

## COMPARATIVE STUDY OF FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE OF PRIVATE AND PUBLIC UNIVERSITIES IN KWARA STATE FOR GLOBAL BEST PRACTICES

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### Abstract

*This study made use of descriptive survey design. The population of the study was made up of University of Ilorin and Al-Hikmah University. 200 students were sampled for this study using simple random sampling technique. A researcher's designed questionnaire with a reliability coefficient of 0.62 was obtained using Cronbach Alpha formular. Data obtained were analysed using descriptive statistic (mean, standard deviation and rank order) to provide answers to the research questions while the hypotheses were tested using a t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. Findings obtained from this study indicated that factors affecting students' performance in private and public universities in Kwara state as expressed by students and lecturers are over enrolment, lack of seriousness of lecturers, inadequate campus accommodation, not liking the programme of study, weak security on and off campus, poor preparation for tests and examinations, being unable to adjust to the learning environment etc. It was revealed that there is no significant difference in the perception of students on the factors affecting students' performance in private and public universities based on their school type. It was therefore recommended that public universities should be provided and equipped with adequate facilities for better learning. There should be improvement in the public universities to enhance the learning opportunity of the vast majority of student attending the public universities. Both private and public universities must be adequately staffed, enough furniture provided and schools regularly inspected.*

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**Keywords:** Comparative Study, Academic Performance, Public and Private Universities

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### Introduction

Basically, the aim of classroom teaching and learning is to satisfy the set objectives of instructions with the aim of attaining the goals of education. Consequently, all the activities in the classroom are geared towards achieving the societal goals of education. Thus, the expectation of the society from the learner is to perform well at least to satisfy parental expectations as well as justify the huge national expenditure on education. The individual further develops some understanding about the deeper things in life, the complex human relations, the cause and effect of relationship and so on. The individual also gets some skills in writing, speaking, calculating, drawing, operating some equipment and also develops some interests in and attitudes towards social work, democratic living, co-operative management and so on. As an individual in the society, the individual is to think critically about various

issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs (Egan, 2009). Thus, the individual has to learn and acquire all these qualities of head, hand and heart through the process of education. Education through effective teaching and learning process creates an opportunity to acquire knowledge and learn in a seamless fashion through all of life's activities (Egan, 2009). The local school which is also called public school are schools owned and founded by the State Government on behalf of the public. Apparently as policy initiator, education in the public schools is bound to conform to the principles and spirit of the education policy. Public schools have remained largely: tuition free; centrally run by boards; overseen by the ministry; responding to change/innovations, improved school provision; responding to demographics; adjusting managerial styles for improved service delivery; incorporating key values of people, integrity and excellence; imbibing the need for universality in the approach in raising generation next; subject to public debates and controversy; conforming to set standards; teacher development/training largely unknown; indiscriminate registration of candidates for certificate examinations; limited/non availability of facilities e.g. laboratories, libraries, demonstration farms, play grounds; Irregular school attendance by pupils. While private schools can be categorized according to fee regimes, as Low Fee Paying (LFP) and High Fee Pay (HFP). The fee regimes are directly determined by owner's defined standards and characteristics and not subject to government regulation. Fee payment determines access and sometimes quality of programmes available in each school. Private schools are run on the basis of cash for provision mostly (Education Sector Support Programme in Nigeria, 2011). ESSPIN (2011) Report reveals all or some of the following about Private school: financed privately; managed and run privately; operate in environment less the standard of Public Schools; Process of Personnel recruitment/quantity /quality of personnel strictly restricted; conditions of service strictly restricted; admission criteria/process determined by school; teacher development/training largely unknown; quality assurance measure largely undisclosed; government recognition largely unknown for many private schools; irregular school attendance by pupils. Ownership of educational institutions in Nigeria is between the public and private. The public sector here refers to government at the three tiers-federal, states and local while the private sector speaks about an individual, or group of persons, organizations or mission bodies coming together to establish and run an educational institution at any level of the educational system namely, nursery, primary, secondary, universities, colleges of education and polytechnics among others. Schools that are established and run by governments are called public schools while those established by individuals, organizations and mission bodies are referred to as private schools, sectors and both bodies determine the academic performance of their learners. Academic performance has been a fundamental concern in education right through recorded history (Plato, Apology, 399 B.C.).

