

**A COMPARATIVE STUDY OF STUDENT'S
PERFORMANCE IN BIOLOGY IN PRIVATE
AND PUBLIC SECONDARY SCHOOLS**

*(A Case Study of Some Selected Secondary
Schools in Gombe Metropolis)*

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BY

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**SUBMITTED TO BIOLOGY DEPARTMENT SCHOOL OF
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APPROVAL PAGE

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DEDICATION

This work is dedicated to our Almighty Allah who gave the grace and without which this work would not have been successful.

ACKNOWLEDGEMENT

All praises be to Allah, the most beneficent the most merciful. We thank Him and pray for His forgiveness and protection against our evil deeds. Whoever Allah guides is undoubted guided and whoever special gratitude goes to him for His endless mercy that this work has been completed successfully.

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Finally, thanking our school mates and the entire colleagues in same course, we sincerely appreciate your support towards the success of our studies.

ABSTRACT

The purpose of this study was to compare the performance of students in Biology in private and public secondary schools. In other to understand clearly whether students from private schools do better than students from public secondary school in Biology and other related science subjects. The research was carried out in Gombe metropolis of Gombe Gombe State. A well validate Hundred item's questionnaire were designed using the likert scope model and administered to a randomized sample of sixty (60) students from four (4) secondary school schools in the study areas. The analysis of the questionnaire revealed that there are significant differences in the academic performance of students in Biology in private and public secondary schools. Based on the findings appropriate recommendation's which concluded by braking and dwelling on the key areas of focused in other of take further step and suggestions for desired and ultimate result were all made.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a lifelong process and is aimed at improving the skills needed to live meaningful life and for individual to adjust well to his/her immediate environment. According to Akinjemi (1992).

Etymologically, education derived its meaning from two Latin words 'educare' and 'educere' respectively. The word 'educare' is interpreted to mean; to train or to form or to mould. Education here seems to be sociologically biased. In other words, educare implies that the society trains, forms or moulds the individual to achieve the societal needs and aspirations. This perspective of education has little to consider on the natural potentialities of the individual child. According to Fafunwa (2004)

National policy on education (FGN) 2004 says educating is a continue process of learning, beginning from birth to death education is an important instrument in the development of the nation; this is the reason why many countries in the world have made it their number one priority. Government aim at issues concerning education is to ensure that the benefits derived from it are constant with its. Well educated people were thought to be the happiest and capable of greater fulfillments than those with little education.

Biology occupies a special position in the senior secondary school curriculum in Nigeria, in the national policy on education each secondary school student is expected to study biology in science, arts, commercial, and social science. According Adesiby (2013).

Despite the global innovation in science and technology for easy learning and mastering of any subject.

Obina (2015) pointed to “textbook used by teachers” and Dijeh (2012) opines that “response, interest and motivation of students are determined by teaching aids and method more than anything else”. Agha (1998) alarmed that the problem of students is that they read sciences just the way they read ordinary literature. He further said, literature can be read comfortably while lying on the bed but not with sciences.

Ebong (2009) maintains that “the environment must be conducive enough and students must be ready to learn” she concluded that “all things being equal, conducive learning environment stimulates students or learners interest learn and often result in high academic achievement”. A well trained and qualified professional teacher will always motivate and inspire his/her students to work hard to achieve academic excellent.

A good teaching strategy among other things plays a giant role in minimizing the difficulties encountered by students in understanding the concepts, skills and process. Various attempts and suggestion have been put forward by biological educators about how the teaching and learning of biological concepts can be simplified (Maizuwo, 2011).

Effective education depends on the available suitable methods employed by the teachers at different levels on different concepts. These include: **Laboratory, Lecture, Discussion, Guided Discovery, Expository, Concept Mapping, Problem Solving, Field Trip, Project, Demonstration and Inquiry Teaching Methods** among others (Maizuwo, 2011).

