

APPENDIX C
FREQUENCY AND PERCENTAGE RESULT ON FIELD TRIAL ANALYSIS OF
CONVERSATIONAL NEURAL LANGUAGE PROCESSING MODEL

Contents of the Conversational Neural Language Processing Model

SN	STATEMENT	SA	A	D	SD
1.	The lesson content of the conversational neural language processing model is simple and easy to understand because information is presented from simple to complex	40 (81.6%)	9 (18.4%)		
2	The human-like nature of lesson delivery is very clear to me	38 (77.6%)	11 (22.4%)		
3	The instructional content of the conversational neural language processing model is well organised	39 (79.6%)	9 (18.4%)	1 (2.0%)	
4	The lesson content on the conversational neural language processing model is well aligned with the learning objectives	44 (89.8%)	5 (10.2%)		
5	The lesson content presented in the conversational neural language processing model is engaging and interactive	46 (93.9%)	3 (6.1%)		
		84.5%	15.1%	0.4%	

Interactivity of the Conversational Neural Language Processing Model

SN	STATEMENT	SA	A	D	SD
1.	The system interactive components make the learning experience more enjoyable	47 (95.9%)	2 (4.1%)		
2	The conversational neural language processing model provides me with personalized learning opportunities	45 (91.8%)	4 (8.2%)		
3	The system allows me to learn at my own pace	48 (98.0%)	1 (2.0%)		
4	The conversational neural language processing model encourages active participation through its interactive features.	44 (89.8%)	5 (10.2%)		
5	I feel more engaged in the learning process due to the interactive elements of the conversational neural language processing model	40 (81.6%)	9 (18.4%)		
		91.42%	8.58%		

Navigation of the Conversational Neural Language Processing Model

SN	STATEMENT	SA	A	D	SD
1.	The conversational neural language processing model's layout is easy to understand and navigate	40 (81.6%)	9 (18.4%)		
2	The option keys allows me to select the correct answer	35 (71.4%)	14 (28.6%)		
3	The previous key enables me to revisit the previous section(s) of the lesson	38 (77.6%)	11 (22.4%)		
4	The next key directs me to go to the next section of the lesson	40 (81.6%)	5 (10.2%)	4 (8.2%)	
5	I do not feel lost or confused when using the conversational neural language processing model due to its navigation structure	47 (95.9%)	2 (4.1%)		
		81.62%	16.74%	1.64%	

Feedback from the Package

SN	STATEMENT	SA	A	D	SD
1.	The timely and immediate feedback provided to each question and after each lesson quiz improve my understanding of the lesson content	47 (95.9%)	2 (4.1%)		
2	The conversational neural language processing model indicate the correct or wrong answer chosen from the options	44 (89.8%)	5 (10.2%)		
3	The conversational neural language processing model allows me to ask questions freely	47 (95.9%)	2 (4.1%)		
4	This conversational neural language processing model provides immediate feedback after selecting the option	37 (75.5%)	6 (12.2%)	6 (12.2%)	
5	The conversational neural language processing model appreciates my efforts by congratulating me after completing the lesson quiz correctly	38 (77.6%)	11 (22.4%)		
		86.96%	10.6%	2.44%	

Screen Design of the conversational neural language processing model

SN	STATEMENT	SA	A	D	SD
1.	The presentation of the lesson content is attractive	42 (85.7%)	7 (14.3%)		
2	The colours used for the various presentations are quite appealing	41 (83.7%)	8 (16.3%)		
3	The use of lettering (fonts) in terms of style and size make the learning contents legible	38 (77.6%)	11 (22.4%)		
4	The human-like interaction used in the conversational neural language processing model arouse my interest to learn	43 (87.8%)	6 (12.2%)		
5	The screen layout of the conversational neural language processing model is visually appealing and well-organized	46 (93.9%)	2 (4.1%)	1 (2.0%)	
		85.74%	13.86%	0.4%	

Learners' Preference toward the use of the Conversational Neural Language Processing Model

SN	STATEMENT	SA	A	D	SD
1.	I prefer to learn cell Biology concepts with the conversational neural language processing model	47 (95.9%)	2 (4.1%)		
2	Learning cell Biology with this conversational neural language processing model is preferable to using textbooks.	45 (91.8%)	4 (8.2%)		
3	The activities provided in the conversational neural language processing model are more effective compared to the normal classroom instruction	43 (87.8%)	6 (12.2%)		
4	The instant feedback provided in conversational neural language processing models is more effective for my learning than traditional assessment methods	41 (83.7%)	8 (16.3%)		
5	I prefer the self-paced nature of learning in the conversational neural language processing model over traditional instruction	43 (87.8%)	6 (12.2%)		
		89.4%	10.6%		

APPENDIX D
TABLE OF SPECIFICATIONS FOR BIOLOGY ACHIEVEMENT TEST (BAT)
ACCORDING TO REVISED BLOOM'S TAXONOMY OF COGNITIVE DOMAIN

S/N	Content Covered	Remember	Understand	Apply	Analyse	Evaluate	Create	Total
1	Meaning of Cell Division	1,21,26,40,51 (5)	2,12,27,42 (4)	11,19,20,41 (4)	4,5,6,7,9,13,18 (7)	3,8,10,14,15,17 (6)	16 (1)	27
2	Types of Cell Division	22,28 (2)	23,24,29,30 (4)	-	25,31 (2)	-	-	8
3	Stages of Mitosis	39,50 (2)	44,45,46 (3)		34,43,54 (3)	33,47,52,53 (4)	32 (1)	13
4	Stages of Meiosis	36,55 (2)	56,60 (2)	38,59 (2)	35,58 (2)	37,48,49 (3)	57(1)	12
	Total	11	13	6	14	13	3	60

APPENDIX F
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF EDUCATIONAL TECHNOLOGY
BIOLOGY INTEREST QUESTIONNAIRE

Dear respondent,

I wish to request for your help in collecting necessary data on a research title “Development and Evaluation of Conversational Neural Language Processing Model for Biology Instruction among Senior Secondary School in Niger State.

This research is an academic exercise therefore; your honest responds will help in improving the teaching and learning of Biology in secondary school.

Instruction: please indicate to what extent you agree with the following statement by choosing the corresponding options: from the validation Questionnaire

Keys

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

SN	Statement	SA	A	D	SD
1	I like Biology				
2	Biology lesson are interesting				
3	Biology experiment enhance understanding				
4	Conversational Neural Language processing model improve biology lesson				
5	Every student can use conversational Neural Language processing model to learn biology				
6	The model waste time				
7	The lesson is dull				
8	It improves students spelling in biology				
9	It is flexible				
10	Students can learn at their own pace				
11	I like learning biology with the model				
12	Its self-assessment exercise is simple				
13	its conversation is human interaction				

14	Biology lesson are learners centered				
15	Biology diagram is legible				

APPENDIX G

DATASET ACTIVATE DataSet2.
 SAVE OUTFILE='C:\Users\user\Documents\Biology Achievement Test. sav'
 /COMPRESSED.
 NONPAR CORR
 /VARIABLES=ODD EVEN
 /PRINT=SPEARMAN TWOTAIL NOSIG
 /MISSING=PAIRWISE.
Nonparametric Correlations

Notes		
Output Created		28-NOV-2024 21:20:35
Comments		
Input	Data	C:\Users\user\Documents\Biology Achievement Test.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	60
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		NONPAR CORR /VARIABLES=ODD EVEN /PRINT=SPEARMAN TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01
	Number of Cases Allowed	174762 cases ^a

a. Based on availability of workspace memory

[DataSet2] C:\Users\user\Documents\Biology Achievement Test.sav

Correlations

		Odd Numbers Questions	Even Numbers Questions
<u>Spearman's rho</u>	Odd Numbers Questions	Correlation Coefficient	1.000
			.827**

Even Numbers Questions	Sig. (2-tailed)	.	.000
	N	60	60
	Correlation Coefficient	.827**	1.000
	Sig. (2-tailed)	.000	.
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX H

RELIABILITY

```

/VARIABLES=VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007
VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015
VAR00016 /SCALE('Khadijat Reliability Test') ALL
/MODEL=ALPHA.

```

Reliability

Notes		
Output Created		26-NOV-2024 22:15:08
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	49
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY
		/VARIABLES=VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021
		/SCALE('Khadijat Reliability Test') ALL
		/MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

[DataSet2]

Scale: Khadijat Reliability Test

Case Processing Summary

		N	%
Cases	Valid	49	100.0
	Excluded ^a	0	.0
	Total	49	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.811	15

APPENDIX I

Evidence from Field (Treatment Administration)



APPENDIX G



BOSSO SECONDARY SCHOOL MINNA
ESTABLISHED IN JANUARY, 1947

FORMER

ST. MALACHYS T.T.C MINNA AND
G.T.C MINNA

MOTTO: LOYALTY AND LEARNING.

P.T.A. 2018

APPENDIX K

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



P.M.B. 65, Minna
Telephone: 222304, 222397/28
Telegram: FUTECH, Minna
Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

Our Ref: SSTE/EDU/026

Your Ref:.....

Date: 27/01/2025

THE PRINCIPAL,
GOVERNMENT SCIENCE
COLLEGE,
KONTAGORA,
NIGER STATE.

TO WHOM IT MAY CONCERN

The bearer AWWAL KHADIJA MUHAMMAD
with Matric No. PhD/SSTE/FT/2022/12820 is a
PhD Student of Educational Technology Department. He/she needs your
assistance to enable him/her carry out his/her Research work.

We will appreciate your anticipated co-operation.

Thank you.

maile 14/10/2024
Dr. I. I. Kuta
HEAD OF DEPARTMENT
Educational Technology

SIGN
PRINCIPAL
GOV'T SEC. SCHOOL
KONTAGORA
DATE: 29/01/2025

Rabiu Dan-gumi

APPENDIX L

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
Department of Educational Technology

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Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

Our Ref: SSTE/EDU/026

Your Ref: N.D.S.SBIA

Date: 24/01/2025

NDAYAKO DAY SECONDARY
SCHOOL, BIDA

TO WHOM IT MAY CONCERN

The bearer A.W.WAL KHADIJAT MUHAMMAD
with Matric No. PhD/SSTE/FT/...2022.../12820 is a
PhD Student of Educational Technology Department. He/she needs your
assistance to enable him/her carry out his/her Research work.

We will appreciate your anticipated co-operation.

Thank you.

maile 14/10/2024
Dr. I. I. Kuta
HEAD OF DEPARTMENT
Educational Technology

[Signature]
PRINCIPAL
NDAYAKO DAY SEC. SCH
BIDA
DATE 24/11/2023

REDMI 14C

16/06/2025 20:53

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
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Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

Our Ref: SSTE/EDU/026

Your Ref:.....

Date:.....

GOVERNMENT MODEL
SCIENCE COLLEGE
BIDA
NIGER STATE

TO WHOM IT MAY CONCERN

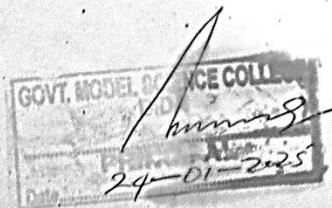
The bearer ANWAL KHADIJA MUHAMMAD.....
with Matric No. PhD/SSTE/FT/.....2022/112820..... is a
PhD Student of Educational Technology Department. He/she needs your
assistance to enable him/her carry out his/her Research work.

We will appreciate your anticipated co-operation.

Thank you.

maile 14/10/2024
Dr. I. I. Kuta
HEAD OF DEPARTMENT
Educational Technology

REDMI 14C



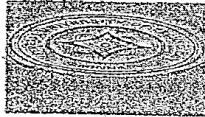
16/06/2025 20:52

APPENDIX N

Evidence of Instrument Validation

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UBUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



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Telephone: 222304, 222397/28
Telegram: FUTECH, Minna
Telex

Dr. I. J. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna)
HEAD OF DEPARTMENT

Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

The bearer is a Student of the above named University and Department. He/She is conducting a Research and you have been selected as one of those with requisite expertise to validate his/her Instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance in validating the instrument. The completion of the Form serves as evidence that the student actually validated the instrument.

Thanks for your anticipated assistance.

FEDERAL UNIVERSITY OF TECHNOLOGY
MINNA
04 NOV 2024
P.M.B. 65 MINNA, NIGER STATE
SIGN

Head of Department (Signature, Date and Official Stamp)

Student's Surname Awwal Khamman Other Names Muhammad
Registration Number PhD/STEd/2022/12820 Programme PAU: TECH
Title of the Instrument CELL BIOLOGY CONCEPT FOR CONVERSATIONAL AI

ATTESTATION SECTION

Summary of the Remark on the Instrument: The Cell biology content is align with the scheme of work, the center-sation normal language processing model is suitable for biology instruction.

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester: Dr. S. O. ABOLARINWA

Designation: SENIOR LECTURER

Name and Address of Institution: Dept. of ANIMAL BIOLOGY, FED. UNIV. of TECH, MINNA, NIGER STATE, NIGERIA

Phone Number..... E-mail.....

