC and NECO examinations (Otekunrin *et al.*, 2019; Yohanna & Mohammed, 2022), key issues persist in understanding students' enrollment trends and achievement levels, particularly their linkages to parental socioeconomic status, gender disparities, school location, and school type (Ntibi & Edoho, 2017; Ibrahim *et al.*, 2019). It remains unclear how these factors interact to influence outcomes in specific contexts, such as Kauru Local Government Area. This study addresses these unknowns by examining students' enrollment and achievement in WAEC and NECO Agricultural Science examinations in that area.

Objectives of the Study

The main objective of the study is to establish Agricultural Science students' achievement in WAEC and NECO in Kauru Local Government Area of Kaduna State, and the investigation was guided by the following specific objectives.

1. To determine Agricultural Science students' enrollment in WAEC and NECO in senior secondary schools in the study area,
2. To determine gender differences in Agricultural Science enrollment in WAEC and NECO in senior secondary schools in the study area,
3. To determine students' academic performance in Agricultural Science in WAEC and NECO in the study area and
4. To determine the influence of gender on students' academic performance in Agricultural Science in WAEC and NECO in the study area.

Research Question

The following research questions guided the study:

1. What is the level of students' enrollment in Agricultural Science for WAEC and NECO in senior secondary schools in the study area?
2. What are the enrollment trends for male and female students in Agricultural Science for WAEC and NECO in senior secondary schools in the study area?
3. In which examination (WAEC or NECO) does students perform better in Agricultural Science in the study area?
4. What is the influence of gender on students' performance in Agricultural Science for WAEC and NECO in senior secondary schools in the study area?

Hypotheses

The study tested the following null hypotheses at the 0.05 level of significance:

H_{01}: There is no significant difference in students' enrollment in Agricultural Science between WAEC and NECO examinations in the study area.

H_{02}: There is no significant difference in Agricultural Science enrollment between male and female students for WAEC and NECO examinations in the study area.

H_{03}: There is no significant difference in students' performance in Agricultural Science between WAEC and NECO examinations in the study area.

H_{04}: There is no significant difference in Agricultural Science performance between male and female students in WAEC and NECO examinations.

Materials and Methods

Description of the Study Area

The study was conducted in the Kauru Local Government Area of Kaduna State. Kauru lies between latitude 10°39' North and longitude 8°9' East with a land area of 3,185 Square kilometers, with an estimated population of 326,900 based on the 2006 census. The inhabitants of Kauru are primarily crop farmers, cultivating maize, millet, and sorghum, with

diverse cultural practices. The challenges associated with Agricultural Science in Kaduna State were documented to include inadequate infrastructure, lack of modern instructional materials, insufficient ICT equipment, under-funding, and poor students' interest in both secondary and tertiary education sectors. Onwunali *et al.* (2025) reported that the above factor negatively affected student enrollment and academic attainment in Agricultural Science subjects across the state.

Research Design

This study adopted an ex post facto research design to analyze secondary data on students' enrollment and performance in Agricultural Science, following established precedents (Ibrahim *et al.*, 2019; Onwunali *et al.*, 2024). Kauru Local Government Area was purposively selected due to its 13 registered public senior secondary schools, providing a representative context for examining trends from 2020 to 2024. Of these, 9 WAEC and NECO-accredited schools were randomly selected to ensure adequate coverage and feasibility of data access. Enrollment and performance data were confidentially obtained from the Zonal Education Board and school records, with ethical considerations upheld through anonymization of student identities, informed consent from school authorities, and strict adherence to data protection principles to maintain privacy and confidentiality.

The achievement test was both summative and formative based on the WAEC and NECO grading system of A-F (A1, B2, C3, C4, C5, C6, D7, E8 and F9), where grade A stands for 'Distinction', B2 - C6 represents 'Credit', D7 and E8 represent 'Pass', while F9 represents 'Fail'. The grading corresponded to the standard subject format of WAEC and NECO as follows A1 = 80 - 100, B2 = 70 - 79, B3 = 65 - 69, C4 = 60 - 64, C5 = 55 - 59, C6 = 50 - 54, D7 = 45 - 49, E8 = 40 - 44, F9 = 0 - 39 (Otekunrin *et al.*, 2019). The required grade, otherwise referred to as "Performance Quality" in this study, is A – C, because 'C' remains the minimum grade for post-secondary education in Nigeria.

