

Relationship between School Ownership and Academic Performance of Secondary School Students in ESAN West Local Government Area of EDO State

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ABSTRACT: This analysis examined the connection between school ownership and secondary school students' academic achievement in the Esan West Local Government Area of Edo State. Four research questions guided the investigation while two hypotheses were formulated and tested at the 0.05 level of significance. The correlational research design was used in the study. All of the students in Esan West Local Government Area of Edo State's public secondary schools and all of the students in private secondary schools totaled seven thousand, two hundred and seventy-nine (7,279) and nine thousand, seven hundred and fifty-seven (9,757) respectively. 8 public secondary schools, 5 private secondary schools, and 5% of the students from each of the 13 schools were chosen using the basic random selection approach. This resulted in a sample size of 269 students overall. With the use of the Students' Academic Performance Inventory, data for this research were gathered (SAPI). In order to examine the data, percentages, the Pearson Product Moment Correlation Coefficient (PPMCC), and the t-test were used. The study found a significant positive relationship between school ownership and students' academic performance, a low level of academic performance in public secondary schools, a high level of academic performance in private secondary schools, and a significant difference between academic performance of students in public and private secondary schools. According to the results, it was suggested that the government guarantee that there are enough learning facilities and that highly educated instructors be employed in order to boost students' academic performance in public schools.

KEYWORDS: Relationship, School Ownership, Students' Academic Performance, Secondary Schools

I. INTRODUCTION

The freedom of people's minds, as well as the promotion of social integration and economic progress, is made possible through education, which is essential to any nation's development. Every country's educational system is seen to be the main mechanism for the development of fundamental bodies of knowledge, skills, attitudes, and values. However, a country's residents' quality of life is greatly influenced by the education they get, thus it is now required to provide them the greatest education possible so they can adapt to the rapidly changing culture. In a similar vein, education is also seen as a crucial component of the process of growing human capital and acquiring skills, since it helps to shape attitudes and develop abilities that may be useful for economic growth (Oduro, 2000).

It is said that the problem of students' academic performance is very important in any educational system since the caliber of the school, instructor, and every other input impacts the output (students' academic performance). It is said that one of a person's basic necessities is education, and as a consequence, the Nigerian government declared education to be fundamental, free, and mandatory for all of its citizens in 1999. Additionally, people and organizations have worked together to make sure that the educational system produces the finest results possible. The level of the students' academic performance is said to be influenced by the school environment, which depends on the kind of school, in addition to the educational resources that are provided to the institutions.

School ownership is the condition or reality of having exclusive rights and control over a certain school. It also refers to the possession of real estate, the ownership of both human and non-human facilities, and the overall administration of the learning environment. According to Ileso (2021), the ownership of schools entails a number of rights that may be divided up and owned by many parties. These rights are collectively referred to as title. However, what is taught, how it is taught, and what resources are accessible are determined by the particular sort of school. Ileso emphasized further that kids experience cognitive decline and emotional instability in environments where educational supplies are scarce. Additionally, when a teacher connects effectively with the learners, the learning environment in the classroom is favorable, and kids do well in their academic pursuits. The aforementioned school kinds are nevertheless divided into public and private schools. Public schools, as used in this context, are institutions that are overseen and administered by a public education authority or agency and are owned and operated by the government. Contrarily, private schools are those that have been founded, sponsored, administered, and controlled by private organizations such as religious or social groups. Additionally, non-governmental organizations or governing boards not chosen by a government are in charge of private schools.

In light of the aforementioned, it is important to emphasize that the public vs. private education issue has become more important in recent years all over the globe. The argument over the relative benefits of public versus private education has become increasingly relevant and significant as the demand for private school education spreads around the globe. Similar to other nations, it is said that private schools in Nigeria provide a superior education, a learning atmosphere that is more conducive, more resources, and better policies and management techniques. The wealthier parents thus choose to enroll their children in privately run schools. Additionally, state senior secondary schools in Nigeria are often believed to be inferior than private schools, despite the fact that private secondary schools in Nigeria provide a more useful and high-quality education (Ileso, 2021).