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for... Appropriate
2. Clarity and Simplicity for the level of the Language used... Very clear
3. Suability for the Level of the Targeted Audience... Suitable
4. The Extent in which the Items Cover the Topic it meant to Cover... It covered SS II
Schem and works
5. The Structuring of the Questionnaire... Well Structure
6. Others (Grammatical Errors, Spelling Errors and Others)... Minor

7. General Overview of the Instrument

Suggestions for Improving the Quality of the Instrument:

1. It can be upgraded after some years
- 2.
- 3.
- 4.
- 5.

Name of Validator... Dr. S. O. Abolajobi

Area of Specialization... Biology

Name of Institution... F. U. T. Minna

Designation... Senior Lecturer

Signature... [Signature]

Date... 20-11-2024

Thank you.

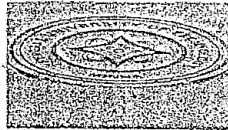
APPENDIX O

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
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Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

The bearer is a Student of the above named University and Department. He/She is conducting a Research and you have been selected as one of those with requisite expertise to validate his/her Instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance to validate the instrument. The completion of the Form serves as evidence that the student actually validated the instrument.

Thanks for your anticipated assistance.

Head of Department (Signature, Date and Official Stamp)

Student's Surname: Awaz Kuta Other Names: Muhammad
Registration Number: PhD/sste/2022/13820 Programme: Educational Tech
Title of the Instrument: Computer Science AI Model For Teaching Biology Among Sec. School

ATTESTATION SECTION

Summary of the Remark on the Instrument: Instrument is a voice over description of the course. It is engaging and easy to use.

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester: N. O. A. Ojorinde
Designation: SL
Name and Address of Institution: FUT Minna

Phone Number... 0802228995

E-mail... Ojivink@fut.ac.in

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for... the instrument fits the purpose for explanation of biology and engagement of student
2. Clarity and Simplicity for the level of the Language used... the language is simple and clear.
3. Suability for the Level of the Targeted Audience... the material fits the target audience.
4. The Extent in which the Items Cover the Topic it meant to Cover... the content covers the topic.
5. The Structuring of the Questionnaire.
6. Others (Grammatical Errors, Spelling Errors and Others).
7. General Overview of the Instrument... the instrument is good however introduction of images of the biological content will help improve.

Suggestions for Improving the Quality of the Instrument:

1. insert Images
- 2.
- 3.
- 4.
- 5.

Name of Validator... Dr. D.A. Ojivink

Area of Specialization... Computer Science

Name of Institution... Fut Minns

Designation... S/L

Signature... [Signature]

Date... 25/11/24

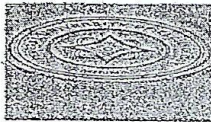
Thank you.

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta.
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
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Dr. I. I. Kuta
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HEAD OF DEPARTMENT

Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

The bearer is a Student of the above named University and Department. He/She is conducting a Research and you have been selected as one of those with requisite expertise to validate his/her Instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance to validate the instrument. The completion of the Form serves as evidence that the student actually validated the instrument.

Thanks for your anticipated assistance.

Head of Department (Signature, Date and Official Stamp)

Student's Surname Ahwal Khamis Other Names Muhammad

Registration Number PhD/55fe/17/2022/1283 Programme EDU. TECH

Title of the Instrument Center School Natural Language processing model for teaching Biology Among See School

ATTESTATION SECTION

Summary of the Remark on the Instrument The measurement instruments is within the Senior Secondary School Biology Scheme of work

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester Muhammad M.K Garba

Designation HEAD OF ICT/RESULT ANALYSIS

Name and Address of Institution NIGER STATE MINISTRY OF BASIC & SECONDARY EDUCATION, MINNA

Phone Number 07036522440

E-mail

mmamman808@gmail.com

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for the instrument is for ssce standard.
2. Clarity and Simplicity for the level of the Language used. Clear
3. Suitability for the Level of the Targeted Audience. Suitable
4. The Extent in which the Items Cover the Topic it meant to Cover. Covered ssce scheme of work
5. The Structuring of the Questionnaire. Standard
6. Others (Grammatical Errors, Spelling Errors and Others). Little
7. General Overview of the Instrument

Suggestions for Improving the Quality of the Instrument:

1. The instrument can be revised periodically
- 2.
- 3.
- 4.
- 5.

Name of Validator: Muhammad Mik Garba

Area of Specialization: I.T. Technology

Name of Institution: Ministry of Education

Designation

Head of I.T./Result Analysis

Signature



Date

13/11/2024

Thank you.

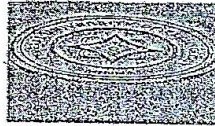
APPENDIX P

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
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NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

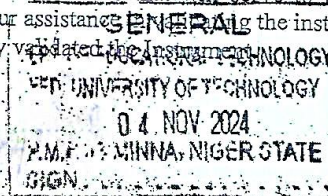
Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

The bearer is a Student of the above named University and Department. He/She is conducting a Research and you have been selected as one of those with requisite expertise to validate his/her Instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance to validate the instrument. The completion of the Form serves as evidence that the student actually validated the instrument.

Thanks for your anticipated assistance.



Head of Department (Signature, Date and Official Stamp)

Student's Surname: A. Umaru KHANJARI

Other Names: MUHAMMAD

Registration Number: PHD/SSCE/H/2022/12820

Programme: EDUCATIONAL TECHNOLOGY

Title of the Instrument: Conversational AI BIOLOGY Content

ATTESTATION SECTION

Summary of the Remark on the Instrument: THE INSTRUMENT IS WITHIN THE LEVEL OF THE STUDENT

I hereby attest that the above named student brought his instrument for Validation

Name of Attester: OLUWASEMILAN VICTOR OGUNDIPE

Designation: COMPUTER SCIENCE EXPERT (NITDA IT HUB)

Name and Address of Institution: NITDA IT HUB FUT MINNA

Phone Number..... E-mail.....

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for..... THE INSTRUMENT IS APPROPRIATE
2. Clarity and Simplicity for the level of the Language used..... VERY CLEAR
3. Suability for the Level of the Targeted Audience..... SUITABLE
4. The Extent in which the Items Cover the Topic it meant to Cover..... COVERED
5. The Structuring of the Questionnaire..... STANDARD
6. Others (Grammatical Errors, Spelling Errors and Others)..... MINOR
7. General Overview of the Instrument..... STANDARD

Suggestions for Improving the Quality of the Instrument:

1. THE INSTRUMENT CAN BE REVIEWED FROM TIME TO TIME

Name of Validator: OLUNGBENMUA VICTOR OGUMOFIE
Area of Specialization: EDUCATIONAL TECHNOLOGY
Name of Institution: FUT MINNA Designation:

Signature: [Signature] Date: 13TH NOVEMBER 2024

Thank you.

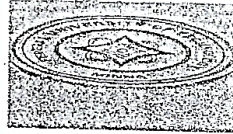
APPENDIX Q

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



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Telegram: FUTECH, Minna
Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

Dear Sir/Madam,

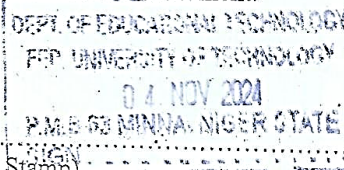
INSTRUMENT VALIDATION FORM

The bearer is a Student of the above named University and Department. He/She is conducting a Research and you have been selected as one of those with requisite expertise to validate his/her Instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance in validating the instrument. The completion of the Form serves as evidence that the student actually validated the Instrument.

Thanks for your anticipated assistance.

Signature 31/10/2020



Head of Department (Signature, Date and Official Stamp)

Student's Surname ABUWAL KHADIJAT MUHAMMAD Other Names.....
Registration Number PhD/SSTe/2021/FT/12820 Programme EDUCATIONAL TECHNOLOGY
Title of the Instrument Conversational neural Language processing model

ATTESTATION SECTION

Summary of the Remark on the Instrument The instrument is
Self effecting

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester Dr. S. A. Adepoju

Designation Senior Lecturer

Name and Address of Institution Federal University of Tech, Minna

Phone Number

08035829745

E-mail

s.k. adepoju@futa.edu.ng

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for... *It is appropriate*
2. Clarity and Simplicity for the level of the Language used... *It is clear*
3. Suability for the Level of the Targeted Audience... *It is very suitable*
4. The Extent in which the Items Cover the Topic it meant to Cover... *It needs more areas of coverage*
5. The Structuring of the Questionnaire... */*
6. Others (Grammatical Errors, Spelling Errors and Others)... *none*
7. General Overview of the Instrument... *Satisfactory*

Suggestions for Improving the Quality of the Instrument:

1. *Need to incorporate student feedback to track progress*
2. *Other relevant language should be added*
- 3.
- 4.
- 5.

Name of Validator

Dr. S.K. Adepoju

Area of Specialization

Computer Science

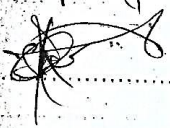
Name of Institution

FUTA, Nsukka

Designation

Senior Lecturer

Signature



Date

25/11/2024

Thank you.

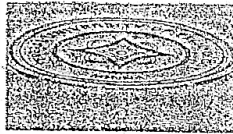
APPENDIX R

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



P.M.B. 65, Minna
Telephone: 222304, 222397/28
Telegram: FUTECH, Minna
Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

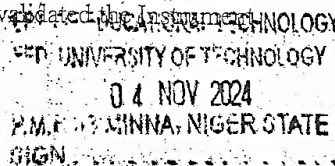
Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

The bearer is a Student of the above named University and Department. He/She is conducting a Research and you have been selected as one of those with requisite expertise to validate his/her Instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance in validating the instrument. The completion of the Form serves as evidence that the student actually validated the Instrument.

Thanks for your anticipated assistance.



Head of Department (Signature, Date and Official Stamp)

Student's Surname AWWAL KHADJIR Other Names MUHAMMAD
Registration Number SSTE/2022/14/2820 Programme EDU TECH
Title of the Instrument Counter School Neural Language Processing model

ATTESTATION SECTION

Summary of the Remark on the Instrument the conversational neural language model is well appropriate for the purpose of the study.

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester Mustapha Usman Jama'are
Designation Teacher

Name and Address of Institution Kwasan Day Secondary School, Dutse Minna

Phone Number 08036922132 E-mail jamaare14@gmail.com

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for... it's appropriate for biology.
2. Clarity and Simplicity for the level of the Language used... the terms contents were aligned step by step from simple to complex.
3. Suitability for the Level of the Targeted Audience... it is designed for SS 2.
4. The Extent in which the Items Cover the Topic it meant to Cover... it covered SS 2 cell biology.
5. The Structuring of the Questionnaire... standard.
6. Others (Grammatical Errors, Spelling Errors and Others)... minus.
7. General Overview of the Instrument... it enhances human-like interaction of the student.

Suggestions for Improving the Quality of the Instrument:

1. it should be reviewed from time-to-time
2. it can be modified for further research
- 3.
- 4.
- 5.

Name of Validator: Mustapha Usman Jama'are
Area of Specialization: Biology Education
Name of Institution: Kwana Bay Secondary School Designation: Teacher

Signature

Date

20/11/2024

Thank you.

APPENDIX S

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



P.M.B. 65, Minna
Telephone: 222304, 222397/28
Telegram: FUTECH, Minna
Telex

Dr. I. J. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

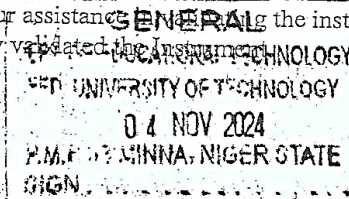
Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

The bearer is a Student of the above named University and Department. He/She is conducting a Research and you have been selected as one of those with requisite expertise to validate his/her Instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance in validating the instrument. The completion of the Form serves as evidence that the student actually validated the Instrument.

Thanks for your anticipated assistance.



Head of Department (Signature, Date and Official Stamp)

Student's Surname: AWIAL KHAJJAT Other Names: MUHAMMAD

Registration Number: S 556/2022 Programme: 14/1282

Title of the Instrument: _____

ATTESTATION SECTION

Summary of the Remark on the Instrument: The biology achievement test is appropriate to evaluate student achievement in biology.

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester: Mustapha Usman Jama'ara
Designation: Teacher

Name and Address of Institution: Kwanso Day Secondary School, Dutse, Kano State

Phone Number 08036922132 E-mail jamane14@gmail.com

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for. it's appropriate for biology
2. Clarity and Simplicity for the level of the Language used. the contents were well aligned step-by-step from simple to complex
3. Suability for the Level of the Targeted Audience. it is designed for ss 2
4. The Extent in which the Items Cover the Topic it meant to Cover. it covered ss 2 cell biology
5. The Structuring of the Questionnaire. it is standard
6. Others (Grammatical Errors, Spelling Errors and Others). minor

7. General Overview of the Instrument. it enhanced human-like interaction of the student.

Suggestions for Improving the Quality of the Instrument:

1. it should be reviewed from time-to-time
2. it can be modified for further research

Name of Validator: Mustafa Usman Jamane

Area of Specialization: Biology Education

Name of Institution: Kwarans Day Secondary School Designation: Teacher

Signature:

Date:

20/11/2024

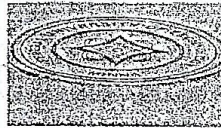
Thank you.

