

**Comparative Analysis of Social Studies Academic Achievement
of Private and Public Junior Secondary Schools' Students in
Ibadan North Local Government Area of Oyo State, Nigeria**

Adika, Lawrence Olagoke (Ph.D)

Lawadiak@yahoo.com

Emmanuel Alayande College of Education, Oyo

&

Adika, Christianah Adedoyin

adikachristiana@yahoo.com

Abstract

Academic performance which is the outcome of teaching-learning process could be influenced by many factors including school ownership. This study comparatively analyzed Social Studies students' academic performance in private and public secondary schools in Ibadan-North, Oyo State (2007-2011). A descriptive survey design using pro-forma on Junior Secondary School Social Studies results from 2007 to 2011 was adopted for the study. A sample of three thousand two hundred and forty-four (3,244) students was selected from both Public and Private Junior secondary schools in Ibadan-North Local Government through simple random sampling technique. Three research hypotheses were set for the study. It was found that there was a significant difference in the performances of private and public school students ($3.88 > 1.96$), there was significant difference in the performance of male and female students ($0.29 < 1.96$) and there was significant difference in the performances of male and female students in public Junior schools ($0.09 < 1.96$). It was therefore recommended that all Junior Secondary School teachers should see results of their students in examinations as challenges and try to improve on that especially on Social Studies. Comparison of students' results should be encouraged by school

administrators and proprietors to ensure better academic performance in future.

Keywords: *Academic achievement/performance, public school, private school, social studies.*

Introduction

Education in Nigeria has become a vital tool for all forms of development – technological, economical, scientific, etc. In fact, a nation cannot grow nor develop above her educational level. Quality of human resources depend upon the quality of education of a country (Shabbir, Wei, Guang Fu, Chong, Altaf Marwat, Nabi & Ahmed, 2014). Sustainable economic development needs skilled manpower which is raised through productivity and efficiency of individuals that is only possible through education (Nasir & Nazli, 2010). Education sector has therefore become an ‘industry’ where the government invests so much, so as to reap the dividend through infrastructural development in the nation.

One reason why learners learn is to acquire knowledge so that they in turn contribute to the development of their societies. Academic performance has three parameters: good academic performance, poor academic performance and academic failure (Aremu, 2000).

Academic achievement or (academic) performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals (Wikipedia, 2015). Academic performance of students therefore consists of scores obtained from teacher-made test or examination. A number of factors have been identified as affecting students’ academic performances. Some of these include: students’ family background (Rumberger, 1995), parental discipline (Aremu, 2000), degree of self-efficacy and anxiety (Aremu & Adika, 2000), school location (Aremu, 1999), etc. Another emerging factor of academic achievement is the school the learner attends (Sentamu, 2003).

According to Nwokocha and Amadike (2005), academic performance of students is the yardstick for testing educational quality of a nation. Hence, it is expedient to maintain a high performance in

internal and mostly external examinations. Schools according to Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. School background according to the author is characterized by location of school (urban or rural), school ownership (public or private schools), school academic status and school financial standing. School ownership could be two in nature – private or public. Private schools are owned by individuals or organisations like religious bodies, while the public ones are purely owned by the government – either state or federal.

Public schools offer a general programme, designed for all. This usually includes Mathematics, English Language, Reading, Writing, Science, History, Physical Education and Social Studies. What students learn is derived from the national curriculum which the state must follow. In most states, learning is measured through standardized tests. The content and minimum achievement criteria in each course offered in public secondary schools are put forward by the state and each student must achieve this minimum criterion before receiving credit.

Private schools have the flexibility to create extra specialized programme for students. For example, private schools may go the extra miles or steps ahead of public schools in the service provision by using arts, instructional aids etc., to set a pace in the educational fulfilment of their learners than the public school students. They can create their own curricula and assessment systems, although many choose to use standard tests. Many parents are drawn to the alternative curriculums that private schools have to offer.

