COMPARATIVE STUDY OF STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES IN PUBLIC AND PRIVATE JUNIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA.

BY

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NCE (FCE K 2006), B.Ed. Social Studies Education (ABU, 2014)

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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY,

ZARIA

JANUARY, 2018

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN SOCIAL STUDIES EDUCATION DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

JANUARY, 2018

DECLARATION

I declare that, this Dissertation Entitled "COMPARATIVE STUDY OF STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES IN PUBLIC AND PRIVATE JUNIOR SECONDARY SCHOOL IN KANO STATE, NIGERIA" has been carried out by me in the Department of Arts and Social Science Education. The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other university.

Kabiru Sani GALADIMA	Signature	Date

CERTIFICATION

This dissertation titled "COMPARATIVE STUDY OF STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES IN PUBLIC AND PRIVATE JUNIOR SECONDARY SCHOOL IN KANO STATE, NIGERIA" by Kabiru Sani GALADIMA meets the requirement governing the award of the degree of masters in Social Studies Education of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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Dean, School of Postgraduate Studies

DEDICATION

This work is dedicated to my parents Sani Galadima and Fatima Aliyu, for their love, cares prayers, moral and financial support towards the completion of this programme.

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ABSTRACT

The study examined the academic achievement of students in social studies in public and private junior secondary schools in Kano state. The study was carried out with objectives to; compare the academic achievement of students in social studies in public and private junior secondary schools in Kano state; compare the academic achievement of male and female students in social studies in public junior secondary schools in Kano state and compare the academic achievement of male and female students in social studies in private junior secondary schools in Kano state. The relevant literature was reviewed in chapter two of the research. The study adopted expo facto research design and the total of seven hundred and ninety eight (798) students, which comprises five hundred and one from public JSS and two hundred and ninety seven from private JSS were sampled for the study from the total population of 79897. Data which was the BECE results was collected from the sampled schools through the assistance of principals and examination officers. The data collected for the study were subjected to descriptive and inferential statistical analyses, frequency count and simple percentages were used to answer research questions while research hypotheses were tested using chi-square at 0.05 level of significance, after testing hypotheses two were rejected and retained one. Findings among other showed that there was a significant difference in the academic achievement of students in social studies in public and private junior secondary schools in Kano state. Findings also revealed that there was significant difference in the academic achievement of male and female students in social studies in public junior secondary schools in Kano state. Based on the findings, recommendations were made that, The public schools must be adequately staffed, enough furniture provided and schools regularly inspected; Guidance and counseling should be

established in male public junior secondary schools, so that the academic problems of male students could be found and solve, also equal treatment should be provide in order to boost their academic achievement; There is need for all stakeholders including the Federal, State and Local Governments and the Private sectors to intensify efforts on how to maintain good academic standard in schools through comparison of results, in order to boost their academic achievement.

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LIST OF ABBREVIATIONS

ANOVA:	Analysis of Variance
ASSP:	African Social Studies Program
B'ED:	Bachelor of Education
BECE:	Basic Education Certificate Examination
CREDO:	Curriculum renewal and education\development oversees
CR:	Conditioned Response
CS:	Condition Stimulus
EDC:	Education Development Centre
FCE K:	Federal College of Education Kano
FGN:	Federal Government of Nigeria
FPE:	Free Primary Education
JSS:	Junior Secondary School
JSSCE:	Junior Secondary School Certificate Examination
KERD:	Kano Educational Resource Department
L.G.A:	Local Government Area
NECO:	National Examination Council
NCE:	Nigeria Certificate in Education
NERC:	National Education Research Council
NPE:	National Policy on Education
NSSP:	Nigerian Social Studies Program
NTI:	National Teachers Institute
PTA:	Parent Teachers Association
R+:	Positive Reinforcement
R-:	Negative Reinforcement
SBMC:	School Based Management Committee
SR:	Stimulus Response

SSPT:	Social Studies Performance Test
WAEC:	West African Examination Council
SOSSAN:	Social Studies Association of Nigeria
UBE:	Universal Basic Education
UPE:	Universal Primary Education
USA:	United State of America
UCS:	Unconditioned Stimulus
UCR:	Unconditioned Response

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CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The Federal Government of Nigeria in recognition of the importance of education in the overall development of the nation, adopted education as an instrument for national development and fostering the worthwhile development of the individual. Education therefore, aims at the inculcation of national consciousness and national unity; inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society; the training of mind in understanding the world around and the acquisition of appropriate skill. (National Policy on Education 2014).

However, basic education (primary education and junior secondary education) has been acknowledged as the foundation on which the whole bulk of what is learnt through formal education stands. As posited by Onoh and Obodo (2001), a child who acquires a very sound basic education is likely to remain literate, numerate and morally upright, even if the opportunity for him or her to go beyond that level is elusive. Conversely, it is uphill task building a strong educational structure on a weak basic education otherwise the entire education will collapse. Therefore for the goals of education at all levels to be effectively achieved, the goals of basic education must be achieved optimally.

The federal government of Nigeria has for a long period of time been devoting its energies and resources to the training of such individuals that would take up the teaching profession by establishing quite number of training institutions. Since the time when formal education had become established in this country, it is true to assert that education has been expanding. Expansion in the field of education embraces only quantity while

the quality keeps on dropping that has increase the number of enrolments into schools and increase in the quality of education being impacted by teachers and received by the students. It is true to also assert that government's efforts of education have always been stunted by other sectors of the economy. Government resources therefore, cannot effectively guarantee the desired quality of education being imparted and received to ensure that this quality of education continues in the country or at least does not fall below a certain unacceptable level; government therefore issued an invitation, thus:

> "Government welcomes the contribution of voluntary agencies, communities And individuals in the establishment and management of primary and Secondary schools, alongside those provided by the Federal and State Government" [N. P. E 1973].

The quotation above is a clear invitation from the government to the communities to come out and complement the efforts of the government in imparting good education to the young ones of the society by establishing schools in complementing the efforts of the government; with the fees being charged by them, many parents would expect their children in such private schools to be receiving better education than their counter peers at the government-owned school. private schools are those schools that were established, managed, controlled and financed by either, private individuals, private groups or private organizations in order to educate children and make profit. The owners and proprietors of those private schools are profit earners due to the fact that they invested their money in building the schools, provide all the necessary facilities and equipment, employment of teachers for the purpose of giving good education to the children and also making profits. It is in view of this, the people of Kano state, started establishing private school. The first private schools established in Kano state were Ijeoma Comprehensive School in karaji new layout behind capital insurance in Fage L.G.A which was established in the

year 1977, then followed by Tony Cheta College in No-man's-land Sabon Garin Kano, established in the 1978 both are in Fage L.G.A. While in the study area that was Kano south senatorial zone the first private school is Kano Foundation Secondary School Bebeji in Bebeji L.G.A. On the other hand Public schools were established, supported and controlled by the governments of the state. Adeyinka (2010) stated that public schools are those schools that were established, managed, financed, as well as supervised by the government. He further opined that those schools were established with the tax payer's money in order to educate the generality of the people irrespective of their economic, social or political status in the society. Therefore the first public school established in Kano state is Rumfa College in Kano municipal L.G.A. which was established since colonial era that was in the year 1927 while in the study area the first public school is GSS Rano in the year 1943. All the schools for both private and public schools were established as primary schools then promoted to secondary schools. Therefore currently there are 14 private schools and 381 public schools in the study area. Therefore, the differences between the public and private schools in the study areas were public schools are owned, managed, financed and controlled by the government which led to higher population of the students while private schools are owned, managed, financed and controlled by the private individuals which have low population compare public school. However, in terms of compensation public schools' staffs are more compensated in the study area.

The Federal Government of Nigeria (FGN) has in the last decade, made concerted efforts at revamping the ailing primary and Junior Secondary School education in the country. This was informed by the introduction of the Universal Basic Education (UBE) in 1999. One of the specific objectives of UBE is to prepare the pupils/students for the appropriate level of literacy and numeracy, citizenship education, moral training and

development of sound attitudes, manipulative and life skills needed for laying sound foundation for the lifelong education among others. It is believed that a literate society is better able to result in productive, democratically minded active and healthy society (Aluede 2006).

In an effort to achieve the stated objectives of the UBE, the federal government made the programme tuition free and compulsory for all school age children (Obanya 2000). In addition to that, teachers are regularly trained and retrained to meet the challenges of the modern techniques of teaching and learning (National Teachers Institute NTI 2006; Oyedele 2009). However, studies by Adekola (2004), Oladosu (2006), Ajayi and faremi (2006) and Ebonnugwe (2008) respectively reported that most of parents and guardians in Nigeria currently prefer sending their children or wards to private junior secondary schools where fees are paid as against the public Junior secondary schools that are tuition free. Ironically, some of poor parents who are supposed to take the advantage of the free education provided in public schools and also some teachers and principals who were employed to handle the public schools but both join the vogue of sending their children to private junior secondary schools. This development is intriguing and has generated much debate in educational circles as to whether sending children to private junior secondary schools is an asset in terms of academic achievement which has been defined by Nzeribe (2004) as observable and measurable behavior of a student in a particular situation. More formally stated, are the students in private junior secondary schools better equipped intellectually than their counterparts in the public schools?

It has long been reported by Williams, (1980); Ogunlade (1985); Ajayi (1999) in Oluwatayo (2012) that, the type of school attended by an individual is likely to have some educational implication on him or her either positively or negatively. Indeed

,Ogunlade(1985) in Oluwatayo (2012), stated that a genius who attends an institution devoid of basic facilities for teaching and learning may find it difficult to display his or her ingenuity maximally whereas an average intelligent child who attends an institution where facilities for teaching and learning are available in quantity and quality may perform brilliantly.

Meanwhile, Adekola (2004) gave two speculative reasons why private schools flourish in Nigeria. First, the general impression that students in private schools have better oral grammatical expressions than those in the public schools, and second, most private schools have vehicles to convey their students to and from schools. In another dimension, Oladosu (2006) noted that many parent regard it as a prestige sending their children to fees paying institutions since no parent would like to be tagged poor. This is interesting but the major issue in the foregoing is the question of quality assurance of the students in terms of academic achievement because recent report about students abysmal performance in the Senior School Certificate Examination conducted by West African Examination Council (WAEC) and National Examination Council (NECO) has been traced to poor foundation at the basic educational levels (Adegbuyi 2010; Nurudeen 2010).

However, National policy on education (2008) revised edition classified social studies as a core subject in the nine (9) years basic, emphasizing the teaching of the subject to all who are at the lower six years basic (primary school) and upper three years basic (junior secondary school). Social studies as a subject aims at producing good and effective citizen who acquires norms values and attitudes which are very important machineries for nation building. With that policy in mind, teaching of social studies requires expertise, dedication, hardworking and punctuality in handling both lower and upper basic school learners. Unfortunately, it is observed that many teachers handling the

subject at primary and post primary schools are not qualified to handle the subject and even the unqualified teachers of social studies are inadequate in most junior secondary schools in Kano State, Nigeria.

For some years now, reports on the pages of newspapers and research findings have shown the abysmal performance of students of secondary schools in public examinations. Ajayi (2002), Nwokocha and Amadike (2005), Adeyemi (2008) and Asikhia (2010) have all shown the extent of poor performance of students in public examinations. The persistent decline in students' performance in public examinations is not only frustrating to the students and parents, its effects are equally grievous on the society.

Besides, there have been contradictory findings on whether there is a significant difference in the academic chievement of private and public schools. Alimi, Ehinola and Alabi (2012) reported no significant difference in the academic performance of students in public and private senior secondary schools in Ondo State, while Ajayi (2006) submitted that the public schools had better academic performance than private secondary schools in Ekiti State. Nwokocha &Amadike (2005), Ekundayo and Arogundade (2007) submitted that private schools performed better than their public schools counterparts in public examinations. Oyedepo (2007) and Oladele (2010) in Olagoke and Adedoyin (2015) reported that private school students outperformed their counterparts in public junior secondary school in most external examinations. It was these controversial issues between academic achievement of public schools and private school that called for the study. What type of education was offered in these two types of schools that lead to the disparity, which had called for a lot of arguments?

It is in the view of this; a decision was taken to carry out this research titled comparative study of students' academic achievement in social studies in public and private junior secondary schools in Kano state, Nigeria.

1.2. Statement of the problem

The importance of Social Studies as a basic for other social science disciplines cannot be over stated. It lays the foundation to other social science subjects such as history, government, geography, sociology, anthropology among others. Also social studies is considered as a tool for producing effective citizen which is important machinery for national development. Unfortunately the poor condition of our schools, particularly the junior secondary schools today in the nation raises a lot of anxiety. A cursory look at these schools in spite of government efforts reveals schools dominated by dilapidated buildings, school void of good furniture and equipment, schools where instructional materials are either not provided or are inadequate; school that are under-staffed; schools, where teachers' salaries and allowances are not promptly paid, schools that have not been inspected for the last 15 years; schools where there are no discipline among other things. The government, and especially the parents are very much concerned with the quality and volume of learning acquired by their children, wards and citizens as this is related to the quality and quantity of the contribution which the individual can make to his immediate family, community and the nation as a whole. This implies that the business of education is not taken with all the seriousness it demands in the public schools. This of course is what may be regarded as the general apathy of the citizenry to government's owned business or property. A situation that has resulted in lackadaisical attitude of government's workers, including teachers in the public schools

tend to believe that an intelligent child would succeed automatically at school without any active assistance coming from them.