Academic performance refers to measure of student's performance from a given learning task. Viewed this way, academic performance can be good or poor. Concern about poor academic performance has risen especially when students' results are released by the various examination bodies such as WAEC and NECO (Ofili, 2012). The extent to which students perform brilliantly in standardized tests and teacher-made test is used as parameter for measuring their level of academic performance and the effectiveness of the system. To

this end, Philias and Wanjobi (2011) assert that the better the performance of the students, the more effective the system is assumed to be. Oyewole (2005) opines that academic performance remains the most feasible determinant of the administrative effectiveness of school administrators. On his part, Oyedokun (2010) posited that academic performance is a yard stick to measure the effectiveness of teachers. From another perspective, Salami (2005) opines that academic performance is used to determine the efficiency of our educational system in terms of whether the system has been able to transform students who are admitted into the system as inputs into effective graduates as outputs. According to Olabanji and Omole (2008), academic performance could be the results obtained creditably or otherwise by a student at both internal and external examination. Hussain, Khan, Latif, Amin and Sibtain (2011) carried out a study about the influencing academic achievement of science and arts undergraduate students in compulsory subjects at the university level with particular reference to male and female students. Adeyemi (2011) investigated students' academic performance in public examination in higher institutions in Ondo and Ekiti States, Nigeria. However, there are factors mitigating students' poor academic performance in secondary schools. Oduwaye (2003) states that the government and stakeholders must put all hand on deck in identifying and encouraging the factors that can enhance students' academic performance and curb the factors that could serve as a dog in the wheel of the progress of students' academic performance in the secondary school. Ilias, Hasan, Rahman and Yasoa in Hanasya, Abdullah and Warokka (2011) discover that the contributing factors that could affect the influence of students' academic performance were; students' perception on learning and teaching, support facilities for teaching and learning such as libraries, computer and lab facilities, learning environment like rooms of lectures, laboratories, social space and university buildings, support facilities such as health facilities, refectories, student accommodation, student service) and external aspects of being a student such as finance, transportation. Student's perception and thoughts on the learning and teaching were considered essential as this is the basis of higher education. Students must definitely look into receiving good teaching in a conducive environment for learning. It is widely recognised that the availability and the quality of physical inputs also provide some indication of efficiency and quality of an educational provision (Fuller 2006; Johnes in Wilkinson & Yussof (2005). The analysis of teaching expenses and cost indicates that the public universities spend more on classrooms and libraries, whilst the private colleges spend more on laboratories and computers. Thus, it appears that public universities have better classroom and library facilities, whereas the private colleges have superior laboratory and computing facilities. As a result, students may choose one of these institutions based on these factors.

A number of studies have been carried out to identify and analyse the numerous factors that affect academic performance in various levels of educational attainment in both public and private institutions. Their findings identified change of school, family break up, teacher absence, parent illness and death of a family member, student's illness, learning disability caused by visual or hearing impairment and student's attitude towards learning as causes of poor academic performance (Brownny & Sunniya, 2002). Others include shortage of well-trained teachers, inadequacy of teaching facilities, lack of funds to purchase necessary equipment, poor quality textbooks, large classes, poorly motivated teachers, lack of

laboratories and libraries, poorly coordinated supervisory activities, interference of the school system by the civil service, incessant transfers of teachers and principals and automatic promotion of pupils (Vundla, 2012). Mbugua, Kibet, Muthaa and Nkonke (2012) list factors as under staffing, inadequate teaching/learning materials, lack of motivation and poor attitude by both teachers and students as factors influencing academic performance of students. Igwe and Ikatule (2011) attribute poor academic performance of students to deficiency in teaching method(s) used by teachers. Lack of materials, bad teacher behavior, poor grounding in the subject area at lower levels, poor teaching methods as well as fear of the subject are factors affecting academic performance of students Tshabalala and Ncube (2013). Enu, Agyman and Nkum (2015) list the causes of academic performance to include inadequate teaching and learning materials, method of instruction, teachers and students' self-motivation. Specifically, in accounting, academic performance of students are influenced by related factors such as negative attitude of students towards accounting as a difficult subject, students' academic aptitude, previous and recent academic performances, insufficient effort and poor motivation (Atieh, 2013). Literature reviewed had shown that there are many factors that may affect academic performance of students, with higher-achieving students likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation; tend to watch relatively little television during the school week; tend to associate with students who also were successful in school; and avid readers Caballero, et al (2007). The literature reviewed regarding factors influencing academic performance further revealed that school resources including textbook availability, students' discipline, school leadership, parental involvement, gender, and student attitudes are significant determinants of academic performance.