Data Analysis

Data were analyzed using descriptive statistics (means and percentages) to summarize enrollment trends and performance levels, while independent samples t-tests were applied to test the null hypotheses at $p \leq 0.05$ for differences by examination type (WAEC and. NECO) and gender in students' Agricultural Science enrollment and performance in public senior secondary schools. All analyses were conducted using SPSS version 23. The use of independent samples t-tests rested on the following assumptions, which were verified prior to analysis: (1) independence of observations (ensured by aggregating school-level secondary data without pairing); (2) normality of score distributions within each group (checked through Shapiro-Wilk tests and Q-Q plots, suitable for the sample size); (3) homogeneity of variances between groups (confirmed using Levene's test); and (4) interval or ratio data scales (met by enrollment counts and performance

Results

Trend in Enrollment students in WAEC and NECO Examinations

Results (Appendix 1) revealed that a total of 5,056 students enrolled in both WAEC and

NECO examinations from 2020 to 2024, which corresponded to 2,619 (51%) and 2,435 (48.2%) for WAEC and NECO, respectively. Results also showed fluctuating and declining enrollment over the period; consequently, the peak of enrollment for WAEC was in the year 2020 (11.45%) and in 2022 (9.99%), indicating inconsistency in enrollment. Relatively low enrollment of 9.24% and 9.45% for WAEC and NECO was observed in 2024. Students' means of 298.44 and 273.67 for WAEC and NECO, respectively, revealed a t-value of 1.13≥0.05 (Table 1), which implied that there was no significant difference in students' enrolment in both examinations. Hence, the hypothesis that there is no significant difference was accepted, discarding the speculation that more students will enroll in NECO.

Table 1: T-test Analysis of Students' enrollment in West African Examination Council and National Examination Council, 2020 to 2024

Variable	N	Mean ($\bar{x}$)	SD	t-calculated	DF	t-Critical	Decision
WAEC	2619	298.44	110.84	1.13	16	1.96	NS
NECO	2437	273.67	65.45				

N = numbers of students, SD = standard deviation, DF = degree of freedom, NS = Not Significant, *WAEC = West African Examination Council, NECO = National Examination Council,* $\bar{x}$ = mean

Gender Distribution of Students' Enrollment

Results (Appendix 2) revealed that gender disparity remains evident in the enrollment pattern. Of the total 5,056 candidates, 3,228 (63.84%) were male, while 1,828 (36.16%) were female. This showed a wide gender gap in enrollment, with male students dominating enrollment in the year and across the schools. Results also showed a high relative percentage of male (13.96%) students enrolled in 2020, while their female counterparts reached their peak in 2022 (7.65%). Enrolment of males (11.89%) and females (7.00%) was relatively low in 2024, confirming the inconsistency and decline. The highest enrollment of 10.54% for males and 6.31% for females was observed in Government Secondary School, Dandaura. A t-value of 2.83≤0.05 revealed a significant difference in enrolment, suggesting that male students with mean of 336.44 outnumbered the females (212.0). Therefore, the hypothesis that there is no significant difference in gender enrolment was rejected (Table 2).

Table 2: T-test Analysis of Gender Enrolment in West African Examination Council and National Examination Council, 2020 to 2024

Variable	N	Mean ($\bar{x}$)	SD	t-calculated	DF	t-Critical	Decision
Male	3228	336.44	119.15	2.83	16	1.96	Significant
Female	1828	212.0	65.37				

N = numbers of students, SD = standard deviation, DF = degree of freedom, $\bar{x}$ = mean

Performance in WAEC and NECO Examinations

Results in Appendix 3 showed that 51.34% and 47.99% of the students passed (A1 to E8) in WAEC and NECO, respectively, suggesting an average grade of C6 for WAEC and D7 for

NECO. Students' performance quality (A1–C6) followed a similar pattern, with 48.85% for WAEC and 45.05% for NECO. Such results implied that, on average, students performed better in WAEC than in NECO. The slight variation was associated with higher students' effort and interest in WAEC, complemented by teachers' use of WAEC past questions in preparing students for the examination, fostering students' flexibility in WAEC than in NECO. Consequently, a t-value of 0.43≥0.05 showed that there is no significant difference in the performance of students in WAEC and NECO (Table 3). Hence, the null hypothesis that there is no significant difference between the two examinations was accepted.

Table 3: T-test Analysis of Students Performance West African Examination Council and National Examination Council, 2020 to 2024

Variables	N	Mean ($\bar{x}$)	SD	t-cal.	DF	t-Crit.	Decision
WAEC	2619	347.89	220.15	0.43	16	1.96	*NS*
NECO	2437	304.33	210.19				

N = numbers of students, SD = standard deviation, DF = degree of freedom, NS = Not Significant, *WAEC = West African Examination Council, NECO = National Examination Council,* $\bar{x}$ = mean

Performance of the male and female students

In Appendix 4, results showed that male students consistently outperformed (62.66%) their female counterparts (35.98%) both in year and across grades in terms of grades A1 to E8. Similar results were also observed in quality performance, where 53.88% of the males and 32.99% of the females scored A1–C6. Statistically, the t-value of 1.83≥0.05 implied no significant difference in the performance of male and female students in Kauru. Therefore, the hypothesis that there is no significant difference in their performance was accepted (Table 4).

