RELATIONSHIP BETWEEN SCHOOL OWNERSHIP AND STUDENTS ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOL IN MAIDUGURI METROPOLIS, BORNO STATE, IMPLICATION FOR GUIDANCE AND COUNSELLING

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Abstract

The Study finds-out the relationship between school ownership and students' academic performance in some senior secondary schools in Maiduguri Metropolis, Borno State, and Implications for guidance and counselling. One objectives was raised to guide the study and one null hypotheses were tested at 0.05 level of significant, to find-out the relationship between school ownership and students' academic performance in National Examination Council (NECO) result from 2015-2020 Academic sessions. Correlation and expo facto design were adopted for the study. The population of the study comprised of four publics and four private senior secondary schools in Maiduguri Metropolis. A simple random sampling technique was used in selecting the students NECO results in five science based subjects. Pro-foma was used as an instrument for data collection. The study revealed that there is significant relationship between school ownership and students' academic performance in some senior secondary school in Maiduguri Metropolis, Borno State. Based on the findings, it is recommended that Public and private schools should be improved by providing adequate educational facilities and resources also employs qualified professional school counsellor in both private and public schools. Students in Co-education schools should concentrate with their studies and not allow distractions of any kind.

Keywords: Relationship, school ownership, Academic performance, guidance and counselling

Introduction

Background of the study

Education is viewed as critical investment, not only to the individual but also to the society. The Nigerian Policy on Education (NPE) goals placed education at the centre stage of the country human and economic development strategy. Thus it stated that, "education is an investment for national development, the formulation of ideas, there integration for national development, interaction of person in all aspects of education" (FGN, 2014:4.). Consequently, the educated persons are, one who can apply his knowledge and skills in such a way as to find solutions to whatever problems that confronts him. Education in essence is a process of socialization, enculturation and transmission of what is worthwhile to those who are committed to it, (Education Reform, 2014) Nigeria always has the secondary school as main focus. In fact, it is viewed as powerful stage for knowledge, skill and experience acquisition as well as a

wide range of career prospect young boys and girls (Ezekwasili, 2006). The report by the World Bank (2005) stated that education is a fundamental factor in socio economic and political development, as it is inculcating skills and knowledge in students, preparing them to take up role in national development.

Students' academic performance is a measurement of the educational output, which could be viewed as the extent to which an individual learners act or does a piece work, how well or poor he/she does the work or activities within the learning process. Effective students' academic performance in senior secondary school is measured for national examination for all senior secondary schools, SS3 students in all the school in the country. It is conducted and administered by both the west Africa (WAEC) and National Examination Council (NECO). The two exams bodies conducted equivalent SSCE in the country.

Experience has been proved that it is quite challenging conducting Examination in a lockdown area like Borno state, since the beginning of the insurgency. Despite this challenges government has continuously encouraged the secondary education by subsidising the cost of conducting senior secondary school examination (SSCE) in the Borno state. Public senior secondary schools in Borno state are owned and finance by the state government through the Teaching Service Board (TSB) and Borno State Ministry of Education (BSMOE). There are 85 Secondary public schools (including 5 Qur'anic and 1 special school for the blind) and 65 registered private senior secondary school in Borno State distributed among four education zone which are Maiduguri, Monguno, Gwoza and Biu education zone although this study will be delimited to only one education zone, Maiduguri zone. Secondary school enrolment is only 28% in Borno is the lowest in the country (TSB,2016) and also education in Borno state has been experience serious problems prior to the insurgency, shortage of classes, shortage of instructional materials and under staff (NUT,2008). Borno State Ministry of Education (BSMOE, 2016) record shows that, performance of senior secondary school certificate of public examination such as the senior secondary school certificate examination in Borno State is not encouraging in recent time Education Resource Centre (ERC, 2017). This may be a contributory factor that makes the development of education a difficult task. The trend of academic performance shows, a persistent low performance over the period of the review especially in the one of the education zone under review. In Maiduguri zone, the students' performance in NECO for five years shows that 10,834 registered in 2011/2012 and only 2,725 of them obtained 5 credit and above representing 25.1%. The same trend of low academic performance persisted in 2013/2014. Only in 2015/2016 examination showed improvement in students' performance, registered students were 7,478 and 5,115 students obtained 5 credit including English language and mathematics, representing 68.4%.

