



Nexus between School Type and Academic Performance of Students in English Language in Nigeria: A Case Study of Some Selected Secondary Schools in Ibadan

Folake Olubunmi Lanre-Babalola¹, Oresanwo Adeniyi Marcus², Ndidi C. Onyeka³, Adetayo O. Adelu⁴, Timothy Ayomitunde Aderemi⁵

Abstract: The aim of this study is to assess the influence of the usage of the type of school on the academic performance of secondary school students in English language in Ibadan. The study was aimed at determining the average performance of the secondary school students in English language, as well as finding out if the type of school the learners attend have any influence on their academic success in English language. To achieve the objectives of the research, the study used a survey approach which involved the distribution of questionnaires to Senior Secondary School students in six senior secondary schools in Ibadan. An English language achievement test was also administered to the students. Results from the research indicated the secondary school students, both from the government-owned and private-owned schools, performed just fairly in the English language achievement test. It was also discovered that the students in private schools performed slightly better than their public-school counterparts in the English language test. Furthermore, the type of school the learners attended had no significant impact on the academic success of the learners in the English language achievement test. This study therefore recommended that the government, through the Ministry of Education can improve academic success in English language by recruiting qualified English language teachers in public secondary schools, and also improve the standard of education across the board through effective supervision.

¹ Department of Sociology and Criminology, Osun State University, Osogbo, Nigeria, Address: Main Campus, Oke Bale Street, Area 210001, Osogbo, Nigeria.

² Lagos State University of Education, Oto/Ijanikin, Nigeria, Address: Km 30, Badagry Express Way, Oto/Ijanikin, Lagos State, Nigeria.

³ Federal Polytechnic, Ede, Nigeria, Address: 232104, Ede, Statul Osun, Nigeria.

⁴ Department of Agricultural Economics, Obafemi Awolowo University, Ile-Ife, Nigeria, Address: Obafemi Awolowo University, P.M.B. 13, Ile-Ife, Osun, 20282, Nigeria.

⁵ Department of Economics, Accounting and Finance, Bells University of Technology, Ota, Nigeria, Address: Km. 8 Idiroko Rd, Benja village 112104, Ota, Ogun State, Nigeria, Corresponding author: aderemi.timothy@gmail.com.

Keywords: School Type; Academic Performance; English Language; Secondary School

1. Introduction

The enterprise of education is as old as mankind, and it is important for passing down culture, knowledge, and social values to every generation. In accordance with the National Policy on Education of the Federal Republic of Nigeria (FRN, 2013), investing in education is the best way for the country to quickly develop its human, political, and economic resources. The primary goals of schools are to promote learning and teaching. Before Nigeria gained its independence in 1960, research revealed that there were a number of private schools and few, if any, government-established educational institutions. However, because of these private schools' shortcomings, the government accelerated the takeover of private schools from their original owners following the civil war in 1970 and also opened new public schools to regulate educational standards (Kalagbor, 2016). The difficulties facing Nigeria's planners and policy makers in the field of education are how to raise the standard of instruction and academic accomplishment in her educational institutions (Nwajagu, 2022). Academic performance or achievement is measured through student performance in examination results, instructor evaluations, and academic topic percentiles (Chowdhury & Pati, 2011).

However, researchers in education have identified a number of elements that have an impact on academic achievement at different levels of educational attainment. These factors were reported to include lack of qualified educators, insufficient classroom facilities, a lack of funding for necessary equipment purchases, low standard instructional materials, large number of students in each class, low motivation for instructors, insufficient research facilities and libraries, supervision tasks that are not well-coordinated, among others (Akinsolu, 2009; Vundla, 2012). Therefore, in order to allow efficient instruction and enhance learning outcomes, it is crucial to adequately accommodate both teachers and students' factors. This sums up the purpose of the school's physical infrastructure (Alimi, 2004). There is a perception that education is not treated in public schools with the seriousness it merits. The widespread apathy of the people towards public institutions is evident here. Because of this, a lot of educators in public schools, have a negligent attitude and have this belief that a brilliant student will have good grades on their own regardless of the input of the teacher (Adeyemi, 2014).