On the other hand, the quality of Biology education bears a direct relationship with the quality of the Biology teachers and their methods of teaching. Hence, the purpose of teaching science (Biology in particular), according to Nwagbo and Chikelu (2011), which is, to make the students learn to know what they are taught; that is, teachers teach to impart

knowledge and skills to students, cannot be justified without the use of appropriate or good method of teaching. Maikano (2007) and Dukawa (2007), Observed that most teaching methods employed at the secondary school in Biology teaching is conventional method and this lead to the poor academic achievement in the subject. It is necessary to establish a teaching strategy, which is highly applicable to School education curricula and effective in teaching Biology, and in which most students are interested (Maizuwo 2011, Kikas 2004).

Effective teaching of Biology depends on the available suitable methods employed by the teachers at different levels on different concepts. These include: Laboratory, Lecture, Discussion, Guided Discovery, Expository, Concept Mapping, Field Trip, Project, Demonstration and Inquiry Teaching Methods among others (Maizuwo, 2011). In this study, demonstration teaching methods was employed in the teaching of Biology and to see its effect on academic performance.

It is one of the effective methods of learning Biology education subjects or courses as it explains steps/acts of an operation/principles and shows how a process, procedure or an experiment to be carried out, what to do, and why it should be done that way (Ajoma, 2009).

According to Aliyu (2008), teacher demonstration is a method of teaching whereby all new subject matter is presented and explained by the teacher before it is imitated by students in the class. This study was therefore carried out the students' performance in Biology both private and public in Secondary Schools in Gombe Metropolis.

1.2 Statement of the Problem

Parent offer send their children to private schools than public school now a days.

The researchers interest on this topic “a comparative study of performance of students in biology in some selected private and public secondary school in Gombe, is to know whether private secondary schools do perform better than public secondary schools in Gombe. And if they do, then what factors lead to their differences.

1.3 Aims and Objective of the Study

1.3.1 Aims

Comparing the performance of students' in biology in some selected Public and Private secondary schools in Gombe.

1.3.2 Objectives:

Specifically, the study will be design to:

- i. Examine the performance of private and public secondary schools in biology.
- ii. Identify the teaching perception of teachers and how they affect the performance of students in biology.
- iii. Enumerate the parental factors affecting their children performance in biology, and

1.4 Research Questions

To carry out this study, the research will provide answer to the following questions;

- i. What really ascertain the differences in the performance of private and public secondary schools in biology?

- ii. To what extent does perception of teachers affect student's performance in biology?
- iii. To what extent do parental factors affect student performance in biology?

1.5 Scope Of The Study

This study is limited to some selected private and public secondary school in Gombe. The study will be confined to only four senior secondary schools within Gombe metropolis. These schools are:

- i. Jibwis Islamic Science Secondary School (Arawa)
- ii. Institute for Qur'anic Memorisation & Ismaic Civilization Board (IQMIC)
- iii. Government Day Secondary School Gandu
- iv. Hassan Central Secondary School (Central Gombe)

Time and academic workload are the major delimitation encountered by the researcher during the research work. The researchers intend to cover other secondary schools, but because of the above factors, they were limited.

1.6 Significance of the Study

This research work will hopefully provide teachers, ministry of education, researchers, and school proprietors the opportunity that will help facilitate the teaching and learning process.

1.7 Definition of Terms

- **Private schools:** these are schools owned and controlled by individual or group of individuals or organization who have direct power or authority to fire or sanction any staff who fails to abide by their rules and regulations.
- **Public schools:** these are schools owned and controlled by government by providing or appointing principals to supervise the work of all the staffs.

- **Comparative:** comparing two or more general educational generations in order to discover how they are alike or different.
- **Biology;** scientific study of the life and structure of plants and animals.
- **F.G.N:** Federal Government of Nigeria
- **Performance;** the way a person performs a task an action.

CHAPTER TWO

2.1 Literature Review

This chapter examines fact under the hypothesis in chapter one from those hypothesis the following points are derived which is related here for clarify of purpose. In all, these points are treated as factors impeding students' performance in biology.