As there are different types of private schools in terms of the quality of the teaching-learning process so also there are different types of public schools. While comparing private and public secondary school, there is no doubt that the private school proprietors pay more attention to their teachers' input into the learners than do the public schools (Salawu & Adedapo, 2001). They also spend substantial amount of money to provide instructional materials for the teaching and learning process. They take their students out on fieldtrip, excursions and so on, which is unrealistic in most public schools.

Badmus (2007) noted that the most innovative contribution contained in the National Policy of Education (1998) to the development and modernization of Nigerian educational system is in the area of secondary education. The policy prescribes a two tier secondary education lasting for a period of six years. A child is required to spend the first three years of secondary education in Junior Secondary School (JSS) and another three years in the Senior Secondary School (SSS) if a student performs well in both continuous assessment (C.A.) and terminal examinations.

Social studies which is the basis of this comparison is an inevitable subject in both Private and Public schools because it is a vehicle for passing on to the children the knowledge developed by the society, including the scholarly disciplines, with purpose of helping young people to understand and make use of it (CESAC, 2009).

In the work of Jekayinfa (2006), social studies as a school subject tries to teach children the total summation of all experiences within their environment which they need to live in the world. The subject is particular in developing their appropriate skills and attitudes which will make them to become activists and contributors to the community.

It is always assumed that the students in public schools do not always perform excellently because of the non-availability of some basic amenities that can aid their learning and most of them do not attach much seriousness to their academic pursuit (Akinwumi, 2007). Private secondary schools in Nigeria on the other hand tend to be quite expensive. These schools have smaller classes (approximately twenty to thirty students per class), modern equipment and a better environment. It is also assumed that students in private secondary schools do perform excellently in their academic pursuit. This is because of the availability of modern equipment like computer system, necessary teaching materials, well committed teaching staffs, well equipped library and laboratories. Akinwumi (2007), also explained that the environment of the private schools are always more conducive for learning than the public schools which are overpopulated, congested and sometimes short of teachers.

The performances of learners in private and public schools have been a source of concern to researchers in the education sector. A number of researches have been carried out on public and private schools e.g. (Oladeji, 1997; & Yusuf, 2009). However, not so much work has been done on comparing subject like social studies, at least to the knowledge of the researchers.

For some years now, reports on the pages of newspapers and research findings have shown the abysmal performance of students of secondary schools in public examinations. Ajayi (2002), Nwokocha and Amadike (2005), Adeyemi (2008) and Asikhia (2010) have all shown the extent of poor performance of students in public examinations. The persistent decline in students' performance in public examinations is not only frustrating to the students and parents, its effects are equally grievous on the society.

Besides, there have been contradictory findings on whether there is a significant difference in the academic performance of private and public schools. Alimi, Ehinola and Alabi (2012) reported no significant difference in the academic performance of students in public and private senior secondary schools in Ondo State, while Ajayi (2006) submitted that the public schools had better academic performance than private secondary schools in Ekiti State. Nwokocha & Amadike (2005), Ekundayo and Arogundade (2007) submitted that private schools performed better than their public schools counterparts in public examinations. Oyedepo (2007) and Oladele (2010) reported that private school students outperformed their counterparts in public junior secondary school in most external examinations. (Weiss, 1974; Buchanan, 1975; & Olutola, 1981) reiterated that private schools are believed to have profit and market orientation which enable them to attract highly qualified teaching staff to give quality education to students and ensure that parents have value for their high fees. While (Weiss, 1974; Buchanan, 1975; Olutola, 1981; & Rainey, 1983) reported that public schools, on the contrary have social services or regulatory orientation which seems to allow them to have more unqualified teachers and poor facilities and equipments, low quality instruction, etc.

This study is therefore out to examine the Comparative Analysis of Students' Performance in Private and Public Secondary School in Ibadan-North, Oyo State with a focus on Social Studies.

