

HEC-041

EFFECT OF SCHOOL ENVIRONMENT ON THE
ACADEMIC PERFORMANCE OF PUBLIC AND PRIVATE
PRIMARY SCHOOL PUPILS IN GOMBE,
GOMBE STATE

BY

UMMULKHAIRI SANI

2013/06/HEC/9347

MARCH, 2017

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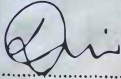
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**SCHOOL OF VOCATIONAL EDUCATION, HOME ECONOMIC DEPARTMENT,
FEDERAL COLLEGE OF EDUCATION (TECH) GOMBE IN PARTIAL
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APPROVAL PAGE

Research work was read and approved by

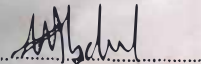


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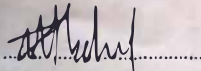


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DEDICATION

I dedicated this research project work to Almighty Allah and to my beloved parents Alb. Sani Idris and Haj. Hauwa'u Sani for their immense contribution towards my educational career and my life in general.

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Am grateful to Almighty Allah for this sustenance and guidance throughout this programme. I wish to express my profound gratitude to my supervisor Mrs. Rukayya Abdulkadir who patiently read the whole manuscripts, contribute directly, made necessary correction and offer useful suggestion. It is difficult to forget your encouragement and valuable contributions.

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ABSTRACT

The purpose of the study was to determine the effect of school environment on the academic performance of public and private school pupils Gombe, Gombe state. A descriptive survey was used for the study. Four research questions guided the study. Proportionate stratified random sampling was used to arrive at the total sample of 80 respondents. Data were collected using structured questionnaire, which was based on four point rating scale. Experts from federal college of education (technical) Gombe, validated the instrument. The data collected were analyzed using frequency counts and simple percentage. The findings revealed among others that there is difference in the academic performance of pupils in pupils in Gombe with pupils in private primary schools performing better than their counter parts. School facilities and teacher quality were also found to be affecting academic performance in Gombe. The recommendations of the study were (i) government should provide public primary schools with required facilities so as to create in them a welcoming environment for teaching/ learning process, (ii) the ministry of education should reduce the bureaucracy in the school administration, allowing public schools to diversify their sources of funding (iii) politicians and other officials of Nigeria should also keep monitoring and evaluating the quality of public education in primary schools and take general decision in favour of all citizens of Nigeria as for as education is concerned and (iv) the value of a teachers quality in terms of experience, qualification, ability to prepare for lessons should be honoured and compensated in order to give teachers the motivation to adequately to their jobs and support

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CHAPTER ONE

1.1 Back Ground of the Study

Learning has been so much associated with the school some people almost think that learning goes only in school. And school is the places where learning activities normally take place which can either be public (Government own) or private (school own by individuals) (Yoloye 2008). This view of learning has been greatly reinforced by such references school as institutions of learning and to universities polytechnics and colleges of education as institutions for higher learning goes on in school. The school is particularly and specifically arranged so as to facilitate effective learning unfortunately, the poor condition the poor conditions of many schools particularly the primary schools today in the nation raises a lot of anxiety (Braoun et al 2006). In spite of government efforts reveals school dominated by dilapidated buildings, lack of enough furniture and equipments. Inadequate infrastructural materials, under staff schools where teachers and salaries and allowances are not promptly paid at these factors affecting students performance in both private and public schools.

1.2 Statement of the Problem

The sharp decline in standard and quality of education has continued to be a topic of national discussion since a couple of years with academic, educationist and other stakeholders proffering several solutions to this issue which has caused a great set back to administrations of education both at the state and national level including Gombe L.G.A and in Gombe L.G.A there is a gap between public and private schools in terms of performance. It is against this background that this study was carried out in order to find answer to the following questions.

- i. There is any differences in performance between public and private schools in Gombe L.G.A.
- ii. What causes the differences in the performance of pupils in private and public primary school in Gombe be L.G.A
- iii. How does environment affect the performance in the two schools. In the study area
- iv. What makes the students f private schools to performance better than the public schools

1.3 The Main Objective s of the Study

Is to examine the effects of school environment on the academic performance of public and private primary schools pupils in Gombe L.G.A Gombe state specially, the study will among others

- i. Teachers related attributes for effective teaching in public and private schools.
- ii. Influence of adequate infrastructural facilities for efficient teaching in public and private schools
- iii. Influence of equality administration towards effective teaching and learning in public and private school
- iv. Influence of social atmosphere existing in both public and private schools in Gombe L.G.A

14. Research Question

The study intends to provide answer to the following questions.