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



P.M.B. 65, Minna
Telephone: 222304, 222397/28
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Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

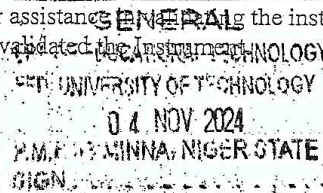
Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

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Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance in validating the instrument. The completion of the Form serves as evidence that the student actually validated the instrument.

Thanks for your anticipated assistance.



Head of Department (Signature, Date and Official Stamp)

Student's Surname AWAL KHADJAT Other Names MUHAMMAD
Registration Number PhD/SSTE/2022/12830 Programme EDU-TECH
Title of the Instrument BIOLOGY ACHIEVEMENT TEST (BAPT) & CONTENTS

ATTESTATION SECTION

Summary of the Remark on the Instrument The instrument is clear and concise and easy to follow

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester Dr. Abdulkadir Abdullahi
Designation Associate Professor
Name and Address of Institution FUT Minna (Dept of Forensic Sci)

Phone Number... 08028271055 E-mail... abdul@ftrnigeria.edu

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for... Very appropriate for the purpose.
2. Clarity and Simplicity for the level of the Language used... very good.
3. Suability for the Level of the Targeted Audience... highly suitable for the SS II student.
4. The Extent in which the Items Cover the Topic it meant to Cover... Satisfactory.
5. The Structuring of the Questionnaire... Should be improve upon.
6. Others (Grammatical Errors, Spelling Errors and Others)... can't see any.
7. General Overview of the Instrument... Should be more interactive.

Suggestions for Improving the Quality of the Instrument:

1. The voice should be clearer.
- 2.
- 3.
- 4.
- 5.

Name of Validator... Dr. Abdulkadir Abdull
Area of Specialization... Biochemistry
Name of Institution... FCT Nnamdi Designation... Associate prof.

Signature... [Signature] Date... 28/11/2020

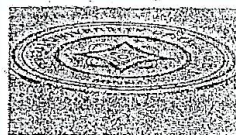
Thank you.

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



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Telephone: 222304, 222397/28
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Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

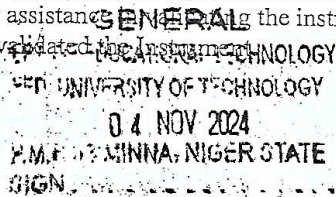
Dear Sir/Madam,

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Thanks for your anticipated assistance.



Head of Department (Signature, Date and Official Stamp)

Student's Surname AWAL KHAMISAT Other Names MUHAMMAD
Registration Number S. Ste/2022/ET/1229 Programme EDU. TECH
Title of the Instrument Conversational Neural Processing model for teaching Biology Among Sec. School

ATTESTATION SECTION

Summary of the Remark on the Instrument: The conversational neural processing model for teaching Biology is well appropriate and suitable for the study

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester Mrs. Rabi Mohammed Logodi
Designation H. O. D. Science

Name and Address of Institution Day sec. school Kwasau

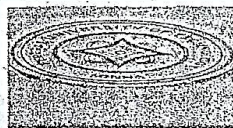
APPENDIX T

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



P.M.B. 65, Minna
Telephone: 222304, 222397/28
Telegram: FUTECH, Minna
Telex

Dr. I. J. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

Dear Sir/Madam,

INSTRUMENT VALIDATION FORM

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Your competency and expertise was considered as factors that will serve to improve the quality of his/her Research Instrument. We therefore crave for your assistance in validating the instrument. The completion of the Form serves as evidence that the student actually validated the Instrument.

Thanks for your anticipated assistance.

Head of Department (Signature, Date and Official Stamp)

Student's Surname AWWAL KHAMATI Other Names Muhammad
Registration Number PhD / SSTE / 2022 / 12821 Programme Educational Technology
Title of the Instrument Conversational Neural Language Processing Model for Bot Instruction

ATTESTATION SECTION

Summary of the Remark on the Instrument THE INSTRUMENT IS WITHIN THE LEVEL OF THE TARGETED STUDENTS

I hereby attest that the above named student brought his Instrument for Validation

Name of Attester PROF. ABANI LIBANI, B.Sc., M.Tech., PhD
Designation LECTURING
Name and Address of Institution FUT, MINNA

Phone Number 08026328687

E-mail adomuzubain pf@mmuniversity.ng

Please comment on the following:

1. Appropriateness of the instrument for the purpose it's design for THE INSTRUMENT IS APPROPRIATE WITHIN THE LEVEL OF TARGETED AUDIENCE
2. Clarity and Simplicity for the level of the Language used. THE LANGUAGE IS VERY CLEAR AND TO THE UNDERSTANDING OF STUDENTS
3. Suability for the Level of the Targeted Audience. STANDARDS TO THE LEVEL OF AUDIENCE
4. The Extent in which the Items Cover the Topic it-meant to Cover. COVERED
5. The Structuring of the Questionnaire. THE QUESTIONNAIRES ARE VERY STANDARD
6. Others (Grammatical Errors, Spelling Errors and Others). MINOR
7. General Overview of the Instrument. THE INSTRUMENT STANDARD

Suggestions for Improving the Quality of the Instrument:

1. THE INSTRUMENT CAN BE REVIEWED TIME TO TIME
- 2.
- 3.
- 4.
- 5.

Name of Validator DR. ABAMU ZUBAIRU EVUT

Area of Specialization EDUCATIONAL TECHNOLOGY

Name of Institution FUT, MINNA

Designation LECTURER

Signature [Signature]

Date 04/12/2024

Thank you.

APPENDIX U

Evidence of School visited for Pilot Test

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
Department of Educational Technology

Prof. Faruk Adamu Kuta
B.Sc. (UDUS), M.Tech (FUT, Minna), PhD (ATBU)
VICE-CHANCELLOR



P.M.B. 65, Minna
Telephone: 222304, 222397/28
Telegram: FUTECH, Minna
Telex

Dr. I. I. Kuta
NCE, B.Tech., M. Tech & PhD (FUT, Minna),
HEAD OF DEPARTMENT

Our Ref: SSTE/EDU/026

Your Ref:

Date: 20/11/2024

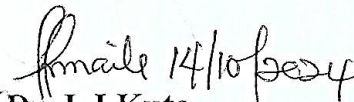
DAY SECONDARY SCHOOL
Kwasau Dufsen
Kura Gwari
Minna Niger State

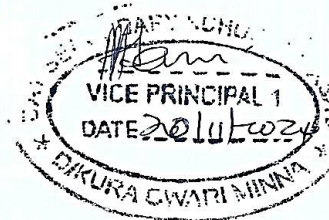
TO WHOM IT MAY CONCERN

The bearer ALIWAZ KHADIMAT MUHAMMAD
with Matric No. PhD/SSTE/FT/2022/1/2820 is a
PhD Student of Educational Technology Department. He/she needs your
assistance to enable him/her carry out his/her Research work.

We will appreciate your anticipated co-operation.

Thank you.


Dr. I. I. Kuta
HEAD OF DEPARTMENT
Educational Technology



APPENDIX V

Evidence of Statistics Data

NIGER STATE MINISTRY OF BASIC AND SECONDARY EDUCATION, MINNA			
DEPARTMENT OF PLANING RESEARCH AND STATISTICS			
SS 1,2 AND 3 BIOLOGY STUDENTS FEMALE MALE			
AGAIE	DAY SECONDARY SCHOOL, KUTIRIKO	154	428
	DAY SECONDARY SHCOOL, ETSU-GAIE	61	219
	DENDO SECONDARY SCHOOL		140
	GOVERNMENT DAY SECONDARY SCHOOL, ZAGO	145	342
	GOVERNMENT GIRLS SECONDARY SCHOOL	346	133
	GOVERNMENT SCIENCE COLLEGE, BARO	96	222
	MAL. MUHAMMADU BABA DAY SECODARY SCHOOL	525	991
	MUHAMMADU BELLO DAY SECONDARY SCHOOL	29	65
	MUHAMMED KUDU DAY SECONDARY SCHOOL, NAMI	71	170
	Total	1427	2710
AGWARA	GOVERNMENT DAY SECONDARY SCHOOL ROFIA	53	201
	GOVERNMENT SCIENCE COLLEGE AGWARA	165	265
	GOVERNMENT SECONDARY SCHOOL NEW PAPIRI	98	208
AGWARA Total		316	674
BIDA	DAY SECONDARY SCHOOL EYAGI, BIDA	289	704
	GOVERNMENT DAY SECONDARY SCHOOL BANMA	323	
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL	421	
	GOVERNMENT GIRLS SCIENCE COLLEGE BIDA	1441	0
	WOMEN DAY COLLEGE BIDA	200	
BIDA Total		2674	704
BORGU	AMMKSC NEW-BUSSA	335	433
	COLLEGE OF ARTS AND ISLAMIC STUDIES BABANNA	76	109
	GOVERNMENT DAY SECONDARY SCHOOL SHAGUNU	44	129
	GOVERNMENT DAY SECONDARY SCHOOL KONKOSO	18	98
	GOVERNMENT SECONDARY SCHOOL NEW BUSSA	81	103
	GOVERNMENT SECONDARY SCHOOL, BABANNA	113	231
	GOVT DAY SECONDARY SCHOOL DEKARA	2	21
	GOVT DAY SECONDARY SCHOOL KABE	122	183
	GOVT DAY SECONDARY SCHOOL KARABONDE	55	99
	GOVT DAY SECONDARY SCHOOL LUMMA SANKE	14	59
	GOVT DAY SECONDARY SCHOOL PISSA	42	131
	GOVT DAY SECONDARY WAWA	268	318
	GOV'T SECONDARY SCHOOL KIGBERA	9	40
	GOVT SECONDARY SCHOOL NASSARAWA GUFFANTI	67	160
	GOVT TECHNICAL COLLEGE NEW-BUSSA	71	174
	WOMEN DAY COLLEGE NEW-BUSSA	127	
BORGU Total		1444	2288
BOSSO	ABDULLAHI DADA SECONDARY SCHOOL MAIKUNKELE	146	133
	BOSSO SECONDARY SCHOOL MINNA	188	298
	DAY SECONDARY SCHOOL GBADA GIDAN MONGORO	290	242
	DAY SECONDARY SCHOOL CHANCHAGA MINNA'B'	251	273
	DAY SECONDARY SCHOOL GARATU	205	332
	DAY SECONDARY SCHOOL MAIKUNKELE 'A'	192	238
	DAY SECONDARY SCHOOL MAITUMBI MINNA	82	120
	DAY SECONDARY SCHOOL PYATA BOSSO	239	244
	DAY SECONDARY SCHOOL SHATTA	108	153

12886
14/10/24

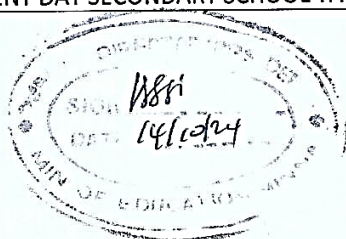
	FEDERAL GOVERNMENT COLLEGE MINNA	331	418
	GOVERNMENT DAY SECONDARY SCHOOL BEJI	283	298
	GOVERNMENT DAY SECONDARY SCHOOL GURUSU	12	13
	GOVERNMENT DAY SECONDARY SCHOOL KADNA	44	60
	GOVERNMENT SCIENCE COLLAGE CHANCHAGA	100	86
	GOVERNMENT SENIOR SECONDARY SCHOOL KAMPALA	195	191
	HILLTOP MODEL SECONDARY SCHOOL	170	173
	MARYAM BABANGIDA GIRLS SCIENCE COLLEGE	826	
	MODEL SCIENCE COLLEGE TUDUN FULANI	349	384
	NIGER STATE SCHOOL FOR SPECIAL EDUCATION MINNA	26	71
	SHEIKH MUHAMMAD SANBO COLLEGE OF ARTS AND ISLAMIC STUD	81	644
BOSSO	Total	4118	4371
CHANCHAGA	AHMADU BAHAGO SECONDARY SCHOOL MINNA	786	2094
	DAY SECONDARY SCHOOL BARIKIN SALE	580	620
	DAY SECONDARY SCHOOL KWASAU	492	640
	DAY SECONDARY SCHOOL LIMAWA	1235	1596
	FR. O'CONNELL SCIENCE COLLEGE, MINNA		2020
	GOVERNMENT DAY SECONDARY SCHOOL, BOSSO ROAD	124	1156
	GOVERNMENT DAY SCIENCE COLLEGE TUNGA	515	500
	GOVERNMENT GIRLS DAY SCIENCE COLLAGE BOSSO ROAD	1283	
	GOVERNMENT GIRLS SECONDARY SCHOOL BOSSO ROAD, MINNA	1129	
	GOVERNMENT GIRLS SECONDARY SCHOOL MINNA	4183	
	GOVERNMENT VOCATIONAL TRAINING CENTER	126	213
	WOMAN DAY COLLEGE	411	
	ZARUMAI MODEL SCHOOL	539	797
CHANCHAGA	Total	11403	9636
EDATI	DAY SECONDARY SCHOOL GBANGBAN	84	64
	DAY SECONDARY SCHOOL KATAMBA BOLOGI	109	150
	DAY SECONDARY SCHOOL,FAZHI	84	134
	GOVERNMENT DAY SECONDARY SCHOOL ENAGI	128	169
	GOVERNMENT DAY SECONDARY SCHOOL GBODOTI	58	101
	GOVERNMENT DAY SECONDARY SCHOOL LENFA BORORO	25	35
	GOVERNMENT DAY SECONDARY SCHOOL SAKPE	130	205
	GOVERNMENT DAY SECONDARY SCHOOL, EDATI BAFO	0	0
	GOVERNMENT DAY SECONDARY SCHOOL,ROKOTA	14	60
EDATI	Total	632	918
GBAKO	COLLEGE OF ARTS AND ISLAMIC STUDIES LEMU	53	107
	DAY SECONDARY SCHOOL,EDOZHIGI	262	615
	DAY SECONDARY SCHOOL,GUSADIN	121	318
	DAY SECONDARY SCHOOL.,SOMMAJIKO	119	304
	DSS BATAKO	36	233
	GOVERNMENT GIRLS SECONDARY SCHOOL, LEMU	248	0
	GOVERNMENT DAY SECONDARY SCHOOL BATAGI	122	399
	GOVERNMENT DAY SECONDARY SCHOOL,LESSAN PATISAN	17	30
	GOVERNMENT DAY SENIOR SECONDARY SCHOOL ESTU AUDU	167	309
	GOVERNMENT SECONDARY SCHOOL,LEMU	42	534
GBAKO	Total	1187	2849
GURARA	DAY SECONDARY SCHOOL	57	73
	GOVERNMENT DAY SECONDARY SCHOOL DIKO	67	75