### **Statement of the Problem**

There has been an increasing concern about the overall academic performance of public and private universities students as measured by the results released by the National University Commission (NUC) and West African University Council (WAUC). Poor academic performance is taken in this study to mean low scholastic achievement that falls short of expectation. Students' performance in various universities had revealed that many students are under achieving (Adu 2006). Frequent incidence of leakages and examination malpractices on the part of examination body may not be totally unconnected with lack of dedication on the part of teachers, inadequate teaching materials, supervision, qualified staff, exponential enrolment, automatic promotion, low funding of education on the part of government, low level of commitment of students and poor provision, broken homes, emphasis on materialism on the part of parents, and incapability on the part of principal. Some parents and other stakeholders in secondary education have argued that private schools have a more positive attitude towards intellectual development of students and therefore offer greater learning opportunities to their students' performance in academics. On the contrary, it is felt that government (owners of the public schools) provide little or no intellectual and motivational environment for their students, which in turn has adverse effect on the students' academic performance.

### **Purpose of the Study**

The aim of this study is to investigate a comparative study of factors influencing students' academic performance of private and public universities in Kwara State. Specifically, the study wants to examine the:

1. level of influence affecting academic performance of Private and Public Universities in Kwara State;
2. difference in the factors influencing academic performance of students from private and public universities in Kwara State;
3. difference in the academic performance of male students from Public and Private universities in Kwara State; and
4. difference in the academic performance of female students from public and private universities.

### **Research Questions**

In order to achieve the objectives of the study, the following research questions were raised.

1. What are the factors affecting the teaching and learning of history education as identified by lecturers?
2. What are the perception of students on the factors affecting students' performance in Private and Public Universities based on their school type?
3. What are the perception of lecturers on the factors affecting students' performance in Private and Public Universities based on their school type?

### **Hypotheses**

**Ho<sub>1</sub>:** There is no significant difference in the perception of students on the factors affecting students' performance in Private and Public Universities based on their school type.

**Ho<sub>2</sub>:** There is no significant difference in the perception of lecturers on the factors affecting students' performance in Private and Public Universities based on their school type.

### **Methodology**

The study was a descriptive survey research design which is designed to investigate the comparative study on the academic performance of public and private universities in Kwara State. This study consisted of all public and private universities in Kwara State. According to the Ministry of Education, Kwara State, Ilorin, there are three (3) public university and two (2) private universities in Kwara State. The sample for this study was made up of 100 students (fifty students comprising twenty-five males and twenty- five females) were selected using a purposive along with the convenience sampling technique from University of Ilorin and Al-Hikma University; each of the selected two (2) universities making a total number of 100 students. Also, a total number of 60 lecturers were randomly sampled from the two universities. Relevant data was collected through the use of questionnaire. There were two sections of the questionnaire. Section A was structured to elicit relevant personal data. Section B seeks information on students' academic performance of private and public universities. The results of the subject on the two administrations was obtained and correlated using Pearson Product Moment Correlation (PPMC) Statistical tool for test retest reliability. The

data collected for this study was analysed with respect to the research questions raised. All raised questions was analysed using descriptive statistic while the hypotheses were tested using a t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

### Answering Research Questions

Three research questions were raised in this study. Research question one was answered using mean rating. Research questions two and three which had corresponding hypotheses were tested using t-test statistical tool at 0.05 level of significance.

**Research Question:** What is the perception of students on the factors affecting students' performance in private and public universities in Kwara state?

In order to answer this question, the response of students was subjected to mean rating analysis. With a benchmark mean of 2.5, any item with a mean below 2.5 is not considered as one of the factors affecting students' performance while any item with a mean of 2.5 and above is considered to be one of the factors. The result can be seen in Table 1.