The hypotheses are broadly discussed under the headings "students factors, teachers factors, parental factors, environmental factors. These are regarded in both public and private secondary schools.

2.2 Students Factors Affecting Their Performance in Biology in Both Private and Public Secondary Schools in Gombe Metropolis.

2.2.1 Students Studying Habit

One of the Ibibio proverbs interpreted in English state that "man who definitely will go on a journey tomorrow, will always start preparation from today. It is so unfortunate that so many public and private secondary schools art and science students do not cultivate a good study habit right from primary even at home.

It will surprise you to hear that most of science and art students in Gombe metropolis don't have a personal study time table. And the least study under poor atmospheric condition majority in the afternoon when the scorch of the sun is much on them they seems to neglect this fact, "constant reading or practice of a particular subject or work, makes you a specialist or expert in that field"

Agha (2008), stated that the problem of students is that they read the sciences just the way they read ordinary literature. Most students don't even have a reading group and some that have, don't concentrate at all.

2.2.2 Lack of Interest

Obundumi (2012), report that "student perceived genetics, evaluation and microbiology of their biology learning as difficult. When students find the learning of concepts is difficult in a subject, they might end up hating the subject.

Balogun cited by Adesoji (2018) reported that in general, the attitude of Nigerian student to science tend to decrease in the order of biology, chemistry, physics, and mathematics, he concluded that if students were having higher ~~interest~~ their attitude toward science subjects might change positively.

2.2.3 Lack of Studying Material

Frustratingly such to say, some many secondary schools boys and girls don't have a reading material for subject like biology, and three (3) out of every five (5) in public secondary schools go to schools without writing materials the problem of having one note book to all subject is not only found among primary schools pupils, but also among secondary schools students.

It may marvel you to know that even in an examination class (the SS 2 and 3 students) in public and some private schools, the so called the examination candidates don't have a reading material preparing them for an examination.

2.3 **Teachers Factors Affecting the Performance of Student in Biology in Private and Public Secondary Schools in Gombe Metropolis**
Yes it is often said than done. Here most blame is always on students but neglecting the teachers who are the pivot point in teaching and learning processes. The following points were discovered to be the teacher's factors.

2.3.1 Teachers Qualification

Nwachukwu (2005) said "average teacher explain and great teacher inspire and motivate". Teacher qualification has so many to contribute to the student performance. A teacher who did not study biology and education in the university or colleges of education will not have the basis of teaching profession in him/her and as such will always hamper the morals of student's curiosity to studying biology.

"It is obvious that a strong relationship exists between quality textbooks used by teachers and the quality of their teaching" (Ebong, 2009). Prosser and Higwell (2010) opines that "practically student learning could be considered as the product of teaching" they added that the relation between the teachers approaches to teaching and students approaches to learning show that teaching which is students focused enhances higher quality approaches to students learning than teaching which is teacher focused.

Ayememi (2019), looks into the problem of teaching and understanding of biology as a science and stated that "a part from the factor that there is a shortage of qualified teachers in biology, many teachers are not specialized in the subject" Hence the attitude of teachers to work is negative.

2.4 Parental Factors Impeding Students Performance in Biology in Private and Public Secondary Schools in Gombe Metropolis

Intensively, we cannot rightly say that the performance of students in biology is really caused by the non – challenge aptitude towards biology the reason being that parents sometimes contributed to their children poor performance. Most of the ways in which parents contribute to their children performance are:

Parent academic background: Characters displayed by a child are inherited from either the father or the mother or any members of that family. Even though it is always said that a lion can only give birth to a lion and a crocodile to a crocodile, we should not neglect the fact that intelligent quotient of a child may sometimes not measureable to that of his/her parent.

Parent habit: motivation inspires people to put in more efforts to achieve a huge success, and also proper supervision can change ones unhealthy habits in learning positively are myths. But in some families, the reverse is the case, as some parents don't even care about knowing how their child fair in school and early goes out and lately comes back when the children has slept off.