The creation of numerous private schools has made it easier for people to choose the schools that their wards would attend, however, because of the expensive nature of private education and the state's support for free secondary education, poor families that want high quality education for their children but occasionally cannot afford the high tuition costs of private schools find themselves in a challenging position. It is crucial to remember that poor families typically cannot afford to enroll their kids in these pricey private institutions. As a result, the students in this class can enroll in a public high school for little or no expense. Regardless of who owns the schools, input variables like the infrastructure offered by secondary schools for the teaching and learning process remain crucial factors used to produce high-quality output (Abari & Odunayo, 2005). Private schools today are more likely to offer boarding accommodations, as well as cutting-edge tools like computers and interactive (white) boards, and to hire graduate teachers who can manage the new facilities. Parents would be happy to pay the high fees in consideration of these facilities, raising the expense of education (Nwajagu, 2022).

Students' effort in exams determines their academic performance (Eze et al., 2016), and the type of school a student is enrolled in has a huge impact on his academic success (Adeyemi, 2014). Meanwhile, regardless of ownership, schools in Nigeria are expected to operate in accordance with the fulfilment of the national education objectives. In order to do this, pupils are required to perform incredibly well in the final exam, which decides the calibre of the output of schools. This is one of the criteria used to assess a school system's efficacy. In Nigeria, it is widely accepted that private educational institutions perform better than their public counterparts in terms of the presence of personnel and physical resources, and as a result, student achievement. As a result, it's usual to see many of parents enroll their kids in private secondary institutions. A large number of students who were accepted into tertiary institutions came from private secondary schools, according to experience. Students in Nigeria who perform poorly in school waste money and disrupt society, which is of significant concern to all parties involved in the education sector (Adeyemi, 2014). A large number of developing nations in the globe offer their residents free or inexpensive public education. Thus, it was found that public schools enroll over 90% of all primary and 70% of all secondary students in Africa and other Third World nations (World Bank, 1995).

Due to increasing population, there has been an increase in educational enrolment over the years leading to increased pressure on educational infrastructure and facilities. This in turn has increased the cost of funding education by the

government. Because of various reasons ranging from increasing fiscal constraints to recession, government in many of these countries has limited free public education. The government has been getting around this issue in part by implementing tuition fees for services provided by the public-school system. This policy has been adopted by numerous nations. Another choice is to entrust at least some of the expansion to private schools (World Bank, 1995). Private schools now have an incentive to adopt quality teaching practices and to employ personnel and educational resources efficiently and economically since they compete for pupils and are held accountable by the parents who foot the cost (World Bank, 1995). After completing elementary school, children attend secondary school for six years before moving on to the post-secondary level of study. Being the transitional stage between primary/basic and higher education, secondary education is crucial to the growth of the country (Nwajagu, 2022). Along with providing a bridge between elementary and secondary education, it also gives kids the chance to learn things they wouldn't otherwise learn in school (Ifeyinwa, 2013). Secondary education is divided into public and private schools in Nigeria. With the agreement of their state governments, communities and the federal and state governments build public secondary schools. These schools are overseen by the various governments through agencies like the Post Primary School Service Commission. Nigeria's public secondary schools are split unity schools and state schools (Nwajagu, 2022).

While the federal government oversees the unity schools, state governments handle the state schools. Independent secondary schools, or private schools, are ones that were founded by non-governmental organisations. While mission schools and other voluntary agency schools operate primarily for social and humanitarian purposes, pure private schools are often for profit-making ventures (Nwajagu, 2022).