However, the social studies subject is facing some problems and challenges in executing its programs such as: unqualified social studies teachers, lack of instructional facilities\equipment, poor monitoring, supervision, and management of Junior Secondary Schools programs due to negligence of government at federal, state and local government level which consequently led to poor academic achievement in Junior Secondary Schools. On the other hand private Junior secondary schools are facing problems of unqualified teachers, infrastructures and poor teachers welfare due the fact that, private schools are profit gain program therefore, they always tried to minimize the input and maximize the output. Therefore, the declining rate of the academic achievement of JSS students in social studies is a problem of serious concern to various social studies educators, educationist and other researchers not only in Kano State but Nigeria in general. There are statistical numbers that can attest to this fact. Several studies have been carried out on the improvement of teaching and learning of social studies but low academic achievement still persists.

These efforts notwithstanding, a great disparity in students' academic achievement between public and private junior secondary schools is a matter of concern to all stakeholders in education in Nigeria. Conducive learning environment, the physical setting of a school, quality of teachers and learning materials could boost a child's academic achievement in social studies. This is why it has been found pertinent to investigate on how school type determines students' academic achievement in social studies in junior secondary school in Kano state, Nigeria.

1.3. Objectives of the study

This study tends to achieve the following objectives:

i. To compare the academic achievement of students in social studies between public and private junior secondary schools in Kano state.

ii. To compare the academic achievement of male and female students in social studies in public junior secondary schools in social studies in Kano state.

iii. To compare the academic achievement of male and female students in social studies in private junior secondary schools in Kano state.

1.4. Research questions

The following research question guided the study:

i. What is the difference between the academic achievement of students in social studies in public and private junior secondary schools in Kano State?

ii. What is the difference between the academic achievement of male and female students in social studies in public junior secondary schools in Kano State?

iii. What is the difference between the academic achievement of male and female students in social studies in private junior secondary schools in Kano state?

1.5. Null Hypotheses

The following null hypotheses have been formulated to guide the study:

i. There is no significant difference in the academic achievement of students in social studies between public and private junior secondary schools in Kano state.

ii. There is no significant difference between the academic achievement of male and female students in social studies in public junior secondary schools in Kano state.

iii. There is no significant difference between the academic achievement of male and female students in social studies in private junior secondary schools in Kano state.

1.6. Significance of the study

The main aim of carrying out research in education is to bring positive improvement in the practice of education, through finding new knowledge or information. Therefore, this research is important in many areas to the stakeholders in the business of education for obtaining good output in junior secondary education.

This study is significantly beneficial to the students in the learning process, by increasing their knowledge in relation to private and public schools. The study is also paramount important to students of higher education while carrying their research for literature review especially at review of related empirical study and suggested area of study.

The study is also important to the teachers in many areas; the research will make the teachers to be conscious of current status of junior secondary school students' academic achievement between public and private junior secondary school within the study area. The study will also expose them to see the differences in academic achievement of the students in social studies in public and private junior secondary

schools and suggested possible ways to be followed to remedy the situation. Thus will make teachers to wake up and compete between public and private schools so as to improve the academic performance of their students.

The study is very crucial to the parents because it will enable the parents to know the academic achievement of their children, their strength and weakness in social studies subject and there is provision of possible solution to the problems confronting the academic achievement of their children. Also by knowing the academic achievement of their children as compared to private or public junior secondary schools, this will enable them to think the ways of helping the schools so as to boost the academic performance of their children.

The study is very important to scholars; these are the specialist in a particular branch of the study, a distinguished academic. This will be helpful to them while carrying their research in educational sector by revealing relevant information in respect to academic achievement between public and private junior secondary schools.

The research would be helpful to the curriculum planners and professional individuals who are well trained in curriculum management, they are active participant in the field of curriculum and they are responsible for curriculum as regard to contents and implementation procedure. Thus curriculum planners through this study will able to know whether the curriculum system is well implemented in both private junior secondary schools in the area studied and public junior secondary school system or not, so that a good action should be taken to ensure effective curriculum implementation.

The study is also useful and beneficial to the federal, state and local government, education policy makers, the policy makers in education include; the minister of education, commissioner of education, educational directors and so on. Therefore the

outcome of this research will give them a clear picture of the level of academic achievement of public and private junior secondary schools students. Having known the academic achievement of junior secondary schools students especially in social studies education, the concern officers will ensure the actual implementation of curriculum and provide all necessary equipment and facilities in their area of concerned.

Therefore, the research will help the general public in knowing ways to improve academic performance of learners in Kano state. It has been observed that qualitative education is the most desired by the general public.

1.7. Scope of the study

The study is limited to only the public and private junior secondary schools in Kano South Senatorial zone which consists of 5 educational zones, and 16 local government areas of Kano state. (Gaya zone, Karaye zone, Rano zone, Tudun wada zone and Wudil zone) and 16 Local Government Areas of Kano state, these include Gaya local government area Albasu local government area Ajingi local government area Takai local government area, Karaye local government area, Kiru local government area, Rogo local government area, Rano local government area Bunkure local government area, Kibiya local government area, Tudun wada local government area, Bebeji local government area, Doguwa local government area, Wudil local government area, Garko local government area, and Sumaila local government area Also the Basic Education Certificate examination results in social studies subject for the year 2013, 2014 and 2015 were used for study. It was meant to compare the academic achievement of students in social studies subject between public and private JSS. The research was delimited to male and female students within above mentioned educational zoness only.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01. Introduction

This study seeks to compare the students' academic achievement in public and private Junior Secondary School in social studies education in Kano state. This chapter therefore, sets to accommodate review of related ideas, information and literatures that have related bearing on this study. Some items reviewed include: Theoretical Framework, conceptual framework, The, Concept of Social Studies Education, Objectives of Social studies Education, Origin and History of Social Studies in Nigeria, Nature and Scope of Social Studies, Social Studies Objectives for Junior Secondary Education, The Concept of Academic achievement, Factors Affecting Academic Achievement, Objectives of Junior Secondary Education in Nigeria, Characteristics of Junior Secondary School Students, Conditions of Private and Public Junior Secondary Schools, Problems of Public and Private Junior Secondary Schools, Teaching in the Content of Social Studies, Problems of Teaching Social Studies in Nigerian Junior Secondary Schools and Review of Related Empirical Studies.

2.02. Theoretical Framework

Many theoretical frameworks were put in place in explaining the comparative studies of students' academic achievement between private junior secondary schools and public junior secondary schools. However, three theoretical approaches were used in this research work to explain the comparative study of students' academic achievement in public and private junior secondary schools in social studies education.

The first approach was presented by Thorndike (1874-1949).Thorndike was the first American psychologist that used S.R (Stimulus Response) Theory, who conducted a

series of experiments on learning with animals. He introduces the concept of reward in learning. He studied the subject of learning systematically using standardized procedures and apparatus. Adeloyi (2002] states that all learning is the formation of bonds or connections between S_R. the process of forming connections depends on a number of variables which operate in the environment and the organism. He conducted experiments on cat in the puzzle box. He formulated three basic laws of learning on the basis of his experiment and study of cat's behavior in the puzzle box.

2.02.1 Thorndike's Experiment (The Puzzle Box)

Thorndike used a hungry cat in testing the theory of S.R (Stimulus Response). According to Adeloye (2002) a hungry cat was confined to a puzzle box with food visible from outside. The cat had to escape by pulling a string to come out of the box in order to get food. On the inside was release mechanism which could be operated by the cat. When the cat was first placed in the box, it engaged in the random movements such as scratching, jumping, plundering and trying to escape to get food. Finally, it operates the release mechanism which allowed the cat to escape and obtained food. He quickly put the cat in box for the next trial. The cat again made a lot of attempts before opening the box. On subsequent trials activity became less random, the cat was able to focus on the part of the cage near the release mechanism over a series of trials the cat became more efficient in getting out the box. The number of errors reduced. Thorndike concluded that animals learn through active behavior, and trial and error. Instrumental behavior is learnt behavior that serves the purpose by helping an individual to obtain a desired goal. The learning of the cat can be explained in terms of formation of direct connection between the stimulus and response. Two important factors are necessary for learning to occur. There should be motivation of some kind (e.g. cat was hungry). Food is necessary to satisfy the hunger of the cat (reinforcement).

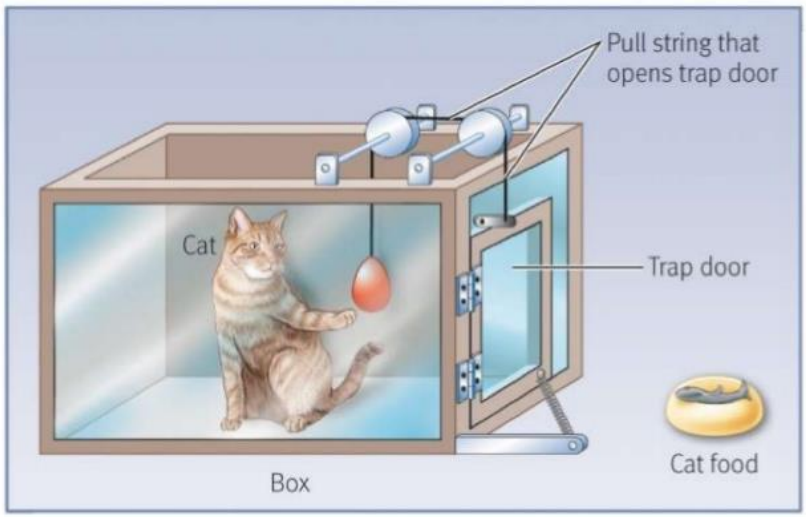


Fig.1: Thorndike Experiment with Cat

Based on the experiments Thorndike propounded three laws of learning as a result of his experiment with a hungry cat. V12

1. The law of readiness
2. The law of exercise
3. The law of effect

1. The law of readiness:

The law of readiness refers to the situation where an individual should be matured enough; the environment and the materials for learning must be available before learning to take place. Adeloye (2002) describes that, the first law of learning is readiness which states that an individual must be ready to face a given task. That is to say when the child is eager to do something but is restrained, he will be annoyed but if he is allowed to express himself he would be happy. Therefore learners need to be active and the environment of study need to be ready for learning to take place, and also the materials to be use should be readily available.

2. The law of exercise

The second law of learning is the law of exercise, which simply means that practice makes perfect, the more an individual practice or repeat a given exercise, the more he attains perfection. Repetition also strengthens the connection between the stimulus and the response.

3. The law of effect

The third law is the law of effect, learning occurs only when the response has some effects on the environment. Effect is the satisfaction or otherwise which the animal obtains from performing a task or making response. Delay of reward after the satisfactory performance of a task can be lead to frustration. Behavior which is followed by reward will be more likely to be repeated whereas behavior which is not rewarded is likely to fade away. (Adeloyi 2002).

The relevance of Thorndike's theory of learning stimulus response (SR) to this study was that the stimulus was the teaching of social studies education offered by both public and private junior secondary school, which are covering a lot of topics in social studies that the students are expose to different activities such as field trip, inquiry method, assignment, discussion, simulation game, reading, writing etc. as the "cat" did some activities in the experiment, those activities will help the students to acquire knowledge, information and skills related to social studies education, therefore at both public and private junior secondary schools teaching of social studies is facing some problems such as poor management, lack of modern facilities, shortage of qualified teachers and among others, which consequently lead to poor academic achievement while the responses are the academic achievement of the students in social studies education at both public and private junior secondary schools, that is according to this

study the grade obtained in BECE are the responses. Therefore, this theory will help to boost the teaching of social studies so as to have good academic performance of students in both public and private junior secondary schools in the subject.

However, the three laws of learning been propounded by Thorndike are also relevant to this study in the following ways:

1. The law of readiness is very relevant because the school must be ready with all necessary materials, teachers, facilities and the students that are ready for learning by their age, level of understanding, and their physical, psychological and emotional readiness for teaching and learning to be effective and this will help the students to respond appropriately and accurately to any social studies programs, which considered as learners centered approach and boost academic achievement of the students.
2. The law of exercise which simply means practice make perfect, which is part of teaching and learning and is related to this work in the sense that, the more teacher engages his students into many activities and the more they practice or repeat the activities the more they understand the task and have perfection and retain the knowledge or skills, and this will affect their academic achievement positively.
3. The law of effect: this says learning occurs only when it has some effect in the environment. This will act as reward to those who performed the responses while failure to have effect will be considered as punishment which led to decrease and lack of courageous in performing such task. Therefore, this law is related to this research because any school whether public or private that apply reward and punishment to its students will have effect on teaching and learning, not only in social studies subject but in all other subjects

2.02.2. Operant Condition

This is another theory of learning that is used to explain the research topic. The principle of operant condition is clearly stated by American psychologist, B. F. Skinner (1969) who spent over 40 years in the experimental investigation of learning. Skinner (1969) in Adeloye [2002], states that, learning involves the major stages which can be identified. First stimulus or situation[s] with which the learner is confronted Second, the behavior (B) which elicits from him. Third, the reinforcement (r) which follows his behavior in such reinforcement can be favorable to the learner (positive reinforcement or R+) another can be unfavorable to the learner (negative reinforcement or R-). Positive reinforcement increases the likelihood of the learner producing the same piece of behavior. On the contrary negative reinforcement decreases the chances of the learner producing the same type of behavior in future. Positive and negative reinforcement need not always come from the teacher. The students can find out in various ways whether his answer to a particular problem or task is right or wrong. Skinner [1953] recognized the significance of operant conditioning in behavior modification and investigated at first on rats and pigeons and later on children to demonstrate principles of programmed learning (Adeloye 2002).

2.02.3 The Experiment of Operant Condition by B.F Skinner (1953)

Skinner constructed an instrument, which later became known as the Skinner Box. This box contains a lever that releases food pieces or pellets into trays and automatically registers the response on a time chart. A rat is trained to eat food pieces which the experimenter can release by pressing a button (Skinner train rats, pigeons, chickens and other animals to do a number of wonderful activities such as playing tennis,

shooting balls into baskets etc.) by using reinforcement. The idea is to get the rat used to the food so that it can also eat those it will release itself through its own action.