Bedi and Garg (2000) made the following observation: Secondary public and private schools draw demonstrably stronger pupils, and private school administration is more effective at reaching academic excellence. It is believed that a student's academic success is significantly influenced by the sort of schools he attends. According to Bibby and Peil (1974), referenced by Aipoh (2014), students in private elementary schools outperformed those in public schools in terms of academic achievement. They added that public schools, which valued education, tended to put the public and students' parents in charge of determining whether education was successful or unsuccessful. This suggests that the public schools do not treat education with the seriousness that it deserves. The overall indifference of the populace toward government-owned businesses or property is evident here, of course. Because of this, many government employees, including instructors in public schools, have a lax attitude and assume that a clever youngster would succeed in school on their own without their active help. All stakeholders in Nigerian education are said to be concerned about a significant gap in pupils' academic performance in public and private schools. In accordance with this, it was said that parents in Nigeria enroll their children in private primary schools because they believe that private school students outperform public school students in primary and secondary national examinations. On the other hand, according to Jagero (2013), some parents think that graduates from private schools are not the best owing to their inconsistent and erratic performance at the secondary level as well as their after-school social life and interactions with others.

As a result of the above, a student's academic performance may be described as their learning outcomes. It is also referred to as their current scholastic status and serves as a benchmark for evaluating the efficacy of the teaching process. Ifeyinwa (2005) asserts that student academic performance is a gauge of

educational success and that bad performance may be interpreted as falling short of the expected academic level. The grades earned in a certain topic or set of courses are used to illustrate a student's academic success. It may also be seen as the degree to which a particular learner acts or completes a task, as well as how successfully or poorly he or she completes the tasks or activities included in a learning process (Akomolafe and Adesua, 2016). Having observed the link between school ownership and students' academic performance, the goal of this research is to determine if there is a connection between school ownership and secondary school students' academic performance in the Esan West Local Government Area of Edo State.

II. Statement of the Issue

When private school results are seen to be significantly better than those of public school, despite the fact that the senior secondary school curriculum is the same throughout the nation, there appears to still be differences in the performance of Senior Secondary Certificate Examinations (SSCE). This has been a topic of interest and a source of concern for a wide spectrum of the Nigerian society, including parents, academics, government officials, and researchers. As a consequence of the fact that private schools in Nigeria outperform public schools, most parents understand the value of a decent education for their children's future and go to great lengths to make sure their children get it. And for many individuals, a decent education equates to attendance at a private school. Some parents devote up to 60% of their salary on paying for children's education.

However, the WAEC results revealed throughout the years show a clear disparity in students' academic performance at public and private schools. As a result, of the 1,540,250 students from various secondary schools in Nigeria who took the WAEC exam in 2016, 36.5% of the students with 5 credits, including English and Mathematics, were from public schools, while 52.3% of the students with 5 credits, including English and Mathematics, were from private schools. In a similar line, figures from 2017 depict an even more astounding picture. Only 24% of those who took the WASSCE in public schools got five or more credits, including English and mathematics, according to the findings (Kurfi, 2018). In contrast, pupils from public schools passed at a rate of 56.53%, earning credits in at least five disciplines, including English and mathematics.

While in 2018, 48.15% of students enrolled in private schools earned five credits or more, including English and Mathematics, compared to 33.81% of all students in public schools. The WAEC results for 2019 showed that there were 170,857 students enrolled at entry level, and that only 38.81% of students in public secondary schools received five or more credits, including the core subjects of mathematics and English language, compared to 61.19% of students in private secondary schools.

The examination of the 2020 WAEC data on the performance of candidates reveals that 51.62% of students from private schools earned credits in at least five (5) courses, including English Language and Mathematics, whereas 50.38% of students from public schools earned credits in at least five (5) subjects, including English Language and Mathematics. Esan West Local Government Area is not free from this unpleasant and divisive condition that affects the whole nation. Apart from the overall underperformance mentioned above, there did seem to be variation in performance amongst schools. Despite governmental programs and laws aimed at improving publicly owned basic schools, academic performance gaps between students in public and private basic schools have existed in Nigeria for some time. Due to the disparity in academic achievement between public and private secondary schools, some parents would stop at nothing to enroll their children in private schools, even if they must pay high tuition costs. This research explores the connection between secondary school student academic achievement and school ownership in the Esan West Local Government Area of Edo State.

