

SCHOOL TYPE AND SCHOOL LOCATION AS PREDICTORS OF STUDENTS' LEARNING OUTCOMES IN SOUTHWESTERN NIGERIA SECONDARY SCHOOLS

MARGARET FUNKE FAREMI

Affiliated institution: Osun state University, Osogbo
margaret.faremi@uniosun.edu.ng

YUSUF MUSIBAU ADEOYE

Affiliated institution: Obafemi Awolowo University
myusuf@oauife.edu.ng

FLORENCE OLUWASEYE ADELEKE

Affiliated institution: Osun state University, Osogbo
florence.adeleke@uniosun.edu.ng

Abstract: *This study investigated the effect of school types and locations on students' learning outcomes in southwest Nigerian secondary schools. The study was a descriptive research of the survey type. The sample for this study was 1650 respondents comprising of 150 Principals and 1500 students from 150 secondary schools selected for the study. Two sets of instruments were used to collect relevant data from the subjects. The first instrument was tagged "Questionnaire on School Plants (QSP) while the second instrument was tagged Affective and Psychomotor Domain Questionnaire (APDQ). The reliability coefficient for each section was as follows: section C (0.85), section D (0.82), section E (0.72), section F (0.85), section G (0.74) and section H (0.87) for School plants instrument. The Affective and Psychomotor Domain instrument had a reliability coefficient of 0.77. Data collected were analyzed using percentage score, multiple regression, step-wise regression, F-ratio Pearson Product Moment Correlation and t-test statistics. All the hypotheses generated were tested at 0.05 level of significance.*

The study revealed that there was no significant difference between rural and urban areas and students' learning outcomes (with t -cal 0.2, $P > 0.05$). There was significant difference in students learning outcomes between private and public schools (with t -cal 2.11, $P < 0.05$).

Governments should continue to lay more emphasis on some private and public- school partnership in order to improve the students' learning outcomes.

Key words: *students' learning outcomes; private and public schools;*

rural and urban areas.

Introduction

Learning can be used to refer to either a process or product. As a product, learning produces progressive series of changes in behaviour and experience. Learning is a permanent change in behaviour, which results from activities trainings and observations. It is a relatively permanent change in behaviour as a result of continuous reinforced practice. As a process, learning has been defined as process by which we acquire and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behaviour pattern or physical growth (Farrant 1991).

Onwuka (1981) maintained that, learning is a permanent acquisition and habitual utilization of newly acquired knowledge and experience. Gagne (1970) opined that learning is a change in human disposition and capability which can be retained and which is not simply ascribable to the process of growth. However learning is any relatively permanent change in behaviour or knowledge resulting from experience and practice. Oyinloye (2003) opined that learning is a change in human behaviour or disposition arising from experience which persists over a period of time and which is not simply ascribable to processes of growth. Learning was described by, Mbakwem (2001) as a sum of the changes, which occur in an individual stemming from his responses to representative stimuli, past or present based on interaction. Learning may therefore, leads to attitude formation, perception, preferences and interests.

The statement of learning outcomes at any educational system clarifies for all stakeholders the knowledge, skills and abilities a student must possess to successfully complete an educational level and earn a certificate from the educational system. Learning outcomes is the comprehensive and systematic process of assessing students' levels of learning. It went further to say that learning outcomes identify the specific knowledge, information, competencies students had achieved during the process of teaching and learning. McGraw, Piper, Banks and Evans (1992) opined that learning outcomes is the development of a positive relationship with learning, positive self-concept and a sense of self-discipline, self-worth and the development of life skills to become a productive and confident adult. Moore, (2007), opined that students learning outcomes as a convenient measures of schools' performance.

The performance of students in pubic examinations such as West African Examination Council (WAEC), General Certificate of Education (GCE), National Examination Council (NECO) and Joint Admission Matriculation Board (JAMB) has been a major concern to many researchers, parents and even the government. In a study carried

out on the performance of students in public examinations, Iluyemi (1986) remarked that education has not escaped from the socio-economic problems currently plaguing the Nigerian society and that the poor academic performance by students is an unfortunate outcome of the unhealthy social milieu.

Yusuf (2002) reported that the school variables contribute significantly to students' academic performance. Supporting Iluyemi (1986), Omotosho (1992), in reference to the fall in students' academic performance in public examinations, is tracing the causes to poor financial position of the educational sector, which has made the funding of the system inadequate. This situation has placed a greater burden on the Parents Teacher Association, which now paddle the canoe of most capital projects that is going on in the secondary school system. Adeyemi (1994) observed that with the introduction of structural adjustment programmes, cost of textbooks and stationeries has risen. Many parents found it difficult to purchase textbooks for their children. This should equally affect the performance of students negatively. Moreover, Adeyemi (2000), Adeyegbe (2002), Oderinde (2003), Onipede (2003) and Adeyemi (2003) in their different studies found out that there was a low success rate, among secondary schools students in SSC examinations and gave reason why many candidates find it difficult to pass their examination which include: the teaching of candidates by professionally unqualified teachers as well as uncondusive teaching and learning environment.