**Table 1: Mean, standard deviation response on the perception of students on the factors affecting students' performance in private and public universities in Kwara state**

S/N	Factors Affecting Students' Performance	Mean (Students)	Mean (Lecturers)
1	Over enrolment of students at campus	2.78	2.69
2	Inadequate campus accommodation	3.28	3.11
3	Peer Pressure	3.43	3.33
4	Poor sanitation facilities	2.72	2.56
5	Congestion in Lecture Theatres	2.60	2.60
6	Lack of Seriousness of Lecturers	3.00	2.98
7	Lack of up-to-date books in the Library	2.84	2.68
8	Students' riotous demonstration	2.66	2.79
9	Lack of motivation facilities	3.02	2.84
10	Not liking the programme of study	3.11	3.14
11	Weak security on and off campus	2.88	3.43
12	Being responsible and self-catering for my education	3.17	3.22
13	Being unable to adjust to the learning environment	3.31	2.89
14	Pressure from performance expectations and too much work load issues	2.80	2.86
15	Poor preparation for tests and examinations	3.15	3.03
Total		<b>44.75</b>	<b>44.15</b>

From table 1, result shows the responses of respondents on the factors affecting students' performance in private and public universities in Kwara State. From the table, it can be seen that all the items except items four and seven are agreed by the respondents as the factors affecting students' performance in private and public universities in Kwara state.

Thus, it can be said that the factors affecting students' performance in private and public universities in Kwara state as expressed by students are over enrolment, lack of seriousness of lecturers, inadequate campus accommodation, not liking the programme of study, weak security on and off campus, poor preparation for tests and examinations, being unable to adjust to the learning environment etc.

### Hypotheses Testing

**Hypothesis One:** there is no significant difference in the perception of students on the factors affecting students' performance in private and public universities based on their school type

**Table 2: Mean, standard deviation and t-test analysis on the difference in the perception of students on the factors affecting students' performance in private and public universities based on their school type**

Variables	N	Mean	SD	t	df	Sig (2 tailed)	Decision
Al-hikma	80	34.0	4.11	1.311	158	.078	<b>Not Rejected</b>
Unilorin	80	32.9	3.82				

**P>0.05**

Result from table 2 shows the t value yielded 1.311 which is not significant with P value .078 > 0.05. This shows a non-significant result. Hence, the null hypothesis is not rejected. This means that there is no significant difference in the perception of students on the factors affecting students' performance in private and public universities based on their school type ( $t_{(158)} = 1.311$ ;  $P > 0.05$ ).

**Research Hypothesis Two:** there is no significant difference in the perception of lecturers on the factors affecting students' performance in private and public universities based on their school type.

**Table 3: Mean, standard deviation and t-test analysis on the difference in the perception of lecturers on the factors affecting students' performance in private and public universities based on their school type**

Variables	N	Mean	SD	t	df	Sig (2 tailed)	Decision
Al-hikma	40	25.2	4.25	2.241	38	.143	<b>Rejected</b>
Unilorin	20	24.8	3.95				

**P>0.05**

Result from table 3 shows the t value yielded 2.241 which is not significant with P value .143 > 0.05. This shows a non-significant result. Hence, the null hypothesis is not rejected. This means that there is significant difference in the perception of lecturers on the

factors affecting students' performance in private and public universities based on their school type ( $t_{(38)} = 2.241$ ;  $P > 0.05$ ).

### **Discussion of findings**

The findings of this study revealed that majority of the factors affecting students' performance in private and public universities in Kwara state as expressed by students and lecturers are over enrolment, lack of seriousness of lecturers, inadequate campus accommodation, not liking the programme of study, weak security on and off campus, poor preparation for tests and examinations, being unable to adjust to the learning environment. The findings revealed that some factors such as change of school, family break up, lecturer absence, parent illness and death of a family member, student's illness, learning disability caused by visual or hearing impairment and student's attitude towards learning as causes of poor academic performance (Brown & Sunniya, 2002). Others include shortage of well-trained lecturers, inadequacy of teaching facilities, lack of funds to purchase necessary equipment, poor quality textbooks, large classes, poorly motivated teachers, lack of laboratories and libraries, poorly coordinated supervisory activities, interference of the school system by the civil service, incessant transfers of teachers and principals and automatic promotion of pupils (Vundla, 2012). Mbugua, Kibet, Muthaa and Nkonke (2012) listed factors as under staffing, inadequate teaching/learning materials, lack of motivation and poor attitude by both teachers and students as factors influencing academic performance of students.