After the first training, the rat stands by itself. Nothing happens for a while until the rat is hungry. At this stage the rat begins to look for food in the box. After a period of time the rat is able to press the lever (the inside of the box is plain except for the protruding bar with the food dish or tray under it). Pressing is accompanied by the release of food. With more trials the pressing becomes faster. With time the rat learns to work on the lever so as to obtain what it needs. Each time the rat presses the lever, food pellets drop. The rat eats and hunger is satisfied. The pressing response is instrumental in producing the pellet of food which is the reinforcer which then acts as a stimulus for response (bar pressing). (Adeloye 2002).The notable point that comes out of this experiment is that the rat learns how to press the lever by a step-by-step approach. Learning occurs when the correct connection is made between the stimulus and a response.

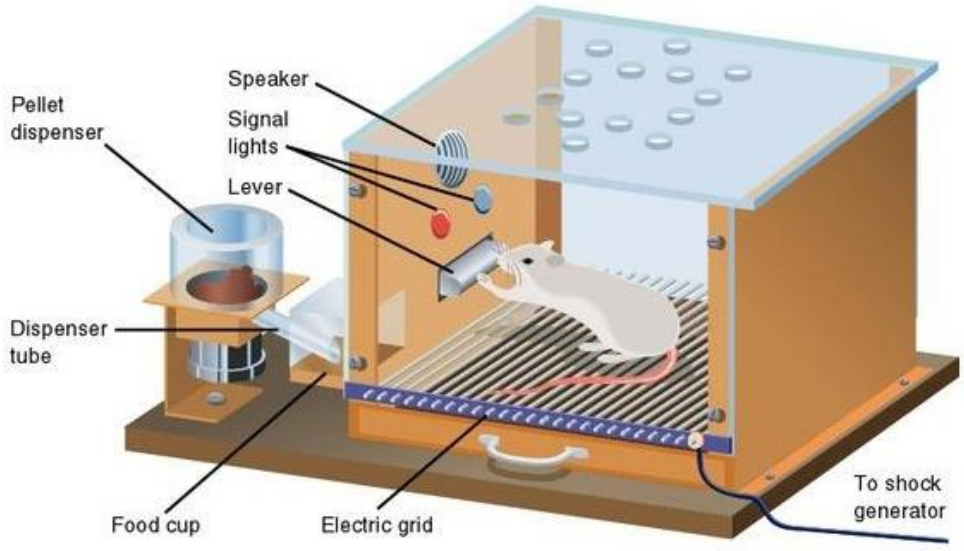


Fig. 2: Skinner Experiment with Rata

The relevance of theory of operant condition that is reward and punishment (positive reinforcement R+) and negative reinforcement R-) to this study was that, Skinner (1953) states that learning involves the major stages which can be identified. First stimulus or situation second is the behavior and third is the reinforcement. Therefore these stages are relevant to this study because the stimulus or situation this means the conditions by which the learners are put to perform certain task, according to this study are public and private junior secondary schools which teaching and learning have taken place, therefore the conditions students found themselves in their schools either positively or negatively will affect their behavior and the behavior are the social studies program, topics or theme by which the learners have learnt and portrayed while reinforcement are the result of Basic Education Certificate Examination which have been conducted in finding out the level of students academic achievement which will act as reward and punishment to both teachers, students and school authority, for those performed better they will have positive reinforcement (R+) and also those performed fair they will feel discourage for the situation they found themselves and probably those performed well will struggle to see always they are better and those that performed fairly will wake up and work hard to change their behavior and perform better next time.

2.02.3 Pavlov: Classical Conditioning

In the late 1800s and early 1900s, Russian scientist Ivan Pavlov and his colleagues studied the digestive process in dogs. During the research, the scientists noticed changes in the timing and rate of salivation of these animals. Pavlov observed that if meat powder was placed in or near the mouth of a hungry dog, the dog would salivate. Because the meat powder provoked this response automatically, without any prior training or conditioning, the meat powder is referred to as an unconditioned stimulus. Similarly, because salivation occurred automatically in the presence of meat,

also without the need for any training or experience, this response of salivating is referred to as an unconditioned response. Whereas the meat will produce salivation without any previous experience or training, other stimuli, such as a bell, will not produce salivation. Because these stimuli have no effect on the response in question, they are referred to as neutral stimuli.

Pavlov's experiments showed that if a previously neutral stimulus is paired with an unconditioned stimulus, the neutral stimulus becomes a conditioned stimulus and gains the power to prompt a response similar to that produced by the unconditioned stimulus. In other words, after the bell and the meat are presented together, the ringing of the bell alone causes the dog to salivate. This process is referred to as classical Conditioning.

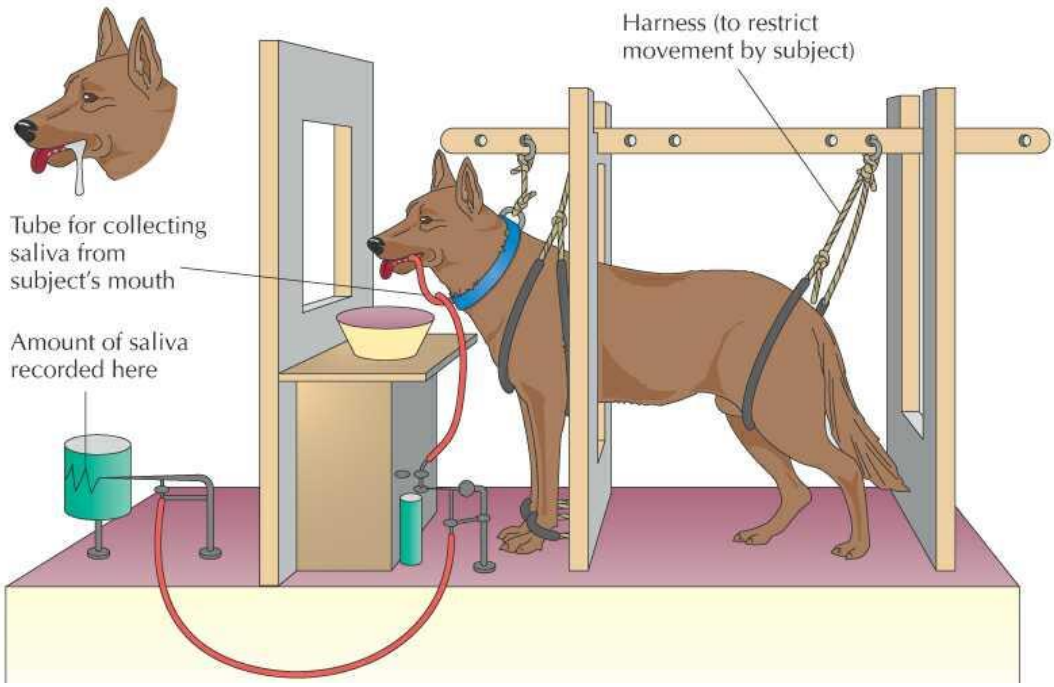


Fig.3: Pavlov Classical Conditioning

Experiments such as these, Pavlov and his colleagues showed how learning could affect what were once thought to be involuntary, reflexive behaviors, such as salivating. Pavlov's emphasis on observation and care fill measurement and his systematic

exploration of several aspects of learning helped to advance the scientific study of learning. Pavlov also left other behavioral theorists with significant mysteries, such as the process by which neutral stimuli talc on meaning.

The relevance of classical conditioning theory to this research work is that, the theory is based on stimulus and response which could be unconditioned stimulus and unconditioned response or conditioned stimulus and conditioned response and those stimuli and responses is what this research is all about. The stimuli are the teaching of social studies in both public and private junior secondary schools such as field trip, inquiry method, assignment, discussion, simulation game, reading, writing etc. as the "dog" did some activities in the experiment, those activities will help the students to acquire knowledge, information and skills related to social studies education, while the response are the academic achievement of the students in BECE results which the study is trying to compare the two stimuli to see which one is more effective than another. Therefore for each school type to have good academic achievement, the condition of teaching and learning must be conducive, qualified teachers and enough teaching materials should be made available which consequently boost the academic performances of their students. therefore the condition of private schools are set to attract the interest of the parent in order enroll their children and maximize their profit while public schools are set to provide education for the citizens.

2.03 Conceptual framework

Many related concepts were vividly explained in this study these include: the concept of social studies, academic achievement, public and private schools and so on.

2.03.1. The Concept of Social Studies Education

Social studies have been defined by different people and different societies based on their environmental circumstances. Social studies is a program of study in school, it is generally seen as the study of man and his environment both social and physical. According to National Council for the Social Studies (2009), social studies is the integrated study of the social sciences and humanities, to promote civic competence with the school program, social studies provide coordinated systematic studies drawing upon such disciplines as the anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, as well as appropriate contents from the humanities. In essence, social studies promote knowledge of an involvement in civic affairs.

Mezieobi & Fubara (2013), defined social studies as an integrated field of study which probes man's symbolic relationship with his environment, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him to understand his world and it problems and rationally solve or cope with them for effective living in the society. Ndan & Jarimi (2011), stated that in Nigeria, social studies is perceived as the field of education or the common learning of man's interaction with his social, physical economic and political environments which influences and bring about human improvement. Ololobou (1999) also stated that social studies is an organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry. Arisi (2011), explained social studies as the study of man within his environment, physical, social, economic, psychological, religious, political, cultural, scientific and technological. Social study is the study of how man exists in his environment, deals with multitude of factors that bears on man's

existence, it involves man's activities, the activities he engages in and why he engages in them. These include what he does and why he does them, what he believes in and why he believes in them, his problems and how they can be solved. Social studies as a subject provides us with the ways of looking at the society in order to understand its structure and its' problems and to find ways of solving the problems of the society.

Ebirim & Edi [2014] in Peter (2014) are of the view that basically, man is the epicenter of social studies and the environment (physical and social) is the base for man's survival and existence in the environment in which he finds himself. Thus, man is being examined from the following comprehensive perspectives, social being, political being, legal being, religious being, cultural and economic being. In the word of Jackson and Chinatu (2014), social studies is the study of how the man being influences his environment with the view of getting maximum benefits from it. It also deals with how the environment deals with human being in return. It equally studies the society the relationship between people and the world in which they live. They added that social studies could be defined from the spat or temporal angle, which is in the context of space and time. For instance,, Nigeria after independent witnessed problems of integration hence the need to teach patriotism and unity which called for the introduction of social studies of education with its main focus on citizenship transmission. In other words, social studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right types of values and attitude for self and national survival. The acquisition of necessary skills ability and competences which individual needs to be able to contribute to national development (Chukwu, 2011).James (2002), in Kadiri, Olobobou, Ahmad and Zuru (2008) defined social studies as the study of man in relation to his physical and social environment.

Okonkwo [2000] in Ololobou [2000], defined social studies as the study man and his physical and social environment and how man interacts with others.

Dubey and Barth (1980) in Kadiri et-al (2008) defined social studies as the investigation of human activity, it studies man at home, man at work, man at politics, man at play, man in village, in the nation and man everywhere engaged in his busy program of his living. Social studies is particularly interested in man's problem and how to resolve them.

Kissock (1981) defined social studies as a program of study which society uses to instill in students the knowledge, the skills, the attitudes and action considered worthwhile, concerning the relationship human being have with each other, themselves and their world. However, for the view of the above definitions I personally defined social studies as the study of man and his activities in relation to his physical and social environment including the problems confronting man and providing appropriate solution to them. The study of man implies the study of man's origin how he came into existence his unique characteristic and race while his activities in relation to his physical environment implies the application of science and technology to suit his living, like cutting down trees to make farm for producing food to eat and make clothes, building shelters, road for transportation, digging of well and dams and so on while his activities in relation to social environment include norms, values and attitudes, marriage, family institution, educational institution, political institution, health institution, religious institution and economic institution for the betterment of man's life. Furthermore, the problem confronting man in relation to his physical environment include pollution, erosion, earth quake, global warming, flood, draught, accident, fire break, war, crisis, and so on while for social environment include marriage and family problems, arm robbery, tribalism, religious intolerance, kidnapping, poverty, prostitution, drug abuse,

governmental problems, ignorance, bribery and corruption, selfishness and so on, and social studies as subject of study at primary, post primary school and tertiary institution is an effective tool to resolve all the above mention problems and have absolute peace and tranquility in the society.

2.04. Objectives of Social Studies Education

The reason for teaching social studies and what we teach in it, is a fulcrum to which the success of the entire programme is built upon, social studies was introduced into Nigerian school system as a reward to existing social problems prevalent in the society. It aims at studying social action, relationship addressing social needs and problems.

The objectives of social studies vary from one country to another; this depends on the situation and condition of a country adopting it. Thus, there are varieties of social needs and problems. Argungu (2009) in Abdullahi (2014) posted that social studies as stated earlier was introduced into Nigerian school as a core and compulsory subject at primary and junior secondary schools as a catalyst to the achievement of the four national educational aims and objectives.

Obameata, Agu and laosebikan (1981), Argungu (2009) in Abdullahi (2014) explained that the objectives of social studies in Nigeria naturally reflect the national objective of education as a whole. This basically on the promise that social studies is a subject that draws its concept from all the basic subjects at the primary and secondary level of education such as history, Government, Economics, religious among others based on this the objectives of social studies tend to reflect the objective of these subjects. Secondly, the subject is designed to offer specific solutions to societal issues or

offer remedy to national goals of education if it is to answer this call. The national goals of education as presented by national policy on education (1981), states the following:

a. Inculcation of national consciousness and national unity
b. The inculcation of right types of values and attitudes for the survival of the individual and the Nigerian society
c. Training the mind in understanding the world around
d. The acquisition of the appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of his society.