DIRECTOR OF EDUCATION
 KOGI STATE
 14/6/24

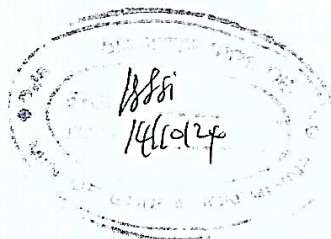
	GOVERNMENT DAY SECONDARY SCHOOL G/BABANGIDA	372	662
	GOVERNMENT DAY SECONDARY SCHOOL LAMBATA	196	562
	GOVERNMENT DAY SECONDARY SCHOOL TUFA	116	175
	GOVERNMENT DAY SECONDARY SCHOOL TUNA	58	119
	GOVERNMENT DAY SECONDARY SCHOOL, KABO	80	122
	SAIFUDEEN MODEL ISLAMIC SCIENCE COLLEGE	71	66
GURARA	Total	1017	1854
KATCHA	GOVERNMENT DAY SECONDARY SCHOOL DZWAFU	37	129
KATCHA	Total	37	129
KONTAGORA	GOVERNMENT TECHNICAL COLLEGE KONTAGORA	19	72
	MUAZU IBRAHIM COMMERCIAL SECONDARY SCHOOL KONTAGORA	276	403
	NAGWAMATSE COLLEGE OF ARTS AND ISLAMIC STUDIES	240	723
KONTAGORA	Total	535	1198
LAPAI	BASHABA SENIOR SECONDARY SCHOOL	94	254
	COLLEGE OF ART & ISLAMIC STUDIES LAPAI	62	60
	DAY SECONDARY SCHOOL DANGANA	112	330
	ENGR UMAR BAHGO DAY SECONDARY SCHOOL SHAKU	82	136
	GOVERNMENT BOYS DAY SECONDARY SCHOOL LAPAI	154	200
	GOVERNMENT DAY SECONDARY SCHOOL YELWA	130	302
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL LAPAI	626	
	GOVERNMENT SCIENCE COLLEGE, GULU	186	260
	GOVERNMENT SECONDARY SCHOOL EBBO	284	536
	GOVERNMENT SECONDARY SCHOOL GULU	176	324
	GOVERNMENT SECONDARY SCHOOL SAMUNAKA LAPAI NIGER STAT	22	48
	GOVERNMENT SENIOR SECONDARY SCHOOL KPADA	185	270
	MUHAMMADU KOBO SECONDARY SCHOOL LAPAI		748
	ZAINAB KURE DAY SECONDARY SCHOOL	49	146
LAPAI	Total	2162	3614
LAVUN	A.A.KURE CAIS, NDALOKI	51	211
	COM.TEC.COM.COL.VUNCHI	174	271
	DAY SEC. SCH. BATATI	197	562
	DAY SEC. SCH. DABBAN	39	54
	DAY SEC. SCH. GABA	141	199
	DAY SEC. SCH. JIPAN	173	337
	DAY SEC. SCH. KUTIGI	163	534
	DAY SEC. SCH. PANTI	94	222
	GOVERNMENT SECONDARY SCHOOL CHARATI	25	44
	GOVERNMENT DAYSECONDARY SCHOOL MANBE	52	175
	GOVT. DAY SEC. SCH. LANLE	285	186
	GOVT. SCIENCE COLLEGE . DOKO	278	471
	GOVT. SENIOR SEC. SCH. JIMA	189	573
	IDRIS LEGBO SCIENCE COLLE		542
	SHABA MAHMUD CAIS SHABAFU	68	135
	WOMEN DAY COLLEGE, KUTIGI	439	
LAVUN	Total	2368	4516
MAGAMA	BAKALA DAY SECONDARY SCHOOL SHAGWA	6	15
	COMPREHENSIVE SECONDARY SCHOOL IBETO	706	853
	DAY SECONDARY SCHOOL AUNA	230	364
	DAY SECONDARY SCHOOL KAWON AUNA	19	111

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	DAY SECONDARY SCHOOL SALKA	327	425
	GOVERNMENT DAY SECONDARY SCHOOL KURA	72	137
	GOVERNMENT DAY SECONDARY SCHOOL NASSARAWA KAINJI	106	485
	GOVERNMENT SECONDARY SCHOOL, NASKO	83	358
	SAIDU NAMSKA COLLAGE OF ARTS & ISLAMIC STIDIES SALKA	202	219
MAGAMA	Total	1751	2967
MARIGA	DAY SECONDARY SCHOOL BOBI	69	171
	DAY SECONDARY SCHOOL GULBIN BOKA		80
	DAY SECONDARY SCHOOL KAMFANIN BOBI	76	254
	DAY SECONDARY SCHOOL MARIGA	49	220
	GOVERNMENT DAY SECONDARY SCHOOL BANGI	90	312
	GOVERNMENT DAY SECONDARY SCHOOL BERI	15	109
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL MARIGA	152	0
	GOVERNMENT SCIENCE COLLEGE KOTONKIORO	73	171
MARIGA	Total	524	1317
MASHEGU	DAY SEC SCH KABOJI	36	114
	EMIRATE SEC SCH MASHEGU	60	182
	GOV DAY SEC SCH SAHO RAMI	100	362
MASHEGU	Total	196	658
MOKWA	COLLEGE OF ARTS AND ISLAMIC STUDIES, MOKWA	244	183
	DAY SECONDARY SCHOOL, RABBA	126	115
	DAY SECONDARY SCHOOL, MUWO	25	83
	DUNMI DAY SECONDARY SCHOOL, MOKWA	21	37
	GOVERNMENT DAY SCIENCE COLLEGE, JA'AGI	60	124
	GOVERNMENT DAY SECONDARY SCHOOL LABOZHI	87	338
	GOVERNMENT DAY SECONDARY SCHOOL, KPEGE MOKWA	332	895
	GOVERNMENT DAY SECONDARY SCHOOL, TAKUMA	30	71
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL, MOKWA	726	
	GOVERNMENT SECONDARY SCHOOL, BOKANI	83	237
	GOVERNMENT SECONDARY SCHOOL, KPAKI	51	379
	GOVERNMENT SECONDARY SCHOOL, KUDU	165	351
	GOVERNMENT SECONDARY SCHOOL, WUYA KEDE	83	255
	HAKIMI ALIYU DAY SECONDARY SCHOOL, MOKWA	540	765
	MUNGO PARK SENIOR SECONDARY SCHOOL, JEBBA	151	270
MOKWA	Total	2724	4103
MUNYA	DAY SEC.SCHOOL,GUNI	56	123
MUNYA	Total	56	123
PAIKORO	ABUBAKAR DADA SENIOR SECONDARY SCHOOL	16	140
	DAY SECONDARY SCHOOL ADUNU	166	199
	DAY SECONDARY SCHOOL BAIDNA	96	151
	DAY SECONDARY SCHOOL GWAM	140	309
	DAY SECONDARY SCHOOL ISHAU	66	81
	DAY SECONDARY SCHOOL KAFFIN KORO	91	458
	DAY SECONDARY SCHOOL KWAKUTI	126	222
	DAY SECONDARY SCHOOL NIKUCHI	105	222
	DAY SECONDARY SCHOOL TUNGAN-MALLAM	141	140
	DAY SECONDARY SCHOOL, FARIN DOKI	64	202
	GOVERNMENT DAY SECONDARY SCHOOL CHIMBI	185	234
	GOVERNMENT DAY SECONDARY SCHOOL TATI KO	13	14



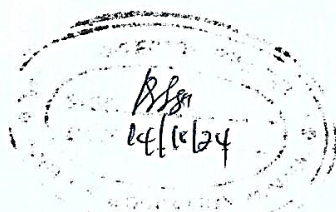
	GOVERNMENT DAY SENIOR SECONDARY, JABO JERE	50	85
	MARTIN SANDA GIRLS SECONDARY SCHOOL PAIKO	128	
	SENIOR SECONDARY SCHOOL GABADNA	2	10
	WOMEN DAY COLLEGE PAIKO	265	
PAIKORO	Total	1654	2467
RAFI	AHMADU ATTAHIRU SECONDARY SCHOOL KAGARA	99	117
	DAY SECONDARY SCHOOL TUNGAR BAKO	20	59
	DAY SECONDARY SCHOOL, MAIKUJERI	89	213
	GOVERNMENT DAY SECONDARY SCHOOL PANDOGARI	340	630
	GOVERNMENT GIRLS ARABIC SECONDARY SCHOOL TEGINA	154	
	GOVERNMENT SECODARY SCHOOL TEGINA	456	307
	MUHAMMADU INUWA DAY SECONDARY SCHOOL KUSHERKI	76	121
	SALIHU TANKO DAY SECONDARY SCHOOL KAGARA	567	362
	SENIOR SECONDARY SCHOOL KWANA	49	98
	SENIOR SECONDARY SCHOOL MADAKA	54	133
	WOMEN DAY COLLEGE KAGARA	167	
RAFI	Total	2071	2040
RIJAU	COLLEGE OF ARTS AND ISLAMIC STUDIES TUNGA MAGAJIYA	105	124
	DAY SECONDARY SCHOOL DANRANGI	47	171
	GOVT. GIRLS DAY SECONDARY SCHOOL RAFIN MOTA RIJAU	440	
RIJAU	Total	592	295
SHIRORO	DAY SECONDARY SCHOOL TUMTUM KUTA	231	853
	DAY SECONDARY SCHOOL PINA	49	83
	WOMEN DAY COLLEGE KUTA	77	
SHIRORO	Total	357	936
SULEJA	COMMUNITY SECONDARY SCHOOL	627	657
	GIRLS DAY SECONDARY SCHOOL	1310	0
	GOVERNMENT DAY SECONDARY SCHOOL KWAMBA	356	296
	GOVERNMENT DAY SECONDARY SCHOOL MADALLAH	238	197
	GOVERNMENT DAY SECONDARY SCHOOL RAFIN SANYI	110	90
	GOVERNMENT DAY SECONDARY SCHOOLBAKIN IKU SULEJA	80	50
	GOVERNMENT SCIENCE COLLEGE, P.M.B 6 SULEJA		453
	SENIOR SECONDARY SCHOOL KWANKWASHE	114	124
	SULEIMAN BARAU TECHNICAL COLLEGE	296	1030
SULEJA	Total	3131	2897
TAFA	GOVERNMENT DAY SECONDARY SCHOOL SABON BWARI	57	74
	GOVERNMENT SECONDARY SCHOOL IJA GWARI	107	109
	GOVERNMENT VOCATIONAL TRAINING CENTRE	96	
TAFA	Total	260	183
WUSHISHI	GOVERNMENT DAY SECONDARY SCHOOL,MAITO	136	187
	GOVERNMENT DAY SECONDARY SCHOOL,LOKOGOMA	52	90
	GOVERNMENT DAY SECONDARY SCHOOL,ZUNGERU	93	203
	GOVERNMENT GIRLS SCIENCE COLLEGE,ZUNGERU	293	
	GOVERNMENT SECONDARY SCHOOL,WUSHISHI	299	582
WUSHISHI	Total	873	1062
Grand Total	SOURCE:ASC 2020/2021	43509	54509