There are so many students in public secondary schools whose parents don't even know how much they are paying as school fee or P.T.A fee but is only the child and the child alone that faces his/her world without help from any where despite their parent richness.

Parent socio-economic status: it is often said that “children whose parents are well placed in the socio-economic scale, do performed better than the children whose parents are not well placed, even though both may be in the same school or classroom.

According to World Bank statistics read in news rill on Friday 1st May, 2009, 54.4% of Nigerians are living under poverty. Due to this object poverty, so

many families have subjected their children or child under child labour which has taken so many forms; child trafficking; hawking during school hours. As such so many great potentials and manpower has been wasted and lost.

2.5 Environmental Factors Affecting Students

Performance in biology in private and public secondary schools in Gombe local government, Very importantly, for successful learning to take place, Woger (2004) maintains that “the environment must be conducive enough and students must be ready to learn.

Wyche (2009) induced that “environment deprivation causes lower intelligence test results and lower scores on achievement test. To achieve the goal of any study, the environment must be conducive enough” (Ebong, 2009).

According to Nasir (2010) said “the achievement of student lies on the maintenance of the schools, over crowded classrooms, manpower and basic infrastructure in public and private schools”

2.5.1 Classroom Environment

As stated earlier by Morris (2004) through Ebong (2009), “the behavior setting of the schools which include the amenities in the way of book of immediate surroundings, useful materials and the right type of instruments to fulfill the student requirements”.

In some schools, students feel comfortable to seat right outside the classroom and read due to improper seating arrangement done by the students themselves or by the staffs.

2.5.2 School Environment

Amadi (2002) noted that poor administrative techniques by school principles and lack of adequate teaching/learning facilities contribute to delinquent behavior among secondary school students (Udo, 2008).

Ekpoh (2007), quoted Akpan et al (2005) that the difference between public and private school principals in the management of indiscipline could be attributed to their ownership structures. Conway (2004) observed that small size enables private schools to establish shared common sentiments that were often absent in large public schools.

Akpan further said that "private school administrators were more effective in maintaining school discipline than public school administrators".

Expoh (2007), furthermore, most public secondary schools don't even have a small reading library for her students compare to some private secondary schools in Gombe.

2.5.3 Schools Management Board

According to Ekeh (1999), lies not in the system but in implementation she further stressed that with lack of adequate planning, based on reliable up-to-date data problems will abound the situation about implementation and facilities is very gloomy. It is duty of the school management board to employ quality and sufficient teachers to handle especially subject like biology in the school.

2.6 Summary of Literature Review

The literature reviewed had portrayed that student factors which as studying habit, interest, studying material; teachers factors such as qualification, subject mastering and parent factors such as their academic background, habit; and

socio-economic status, greatly affect the performance of students in biology in the light of environmental factors such as classroom management, school environment and poor implementation of policy.

CHAPTER THREE

3.1 Area of the Study

This research was carried out in Gombe metropolis; Four Secondary Schools were selected for the study.

3.2 Research Design

This work is design to compare the performance of students in biology in some selected private and public secondary schools in Gombe metropolis it is further design in identifying the different factors that impedes performance of the students in biology through survey.

3.3 Population of the Study

This work focus strictly on sciences students in some selected private and public secondary schools at senior level in Gombe metropolis.

3.4 Sample and Sampling Techniques

The sample size is 100 students, the technique used to determine the actual number of individual in the target population for the study was stratified random sampling.

3.5 Research Instrument

The instrument used in collecting data for this study is a questionnaire; the model is the liberty model, which has two sections. The first section contains the personal data of the respondents, the second section contain items that need to be responded to.

3.6 Method of Data Collection

The researcher went to the respondent school and administered the questionnaire on reaching the schools where the respondent and the researcher get the consent of the management before reaching the students in their class-rooms the students would be selected across the senior level of the school.