III. Purpose of the Study

The major aim of this study is to investigate the relationship between school ownership and academic performance of secondary school students in Esan West Local Government Area of Edo State. The specific objectives of the study are to:

- a. Ascertain the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State
- b. Ascertain the level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State
- c. Investigate if there is a relationship between school ownership and students' academic performance in secondary schools in Esan West Local Government Area of Edo State
- d. Examine the difference in the academic performance of students' in public and private secondary schools in private secondary schools in Esan West Local Government Area of Edo State

IV Research Questions

The following research questions are raised to guide the study:

1. What is the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State?
2. What is the level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State?
3. Is there any relationship between school ownership and students academic performance in secondary schools in Esan West Local Government Area of Edo State?
4. Is there any difference in the academic performance of student in public and private secondary schools in private secondary schools in Esan West Local Government Area of Edo State?

V. Hypotheses

The following hypotheses will be formulated and tested at 0.05 level of significance:

- a. there is no relationship between school ownership and students academic performance in secondary schools in Esan West Local Government Area of Edo State
- b. there is no difference in the academic performance of student in public and private secondary schools in private secondary schools in Esan West Local Government Area of Edo State

VI. Review of Literature

Concept of School Ownership

The founding and operation of schools are referred to as being owned by a school. Whoever creates, runs, and manages a school is a hassle. In Nigeria, there are primarily two different kinds of schools. There are both public (sometimes referred to as government) and private schools. Public schools may be found at the municipal, state, and federal levels and are supported by the government of the nation. They may charge little or no tuition. Contrarily, a private school is a type of school that is supported by a private organization or a Non-governmental Organization (NGOs) and has a high fee structure designed to meet the requirements for teaching and learning facilities as well as a profit maximization motive in both the short- and long-term stages of the business. However, a number of factors have been brought up in connection to advantages and disadvantages that might be connected to the presence of different kinds of schools. It could be inferred that the ideologues of private schools argued that private involvement in school management results in greater efficiency and responsiveness to parents' demands; more autonomy to manage than public schools in terms of hiring and compensating teaching and non-teaching staff, and introduction of incentives for performance; application and adoption of personal discretion to curricula and instructional methods, in a manner that suits the interests and aptitudes of the students; and application and adoption of incentives for performance (OECD, 2012).

A. Concept of Academic Performance of Students

Academic performance is the final assessment of any teaching and learning process. Academic performance is the level of a student's success in their assignments and coursework. Grades, which represent a student's "score" for each course they have taken as well as for their whole tenure, are the most well-known indication or gauging academic success. Academic achievement is the primary metric of success in most educational institutions. In this instance, success or excellent performance is determined by how well a student satisfies criteria established by an institution itself or an external examination body established by the government or an independent organization (Duruji, Azuh&Oviasogie, 2014). The degree of performance shown by a learner is their academic performance. To put it another way, the level of achievement gained at the conclusion of an academic activity may be seen of as a measure of how much one is able to perform once learning has occurred. Academic performance may be defined as a person's degree of effectiveness and understanding after learning has taken place (Irogbo, 2002). While Anastas (2000) said that performance is the element of assessing the impacts of a specific standardized set of experience, Aiken (2000) defined it as the degree to which an ability or talent has been accomplished. She pointed out that it's often seen as just having relevance to the classroom. As a result, it is often believed that a student's performance was evaluated primarily on how well they did on a test or examination, where the accomplishment was the result.

B. Academic Performance of Students and School Ownership

The means of production and distribution are controlled by both private persons and state sectors in a mixed economy like Nigeria, which has elements of both a capitalism and planned economic structure. This approach promotes joint engagement of public and private entities in economic operations, particularly in important ones like education. This is possible because there is a desire to raise the bar for educational institutions and student achievements, encourage parents and students to choose schools from a wider range of options, and develop students' creative and inventive thinking abilities. Given this, Nigeria's educational system allows for the existence of both government and private schools.