Statement of the Problem

The Nigeria educational goals are set out in terms of their relevance to the needs of the individuals and those of the society; in consonance with the realities of our environment and the modern world to achieve this goal. Teaching and learning process are planned to be carried out in an ideal situation where the standard size of the students/teachers, conducive school location for teaching and learners and teachers' ratio shall not be more than 40 per teacher. The provisions of special and

adequate educational facilities, inducement for teachers in the urban area make them stay on their jobs are stated in the national policy of education. (FGN, 2014)The researcher observed that, the above situation is not feasible in Borno state senior secondary school system. public school are dilapidated in the state, principals and teachers reject posting to the other areas because of no special inducement, both human and material resources are not proportionally distributed and also most parent believe that, private school perform better academically than public. This imbalance in school characteristic may link to low academic performance of students in some senior secondary school in Borno state. It is against this background that, the researcher investigated the relationship between school ownership and students' academic performance implication for guidance and counselling.

Objectives of the Study

The objectives of the study are to find out the relationship between**:**

School ownership and students' academic performance in Maiduguri Metropolis.

Research Hypotheses

H_{01}:   There is no significance relationship between school ownership and students' academic performance in senior secondary school in Maiduguri Metropolis?

Significance of the Study

The study would benefit the government, principal, teachers, counsellors, para counsellors, proprietors of private schools, parents, students and future researchers. Government through her agents such as educational planners, policy makers, teaching service Board, will find this study useful in obtaining information that will help them to organize and designed schools and their programmes towards effective achievement of educational goals and objectives. Meeting the educational need of a community by designing school planning that is suitable for the community, the school counsellors to organized and designed school guidance and counselling programme to effective achievement of educational goal. To principals and teachers, the information acquires from this study will help them to apply counselling skill and administrative skill in the school based counselling and effective teachings and learning process. To parent, this study to serve as a clue to why their children are not performing well in a particular type of school, selecting a school for their children. To students they should find the need for developing interest to their academic works. To educational planners to improve the school for better academic performance and finally the study would have contributed to the knowledge and literature for future researchers.

Scope of the Study

The study is delimited to relationship between school ownership such (public/private) it also delimited to senior secondary school SS3 NECO result from 2011-2015 in Maiduguri Metropolis, Borno State.

Review of the Related Literature

Theoretical framework

The study is based on two theoretical frameworks which are the systems theory input/output model, developed by Ludwig van Bertalanffy (1956), and theory of academic achievement by Herbert J Wallberg (1981). The Ludwig van Bertalanffy systems theory will guide objectives which are to determine the relationship between school ownership and academic performance in senior secondary school in Maiduguri Metropolis Borno State, Nigeria. These two theoretical frameworks will be used in this study in other for the effective taken care of it.

Relationship between school ownership and students' academic performance

According to Baba gana (2015), public school is school generally supervised, monitor and control by the local and state government. The academic curricular of the public school are being prescribe by government thereby imposing streamlined syllabus, approved tests and exams not minding weather the students are well taught or not, Does not give the teacher autonomy to teach outside the scope laid down by government. Beach and Gay (2010) argued that student who schooled at private secular secondary school enjoyed a wage premium of at most 75%. They look stronger on observable measures and are widely perceived as superior. Studies by Bedi and Grag (2002) supported that public secondary schools attract observable strong students.

Khatti, Kelly and Kane (2007) carried out a study on the Background of the students in secondary school in western Nigeria, they found that the selectivity index for public secondary schools was 6.5 percent for students of professional, executive and administrative while for farmers, peasant and traders, it was only 0.66 percent in order words, when it comes to secondary school selection and placement of students for admission which is based on academic performance. Students of professional, executive and administrators are found to have an advantage over students of farmers, traders and others. The same study has also pointed to a significant public school disadvantage of fewer financial resources, but many public schools are abounding with comparatively inadequate or inappropriate training and less experience teachers, poorly equipped laboratories/classroom for instruction and inadequate access to computers and other learning facilities.