3.7 Validation of the Instrument

The questionnaire was develop and taken to experts in Test and Measurement Unit who vetted the items to ensure their relevance to the subject matter, coverage of the content areas while those in Education Unit ensured, appropriateness of the usage and clarity of purpose before was finally presented to the research supervisor for the final scrutiny, editing and corrections. Other expert that made inputs before effecting the corrections,

3.8 Method of Data Analysis

The data collected will be analyzed in a tabular form through statistical method percentage since the research was a comparative study.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

Question 1: There are more qualified biology teachers, in private schools than public schools.

Table 4.1: Number of Qualified teachers

Answers	No. respondent	Percentage %
Agree	46	77
Disagree	14	23
Total	60	100

Based on the above table 46 respondent representing 77% agreed that "there are more qualified biology teacher's in private school's than pubic schools. While 14 respondents presenting 23% disagreed.

Question 2: Private schools have more teaching materials than public school?

Table 4.2: Availability of teaching materials

Answers	No. respondent	Percentage %
Agree	37	61.
Disagree	23	38
Total	60	100

From the above table its indicate that 37 respondents represent 61% agreed that Private school have more teaching materials than public school. While 23% respondent bearing 38% disagreed, private school have more teaching materials than public school.

Question 3: Difficult subjects in public school are made simple in private school than public schools

Table 4.3: Teachers Mastering of subject content

Answers	No. respondent	Percentage %
Agree	48	80
Disagree	12	20
Total	60	100

The above question was asked to know whether difficult subjects in public school are made simple in private school than public schools. Therefore it is clearly seen that 48 respondent bearing 80% agreed that the difficult subjects in public school are made simple in private school than public schools, while 12 respondents bearing 20% disagreed that "difficult subjects in public school are made simple in private school than public schools"

Question 4: The public schools has more students population that the private school?

Table 4.4: students population

Answers	No. respondent	Percentage %
Agree	48	80
Disagree	12	20
Total	60	100

From the above table, it is seen that 48 respondents "representing 80% agreed that difficult subject are made simple in private school than public schools."

While 12 respondents representing 20% are of the view that difficult subject are not made simple in private schools than public schools.

Question 5: Private schools has more truancy among the students than public schools

Table 4.5 Students truancy

Answers	No. respondent	Percentage %
Agree	25	42
Disagree	35	58
Total	60	100

The above question asked show's that "respondent representing 42 % agreed that Private school has more truancy among the students than public schools.

While 35 respondents representing 58% disagreed.

Question 6: Private schools has standard laboratory and practical facilities than public school

Table 4.6: Laboratory facilities

Answers	No. respondent	Percentage
Agree	48	80
Disagree	12	20
Total	60	100

The opinion of the respondents from the above question asked, it show's that" 48 respondents bearing 80% agreed with the view that Private schools has standard laboratory and practical facilities than public school where as 12

respondents bearing 20% does not agree that private schools has standard laboratory and practical facilities than public school

Question 7: Private school has good management & discipline than public school

Table 4.7: School Management and discipline

Answer's	No. respondent	Percentage %
Agree	30	50
Disagree	30	50
Total	60	100

The opinion of the respondents from the above question asked, it show's that" 30 respondents bearing 50% agreed with the view that Private school has good management & discipline than public school where as 30 respondents bearing 50% does not agree that Private school has good management & discipline than public school

Question 8: Extra moral classes are usually organize by teachers

Table 4.8: Extra – Moral

Answer's	No. respondent	Percentage %
Agree	37	62
Disagree	23	38
Total	60	100

The above question asked show's that "respondent 37 representing 62% agreed that extra moral classes are usually organized by teachers. While 23 respondents representing 38% disagreed.

Question 9: Students are lacking reading materials in their school library

Table 4.9: Library Facilities

Answer's	No. respondent	Percentage %
Agree	47	78
Disagree	13	22
Total	60	100

The above question asked show's that 47 respondent representing 78% agreed that Students are lacking reading materials in their school library. While 13 respondents representing 22% disagreed.