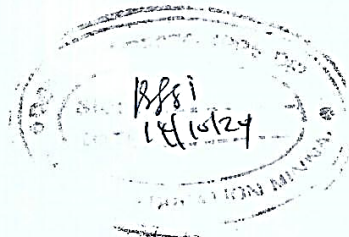
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DEPARTMENT OF PLANING RESEARCH AND STATISTICS

SS 2 BIOLOGY STUDENTS

LGA	NAME SCHOOL	FEMALE	MALE
AGAIE	DAY SECONDARY SCHOOL, KUTIRIKO	62	107
	DAY SECONDARY SHCOOL, ETSU-GAIE	11	55
	DENDO SECONDARY SCHOOL		40
	GOVERNMENT DAY SECONDARY SCHOOL, ZAGO	69	129
	GOVERNMENT GIRLS SECONDARY SCHOOL	157	
	GOVERNMENT SCIENCE COLLEGE, BARO	35	72
	MAL. MUHAMMADU BABA DAY SECODARY SCHOOL	280	285
	MUHAMMADU BELLO DAY SECONDARY SCHOOL	12	41
	MUHAMMED KUDU DAY SECONDARY SCHOOL, NAMI	26	55
	Total	652	784
AGWARA	GOVERNMENT DAY SECONDARY SCHOOL ROFIA	22	60
	GOVERNMENT SCIENCE COLLEGE AGWARA	55	80
	GOVERNMENT SECONDARY SCHOOL NEW PAPIRI	48	74
AGWARA	Total	125	214
BIDA	DAY SECONDARY SCHOOL EYAGI, BIDA	86	265
	GOVERNMENT DAY SECONDARY SCHOOL BANMA	116	
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL	111	
	GOVERNMENT GIRLS SCIENCE COLLEGE BIDA	487	0
	WOMEN DAY COLLEGE BIDA	49	
BIDA	Total	849	265
BORGU	AMMKSC NEW-BUSSA	147	203
	COLLEGE OF ARTS AND ISLAMIC STUDIES BABANNA	13	50
	GOVERNMENT DAY SECONDARY SCHOOL SHAGUNU	17	58
	GOVERNMENT DAY SECONDARY SCHOOL KONKOSO	10	33
	GOVERNMENT SECONDARY SCHOOL NEW BUSSA	31	45
	GOVERNMENT SECONDARY SCHOOL, BABANNA	37	55
	GOVT DAY SECONDARY SCHOOL KABE	46	61
	GOVT DAY SECONDARY SCHOOL KARABONDE	20	49
	GOVT DAY SECONDARY SCHOOL LUMMA SANKE	6	14
	GOVT DAY SECONDARY SCHOOL PISSA	13	46
	GOVT DAY SECONDARY SCHOOL WAWA	88	96
	GOV'T SECONDARY SCHOOL KIGBERA	3	20
	GOVT SECONDARY SCHOOL NASSARAWA GUFFANTI	16	46
	GOVT TECHNICAL COLLEGE NEW-BUSSA	24	53
	WOMEN DAY COLLEGE NEW-BUSSA	51	
BORGU	Total	522	829
BOSSO	ABDULLAHI DADA SECONDARY SCHOOL MAIKUNKELE	25	20
	DAY SECONDARY SCHOOL GBADA GIDAN MONGORO	115	75
	DAY SECONDARY SCHOOL CHANCHAGA MINNA'B'	121	112
	DAY SECONDARY SCHOOL GARATU	68	105
	DAY SECONDARY SCHOOL MAIKUNKELE 'A'	70	83
	DAY SECONDARY SCHOOL MAITUMBI MINNA	30	35
	DAY SECONDARY SCHOOL PYATA BOSSO	62	70
	DAY SECONDARY SCHOOL SHATTA	37	59
	FEDERAL GOVERNMENT COLLEGE MINNA	121	125
	GOVERNMENT DAY SECONDARY SCHOOL BEJI	88	86
	GOVERNMENT DAY SECONDARY SCHOOL GURUSU	12	13
	GOVERNMENT SCIENCE COLLAGE CHANCHAGA	35	30
	GOVERNMENT SENIOR SECONDARY SCHOOL KAMPALA	50	58
	HILLTOP MODEL SECONDARY SCHOOL	41	72
	MARYAM BABANGIDA GIRLS SCIENCE COLLEGE	370	



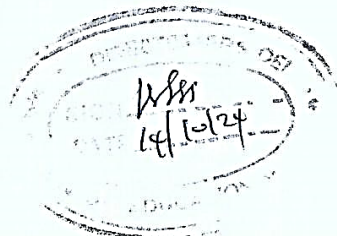
	MODEL SCIENCE COLLEGE TUDUN FULANI	96	102
	NIGER STATE SCHOOL FOR SPECIAL EDUCATION MINNA	13	25
	SHEIKH MUHAMMAD SANBO COLLEGE OF ARTS AND ISLAMIC S	35	206
BOSSO	Total	1389	1276
CHANCHAGA	AHMADU BAHAGO SECONDARY SCHOOL MINNA	299	854
	DAY SECONDARY SCHOOL BARIKIN SALE	199	240
	DAY SECONDARY SCHOOL KWASAU	216	257
	DAY SECONDARY SCHOOL LIMAWA	245	400
	FR. O'CONNELL SCIENCE COLLEGE, MINNA		779
	GOVERNMENT DAY SECONDARY SCHOO, BOSSO ROAD	59	556
	GOVERNMENT DAY SCIENCE COLLEGE TUNGA	165	160
	GOVERNMENT GIRLS DAY SCIENCE COLLAGE BOSSO ROAD	429	
	GOVERNMENT GIRLS SECONDARY SCHOOL BOSSO ROAD, MINN	467	
	GOVERNMENT GIRLS SECONDARY SCHOOL MINNA	1875	
	GOVERNMENT VOCATIONAL TRAINING CENTER	37	82
	WOMAN DAY COLLEGE	141	
	ZARUMAI MODEL SCHOOL	144	296
CHANCHAGA	Total	4276	3624
EDATI	DAY SECONDARY SCHOOL GBANGBAN	28	28
	DAY SECONDARY SCHOOL KATAMBA BOLOGI	45	55
	DAY SECONDARY SCHOOL,FAZHI	32	36
	GOVERNMENT DAY SECONDARY SCHOOL ENAGI	43	55
	GOVERNMENT DAY SECONDARY SCHOOL GBODOTI	15	20
	GOVERNMENT DAY SECONDARY SCHOOL LENFA BORORO	0	0
	GOVERNMENT DAY SECONDARY SCHOOL SAKPE	54	46
	GOVERNMENT DAY SECONDARY SCHOOL, EDATI BAFO	0	0
	GOVERNMENT DAY SECONDARY SCHOOL,ROKOTA	7	26
EDATI	Total	224	266
GBAKO	COLLEGE OF ARTS AND ISLAMIC STUDIES LEMU	19	36
	DAY SECONDARY SCHOOL,EDOZHIGI	95	290
	DAY SECONDARY SCHOOL,GUSADIN	41	103
	DAY SECONDARY SCHOOL,SOMMAJIKO	35	71
	DSS BATAKO	20	80
	GOVERNMENT GIRLS SECONDARY SCHOOL, LEMU	75	0
	GOVERNMENT DAY SECONDARY SCHOOL BATAGI	33	119
	GOVERNMENT DAY SECONDARY SCHOOLESSAN PATISAN	5	10
	GOVERNMENT DAY SENIOR SECONDARY SCHOOL ESTU AUDU	63	89
	GOVERNMENT SECONDARY SCHOOL,LEMU	0	202
GBAKO	Total	386	1000
GURARA	DAY SECONDARY SCHOOL	40	50
	GOVERNMENT DAY SECONDARY SCHOOL DIKO	21	21
	GOVERNMENT DAY SECONDARY SCHOOL G/BABANGIDA	120	215
	GOVERNMENT DAY SECONDARY SCHOOL LAMBATA	41	200
	GOVERNMENT DAY SECONDARY SCHOOL TUFA	32	38
	GOVERNMENT DAY SECONDARY SCHOOL TUNA	5	28
	GOVERNMENT DAY SECONDARY SCHOOL, KABO	21	28
	SAIFUDEEN MODEL ISLAMIC SCIENCE COLLEGE	32	21
GURARA	Total	312	601
KATCHA	GOVERNMENT DAY SECONDARY SCHOOL DZWAFU	18	49
KATCHA	Total	18	49
KONTAGORA	GOVERNMENT TECHNICAL COLLEGE KONTAGORA	6	23
	MUAZU IBRAHIM COMMERCIAL SECONDARY SCHOOL KONTAG	208	183
	NAGWAMATSE COLLEGE OF ARTS AND ISLAMIC STUDIES	63	200
KONTAGORA	Total	277	406
LAPAI	BASHABA SENIOR SECONDARY SCHOOL	40	95
	COLLEGE OF ART & ISLAMIC STUDIES LAPAI	20	24



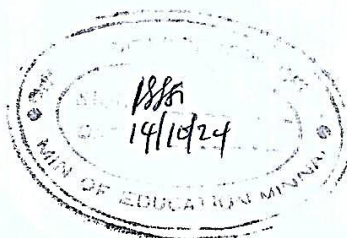
	DAY SECONDARY SCHOOL DANGANA	33	69
	ENGR UMAR BAHGO DAY SECONDARY SCHOOL SHAKU	20	23
	GOVERNMENT BOYS DAY SECONDARY SCHOOL LAPAI	40	65
	GOVERNMENT DAY SECONDARY SCHOOL YELWA	57	101
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL LAPAI	230	
	GOVERNMENT SCIENCE COLLEGE,GULU	88	132
	GOVERNMENT SECONDARY SCHOOL EBBO	140	248
	GOVERNMENT SECONDARY SCHOOL GULU	80	120
	GOVERNMENT SECONDARY SCHOOL SAMUNAKA LAPAI NIGER	8	27
	GOVERNMENT SENIOR SECONDARY SCHOOL KPADA	45	100
	MUHAMMADU KOBO SECONDARY SCHOOL LAPAI		355
	ZAINAB KURE DAY SECONDARY SCHOOL	15	52
LAPAI	Total	816	1411
LAVUN	A.A.KURE CAIS, NDALOE	14	59
	COM.TEC.COM.COL.VUNCHI	55	60
	DAY SEC. SCH. BATATI	61	180
	DAY SEC. SCH. DABBAN	3	7
	DAY SEC. SCH. GABA	41	68
	DAY SEC. SCH. JIPAN	50	100
	DAY SEC. SCH. KUTIGI	68	198
	DAY SEC. SCH. PANTI	23	88
	GOVERNMENT SECONDARY SCHOOL CHARATI	13	22
	GOVERNMENT DAYSECONDARY SCHOOL MANBE	23	77
	GOVT. DAY SEC. SCH. LANLE	91	67
	GOVT. SCIENCE COLLEGE . DOKO	95	185
	GOVT. SENIOR SEC. SCH. JIMA	70	150
	IDRIS LEGBO SCIENCE COLLE		174
	SHABA MAHMUD CAIS SHABAFU	20	52
	WOMEN DAY COLLEGE,KUTIGI	154	
LAVUN	Total	781	1487
MAGAMA	BAKALA DAY SECONDARY SCHOOL SHAGWA	2	5
	COMPREHENSIVE SECONDARY SCHOOL IBETO	220	310
	DAY SECONDARY SCHOOL AUNA	113	128
	DAY SECONDARY SCHOOL KAWON AUNA	10	41
	DAY SECONDARY SCHOOL SAKA	101	91
	GOVERNMENT DAY SECONDARY SCHOOL KURA	31	64
	GOVERNMENT DAY SECONDARY SCHOOL NASSARAWA KAINJI	39	119
	GOVERNMENT SECONDARY SCHOOL,NASKO	20	145
	SAIDU NAMSKA COLLAGE OF ARTS & ISLAMIC STIDIES SAKA	74	81
MAGAMA	Total	610	984
MARIGA	DAY SECONDARY SCHOOL BOBI	19	58
	DAY SECONDARY SCHOOL KAMFANIN BOBI	30	90
	DAY SECONDARY SCHOOL MARIGA	19	55
	GOVERNMENT DAY SECONDARY SCHOOL BANGI	48	153
	GOVERNMENT DAY SECONDARY SCHOOL BERI	3	42
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL MARIGA	52	0
	GOVERNMENT SCIENCE COLLEGE KOTONKIORO	30	61
MARIGA	Total	201	459
MASHEGU	DAY SEC SCH KABOJI	9	43
	EMIRATE SEC SCH MASHEGU	18	45
	GOV DAY SEC SCH SAHO RAMI	25	107
MASHEGU	Total	52	195
MOKWA	COLLEGE OF ARTS AND ISLAMIC STUDIES, MOKWA	97	67
	DAY SECONDARY SCHOOL ,RABBA	36	30
	DAY SECONDARY SCHOOL,MUWO	7	30
	DUNMI DAY SECONDARY SCHOOL, MOKWA	11	19

