

ASSESSMENT OF PUPILS' VIEWS ON THE ROLE OF THE SOCIETY AS THE CAUSE OF POOR PERFORMANCE IN CHEMISTRY IN THE WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION (WASSCE) IN SELECTED SENIOR SECONDARY SCHOOLS IN KENEMA CITY

YUSUFU SWARAY

Eastern Technical University of Sierra Leone

Faculty of Pure and Applied Sciences

Sierra Leone-West Africa

E-mail: yswaray@etusl.edu.sl

ABSTRACT

Since 2019, there had been increasing number of enrolment into the science streams in senior secondary schools in Kenema City, as compared with academic years 2010 to 2018. This increasing number of enrolment in the science faculties were due mainly to three actions taken by the government, under the leadership of His Excellency, Retired Brigadier Julius Maada Bio, viz: introduction of the free (quality) education, the radical inclusion policy by Ministry of Technical and Tertiary Education, and thirdly the government's priority on Science and *Technology* (<http://www.wearepurposeful.org>). These students are been prepared for the West African Senior School Certificate Examination, or WASSCE. Despite the enormous effort by government and her flagship being the sciences and technology, schools have been recording discouraging results in chemistry at WASSCE. This had prevented many from obtaining requirements to pursuing their studies at tertiary levels. Some may not have a second chance of re-sitting the examination if they fail to obtain at least five WASSCE or Credits in their first attempt, thus making it more difficult to continue to the next stage. The overall system had led to many questioning as to the impacts of the government's free (quality) education, the radical inclusion and more importantly her priority on science and technology. Thus the research aims to investigating the views of the teachers and of the pupils on the role of the society as the cause of poor performance in chemistry at selected senior secondary schools at WASSCE level in Kenema City. We define the society here as any group of people, technology, organization, social media platforms, or institution that may either directly or indirectly affect the pupils' academic performance in chemistry at WASSCE level.

Keywords: Free Quality Education, Radical Inclusion, WASSCE, Society, Chemistry