Also, the findings of the study revealed that there is no significant difference in the perception of students on the factors affecting students' performance in private and public universities based on their school type. This is in line with Ehigie (2000) who pointed out that students who attend private schools are often exposed to better teaching facilities which help to ensure that learning take place in a conducive environment and also, private schools ensure that learning facilities such as reading tables and chairs, laboratories are made readily available for the use and betterment of students there in. Ajayi, (2002) in his own study revealed that school type makes a difference in students' academic performance while Musibau and Johnson (2010) on their findings of influence of school type on students' academic performance stated that the findings are controversial. Their study showed that school type had no significant influence on students' academic performance. This implies that whether a student attends public or private secondary school, it does not make a difference in his academic performance. Furthermore, this study revealed that majority of the students in public university had average performance. This is also supported by Ehigie (2000) who contributed that not all public university students have access to learning facilities. He further added that there are some other factors that impede students' performance in public school such as non-challant attitude of teachers, lack of motivation, irregular payment of salaries, lack of facilities, lack of instructional materials etc.

The outcome of this study also revealed that there is significant difference in the perception of lecturers on the factors affecting students' performance in private and public universities based on their school type. This finding is in line with Sather, (2015) who observed that the educators in public schools are not motivated and thoroughly monitored like



those in private schools. This influences the academic performance in the two groups of schools and in turn, makes private schools pupils perform better in reading than public schools. The analysis of teaching expenses and cost indicates that the public universities spend more on classrooms and libraries, whilst the private colleges spend more on laboratories and computers. Thus, it appears that public universities have better classroom and library facilities, whereas the private colleges have superior laboratory and computing facilities. As a result, students may choose one of these institutions based on these factors. Overall, findings indicated that the average private university mean score was higher than the average public university mean score, and that the difference was statistically significant.

### **Conclusion**

Based on the first findings, it was concluded that the students' perception's factors affecting academic performance in private and public universities in Kwara state are change of school, family break up, lecturer absence, parent illness and death of a family member, student's illness, learning disability caused by visual or hearing impairment and student's attitude towards learning as causes of poor academic performance (Brown & Sunniya, 2002). Also, from the student's perception, it was concluded that there was no significant difference on the factors affecting students' performance in private and public universities based on their school type. It was concluded that majority of students sees no differences in their academic performance based on the type of school they attends either public or private school. Lastly, the outcome of this study from the lecturer's perception concluded that there was a significant difference on the factors affecting students' performance in private and public universities based on the school type. School type has a great influence on the teachings as well on the academic performance of the learner. The educators available in the school a learner attends, be it public or private, influences the performance of such a learner. Students in the public schools are not privilege to the school's facilities such as modern laboratory, well trained teachers, etc and are not also well funded which while private schools are owned, controlled, and funded by individuals which makes them have more access to the school facilities that would help students be well equipped and hence good academic performance.

### **Recommendations**

Based on the findings and conclusions drawn in this study, the following recommendations are made:

1. Based on the first findings, it was recommended by the researcher that factors affecting academic performance in private and public universities in Kwara state should be addressed locally and globally for equal performances. Students are not be stimulated in fluctuating of school without any serious reasons, parent are cheered to live together in order to support the mental health of the student, divorces should be eradicated or if possible reduced, government are stimulated to supervised the availabilities of every lecturers, special attention should be given to the learning disability of a students who needs special attention (Brown & Sunniya, 2002).
2. Also, it was concluded that parents, students and other stakeholders in education should all see both types of school as an avenue to developed every student and not to discriminate on which of the school that will produce more performance. Both private

and public universities must be adequately staffed, enough furniture provided and schools regularly inspected.

3. Lastly, since it was Public universities should be provided and equipped with adequate facilities for better learning; there should be improvement in the public universities to enhance the learning opportunity of the vast majority of student attending the public universities.

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