A study conducted in AkwaIbom State, Nigeria by Akon and Achibong (2015), to determine the level of performance in social studies by students is the external exams, public secondary school. Research question was formulated to guide the study; the sample size was 940 respondents drown from public schools. Expo-Facto designed was used for this study and t-test analysis adapted to analysed the data. The findings of this study revealed that students in public schools performed law. Also another study carried out by Izobo (2014) in Ogun state of Nigeria, to correlate the infrastructure in public secondary school and academic performance. The study used descriptive survey research method and stratified random sampling techniques to sample (36) public secondary school out of 47 in Ado-Ado/ LGA. Data were collected with questionnaire and observation method. The analysis was done using descriptive statistics and chi-square test. The result shows that user attitude, maintenance culture

and lack of fund have major influence on the present conditions on the existing infrastructure. It was observed that sizeable portion of the infrastructure in the public secondary school in the state of despair. The study concluded that if proper attention given to infrastructure, there will be improvement in the public secondary school building condition resulting to improve academic performance of the students.

Babagana (2015) also stated that private school are being managed by individual Proprietary/proprietors but are supervised by the state government. Like the public schools, the private school have qualitative academic curricular that are taught by the teachers, Although, there not subjected mandatory test or scoped of teaching. They have flexible way of teaching and they are not stereotypic in their teaching. Adepoju (2011) reported that in an attempt to ensure that their children perform better in SSCE and consequently, given admission into universities of their choice, some parent and guardians make a particular choice of the types of their secondary schools that they want for their children, not minding the location and cost implication of the school chosen. Satriwan and Sikoku (2004) maintain that household members select school type for their children based on their wealth and preference for academic. This raises the prospect of selection bias in empirical estimate of effect of school type on just score. Also Stratus, Beegle and Dwiyanto (2004) reported that evidence from school survey is consistence with long standing perception of superiority of private school over public school in terms of schooling input. in the same vein Akon and Achibong (2015) pointed to the higher quality in private school, although not necessarily from every indicator of quality, but that the textbooks appear to be readily available in private secondary schools.

The findings of Glewe (2005), show that average number of teachers at the secondary school level is higher in private school. In the same study, they maintained that every subject is taught by a trained and qualified teacher. The trend results in high performance. Galady and Thomas (2009) posited that the teacher-student's ratio in public school is equal to or higher than the ratio in private secondary school for both level of schooling (junior and senior secondary school). Jasen (2003) review that secondary school entrance fee paid by private school was actually higher than the fees paid at the government owned school. Also school entranced and placement fees were abolished at public schools. According to Fularton (2002), private school used higher quality input because proprietors and proprietary's did fancy spending money to acquire quality input. Bedi and Gary (2002) maintained that at secondary school level, private school attract observable strong students. Hexby (2002), Somer (2003), had a view on admission of candidates in private schools. They maintained that private schools in urban areas screen the candidates for admission after completion of primary education therefore; many private students are selected for secondary education. Maitra, Pal and Sharma (2011) discover that gender gap in school enrolment in private school is very high in India, more in younger children, and increasing over time in rural areas. Meghir (2002) stated that educational resources are widely distributed between private resources and students' performance. He also maintains that private have a lower students-teacher ratio, which is of good different effect.

Tooley, Bao, Daxion and Merefied (2011), used data from Nigeria controlling covariates and using various empirical techniques found that private school's students persistently achieve significantly better outcomes. Dixion, Tooley and Scharmans

(2013) in another study, using Multi level regression analysis in the Kibera slums in Nairobi found a relationship between attendances in private schools and test score in mathematics and Kiswahili, but not English. One explanation given by the researchers (which is also relevant to other multilingual context) is that English language skills unlike mathematics tend to be additionally learned outside the school environment, in the wider community. This lead to broader question of to what extent student's attainment is of advantage to what is learned insight and outside the school and where the socio-economic background is likely to be the key factor? In the same vein, Chudgar and Quin (2012) using a nationally representative data found that while initial analysis indicates positive effect of privates schooling (as a composite category) on achievement, further disaggregating the data showed that low fee private school did not always perform better than public school's counterparts.

Bukar (2006) examine the effectiveness of public and private schools in Borno state. The study sampled 120 principal and vice principal, 400 professional teachers and 500 literate parents, using stratified random sampling survey. Survey research was adopted in carrying out the investigation and using questionnaire for data collection. The data was analysing using the mean and standard deviation-test of independent mean was used to determine the significance differences observed. The finding revealed that there are no significance differences in the perception of principal and teachers in public and private schools in Borno State. However, he indicated significance difference among parent who had children in public and private schools.