It is based on these goals that the objectives of social studies were designed. Ololobou (1999) observed that social studies in Nigeria seek to re-establish the pre-colonial African educational values, which includes honesty, hardworking, mutual cooperation and conformity to traditional social order.

National Education Research Council (1981) delineated the social studies educational objective in two levels that is the junior and senior levels. it maintained that at "junior level the emphasis should be on encouraging the development of social responsibility towards other children, adults and the world around them". While "at the senior level children should be encouraged to develop those values attitudes, skills and understanding necessary to live in society".

NERC (1980) categorized the social studies objectives into the following.

a. Citizenship Education: preparing the students for social responsibility
b. Humanistic Education: helping the student to comprehend his life.

c. Intellectual Education: introducing the students to the mode of thinking and enquiry of the social science.

d. Value decision: inculcating in the individual some expected attitudes, values and feelings.

Bye and large, the opinions of social studies scholars are not different from the objectives of social studies in Nigeria. Thus, Dubey (1980) Aina (1982), NERC (1983) in Ikwumelu (2000), are the same view that is based on the rationale for the introduction of social studies in Nigeria. The objectives of the social studies programme may be broadly outlined as follows:

1. To create an increasing awareness and understanding of our evolving physical and social environment.
2. To develop a capacity to learn and to acquire certain skills including not only those of listening, speaking, reading and writing and of calculation but also those of hands and head.
3. Ensure the acquisitions of the body of relevant knowledge and information, which is an essential prerequisite to personal development as well as to positive contribution to the betterment of mankind.
4. To develop a sympathetic appreciation of the diversity and interdependence of all members of the local community, and the wider national and international communities.
5. Develop in the students, positive spirit of togetherness, comradeship and cooperation towards healthy nation
6. Promotion of understanding of social problems of their locality
7. Promotion of the ability to think reflectively
8. Creation of awareness that discipline is essential for an orderly society.

9. Demonstration of flexibility and willingness to accept necessary changes within a system.
10. The promotion of effective and active citizenship.

Consequent upon these objectives, new objective can always be conceived and developed in relation to the dynamics and on the move nature of the society to ensure the purposive nature of social studies as a problem-solving programme. Thus Maduewesi (2003) in Abdullahi (2014) referred to this point in his forward to the national curriculum for primary school social studies. This he stated as follows.

> "The curricular prescription presented in this document represents the minimum content of what should be taught in all Nigerian schools. This is not withstanding, teachers in the different states and local government areas are free to draw upon their immediate environment for additional materials"

It is the desire to achieve the objectives of social studies through the various level of our educational system as prescribed by the national policy on education that justified the objectives of social studies at the primary, the junior secondary and the NCE level.

2.05. Origin and History of Social Studies in Nigeria

There is diverse opinion on the exact beginning of social studies the world over. The inexact and divergent views about the origin of social studies among scholars have created more confusion than shed correct light with exactitude on the origin of social studies.

Joof (1991), in Mezieobi (2008) asserted that social studies originated in the western world more especially in western Europe and North America. Ezegbe (1987,

1988): Udo (1989): Osakwe and Itadjere (1993) in Mezieobi (1999) hold a contrary opinion to Joof's assertion to them, social studies originated from the united of America Osalwe and Itadjere [1993] went further to explain the point of direction that hosts the spread of social studies, to them, social studies creep from the united states of America into Europe; especially Britain.

Ololobou (2007) opined that social studies emerged in world history in 1916 through American scholars. This then posits that research studies have uncovered that the expression "social studies was first used in the academic circle of American during the last two decades of the 19th century and gained official recognition by the American government in 1916.

While the foregoing irreconcilable opinions on the origin of social studies was generating hot debates among scholars, Saxe (1991), an American professor of social studies Education at the university of Pennsylvania in Philadelphia USA, alkyd the fear and doubts here in Nigeria, where emphatically stated that "the foundation of social studies education had its beginning crept Britain after 1920's and quickly spread to the United States of America where it spread to other parts of the world including Nigeria.

Social studies education in Nigeria is relatively a new subject or programme of study in the Nigerian school curriculum, Nigerian scholars and writers are equally of contrary and divergent views as to when social studies made its head-way into Nigeria and its schools. Obilo[1981] and Enegbe (1987) in Abdullahi (2014) are of the opinion that social studies emerged in Nigerian schools in the early 1960's, Osakwe and Itadjere (1993) assumed it to be in the mid 1960's Osabe [1987] assumed it to be at the late 1960's. Adedoyin (1982), put it that social studies was introduce in Nigeria in the colonial era with the establishment of schools. Thus she observed social studies was

entrenched in the then religious curriculum of our schools. Mezieobi (1990 & 1992), refuted these claims of social studies with colonial origin and its 1960's emergence of social studies to him, social studies has been in existence right from the inception of Nigeria in the pre-colonial times with the goals content, methodology and evaluative process that was in consonance with the needs, values and aspiration of the then Nigerians and Nigeria.

Mezieobi (1992) in his opinion observed that what is new is the concept "social studies" which was really borrowed or imported and which has become a discrete subject in Nigerian schools. This he caps it that "even today in Nigeria, the social studies content is Nigeria-specific" as it was in the old as it focuses largely on the Nigerian life style and environment. This he outlined the following as the basic rudiments of traditional or indigenous social studies education:.

i. The learning of the people's local and family history, myths oral literature, proverbs and riddles, and the geography of the community and the adjoining neighborhood.
ii. Respect to elders, honesty and truthfulness, fear of gods/goddesses, learning of family gods, goddesses and people's gods
iii. Character, value and virtues development and inculcation which traditional religion encouraged and promoted.
iv. Instruction on loyalty to the community, recognition of one's rights obedience to elders, recognition of seniority, hospitality to people, cooperation in common test, respect for others.

Social studies in Nigerian context, according to Makinde (1977), Isma'ila (1987) posited that it surfaced in 1958 in western region when the subject was introduced into

schools through a joint educational programme between the region and the university of Ohio (USA) “the Ohio project” as it was tagged only affected the western region. In 1963 a pilot project was conducted at Aiyetoro comprehensive school. This venture led to a comprehensive development at the first Nigerian social studies curriculum at the said school.

It is worthy to note that subsequent upon the introducing the western regions were a series of curriculum innovation conferences that were held locally and internationally. This among others includes the conference of African educators held in Mombasa (Kenya) in 1968. This conference was organized under the auspices of the educational development center (EDC) and the center for curriculum renewal and education/development oversees (CREDO). This conference drew eleven participants from African countries including Nigeria. From this conference emerged African social studies programme [ASSP] and later the Nigerian social studies programme (NSSP).

Subsequent in the Mombasa conference in 1968 Nigeria accelerated her march towards entrenching social studies in her educational system. Thus, in January 1969 participants were drawn from all over Nigeria to Ibadan for a seminar in social studies except the eastern part of the country which was then a threat of war. Social studies association of Nigeria (SOSAN) was formed at this seminar and the objectives of the association include the dissemination, promotion, development and adoption of social studies in Nigerian schools.

Equally in 1969, a national curriculum conference was held in Lagos where large participants were drawn from all the nooks and crannies of the Nigerian society vis-à-vis, doctors, traders, farmers, teachers, and business-men etc. to discuss issues of ideology, purpose and objectives of Nigerian education. There SOSAN presented report on the

need for introduction of social studies. The resolution and recommendation of the conference touched on the teaching of culture and social studies in the Nigerian educational system i.e. social studies should be taught in all teacher training colleges and in the lower classes of the secondary and primary schools. Thus, the deliberation and recommendation of the conference and seminars forms the pivot or the federal government national policy on education in 1977. Thus Isma'ila (1987) in his statement rose that social was introduced on national basis at the 1969 national curriculum conference.

2.06. Nature and Scope of Social Studies

Social studies is an integrated study of man and the outcomes of his interaction with his environments. This means that social studies is different from older and traditional school's subjects such as geography, history, government, sociology, economics and so on, its nature and context are based on its integrated concept and methodology. The subject focuses on problems of man's survival in the process of his interactions with his environment (Uchegbu 2007).

Looking into problems, the subject takes into consideration all conceivable factors and aspects of the problem, be the historical, geographical, political, economical, sociological, religious, psychological, scientific and technological and so on. It thus employs the systems analytical approach to the identification and the study of problem of man in his multifaceted environment. Social studies make use of spiral and horizontal approach in the analysis of social problems.

Even though social studies aims at imparting knowledge on providing valuable information necessary in life, its basic function is to help students to inculcate desirable social habits, attitudes and value, as well as useful skills of listening reading, writing,

calculating and problem solving and those of other intellectual and manipulative nature, so much needed for survival of the individual in the society (Uchegbu 2007). As an integrated subject therefore, social studies is not the study of the traditional social sciences subjects with many over-lapping areas. It is not also a mere amalgamation or conglomeration of these subjects. In the new social studies, one does not see it as pigeon holes with the apartments serving as the different traditional subjects. In fact the social studies of Nigerian is an integrated curriculum for wholesome education.

The Scope of Social Studies

The scope of the subject emphasizes that social studies is a single integrated discipline. Therefore the scope of social studies is determined by the integrated approach which it is using. The integrated approach is used so as to study man in his totality. To achieve this end, social studies takes concepts, skills, knowledge, attitudes, and values from all social sciences, natural science and even mathematics (Uchegbu 2007). In other words, social studies can select or incorporate any suitable content or material from the various subjects that fall under social sciences, natural sciences, or mathematics, as far as such material relate to man and society. Also social studies neither combine the different subject's nortries to replace all or any one of the social science subjects. The scope of social studies aims at presenting knowledge as a whole, rather than departmentalizing it as other social science subject do. Social studies therefore studies man in depth as he is.

The scope of social studies uses the interdisciplinary approach in its teaching just in an attempt to present knowledge as a whole. The subject does not believe in theorizing; instead it integrates the different theories with a view of understanding the problems confronting man and offering realistic solutions.

Uchegbu (2007) stated that social studies uses the concentric approach in teaching e.g. the different maxims is considered such as:

- Proceed from known to unknown
- Proceed from concrete to abstract
- Proceed from the particular to the general
- Proceed from simple to complex
- Proceed from easy to the more difficult
- Proceed from induction to deduction
- Proceed from family to the world etc.

The scope of social studies in Nigeria, both at the primary and secondary school levels are fashioned after the concentric approach. The topics in social studies are graduated to start from home, to school, to the community, state, nation and the world at large. The concentric approach is equally called the spiral or expanding horizontal pattern.

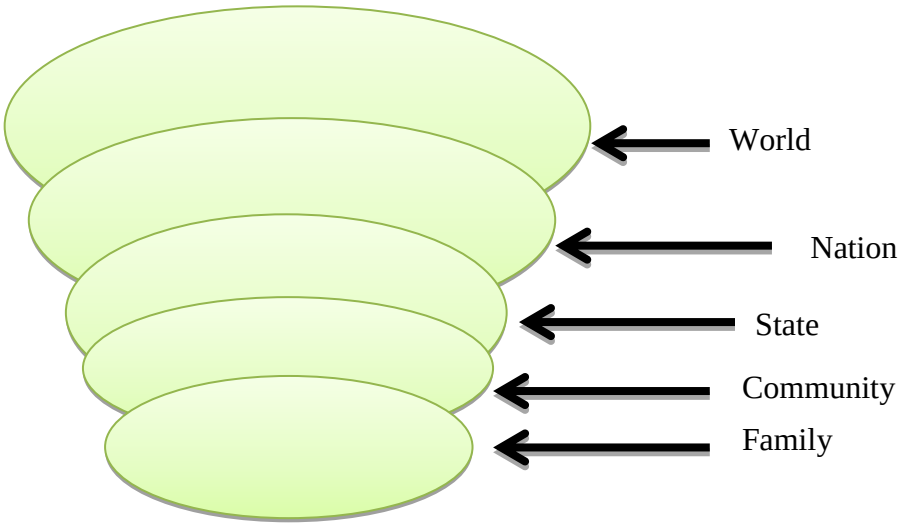


Fig.4: Expanding Horizontal Pattern.
Source: Uchegbe (2007)

The scope of social studies also focuses attention on the level, courage, quantity and quality of content. The arrangement of the contents of social studies also follows the centric spiral or expanding horizon pattern. This sequential arrangement of the course content is necessary so as to allow pupils and students proceed from known to unknown and from home to society, so as to facilitate effective teaching and learning.

2.07. Social Studies Objectives for Junior Secondary school Programme

There are a number of objectives as it relates to the teaching and learning of social studies. The objectives of social studies for post-primary education according to Okonkwo (2009), in Kadiri et al (2009) are to:

a. Make the students aware of the problems of his country and of the world in general, and to appreciate interdependence between people;

b. Create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for development;

c. Develop in the students a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria;

d. Develop a capacity to learn and to acquire skills essentials to the formation of a satisfactory professional; Develop in the student an appreciation of his cultural heritage, and a desire to preserve it;

e. Acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society; and

f. Acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.

Therefore, it is important to both public and private JSS to take these stated objectives into consideration and strive to achieve them in order to a better and productive member of our society.

2.08. The Concept of Academic Achievement

Academic achievement means how well one did in school. According to Simpson and Weiner (1989) in Haruna (2014) performance is defined as the observable or measurable behavior of person or animal in a particular situation usually experimental situation. This implies that performance measures the aspect of behavior that can be observed at a specific period. However, to determine the level of performance, a performance test is conducted. Singe (1981) in Yusuf (2002) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. This means that performance test throws light on the ability to deal with things rather than symbols.

