**THE INFLUENCE OF PRIVATE SCHOOL ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS**

**ABSTRACT**

This research work was designed to investigate the influence of private schools on the academic performance of secondary school students in Oredo Local Government Area of Edo State.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND OF THE STUDY**

Educationally it is generally agreed that private schools have contributed positively to the academic performance of students in secondary schools. Presently, some elites seem not to agree that private schools are doing anything to encourage or enhance student’s performance. Some based their arguments on the falling standards of education in Nigeria. They claim that with the involvement of private individuals in running of schools, the standard of education has declined rapidly stressing that the most of affected segments of our education.

In attempt to support this view, some writer’s educationist, researchers, curriculum planners and administrators often make reference to Adenna (2008) who asserted that; the federal government should not handover their educational institution to regions and voluntary agencies that such step would implies a surrender of the nation education system to a system characterized by fanaticism and religious participation and that the end result cannot be predicted.  Despite the above view expressed by Adenna, and his suggestion other school of thought (scholars) who holds contrary view rejected this assertion. Their point of argument was that Adenna view could not be subjected to empirical test because the statement reveals “that end results cannot be predicted” in which case, the end result may be good or bad. Tuoyo (2000) in writing to support the latter view maintained that most teachers in private schools are not readily qualified and others not been able to impact the desirable knowledge to their students.

Lakoja (2006) who also was of the opinion that private schools have not in any way contributed to the academic performance of secondary school students lamented that private schools in attempt to remain competitive and in business sometimes invest resources (money) in buying question papers by buying examination and invigilators during external examination. The point Lakoju was trying to establish was that most private schools encourage examination malpractice. Surprisingly, others seems to have claim that this view was utterly too parching and myopic in nature. They advocated that private schools is only pivot by which qualitative education revolves round in Nigeria stating that the government has for long loss focus on qualitative education in Nigeria. They however maintained that the non-regular payment of teacher salary absence of in-service training for the teachers and the non-available of materials that can facilitates effective teaching/learning process and all the eloquent testimonies of government non-challant attitude towards qualitative education in Nigeria.

Akwue (2005) in attempt to confirm this fact stated that the reason for returning schools to justify what the national policy on education advocates, “No educational system can rise above the level of the teachers”. As the argument still hold, Nomell (2003) maintained that private or public schools does not pronounce or inculcate low or high intelligent quotient (IQ) in whatever attends and that the high or low performance of students at school largely depends on the child’s enthusiasm type of pair groups he has teaching/learning instructional materials. The school location and the financial situation of the parents of the child. The assumption and opinion put forward by the three classes at scholars gave rise to the researcher to undermined the pains or strain he would in for carrying out an objective investigation on the influence of private schools students using Oredo Local Government Area of Edo State as a case study.

**1.2 STATEMENT OF THE PROBLEM**

The argument put forward by the different classes of people about the influence of private schools on the academic performance of private secondary school students term to have generated controversy among many writers. Curriculum planners and administrators, to this end, do not have solid background upon which their claims could stand. The result of this trend is that, they cannot give a desirable recommendation educationally. Although parents and teachers have come to realize their contribution to private schools and the academic performance of the children and that only private schools are presently in the business of giving qualitative education to students.

However, private schools should have not be given due recognition by the government, let alone given them the necessary support. Consequently, private schools in Oredo Local Government Area have been bedeviled by this same problem. Inspite of resolute determination to better the standards of education in the local government since there are no revenue in the local government since there are no industries where revenue could be derived. Moreover, the syndrome of private school profit motive consciousness has also contributed to the problem. Most people or rather parents have been discouraged from sending their children to private schools where they can get qualitative educational opportunities.

**1.3 PURPOSE OF THE STUDY**

The purpose of this study is to investigate the influence of private schools on the academic perform of secondary school students in Oredo Local Government Area of Edo State.

# RESEARCH QUESTIONS

* + 1. What is the academic performance of male student of public and private secondary schools in Edo State?
    2. What is the academic performance of female students of Public and Private secondary schools in Edo State?
    3. What is the academic performance of students of public and private secondary school in Edo State, Nigeria?

# RESEARCH HYPOTHESES

* + 1. There is no significant difference in the academic performance of students of public and private secondary schools in Edo state from 2014 – 2016.