Question 10: Guidance and counseling promotes students understanding of biology

Table 4.10: Guidance and Counseling Unit

Answer's	No. respondent	Percentage %
Agree	38	63
Disagree	22	37
Total	60	100

In line with the above question asked, it has been discovered by 38 respondents representing 63% agreed with the view that "Guidance and counseling promotes students understanding of biology. While 22 respondent

representing 37% stand on their opinion of disagreeing that" Guidance and counseling promotes students understanding of biology

Question 11: Demonstrative method is applicable by teachers to teach the biology in Secondary school

Table 4.11: Teaching Method

Answer's	No. respondent	Percentage %
Agree	30	50
Disagree	30	50
Total	60	100

From the question asked above, indicate' equally the number of respondents having different opinion that 30 respondents bearing 50% agreed that demonstrative method is applicable by teachers to teach the biology in Secondary school. While in the same vain 30 of them representing 50% disagreed that demonstrative method is applicable by teachers to teach the biology in Secondary school

Question 12: Teachers uses prizes so as to motivate the students

Table 4.12: Students Motivation

Answer's	No. respondent	Percentage %
Agree	32	54
Disagree	28	46
Total	60	100

The above question was asked, to find out whether Teachers are uses prizes so as to motivate the students. And it shows by 32 respondents bearing 54% agree that Teachers are uses prizes so as to motivate the students, while 28 of the respondents stick to the view that" it doe affect students performance.

Question 13: Teachers allow the students to asks question during lesson

Table 4.13:

Answer's	No. respondent	Percentage %
Agree	50	84
Disagree	10	16
Total	60	100

Reacting to the question asked above by 50 of the respondents, when goes with the majority bearing 84% think that teachers allow the students to asks question during lesson, where 10 of the respondents which carries the minority representing 16% do not think that teachers allow the students to asks question during lesson.

Question 14: Private school teachers are more respected than the public school teacher from the side of the students

Table 4.14: Students – Teachers relationship

Answer's	No. respondent	Percentage %
Agree	47	78
Disagree	13	22
Total	60	100

The above question asked show's that 47 respondent representing 78% were agreed that private school teachers are more respected than the public school teacher from the side of the students. While 13 respondents representing 22% disagreed on it.

Question 15: Parent teachers Association has nothing to do with students' academic performance

Table 4.15: Role of P.T.A

Answer's	No. respondent	Percentage %
Agree	38	63
Disagree	22	37
Total	60	100

In line with the above question asked, it has been discovered by 38 respondents representing 63% agreed with the view that parent teachers Association has nothing to do with students' academic performance. While 22 respondent representing 37% stand on their opinion of disagreeing on it.

Question 16: Parent belief does not affect student performance

Table 4.16: Parent belief and student performance

Answer's	No. respondent	Percentage %
Agree	30	50
Disagree	30	50
Total	60	100

From the question asked above, indicate equally the number of respondents having different opinion that the 30 respondents bearing 50% agreed that Parent belief does not affect student performance. While in the same vain 30 of them representing 50% disagreed.

Question 17: Socio economic status of parent affect student performance

Table 4.17: Economic background of parent

Answer's	No. respondent	Percentage %
Agree	32	54
Disagree	28	46
Total	60	100

The above question was asked, to find out that the socio economic status of parent affect student performance. And it shows by 32 respondents bearing 54% agree. While 28 of the respondents bearing 46%, stick to their view with disagreed.

Question 18: Some parents are abundant of their children on academic performance

Table 4.18: Parent concern of children performance

Answer's	No. respondent	Percentage %
Agree	10	84
Disagree	50	16
Total	60	100

Reacting to the question asked above by 10 of the respondents, when goes with the minority bearing 16% think that some parents are abundant of their children on academic performance, where 50 of the respondents which carries the majority representing 84% do not think that Some parents are abundant of their children on academic performance.