In a study conducted by EPA (2000), and Kennedy (2001) it was reported that the planning of school plants affects the performance of students. Oyinloye (2003) in his own study confirmed the earlier views of Obemeata (1995), Iluyemi (1986) and Omotoso (1992) and asserted that the causes of poor academic performance was due to young age of students, the parents, the government, the school and the students themselves while Yusuf (2003) is of the opinion that the low performance of student could be attributed to low parental educational background, lack of facilities in schools, poor supervision of teachers; poor finance and laziness of students.

Lamenting on the low pace of educational development in the country, Omolayole (2002) asserted that poor funding of the sector, bad remuneration for teachers, over congestion of classrooms and poor planning of school plants contribute greatly to the poor academic performance of students in public examinations among secondary school students

Research findings on the school type and students' learning outcomes are conflicting. Carpenter and Hayden (1985) stressed that; the question of whether the type of school attended affects the learning outcomes of young people is one of continuing debate both overseas and developing

countries. Keeves (1978), for example has demonstrated that type of school, government, Catholic and other independent did not make a contribution to the learning outcomes of a sample of Australian adolescents, independently of the influence of their home backgrounds. William *et al* (1980) in another study of Australian seventeen years old has revealed that other things being equal:

Students attending Catholic or other independent schools had higher levels of achievement in both literacy and numeracy tests than students from government schools.

Supporting this, Henry (2000) in his study found out that school type significantly influence learning outcomes of students. He went further to say that the learning outcomes of the students in private schools is better compared with their counterparts in government colleges. Yusuf (2001) found out in his study that school type had no significant influence on students' learning outcomes.

Carpenter and Western (1985) in their study reveal that:

- i. School type affects boy's success, Catholic and Government school students, but especially the former, are much likely to do well than their independent peers;
- ii. Catholic and Government school boys are more likely than their private school peers to display a high level of academic achievement at the completion of high schools;
- iii. Among girls, independent school students were found to have better school result than girls who attended other types of schools;
- iv. Types of school and interests in studies both help determine girls' final high school results. Compared with girls attending independent schools girls at Catholic high school suffer a disadvantage of some 60+ points in their rescaled aggregate achievement score;
- v. There are definite advantages for senior girls in term of learning outcomes if they have attended independent schools, been keen about their school work and have come from home where the father holds a high prestige job and is well educated.

However, Keeves (1978) and Yusuf (2001) in there are different studies acceded that school type did not make a contribution to academic achievement while William *et al* (1980), Carpenter and Western (1985) and Ajayi (1999) found out that school type makes a difference in students' learning outcomes. In view of the conflicting findings of these studies, this study will find out whether students' learning outcomes can be influenced by school type (private and public).

The difference between the educational achievement of urban and rural students is so important that in 1974, UNESCO declared that with all due regard to the principle that schools should be adapted to their

environment, the education provided in rural areas should be equivalent to, if not identified with, that provided throughout the rest of the country. The implication of this is that there need not be any significant difference between the achievement of pupils located in urban areas and of students located in rural areas.

Writing on the influence of school location on learning outcomes of students, Obe (1984) observed a significant difference in rural-urban performance of 480 primary six-school finalists on the aptitude sub-test of the National Common Entrance Examinations (NCEE) into secondary schools. He concluded that children from urban schools were superior to their rural counterparts. Obemeta (1976) and Owoeye (2000) hold similar view with Obe that there was a significant difference between learning outcomes of students in rural and urban areas in public examinations. Kemjika (1989) in his studies on urban and rural differences in creative talents among primary schools in Lagos State observed that their results generally showed that location of the community in which the school is sited has effect on the performance of students. Giving credence to the above views, Ajayi (1988) found significant difference in learning outcomes of students in urban and rural areas. He concluded that achievement must have been borne out of many facilities which the urban areas were used to which were not available in the rural set-up. Omisade (1985) also observed a significant positive relationship between size and location of school and performance in examinations in Oyo State. He concluded that large schools in urban areas tend to perform better in examinations than small school in rural areas.

Ajayi and Ogunyemi (1990) in their study on the relationship between instruction resources and students' learning outcomes in selected secondary schools in Ogun State found out that there was no significant difference between learning outcomes of students in urban and rural schools. Also, in his study Ajayi (1999) found out that there was no significant difference between students' academic achievement of rural and urban secondary schools. Yusuf (2001) revealed that school location did not significantly influence students' learning outcomes.