- i. What is the teachers related attributes for effective teaching in public and private schools.

- ii. What influence does adequate infrastructural facilities, has for efficient teaching in public and private school and the performance of the Gombe L.G.A
- iii. What are the impacts of quality administration on effective teaching and learning in public and private school on academic performance of students in Gombe L.G.A
- iv. What are the influence of quality administration has towards effective teaching and learning in public and private school on academic performance of students in Gombe L.G.A
- v. What are the influence of quality administration has towards effective teaching are learning has on the performance of private and public schools in Gombe L.G.A

15. Significance of the Study

The finding of 5his study until we use full to educational planners in ministry of education primary education board. Gombe state universal education board. Education secretary, and their head masters proprietors of public schools in Gombe L.G.A students, researchers as well as parents of pupils in the study area

1.6. Scope of the Study

The scope of this research is to compare the influence of school environment on the performance of primary students of public and private schools Gombe L.G.A and the research work is limited to some selected public and private school, in Gombe be metroplis which are four(4) private school. Birma Primary Schools, Gurama Primary School, Gombe Academic Primary School, Gombe Higher Primary School and four (4) public. Kamara Primary School Maazu Primary School, Marafa Primary School, Gandu Primary school. This is four public and four private

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review focused on school environmental factors that influence students Academic performance that chapter focused on school environmental factors under the following subheadings:

2.1 Theoretical Frame Work

2.2 Appraised of Primary education in Nigeria

2.3 School Size and Class Size

2.4 School Quality and socio-Economics and Cultural level of Parents/ Guardians

2.5 Learners Characteristic

2.6 Characteristic of public and Private Primary School in Nigeria

2.7 Causes of Differences in Performance between and public and private school

2.8 Factors Account for the Difference in Performance

2.1 Theoretical Frame Works

Theorists such as John Watson, B.F.S skinner and Albert Bandura contributed greatly to the environmentalist perspective of development environmentalist believe the child's environment shapes learning and behaviour, in fact, human behaviour development and learning through of as reactions to the environment. This perspective leads many families, schools and educators to assume that young children develop and acquire new knowledge by reaction develop and acquire new knowledge by reaction to the environmentalists, is the age

or stage when young children can respond appropriately to the environment of the school and the class room (e.g; rules and regulations, curriculum activities, positive behaviour in group setting and directions in the school the ability to respond appropriately to this environment is necessary for young children to participate in teacher initiated learning activities.

2.2 Appraisal of Primary In Nigeria

Primary education is very important in the Nigerian education system. It is the oldest system. Its history, in the geographical entirety that is now as Nigeria, dates back to 164 years ago, precisely 1843. It is 16 years, about 9 decades and at least a century older than primary education, that higher college Yaba, the first known institution of higher learning whose all departments were sited at one location and pre-primary education, respectively. Also no other level comes close to primary schools total 16,761,591 students attended thses total 14,796, 074 of them were in government or public institutions and the rest, 1,965,517, were in private school Gidado, (1997). By 2003, the number of primary schools had increased to 74,982, the universal Basic Education commission (2004).

2.3 School Size And Class Size

About class size a comparative study of public schools among U.S states found that in Tennessee smaller class sizes contribute positively to student learning. Particularly in fields like elementary reading (darling Hanmond, 2000). In another assessment, an grist & lavy 1999 use regression achievement, coombs, (1970), listed four important factors including the cute scarcity of institutional systems from responding more fully to new demands he claimed that, in order to do their part in meeting the crisis in education, educational system will need real resources that money can buy, they will need a fuller share of the nation manpower not merely to carry on the present work of education, but no raise its quality efficiency and productively they will need buildings equipment and more learning material