Academic achievement on the other hand according to Uzoagula (2012) academic achievement concerns mental health, with basis for physical health care and intellectual skills which led to satisfactory means of adjustment, to social sensitivity. Obeka (2009) stated that academic achievement is based on the degree of intellectual, practical simulation exercise that a child could receive from learning situations. Nzeribe (2004) refers it as observable and measurable behavior of a student in a particular

situation. A careful look at this definition implies that academic achievement of students consists of scores obtained from teacher made test, standardized test, first term examination, mid-semester test and so on. For example the academic performance of a student in social studies includes observable and measurable behavior of a student at any point in time during a cause or teaching and learning process. In social studies student's academic achievement consists of his score at any particular time obtained from a teacher made test. Therefore we can equate academic achievement with the observed behavior or expectation of achieving a specific statement of objective or statement of educational intention in a research.

In addition Yusuf (2002) conceptualized academic achievement as the level of individual education attainment as determine by comparing his score in a test with the average scores of others at the same level. This implies that academic performance is continual because it can be measurable at any point in time. In other words, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It also implies the ability to study and remember facts and being able to communicate their knowledge verbally or written form.

Yusuf (2002) clarified further that satisfactory academic achievement award is given to recipient who maintains satisfactory academic performance and programme towards the attainment of a degree or certificate in line with the united state department education regulations. This notion virtually implied that academic achievement is cumulative and progressive. That is to say academic achievement cannot be attained within a short period of time.

According to Cambridge University report (2003), in Abdullahi (2014) academic performance is frequently defined in terms of examination on performance. Academic achievement refers to what skills the students has learned as is usually measured through assessments like standardized test, performance assessments and portfolio assessments (Sontrock 2006) in (Abdullahi 2014). The assessments provide information of the student's academic achievement across time. Academic achievement which is measured by the examination result is one of the major goals of the school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic achievement.

2.09. Factors Affecting Academic Achievement

Basically there are two factors which affect academic achievement of any child, which all other factors must fall under one of them, these include:

1. Heredity
2. Environment

2.09.1 Heredity

Heredity is the sum total of what parents pass to their children at conception. It refers to the transmission of the potentialities, characteristics or traits from parents to the offspring at conception (Adeloye 2002). When a sperm cell of the male penetrates the ovum (egg) of the female, fertilization occurs. Each normal cell has 46 chromosomes. Due to cell division any single sperm or ovum contains 23 chromosomes which are half the number of chromosomes of each of the parent's cell. During the process of fertilization the mother donates 23 while the father donates 23. Thus the fertilized egg has 46 chromosomes. Each of those inherited chromosomes contains many genes. Genetic inheritance determines the physical structure, rate of growth, colour of eyes,

height, texture and color of skin and hair among others. The child's intelligence depends largely on the type of brain and nervous system inherited from his parents. Genes control development process some of which may be dominant or recessive. The dominant gene is the character which produces its effect even though the opposite or contrasting character is present; the recessive gene is the character which does not produce its effect in the presence of dominant character. Genes, the units of material of inheritance located in the chromosomes which are passed from parents to offspring through the gametes, influence every aspect of the organism. The chromosome which is structures found in the nucleus or cell arranged in pairs during cell division are carries of heredity factors or characters in the genes. The genes control developmental processes. Apart from heredity factors and influences the academic achievement of a child.

The heredity factors divided the children academic performance into three, these include slow learners, average and height intelligent which comprise gifted and talented child, which largely depend on what a child inherited from his parent and it determine the academic achievement of a child.

2.09.2 Environment

Environment refers to different types of surroundings in which a child found himself it could be social or physical. A child who finds himself in a good environment such as good homes, wealthy parents, medical facilities, radio, television set, computer and among others. Also a child who attends a very good school with good facilities, instructional materials, qualified teachers, good leadership, and monitoring, haves good class size, structures, and so on is predispose to a high academic achievement. On the contrary, a child who finds himself in a poor environment such as poor parents, inadequate food supply, un stimulating home and peer group and also attends a very poor school with insufficient facilities with shortage of instructional materials, unqualified and

lazies teachers, poor leadership and poor monitoring, with large classroom population such child is likely to have poor academic achievement. Environment also implies every influence with which an individual comes into contact after the heredity pattern has been received. It includes effect of training, learning, home, climate geographical location, and any other influence which stimulates the sense in any way.

In addition David (2009) argues that student's academic achievement is affected by factors such as individual and household characteristics students' ability, motivation and the quality of school he/she attends. Tansel [2002] from his part attributed students poor academic achievement to gender of the student, childhood training and experience as well as parental and teachers behavior.

A careful look at this notion indicated that the teacher is the most important factor of the school in relation to academic achievement. The teacher can affect students' academic achievement by the expectation he hold for them in other words the teacher impart the knowledge to student, guide, director and supervise learning process of the child, teachers hardworking, experience and dedication can affect the students' academic achievement.

Parental attitude on the other hand is very significant in predicting students aspiration toward academic activities because students tend to work well in the school when the parents have interest in their success and failures since a good school may offset the effects of bad home and the type of school attended by the students will affect the students' academic achievement therefore, school is an important factor influencing students academic achievement.

However, the socio-economic status of a family has also been established to effect positively or negatively students academic achievement. For instance Prewitt

(1980) in Abdullahi (2014) stated that in a study conducted in Kenya, revealed that families with a high socio-economic status prepare their children for school more adequately than those with a low socio-economic status; as a result children coming from the former background are often more ready to learn and consequently stand a better chance of succeeding in their studies similar findings was also made by scholars such as Obanya and Ezewu (1981); Olotu (1994). Ipaye (1996); Okediran and Danesty (2002) in Abdullahi (2014) these scholars were unanimous in their finding that the higher the socio-economic status of a family, the more likely it motivate its children to learn at school and consequently to succeed in learning.

Students learning environment has also been discovered to have an important effect on student's academic performance. Also David (2009) argues that a learning environment that is free of barriers, or obstacle or distractions such as noise, gas/smoke pollutions and so on bring about better students academic achievement, where as an environment characterized with noise, smoke/gas pollutions market centre or garages always constitute, health hazards, which in turn affect or reduces students concentration as well as perpetual conceptual focus to learning. In the same vein Caine (2000) corroborates the fact that learning environment that are safe and trusting enhance learning, while the learning environment that is characterized with fear and threat causes brain to downshift (shutting out of new information and experience) and consequent result in students poor academic achievement.

2.10. Characteristics of Junior Secondary School Students [12-15 Years Old]

Generally speaking, children have certain characteristics associated with their age and stage of development. The characteristics of children from 12-15yrs which could be

effectively tapped to facilitate learning, as outline by Ololobou (2010) in Kadiri et al (2010) include the following.

a. Physical: this is the observable growth in the individual student in chronological order (that is in age). Physical could also mean the maturity displayed in the growth of the bodily size and sexual maturity (the appearance) children are not the same in physical growth. The growth may be determined by genetic inheritance, environmental interference, exercise and agility;
b. Social: at this age, children want to interact together and learn from each other. They are usually eager to make friends; they are very inquisitive to learn things around them. They engage in any kind of competition ranging from individual games to group competition;
c. Emotional: children are emotionally carried away by the happenings around them. They are sympathetic with situation that occurs around them;
d. Intellectual: children between the ages 12-15 easily assimilate concepts, figures, and facts as part of their intellectual development. Children are often very curious and would ask several questions and try out virtually everything, if they are allowed to. They do a lot of experimentation. They are constantly on the move and have to be engaged except when they are tired, sleep or hungry. This high activity level could be applied in several ways in the learning environment;
e. Psychological: children at this stage form impressions that cannot be easily erased.

2.12. Conditions of Private and Public junior secondary Schools

The distribution of educational facilities is one of the crisis points in any country. Any inequalities in other areas of a country's life are easily transferred to the educational

scene. According to Akinpelu (1981), the inequalities in education on the Nigerian scene take many forms. These can be summarized under the political and economic problems. These two have caused the disparity in the amount and level of education in different parts of the country and has also caused the issue of public and private junior secondary schools in the country. Due to the fact mentioned above, private and public junior secondary schools have been accorded different degrees of respect.

However public schools according to Adeyinka (2010) are those schools that were established, managed, financed, as well as supervised by the government. He further opined that those schools were established with the tax payer's money in order to educate the generality of the people irrespective of their economic, social or political status in the society. He also stated that private schools are those schools that were established, managed, controlled and financed by either, private individuals, private groups or private organizations in order to educate children and make profit. The owners and proprietors of those private schools are profit earners due to the fact that they invested their money in building the schools, providing all the necessary facilities and equipment, employment of teachers for the purpose of giving good education to the children and also making profits.

In a normal junior secondary school classroom according to Clerk (1963) in Adewumi (2003) the class size should be 25 or less if the class is to be effective and produce high quality education. This has been found out to be different in the private and public junior secondary schools. Dahunsi (1982) says that public junior secondary schools generally have a class size of fifteen to fifty four, while private schools on the other hand have a class size of twenty five to forty eight. It is obviously assumed that a class with minimum number of students is likely to perform better as seen in the private schools than a class of greater number of students as seen in the public schools.

Commenting further on the condition of private and public junior secondary schools, Dahunsi (1982) said that the public junior secondary schools pay no tuition fees but are chiefly supported by public funds. They run a three years programme and their new intakes are usually those who had on previous formal primary education. Furthermore by government regulation, the students should be duty registered eleven to twelve year's old children who will later graduate from the school within the age range of fourteen to fifteen years. This makes them older than their counter part in private schools.

In the case of private schools the intakes are usually those who have spent two to three years in the nursery section, between the ages of four and five years, when they get into primary one. Many of these pupils usually complete primary education about the age of nine and ten and registered with junior secondary school at these ages and finished at the age of twelve to thirteen. This revelation has no doubt shown the disparities in the nature of private and public junior secondary schools as being perceived generally. The comment on private schools can therefore be licensed in a way to parleman (1969) in Adewuma (2003) view about the private or independent schools in Britain. These schools according to him are being chiefly supported by non-public funds. They are relatively independent of government control, having considerable freedom to the set their own standards for learners as well as teachers without government control or supervision.

The difference between this and private schools in Nigeria is that the private schools follow the curriculum of the other public schools and are not exempted from the control and supervision of government.

2.13 Problems of Public and Private Junior Secondary Schools

Both public and private junior secondary schools are facing some problems which are considered as impediment to attain the objectives of upper basic education successfully. Some problems are faced by both while others are being faced by public junior secondary schools and also some are being associated with private junior secondary schools. For easy understanding let us treat them separately.

2.13.1. Problems of Public junior secondary Schools

According national policy on education (2004) described that basic education shall be of 9yrs duration comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory; however the junior secondary education in Nigeria faced a lot of problems these include:

1. Inadequate funding of upper basic education by the state, and federal government. Statutorily the United Nation directed that 26% of the total budget of a country should be dedicated for the provision of education to the citizens. In Nigeria at no time did the national government dedicate 20% of the total budget for the provision of education of the country (Abubakar 2015). This led to the infrastructural problems faced by many government junior secondary school, many junior secondary school are having only one block (two class room) without furniture, some even borrowed from primary school.
2. Shortage of teachers in Nigerian government junior secondary school, it is not only the problem of qualified teachers but is the problem of lack of even unqualified teachers, some junior secondary schools are having two or three teachers especially at rural areas while the national policy on education 2004

prescribed 14 subjects to be taught at each junior secondary school, how could two or three teacher cope the situation.

3. Political interference: due to politics all recruitment, appointment, transfer, promotion, and so on are not based on merit system rather politician considered those that help them to win their election and recruit, transfer, appoint, or promote them whether they deserve or otherwise, this causes a lot of problems in the upper basic education because some teachers are mostly absent and no one will change them because their party is in power, and those that lose the election are being maltreated..
4. Ignorance on the side of parents: According to national policy on education basic education that primary and junior secondary education is free and compulsory but many parent especially in villages are not enrolling their children to school, and also even those enrolled their children in government's school they are not visiting the school to see what is happening and report any irregularities to concerned officer, and even they were call during parent teachers association (PTA) or school based management committee (SBMC) meeting they are not attending talk less of contributing to the improvement of the school, this showing unconcerned attitude, made the government that are being elected by the parent of government junior secondary school's students neglecting the education.
5. Shortage of qualitative teaching materials: example relevant indigenous textbooks in the system, computer, television services, information and communication technology service and other technical materials etc.
6. Over population: the government junior secondary school are highly populated with students where one hundred to one hundred and fifty students are being put

in one classroom under the control of one teacher, in this situation teaching will never be successful.

2.13.2 Problems of Private Junior Secondary Schools

Government welcomes the contribution of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside those provided by the state and local governments, as long as they meet the minimum standards laid down by the federal government (NPE 2004). This gives room for private individual to establish and manage the school on his own, whether free or by collecting tuition fees.

Meanwhile in the running of private school they are confronting some problems, these include:

1. Lack of qualified teachers. This was as a result of their poor compensation and over loaded work on the teacher with strict monitoring and supervision in the area of study, therefore most of their teachers are temporary, whenever they got appointment from government they will leave the school.
2. Tuition fees payment problem: private schools depend largely on tuition fees to pay their teachers' salaries and do other activities, but very unfortunate some parent are not setting their dues on time unless when their children were sent back to home.
3. Problem of indiscipline: some parent took their children to private school because of their economic status not knowing the actual value of educating their children, such parent their children are always late comers, absentees and engage in other irregularities in the school, and school authority usually were not punishing them because of financial factors.