It is claimed that private schools pose a danger to fairness, social cohesion, and may be vulnerable to market failures due to the insufficient information they provide about themselves, which may then result in prejudice during the admissions process. Furthermore, it is said that private schools are not compelled to consider the bigger picture of education. Additionally, by giving teachers more freedom over the curriculum, schools would be able to choose not to teach certain fundamental societal ideals. Private schools have been established in several nations with the express purpose of serving certain student populations that may be categorized according to their socioeconomic level, ethnicity, academic prowess, or place of worship. Even while the proliferation of these schools gives parents more options, it erodes social cohesiveness and a feeling of belonging among various socioeconomic groupings (OECD, 2012).

In Ondo State, Nigeria, senior secondary schools, Alimi, Ehinola, and Alabi (2012) looked at the different school kinds, amenities, and academic achievement of the students. According to the report, Ondo State's public and private schools have very different amenities. However, it was found that there was no correlation between school ownership and students' academic achievement in the two kinds of secondary schools. In their 2017 research, Sadaf, Hina, and Muhammad compared the academic achievement of pupils in WahCantt's upper secondary public and private schools. The findings indicated that a school's ownership had an impact on students' academic performance in the research region, with private upper secondary school pupils outperforming those in public schools.

In the Kenyan districts of Kericho and Kipkelion, Mburu (2013) conducted a research on the impact of the kind of school attended on students' academic performance. The study's key results were that pupils' academic achievement was influenced by the kind of school they attended. Rong'uno (2017) also compared the academic results of secondary public and private schools in Kenya's Wareng District. The study's conclusions showed a strong correlation between school ownership and kids' academic achievement. It is obvious that private schools outperform public schools in academics by a wide margin. Results from the KCPE during the three years (2007–2009) where private schools consistently outperformed public ones in all zones.

Masood, Rubab, and Ahmad (2019) looked into how the school atmosphere affected secondary school performance in Punjab's public and private sector schools. It was discovered that school ownership affected kids' academic performance and that the learning environment in private schools had a greater impact on students' performance than that in public schools. In Sekondi/Takoradi, Harry (2016) conducted a comparison of the academic results of junior high schools that were both public and private. The study's findings showed a strong correlation between Punjabi student academic achievement and school type/ownership.

C. Academic Achievement of Students at Public Secondary Schools

It's difficult for government-funded institutions to keep up the high caliber of academic competition. According to studies, Universal Basic Education (UBE) has a negative impact on the majority of public schools. With the implementation of UBE, public schools have witnessed a massive influx of students, resulting in oversized classrooms that have overburdened the teaching staff. As a result, performance has been declining. Private schools, on the other hand, have an advantage over their competitors since they are better structured in terms of student enrollment and teaching and learning facilities. These provide them the ability to "poach" intelligent students who succeed in receiving high scores on national exams from the public schools (Rong'uno, 2017). State governments sponsor and have oversight over public secondary schools. According to Adeyinka (2010), public schools are those that the government built, administered, funded, and oversaw. He said that such schools were built with tax payer money to educate the majority of people regardless of their social, political, or economic standing in society. Government, not people, commercial interest groups, or organizations, is in charge of public secondary schools.

In 2016, MolokoMphale and Mhlauli conducted research on the academic performance of students in junior secondary schools in Botswana. The study's results revealed that students' academic performance in public secondary schools was very low. There are a number of variables that might affect students' poor academic performance, from low staff morale to underpreparedness for exams. Aepoju (2011) looked at a study of the senior school certificate academic performance of public secondary school students in Nigeria and the consequences for educational planning and policy. According to the survey, academic performance in Nigerian public secondary schools was below average compared to other public secondary schools. The outcome also showed that there was a noticeable disparity in students' SSCE performance in urban and rural schools, with remarkable mean scores reached in urban.

In their 2018 study on classroom management, Omodan, Ekundayo, and Bamikole focused on class control and discipline in relation to students' academic achievement in secondary schools in Ekiti State, Nigeria. The results of the research demonstrated how poorly pupils performed academically, particularly in schools. The results showed that secondary schools in Ekiti State had intermediate levels of classroom management and student academic achievement. In Ebonyi State, Nigeria, Nwafor (2013) looked at a comparison of student academic achievement in junior secondary school certificate basic science in public and private secondary schools. The research demonstrated the poor academic performance of secondary school pupils at public institutions. The outcome also demonstrated that private schools, both in urban and rural regions, outperformed public schools in terms of performance.

