

Relationship Between School Type And Students' Academic Performance In Secondary Schools In Education District Vi, Lagos State

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Abstract

The Study Investigated The Relationship Between School Type And Students' Academic Performance In Secondary Schools In Education District Vi, Lagos State. The Focus Of The Study Was Those Issues Surrounding School Types Approved By The Government In The State. These Also Include Public School Type, Day School Type And Schools With Poor Laboratories. The Study Adopted Survey Design And The Use Of Quantitative Technique In Analyzing Views Of Respondents. The Targeted Population Consisted Of All The Secondary Schools In Education District Vi, Lagos State. Three Hypotheses Were Formulated For The Study. 250 Respondents Were Selected Using The Stratified Random Sampling Technique From Ten Schools Cross Sectionally Selected To Make Up The Sample Of The Study. The Instrument For Data Collection Was A Structured Questionnaire Validated By Three Experts With A Reliability Coefficient Of 0.70. The Data Collected Were Analyzed Using The Pearson Product Moment Correlation(R) Statistics. The Results Obtained Showed That There Is A Significant Relationship Between School Type And Students' Academic Performance. G. Consequently, It Was Recommended Among Others That The Government Should Improve School Quality Through Management Practices Like Supervision And Construction Of Better Structures And Upgrading Their Equipment With Sufficient Learning Materials And The Ministry Of Education Should Rebrand Public Schools By Putting Plans In Place To Educate Teachers On The Use Of Modern Instructional Materials.

Keyword: School Type Quality, Student Academic Performance, Public School Type

Introduction

Education As An Enterprise Is As Old As Man And It Is Relevant To Every Generation For The Transmission Of Culture, Knowledge And Values Of The Society. The Federal Republic Of Nigeria In Its National Policy On Education (Frn, 2013) States That Education Is The Greatest Investment The Nation Can Make

For The Quick Development Of Economic, Political, Social And Human Resources. Unfortunately Students' Performance Especially At The Secondary School Level Has Not Been Encouraging.

The Researcher Observed That There Is Incessant Poor Academic Performance Of Secondary School Students In Education District Vi, Lagos State, And This Has Been A Source Of Worry To Stakeholders In Education. The Governments, Parents, Teachers Including The Students Are Among The Concerned Group. Academic Performance According To Eze, Ezenwafor And Obidile (2016) Is The Outcome Of Students' Effort In Examinations. Students' Poor Performance In Their Core Subject Examinations, Class Tests, Regular Repetition Of The Same Class Did Not Go Unnoticed.

Education Researchers Have Identified Factors That Affect Academic Performance In Various Levels Of Educational Attainment Such As Shortage Of Well-Trained Teachers, Inadequacy Of Teaching Facilities, Lack Of Funds To Purchase Necessary Equipment, Poor Quality Textbooks, Large Classes, Poorly Motivated Teachers, Lack Of Laboratories And Libraries, Poorly Coordinated Supervisory Activities, Interference Of The School System By The Civil Service, Incessant Transfers Of Teachers And Principals And Automatic Promotion Of Pupils (Vundla, 2012). Enu, Agyman And Nkum (2015) Listed The Causes Of Academic Performance To Include Inadequate Teaching And Learning Materials, Method Of Instruction, Teachers And Students' Self-Motivation. According To Tshabalala And Ncube (2013) Lack Of Materials, Bad Teacher Behavior, Poor Grounding In The Subject Area At Lower Levels, Poor Teaching Methods As Well As Fear Of The Subject Are Factors Affecting Academic Performance Of Students.

School Climate Had A Significant Influence On The Academic Performance Of Students (Makewa, Role, And Yegoh, 2011). The Child Spends Most Of His Time In School, And This Environment Exerts A Different Influence On His Performance Through Curricula, Teaching Techniques And Relationship Between Teacher And Student. Learning Environment, Therefore, Can Either Open Or Close The Doors That Lead To Better Academic Performance.

Statement Of The Problem

It Is Likely That There Exists Poor School Type Quality In Secondary Schools In Education District Vi, Lagos State. There Has Been Perhaps A Worrying Trend Over The Years About Increasing Poor Secondary School Quality In The District. It Could Be That Public School Type Has Been Noticed To Be On The Increase. This Increase In Public Schools Is Seen As Perhaps A Threat To The Quality Of Education In The State. Probably, Day Secondary School Type Could Be The Order Of The Day. The Increase In Day Secondary School Type May Have Presented A Dire Situation Needing Solution. Parents And Other Stakeholders May Have Condemned The Rate At Which Non Performance Of Their Wards Has Become Yearly Occurrence.

There Is Probably A Public School Type In The District. Poor Academic Performance Of Students May Have Been Posing As A Threat To Their Academic Attainment. Though The Poor Academic Performance May Not Only Be Limited To Public Schools Type Alone. It Is Likely That There Exist Schools With Poor Laboratories. Majority Of The Schools May Be Finding It Difficult To Teach Practical Subjects Of Their Core Subjects For Successful Examination Results. This Study, Therefore, Investigated The Relationship Between School Type And Students' Academic Performance In Education District Vi, Lagos State.