**1.6 SIGNIFICANCE OF THE STUDY**

The study is so indispensable because at the finish of the study to the carried out, it will be measured to assist administrators, policy makers, curriculum planners, government and educational planners and schools to formulate policy measures that will guide and improve on the present performance of private and suitable personals and instructional materials at both the state and local government levels.

**1.7 SCOPE OF THE STUDY**

This study is carried out in Oredo Local Government Area of Edo State.  The scope of the study includes the following;

Franet group of School

Inowan Group of School

Uncle Pius Educational Center

Divine Wisdom Educational Institute

The research is limited by finance, time, lack of materials, attitude of respondents within which the study must be done repeated visits were made to some places in order to get more information.

**1.8 DEFINITION OF TERMS**

In the course of the study a number of unfamiliar words were used and their implied meaning are given below;

Academic Performance:  It is an achievement which can be measured in terms of education.

Contribution: It is a serious argument or disagreement about an issue.

Decline: It is a decrease or fall in standard

Empirical: Something that is based on scientific test in order to get result

Qualitative: Is a statement that reveals a perfect condition on something

Parochial: Only interested in things that affect oneself and his local area.

Myopic: Not thinking about the future result to are action

# CHAPTER TWO

**REVIEW OF RELATED LITERATURE**

# Theoretical framework

Academic performance is the outcomes of education – the extent to which a student teacher or institution has achieved their goals (Sophie *et al*, 2011). Academic performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in institutional environment, specifically in schools, colleges and universities (Haffie and John, 2009).

Performance as the adage goes is a journey not a destination. The journey was labeled as “Level of performance (Elger, 2010). Thelma (2014), Thelma (2014), used the ideas of the Astin (1982) to develop the pre-study theory who argued that retention and academic achievement are dependent on a combination of variable such as personal institution and demographic variable, Thelma also stated that three categories of variable are the intellectual bas of pre-study theory.

Another theory were stated by Kristu *et al,* (2000) theories of performance, which invites students to explore the possibilities of performance for creating, knowing, and stating, it survey explains, and illustrate classical, modern and post modern theories that answer the questions “What is performed, “why do people performance?” And how does performance constitute antisocial and political?” He also stated that performance as the entity points to understanding text drama, culture, social poles, identify resistance, and technologies. He further narrated that performance theories are explained in ways of accessible to students, relevant to their lives, and richly illustrated with example that encourage students to think more, to think differently about performance around them, it encourage students to demonstrate, apply, extend and share their discovery about theory.

Covington (2012) in his book Goal theory motivation and school Achievement, stated that, the basic contention of achievement goal theory is that depending on their objectives, purpose, achievement goals differently influence school achievement via variation in the quality of cognitive self – regulation in their own learning including analyzing the demand and monitoring their progress toward completion of assignment. Covington further stated that specific hypothesis as achievement goal theories which is in twofold, first, that learning goals favours deep – level, strategic processing of information, which in turn lead to increased school achievement; secondly, that performance goal trigger superficial, one–level processing that extend a stultifying influences on achievement.

Welberg (1981), theory of educational productivity, which identified 28 categories of learning influence, eleven (11) of them most influential domains of variables, eight (8) involved socio-emotional influences: classroom management, parental support, student teacher interactions, social behavior attributes, motivational effective attributes, the peer group school culture, and classroom climate.. The eleven most influential variable of learning according to Welberg are, school policies, organizational characteristics, curriculum of the school instruction characteristic, circular of the school instruction behavioural motivation, effective domain of learning, cognitive domain self-aware confidence of the students, learning ability learning goal and learning organization in approach to school work.

For the purpose of this research, the researcher used Welberg theory of educational productivity, the theory deal with cognitive, psychomotor and effective domain of learning which allows student to express their satisfaction while they were been actively involved in learning. This theory is filtered for this research study, because poor academic performance in Agricultural Science is based on the lack of practical (psychomotor) rather than classroom learning (Oni, 2015). For the students to perform good academically they ought to be actively involved through psychomotor domain (practical) in learning vocational subject especially agriculture.