Momoh, (1980) carried out a research on the effects of institutional resources on students performances in WASC examination in Kwara state. He correlated material resources on students performances in WASC examination in Kwara state. He correlated material resources south academic achievements of students in ten subjects information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in WASC examinations for the post five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on students achievement in each of the subjects for the cases primary schools of Kwanda in general, it is very clear that public primary school do not have enough means in terms of money to buy the required in structural materials as they have almost only one funding sources which is the government and for private sub sidized primary schools they can get class size increases fourth and fifth-gradest scores in Israeli public schools for the case of Nigerian schools, public primary schools are very crowdeded at an extent of 70 students are beyond per class white in sprite primary schools. performance in private primary schools, of Nigeria in that teacher can individualize his/her teaching very easily if the class is not to big. Similarly, case S Deaton (1999) separate their sample of south African data into races, notably Blacks and whites. and look at the impact of pupils teacher ration on education attainment, environment, and numerical and literacy test score specially for the test score results among Blacks, they find that when school facilities and education attainment are included as controls, a higher pupils teacher ration has a negative effects on mathematics score out a positive and insignificant effect on literacy. If higher pupil teachers ration has a negative effect on math score it is because math asks a great concentration and in most cases, an individualization of teaching. Being so, all teaching subjects that need a great concentration like social science, social studies computer e.t.c are likely to be negatively influenced by a higher pupils teacher ration.

2.4 School Quality And Socio Economic

AND CULTURAL LEVEL OF PARENTS/QUARDIANS

In enumerating the factors that could be responsible for varying intra-and inter- social academic another additional finding sources the finder (e.g religious cengregation) of the school, but in several cases this finding is not always operational. These schools are restricted from making money by the law local leaders at al levels and by the parents. Feeling that primary education is give freely in the light of upe. While private primary schools have no restrictions they can order the increase of the cost of education whatever they opening a boutique, farming, e.t.c they can ask parents to buy any material needed. At any cost and time if it deems necessary

The overall frames work of schooling and schooling out comes can be posited as having supporting inputs which flow into schools where schooling conditions are set to produce what we want to recognize as school out comes he needed. (1994), Heneueld S Craig. (1995) contextual factors in generating school out comes are the political will to embark on and support a schooling system, the economic muscle to support and sustain the system, the cultural milieu and how the school system aligns.

2.5 Learneris Characteristic

About the characteristics as factors to academic performance, very important are the children them salve with regard to how reading they are to blend into the mix we call schooling. It is clear that the factors connected in an intricate way since3 we are dealing with social issues where how one factor influences an outcome cannot be entirely independed of the many other factors in the process

However, when basic and fundamental elements of schooling are considered it is possible to change the outcomes considerably because there is little influence from external factors. When rudimentary schooling systems are considered most external influences become minimized and changes in the basic elements of schooling can lead to measurable changes in the outcomes

2.6 Characteristic of Public and Private Primary School in Nigeria

There are different types of private schools in terms of the quality of the teaching learning process so also there are different types of public schools. There is no doubt that the private school proprietors pay attention to their teachers in a way that is put into the students that do not exist in the public schools, (Salawu & Adedapo, 2001) they also spend a substantial amount of money to provide instructional materials for the teaching and learning process they take their students out on field trips, excursions and so on, which are absent in most public schools

2.7 Causes of Differences in Performance Between Public and Private School

The difference in performance between private and public primary schools of Nigeria has been a reason for privileged parents to opt to enrol their children into private primary schools to as asserted by the Centre for Research on Evaluation, Standards & Student Testing (2009), the right school is only the beginning of a life time of educational enjoyment. Finding a good school for one's children is only an initial step. The education of the child is above all a cooperative effort that involves the school, teachers, parents and the community since almost all primary schools of Nigeria follow the same curriculum set by the Ministry of Education then could the reason why people think the private schools are better be because the teachers and/or the quality of teaching are better than those in the public schools (who it is believed, are more well paid and more qualified with schools which have better facilities)? If this is true, then it would be necessary to know why then public teachers are not doing well. If this

his not true when why public teachers and the ministry of educations officers and staffs (who are looking after the quality of public schools) send their own children to private schools (which just show their own lacks of faith in the quality of their own teaching stem) Afolabi (2005) examined influence of a specified primary school education experience on the academic performance of primary students and that students with private school back ground performed better than their counter pa ts with public school back ground in English and mathematics. While this study was comparing performance in private and public school it was not in Nigeria's context a gap this study thought to bridge.