In view of the contradictory findings, the literature on the influence school type and school location on students' learning outcomes in South-West Nigerian secondary schools.

Statement of the Problem

The poor students' learning outcomes could be attributed to several factors such as poor finance, poor motivation of teachers, lack of parental involvement in decision-making process in the school system, poor leadership style, high student-teacher ratio and poor school plants. Most observers of this situation such as parents, government and philanthropists and the society at large perhaps believe that the poor

students' learning outcomes might not be unconnected with the state of school plants in secondary schools in southwest Nigeria. In view of the contradictory findings, the research focuses on the influence school type and school location on students' learning outcomes in South-West Nigerian secondary schools.

Research Hypotheses

On the basis of the problems raised in this study, the following null hypotheses were raised:

Ho1. There is no significant difference in students' learning outcomes between rural and urban areas.

Ho2. There is no significant difference in school plants between private and public schools

Methodology

The research design for this study is a descriptive research of the survey type. Descriptive research is a systematic investigation into the existing variables in an attempt to solve a given problem. It also involves collection of data for the purpose of describing existing situation. The research is descriptive, as the study describes the existing situations regarding school plants and students' learning outcomes in South West Nigerian secondary schools without the manipulation of variables.

A survey research studies large population to discover the relative incidents, distribution and interrelationship of existing variables. This research conforms to the characteristics of the survey research described above. Therefore, the survey research provides appropriate conceptual and methodology design for investigating the problems of this study.

Population

The population of this study consists of principals and students of all the secondary schools in the South West Nigeria. South West Nigeria consists of six states namely, Ekiti, Lagos, Ogun, Ondo, Osun and Oyo states. As at the time of the study, there were 247 secondary schools in Ekiti State. Ondo State had a total number of 361 secondary schools, Oyo had 589 secondary schools, Osun had 492 secondary schools, Ogun had 392 secondary schools while Lagos had 6,163 secondary schools. The schools are located in rural and urban areas.

Sample and Sampling Techniques

The sample for this study was 1650 respondents, comprising of 150 principals and 1500 students selected from 150 secondary schools.

Multistage sampling techniques were used to determine the state, the school, (the principals) and the student to be used for the study. The first stage was a simple random selection of 3 states out of 6 states in South West Nigeria. The states randomly selected are: Ekiti, Ondo and Osun states. The second stage involved the use of stratified random sampling technique to select schools based on rural/ urban and private/public stratum. A proportional stratified sampling technique was used to

determine the number of schools selected from each state based on and private/public stratum. A simple random sampling technique was used in each school to select 10 students who are to responding to the second instruments used in the study. Senior secondary school students class one were purposively sampled for the study to enable the researcher make use of their Junior WAEC results for the academic performance aspect of the instrument.

Research Instrument

Data for this study were gathered through the use of two sets of instruments. The first instrument was a Questionnaire on School plants (QSP) and had eight sections A-H. Section A was for background information of the school such as name of school, type of school and local government area. Section B consisted of items to indicate the academic performance (cognitive) of students and their enrolment in the school system. Section C consisted of items on school site, section D consisted of items designed to measure the instructional space while section E elicited information on administrative space. Section F was designed to elicit information on space of conveniences section G had items on circulation space and section H elicited information on water and lighting facilities in the school system.

Moreover, the second instrument was Affective and Psychomotor Domain Questionnaire (APDQ). The instrument was of two sections A and B. Section A elicits information on the name of the school, school type, school location and local government area. Section B was designed to elicit information on affective and psychomotor achievement (learning) of the students.

Validity of the Instrument

The instruments for the study (QSP and APDQ) were subjected to screening by the researcher supervisor and other specialists in the area of Test and Measurement, Educational Planning and Economics of Education both within and outside the University. For face validity, the experts determine at face level the appropriateness of the instruments in measuring what its purports to measure to ensure that the instruments contains the appropriate items that can actually elicit the intended responses on school plants and students' learning outcomes in cognitive, affective and psychomotor domains. However, the experts reviewed the items in terms of the clarity to ensure that all words that could confuse respondents or research assistants were removed.

Expert judgments were also used to determine the content validity. Moreover, the experts took time to check the extent to which the items of the instruments were representative of the content and behaviour and suitability specified by the theoretical concept being measured. Furthermore, the general questions, hypotheses and the instruments were made available to the experts who confirmed that the instruments were

valid.