# Concept of Academic Performance

Winston, *et al* (2014), defined performance as the act of performing; carrying into execution or action, execution, achievement, accomplishment, representation by action, as the performance of an undertaking of a duty. Joanna, *et* „*al* (1980), defined performance as how well or how badly one does something. Academic performance is the ability to study and remember facts and being able to communicate the knowledge, verbally or down on paper (http//www.google.jam.2012). The term academic performance refers to how well a student does in school. Poor grades are considered as bad academic performance. It also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance generally means how students are accomplishing their tasks and studies, but there are quite a number of factors that determine the level and quality of students‟ academic performance.

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by institution. As career competition grows ever fiercer in the working world, the importance of students‟ doing well in school has caught the attention of parents and government education departments alike. Although, education is the only road to success in the working world, much effort is made to identify, evaluate and encourage the progress of students in schools. Parents care about their child‟s academic performance because they believe that good academic results will provide more career choices and job security.

Academic performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Therefore, teachers evaluate in the form of letter or number grades and side notes to describe how well a student has done. School though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school‟s reputation and the possibility of monetary aid from government institutions which can hinge on the overall performance of the school.

The researcher viewed academic performance as a basic process of adopting and improving the quality and progress of students‟ performance, what is learned can be measured either by those things that have been observed in the behaviour of the individual or those that can be inferred. There is continuity in learning and it builds on experienced in whom it takes place, i.e. the school and academic performance is the focus of discussion in this study (Oni, 2015).

Academic performance refers to how students cope with their studies and how they cope with or accomplish different tasks given to them by their teachers (http//www.google.olaninie2012) Eyo (2012). A nation strength largely depend on the quantity and quality of her human resources, and quality of her human resources and education is pivot on which development rotate. In Nigeria, academic attainment have been regarded very seriously as the parameters for recruitment, placement and advancement in both public and private sector organization, more importantly these parameters are also highly adopted in selection of candidates for admission in the tertiary institutions and colleges. Due to this high premium placed on academic performance individuals do every possible to obtained excellent results. This no doubt places these concerned particularly students at varying levels of anxiety and tension in the process, since success in examination many implicitly be synonymous in work and life (Fianu, 1981). This assertion is excepted by the researcher viewing this alliterative, since students considered selection of candidates for admissions into tertiary institution, recruitment and placement for advancement which depend on how one passed the examination, this become an energizing force that lead students, and their parents in selecting secondary school between private and public. This is in line with the view of Iroegbu and Manasseh (2013) in their research paper title “Effect of Test anxiety, gender and perceived self- concept on Academic performance of Nigerian student who said “Efforts should be made by school proprieties to lead learners achieved their academic performance to improve the self concept of students through modeling, conditioning, mentoring and behavior modification”. The following are the academic facts resulting in poor performance.

1. Availability of infrastructure and materials, Kafui (2005) expressed that, infrastructure in the major factor that effect academic performance of students negatively, if it is not adequately provided.
2. Poor preparation of students from lower level of the education system (Kolo, 2012) said that “both private and public secondary schools these days are teaching and student are learning only for examination purposes, course contents of subjects are no longer taught for the basic aim of wide knowledge and understanding”.
3. Absent of effective guidance services in the education system. According to Kolo (2012), Academic institutions do not give adequate attention to the counseling needs of the student. Lawver (2009) identified the counseling need of students as:

general problems, personal finance problem relating with others health and living condition. If those facts are properly met, performance of students will be increase.

1. Organization of in-service training. Kafui (2005) stated “most of the head teachers/ principal who will supervise the works of other teachers to achieved stated objectives lack basic training to make their knowledge up-to-date. Therefore, these lead to low performance of their student during examinations. Kolo (2012) stated other challenging factors that lead to students poor academic performance: Parental neglect or over pampering of their children /ward, Population explosion, Inadequate of lecture in term of quantity and its quality and Out – dated curricular content and programme.

# Empirical Studies

Oni, (2015) stated that, “Empirical studies is the past of literature review of where the completed part of research studies of the past researcher, who carried out the same or similar research studies are presented in details and usually come before summary of review of literature”.