Purpose Of The Study

The Following Are The Objectives Of The Study.

Relationship Between School Type And Students' Academic Performance In Secondary Schools In Education District Vi, Lagos State

1. To Investigate The Relationship Between Public School Type And Students' Performance In Examinations.
2. To Examine The Relationship Between Day School Type And Students' Academic Performance In Class Text.
3. To Study The Relationship Between Schools With Poor Laboratories And Students' Academic Performance In Core Subjects.

Scope Of The Study

The Study Focuses On The Relationship Between School Type And Students' Academic Performance. The Investigation Covers All The Senior Secondary Schools In Education District Vi, Lagos State.

Hypotheses

The Following Null Hypotheses Are Designed To Focus The Problem Under Study.

H₀₁: There Is No Significant Relationship Between Public School Type And Students' Performance In Examinations.

H₀₂: There Is No Significant Relationship Between Day School Type And Students' Academic Performance.

H₀₃: There Is No Significant Relationship Between Schools With Poor Laboratories And Students' Academic Performance In Core Subjects.

Methodology

The Study Employed A Survey Research Design. The Population Comprised All The Principals, Vice Principals, Year Tutors, Head Of Departments, Counselors, Teachers, And Students In Senior Secondary Schools In Education District Vi, Lagos State. The Total Population Was 3888. Stratified Random Sampling Technique Was Used In Selecting The Sample Subjects. 10 Schools Were Selected Cross-Sectionally, And From These, 250 Respondents Were Drawn. A Structured Questionnaire Titled "School Type And Students' Academic Performance (Stsapq)" Was Designed As An Instrument For Data Collection. A Four Rating Scale Was Used In Weighting Data From Respondents As Follows: Strongly Agree = 4 Points, Agree = 3 Points, Disagree = 2 Points, And Strongly Disagree = 1 Point.

The Instrument Was Divided Into Two Sections, A And B. Section A Sought The Background Information Of The Respondents, While Section B Contained 15 Indices Drawn From Each Of The Three Hypotheses. The Instrument Validity Was Handled By Three Experts. Reliability Of The Instrument Was Determined Using A Split Half Reliability Method Which Yielded A Reliability Coefficient(X) Of 0.70. The Demographical Data In Section A Was Analyzed Using Descriptive Statistics, While Section B Containing The Indices Drawn From Hypothesis Was Analyzed With The Pearson Product Moment Correlation(R) Statistics.

Findings

Research Hypothesis One: There Is No Significant Relationship Between Public School Type And Students' Performance In Examinations.

Table 1:

Variable	N	Mean	Standard Deviation	R _{calculated}	R _{critical}	Remark
Public School Type	250	1.52	0.501	-0.188	0.117	S
Students' Performance In Examination	250	12.64	1.965			

A Pearson Product Moment Correlation Coefficient Was Calculated For The Relationship Between Public School Type And Students' Performance In Examination. A Weak Negative Correlation Was Found ($R = -0.188$). Since $R_{\text{Calculated}} > R_{\text{Critical}}$ (Absolute Value Considered), We Conclude That The Relationship Is Significant. Therefore, There Is A Significant Relationship Between Public School Type And Students' Performance In Examinations. The Differences Observed Could Therefore Be Generalisable.

Research Hypothesis Two

There Is No Significant Relationship Between Day School Type And Students' Performance In Class Tests.

Table 2:

Variable	N	Mean	Standard Deviation	R _{calculated}	R _{critical}	Remark
Day School Type	250	1.48	0.500	-0.356	0.117	S
Students' Performance In Class Tests	250	12.24	1.983			

A Pearson Product Moment Correlation Coefficient Was Calculated For The Relationship Between Day School Type And Students' Performance In Class Tests. A Weak Negative Correlation Was Found ($R = -0.356$). Since $R_{\text{Calculated}} > R_{\text{Critical}}$ (Absolute Value Considered), We Conclude That The Relationship Is Significant. Therefore, There Is A Significant Relationship Between Day School Type And Students' Performance In Class Tests. The Differences Observed Could Therefore Be Generalisable.

Research Hypothesis Three:

There Is No Significant Relationship Between School With Poor Laboratories And Students' Academic Performance In Core Subjects.

Table 3:

Variable	N	Mean	Standard Deviation	R _{calculated}	R _{critical}	Remark
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School With Poor Laboratories	250	1.56	-0.497	-0.280	0.117	S
Students' Academic Performance In Core Subjects	250	12.46	1.670			

A Pearson Product Moment Correlation Coefficient Was Calculated For The Relationship Between School With Poor Laboratories And Students' Academic Performance In Core Subjects. A Weak Negative Correlation Was Found ($R = -0.280$). Since R Calculated $>$ R Critical (Absolute Value Considered), We Conclude That The Relationship Is Significant. Therefore, There Is A Significant Relationship Between School With Poor Laboratories And Students' Academic Performance In Core Subjects. The Differences Observed Could Therefore Be Generalizable.