4. Dishonesty in writing students' report: Mostly the private schools are not writing the actual students' academic achievement because they want to impress the parent of their students. Therefore they always showed that their children are doing well, for them to have courage and settle their dues, in writing report sheet you may have 10 and above students bearing the same position.
5. Inadequate funding: some proprietors do not have adequate fund to provide infrastructure and other relevant materials for teaching and learning to be effective, due to their economic status, some are even renting a house which was not build for school and this could not be conducive for teaching and learning to take place. Some private school were not even paying their teachers regularly, these will not encourage the teachers to discharge their duties better.

2.14. Teaching in the Context of Social Studies

Although teaching is a concept which is generally utilized in the educative process, yet the concept does not apply with equal facility to all "act of teaching" or to all teaching subjects in the school curricula in the same way. Any meaningful conceptualization of teaching should recognize the nature of the subject to be taught and learned, the appropriate methods and techniques of teaching the subject very effectively and the goal-objects which the school subject, to be taught, intends to accomplished (Fubara and Mezieobi 2008). Put differently, in articulating what teaching means in the context of social studies for example, one should not ignore the nature of social studies, its teaching methods and techniques and social studies objectives in Nigeria.

2.14.1 Popular Conception of Teaching

The following varied definitions of teaching, point to its popular usage in Nigeria and elsewhere. They are:

i. Teaching is the imparting of facts (pass more 1980): This means that teaching is an art of transmitting knowledge which considered as fact, truth and is confirmed based on practical evidence which the learner are being informed while the learners are just listeners to the teacher without giving room for their contributions.

ii. Teaching is the process in which the learner is made to listen very attentively or pay attention (Waller 1969); Here learners should listen to the teacher attentively for them to here and understand and also answer question when asked, the learners are not involve and are not contribute into the teaching and learning process unlike in social studies which focus on learners' centered where the learners are to contribute immensely and teacher should guide, direct and make necessary corrections.

iii. Stinnet (1962), Pullias (1969) and Iwuchukwu (1993) see teaching as a process through which the teacher transmits or transfers knowledge to the learner. This definition considers teacher as alpha and omega while learners are considered as passive and are just listeners to teacher without involving them into classroom discussion.

iv. Teaching is a deliberate effort to impart knowledge (Okeke 1989; Njoku, 1993). Thus, teaching is considered as the deliberate effort made by the teacher to transmit and transfer knowledge to the learner. By this teaching is an intentional action done by teacher so as to make learner have an important information, knowledge or skills which will change the behavior of an individual.

All these popular though traditional conceptions of teaching referred to the very act of teaching viewed as a profession or occupation or the very act of classroom teaching plus other school related activities of the teaching in the school situation, such

as preparing lesson plan, maintaining discipline, keeping the classroom and school environment clean and counseling students (Akinpelu, 1981, Adewole 1990; Iwuchukwu 1993).

A synthesis of the popular conceptions of teaching revealed that teaching is generally seen as a process through which a teacher in a teacher centric classroom learning setting transmits knowledge, skills, attitudes and values to passive or non-participative learner who must make effort to assimilate the imposed knowledge which is geared towards inducing behavior change. (Mezieobi 2008). Therefore, in this modern society with availability of modern techniques and methods of teaching of social studies in any school whether public or private that retain conventional method of teaching definitely the academic performance of its students would be very low.

Teaching in the Context of Social Studies

The above definitions of teaching do not suit what teaching means in social studies. Social studies is learner centric in our context. Therefore, it entails active participation of the learner in social studies classrooms. Social studies is a problem-solving goaded in Nigeria and, therefore, emphasizes the use of activity oriented methods and techniques to achieve its goals. The production of a functional and productive citizenry which is major focus of social studies entails that social studies concerns itself with inculcating creative, reflective, contemplative, relational, analytical and decision making skills and competences in the learners. In the light of the foregoing goal-objects of social studies, the teaching of social studies cannot and does not connate sheer passing on an imparting of desirable knowledge to a passive learner recipient who must on demand regurgitate the role memory acquired and stored knowledge (Mezieobi 2008).

Effective teaching of social studies may involve a negligible measure of cognitive knowledge particularly the lower knowledge. Social studies teaching more than any other subject emphasize higher level knowledge and affective and character development. In this circumstance, therefore teaching in social studies refers to a predominantly students controlled or directed interactive learning achievement oriented activities inside and outside the formal classroom situation in which the learner actively participates and makes a conscious and deliberate effort to induce and acquire significant learning under the teacher serving as a learning collaborator, director, guide, a catalyst, a helper hence Okorie (1996) in Mezieobi (2008) noted that "teaching is helping other persons (the learners) to learn. The teacher in social studies teaching-learning setting is not a task master or an autocrat dishing out encyclopedic knowledge.

The foregoing is the teaching in social studies. Akande (1987) confirms the fact that the meaning of teaching cannot be divorced from the nature of a subject when he noted that "the nature of teaching varies with the area or subject of study". Meaningful social studies teaching is student activity loaded such that the student is given wide democratic latitude to learn by doing it himself through his activities participatory commitment and display of his intellectual integrity and capacity for independent judgment. This will boost the academic achievement of the student irrespective of their status that is public or private.

According to Mezieobi(2008) for any activities or situation to qualify as social studies teaching activities or situation or to merit the description of the 'very act or teaching' in social studies, the following criteria must be met. They include:

i. The activities must be learning achievement oriented. In other words the activity must be learning-intentioned or teaching inducing

ii. The activities must suit the learner's maturity level and capabilities

iii. The activities must be participatory learning oriented in the sense that they must elicit the active participation of the learner in the pre-active (before teaching-learning process is set in motion) and interactive teaching activities (actual teaching or the actualization of the teaching learning process).

iv. The inside or outside the social studies classroom environment must be reasonable democratized and stimulating to elicit the willing and active participation and involvement of the clientele.

v. The learning activities must reflex largely the real social world of the learner.

vi. The interactive teaching situation should not only elicit the creative capabilities of the learners. The learners should perceive themselves as the dominant persons involved in the teaching learning process in teaching oneself while the teachers view themselves and are perceived as guide helper and simulation of learning.

vii. The activities must be affective learning goaded as well as involve the development of higher level skills.

viii. The learning guide or collaborator- the teacher should not only be professionally trained, he should have a firm grasp of all effective teaching of social studies entails in and outside the formal classroom. For example, he must expose learners to a variety of activities use of appropriate teaching methods and techniques, and multiple resources and appropriately utilize evaluation instruments germane to effective social studies instructional evaluation. The teacher should also know the kind of

skills achievable through a given learning activity or experiences, what learning activities can best lead to the acquisition of which skills, what methods and techniques can best be used and in which ways the desired learning can be brought about. Therefore the act of teaching in social studies must provide the above criteria before it considered as social studies teaching hence in social studies teaching in the stimulating, guidance, direction, and encouragement of (or helping) learning" (Burton, 1952).

However, it is very difficult to have a school whether public or private operating social studies programmes according to the above prescribed criteria, that is why always the academic performance is very abysmal and this could not be solve until when teachers embarrassed these criteria.

2.15. Classroom in the Context of Social Studies

Social studies classroom is different from other conventional classroom, since it deals with learner at a centre while conventional classroom considers teacher at a centre. The explanations of both are as follow:

2.15.1. The Popular View of Classroom

The classroom is generally perceived as a learning forum usually in a school building where a school teacher supposedly engages in the "very act of teaching" (Akinpelu 1981) with a view to inducing learning. This popular conception of the classroom connotes a teaching –learning setting more often than not, in a room, hall laboratory or workshop where the authoritarian teacher stands in front of a group of learners dishing out his stuff to the learners. (Mezieob 2008). In this classroom

environment the learners are largely passive recipient of knowledge, and fact from the teachers who dominate the interactive teaching activities.

This conventional conceptualization of classroom tends to restrict the concept only to a centre or place in a school premise which is specially set aside, for the purposes of teaching and learning social studies classrooms are more than this.

Classroom in the Context of Social Studies

In describing classrooms in the context of social studies Mezieobi (2008) explain that they: Are more than the conventional classrooms where learners are more or less confined to a defined four-walled space in the school or school premises set out for the teaching learning process. Social studies classrooms refer to any formal setting in and out of the school where learners, under the guide of formal school teacher or resource persons are involved in the teaching learning process. The social studies classroom could be one of the rooms in the school premises or in the community the open classroom or classroom without walls.

2.15.2. Social Studies Classroom in school

The social studies classroom in a school could either be a room in the school building or premises of an open space within the school premises. In the former, the room is spacious to accommodate whole teaching-learning activities or small groups or committees into which the classroom is divided, all of which entail cooperative or collaborative learning. The activity prone social studies classrooms have seats and table that can be easily re-arranged to suit chosen methods and techniques such as activity discussion and simulation methods and role playing techniques appropriate for the attainment of a lesson objectives. (Mezieobi et al 2008).

The classroom should have work areas and a variety of instructional materials, bought and /or constructed by students and teachers, adequate enough to allow each student check out this creative capacities and aptitudes without frustrating inhibitions. The open space social studies classroom within the school premises is not a make shift solution to classroom inadequacy but a complement of the four-walled space social studies classroom meant perhaps to attenuate boredom which a constant utilization of the formal classroom entails but primary to give students a direct firsthand experience of their socio-geo-political world.

The in-school social studies classroom according to (Mezieobi et al 2008) is characterized by:

i. Meaningful involvement of the clientele in the pre-active teaching activities-before actual teaching activity preparations such as choosing lesson objectives, selection of learning activities or experiences that bear direct relevance to the learners social world interest, needs, realities of the learner socio-physical environment and maturation, hunting for data or resources that would facilitate teaching and learning, organizing the data and resources materials in the event of their availability. The participation of the students in the teacher-students cooperative teaching, preparation or planning of their learning experiences as to when best and where and the areas to teach, and which learning activity would elicit the commitment and interest of the learners in the interactive teaching activity. Pre-active teaching activity is not a prerogative of the teacher in social studies classroom setting.

ii. Active participation of the learners in the interactive teaching activities of actual teaching-learning process. The implication is that learner-passivity is debunked and teacher participatory role in the teaching-learning role is not

that of an authority figure transferring, transmitting, or imparting knowledge, but a guide, collaborator, resource person, catalyst, and motivation in learning.

iii. The social studies teaching environment or classrooms is learner-centric, creative, problem solving goal oriented, creation of a functional citizenry goaded.

iv. The emphases of all teaching activity in social studies classrooms are predominantly the inculcation of contemplative higher order knowledge, skills and effective development. Any activity in social studies classroom which does not have the potentialities of inculcating higher level knowledge and skills, creativity and value learning through the learners maximal utilization of the value clarification approach, is a social studies class in name.

v. Instructional paraphernalia or social studies classroom such as teaching methods, techniques, instructional material and resource must be selected in such a way that they adequately suit the learner's ability, developmental level, social studies curriculum and social studies lesson goal-objects attainment and the content being taught multi-methods and techniques and multiple instructional materials elicit the best instructional outcome.

vi. Social studies classroom is activity loaded with a co-operative large group or small group but preferably, small group collaborative instructional learning features quite predominantly. The truism is that social studies interactive teaching (actual teaching-learning process) is activity dominated whether one is looking at what the class population does or the activities that engage their attention.

vii. Nigeria's social studies classroom should manifest in actuality the integrative approach in which case content or what of learning is called from the various social studies sources and fused in order to present the learner with his true world rather than fragments of his world which present him with false knowledge of his social fabric.

viii. In social studies classroom, instructional evaluation should not only be on continues basis, the focus must be mainly evaluating affective learning outcomes in which case the appropriate observational techniques must be employed.

ix. Instructional evaluation in social studies classrooms should not completely neglect cognitive learning. The emphasis of question should be on reflective question which ginger divergent thinking of higher order thinking skills.

x. For effective teaching in social studies classrooms, the teacher must receive formal pre-service and in-service training in social studies teaching skills and competences, and must on constant basis update the skills and bring them to bear positively on his interactive behavior in social studies classroom setting.

xi. The use of resource persons and places in social studies classrooms to enrich and facilitate learning needs no emphasis.

Social Studies Classrooms without Walls (outside the school)

A soundly based social studies programme mirrors the socio-cultural realities, needs, problems and aspirations of a society in which "in many social studies programmes is the forms of study" (michalis,1980). The relevance of the social studies classrooms without walls was well articulated by Okorie (1978) in Mizieobi et al (2008)

when he apply opined that “there is no better way to discover knowledge in a real-life situation than to actual be there on the scene”

Social studies classroom outside the formal school is the wider society or school without walls. Social studies students are usually exposed to their community as a learning theatre to make them understand and appreciate the realities of their socio-political environment. The exposure of social studies students to practical societal experiences in social studies context is a classroom teaching-learning technique. This exposure takes two interrelated dimensions. Educational trips, excursions to resources places, and educational visits to resource persons, all within the community which have an abundance of identified and unidentified communist resources relevant to meaningful social studies goal-object achievement.

Mezieobi (1992) admonishes that “the list of resources should be drawn from all walks of life. Non-human resources (or resources places) should cover human’s social political and economic institutions and environment.” For the educational trips to be worthwhile, they entail adequate planning and evaluation. Whatever effective social studies entails in the wider society, it should not be regarded as extra-curricular activities but as a co-curricular activity meant to complement the formal classroom teaching interaction and to enrich the overall social studies, learning experiences and facilitate significant or functional learning.

2.16. Problems of Teaching Social in Nigerian Schools

The problem of effective teaching of social studies in Nigeria may be considered in five dimensions namely the human factor, government factor the teacher factor the school factor and the community factor. (Mezieobi2008).