The research is a comparative analysis of the academic performance of public and private secondary school students in Ibadan-North, Oyo State (2007-2011). The study covered Ibadan-North Local Government Area because it has the largest number of schools in Ibadan Metropolis. It included all the approved secondary schools owned by the government and private proprietors in Ibadan, Oyo State.

Research Hypotheses

The following null hypotheses (Ho) were generated and tested in this study.

Ho₁: There is no significant difference between public and private junior secondary social studies students' performance in the period under review (2007-2011).

Ho₂: There is no significant difference between male and female student's performance in social studies in private junior secondary schools in Ibadan-North between year 2007 and 2011.

Ho₃: There is no significant difference between male and female students' performance in social studies in public junior secondary schools in Ibadan-North between year 2007 and 2011.

Methodology

Research Design

The descriptive research survey of Ex post-facto design was adapted for this study. This is because none of the variables is being manipulated. Both independent variable and dependent variable had already occurred.

Population, Sample and Sampling Techniques

All public and private junior secondary schools in Oyo State formed the population of this study while the target population is all the public and private Junior secondary schools in Ibadan-North Local Government. The sample was drawn from ten (10) Junior Secondary Schools in the selected local government area.

The technique used in selecting the sample size was simple random sampling. The sample size consisted of ten selected schools, five from private junior secondary school and five from public junior secondary school drawn from target population.

The sample size of the students consisted of two thousand two hundred and thirty-six (2,236) from public junior secondary schools while the sample size of the students from the private junior secondary school was nine hundred and eighty-eight (988). The total sample of the students drawn from both public and private junior secondary school in Ibadan- North was three thousand two hundred and twenty-four (3,224).

Instrumentation

The main instrument used for this study were questionnaire for teachers and pro-forma on junior secondary school social studies results from 2007 to 2011 in Ibadan-North, Oyo State. The junior secondary result was not validated because it is a standardized examination results and a pro-forma has been used to collect the results.

Procedure for Data Collection

The researchers personally visited the ten sampled schools for the study, sought permission from the school authorities and collected the results from the Head of Schools with the help of some research assistants.

Data Analysis Techniques

The data that were collected for the study were subjected to descriptive and inferential statistical analyses. Frequency count and simple percentages were used to answer research questions, while research hypotheses were tested using t-test statistics at 0.05 level of significance.

Results

This aspect discusses the results obtained from the study. This is presented table by table.

Demographic Characteristics of the Respondents

Table I: Distribution of Students and Teachers by School Type

Category	School Type	Frequency	Percentages (%)
Students	Private	988	30.6
	Public	2,236	69.4
Total		3,224	100.0

The participants of the study cut across the two categories of junior secondary schools in Nigeria which are public and private. Out of the 3244 participating students, 988 (30.6%) are from private schools while the remaining 2236 (69.4%) are from public schools.

Hypothesis I

There is no significant difference in the performance of students in social studies in public and private junior secondary schools (2007-2011).

Table I: t-test Analysis Showing Difference in the Performance of Students in Social Studies in Public and Private Junior Secondary Schools in Ibadan-North (2007-2011)

Variables	N	Mean	SD	df	Cal. t-value	Critical t-value	Sig (2-tailed)	Decision
Private	988	54.67	0.93	3222	3.88	1.96	0.98	S
Public	2236		52.54					

Results in Table I shows that the calculated t-value is 3.88 and the critical t-value is 1.96 at 3222 degree of freedom is significant at 0.05 level. Since the calculated t-value of 3.88 is greater than the critical t-value of 1.96, the earlier stated null hypothesis is hereby rejected. This implies that there is a significant difference in the performance of students in Social Studies in public and private junior secondary schools in Ibadan-North. The observed significant difference is in favour of private schools with mean score of 54.67, which is greater than the mean score of the public schools (52.54).