D. Academic Achievement of Students at Private Secondary Schools

Every educational institution has always been interested in the academic achievement of pupils in private schools. There is general agreement that schools should play a significant part in this process, but there is less agreement on the specifics of that involvement. While some think that private schools should concentrate primarily on pupils' academic preparedness (Hirsch, 1996; Tienken, & Wilson, 2001). Others, however, think that attempts to educate children should be coordinated between schools and other social organizations like the family and community (Huitt, 2007). According to Darling-Hammond (2000), principals of private educational institutions, instructors, and parents are largely accountable for students' academic success, thus schools should effectively and efficiently arrange themselves to meet this goal (Engelmann & Carnine, 1991).

Child learning is impacted by school context elements such as school kind and location, school community circumstances, and student makeup (Carlson & Cowen, 2015; Fischer, 2013; Parcel & Dufur, 2001). Different school districts have different learning resources, such as libraries, children's services, and successful

adults who may serve as good role models for young people (Carlson & Cowen, 2015; Katz, 2014; Sastry&Pebbley, 2010). Children in schools as a consequence have various skill sets, attitudes, and behaviors, partly as a result of exposure to various family situations and community circumstances (Downey, von Hippel, & Broh, 2004). As a result, a school's makeup may serve as a source of inspiration, ambition, and in-person encounters for learning (Hanushek, Kain, Markman, & Rivkin, 2003; Burke, & Sass, 2011).

Nwangwu (2000) noted that the private schools fill the gaps left by the ongoing teacher strikes in the public schools and save parents the strain of having to keep their kids home for extended periods of time. In contrast to public schools, he said that private schools operate according to the regular academic schedule without interruption. Okpara (2000) noted that in the NECO Examinations, private school pupils performed higher than their public school counterparts. Additionally, he said that since private schools are rigorously watched over and managed by school management boards, they do better on external exams.

In a longitudinal research conducted in Ghanaian primary schools, Azigwe, Adda, Awuni, and Kanyomse (2016) investigated the impact of private schools on math student success. Students at private schools seem to perform academically better than their counterparts in public schools in both our correlation and multilevel analyses, demonstrating that private school students have extremely high academic performance. In BirninKebbi Metropolis, Kebbi State, Nigeria, Mijinyawa, Yeldu, Umar, and Hussaini (2017) conducted a comparative study of senior secondary school science students from public and private schools. The results revealed a large performance gap between secondary school pupils from public and private schools in each of the three investigated scientific disciplines. Students at private schools did much better than their peers in public schools. This suggested that the academic achievement of pupils in science at private senior secondary schools in BirninKebbi Metropolis, Kebbi State, Nigeria, was of a high caliber.

Oredin (2016) looked at how school factors affected students' academic achievement in Cross River State's Owan West Local Government Area. The analysis's findings showed that in the Owan West Local Government Area of Cross River State, school size, ownership, structure, type, and location were statistically important to students' academic achievement. In a 2017 study, Gbadegesin, Kemi, and Emmanuel compared how well students performed in economics classes in public and private secondary schools in Lagos State, Nigeria. The survey revealed that private schools have extremely high standards for student academic achievement. The survey also revealed that the location of the school, the socioeconomic condition of the instructors, and the accessibility of educational resources all affected how well pupils performed in Lagos State's private secondary schools. In Taraba State, Nigeria, Babatunde (2019) conducted a research comparing the academic achievement of upper basic science pupils in public and private schools. The study's findings showed that academic achievement among pupils was at a very high level. Oluwaseun (2016) looked at how Calabar Municipal Area, in Cross River State, schools affected students' academic achievement. The analysis's findings showed that in Calabar Municipal Local Government of Cross River State, school size, ownership, structure, kind, and location were statistically important to students' academic achievement.

E. Academic Achievement of Students at Public and Private Secondary Schools Differs

As their titles suggest, public and private schools are owned institutions. In Nigeria, the Federal, State, and Local Governments are the owners of public schools, whereas private schools are owned by people, groups, or corporations. According to Berkeley Parent Network (2009), there are considerable differences between private schools and levels of parental participation. The selection of a private school that has qualities that suit the needs of the family is crucial for parents. Private school parents often have greater control over the curriculum than parents whose children attend public schools since they are responsible for the expense of their children's education (Olatoye and Agbatogun, 2009).