Reliability of the Instrument

Reliability of the instrument is a measure of its consistency in measuring what it is expected to measure. The reliability of the instruments was established through a test-retest method. This involved the administration of instruments in Oyo state secondary schools. Ten schools and one hundred students were used and were not included in the sample. The instruments were administered on them twice within an interval of two weeks. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation coefficient to determine the reliability coefficients. This was done for sections C to H of School plants Questionnaire and Affective and Psychomotor Domain Questionnaire. The reliability coefficient for each section was as follows: section C (0.85), section D (0.82), section E (0.72), section F (0.85), section G (0.74) and section H (0.87) for School plants instrument. The Affective and Psychomotor Domain instrument had a reliability coefficient of 0.77. These were considered high enough for reliability.

Administration of the Instrument

The data for the study were collected by the researcher with the help of research assistants. The researcher trained the research assistants used in the administration of the instruments. During the personal contact with respondents, the researcher explained the various terminologies of school plants and the concept of students’ learning outcomes to the students for them to be able to respond appropriately to the instruments. All the instruments were properly filled and returned.

Data Analysis

Data collected for the study were analyzed using inferential statistics of multiple regression, step-wise regression, F-Ratio, Pearson Moment Correlation and t-test statistics. All the hypotheses were tested at 0.05 level of significance.

RESULTS

Hypothesis 1: There is no significant difference in students’ learning outcomes between rural and urban areas.

This hypothesis was tested using the responses to items 2ii of section A and items 1-28 of section B of APDQ and items 5 of section B of QSP. The result was presented in table 11.

Table 11: t-test Analysis of Difference in Students’ Learning Outcomes between Rural and Urban areas

School Location	N	Mean	Sd	Df	t-cal	t-crit

Rural	41	82.44	6.12	148	0.2	1.96
Urban	109	82.68	6.52			

$P > 0.05$

Table 11 shows the difference in students' learning outcomes between rural and urban areas. The result obtained from the analysis shows that the value of t-calculated value of 0.2 is less than the t-table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis is not rejected. This means there is no significant difference in students' learning outcomes in rural and urban areas.

Hypothesis 2: There is no significant difference in students' learning outcomes between private and public schools.

This hypothesis was tested using the responses to item 2 of section A and items 1-28 of section B for APDQ and item 5 of section B of QSP. The result was presented in table 13.

Table 13: t-test Analysis of difference in Students' Learning Outcomes between Private and Public Schools

School Type	N	Mean	Sd	Df	t-cal	t-crit
Public	119	82.06	6.60	148	2.11	1.96
Private	31	84.75	5.22			

$P < 0.05$

Table 13 reveals the difference in students' learning outcomes in private and public secondary schools. The result obtained from the analysis reveals the value of t-calculated (2.11) is greater than the t-table (1.96) at 0.05 level of significance. However, the null hypothesis is rejected. This means there is a significant difference in students' learning outcomes between private and public secondary schools. The mean score for both private and public schools on students' learning outcomes showed that the mean score of private schools 84.75 is greater than the mean score of public schools 82.06. This showed that there is significant difference in students' learning outcomes between private and public secondary schools.

Discussion

It was found out in the study that there was no significant difference in students' learning outcomes between rural and urban schools. The study implies that whether a student attends schools in rural or urban areas, does not make a difference in their learning outcomes. It could be expected that learning outcomes would be better in urban areas when

compared with rural areas on the basis of students' learning outcomes, but the study has proved otherwise. However, the reason for no difference between rural and urban areas in terms of learning outcomes might not be unconnected with the fact that the teachers are more alive to their responsibilities in teaching and give moral instructions to the students. The finding of this study contradicts that of Obe (1984), Obemeata (1976), Kemjika (1989) and Ajayi (1988). The study supports that of Ajayi and Ogunyemi (1990).

The study further revealed that there was significant difference in students' learning outcomes between private and public schools. The mean score of private schools is greater than that of public secondary schools. This showed that private secondary schools had better students' learning outcomes than public secondary schools. The reason for this might not be unconnected with thorough supervision of teachers and students in private schools by their school proprietors and low students teacher ratio. The finding of this study contradicts that of Carpenter and Hayden (1985), Keeves (1978) and Yusuf (2001). The study supports that of Williams et al (1980), Carpenter and Western (1984) and Ajayi (1999).

Recommendations

Based on the findings of this study, the following recommendations were made:

1. In view of the fact that the levels of relationship between private and public schools and their students' learning outcomes were relatively high, the stakeholders should not relent in their effort in sustaining students' learning outcomes within the private and public schools. The Governments should continue to encourage the support of Parent Teacher Association, Philanthropist and the society in improving the private and public schools and students' learning outcomes.
2. In view of the fact that there was no difference between rural and urban areas and students' learning outcomes the parents should not discriminate between these schools in enrolling their wards in their desire for better students' learning outcomes.

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