Dlamin and Zwane (1999) conducted a research titled “the relationship between high school students‟ academic performance in science and agriculture in Swaziland”. The main purpose of the research study was to determine the relationship between the performance of O-level agriculture students in the basic science and agriculture. The research was descriptive correlation, the target population was form five (5) students of one thousand and eight hundreds (1,800) who wrote the 1996 O-level agriculture examination. Stratified cluster and random sampling techniques was used, the schools was stratified by administrative region and location. A sample size representative (n =

317) was obtained using the table by Krejcie and Morgan (1979) for determining sample size, the instrument for data collection was marked scripts of the 1996 O level Agriculture examination council in Swaziland. The statistic Frequencies means standard deviation, correlation, t – test, analysis of variance and multiple regression analysis were used to test the null – hypotheses at alpha level of 0.05 significance.

The researchers found that, the performance of students in science was highly correlated with performance in Agriculture, the students from urban and single sex schools performance significantly higher than these students from rural government and mixed schools. The researchers concluded that there are strong relationships between science and agriculture, the performance in the science was best predictor of performance in agriculture. This present research is similar to the past study based on the fact that, academic performance is one among their variables. Also the present research study is similar with the past study in the sense that, they were gender partiality like the past research study, and the present research was based on Ex post factor research design and Survey design. The present research study looked into the academic performance of private and public secondary school students, while the past study looked at relationship between academic performance of high school students in sciences and agriculture, (Dlamin and Zwane, 1999)

Wingenbatch (1999) carried out a study titled “Agriculture students” Academic Achievement, attitudes, and learning styles”. The main purposes of carrying out this research study were to determine if a statistical relationship existed in a form of complex application to agricultural course during spring semester. The study was carried out in Mississippi university of United State of America. The methodology of the research was descriptive survey and correlation design were use in the study. The target population were used as the sample size for he study, that means purposive sample of college of agriculture students (n = 45) had their computing application skills tested through traditional (that is paper and pencil) and electronic mail methods. The instrument used for data collection, the study was Likert type questionnaire in addition to teaching. The Spearman – Brown reliability Coefficient was used to determine the reliability coefficient at 0.87 level of reliability.

The research results indicated / showed a significant, moderately positive association between academic achievements and can deliver method of the quiz and exam scores. Agricultural students who took the quiz using paper and pencil had significantly highest scores than students who took the quiz through an electronic version. There also a significance relationship between academic achievements and learning style for the quiz, the field independent study achieved significantly higher scores than field dependent learners.

The present study is similar to the past study because both investigated into the academic achievement and the instrument for data collection is similar to the present study. The major different of present study with the past study is that, the present took place in Edo State, Nigeria, and an Expo factor and Survey design researches design were used, while the past research took place in Mississippi University, United State of America.

Aminu (2000), conducted a study on the impact of social stratification on academic performance of students of secondary schools in English language between the upper and lower classes in Kura local government area, Kano state. His study revealed that even though parents have great interest towards education of their children, hence some parent‟s financial and social background do not allow their children to be fully educated, and as a result of this a clear distinction was found in academic performance between students from the upper and lower classes.

The above study is different from this research because it was a comparison of Academic performance of secondary school students in English language in Kura local government area, while this research is based on the comparative analysis of the academic performance of secondary school students of public and private schools in Edo state not in the Kura local government area.

# CHAPTER THREE

# RESEARCH METHODOLOGY

# Research Design

The research designs of this study were Ex post factor design. Ex post factor design deal for conducting research when is not possible or acceptable to manipulate the characteristic of human participants. It is a substitute for true experiment research, and can be used to test hypotheses about cause-and-effect or correlation relationship, where it is not practical or ethical to apply a true experimental, or even a quasi experiment design.

# Population for the Study

The target population was students that sat for SSCE in 2014, 2015 and 2016 in all registered private secondary schools, and public secondary schools that offer Agricultural Science in Edo state, Nigeria.

* 1. **Sample Size and Sampling Procedure**

For the purpose of this research study, the researcher used purposive sampling procedure. Henrry (1990), stated that, “the purposive sampling procedure was used to arrive at a sample that can adequately answer the research questions, the selection of purposive sampling is often accomplished by applying expert knowledge of the target population to select in a non-random manner, a sample that represent a cross-section of the target population”.

The Researcher examined their Student‟s Senior Secondary Certificate Examination (SSCE) results for three (3) consecutive years, which was from 2014, 2015, and 2016.