In addition, in Nigeria, as in any third world country, private primary schools are attended by privileged children from rich or privileged homes for example, in Nigeria, by simple observation it is true that then is almost no private primary school in rural areas while in urban areas the number of private primary schools tend to surpass the number of public ones. In rural areas those schools cannot find customers simply because ru al families are generally poor according to winkler and vandeg. (2006), students from poor families are also condemned to attend poor schools where modern infrastructures such as electricity and other related development indicators are still in existed, students will have many occasions to be absent from school looking for subsistence means, and there may be so many problems relating to health and malnutrition, problems that tend to dramatically limit opportunities by lowering and impeding concentration opportunities by lowering and impeding concentration and cognitive development

2.8 Factors Account For The Difference in Performance

Number of factors account for the varied academic performance of students in primary schools, the nature of the schools seem to play a key role. hence the need for this study to

determine the effect of school environment on the academic performance of primary school students in Gombe , Gombe state.

CHAPTER THREE

3.0 Methodology

This chapter describes the methodology and procedure in carrying out the research work. methodology is from the world methods which means, the step involve in carrying out the research work and this include are of the research design, population of the study, sample and sampling techniques method of data collection method of data analysis

3.1 Research Design

Was used for this study slavery which is used in a situation on which the researchers uses questionnaire to determined the opinion of people about the issues because design was used to find out people responses based on the problems of environment and how it affects students performance

3.2 Population of the Study

The study will involves 80 teachers in both private and public primary schools a within Gombe LGA

3.3 Sample and Sampling Techniques

Random sampling techniques was adopted by the researchers and 40 teacher went randomly selected from Kamara Primary school, 10 from Ma-azu primary school 10 Gurama primary school, 10 Gombe Academic primary school, 10 Gombe high primary school, 10 Birma primary school four public primary school four private primary school

3.4 Method of Data Collection

The researcher used both primary and secondary source for obtaining information on the topic understudy. Primary sources of data entails information obtained from question give

while secondary information are these information obtained through text book journals, magazine, and news papers

3.5 Method of Data Analysis

The data collected will be analyzed in a tabular form using simple percentage

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter described analysis and interpretation of the data collected from respondents in the study area based on the subject matter. The used in analysis of the data was the computation of distribution and percentage

Table:1 teachers are committed to attending classrooms for lesson in private school

Option	Respond	Percentage
Yes	60	75
No	20	25
Total	80	100

Table 4:1 Shows that 60 respondent representing 75% say yes teachers are committed in private while 20 respondents representing 25% say No the table shows majority of teachers are that teachers are committed in lesson in private school modern public school

Table:2 Teachers do use appropriate teaching aids in their lesson in private school

Option	Respond	Percentage
Yes	50	62.5%
No	30	37.5%
Total	80	100

Table:2 shows that 50 r4espondent representing 62.5% say yes teacher do use appropriate teaching aids in their lesson in private school while 30 respondent representing 37% say no because there is adequate supervision in private school modern public school

Table:3

Teachers mark pupils assignment and home work promptly public school

Option	Respond	Percentage
Yes	40	37.5%
No	50	62.5%
Total	80	100

Table:3 shows that 30 respondent representing 37.5% say yes teachers mark pupils assignment and homework promptly while 50 respondent representing 62.5% they say no teachers do not mark assignment and home work in public school

Table: 4 many of the teachers do give home work to their pupils in private school

Option	Respond	Percentage
Yes	60	75%
No	20	25%
Total	80	100

Table: 5 shows that 60% respondent representing 75% say yes many of the teachers do give home work to their pupils in private school

Option	Respond	Percentage
Yes	60	75%
No	20	25%
Total	80	100

Table :4 shows that 60 respondent representing 75% say yes many of the teachers do give home work to their pupils in private school while 20 respondent representing 25 they say no most of the private school many of the teacher do give assignment and home work for the modern public school

Table: 6 the school is specious enough for easy movement of pupils in public school

Option	Respond	Percentage
Yes	70	87.5%
No	10	12.5%
Total	80	100%

Total: 5 should 70 respondent representing 87.5% say yes the school is specious enough for easy movement while 10 respondent representing 12.5% say no they majority of the teachers agree that the school is specious enough for easy movement of pupils