1888
14/10/24
EDUCATION

	GOVERNMENT DAY SCIENCE COLLEGE , JA'AGI	16	40
	GOVERNMENT DAY SECONDARY SCHOOL LABOZHI	47	140
	GOVERNMENT DAY SECONDARY SCHOOL,KPEGE MOKWA	99	325
	GOVERNMENT DAY SECONDARY SCHOOL,TAKUMA	8	30
	GOVERNMENT GIRLS DAY SECONDARY SCHOOL,MOKWA	257	
	GOVERNMENT SECONDARY SCHOOL,BOKANI	28	69
	GOVERNMENT SECONDARY SCHOOL,KPAKI	17	131
	GOVERNMENT SECONDARY SCHOOL,KUDU	65	144
	GOVERNMENT SECONDARY SCHOOL,WUYA KEDE	36	57
	HAKIMI ALIYU DAY SECONDARY SCHOOL, MOKWA	202	225
	MUNGO PARK SENIOR SECONDARY SCHOOL,JEBBA	50	105
MOKWA	Total	976	1412
MUNYA	DAY SEC.SCHOOL,GUNI	16	49
MUNYA	Total	16	49
PAIKORO	ABUBAKAR DADA SENIOR SECONDARY SCHOOL	4	49
	DAY SECONDARY SCHOOL ADUNU	31	52
	DAY SECONDARY SCHOOL BAIDNA	23	27
	DAY SECONDARY SCHOOL GWAM	34	118
	DAY SECONDARY SCHOOL ISHAU	18	20
	DAY SECONDARY SCHOOL KAFFIN KORO	20	149
	DAY SECONDARY SCHOOL KWAKUTI	42	79
	DAY SECONDARY SCHOOL NIKUCHI	41	64
	DAY SECONDARY SCHOOL TUNGAN-MALLAM	41	43
	DAY SECONDARY SCHOOL,FARIN DOKI	28	68
	GOVERNMENT DAY SECONDARY SCHOOL CHIMBI	43	84
	GOVERNMENT DAY SECONDARY SCHOOL TATI KO	4	6
	GOVERNMENT DAY SENIOR SECONDARY, JABO JERE	20	25
	MARTIN SANDA GIRLS SECONDARY SCHOOL PAIKO	39	
	WOMEN DAY COLLEGE PAIKO	100	
PAIKORO	Total	488	784
RAFI	AHMADU ATTAHIRU SECONDARY SCHOOL KAGARA	36	64
	DAY SECONDARY SCHOOL TUNGAR BAKO	2	10
	DAY SECONDARY SCHOOL, MAIKUJERI	30	70
	GOVERNMENT DAY SECONDARY SCHOOL PANDOGARI	160	200
	GOVERNMENT GIRLS ARABIC SECONDARY SCHOOL TEGINA	52	
	GOVERNMENT SECODARY SCHOOL TEGINA	158	135
	MUHAMMADU INUWA DAY SECONDARY SCHOOL KUSHERKI	30	38
	SALIHU TANKO DAY SECONDARY SCHOOL KAGARA	223	118
	SENIOR SECONDARY SCHOOL KWANA	20	34
	SENIOR SECONDARY SCHOOL MADAKA	15	30
	WOMEN DAY COLLEGE KAGARA	65	
RAFI	Total	791	699
RIJAU	COLLEGE OF ARTS AND ISLAMIC STUDIES TUNGA MAGAJIYA	43	44
	DAY SECONDARY SCHOOL DANRANGI	13	50
	GOVT. GIRLS DAY SECONDARY SCHOOL RAFIN MOTA RIJAU	130	
RIJAU	Total	186	94
SHIRORO	DAY SECONDARY SCHOOL TUMTUM KUTA	49	294
	DAY SECONDARY SCHOOL PINA	18	33
	WOMEN DAY COLLEGE KUTA	15	
SHIRORO	Total	82	327
SULEJA	COMMUNITY SECONDARY SCHOOL	216	250
	GIRLS DAY SECONDARY SCHOOL	498	0
	GOVERNMENT DAY SECONDARY SCHOOL KWAMBA	129	105
	GOVERNMENT DAY SECONDARY SCHOOL MADALLAH	80	59
	GOVERNMENT DAY SECONDARY SCHOOL RAFIN SANYI	16	14
	GOVERNMENT DAY SECONDARY SCHOOLBAKIN IKU SULEJA	80	50



	GOVERNMENT SCIENCE COLLEGE, P.M.B 6 SULEJA		172
	SENIOR SECONDARY SCHOOL KWANKWASHE	62	56
	SULEIMAN BARAU TECHNICAL COLLEGE	126	400
SULEJA	Total	1207	1106
Tafa	GOVERNMENT DAY SECONDARY SCHOOL SABON BWARI	17	39
	GOVERNMENT SECONDARY SCHOOL IJA GWARI	20	25
	GOVERNMENT VOCATIONAL TRAINING CENTRE	30	
Tafa	Total	67	64
WUSHISHI	GOVERNMENT DAY SECONDARY SCHOOL,MAITO	48	62
	GOVERNMENT DAY SECONDARY SCHOOL,LOKOGOMA	17	25
	GOVERNMENT DAY SECONDARY SCHOOL,ZUNGERU	31	65
	GOVERNMENT GIRLS SCIENCE COLLEGE,ZUNGERU	99	
	GOVERNMENT SECONDARY SCHOOL,WUSHISHI	73	116
WUSHISHI	Total	268	268
Grand Total		15571	18653



APPENDIX W

WASSCE FOR SCHOOL CANDIDATES, 2023 CHIEF EXAMINER'S REPORT BIOLOGY 2

1. GENERAL COMMENTS ON THE PAPER

The questions for Biology paper 2 still maintain the required standard as highlighted in the individual report of the Assistant Examiners when compared to those of the previous years. All the questions were within the scope of the syllabus for Biology, designed for the West African Senior Secondary Certificate Examination (WASSCE). The overall performance of the candidates was unsatisfactory compared to previous years despite the papers having the same level of difficulty. However, some candidates performed above average in certain questions; an indication that they had prepared very well and probably covered about 80% of the topics in the syllabus with their teachers. A good number of the candidates do not have enough knowledge of the questions throughout the paper taking into consideration the way they answered some of the questions.

Some candidates misunderstood the questions; thus, writing wrong answers to those questions they attempted. Candidates must therefore read each question at least twice; understand what it requires before attempting to answer it. They included materials that were not pertinent to the questions asked; thereby wasting precious time and gaining no marks. About 80% of them were very good at answering questions that require definitions. The marking scheme was designed in such a way that any candidate, who had prepared him/herself very well for the examination, would score very good marks. There were sufficient marking points to allow candidates to demonstrate their ability to perform and some of them appeared to have sufficient time.

About 60% of the candidates found it difficult to express their meaning using appropriate scientific/biological terminologies, coupled with their inability to understand what the questions were asking for and lack of greater knowledge of the topics in the syllabus. Almost 65% of the candidates failed to score good marks because they lack the ability to spell scientific/biological terminologies.

Most of the candidates lack the ability to present their ideas in simple English and this is a key obstacle to them scoring good marks. Due to their poor understanding of English, some candidates do not follow simple instructions on the question paper because they do not really understand such instructions. Some candidates failed to follow the instructions on how many questions to answer from section A; thus, answering all the questions from section A and section B, which is the compulsory question, which gained them no marks at all thereby wasting precious time.

2. CANDIDATES' STRENGTHS

The strengths of the candidates continue to be the same when compared to those of previous years.

- Majority of them have the ability to interpret questions correctly.
- A good number of them could correctly reproduce definitions of some scientific terms.
- Ability to answer direct questions such as "what is or what are such and such", "state the ways, roles similarities" etc.
- Neat and clear presentation of work by a good number of them.

3. CANDIDATES' WEAKNESSES

- The weaknesses of candidates also continue to be the same when compared to previous years.
- Poor level of preparation and lack of basic knowledge.

Chief Examiners Report

WASSCE FOR SCHOOL CANDIDATES, 2023
CHIEF EXAMINER'S REPORT
BIOLOGY 3

1. GENERAL COMMENTS ON THE PAPER

Biology 3 June 2023 was a standard paper because all the questions were within the scope of the WASSCE syllabus. Compared with the previous years' performances, it was unsatisfactory. Out of approximately 5000 or more candidates only 20 % of the candidates have scored over 40 marks out of the total of 80 marks. Few candidates have scored over 40 marks out of 80 marks and only few have scored over 50 and above but below 60 marks. Mistakes that have been made in previous years are continuously made in spite of all the comments in the Chief examiner's reports written and published every year and for every examination.

Three important areas of the syllabus that were examined in this paper included:

1. Question 1 was about the reproductive processes and habitats of vertebrates with particular reference to the eggs of catfish, the egg of chicken and the ovary of the flower of Pride of Barbados, the classification of organisms that possess them and their habitats.
2. Question 2 was about the observable structures and classification of the guinea grass, coco yam plant and its corn and its biological significance.
3. This question was about succulent fruits such as a ripe orange, longitudinal section of coconut and chili pepper, their classification according to structure and origin and according to life cycle. Their mode of dispersal, placentation, and economic importance.

The general performance was unsatisfactory due to some weaknesses shown by many candidates and some strengths demonstrated by few candidates as shown below:

2. CANDIDATES' STRENGTHS

- Few followed instructions correctly
- Some had good and clear handwritings
- Few can spell taxonomic and scientific terms correctly

3. CANDIDATES' WEAKNESSES

- Inability to fully understand the questions
- Poor handwritings
- Poor spellings of taxonomic and scientific terms
- Disorderly presentation of answers
- Wrong numbering of questions answers
- Leaving questions unanswered and not even attempted
- Just copying the questions as in the question paper

4. SUGGESTED REMEDIES

- School candidates must make sure that they engage themselves in some private syndicates around the town to make sure that the syllabus is completed thoroughly.
- School candidates must make sure that they have got up to- date textbooks or pamphlets and should not rely on their old notes from school
- To be exposed to past questions, they should contact WAEC office where all the past questions are on sale.
- The examination council needs to give the school candidates orientation or sensitization on how they can succeed in their examinations by telling them about the chief examiners report in all subjects.



e-Learning



- Index
- Language ▾
- General ▾
- Business ▾
- Science ▾
- Mathematics And Applied Science ▾
- Home Economics ▾
- Civil And Mechanical ▾

Biology Paper 2, WASSCE (SC), 2022

- Subject Home

- 1
- 2
- 3
- 4
- 5

Menu

General Comments

Weakness/Remedies

Candidate's Strength

QUESTION 1:

A sample of human blood was put in a test tube and allowed to spin in a centrifuge. The components of the blood sample were **clearly** separated.

- (a) (i) What is a cell? [2 marks]
- (ii) Name **three** scientists that are associated with the discovery of the cell. [3 marks]
- (b) (i) Make a diagram, 6 cm to 8 cm long of a plant cell and label **only** the organelle responsible for cell reproduction. [7 marks]
- (ii) Name **one** blood cell in humans that does **not** have the organelle labelled in 1(b)(i). [1 mark]
- (iii) What is the biological implication of the cell named in 1(b)(i). [1 mark]
- (c) List **six** organelles found in a plant cell. [6 marks]

Observation

This question was very popular among candidates. Some of the candidates that answered this question had a range of good marks because they were able to define a cell and name the scientists associated the discovery of the cell. The candidates that performed poorly lost marks to poor spellings.

Some candidates were able to make good diagrams of a plant cell but some were unable to identify and label the organelle responsible for cell reproduction.

Many candidates could not name the blood cell in humans that does not possess a nucleus because they could not comprehend the question, neither could they give the implication of the cell not possessing the organelle for cell reproduction.

Many candidates were able to list the organelles found in a plant cell.

The expected answers are:

(a) (i) Cell
Is the basic/smallest structural/building block; and functional unit; of life.

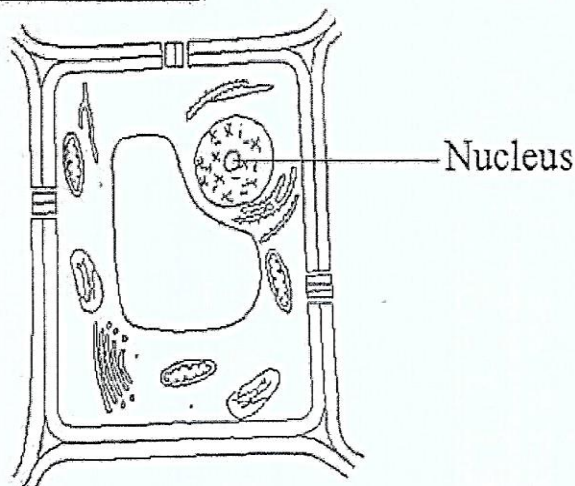
(ii) Scientists that are associated with the discovery of the cell

- Robert Hooke;
- Matthias Schleiden;
- Theodor Schwann;

- Rudolf Virchow;
- Felix Dujardin.

Note: Spellings of complete names must be correct to score.

(b) (i) Diagram of a plant cell



Title (TL) Diagram of plant cell

Quality (Q)

Size (Sz) (6cm to 8cm long)

Clarity of lines (CL) (lines not broken, not wooly)

Neatness of label (NL) (ruled guideline, horizontal label)

Details (D)

Rectangular/regular shaped cell (RS)

Central vacuole shown (CV)

Label (L)

Nucleus

Note: Spelling must be correct to score.