Table 4: T-test Analysis of Male and Female Students' Performance in West African Examination Council and National Examination Council, 2020 to 2024

Variables	N	Mean($\bar{x}$)	SD	t-calculated	DF	t-Critical	Decision
Male	3228	365.33	231.19	1.83	16	1.96	NS
Female	1828	203.11	141.19				

N = numbers of students, SD = standard deviation, DF = degree of freedom, NS = Not Significant, *WAEC = West African Examination Council, NECO = National Examination Council,* $\bar{x}$ = mean

Discussion

The downward enrollment trajectory signals deeper systemic challenges in agricultural education, particularly youth disinterest in practical components amid competing career aspirations. This erosion of participation jeopardizes long-term agricultural manpower development, echoing longstanding patterns in Kaduna State where optional subject status amplifies motivational deficits (Onwunali *et al.*, 2024). Such trends necessitate reframing agriculture as a viable, technology-driven profession to counter stereotypes of manual labour.

Recent evidence reinforces this: a 2023 analysis attributes such declines to optional curriculum status and career misconceptions, with students favoring "prestigious" subjects (Ojo, 2023). Similarly, a 2025, Benue State survey found low enrollment linked to negative attitudes toward agriculture as a "dirty" profession, urging incentives for mechanized pathways (Christopher, 2025).

Pronounced male over-representation underscores entrenched sociocultural norms positioning Agricultural Science as physically demanding and male-suited, compounded by early marriage and domestic expectations that curtail female engagement (Olukayode & Ayoola, 2015). These dynamics highlight the imperative for interventions that normalize female participation, transforming vocational agriculture into an inclusive domain rather than a gendered preserve. Contemporary studies echo this: a 2025 Ebonyi State analysis reported persistent sex-based barriers in resource access, advocating cooperative strengthening (Njoku *et al.*, 2025). In Bayelsa, 2025 research reported school environment factors exacerbating female under-representation (Ikpaikpai & Obiyai 2025).

The absence of meaningful differences in students' performance between WAEC and NECO points to shared underlying constraints such as teacher training deficits and poor teachers' preparedness, inadequate facilities, and preparation gaps rather than examination specific variances (Felix, 2018). Such results confirmed that, given equal opportunity, gender was not a strong determinant of performance. Contextual factors like location further modulate outcomes, with rural settings like Kauru lagging urban hubs due to resource disparities (Onwunali *et al.*, 2024; Omodara *et al.*, 2024; Adebayo, 2024). This parity suggests policy focus should target foundational inputs over examination choice.

Male advantages in practical-oriented tasks contrast with non-significant overall disparities, revealing how cultural mobility restrictions and encouragement gaps intensify at senior levels compared to junior stages (Nwanosike, 2015; Onwunali *et al.*, 2022). This pattern advocates mentorship and supportive environments to bridge experiential divides, fostering equity without compromising competence. Collectively, these patterns expose interconnected threats such as motivational voids, gender inequities, and resource shortfalls, and demand multifaceted strategies like awareness campaigns, policy reforms, and infrastructure investments. These must align with national agricultural sustainability goals to revitalize interest and ensure equitable skills development for Nigeria's food security future.

The enrollment trends in Agricultural Science for WAEC and NECO from 2020 to 2024 revealed a concerning overall decline punctuated by yearly fluctuations, signaling systemic inconsistencies in student participation that undermine practical skills development for self-reliance. The obvious lack of significant differences in enrollment between WAEC and NECO challenges assumptions of examination preference, suggesting that broader access barriers, rather than examination specific appeal the drive low uptake. Compounding this, persistent gender disparities, with males significantly outnumbering females, underscore entrenched sociocultural stereotypes and barriers that limit female involvement,

perpetuating inequities in agricultural education and future workforce participation. These intertwined patterns highlight the urgent need for targeted interventions, such as gender-sensitive policies and awareness campaigns, to reverse declines and foster inclusive enrollment.