Table: 6 there is adequate provision of teaching aid e.g charts Abacus, text books and so on in private school

Option	Respond	Percentage
Yes	60	75%
No	20	25%
Total	80	100%

Table: 6 shows 60 respondent representing 87.5% they say yes there is adequate provision of teaching aids e.g charts, Abacus, text books and so on while 10 respondent representing 25% say no most of the teacher in private school there is adequate provision of teaching aids e.g chart Abacus, text book showing in a class

Table: 8 Toilet are adequately constructed and located in private school

Option	Respond	Percentage
Yes	70	87.5%
No	10	12.5%
Total	80	100%

Table: 7 shows that 70 respondent representing 87.5 say yes Toilets are adequately constructed and located while 10 respondent representing 12.5% say no majority of teachers agree that there is toilet are adequately constructed and located modern public school

Table: 8 proper maintenance of school facilities (both instructional and infrastructural) is always taken in private

Option	Respond	Percentage
Yes	60	75%
No	20	25%
Total	80	100%

Def 60 respondent representing 75% say yes proper maintenance of school facilities (both instructional and infrastructural) is always available in private schools. while 20 respondent representing 25% say no. majority of the teacher agree that proper maintenance of school facilities (both instructional and infrastructural) is always available in private schools.

Table: 9 preparation for time table and duty roster is always give priority in private school

Option	Respond	Percentage
Yes	70	87.5%
No	10	12.5%
Total	80	100%

Table 4:9 70 respondent representing 87.5% they say yes preparation for time and duty roster is always give priority while 10 respondent representing 12.5% say no most of the teachers agree that preparation for time table and duty roster is always give priority in private to modern public school

Table 4: 10 the administration is particularly serious on lesson planned scheme of work preparation and use in private school s

Option	Respond	Percentage
Yes	70	87.5%
No	10	12.5%
Total	80	100%

Table:10 70 respondent representing 87.5% say yes the administration is particularly serious on lesson planned scheme of work preparation and use

Table: 11 pupils attendance register is accorded to serious attention public school

Option	Respond	Percentage
Yes	70	87.5%
No	10	12.5%
Total	80	100%

Table: 11 shows that 70 respondent representing 87.5% say yes pupils attendance register is accorded to serious attention in public school. While 10 respondent representing 12.5% say no. The table shows the teachers agree that pupils attendance register is accorded to serious attention

Table: there is cordial relationship between teachers and pupils in the schools in private school

Option	Respond	Percentage
Yes	50	62.5%
No	30	37.5
Total	80	100%

Table: 12 50 respondent representing 62.5% say yes there is cordial relationship between teachers and pupils in the schools while 30 respondent representing 37.5% they say no majority of teachers and pupils

Table 4: 13 the school organizes excursion for pupils yearly in private school

Option	Respond	Percentage
Yes	60	75%
No	20	25%
Total	80	100%

Table 4:13 60 respondent representing 75% they say yes the school organizes excursion for pupils yearly while 20 respondent representing 25% the majority of the teachers agree that the school organizes excursion for pupils yearly modern public school

Table: 14, the school organizes speech and prizegiving day yearly in private school

Option	Respond	Percentage
Yes	70	87.5%
No	10	12.2%
Total	80	100%

Table 4:14 70 respondent representing 87.5% say yes the school organizes speech and prize give day yearly while 10 respondent representing 12.7% no most of the private school organizes speech and prizes giving modern public school

Table 4:15 the school has a functional guidance and counselling unit in private school

Option	Respond	Percentage
Yes	70	87.5%
No	10	12.2%
Total	80	100%

Table 4:15 70 respondent representing 87.5% they say yes the school has a functional guidance and counselling unit while 10 respondent representing 12.5 they say no majority of teachers agree that the school has a functional guidance and counselling unit modern public school

Table:1 your school can be described as

Option	Respond	Percentage
Yes	40	50%
No	40	50%
Total	80	100%

Table: 1 40 respondent representing 50% are from private while 40 respondent representing 50% an from public school

Table:2 what is your highest academic qualification

Option	Respond	Percentage
Grade ii	5	6.25%
SSCE	10	12.5%
HND	10	12.5%
B.ed & above	5	6.25%
Total	80	100