By outlining the differences between private and public secondary schools, Lubienski, Lubienski, and Crane (2009) made a distinction. They continued by noting that private schools typically have small class sizes, lack public accountability, are autonomous, ignore current educational trends, do not always hire certified teachers, have a strong religious bent, do not set aside funds for teacher professional development, target parents by creating a clean, safe, and welcoming environment, and do not employ cutting-edge teaching techniques. On the other hand, public schools typically have large class sizes, public accountability, are not autonomous, do not

ignore curricular trends in education, hire certified teachers, do not have religious inclinations, set aside funds for teacher professional development, set no attraction beyond government provision, and use cutting-edge teaching methods.

In recent years, the argument between public and private education has acquired prominence on a global scale (i.e., Day Ashley et al., 2014; Hanushek et al., 2003; Lauglo, 2010; Lubienski&Lubienski, 2006; Ntim, 2014; Nyarko et al., 2014). The debate over the relative merits of public and private education has become more pertinent and significant as the preference for private school education grows in Ghana (Akaguri, 2013). Ghana shares the opinion of other nations that private schools provide a superior education, a learning atmosphere that is more conducive, greater resources, and better management techniques. Parental choice indicates that better-off parents are more likely to send their kids to privately run schools as a consequence.

Regarding the quality of education in private vs public schools, a crucial issue still has to be answered. Student learning outcomes are influenced by a variety of variables at the student level (such as past success), school level (such as quality instruction, student composition), and community level (such as school location) (Hiebert&Grouws, 2007). Distinguishing the "private school effect" from other potential influences on learning outcomes is crucial in this situation (e.g., Lubienski&Lubienski, 2006). As a result, researchers studying educational efficacy have benefited from new methodological advancements, such as multi-level modeling and Value Added Models (VAM), to more effectively model school impacts (e.g., Creemers&Kyriakides, 2010; Rowan, Correnti& Miller, 2002).

Comparative studies of students' academic achievement in public and private elementary schools were looked at by Adeyemi (2014). According to the results, students at private elementary schools outperformed those in public schools. In BirninKebbi Metropolis, Kebbi State, Nigeria, Mohammed, Yakubu, Zayyanu, and Habu (2017) conducted a study on the academic performance of public and private senior secondary school students in science. The results revealed a large performance gap between secondary school pupils from public and private schools in each of the three investigated scientific disciplines. Students at private schools did much better than their peers in public schools. However, it was noted that there is no discernible difference in male and female students' performance in science between public and private senior secondary school pupils at the city's private and public secondary schools. Aransi (2018) conducted a comparative examination of the effects of school types, class divisions, and gender on high school students' academic success in economics. The empirical results from t-statistics showed no significant differences in students' academic performance in Economics across different school types.

Okon and Archibong (2015) looked at the academic achievement of pupils in social studies during the Junior Secondary Certificate Examination and the kind of school (JSCE). The results of this research showed that secondary pupils in private schools outperformed those in public schools in the subject of social studies. In Lagos State, Gbadegesin, Olawale, and Emmanuel (2015) compared the academic achievement of pupils in secondary private and public schools in the field of economics. The results showed that the location of the school, the socioeconomic position of the instructors, and the accessibility of teaching resources all had an effect on the performance of the students at private secondary schools in Lagos State. It was determined that academically, private school pupils outperformed their peers in public schools. In 2019, Atuahene, Bentum-Micah, and Owusu-Ansah looked at the evaluation of performance in Ghana's public and private basic schools. According to the research, the discrepancies in academic performance in schools were caused by both internal and external influences that existed in the classroom and outside of it.

vii. Methodology

The correlational research design was used in the study. All of the students in Esan West Local Government Area of Edo State's public secondary schools and all of the students in private secondary schools totaled seven thousand, two hundred and seventy-nine (7,279) and nine thousand, seven hundred and fifty-seven (9,757) respectively. A total sample size of 269 students was chosen using the basic random selection method. With the help of the Students Academic Performance Inventory, data for this study were gathered (SAPI). Because WASCE is a standardized test that is given throughout all of West Africa, the results for three academic years were picked. The researcher and two additional professors from the Department of Educational

Foundations and Management at Ambrose Alli University, Ekpoma, confirmed the face and content validity of the instruments. Because the data on the Students' Academic Performance Inventory were secondary data gathered from the WAEC result broadsheet, which are standard accomplishment scores, the instruments research was not submitted to any reliability test. Percentages, the Pearson Product Moment Correlation Coefficient (PPMCC), and the t-test were used to examine the data.

viii. Results

Research Question One: What is the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State?