(ii) Blood cell in humans that does not possess nucleus

Red blood cell/erythrocyte

Note: Spelling must be correct to score.

(iii) Biological implication of the cell not possessing a nucleus

- It has a short life span;
- Unable to reproduce;
- Gives room for carriage of more oxygen.

(c) Organelles found in a plant cell

- Nucleus;
- Chloroplast;
- Rough Endoplasmic Reticulum;
- Smooth Endoplasmic Reticulum;
- Vacuole;
- Lysosome;
- Ribosome;
- Golgi body;
- Mitochondrion.

Note: Spellings must be correct to score.

P R E F A C E

The Chief Examiners' Report is the post examination analysis on the marking exercise, which is an integral part of the certification process of NABTEB examinations. It also provides a feedback on the performance of the candidates and their teachers. Two volumes are produced each year, one for May/June NBC/NTC and the other for November/December NBC/NTC and ANBC/ANTC Examinations.

This report for 2018 November/December is divided into three sections, namely:

Section I: General Education Subjects;

Section II: Business Trades and

Section III: Technical Trades.

Each section discusses in details the general performance of the candidates, their strengths and weaknesses as well as suggestions for improvement.

This document is therefore recommended for use by schools and candidates taking NABTEB examinations as it provides feedback to guide the schools and help correct the lapses identified by the examiners during the marking exercise. It will also be of immense value to individuals wishing to sit for NABTEB examinations.

EXECUTIVE SUMMARY

GENERAL EDUCATION SUBJECTS

Candidates' performance was generally good in Mathematics (002-2), Advanced Mathematics (A02), Economics (003), Advanced Economics (A03), Physics (004), Chemistry (005), Biology (006-1), ICT (008-1), Civic Education (009), Agricultural Science (195-1), Geography (196-1), Christian Religious Studies (197-1), Islamic Religious Studies (198), Government (199), Further Mathematics (451-1) and Animal Science (452-1) while their performance was average in English Language (001-2) Advanced English Language (A01) and fair in Literature-in-English (007-1) and Literature-in-English (007-2).

Candidates' Strengths

- ✓ Good presentation of answers.
- ✓ Good knowledge of rationalization of surds, compels numbers, simultaneous equation.
- ✓ Candidates demonstrated adequate knowledge of radiation deficiencies between chemical and nuclear reaction.
- ✓ The candidates were able to examine the effective use of flashback technique in Darko's *facelock*.
- ✓ Good knowledge of compound interest and quadratic equation.
- ✓ Legible handwriting.
- ✓ Many candidates describe presidential system of government correctly.
- ✓ Candidates answered questions on political power and sources of power correctly.
- ✓ Good knowledge of longitude and latitude.
- ✓ Good knowledge of laws of indices and logarithm.

Candidates' weaknesses

- ✗ Poor grammatical expression.
- ✗ Poor spelling skills.
- ✗ Poor mathematical accuracy.
- ✗ Poor usage of decimal points.
- ✗ Poor computational skills.
- ✗ Poor drawing skills.
- ✗ Poor mastering of basic economics concepts and principles.
- ✗ Misinterpretation of questions by many candidates.
- ✗ Many candidates did not know Master and Transaction file and the uses of slide Master in Ms Power Point.
- ✗ Candidates lack the ability to follow instructions on the question paper.

Suggestions for improvement

- ❖ Teachers should endeavour to teach students methods of report writing.
- ❖ Students should be advised to write legibly.
- ❖ Importance of drawing/sketching should be emphasized.

BIOLOGY 2

1. GENERAL COMMENTS ON THE PAPER AS A WHOLE

Question spanned a wide coverage of the syllabus including plant and animal physiology. Genetics, Ecology and concept of living. Questions were straight forward, and devoid of ambiguities.

Candidates would not perform better because of what seemed to be a general failure to appreciably cover the syllabus.

2. CANDIDATES' STRENGTHS

Most candidates were able to keep their responses within the spaces prescribed for each question.

Cases of candidates failing to write their names, centre and index numbers were very few.

There has been marked improvement in the spelling abilities of candidates as was exhibited in their responses to questions 1, 2 and 6.

Diagrams of Fishnet/basket drawn in response to question 3(c)(ii) were generally good with many scoring marks for details, quality, size etc.

3. CANDIDATES' WEAKNESSES

A general trend observed was candidates inability to answer the different parts of a question. This deficiency has contributed to the low scores and paltry performance.

Adequate coverage of the syllabus could serve as a potential remedy.

4. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

All candidates were required to answer two questions out of four from this section.

QUESTION 1

(a)(i) Name the two main parts of the nervous system.

(ii) List two components each of the main parts of the nervous system named in 1(a)(i).

In (a)(i) and (ii) the two main parts of the nervous system were to be named; two components of each of the main parts of the nervous system were to be listed.

- ❖ Teachers should give adequate assignment to students and ensure that the assignments are checked and corrected.
- ❖ Teachers should be encouraged to teach all aspect of the syllabus.
- ❖ Candidates should be exposed to practical concepts so as to aid their understanding.
- ❖ Competition and quiz should be organized at all time to broaden the knowledge of the students.
- ❖ Schools should have well equipped library for students.
- ❖ Students should be encouraged to study in groups so as to share knowledge.
- ❖ Candidates should be prepared adequately on Microsoft Office packages like Ms Word, Ms Power Point etc.
- ❖ Candidates should be well guided on the importance of the instructions on question paper.
- ❖ Teachers should ensure that the candidates are adequately groomed for the examination.

BUSINESS TRADES

Candidates performance was good in Office Practice (413), Advanced Secretarial Duties (417), Commerce (421), Financial Accounting (423), Financial Accounting Advanced (426), Tourism (441), Advanced Tourism (446), Advanced Office Management (427), while their performance was fair in Advanced Commerce (428).

Candidates' strengths

- ✓ Good grammatical expression.
- ✓ Good presentation of answers.
- ✓ Good handwriting.
- ✓ Clear explanation of points.
- ✓ Candidates followed instructions to the questions.
- ✓ Candidates have good knowledge of visual aids and its advantages in communicating.
- ✓ Ability to answer questions on social and environmental impacts of tourism industry correctly.

Candidates' weaknesses

- ✗ Poor spelling.
- ✗ Poor handwriting.
- ✗ Some candidates answered two questions in one page instead of using fresh page to start a question.
- ✗ Candidates were unable to give good heading and correct dates on accounts.
- ✗ Poor computational skills.
- ✗ Inability to explain identified points.

Suggestions for improvement

- ❖ Teachers should be encouraged to teach all aspect of the syllabus.
- ❖ Students should read journals, magazines and news papers to improve on their written and spoken English.
- ❖ Students should adhere strictly to examination instructions.

BIOLOGY 3

1. GENERAL COMMENTS ON THE PAPER

This report provides a review of the performance of candidates in the examinations and the detailed analysis of the standards of answering. This report should be read in conjunction with the examination paper(s) and the published marking scheme(s).

This year paper retained its high standard and adequacy in terms of quality as compared with previous years. The standard of the paper was good for a practical exam. The paper tested on the application of biological principles needed for everyday life.

The questions and instructions were clear and to the point for candidates to obtain the answers. Although most candidates could not get correct and accurate responses for question no.4 as a result of inadequate instruction meant for candidate for Sierra Leone, Liberia and The Gambia.

The marking scheme was detailed and flexible, however, candidates' performance fell below expectation.

REASONS FOR POOR PERFORMANCE CAN BE ATTRIBUTED TO THE FOLLOWING

- ❖ Inability to properly interpret the questions
- ❖ Poor spelling of technical terms
- ❖ Shallow knowledge of the subject matter
- ❖ Lack of knowledge of the rules in practical exams.
- ❖ Poor responses to questions that demanded definitions, explanations and comparisons.
- ❖ Inability to cover the examination syllabus.

2. CANDIDATES' STRENGTHS

The general performance was not much encouraging although some candidates did very well. Some scored good marks in questions one and two. In questions 1b a good number of candidates were able to classify organisms as producer, primary consumer, secondary consumer and tertiary consumer.

APPENDIX I

WASSCE FOR SCHOOL CANDIDATES (SC) 2019														
STATISTICS ON PERFORMANCE OF PUBLIC SCHOOLS IN NIGERIA														
S/NO	STATE	TOTAL NUMBER SAT			5 CREDITS & ABOVE INCLUDING ENGLISH			5 CREDITS & ABOVE INCLUDING MATHEMATICS			ABOVE INCLUDING ENG & MATHS			PERCENTAGE
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
1	ABIA	4,262	5,053	9,315	3,656	4,575	8,231	3,946	4,759	8,705	3,623	4,496	8,119	87.16
2	ABUJA	7,016	9,070	16,086	3,474	4,525	7,999	3,689	4,435	8,124	2,907	3,615	6,522	40.54
3	ADAMAWA	8,852	6,550	15,402	5,038	3,998	9,036	5,836	4,599	10,435	4,724	3,729	8,453	54.88
4	AKWA IBOM	17,829	18,662	36,291	9,282	10,227	19,509	10,778	11,736	22,514	8,414	9,265	17,679	48.71
5	ANAMBRA	7,725	10,078	17,803	5,958	7,379	13,377	6,361	8,075	14,436	5,623	6,343	12,466	70.02
6	BAUCHI	22,761	13,334	36,095	5,350	3,964	9,314	8,271	5,951	14,222	4,827	3,530	8,357	23.15
7	BAYELSA	9,132	8,589	17,721	6,892	6,487	13,379	8,506	8,111	16,617	6,555	6,414	12,969	73.18
8	BENUE	7,285	5,537	12,822	4,457	3,462	7,919	6,078	4,489	10,567	4,341	3,299	7,640	59.58
9	BORNO	14,104	10,518	24,622	4,127	3,836	7,963	5,935	5,865	11,800	3,767	3,252	7,019	28.5
10	CROSS RIV	7,766	7,733	15,499	5,298	5,454	10,752	6,018	6,290	12,308	5,011	5,225	10,236	66.04
11	DELTA	14,890	15,935	30,825	9,598	10,667	20,265	11,464	12,372	23,836	9,195	10,176	19,371	62.84
12	EBONYI	7,975	8,106	16,081	4,323	4,239	8,562	5,825	5,885	11,710	3,560	3,877	7,437	46.73
13	EDO	12,599	13,360	25,959	7,960	9,020	16,980	10,645	11,612	22,257	7,741	8,820	16,561	63.79
14	EKITI	6,510	6,519	13,029	3,981	4,276	8,257	4,430	4,464	8,894	3,728	3,808	7,536	57.84
15	ENUGU	9,585	11,596	21,181	7,078	8,491	15,569	7,450	8,975	16,425	6,304	7,650	13,954	65.87
16	FEDERAL CAPITAL TERRITORY	8,066	6,212	14,278	2,877	2,140	5,017	3,937	3,343	7,080	2,660	2,025	4,685	31.07
17	GOVERNMENT OF THE FEDERAL CAPITAL TERRITORY	13,835	14,282	28,117	11,427	12,426	23,853	12,437	13,205	25,642	11,129	12,106	23,235	82.61
18	IGBO	15,831	7,497	23,328	1,888	748	2,636	7,479	3,285	10,764	1,722	668	2,390	10.24
19	IMBOM	18,294	15,561	33,855	8,856	8,077	16,933	11,972	11,248	23,220	8,235	7,633	15,868	46.87
20	KANO	7,784	6,791	14,575	3,891	3,723	7,614	5,428	5,289	10,717	3,638	3,569	7,207	49.44
21	KATSINA	13,264	9,151	22,415	6,305	3,686	9,991	9,323	6,077	15,400	5,879	3,338	9,217	41.11
22	KEBBI	25,847	9,695	35,542	11,277	6,212	17,489	13,995	7,400	21,395	10,856	6,020	16,876	57.12
23	KOGI	10,231	9,056	19,287	5,048	4,841	9,889	6,673	6,217	12,890	4,677	4,502	9,179	47.59
24	KWARA	11,302	10,760	22,062	8,139	8,109	16,248	6,490	6,665	13,155	5,700	5,913	11,615	52.65
25	LAGOS	22,603	26,449	49,052	13,515	16,375	29,890	14,773	17,423	32,196	12,560	14,949	27,509	56.12
26	NAIJA	16,978	12,572	29,550	10,682	8,344	19,026	13,440	10,431	23,871	10,038	7,759	17,797	60.23
27	NIGER	18,027	12,982	31,009	5,854	4,595	10,449	8,240	6,063	14,303	5,339	4,126	9,465	30.52
28	ONDO	15,414	16,301	31,715	7,579	8,440	16,019	8,073	8,749	16,822	6,902	7,550	14,452	45.57
29	OSUN	10,576	11,310	21,886	7,683	8,439	16,122	8,340	9,086	17,426	7,103	7,919	15,022	67.41
30	OSUN	8,355	7,893	16,248	4,525	4,470	8,995	5,472	5,336	10,808	4,111	4,039	8,150	50.16
31	OYO	24,627	25,455	50,082	11,738	12,110	23,848	13,444	13,778	27,222	10,644	10,866	21,510	42.95
32	PLATEAU	7,194	5,806	13,000	3,500	2,836	6,336	4,534	3,677	8,211	3,237	2,619	5,856	45.05
33	RIVERS	17,530	18,371	35,901	15,345	16,173	31,518	16,124	16,795	32,919	14,823	15,453	30,276	84.33
34	SOKOTO	19,810	9,673	29,483	11,358	5,283	16,641	13,229	7,404	20,633	10,609	4,978	15,587	52.87
35	TARABA	7,215	5,075	12,290	5,853	3,912	9,765	5,922	4,344	10,266	5,168	3,608	8,776	71.41
36	YOBE	9,843	3,746	13,589	1,814	386	2,200	3,076	1,673	4,749	1,775	356	2,131	15.68
37	ZAMFARA	19,763	8,473	28,236	4,899	2,901	7,800	9,449	4,547	13,996	3,878	2,395	6,273	22.22
	TOTAL	475,680	401,751	877,431	248,945	234,472	483,417	307,082	279,263	586,345	211,387	216,412	427,809	50.92