* 1. **Instrument for data collection**

Base on the research design of the study (Ex post factor), the researcher collected Senior Secondary Examination results of the sampled schools‟ students using Pencil and Paper, Ackroyd and Hughes (1981) stated that “Paper and pencil can be used to collect large amount of secondary data in a short period of time and in a relatively cost effective way. Paper and pencil is an instrument served to collect data in documented form (hardcopy) or transfer from hardcopy in to raw-data form, for further analysis (Gillhan, 2008).

# Validation of the Instruments

Validity is the extent to which measurement instruments measure what it is supposed to measure or yield the desire results on repeated trials in a quantitative study (Kothari, 2004). Osuala (1987) stated that, an instrument for a research could be valid when it measures what is supposed to measure. The researcher adopted content validity, which involved consensus of scholars on a particular instrument on whether it is appropriate to measure a particular entity or not. Therefore, to establish the validity of the instrument, experts and professionals were consulted. This support the view of Hanger and Becker (2005) who stressed the need and significance of establishing the validity of research instrument by a panel of experts to determine if its item can obtain the desired data they are intended to obtain. Hence, the research instruments were pilot tested in two secondary schools in Benin educational zones, this helped to identified ambiguities and grammatical errors for the researcher to correct them and ensure validity of the instruments.

# Pilot Study

Pilot studies were carried out in one Public secondary school and one Private secondary school in Oredo L.G.A. “a pilot study is carried out in different study area so far the characteristics are similar to the study area”.

**3.5 Reliability of the Instrument**

The collected data from the pilot study were statistically analyzed to determine the reliability coefficient. The Pearson product moment correlation co-efficiency (PPMCC) were used to establish the reliability of the instrument, and the result shows that ( r ) was 0.96. It was based on this (r) figure that instruments were administered to the respondents.. This reliability coefficient was considered adequate for internal consistency of the instrument. This was confirmed by Alphonsus (2012), who stated that “reliability coefficient of 0.50 and above is valid and reliable”.

# Procedure for Data Collection

The researcher obtained a Letter of Introduction from the Head of Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin, to the four (4) selected secondary schools sampled in the study area. This was used to introduce the researcher to the authority of the sampled secondary schools. Upon introduction, the researcher worked one-to-one with the examination officers to obtain their students‟ results for analyses.

# Procedure for Data Analysis

The collected results of the students were coded and transformed from ordinal scale to interval scale and converted to raw data in order to answer all three research questions. The statistical technique used in analyzing the data collected is t-test statistical tools. The researcher used t-test because the data are non-parametric in nature, and it is used to compare two group of population whether two population are equal or not, and to determine whether there are statistically significant differences between the means in two related and unrelated groups of students, that is why it is sometimes called students‟ t- test. The decision to use the variable sex was to see if gender can play a role in bringing about differences in the academic performance of both public and private secondary schools‟ students. The t-test is used to establish whether or not a significant difference exist between the variables at 0.05 level of significance. Based on the results of tested null hypothesis conclusion and recommendation were drown.

# CHAPTER FOUR

# PRESENTATION AND ANALYSES OF DATA

# Answers to research questions

**Research Question One: What is the academic performance of male students of public and privates secondary schools in Edo state, Nigeria?**

# Table 1: Mean academic performance of male students of public and privates secondary schools who passed at credits level and above in the years 2014, 2015, and 2016.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Types of schools | N | Mean | SD | Mean diff. |
| Public schools  Private schools | 169  142 | 28.17  23.67 | 10.38  10.34 | 4.5 |
| Total | 311 | 51.84 | 20.72 |  |

Field study, 2021

Table 1, revealed that, the academic performance of male students of public secondary schools in the state was higher than private secondary school students in the years under review of 2014, 2015, and 2016. This showed that, male students of public secondary schools in Edo state performed higher than their counterpart in private secondary schools in Edo state, Nigeria

# Research Question Two: What are the academic performance female students of public and private secondary schools in Edo state?

**Table 2: Mean Academic performance of female students of public and private secondary school students with pass at credits level and above 2014, 2015, and 2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Types of schools | N | Mean | Std Dev. | Mean Diff. |
| Public Schools  Private Schools | 97  102 | 16.17  17 | 6.78  7.15 | 0.83 |
| Total | 199 | 33.17 |  |  |

Field Study, 2021.