2.16.1. The Human Factor

Human factor militate against the effective teaching and learning of social studies is the resistance behavior of people trained in the traditional disciplines of the social studies is the resistant behavior of people trained in the traditional discipline of the social science and the humanities to the introduction of social studies the school curricular. These subject traditionalists who fear that social studies might out rightly displace their traditional disciplines have continued to resist, directly or indirectly, the emergence of social studies in the educational scene in Nigeria (Mezieobi 2008). They perceive and teach social studies in the light of their disciplinary bias. It cannot be gain said that the chalking out of citizenship education, it an aspect of social studies, as a distinct school subject is the handmaid of the traditional subject specialist who are politically efficacious to the point of striving to frustrate the entrenchment of social studies education in Nigeria for selfish end, to the utter debunkment of the utilitarian values of social studies.

Furthermore, the inattentive public perhaps engrossed in their survival pursuit, to meet capitalist demands, is quite apathetic to whatever societal issues and concerns that they do not perceive directly as affecting their well-being. This atrophic behavior does not provide for a fertile social ground for citizenship mobilization, participation and co-operation which contribute to social studies goals accomplishment.

2.16.2. The Government Factor

The government is a significant factor in the pathetic state confronting the teaching of social studies education in Nigeria school which invariably negatively affects national development and integration. The role of government in ineffective teaching and implementation of social studies curriculum at primary and post primary level can be schematized thus:

i. As is evident from the other educational and social plans in Nigeria such as the universal primary education (UPE) programme, modern mathematic and the Green Revolution saga which had failed, government embarked on the implementation of the social studies curriculum without adequate preparation for its effective take off. This stance substantiated by the following among others:

    i. Government's ineptitude in setting into motion the necessary machinery for the teacher training programme in social studies education in all the conventional tertiary institutions particular the universities and colleges of education who train teachers that will handle social studies at primary and post primary level and also even at junior secondary school level those machineries are not provided.

    ii. Governments insensibility to the sorry state of social studies teaching in Nigerian school particularly primary schools where social studies has continued to be taught by persons who are not professionally familiarized with the epistemological and anthological dimensions of social studies even where trained social studies teachers are not gainfully employed (Mezieobi,, Fubara and Mezieobi 2008)

iii. No matter how well designed the social studies curriculum is, no matter how well intentioned the objectives of social studies curriculum are, no matter the wealth available social studies curriculum resources for effective instructional delivery, the core of the success of the social studies curriculum rests with the professionally trained and qualified social studies teacher who

must translate the programme into action. We therefore, share the admonition of Joof and Mezieobi (1991) in Mezieobi (2008) to the affect that:

When you put a man without a professional training in social studies (Education) on the (social studies teaching) job to produce social studies teachers it would be expecting too much of him to produce the right caliber of social studies teachers (let alone such teachers who would exhibit expertise on the job).

There is no concerted or rather adequate commitment on the part of the government to ensure appropriate implementation of social studies curriculum. The social studies programme is inadequately funded. The quality of social studies teachers in our school today is too poor. A majority of those who teach social studies today are not trained for the job. There is no government instituted incentive plan to induce even professionally trained social studies teachers to embark on regular professional regeneration activities in order to constantly update their knowledge, skills and competences as a device to keep in constant touch with recent developments trends in social studies education. And many primary schools do not have social studies teacher whether trained or untrained especially in the villages.

Furthermore, the remunerations and fringe benefits of social studies teachers in particular and other teachers in general, which cannot support their families are irregular and in some cases badly in arrears. Moreover, the uncongenial classroom conditions under which social studies teachers work cannot elicit the high morale and productivity demanded of social studies teachers as “there is a high correlation between good working conditions and a high level of performance” [Okeke 1984).

iv. A good number of people involved in social studies curriculum planning and actualizing at the government level do not even know what social studies is all about?

2.16.3. The Teacher Factor

Undeniably, there is the teacher factor which is perhaps the principal factor in the inappropriate implementation of the social studies curriculum at all levels of the educational system which junior secondary school level is included. The preponderance of generalist social studies teachers in Nigerian social studies classrooms commonsensical suggests that, social studies implementation, appropriately conceived, is bound to be malfunctioned. The problems of effective teaching of social studies in Nigeria as they relate to the teacher factor anchor more than anything else on teacher's methodological emphases. Mezieobi [1990] succinctly made this point when he opined that the malfunctioning of the social studies curriculum in Nigeria is attributable largely to the inappropriate utilization of teaching methods and techniques germane to the effective teaching and learning of social studies. These methodological malfunctioning in social studies education is manifested in the following.

1. teachers approaches to social studies teaching are largely pedagogical with emphasis on cognitive achievement to the utter neglect of the affective and psychomotor domains;
2. In view of the fact that the teaching force in social studies is dominated today by personnel trained in history, geography economics, political science, this caliber of social studies teachers teach social studies in the light of a single subject approach (depending on a teacher discipline of training), to the utter debunkment of the integrated approach emphasis in

social studies education in Nigeria. Furthermore, the curricular demands of these traditional subjects do not tally with social studies curriculum contents.

3. The teaching methods in social studies interactive process which set the mental laboratory of the learners into motion in order to elicit their rational and critical reflective thinking, creativity independent investigation and discovery, sound decision-making and values clarification and imbue the learners with the desirable attitudes values and social competences essential for effective social living are glossed over by most of the present caliber of social studies teachers in our school who are ill equipped for this job. These neglected but desirable activity-oriented methods include the inquiry, discovery, problem solving, individualized instructional methods. Dubey and Barth (1980], Pwajok (1984) and Madubuke (1985) attest to the fact that a lean percentage of social studies teachers, not more than 5% as our observations and studies have revealed. Utilize the critical thinking generating methods which are desirable in effective social studies teaching and learning setting. This problem, to a large extent is predicated on lack of training in social studies education and obsession of teachers with perpetuating the status quo or traditionalism, the reluctance to path ways with the old teaching methods and practices which they are used to and which may not suit social studies teaching practice today.

4. Teachers of social studies in our schools predominantly focus the evaluation of social studies instruction on cognitive learning to the complete neglect of the affective and psychomotor achievement and

particularly the affective domain which is the major concern of social studies of education.

5. Most teachers of social studies in Nigeria neglect perhaps out sheer ignorance, the relevant community resources that a bound for effective social studies delivery and focus attention on hardware materials which the education authorities hardly ever afford nor adequately distribute to schools for schools effectiveness in view of the country's dwindling economic fortune. Even in the face of the short supply of instructional materials, the present crop of social studies teachers lack the resourcefulness and dogged determination to improvise instructional materials. In fact a good and effective social studies teacher sees himself and his students as the most significant instructional resources for his social studies learning activities.

6. Another teacher-centric factor impeding effective social studies teachers to professional improvement or growth. Mezieobi [1980] rightly noted that most teachers in our schools once they leave the four walls of an educational institution with their meal ticket and credentials are not prepared to learn anything new.

7. Teachers have also contributed to the sorry state of social studies teaching and learning in schools through their complete reliance on government alone to provide adequately for social studies instructional effectiveness through adequate funding of social studies programmes hence the teachers ineptitude in generating in house (or via positive teacher community relationship) some supplemental income a materials which may contribute to enhancing social studies teaching effectiveness and efficiency in a

number of ways. Positive social studies goal accomplishment is a joint responsibility of all the government, the school administrations, teaching practitioners, parents and students and others who have a stake in productive educational output and development.

2.16.4. The School Factor

Teachers, school administrators, students and the support staff constitute the school. But for purposes of emphasizing the distinct roles of teachers in faulty teaching of social studies, they have been purposefully isolated in the preceding pages, from the school factor. Poor junior secondary school leadership that is systems oriented is known to engender bad blood in the teachers and students resulting in teachers on commitment to work and in some cases students' disruptive behavior which invariably lead to non-actualizing of social studies programme in the event of industrial dispute and constant forced closure of schools.

Furthermore, the growing incidence of student and teacher truancy and absenteeism and the general unwillingness of students to learn have not augured well for the smooth teaching and learning of social studies. More over a number of schools have not benefitted from the communities surrounding them with regard to the communities contributing positively to social studies programme implementation. The problem is that such school lack where to establish and maintain healthy school-community relationship which may be relied upon to contribute to effective social studies teaching and learning.

Beside the over-loaded school time-table, a consequence of many subjects offering in today's schools does not allow for the required number of lesson periods which effective teaching of social studies demand. Not more than three periods of thirty five minutes each per week is allotted to social studies teaching in Nigerian schools.

Worse still, school teachers may not find it very convenient to undertake additional lesson periods on social studies after the normal school hours particularly when this arrangement does not attract extra pay allowances.

2.16.5. The Community Factor

Most community members do not understand what social studies is all about? The result is that community members do not give social studies implementation their desired support materially and financially. Furthermore, community dynamism which social studies teaching and learning must always reflect has been such that social studies teachers cannot readily keep pace with in the interactive process. In fact, constant community or societal changes entail constant changes in the social studies curriculum content which not only destabilize the subject-social studies but also make 'sleeping' social studies teachers unaware of these changes, under this circumstance, effective social studies teaching becomes a far cry from reality. Therefore, for social studies curriculum to be implemented effectively, and for the students whether at public or private junior secondary schools to have an excellent academic achievement all those mentioned problems of teaching social studies at all level of education must be solved.

2.17. Review of Related Empirical Studies

The following empirical studies were reviewed for the purpose of this study:

Taura (2002) conducted a research on comparative analysis of academic performance between public and private primary schools in Kano metropolis, Kano state. The researcher formulated only one objective and one research hypothesis, the researcher used questionnaire as instrument for data collection and analyzed the collected data using a simple statistical tools frequency table and percentage only. The result findings revealed that, generally pupils in private primary schools performed better than those in

public primary schools. Some of recommendation were made among which is that, the state government should look into the schools' administration by handling schools' responsibilities to more competent, experienced and dedicated people and give them some certain level of autonomy without political interference.

This research work is related to ongoing research in terms of both compared the academic performance/achievement of pupils/students in public and private schools and also share the same state that is Kano. However, the present research differ with past study in research methodology that is, in stating research design, population, sample size and sampling technique and also statistical tools for data analysis also the target population is primary pupils while this used junior secondary schools students. Although, the past research work help the present in literature review, but the past research work does not contained what a research must contained such as: background of the study, objective of the study, and even research question and hypothesis the researcher made use of only one each which will never enough to carry out a research work. Moreover, in the research methodology, the research design, population, sample size and sampling technique were not stated.

Afolabi (2003) conducted a research on comparison of private and public schools product's performance in Mathematics and English language from educational technology perspective in Oyo state. The main objective of the study is to find out whether the JS1 students who were products of private primary schools will perform better in Mathematics and English language than their colleagues who attended public primary schools. Three (3) objectives and three (3) research hypotheses were formulated for the study. The study employed expo-facto research design, 100 students were selected as sample size for the study using stratified simple random sampling technique, two achievement tests in English language and Mathematics were used as an instruments

for data collection and also the collected data were analyzed using statistical tools of mean, standard deviation, and t-test for testing the null hypothesis at 0.05 level of significance. The findings of the study showed that students who attended private primary schools where instructional materials are used before joining the secondary school system performed better in English language and Mathematics than those who attended public primary schools.

The ongoing research is similar to that of past research in the sense that both of them focused on comparing students' performance between public and private schools, both used stratified simple random sampling technique, they used expo facto research design, they used test as instrument for data collection. The present research also differs with past research in the following areas: The present research is carrying in Kano state while the past research takes place in Oyo state, the ongoing research deals with social studies whereas that of past research deals with Mathematics and English Language and the sample size of the present research is 798 while the past researcher sample with 100 students, they also differed in statistical tools for data analyses. Although the past research work help the present research with literature review, sampling technique and research design, but the past researcher did not indicate the number of target population covered for research which the present research clearly stated 79897 as the total number of the target population of the research work.

Adewumi (2003) conducted a research titled comparative study of pupils' academic performance in English Language in private and public primary schools in Kumbotso local government area of Kano state. The main objective of the study was to find out the differences between pupils' performance in private and public primary schools in English Language both oral and written forms. The researcher postulated four research questions and four research hypotheses. The research population consisted 33

public primary schools and 20 private primary schools, also the sample size were 3 public primary schools and 3 private primary schools ten (10) pupils from each school, making them to be 60 pupils and selection was done using simple random sampling technique, the questionnaire and oral test in English Language were utilized as instrument for data collection while simple percentage and t-test were used as statistical tools for data analysis. The result findings showed that private primary schools pupils performed better than those in public primary schools.

The present research work is related to past research in that both of them are focused on pupils'/students' academic performance/achievement in public and private schools. The ongoing research differs from the past research work in the following areas: the location of the ongoing research was Kano South Senatorial zone which comprises 5 educational zones and 16 local government areas, while the past was conducted in only one local government area that is Kumbotso local government areas, they also differ in applying sampling technique, the past study used English Language as a subject for making the performance test whereas the present research work used Basic Education Certificate Examination result in social studies and the present used junior secondary schools students as the target population while the past used primary schools' pupils . The past research work contributed to the success of the ongoing research work in the literature review. The researcher did not used appropriate sampling technique because, the researcher was expected to used stratified and simple random sampling technique, which could enable the researcher to select the required number between the strata that is public and private primary schools, otherwise could not be possible to select exact 3 schools from each strata, also failed to identify the objectives of the study.