1.1. Statement of the Problem

The private school system is a resource that relieves the government of part of the burden of the national education services. However, findings from research has reported varied effects of the type of school on the educational achievement of students in both private and public institutions of learning. Moreover, it is a well known fact that a lot of students in Nigeria struggle with poor results in English language in WAEC and other external examinations which acts as a stumbling block to them and hinders them from getting admission in tertiary institutions. This study was therefore necessary, as understanding how the type of school affects

secondary school students' academic performance will help the government draw up policies that will raise the standard of education in the nation. Therefore, this study answers research questions of impact of school type on the academic achievement in English language of students in selected secondary schools in Ibadan, with a view to addressing these specific objectives; find out the average student score in the English language proficiency test irrespective of the school type, Determine the English language academic performance of students in secondary schools and ascertain if the type of school has an effect on the English language academic performance of secondary school pupils.

1.2. Research Hypothesis

This is the research hypothesis for the study; were addressed in the study:

H₀; the type of school does not influence the academic performance in English language of secondary school pupils.

H₁; the type of school does influence the academic performance in English language of secondary school pupils.

2. Literature Review

It is crucial to research how learning is impacted by school factors. This is because the policy that operates in a school can influence the features of the school, as well as the cost of enrolling pupils in such schools (Glewwe, 2002). Therefore, family members choose the type of school for their kids or wards based on their income and preference for academic success. Research in the area of factors that determine student academic achievement was first carried out by Coleman et al. in 1966 (cited in Cansiz et al, 2019), where it was discovered that family background, rather than school factors played a big role in the performance of students. In another study carried out by Bourdieu (1986), it was highlighted that family wealth, education levels and occupations of parents among other factors are the components of the family or societal background that affect student academic performance. However, the influence of the type of school on student academic performance was first investigated in 1982 by Coleman *et al* (cited in Cansiz et al, 2019). and it was discovered that private schools enhanced the academic performance of the students regardless of the students' family or societal background.

Consequently, there has been along held belief that private schools are superior to public ones in Nigeria and the rest of the world. Researchers like Satriawan, Sikoki, Strauss, Beegle, Dwiyanto, Haranwati, and Pattinasarancy, as well as Serrate and Melnick (cited in Cansiz et al, 2019), have all emphasised that private schools tend to be of a higher calibre, however this may not be true for all quality indicators.

For instance, Glewwe (2002) noted that in terms of teaching staff, private schools have more secondary school instructors on average than public schools. He continued by pointing out that every subject is taught by a certified and experienced instructor in private schools, unlike in public schools where any instructor is permitted to teach any subject that falls under the same nomenclature.

Using a different metric for quality, Glewwe (2002) found that instructors in government-run schools are much more likely to work a second job, such as a trade, which may prevent them from giving their all to their teaching duties.

Fullarton (2002) states that previous studies on school input came to the conclusion that private schools utilised higher quality input across the majority of dimensions because the owners and did not mind expending their financial resources to obtain quality inputs, as opposed to state-owned institutions where the government is not willing to spend significant sums of money on education.

Galadyn and Thomas (2009), however, asserted that for the junior and senior levels of education, the teacher-to-student ratio in public schools is either equivalent to or greater than that in private schools.

Additionally, private schools spent more on educational expenses than did public schools.

After accounting for prior exam results, James, King, and Surgahachi (2006) discovered that public secondary schools had lesser expenditures per pupil. They concluded that better academic quality may be attained through efficient management. According to a different study by Bech and Gary (2010), students that attended private secondary schools sometimes had to pay expenses of up to 75% more than those who attended public schools.

Secondary secular private schools provide better educational services than secondary public schools. On observable metrics, private schools appear to be stronger and are often seen as being superior. Observable strong kids are drawn to

both private and public institutions at the secondary level, according to studies by Bedi and Grag from 2002.

After elementary school is completed, private institutions in urban areas interview prospective students before admitting them. As a result, many pupils from private schools are chosen for secondary education while applicants to public schools are not pre-screened (Hoxby, 2002; Somers, 2003). In a survey done in the Nigerian state of Akwa Ibom, Okon and Archibong (2014) found that the prevailing perception is that private schools are just for the rich or upper class. The majority of the private schools have modern amenities and attractions. Furthermore, they have an adequate workforce. Ibia (2005) and Okon and Archibong (2014) backed the idea that public school students are given a poor education and have difficulties because of poverty.