Table 2, showed that female students of privates secondary school in Edo state performed academically higher than female student of public schools, they were ahead in the years under review 2014, 2015, and 2016, with the mean score of 17 and SD of 6.78 against the female students of public school that had mean scored of 16.17 ad SD of 6.78.

# Research Question Three: What is the academic performance of students of public and private secondary schools in Edo State, Nigeria?

**Table 3: mean academic performance of public and private secondary schools’ students in Agricultural Science in Edo state.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Types of schools | N | Mean | Std Dev. | Mean Diff. |
| Public Schools Students  Private Schools Students | 244  266 | 20.33  22.17 | 8.69  10.75 | 1.84 |
| Total | 510 | 42.5 |  |  |

Field Study, 2021.

Table 3, revealed that, the mean academic performance of private secondary schools was higher with mean scored of 22.17, and standard deviation of 10.75 against that of public secondary schools with mean score of 20.33 with standard deviation of 8.69, their mean difference was 1.84. This showed that students of private secondary schools in Edo state performed higher than their counterparts in public secondary schools in the years under study; 2014, 2015 and 2016.

# : Testing of Null Hypotheses

# Ho1: There is no significance difference in the academic performance of public and private secondary schools’ students in Agricultural Science in Edo state.

To test null hypothesis three of the academic performance of students of public and private secondary schools, the analyses were presented in table 4.

# Table 4: t-test between academic performance of public and private secondary school students in Agricultural Science in Edo state, Nigeria.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Types of schools | N | Mean | Std. Dev. | Df | T-cal T-tab. |
| Students of Public Schools  Students of Private Schools | 244  266 | 20.33  22.17 | 8.69  10.17 | 11 | 5.339 3.106 |

Field Study, 2021.

The results in analyses of table 4 for the academic performance of public and private secondary school students in Agricultural Science. The mean scored of students of public secondary schools was 20.33 with standard deviation of 8.69 which were lower that mean scored of 22.17 and standard deviation of 10.17 for private secondary schools students. Hence, the t-cal of the analyses was 5.339 which were greater than the t-table of 3.106 at 0.005 significance difference.

**DECISION RULES:** The t-cal of 5.339 was greater that t-table of 3.106. Therefore, the null hypothesis was rejected; significance difference existed between academic performance of public and private secondary schools in Edo State.

# Summary of the Major Findings

Male secondary school students of public schools performed higher in the years of 2014, 2015, and 2016, for student that scores credits pass (A, B, and C) , against male students of private schools. Female secondary school students‟ academic performance of private secondary schools supersedes their female counterpart of public secondary schools, as shown in analyses of Table 5. Therefore female students of private secondary schools in Edo state performed higher than their colleagues in public schools in the study years of 2014, 2015, and 2016. This result agrees with Talatu (2013) who stated female students of private‟s secondary schools performed higher than their counterpart in public schools. Also, Yahaya (2003) that said that, “Gender plays role in determining academic performance.

In the overall academic performance of the public and private secondary schools students, the private secondary schools students‟ academic performance war higher that their counterpart in the public secondary schools as shown in table 6.

# Discussion of the Major Findings

The study revealed that, private secondary schools students‟ academic performance in Edo state on Agricultural Science had significance improvements over public schools students‟, this finding is in agreement with that of Robert (2009), who stated that private secondary schools allow for minimal bureaucracy in administration and more time in teaching and learning, hence private schools achieve good results than their public counterpart.

The results of the study also revealed that, male students of public secondary schools academic performance in the years 2014, 2015 and2016 was positively higher than male students of privates schools in these years. These findings is supported by Kerka (2000) who found that, male students of public cooperated better than their counterpart, that is why they always do better under cooperating learning strategies.

The study further revealed that, female students of private schools performed higher than their female counterpart in public schools.

# CHAPTER FIVE

**SUMMARY, CONCLUSION, AND RECOMMENDATION**

# Summary

The research work was on the comparative analyses of students‟ academic performance in Agricultural Science in public and private secondary schools in Edo state, Nigeria. The study had three specific objectives, three research question, and one null hypothesis. The researcher adopted ex post factor designs, the population of the study was all students of public and private secondary schools that sat for senior secondary certificate examination in Agricultural Science for the years of 2014, 2015 and 2016 in Edo state, Nigeria. The researcher collected students‟ SSCE results. Mean score and Standard deviation were used to answer the research question one, two and three, In the test of null hypothesis, t- test statistic technique was used to test all the one null hypothesis. The null hypothesis were tested at 0.05 level of significance.