WASSCE FOR SCHOOL CANDIDATES (SC) 2020

STATISTICS ON PERFORMANCE OF PUBLIC SCHOOLS IN NIGERIA

S/NO	STATE	TOTAL NUMBER SAT			5 CREDITS & ABOVE INCLUDING ENGLISH			5 CREDITS & ABOVE INCLUDING MATHEMATICS			ABOVE INCLUDING ENG & MATHS			PERCENTAGE
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
1	ABIA	4,462	5,001	9,463	4,120	4,739	8,859	4,076	4,610	8,686	3,859	4,432	8,291	87.61
2	ABUJA	7,123	8,978	16,101	4,219	5,475	9,694	3,229	3,960	7,189	2,798	3,383	6,181	38.38
3	ADAMAWA	15,256	12,390	27,646	6,727	5,286	12,013	8,457	6,876	15,333	5,549	4,264	9,813	35.57
4	AKWA IBOM	16,676	17,752	34,428	11,782	12,981	24,763	11,302	12,440	23,742	9,896	10,920	20,816	60.46
5	ANAMBRA	8,305	10,630	18,935	7,155	9,261	16,416	6,662	8,191	14,853	6,222	7,594	13,816	72.97
6	BAUCHI	7,077	5,480	12,557	2,529	2,244	4,773	2,897	2,413	5,310	1,359	1,491	2,850	24.29
7	BAYELSA	7,504	7,468	14,972	6,571	6,762	13,333	775	872	1,647	710	811	1,521	10.15
8	BENUE	5,858	4,725	10,583	4,514	3,634	8,148	4,720	3,667	8,387	3,980	3,055	7,035	66.47
9	BORNO	12,844	9,451	22,295	3,077	2,288	5,365	4,584	4,185	8,769	2,105	1,643	3,748	16.81
10	CROSS RIVER	8,029	7,695	15,724	6,467	6,397	12,864	5,961	5,860	11,821	5,215	5,180	10,395	66.1
11	DELTA	14,948	16,436	31,384	11,027	12,644	23,671	11,086	12,784	23,870	9,373	11,006	20,379	64.93
12	EBONYI	7,547	7,626	15,173	5,753	5,920	11,673	5,039	5,073	10,112	4,417	4,441	8,858	58.38
13	EDO	11,599	12,803	24,402	10,155	11,057	21,212	10,359	11,452	21,811	9,445	10,259	19,704	80.74
14	EKITI	7,498	7,544	15,042	5,632	6,037	11,669	5,739	5,855	11,594	4,830	5,017	9,847	65.46
15	ENUGU	9,994	13,249	23,243	8,846	11,882	20,728	8,136	10,613	18,749	7,673	9,999	17,672	76.03
16	GOMBE	6,246	5,105	11,351	2,467	2,422	4,889	2,479	2,624	5,103	1,456	1,698	3,154	27.78
17	IMO	13,736	14,249	27,985	12,661	13,192	25,853	12,339	12,855	25,194	11,832	12,224	24,056	85.96
18	JIGAWA	2,246	1,275	3,521	1,415	793	2,208	1,565	792	2,357	1,125	634	1,759	49.95
19	KADUNA	18,313	16,136	34,449	11,367	10,117	21,484	11,503	10,643	22,146	8,944	8,114	17,058	49.51
20	KANO	6,793	6,215	13,008	3,236	3,579	6,815	3,699	4,398	8,097	2,557	3,138	5,695	41.78
21	KATSINA	13,423	10,072	23,495	6,747	5,191	11,938	8,786	6,198	14,984	5,663	4,220	9,883	42.06
22	KEBBI	17,745	9,192	26,937	12,387	7,229	19,616	13,917	7,575	21,492	11,502	6,589	18,091	67.18
23	KOGI	9,999	8,514	18,513	7,233	6,331	13,564	7,512	6,575	14,087	6,294	5,567	11,861	64.06
24	KWARA	9,951	9,664	19,615	1,880	2,042	3,922	1,428	1,442	2,870	1,050	1,084	2,134	10.87
25	LAGOS	23,030	27,407	50,437	14,201	17,327	31,528	11,452	13,878	25,330	9,683	11,729	21,412	42.45
26	NASSARA	17,008	12,929	29,937	11,331	8,861	20,192	11,474	8,927	20,401	9,075	7,029	16,104	53.72
27	NIGER	17,640	12,742	30,382	9,049	7,478	16,527	10,556	8,301	18,857	7,476	6,348	13,824	45.5
28	OGUN	19,220	20,308	39,528	8,905	10,133	19,038	9,151	10,326	19,477	6,772	7,770	14,542	36.78
29	ONDO	11,591	11,986	23,577	7,570	8,214	15,784	7,301	7,772	15,073	5,638	6,133	11,771	49.92
30	OSUN	7,196	7,128	14,324	783	923	1,706	500	400	900	373	313	686	4.78
31	OYO	21,939	23,799	45,738	10,450	11,801	22,251	9,511	10,334	19,845	7,499	8,234	15,733	34.39
32	PLATEAU	6,842	5,647	12,489	4,825	4,128	8,953	4,391	3,670	8,061	3,888	3,195	7,083	55.09
33	RIVERS	22,308	22,835	45,143	20,231	20,843	41,074	19,334	19,775	39,109	18,438	18,930	37,368	82.77
34	SOKOTO	12,829	8,028	20,857	7,538	6,002	13,540	8,952	6,484	15,436	6,413	5,358	11,771	56.43
35	TARABA	6,797	4,735	11,532	4,688	3,370	8,058	5,400	3,617	9,017	4,016	2,774	6,790	58.87
36	YOBE	8,796	3,375	12,171	2,515	1,065	3,580	4,372	1,900	6,272	2,013	814	2,827	23.22
37	ZAMFARA	16,144	7,675	23,819	8,527	4,170	12,697	9,596	5,253	14,849	6,970	3,524	10,494	44.05
	TOTAL	434,512	396,244	830,756	268,580	261,818	530,398	268,240	252,590	520,830	216,124	208,898	425,022	51.16

WASSCE FOR SCHOOL CANDIDATES (SC) 2021

STATISTICS ON PERFORMANCE OF PUBLIC SCHOOLS IN NIGERIA

S/N	STATE	TOTAL NUMBER SAT			5 CREDITS & ABOVE INCLUDING ENGLISH			5 CREDITS & ABOVE INCLUDING MATHEMATICS			ABOVE INCLUDING ENG & MATHS			PERCENTAGE
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
1	ABIA	4,293	5,078	9,371	4,026	4,802	8,828	3,797	4,595	8,392	3,647	4,420	8,067	86.08
2	ABUJA	6,862	8,731	15,593	5,893	7,386	13,279	5,607	6,884	12,491	5,438	6,679	12,117	77.7
3	ADAMAWA	24,677	17,967	42,644	17,133	12,864	29,997	17,830	13,454	31,284	16,490	12,326	28,816	67.57
4	AKWA IBOM	17,101	18,721	35,822	14,576	16,394	30,970	14,866	16,552	31,418	14,234	15,891	30,125	84.09
5	ANAMBRA	8,160	10,809	18,969	7,649	9,971	17,620	7,750	10,098	17,848	7,573	9,734	17,307	91.23
6	BAUCHI	7,420	4,848	12,268	5,047	3,668	8,715	5,379	3,887	9,266	4,808	3,504	8,312	67.75
7	BAYELSA	6,462	6,667	13,129	5,657	5,799	11,456	5,987	6,201	12,188	5,600	5,741	11,341	86.38
8	BENUE	6,020	4,841	10,861	5,664	4,582	10,246	5,741	4,503	10,244	5,578	4,386	9,964	91.74
9	BORNO	13,282	10,185	23,467	8,708	7,574	16,282	9,577	8,261	17,838	8,453	7,336	15,789	67.28
10	CROSS RIVER	8,160	7,970	16,130	7,457	7,477	14,934	7,528	7,496	15,024	7,300	7,314	14,614	90.6
11	DELTA	16,226	18,564	34,790	14,417	16,694	31,111	15,044	17,213	32,257	14,199	16,297	30,496	87.65
12	EBONYI	7,111	7,769	14,880	6,513	7,275	13,788	6,627	7,440	14,067	6,413	7,179	13,592	91.34
13	EDO	12,049	13,645	25,694	11,215	12,933	24,148	11,750	13,372	25,122	11,180	12,838	24,018	93.47
14	EKITI	7,221	7,149	14,370	6,405	6,613	13,018	5,366	5,569	10,935	5,089	5,351	10,440	72.65
15	ENUGU	9,818	12,241	22,059	9,404	11,804	21,208	9,296	11,717	21,013	9,179	11,535	20,714	93.9
16	GOMBE	6,531	5,417	11,948	4,839	4,394	9,233	4,741	4,503	9,244	4,537	4,210	8,747	73.08
17	IMO	13,458	14,146	27,604	12,723	13,523	26,246	11,876	12,486	24,362	11,553	12,156	23,709	85.88
18	JIGAWA	3,720	1,815	5,535	2,834	1,278	4,112	3,276	1,702	4,978	2,689	1,274	3,963	71.59
19	KADUNA	18,699	15,558	34,257	15,297	13,005	28,302	15,937	13,222	29,159	14,432	12,027	26,459	77.23
20	KANO	6,089	6,014	12,103	5,041	4,922	9,963	5,328	5,585	10,913	4,935	4,821	9,756	80.6
21	KATSINA	8,136	5,838	13,974	4,412	3,320	7,732	4,668	3,863	8,531	3,818	3,053	6,871	49.16
22	KEBBI	18,557	10,667	29,224	14,267	8,707	22,974	15,229	9,701	24,930	13,887	8,649	22,536	77.11
23	KOGI	10,574	9,121	19,695	8,742	7,765	16,507	9,455	8,275	17,730	8,614	7,610	16,224	82.37
24	KWARA	8,241	8,129	16,370	4,827	4,962	9,789	5,114	5,225	10,339	4,352	4,456	8,808	53.8
25	LAGOS	25,856	29,939	55,795	20,137	24,120	44,257	20,179	24,366	44,545	19,157	23,154	42,311	75.83
26	NASSARAWA	13,595	11,304	24,899	11,780	9,990	21,770	12,356	10,534	22,890	11,506	9,774	21,280	85.46
27	NIGER	16,666	12,712	29,378	12,110	9,350	21,460	13,198	9,995	23,193	11,571	9,019	20,590	70.08
28	OGUN	21,293	22,558	43,851	11,826	13,065	24,891	13,044	14,215	27,259	11,531	12,672	24,203	55.19
29	ONDO	11,734	12,227	23,961	9,044	9,763	18,807	9,729	10,327	20,056	8,785	9,284	18,069	75.41
30	OSUN	6,097	6,346	12,443	2,030	2,440	4,470	2,331	2,773	5,104	1,834	2,217	4,051	32.55
31	OYO	27,040	28,017	55,057	15,102	16,587	31,689	16,603	18,199	34,802	14,381	15,774	30,155	54.77
32	PLATEAU	6,441	5,461	11,902	5,316	4,568	9,884	5,522	4,782	10,304	5,076	4,392	9,468	79.54
33	RIVERS	25,506	26,502	52,008	23,265	24,262	47,527	23,475	24,522	47,997	22,442	23,381	45,823	88.1
34	SOKOTO	1,536	618	2,154	1,206	552	1,758	1,087	592	1,679	1,057	590	1,647	76.46
35	TARABA	5,823	4,414	10,237	4,996	3,884	8,880	5,282	4,023	9,305	4,837	3,765	8,602	84.02
36	YOBE	10,193	3,972	14,165	5,507	2,743	8,250	6,942	3,167	10,109	5,373	2,499	7,872	55.57
37	ZAMFARA	14,249	7,610	21,859	1,616	1,371	2,987	2,676	1,534	4,210	1,153	849	2,002	9.15
	TOTAL	434,896	403,590	838,486	326,681	320,447	647,128	340,193	330,833	671,026	312,701	306,157	618,858	73.81