Conclusion

This study investigated enrolment trends and academic performance in Agricultural Science among senior secondary students in Kauru, Kaduna State, from 2020 to 2024, using ex post facto data from WAEC and NECO examinations. Findings revealed fluctuating and declining enrollment, with no significant differences between the two examinations or in performance by gender, though males significantly outnumbered females in enrollment and showed slightly higher pass rates. These insights contribute to the sparse literature on Agricultural Education in northern Nigeria, underscoring persistent gender disparities and the need for targeted interventions to sustain student interest in this vital field. While the ex post facto design limited causal inferences and relied on secondary data from select schools, it offers a robust baseline for policy action. The study therefore urges the Ministry of Education, school administrators, and stakeholders to prioritize scholarships and tuition waivers for female students, teacher training workshops using WAEC/NECO past questions to boost preparation. Future research could explore qualitative factors like socioeconomic barriers or teacher quality through longitudinal or mixed methods designs in other Kaduna zones. Ultimately, bridging these enrollment and performance gaps will empower more equitable agricultural education, fostering a resilient workforce for Nigeria's food security amid tropical challenges.

Recommendations

Based on these findings, the subsequent short- and long-term recommendations aim to bolster student enrollment and performance in Agricultural Science.

Short-term Recommendations (Immediate steps to arrest enrollment decline and disparities):

1. Amid the fluctuating and declining enrollment trends (Appendix 1), government and educational stakeholders should promptly launch motivational campaigns that underscore practical agriculture's vital role in fostering self-reliance, with the goal of elevating participation in the forthcoming examination cycle.
2. Given the marked male dominance in enrollment (63.84% and 36.16%; Table 2; $P = 2.83 < 0.05$), Zonal Education Boards ought to introduce targeted incentives, such as female only scholarships and streamlined registration drives, to bridge gaps rooted in sociocultural barriers.

Long-term Recommendations (Enduring strategies for equity, excellence, and sustainability):

1. To address enduring gender disparities favoring males in performance trends (Appendix 4), Federal and State governments should craft and enforce inclusive

policies tackling cultural hurdles like early marriage, through safe mobility measures and mentorship initiatives to secure female retention across 5–10 years.

2. In light of the moderate performance levels in WAEC and NECO (no significant difference; Table 3; $P = 0.43 < 0.05$; H_{03} accepted) tied to preparation shortfalls, school leaders and governments must prioritize teacher pedagogy training alongside essential facilities like farm tools, thereby lifting consistent quality outcomes (A1–C6).

Responding to the broader enrollment downturn and non-significant gender performance differences (Table 4; $P = 1.83 < 0.05$; H_{04} accepted) amid waning youth motivation, stakeholders should cultivate partnerships among schools, agricultural industries, and communities to deliver hands-on experiences and career guidance, safeguarding the pipeline of agricultural talent.

Acknowledgments

Authors are grateful to Muhammad, Hashir. Bello and Bitrus, Janet, their former students for data collection and to Federal University of Education, Zaria, for permission to publish the article.

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Appendices

Appendix 1: Enrolment of Students in West African Examination Council and National Examination Council in Kauru LGA, Kaduna State, 2020 to 2024

N=5,056

S/N	Name of School	Enrolment in years for WAEC							Enrolment in years for NECO						
		2020	2021	2022	2023	2024	Total	%	2020	2021	2022	2023	2024	Total	%
1.	GSS Galadimawa	41	58	30	63	7	199	3.94	32	53	21	30	29	165	3.36
2.	GSS Kauru	55	51	62	53	58	279	5.52	51	60	60	50	51	272	5.38
3.	GSS Kwassam	28	29	20	27	37	141	2.79	31	32	24	25	33	145	2.87
4.	GSS Dandaura	132	56	112	97	80	477	9.43	88	53	103	70	51	365	7.22
5.	GSS Kushika	49	33	51	50	48	231	4.57	62	51	52	84	78	327	6.47
6.	GSS Geshere	45	65	36	40	50	236	4.67	44	55	42	40	71	252	4.98
7.	GSS Damakasuwa	117	96	78	82	54	427	8.45	63	65	84	81	56	349	6.90
8.	GSS Bakin Kogi	71	59	103	64	84	381	7.54	58	63	55	53	54	283	5.60
9.	GSS Fadan Chawai	41	55	40	63	49	248	4.91	45	60	64	55	55	279	5.52
	TOTAL	579	502	532	539	467	2619	51.80	473	492	505	488	478	2437	48.20
	%	11.45	9.93	10.52	10.66	9.24	51.80		9.38	9.73	9.99	9.65	9.45	48.20	

Appendix 2: Agricultural Science Gender Enrolment in Kauru Local Government Area from 2020 to 2024