The way materials are used, what is taught, and the educational atmosphere all influence how well students perform on tests. Lack of these needs causes intellectual loss and mental imbalance in students.

These unfavourable results could lead to the emergence of disruptive and deviant learners. One of the issues Harry (2016) looked into was class disruption in secondary schools, along with teacher and student absenteeism. The study, which was conducted in Trinidad, found that while these issues were present in both private and public schools, they were more common in the latter. Furthermore, the research's findings showed that government funding was insufficient to meet the demands of public schools.

2.1. School Type and Academic Performance in English Language

The national tongue of Nigeria is English. The national assembly, every state of the union, the national press, commerce, trade, and all levels of education use it for legislative discussions as well as administrative, judicial and legal proceedings. Every student enrolled in primary school is required to pass English Language as one of the mandatory topics (Ubulom & Adoki, 2016).

In Nigeria's educational system at all levels, English is frequently used as a communication tool, which serves to further support the language's significance in our educational system. The Federal Republic of Nigeria noted that even though the environment's language will be used as the primary school's medium of instruction for the first three years, English will be taught at that time as a subject

and will gradually replace both the language of the local environment and French beginning in the fourth year (FRN, 2004).

Despite the fact that English Language is a compulsory subject that all students must pass and that it is important for the delivery of instruction at the primary level of education in Nigeria, there are still concerns among experts in education, parents, scholars and other members of the community that elementary school students tend to underperform in the subject. This is based on the recent observation that Nigeria's educational standards are declining, which has been linked to the weak foundation that elementary school education lays. Several scholars have looked into how different school types affect students' academic achievement. According to Keeves (1978), the type of type—public or private—had little bearing on students' academic performance. This, however, contradicts Ajayi's (2006) findings, which claimed that school type has an impact on students' academic achievement.

It's interesting to note that pupils in government-owned secondary schools outperformed their peers in private schools, according to a 2005 study in Indonesia by Newhouse and Beagle.

In Nigeria, it is commonly accepted that private schools outperform public ones in terms of the availability of staff members and physical facilities, and as a result, student achievement.

Several academics in Nigeria have conducted studies on how the type of school affects the academic achievement of the students in a range of areas. For instance, Okon and Archibong (2015) found that social studies performance was higher for pupils at private secondary schools.

In a study conducted among students in government-owned and private schools in Port Harcourt, Ubulom and Adoki (2016) discovered that private school students fared better than their public-school counterparts in written English.

A high correlation between the academic achievement of the students in English language and the standard of the school facilities was also supported by Cynthia and Megan (2008).

However, some researchers are of the opinion that it is not the school type in particular that influences students' academic achievement in English, but rather, the quality of facilities, competence and ability of the teachers, teaching methods and other factors. According to Adeyemi (2009), teachers' proficiency and attitudes

towards the use of various media types in the teaching of English will significantly improve students' performance in the language. Fullarton (2002) noted that although public schools are controlled by the government, the government is unwilling to commit significant financial resources to education. Private school owners spend money to acquire high-quality facilities.

3. Methodology

3.1. Research Design

This research adopted a survey research methodology. This design was adopted because none of the variables was manipulated.

3.2. Population of the Study

The population of this research consisted of all students of Senior Secondary school 2 classes offering English language in Ona-Ara Local Government Area in Ibadan, Oyo State.

3.3. Sampling Technique and Sample

From the eleven Local Government Areas in Ibadan, one local government area (Ona-Ara Local Government area) was randomly selected from the Local Government Area selected, 3 private and 3 public schools were selected randomly, giving a total of 6 schools. Furthermore, from each school, an intact class of an arm of Senior Secondary School 2 (SS 2) was chosen. Therefore, the total number of respondents that took part in the research was 127.