The study revealed that:

Male students academic performance of public secondary school was higher when compared to academic performance of their male counterpart in private schools, with the mean of 28.17 for students that had A, B, and C in their results with standard deviation of 10.38 against private school students with mean scores of 23.67 and standard deviation of 10.34.

Female secondary school student‟s academic performance of private schools performed higher than female counterpart of public school, they had mean scores of 17.0 with standard deviation of 7.15, while public female students‟ academic performance had mean of 16.17 and standard deviation of 6.78.

The study revealed that, private secondary schools student performed higher that public secondary school students, with mean scored of 22.17 with standard deviation of 10.75 against that of private secondary school student mean scored of 20.33 and standard deviation of 8.69, as shown in tables in 6 and 9.

# Conclusion

Both public and private secondary school students are doing well in their Senior Secondary Certificate Examination (SSCE) though private secondary school students performed higher than those in public secondary schools, based on this research study this happened because of the availability of teaching and infrastructural facilities in the private schools. Also research revealed that, male students of public schools performed higher than male students of private schools, but females students of private schools performed slightly better than their counterpart of public schools, when all results of their student were analysed it revealed that, public secondary schools were ahead of private academically.

# Recommendations

* + 1. The Government should provide more infrastructural facilities to the public secondary schools in order to enhance effective teaching and learning.
    2. The public secondary schools teachers should be adopt the concept of “Improvisation “ of instructional materials of teaching aid to improve effective teaching and learning.
    3. There is need for Edo state government to sponsor seminars for all the secondary schools in Edo state, both public and privates for a frank talk and dialogue, for the purpose of coming up with a radical plan of actions based on recognition and understanding, collaborating, and reality directed toward checkmating further reasons of academic performance differences between public and private secondary schools, and for the mass failure in public examinations despite their scheme of work and curriculum are all the same.

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# QUESTIONNAIRE

# FOR SECONDARY SCHOOLS PRINCIPALS

Dear Respondent,

I am a ………………………………………………….. I am presently carrying out a research on “the influence of private school on the academic performance of secondary school students***”.***

You are requested to help me to provide your students‟ SSCE results for analyses, as the purpose is purely academics, please all information supplied shall be treated as confidential. Thanks for accepting to be of help to me for this research work.

Yours faithfully,

**…………………………..**

**PERCENTAGE OF MALE STUDENTS OF GOVERNMENT SECONDARY SCHOOL PAMOREDO THAT SCORED CREDITS (A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE |  |  |  |

**PERCENTAGE OF MALE STUDENTS OF OREDO COMMUNITY SCIENCE SCHOOL PAMOREDO THAT SCORED CREDITS ( A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE |  |  |  |

**PERCENTAGE OF MALE STUDENTS OF GOVERNMENT SECONDARY SCHOOL ZANGON-KATAF THAT SCORED CREDITS ( A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE |  |  |  |

**PERCENTAGE OF MALE STUDENTS OF SAINT FRANCIS COLLEGE ZONKWA ZANGON-KATAF, THAT SCORED CREDITS ( A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE |  |  |  |

**PERCENTAGE OF FEMALE STUDENTS OF GOVERNMENT SECONDARY SCHOOL PAMOREDO THAT SCORED CREDITS ( A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE |  |  |  |

**PERCENTAGE OF FEMALE STUDENTS OF OREDO COMMUNITY SCIENCE SCHOOL PAMOREDO THAT SCORED CREDITS ( A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE |  |  |  |

**PERCENTAGE OF FEMALE STUDENTS OF GOVERNMENT SECONDARY SCHOOL ZANGON-KATAF THAT SCORED CREDITS ( A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE |  |  |  |

**PERCENTAGE OF FEMALE STUDENTS OF SAINT FRANCIS COLLEGE ZONKWA ZANGON-KATAF, THAT SCORED CREDITS ( A, B, and C ) IN 2014, 2015,and 2016.**

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | 2014 | 2015 | 2016 |
| PERCENTAGE | 84.6% | 78.9% | 86.7% |