United Nation Development Programme (UNDP, 2008) stated that, the reason for the steady increase in enrolment in to secondary school over the years in Nigeria is due to education being viewed as a tool of realization of a wide range of important benefit. Others include increase economic growth; enhance productivity across the sectors and individual earning. Many states have made important strides in class-size reduction, higher academic standards, greater accountability and improved teacher preparation. The important missing link in these initiatives to improve student learning is the need for more school counsellors and other student support services, such as school psychologists, school social workers, and school nurses. In many states, students' access to counsellors varies by grade level, and some school districts have no counselling programs at all. When counselling programs exist, counsellors are often asked to add administrative duties such as testing, supervising and class scheduling (Portman, 2009).

Summary of Literature Review

The review of empirical literature on relationship between school ownership and academic) indicated that private school type improves academic performance more than the public schools. While Hexby, (2000), Soomer (2000), Maitra, Pal, and Sharma (2011) and Bukar (2006) studies shows that there was no significant relationship between private and public schools and academic performance. Chudgar and Quin (2012) indicated that public school perform better than low fee private schools.

Methodology

Research design

The research adopted Expo-facto and Correlation designs to determine the Relationship between School ownership and Students' Academic Performance in Maiduguri Metropolis, Borno state, Nigeria. Kerlinger (1970) defined Expo-facto research design as in which independent variable or variable have already occurred and in which the researcher started with observation of a dependent variable or variables. The researcher then studied the independent variables (s) in retrospect for their possible relationship to the dependent variables (s). The researcher examined retrospectively the relationship of a naturally occurring event on a subsequent outcome with a view to establishing a causal link between them. Expo-facto design is suitable for this research because it is used in testing out possible antecedent of events that had happened and cannot therefore be controlled, engineered or manipulated by the investigator. In this study, the students whose results were used had already graduated from the various sampled schools. The researcher used Pro-foma to collect the results. Correlation design on other hand is a type of non-experimental research in which the researcher measures two variable and asses the statistical relationship (that is, the correlation) between them with little or no effect to control extraneous variables**.** This is also suitable to this work because it is relating the variables of school ownership to student academic performance.

Population and sample

The Population of this study constituted some public and private senior secondary school within Maiduguri metropolis. The total population of selected school are eight (8) senior secondary schools which located within the Maiduguri metropolis. The students' population of this study comprised of the NECO result of the students who graduated from 2011 to 2015 in selected public and private senior secondary school (single gender and co-education schools) in Maiduguri metropolis, Borno State. Multistage level sampling techniques was adopted in drawing the sample of public and private senior secondary schools. the total numbers of the students from these school constitute the students sample size, the sample size of the schools and students from Maiduguri metropolis that use in this study are eight senior secondary school. multistage sampling techniques according to Iyoke (2006) is a type of sampling techniques which involve dividing or breaking the population in to groups or (cluster) or sub group until the researcher reach the desire type of size of the groups. Multistage sampling techniques is relevant to this study because of it large survey, so multistage sampling make the sampling more practical and flexible. The sample was selected according to krejcie and morgan (1970).

Research instrument

The instrument that use for data collection of this study is Pro-forma. The Pro-forma is design by the researcher to collect the results of the student for National Examination Council of Nigeria, (NECO), in five subjects, which include English language, mathematics, biology, chemistry and physic from 2011 to 2015. This subject was choosing for this study on the basis of being core subject for science students. The instrument was face validated by the researcher and other professionals.

Procedure for data collection

The researcher was Collected an introductory latter from the borno state ministry of education which formally introduce the researcher to the principals of the public and private secondary schools seeking for permission to collect the students NECO results from 2011 to 2015.The researcher used the proforma with the help of two research assistant who were guided by the researcher to collect the students grades in NECO from 2011 to 2015 in English language, mathematics, biology, chemistry and physic from each of the sampled school. The collection of data lasted for two weeks.

Method of Data Analysis

The data collected was analysed used both descriptive and inferential statistics. The descriptive statistic was used to compute the mean and standard deviation of the variables of the study, while inferential statistic (Pearson product moment correlation coefficient) was used to test the hypothesis. Pearson product moment correlation coefficient according to Awotunde and Ugundunluwa (2004) compares two or more variables which are subject to less error. Pearson product moment correlation coefficient is relevant to this research because of its ability to determine the relationship between school ownership and student's academic performance.