Table 2: Percentage analysis of the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State

School Year	Total number of Students Enrolment	Students Performance in English and Mathematics
		A1-C6
2015/2016	4,652	31.3%
2016/2017	7,532	42.5%
2017/2018	5,442	39.4%
2018/2019	5,332	40.9%
2019/2020	5,432	47.9%

In Esan West Local Government Area of Edo State, Table 1 showed a percentage analysis of the level of students' academic achievement in secondary public schools. The findings revealed that of the 4,532 secondary school students who enrolled in the 2015–2016 school year, 31.3% had credits in English and mathematics; of the 7,532 students who enrolled in the 2016–2017 school year, 42.5% had credits in English and mathematics; of the 5,442 students who enrolled in the 2017–2018 school year, 39.4% had credits in English and mathematics; and of the 5,332 students who enrolled in the 2018–2019 school year, 39.4% had credits in English and This suggested that pupils' academic performance in Esan West Local Government Area of Edo State's public secondary schools was subpar..

Research Question Two: What is the level of students academic performance in private secondary schools in Esan West Local Government Area of Edo State?

Table 2: The level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State

School Year	Total number of Students Enrolment	Students Performance in English and Mathematics
		A1-C6
2015/2016	3,652	63.3%
2016/2017	5,532	56.5%
2017/2018	4,442	61.4%
2018/2019	3,332	65.9%
2019/2020	2,432	56.9%

In the private secondary schools in the Esan West Local Government Area of Edo State, the percentage analysis of student academic achievement was shown in Table 2. The findings revealed that 63.3% of the 3,652 secondary school pupils enrolled in the 2015–2016 academic year had credits in English and mathematics. In the academic year 2016–17, there were 5,532 students enrolled in private schools, of whom 56.5% earned both English and Mathematics credits; in the academic year 2017–18, there were 4,442 students enrolled in private schools, of whom 61.4% earned both English and Mathematics credits. Additionally, 3,332 students were

enrolled in the 2018–2019 academic year, and 65.9% of them had both English and math credits. In contrast, 2,432 students were enrolled in private secondary schools for the 2019–2020 academic year, and 56.9% of them had both English and arithmetic credits. Accordingly, the findings suggested that private secondary schools in the Esan West Local Government Area of Edo State had good standards for their pupils' academic achievement.

Hypothesis One: there is no relationship between school ownership and students academic performance in secondary schools in Esan West Local Government Area of Edo State

Table 3: Pearson Moment Product Correlation Coefficient analysis of relationship between school ownership and students academic performance in secondary schools in Esan West Local Government Area of Edo State

Variable	N	X	SD	Df	r-cal	P-Value	Remark
School Ownership	269	2.67	.52	267	.500	.005	H₀ hypothesis rejected(p<.05)
Students Academic Performance		2.99	.50				

The data in table 4 showed the Pearson Moment Product Correlation Coefficient analysis of relationship between school ownership and students academic performance in secondary schools in Esan West Local Government Area of Edo State.. The Pearson r herein referenced as r-cal = .500 was found to be significant at a P-value of .005 ($.005 \leq .05$). Therefore, the null hypothesis was rejected. This result indicated that there was a significant positive relationship between school ownership and students academic performance in secondary schools in Esan West Local Government Area of Edo State.