Table:2 show that 5 representing 6.25% have Grade ii, 10 respondent representing 12.5% have SSCE, 10 respondent representing 12.5% have HND, 5 respondent representing 6.25% have B.ed & above the majority of teachers have NCE highest qualification

Table:3 indicate your teaching experience

Option	Respond	Percentage
0-3 years	6	7.5%
4-6 years	40	50%
7-10 years	20	25%
11-14 years	10	12.5%
15 year & above	4	5%
Total	80	100

Table:3 shows that 60 respondent representing 7.5% have 0-3years teaching experience, 40 respondent representing 50% have 4-6years teaching experience, 20 respondent representing 25% have 7-10 years teaching experience 10 respondent representing 12.5% have 11-14 years teaching experience 4 respondent representing 5% teaching experience. The table above indicates the majority of the teachers in both private school and public school have teaching experience.

Here is your summary of the major findings
Please indicate.

Dr
24th 5-2015

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to investigate the effect of school environment on the Academic performance of public and Private primary school pupils in Gombe L.G.A Gombe state. Specifically the study seeks to compare. Teachers related attributes for effective teaching, adequacy of classrooms and laboratories for efficient teaching quality of administration towards effective teaching, the social atmosphere existing in public and private schools.

The study used descriptive survey and the sample size was 40 teachers of public primary schools and 40 teachers of private primary schools giving a total of 80 respondents in the 4 sample public and private primary schools. Proportionate stratified sampling techniques was used to get the samples.

The findings were anchored on the research questions that were formulated from the research purpose of the study public primary schools in Gombe were found to have poor teachers related attributes for effective teaching while the private primary schools have a good one. Generally, adequacy of infrastructural facilities in the public primary schools was considered good. While those in private primary schools were inadequate. There was poor quality of administration towards teaching in public primary schools while the opposite is upheld in the private primary schools. Lastly, the public primary schools do not give priority to encouraging conducive atmosphere in the schools while the private primary schools on the encouragement side.

5.2 Conclusion

On the basis of the discussion of the findings on each of the objective the following conclusions were made:

The pupils of private primary school of Gombe will perform better than their counterparts of public primary schools. This doesn't come randomly, as they are well prepared from the early first classes. Through having the teachers of almost the same qualification, and pupils of almost the same background, private primary school motivate their teachers and their pupils more than public primary schools do through various ways: good pay to teachers, small class, good working environment, conducive environment for learning (availability and adequacy of school resources), regular evaluations, good collaboration between school and parents/guardians, guidance and counselling services made operational, excursion e.t.c

The study also conclude that teacher quality has a bearing on pupils academic performance and that pupils studying in private schools when teachers have quality exhibited in terms of their academic proficiency and experience tend to perform better than pupils in public schools where teachers are mainly A level certificate holders.

5.3 Recommendation

On the basis of the above finding and conclusion, the following recommendations were made:

1. The government of Nigeria should do its best to provide public primary in them a welcoming environment for teaching/learning process by treating teachers humanly (giving them reasonable salaries, treating them as other civil servants so that they ease to take the teaching career as a transition while they are searching for good jobs).

2. The ministry of education should reduce the bureaucracy in the school administration, allowing public school to diversify their sources of funding providing public primary schools with staff in charge of guidance and counselling and increasing the number of teachers and classrooms to reduce the pupils teachers ration, as this would also contribute to close the segregation in education based on the choice of quality school where to enrol their children in public schools because private schools are expensive
3. Politicians and other officials of Nigeria should also keep monitoring and evaluation the quality of public education in primary schools and take general decision infvor of all citizens of Nigeria instead of taking individual decision of enrolling their own children into private primary schools (as they have financial means) because they realize the low quality of public primary schools.
4. Teachers and head teachers of public primary schools should use the resources available in their respective schools efficiently to increase the performance of their pupils in general and in personal learning environment mental in particular
5. Parents and guardians should collaborate regularly with the public primary schools for better education of their children by helping children contact their home works, giving them enough time at home to revise their notes, hiring private monitors for them where it is possible, visiting them regularly at school to know how they progress in learning and their discipline at school

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