Question 19: Parents don't pay school fees of their children at the right

Table 4.19: Payment of school fees

Answers	No. respondent	Percentage %
Agree	37	62
Disagree	23	38
Total	60	100

From the above table its indicate that 37 respondents represent 62% agreed that Parents don't pay school fees of their children at the right . While 23 respondent bearing 38% disagreed on it.

Question 20: Parents do not attends the PTA meeting in line to improve the performance of students

Table 4.20: Attendance to PTA meeting

Answers	No. respondent	Percentage %
Agree	48	80
Disagree	12	20
Total	60	100

The above question was asked to know the parents do not attend the PTA meeting in line to improve the performance of students. Therefore it is clearly seen that 48 respondents bearing 80% agreed that the parents do not attend the PTA meeting in line to improve the performance of students, while 12 respondents bearing 20% disagreed.

4.1 Discussion of Finding

Based on the research topic A Comparative study of Student's Performance in Biology, in some selected Private and Public Secondary Schools, in Gombe., the respondents were revealed that the private schools are more valuable, competent, reliable and respected than the public school only in Biology likewise the knowledgeable teachers are quite different with public teachers and then based on this research majority of the respondents are agreed on all questionnaires except question 5 and 18 were responded by disagreed based on analysis.

CHAPTER FIVE

5.1 SUMMARY

This study was designed to investigate the performance of biology students, in private and public secondary schools in Gombe. Four dimensional factors affecting students' performance were investigated. These include students' factors, teacher's factors, parental factors and environmental factors. Similarly three dimensions of students' factors were also investigated. These include studying habit, lack of interest, and lack of studying materials. Three dimensions of teachers' factors were also investigated. These include teacher qualification, teacher subject mastering and method of teaching. Three dimension of parents factors were investigated they are "parents academic background, parent habit, and parent socio-economic status. Also three dimensions of environmental factors were investigated. These include class-room environment, school environment and school management board. A total number of four (4) Secondary School were used for the study, stratified random sampling procedure was used in sample selection. One research instrument was constructed by the researcher and used for data collection. The questionnaire was the close-ended one and the model was liberty scale model, which has two sections first personal data and second the research question or items.

The following hypothesis were tested in the study

- i. Private secondary school do not significantly perform better than public secondary schools.
- ii. Teaching perception of teachers does not significantly affect student's performance in biology.

- iii. There is no significant difference in parents socio-economic status affecting students academic performance
- iv. There is no significant difference in teaching and learning environment of private and public secondary schools.
- v. There is no significant difference in consideration of examination bodies to private schools than public schools.

The five hypotheses were tested using the percentage statistical analysis at 100% level of significance.

5.2 CONCLUSION

This study portrays the performance of biology students in private and public secondary schools, private schools students were so significantly different from public schools student's interns of their performance in biology it may be as a result of administration and proper finding.

Teaching perceptions of teachers were not significantly affecting the student's academic performance in biology. They find it difficult to give preferential treatment to any of these groups.

There was no significant difference in parent's socio-economic status, affecting student's academic performance, irrespective of whether the students were studying biology in private or public schools. Condition of life is not pertaining to one ethnic group, village, social class, religion or family alone.

Teaching and learning environment of private secondary school was not significantly different from teaching and learning environment of public secondary schools even though the administration was not the same and the funding or the sponsorship were not the same in fact the student were all promoting their schools environment.

In conclusion this study had exposed a highly reliable body of information about the performance of biology student in private and public secondary schools and how they are totally independent of themselves, students, teachers, parents and schools administrators have been exposed to factors that need to be taken into consideration in teaching and learning biology.

5.3 RECOMMENDATION

Students should develop more interest in learning biology, knowing fully well that it is the basic foundation to any future endeavor most especially in the area of biology, since no university will give any student administration into studying any science course or related courses without a credit in biology in his/her o'level result. Teacher should cultivate the culture of using appropriate method in their teaching subjects, so that they can encourage the students under them, to always make use of the right method and take with them the spirit of curiosity so as to inquire into knowing the reasons and importance of pragmatic learning. In fact teachers should be made to know that "they are the pivot point at which learning can take it cost.