Hypothesis Two: there is no difference in the academic performance of student in public and private secondary schools in private secondary schools in Esan West Local Government Area of Edo State

Table 4: t-test analysis of the difference in the academic performance of student in public and private secondary schools in private secondary schools in Esan West Local Government Area of Edo State

Variable	N	X	SD	Df	t-cal	P-Value	Remark
Students Place of Residence	269	3.63	.34	267	.471	.003	H₀ hypothesis rejected(p<.05)
Students Academic Performance		2.67	.49				

The data in table 4 showed the difference in the academic performance of student in public and private secondary schools in private secondary schools in Esan West Local Government Area of Edo State. The t-test t herein referenced as t-cal = .471 was found to be significant at a P-value of .003 ($.003 \leq .05$). Therefore, the null hypothesis was rejected. This result indicated that there was a significant difference in the academic performance of student in public and private secondary schools in private secondary schools in Esan West Local Government Area of Edo State.

IX. Discussion of Findings

The results of this research showed that, among secondary schools in the Esan West Local Government Area of Edo State, there was a strong beneficial association between school ownership and students' academic achievement. According to the study, the supply and upkeep of school buildings, as well as the provision and training of human resources, which may be related to students' academic achievement, are all significantly impacted by the ownership of the school. This study's findings are also in line with those of Oluwaseun (2016), whose research found that school ownership had a statistically significant impact on students' academic achievement in Calabar Municipal Local Government in Cross River State. The results of this research are consistent with those of Masood, Rubab, and Ahmad (2019), who found that school ownership had an impact on students' academic performance and that the learning environment in private schools had a greater impact on students' performance than that in public schools.

The results of this research showed that Esan West Local Government Area in Edo State's public secondary schools had poor academic performance levels. The lack of suitable teaching materials that might be employed by teachers to improve efficient teaching and learning in many public secondary schools may have had an impact on this outcome. Without these resources, the efficacy of the instructors may suffer, which can have a detrimental influence on the academic achievement of the children. The results of this study corroborate those of MolokoMphale and Mhlauli (2016), whose research revealed very poor levels of student academic achievement in secondary public schools. The results of this research concur with those of Aepoju (2011), who found that academic performance in Nigerian public secondary schools was below average when compared to other public secondary schools.

The results of this research demonstrated that private secondary schools in the Esan West Local Government Area of Edo State had good standards for student academic achievement. The fact that so many private schools are well-equipped and outfitted with modern teaching and learning resources may have contributed to this outcome. Additionally, the majority of private secondary schools have an acceptable staffing level, which might support effective teaching and learning and have a beneficial impact on how effectively pupils grasp ideas and courses. In light of the aforementioned, this may have a good impact on how well private school children do academically. The results of this study support those of Azigwe, Adda, Awuni, and Kanyomse (2016), who found that students in private schools had very high academic performance. Both our correlation analysis and multilevel analysis show that students in private schools perform better than their peers in public schools. The results of this research revealed that students in public and private secondary schools at private secondary schools in Esan West Local Government Area of Edo State performed significantly differently academically. The researcher believes that the fact that there are variations between private and public secondary schools in the supply of instructional facilities may have had an impact on this outcome. Additionally, there are disparities between private and state secondary schools in terms of the availability of labor and in terms of the seriousness and supervision of students. Therefore, the disparities in academic achievement between pupils at private and public secondary schools in the Esan West Local Government Area of Edo State may have been influenced by this. The results of this research confirm those of Igbiniedion and Epumepu (2011), who found that between 2008 and 2011, there was a substantial disparity in academic performance in business courses between public and private schools. Results also indicated that both for boys and girls, public school performance trends were greater than those of private schools. This conclusion confirms that of Adeyemi (2014), who found that students in private elementary schools outperformed those in public schools in terms of academic performance.

ix. Conclusion

In light of the results, the study came to the conclusions that there was a significant positive relationship between school ownership and students' academic performance in secondary schools in Esan West Local Government Area of Edo State, also there was a high level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State.

x. Recommendations

The following recommendations were made in light of the findings:

1. To increase students' academic performance in public schools, the government should guarantee that appropriate learning facilities and highly competent instructors are provided.
2. To preserve and enhance the present level of students' academic performance, private school proprietors should make sure they retain the available and existing resources (both human and material resources).
3. Since school ownership may have an impact on students' academic achievement, administrators at the school level should guarantee competent and efficient administration of education in both private and public schools.
4. The government should assume full responsibility for funding public schools since this might assist the state's public secondary schools improve and help close the achievement gap between students attending public and private secondary schools.

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