3.4. Research Instrument

The research instrument utilized in the study is the English Language Achievement Test (ELAT). The English Language Achievement Test (ELAT) had test questions on English Language and it comprised 25 items.

3.5. Validation

The English Language Achievement Test (ELAT) was given to 20 samples which was similar to the sample of the study for trial testing. The reliability of the English Language Achievement Test was determined using Kuder and Richardson Formula (K-R20) and the coefficient was 0.7.

3.6. Procedure of Data Collection

The researcher sought permission from the principals of the schools to be allowed to administer instruments in their school. The researcher was introduced to the students and questionnaires were distributed to them. Collection of data lasted for a period of one week.

3.7. Method of Data Analysis

The research issues were examined using descriptive statistics (frequency count and simple percentage), Pearson Moment correlation, t-test and regression analysis.

4. Results and Discussion

Table 1. Mean Score for Academic Performance of Secondary School Students in English Language based on School Type

School type of respondents	N	Mean	Std. Deviation	Minimum	Maximum	% of Total Sum
public	57	13.7719(55.08%)	2.68606	10.00	21.00	43.6%
private	70	14.5143(58.04%)	2.89799	10.00	22.00	56.4%
Total	127	14.1811(56.72%)	2.81836	10.00	22.00	100.0%

Source: Authors` Computation (2023)

In answering the first research question, the above table was computed which shows the mean value of academic performance of the government -owned and private school students in the English language achievement test. The combined average results of both the government-owned and private school students revealed

a fair performance (56.72%) in the English language achievement test. Meanwhile, the results also show that the private secondary school students performed just slightly better (58.04%) than their government-owned secondary school counterparts (55.08%) in the English language achievement test administered to them. This result is in contrast to the findings of Newhouse and Beagle (2005) that discovered that public secondary school students in Indonesia perform better than their private school counterparts. However, this result agrees with the findings of Douglas (2000), Douglas (2002), Ndaku (2013), Alimi et al., (2011), Okon and Archibong (2015), Ubulom and Adoki (2016) and Agobua et al., (2021) that students of private secondary schools fared better academically than those of public secondary schools.

Table 2. Hypothesis Testing

		Levene's Test for Equality of Variances		t-test for Equality of Means					
									95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
Academic performance	Equal variances assumed	.288	.592	1.48	125	.140	.74	.50	-.248
	Equal variances not assumed			1.49	122.87	.137	.74	.49	-.240

Source: Authors' Computation (2023)

For the independent sample t-test, the influence of school type on the academic performance of the students was not significant (0.592) as $p > 0.05$. The implication of this is that the school type of the students (public or private) did not influence the academic achievement of the students in the English language proficiency test. This is in contrast to the findings of Glewe (2002), Bedi and Craig (2002) and Okon and Archibong (2015), who reported that private

secondary school students perform better academically than their public-school counterparts.

5. Conclusion and Policy Implications of the Study

The following is a summary of the study's findings: Private secondary school students in Ona-Ara Local Government Area performed slightly better (58.04%) than their public secondary school counterparts (55.08%) in English language achievement test. In Ibadan's Ona-Ara Local Government Area, a student's academic success in English language is not significantly impacted by his/her school type. The results from the research indicated that the type of school the students attended did not have any significant effect on their academic performance in English language. This may be due to the fact that other factors, like the family or social background of the students may influence their performance in English language proficiency test. In light of the study's findings, the following recommendations are made for the Nigerian policymakers: government should enhance educational quality by using management strategies such as overseeing the construction of better buildings and equipment with adequate learning resources. The Federal Government, through the Ministry of Education can improve academic performance by recruiting qualified English language teachers in public secondary schools, and also improve the standard through effective supervision. In order to improve students' academic performance and to lessen the negative effects of their social backgrounds, which may hinder their performance on English language tests, boarding schools should be developed and promoted.

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