Data Analysis and Discussion of Result

Data Analysis and Result

Hypothesis: there is no significant relationship between school ownership and students' academic performance in Maiduguri Metropolis, Borno State senior secondary schools.

Table: Result of Pearson Product Moment Correlation and Chi-square on Relationship between School Ownership and Students' Academic Performance in Maiduguri Metropolis, Borno State Senior Secondary Schools

Variables	School ownership		Chi-square Value	DF	Sig. value	Remark
Students' Academic performance	Public	Private				
A-Excellent	4	5				
B- Good	359	275				
C-credit	19117	12741				
D-Average	8762	3465	1569.506	5	0.000	Reject Ho
E-pass	4380	1162				
F-fail	2274	393				
Total	**34894**	**18041**				

Source: Field survey, 2023

Table: present chi-square relationship between school ownership and academic performance. The chi-square value of 1569.506 with $sig. value = 0.000$ is less than level of significant, $\alpha = 0.05$, therefore we reject null hypothesis Ho and conclude

that there is significant relationship between school ownership and academic performance.

Discussion of the findings

The research revealed that there is significant relationship between school ownership and student's academic's performance in some senior secondary school in Maiduguri metropolis, Borno State. with agreement with this finding is study conducted by Oweye (2011) revealed that public secondary school which are equipped, had good record of performance and attracted more students. Also Abia (2005), revealed that when educative materials are deprived. Student suffers from academic deterioration and mental imbalance. In contrast Okon and Achibong (2015), found that in Akwa Ibom State, students in public schools are often disadvantage by puberty that restricts them from the opportunity to learn. Public school often makes do with the smaller per student's budget. Advance subject is less available in public school; computer technology department may be poorly equipped if at all level.

The findings of the study with regard to private schools revealed that there is significant relationship between private school and students' academic performance. The finding support a study conducted by Baba Gana (2015) stated that private schools are being manage by individual proprieties/proprietors but are supervise by the state government. Like the public schools, the private school have qualitative academic curricular that are thought by the teachers. They have flexible ways of teaching student and they are not stereotypic in their teaching. Glewe's (2005) study show that every subject is taught by a trained and qualified teacher in private schools. This trend results in high academic performance. Also supporting this finding is Fullarton (2002), found that private schools used higher quality inputs because proprietors and proprieties did fancy spending money to acquire quality output.

Summary, Conclusion and Recommendation

Summary

This chapter presents the summary, conclusion and recommendation that arose from the study, as well as suggestions for further studies. The research reviewed a wide range of secondary literature and collected primary data on which the, summary, conclusion and recommendations were based. The study was conducted to investigate the relationship between school ownership and students' academic performance in senior secondary schools, Borno State, Nigeria. It was guided by one hypothesis. The study used NECO results from 2011-2015 as data for the study. Multistage sampling technique was adopted in drawing the sample of public and private senior secondary schools, while simple random sampling was used in drawing 13,620 students for the study. The study employed both descriptive and inferential statistics. It adopted two theoretical frameworks Ludwig Bertalanffys (1956), system theory input/output model and Herbert J Wallberg (1981) theory of academic achievement. The descriptive statistics was used to compute the mean and standard deviation of the variables of the study while inferential statistics (Pearson product moment correlation coefficient) was used to test the hypotheses. The result was presented in tables and discussed according to the research hypothesis. The study revealed there is significant relationship between school, ownership (public school/ private school) and students'

academic performance in senior secondary school in Maiduguri Metropolis. Borno, state, Nigeria.

Conclusion

In conclusion, the study brought out the one investigation of academic performance. This is mode of school ownership (public and private school). The finding of the study revealed there is significant relationship between school ownership and academic performance in Maiduguri Metropolis Borno State senior secondary schools. Based on these findings and within the scope of the study, it is concluded that school ownership have significant relationship to students' academic performance in senior secondary school in Maiduguri Metropolis, Borno State. These variables should be focus on by the educational planners in Borno State to improve school's standard.

Recommendation

Borno state government should provide adequate educational facilities to the public schools in order to improve their academic activities.
Borno state government should advice the private school's owners by reducing the school fees so that the lower class parents to enrol their children to school.

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