The findings of this hypothesis reveal that significant difference exists in the academic performance of students in public and private senior secondary schools in Oyo State. This finding agrees with the work of Philius and Wanjobi (2011) who reiterated that the type of schools (single sex or mixed, private or public) has effect on the students' academic performance. This finding is however not in tandem with Keeves (1978) who subscribed that the type of school, classified as public or private did not make any difference in the determination of students' academic performance. As shown in this study, it appears that the types of school a child attends to some extent influence their academic achievement. What have been found to be related to students' performance are the facilities available in the course of programme implementation as noted by Alimi, Ehinola & Alabi (2012). It could be that most of the private schools are now recruiting professional teachers to offset lapses so as to compete with public schools. It could also be that most of the private secondary schools use comparable salary structure with public schools. Some private schools have been found to be paying even higher salaries than public schools. This could be an additional motivating factor for comparable performance in the two types of schools.

Hypothesis 2

There is no significant difference between male and female students' performance in social studies in private junior secondary schools in Ibadan-North (2007-2011).

Table 2: t-test Analysis Showing Difference between Male and Female Student's Performance in Social Studies in Private Junior Secondary Schools in Ibadan-North (2007-2011)

Variables	N	Mean	SD	Df	Cal. t-value	Critical t-value	Sig (2-tailed)	Decision
Male	443	52.67	0.83	986	0.29	1.96	0.98	NS
Female	545	52.67	0.83					

Results in Table 2 shows that the calculated t-value is 0.29 and the critical t-value of 1.96 with 986 degree of freedom at level of significance 0.05 is insignificant. Since the calculated t-value (0.29) is less than the critical t-value (1.96), therefore, null hypothesis 2 is hereby accepted. This implies that there is no significant difference between male and female student's performance in social studies in private junior secondary Schools in Ibadan-North (2007-2011).

The findings of this hypothesis revealed no significant difference between male and female student's performance in social studies in private junior secondary schools in Ibadan-North (2007-2011). This finding lend credence to the findings of Abubakar and Eze (2010), Abubakar & Ejimaji (2010), Abubakar & Ihiegbulem (2010), Abubakar and Uboh (2010) who have all reported no statistical gender differences in Mathematics, Chemistry, Integrated Science and the overall School Science students of F.C.E. (Tech.), Omoku, Rivers state in the 2007/2008 session.

Hypothesis 3

There is no significant difference between male and female students' performance in social studies in public punior secondary schools in Ibadan-North (2007-2011).

Table 3: t-test Analysis Showing Difference between Male and Female Students' Performance in Social Studies in Public Junior Secondary Schools in Ibadan-North (2007-2011)

Variables	N	Mean	SD	Df	Cal. t-value	Critical t-value	Sig (2-tailed)	Decision
Male	850	52.59	0.89	2234	0.09	1.96	0.04	NS
Female	1,386	52.51	0.97					

Results in Table 3 showed that the calculated t-value is 0.09 and the critical t-value is 1.96 with 2234 degree of freedom at level of significance 0.05. Since the calculated t-value (0.09) is less than the critical t-value (1.96), therefore, null hypothesis 3 is hereby accepted. This implies that there is no significant difference between male and female student's performance in social studies in public junior secondary schools in Ibadan-North (2007-2011).

The third finding revealed no significant difference between male and female student's performance in social studies in public junior secondary schools in Ibadan-North (2007-2011). This finding is in agreement with several other studies including the research conducted by Newman-Ford, Lloyd and Thomas (2009) that showed that gender had only minor or no impacts upon educational achievement. This result on the other hand contradict the findings of Woodfield and Earl-Novell (2006) who found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. There is need for all stakeholders including the federal, state and local governments and the Private sectors to intensify efforts on how to maintain good academic standard in schools through comparison of results.
2. Government should also put in place adequate facilities and equipment which will make learning encouraging. Furthermore, enabling environment should be provided for both teachers and learners.
3. All Junior Secondary School teachers should see results of their students in examinations as challenges and try to improve on that especially on social studies.
4. Comparison of students' results should be encouraged by school administrators and proprietors to ensure better academic performance in future.

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