N=5,056

S/No	Name of School	Yearly Enrollment of male Students							Yearly Enrollment of female Students						
		2020	2021	2022	2023	2024	Total	%	2020	2021	2022	2023	2024	Total	%
1.	GSS Galadimawa	48	70	33	65	24	240	4.75	25	41	18	28	12	124	2.45
2.	GSS Kauru	74	78	85	68	74	379	7.50	32	33	37	35	35	172	3.40
3.	GSS Kwassam	37	32	28	25	43	165	3.26	22	29	16	27	27	121	2.39
4.	GSS Dandaura	152	74	115	106	86	533	10.54	68	35	100	61	55	319	6.31
5.	GSS Kushika	74	51	59	69	72	325	6.43	37	33	44	55	54	223	4.41
6.	GSS Geshere	57	74	53	46	76	306	6.05	32	46	25	34	45	182	3.60
7.	GSS Damakasuwa	119	97	102	108	78	504	9.97	61	64	60	55	32	272	5.38
8.	GSS Bakin Kogi	87	80	109	69	86	431	8.52	42	42	49	48	52	233	4.61
9.	GSS Fadan Chawai	58	73	66	86	62	345	6.82	28	42	38	32	42	182	3.60
	TOTAL	706	629	650	642	601	3228	63.84	347	365	387	375	354	1828	36.16
	%	13.96	12.44	12.86	12.70	11.89	63.84		6.86	7.22	7.65	7.42	7.00	36.16	

Appendix 3: Performance of students in Agricultural Science in West African Examination Council and National Examination Council, 2020 to 2024

Grades	2020		2021		2022		2023		2024		Total		%	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N
A1	7	7	8	1	12	10	8	5	7	3	42	26	0.83	0.51
B2	89	81	88	74	85	73	96	85	108	81	466	394	9.22	7.79
B3	107	81	101	90	87	97	98	92	95	101	488	461	9.65	9.12
C4	122	97	97	128	114	105	98	110	104	95	535	535	10.58	10.58
C5	119	89	98	97	84	99	96	85	85	91	482	461	9.53	9.12
C6	90	75	84	84	109	86	120	88	54	67	457	400	9.04	7.91
QR	**10.56**	**8.50**	**9.41**	**9.38**	**9.71**	**9.30**	**10.21**	**9.20**	**8.96**	**8.66**	**48.85**	**45.04**	**48.85**	**45.04**
D7	21	26	24	12	26	24	11	20	5	22	87	104	1.72	2.06
E8	14	10	2	5	10	12	7	11	6	7	39	45	0.77	0.89
%Pass	**0.69**	**0.71**	**0.51**	**0.34**	**0.71**	**0.71**	**0.36**	**0.61**	**0.22**	**0.57**	**2.49**	**2.95**	**2.49**	**2.95**
F9 (Fail)	12	3	-	1	6	1	4	2	1	4	23	11	0.45	0.22
% Fail	**0.24**	**0.06**	**-**	**0.02**	**0.12**	**0.02**	**0.08**	**0.04**	**0.02**	**0.08**	**0.45**	**0.22**		**100**

W = WAEC, N = NECO, % = Percentage, N = Total Number of students, QR = quality results

Appendix 4: Performance of Male and Female Students in Agricultural Science in West African Examination Council and National Examination Council, 2020 to 2024

Grades	2020		2021		2022		2023		2024		Total		%	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
A1	10	4	6	3	15	7	9	4	5	5	45	23	0.89	0.45
B2	98	72	92	70	86	72	103	78	100	89	479	381	9.47	7.54
B3	145	53	140	61	133	61	139	61	152	54	709	290	14.02	5.74
C4	114	75	116	79	126	63	101	77	103	66	560	360	11.08	7.12
C5	93	85	104	61	91	62	100	51	91	55	479	314	9.47	6.21
C6	87	55	83	55	106	59	107	71	69	60	452	300	8.94	5.93
QR	**10.82**	**6.80**	**10.70**	**6.51**	**11.02**	**6.41**	**11.06**	**6.76**	**10.28**	**6.51**	**53.88**	**32.99**	**53.88**	**32.99**
D7	60	27	53	23	64	26	60	11	72	15	309	102	6.11	2.02
E8	30	14	23	4	29	13	31	7	22	11	135	49	2.67	0.97
%Pass	**1.78**	**0.81**	**1.50**	**0.53**	**1.84**	**0.77**	**1.80**	**0.36**	**1.86**	**0.51**	**8.78**	**2.99**	**8.78**	**2.99**
F9 (Fail)	19	1	15	1	10	2	8	3	8	2	60	9	1.19	0.18
% Fail	**0.38**	**0.02**	**0.30**	**0.02**	**0.20**	**0.04**	**0.16**	**0.06**	**0.16**	**0.04**	**1.19**	**0.18**		100

M = Male, F = Female, % = Percentage, N = Total Number of students, QR = quality results