Parents should show concern in their children's education, because without love and care learning will not take place proper. This is why so many students as intelligent, as they are cannot secure from the short of parent abandonment and child buttering by parent even polygamous family chaos and divorcement of their mothers, indeed poverty has taken root of parenting and child education hindering education for all in Nigeria today school administrators must do everything possible to stop the employment of half bake teachers, into the teaching profession and to monitor the purchase of teaching materials by students so that they will not go beyond well selected text books as this will drastically reduce the supply of insufficient text books

in schools by those marketers and manufacturers who are after money and not success.

5.4 SUGGESTIONS FOR FUTHER RESEARCH

Based on the findings arising from this study, the following suggestions are made for further research since the findings shows that the private secondary schools are doing better than public secondary schools.

- i. Comparative study of private schools teacher and public school teacher's performance in biology.
- ii. A comparative study of the performance of biology students in private and public secondary schools
- iii. A comparative study of administrative strategies that affect student performance in public and private secondary schools.
- iv. Comparative study of teacher's job satisfaction in private and public secondary schools.
- v. Comparative study of techniques as well as instructional facilities used in private and public secondary schools.

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Dear Respondent,

This questionnaire is nothing but a paper work, which needs your genuine answers as it will be used for research project, by some students of Federal Collage of Education (Tech) Gombe on the Topic "*A Comparative study of Student's Performance in Biology, in some selected Private and Public Secondary Schools, in Gombe.*"

Please make sure the answers provided are to the best of your knowledge, as it will be treated confidentially.

Yours' faithfully,

.....
Wumshi Ishaku
201 7/02/BI/0156
Duyiro Yakubu
201 7/02/BI/0158
Badi'atu Muhammad Sani
201 7/02/BI/0159
Students

QUESTIONNAIRE: ON THE COMPARATIVE STUDY OF STUDENT'S
PERFORMANCE IN BIOLOGY IN SOME SELECTED PRIVATE AND
PUBLIC SCHOOLS IN GOMBE METROPOLIS

SCHOOL: **Thick Appropriate** (✓)

1. Sex: Male () Female ()
2. Class: SS I () SS II ()
3. Category: Private () Public ()

KEYS:

- A = Agree
D = Disagree

QUESTIONS

1. There are more qualified biology teacher in private school than public school
Agree [] Disagree []
2. Private school have more teaching materials than public school
Agree [] Disagree []
3. Difficult subjects in public school are made simple in private school
Agree [] Disagree []
4. The public schools has more students population that the private school
Agree [] Disagree []
5. Private school has more truancy among the students than public schools
Agree [] Disagree []
6. Private school has standard laboratory and practical facilities than public school
Agree [] Disagree []
7. Private school has good management & discipline than public school
Agree [] Disagree []
8. Extra moral classes are usually organize by teachers

- Agree [] Disagree []
9. Students are lacking reading materials in their school library
Agree [] Disagree []
10. Guidance and counseling promotes students understanding of biology
Agree [] Disagree []
11. Demonstrative method is applicable by teachers to teach the biology in Secondary school
Agree [] Disagree []
12. Teachers are uses prizes so as to motivate the students
Agree [] Disagree []
13. Teachers allow the students to asks question during lesson
Agree [] Disagree []
14. Private school teachers are more respected than the public school teacher from the side of the students
Agree [] Disagree []
15. Parent teachers Association has nothing to do with students' academic performance
Agree [] Disagree []
16. Parent belief does not affect student performance
Agree [] Disagree []
17. Socio economic status of parent affect student performance
Agree [] Disagree []
18. Some parent are abundant of their children on academic performance
Agree [] Disagree []
19. Parents don't pay school fees of their children at the right
Agree [] Disagree []
20. Parents do not attends the PTA meeting in line to improve the performance of students
Agree [] Disagree []