Discussion Of Finding

Findings Of The Study Analyzed And Presented In Table 1, Shows That Public School Type Has Relationship With Students' Performance In Examinations In Education District Vi, Lagos State. This Means That Public School Type Is Directly Responsible For Students' Poor Performance In Examinations In The Education District. This Finding Agrees With Kennedy (2005) Who States That Students From Public Schools These Days Usually Run To Private Schools To Sit For Examinations On The Reason That Private School Examination Results Are Better Than That Of Public School. Furthermore, The Result Of The Finding Support Studies By (Salami, 2004; Etsey, 2005; Karande & Kulkarni, 2005; Ajayi & Ekundayo, 2010) Which Have Shown That Students' Lack Of Financial Support, Absenteeism, Truancy, Use Of Local Language In The Classroom, Lack Of Interest And Joy In Teachers' Lessons And Learning Disability Cause Poor Academic Performance Of Public Secondary School Students.

Findings In Table 2 Show That Day School Type Has Relationship With Students' Academic Performance In Class Tests In The Education District. This Means That Day School Type Is Directly Responsible For Students' Poor Performance In Class Tests. This Finding Disagrees With Wilkinson (2010) That Emphasized That Parental Involvement In Children's Education Has Been Shown To Be An Important Variable That Positively Influences Pupil's Education. The Researcher Concludes That Day School Type Creates Students' Poor Performance In Class Tests In Education District Vi, Lagos State. Also, Findings In Table 3 Show

This Implies That There Is A Relationship Between School With Poor Laboratories And Students' Academic Performance In Core Subjects In Education District Vi, Lagos State. This Shows That Schools With Poor Laboratories Bring About Students' Poor Academic Performance In Core Subjects. The Result Of The Findings Agrees With Udo (2010) Who States Laboratory Work Is An Indispensable Part Of Science Instruction And No Effective Science Education Can Exist Without Practical Work. Onipede (2003) Stated That Researchers Have Found Shortage In The Number Of Laboratories In Nigerian Schools. The Challenges Often Faced In Doing Practical In Inadequately Equipped Laboratories Has Led Teachers To Separate Science Lessons Into Practical And Theory Lessons Or Classes And Or Shifting Practical Work Until The Second Term Of The Final Year (Ekpo, 1999). Based On The Findings, The Researcher Concludes That School With Poor Laboratories Is A Factor Responsible For Students' Poor Academic Performance In Core Subjects.

Significance Of The Study

It Is Expected That The Findings Of This Study Will Help The Stakeholders In Education Identify The Reasons For Poor Academic Performance Of Students In Senior Secondary School In The State. The Outcome Hopefully Will Form A Useful Guide For Government Management/Boards On Types Of Environment That Facilitate Better Learning Among Secondary School Students. Since The Education Of Students Is Most Likely To Be Influenced By The School Type, Therefore, Parents And Other Stakeholders In Education Expectedly Will Benefit From The Investigation In The Sense That They Are Made To Understand That The School Their Wards Attend Contributes Immensely To Their Development And Pursuit In Life.

Furthermore, The Study Is Anticipated To Enable The Government To Upgrade And Manage Their Schools Adequately To Enhance Academic Performance Of Secondary Schools. The School Management Hopefully Will Also Know The Quality Of Teachers That Have Been Employed.

Conclusion

The Focus Of The Study Was The Issue Surrounding School Types In Secondary Schools In Education District Vi, Lagos State. These Problems Were Made Up Of Public School Type, Day School Type And Schools With Poor Laboratories. These Were Guessed To Be Responsible For Poor Students' Academic Performance, Which Include Poor Students' Performance In Examinations, Poor Students' Performance In Class Tests, And Poor Students' Performance In Core Subjects. It Was Found That There Is A Significant Relationship Between School Type And Students' Academic Performance.

Based On These Findings, It Is Thereby Suggested That School Type Quality Should Be Improved Upon Since They Are Responsible For Students' Academic Performance. There Should Be Regular Check And Rebranding Of Day Secondary Schools To Ensure Students Cope With Their Academics. The School Management Should Further Ensure The Availability Of Laboratory Equipment So As To Improve Students' Performance In External Examinations.

Recommendations

Based On The Findings Of This Study, The Following Recommendations Have Been Made;

1. Since School Type Quality Is Responsible For Students' Academic Performance, It Is Recommended That The Government Improve On The School Quality Through Management Practices Like Supervision Of Construction Of Better Structures And Equipment With Sufficient Learning Materials.
2. It Is Recommended That The Ministry Of Education Rebrand Public Schools By Putting Plans In Place To Educate Teachers On The Use Of Modern Instructional Materials.
3. Boarding Schools Should Be Built And Promoted To Facilitate Students' Academic Performance Through Provision Of Modern Teaching And Learning Materials, Such As, Computers, Interactive White Boards, Projectors Etc.
4. The Federal Government Should Improve On Existing Public Schools By Recruiting More Qualified And Experienced Teachers.
5. It Is Recommended That The Government Should Provide Secondary Schools With Resources, Teaching Materials And Adequate Laboratory Equipment With Federal Government Assistance Through The Education Trust Fund (Etf).

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