Nwafor (2010) conducted a research on comparative study of students' academic performance in Junior Secondary School Certificate Basic Science in public and private

secondary schools in Ebonyi state, Nigeria. The major objective was to compare the levels of performance of public and private school students in basic science in junior secondary school certificate examination (JSSCE). With focus to the research topic, three (3) specific objectives were formulated and in line with each specific objective, four (4) research questions and three (3) null hypotheses were postulated. The research design adopted was expo-factor research design, the population for the study consisted of all students that offered Basic Science in JSSCE from 2009 to 2010 academic sessions in Ebonyi state, from the total population of about 394,065 students, 23,000 students were selected as sample using stratified and systematic random sampling techniques. The instrument for data collection was the students' results in Basic Science Examination; data was collected using a check list. Descriptive statistics such as mean was used for research questions while t-test was used for the test of the stated hypothesis. The result of the findings among others showed that students in private junior secondary schools in both urban and rural areas in Ebonyi state performed better in Basic Science Examination than those in public junior secondary schools from 2009 to 2010 schools years. Some recommendations were made among which is that, the state government should provide opportunities for Basic Science teachers and science teachers of other science subjects to attend seminars, service courses and workshops to avail them the opportunity of keeping abreast with effective and current methods of teaching Basic Science to facilitate science teaching in the schools.

The present study is similar to Nwafor's study in the following areas: Both studies focus on comparative study of students' academic achievement in public and private schools, both used ex post facto research design, the sampling technique for both were stratified and random sampling technique, both used JSSCE as their instrumentation. Meanwhile, the present study differs from Nwafor's in the following

areas: the location for the present study is Kano South Senatorial zone, Kano state. While the location for the past study was in Ebonyi state. The population for the present study is social studies students' BECE results from 2013 to 2015 academic sessions. While the population for the past study was students offered Basic Science in JSSCE from 2009 to 2010 academic sessions and lastly they differed in terms of statistical tools used in analyzing data. The past research study contributed to the success of ongoing research work in procedure for selecting sample size. The past research work used three research objectives, four research questions and three research hypotheses, while each research objective should has a research question and a research hypothesis as done in this present research work.

Oluwatayo (2012) conducted research titled, a comparative study of pupils' performance in quantitative aptitude test in public and private primary schools in Ekiti state. The main objective of the study was to compare the quantitative aptitude of pupils in public and private primary schools as well as determining whether differential quantitative aptitude would exist between pupils in public and private primary schools in urban and also in rural areas. Three (3) research questions and three null hypotheses were postulated. The researcher employed survey research design, selected the sample size of 640 final-year pupils based on stratified random sampling technique. The instrument used was multiple choice quantitative aptitude tests; the data collected was analyzed using means, standard deviations and t-test tested at 0.05 level of significant. The result findings among others showed that private schools pupils performed significantly better than their counterparts in public schools, also the worst pupils in private schools were the best pupils in public schools. Some recommendations were made among which is that, education authorities should effectively monitor teachers' instructional activities in the public schools, especially in the rural areas to avoid failure of the objective of primary

mathematics education which emphasizes pupils' proficiency in numeracy and logical reasoning.

The ongoing study is similar to Oluwatayo's study in the following areas: Both studies focus on comparing the pupil/students' performance in public and private schools, they also used stratified random sampling technique for selecting sample size; Meanwhile, the present study differs from Oluwatayo's study in the following areas: The location for the present study was Kano state while for the past was Ekiti state, The present research used ex post facto research design whereas the past used survey research design, the present study used social studies BECE results as the instrument for data collection whereas the past used multiple choice quantitative aptitude test in mathematics, the past analyzed the data by using mean, standard deviations and t-test while present used frequency count, simple percentage and chi-square in analyzing the data. The contributions of the past research work to success of this ongoing research work were in sampling technique and also help immensely in the literature review. However, the past study did not indicate the target population covered for the research which the present researcher clearly indicated the target population of the research work.

Another research conducted by Adeyemi (2014) titled comparative study of pupils' academic performance between private and public primary schools in Osun state. The main objective of the study was to find out if there is any difference in pupils' academic attainment between private and public primary schools in the two local government council areas involved in the study. The researcher adopted descriptive survey research design for the study and collected data from a sample of 240 pupils, 120 respondents were selected each from the private and public primary schools, structured questionnaire and pupils' achievement test were used as instrument for data collection and also the researcher used frequency count, simple percentage and z-test as statistical

tools for data analysis. The result showed that pupils in the private primary schools performed better than their counterparts in the public schools.

The similarities between this present study and that of past research is that both of them focus on pupils/students academic performance in public and private school and they differ in some areas such as: the location of present research was in Kano state while the past was conducted in Osun state, the differ in sample size and sampling technique used in selection, the present was based on social studies only whereas the past research used three subject that is, English, Mathematics and Social studies, also they differ in research design, instrument for data collection, statistical tools used for data analysis while the present used chi-square in testing the null hypothesis, the past study used z-test. The past research work contribute to the success of ongoing study in literature review. However the past research work failed to determine the number of the population which the present clearly stated the number as 79897.

Ubah and Bulus (2014) conducted a research on the Effect of Street Hawking On the Academic performance of Student in Social Studies in Junior Secondary Schools in Nasarawa state, Nigeria. The major objective of the study is to find out the effect of street hawking on academic performance of students of social studies in Nasarawa state. Three research objectives, three research questions and three research hypotheses, were used in carrying out the research work. Quasi-experimental design was employed for the study, the sample comprises of 100 subjects, 50 males and 50 females, they were selected using purposive sampling technique, and the instrument used for the study was social studies performance test (SSPT), the hypotheses were tested using statistical method of t-test. The research findings showed that street hawking has negative effect on the academic performance of students in social studies in junior secondary schools in Nasarawa state, Nigeria.

The ongoing research is similar to that of past research in the sense that both of them focused on pupils\students' academic performance in social studies. The present research also differs with the past research in the following areas: the ongoing research was carrying out in public and private junior secondary schools in Kano state while the past research used effect of street hawking in junior secondary schools in Nasarawa state. The ongoing research used expo facto research design, while the past study used quasi-experimental design, the ongoing made use of stratified simple random sampling technique whereas the past research work used purposive sampling technique. The past research work helped to the success of the present research in formulating research objectives, research questions and research hypotheses. However, the past research failed to determine the population of the study by which sample size could be derived, which the present research work has clearly showed the population as 79897.

Ochenge (2015) conducted a research on comparison of standard four pupils' academic performance in public and private primary schools after three years of Free Primary Education (F.P.E) implementation in Matunda in Kenya. This made use of expo-facto research design, simple random sampling technique was used to select eight public and eight private primary schools in kitale Municipality, attest, questionnaire, interview, and observation were used as an instrument for data collection also the data was analyzed using t-test and ANOVA and also at 0.05 level of significance. The result findings showed that both boys and girls in private primary schools performed better than those in public primary schools. Some recommendations were made among which is that, through media, government should advertise some of the best performing public primary schools and give awards to those schools so as to encourage others to work hard and improve their standards. Also inter school exchange and inter class competition should be encouraged in primary schools to boost performance right from lower classes.

The present research is similar to Catherine in the following areas: both studied focused on comparing academic performance of pupils/students in public and private schools, both used expo facto research design. They also differ in the following areas: the present research is carrying in Nigeria while the past was in Kenya the ongoing research used only social studies subject only in the research whereas the past study used many subjects such as English Language, Mathematics, Kis, Science and Social Studies for the test they also differed in statistical tools for data analyses. The past research work contributed to the success of ongoing study in literature review. The past research work failed to determine the number of population and sample size while this study clearly identify the number of population as 79897 and sample size as 798.

Summary

This study reviewed literature on the comparative study of students' academic achievement in public and private junior secondary schools in social studies in Kano state, Nigeria. The chapter started by clarifying the theoretical framework upon which this study was based on three theories, those were theory of stimulus response (S R) presented by Thorndike (1874-1949) and theory of operant condition presented by B. F. Skinner (1969) and Classical Conditioning by Pavlov (1900). Several literatures related to this study were reviewed and those were done in orderly manner. The concept of social studies from different authors were reviewed, the general objectives of social studies education and the objective of junior secondary schools social studies, also the origin and history of social studies in Nigeria and the nature and scope of social studies were clarified. In addition, the concept of academic achievement and the factors affecting academic achievement were also discussed. The objectives of junior secondary education in Nigeria added with characteristics of junior secondary school students were also reviewed. The conditions of private and public junior secondary schools, along with

the problems of private and public junior secondary schools in Nigeria has been explained. Furthermore, teaching in the context of social studies, classroom in the context of social studies and problems of teaching social studies in Nigerian schools were reviewed and finally the empirical related study were also reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presented the methodology used for conducting the study under the following sub-heading: Research Design, Population for the Study, Sample Size and Sampling Procedure, Instrument for the Data Collection, Procedure for the Data Collection and lastly procedure for the Data Analysis.

3.2. Research Design

Ex post-facto research design was adapted for this study. This is because none of the variables is being manipulated. Both independent variable and dependent variable had already occurred. Ibrahim (2000) further explained that design is called ex post facto because when the researcher comes on the scene, nature has already implemented a treatment either through difference in environment in which subjects found themselves, through difference in inheritance or through some combination of these two factors. Thus, the researcher arrived after the fact (ex post facto) that the treatments have been imposed on the subjects. With an ex post facto design, investigators have no control over the variables in the sense of being able to manipulate them. Report only what has happened or what is happening. It is important to note that researchers do not influence variables.

3.3. Population of the Study

All public and private Junior secondary schools students in Kano South Senatorial zone, which comprises 5 educational zones (Gaya zone, Karaye zone, Rano zone, Tudun wada zone and Wudil zone) and 16 Local Government Areas of Kano state, these include Gaya local government area, Albasu local government area, Ajingi local

government area, Takai local government area, Karaye local government area, Kiru local government area, Rogo local government area, Rano local government area, Bunkure local government area, Kibiya local government area, Tudun wada local government area, Bebeji local government area, Doguwa local government area, Wudil local government area, Garko local government area, and Sumaila local government area those that sat for Basic Education Certificate Examination in 2013, 2014 and 2015 academic session. Formed the population of this study The total population of public junior secondary schools was seventy nine thousand and fifty (79050) while the population of private junior secondary schools was eight hundred and forty seven (847), therefore the sum total of the population for both public and private junior secondary schools was seventy nine thousand eight hundred and ninety seven (79897). See table 1:

Table 1: population distribution of Students:

Name of school type	Number of schools	male	female	Total
Public	381	55,722	23,328	790,50
Private	14	305	542	847
Total	395	56027	23,870	79897

Sources: Kano Education Resource Department, Kano State.

3.4. Sample and Sampling Techniques

The sample of this study was drawn from the students and of public and private junior secondary schools who sat for BECE in, Kano south senatorial zone which includes Karaye zone, Tudun Wada zone, Rano zone, Gaya zone and Wudil zone, Kano state. The population of the study was seventy nine thousand eight hundred and nine seven, (79897). Thus out of the total population, a sample of eight (8) these include four

public schools namely GDSS Chede, Karaye L. G. A., GDSS Rogo, Rogo L. G. A., GGSS Tudun Kaya, Karaye L. G. A. and GGSS Sabon garin Wudil, Wudil L. G. A., and four private schools namely; Abdulwabu International School, Karaye L. G. A., Kano Foundation GSS Bebeji, Bebeji L.G. A., Lawna Group of Schools, Wudil L.G. A. and Rogo Community Arabic School, Rogo L. G. A. with 798 students were used for the study. This sample size represents the entire population of the study and it was drawn from the opinion of Research Advisors (2006), which states that out of 100,000 populations; 383 sample sizes could be utilized as the sample size for a study.

A multi stage sampling technique involving stratified and simple random sampling technique were used for the study. Stratified sampling means the process of grouping members of the population into a relative homogeneous sub-group before sampling. The junior secondary schools in the study area were divided into two strata namely public and private junior secondary schools.

Table 2: Sample Size

Name of school type	Number of schools	male	female	Total
Public	4	376	125	501
Private	4	94	203	97
Total	8	470	328	798

3.5. Instrumentation

The instrument used for collecting data in this study was social studies achievement scores. The achievement scores for this research were derived from the Basic Education Certificate Examination; this examination was chosen because it is

standardized. It is the standardized state test administered to all students in Kano state for the transition to the senior secondary schools. The Kano Educational Resources Department (KERD) is in charge of the Examination.

3.6. Procedure for Data Collection

An official introductory letter was obtained from the Department of Arts and Social Science Education. The academic achievement scores (BECE results) of the subject were collected with the assistance of the examination officers, who traced the Basic Education Certificate Examination results of students for 2013, 2014 and 2015 respectively, the examination results were used by the researcher for statistical analyses.

3.7. Procedure for Data Analysis

In analyzing the data collected, frequency count and simple percentage were used in answering all research questions. Chi-square were also used in testing the null hypotheses at 0.05 level of significance, which were used in making decision on whether to retain or reject the null hypotheses formulated for the study. Chi-square was used because the data was collected in grades and the study measured the relationship between two groups.

CHAPTER FOUR

DATA PRESENTATIONS, ANALYSES AND DISCUSSIONS

4.1. Introduction

This chapter presents the data presentation analyses and discussion of the results. The main objective is to determine the academic achievement of students in public and private junior secondary schools in social studies education in Kano state using BECE results of seven hundred and ninety eight (798) students from both public and private junior secondary school from 2013-2015 school years. The data that were collected for the study were subjected to descriptive and inferential statistical analyses. Frequency count and simple percentages were used to answer research questions, while research hypotheses were tested using chi-square.

4.2. Analysis of Demographic Data

This provided the bio data of the sample students these include: their gender that is male or female; their status either public or private then their grade that is either A, C, P or F.

Table 3. gender of Sample students

Gender	**N**	**percent**
Male	471	59.02%
Female	327	40.98%
Total	**798**	**100%**

Table 3 showed that there were 471 (59.02%) males and 327(40.98%) females' students in the public and private JSS who participated in the study. The total number of males and females participants was 798.

Table 4 School status

Status	**N**	**percent**
Public	501	62.78%
Private	297	37.22%
Total	**798**	**100%**

Table 4 showed that there were 501 (62.78%) students in public JSS and 297(37.22%) in private JSS who participated in the study. The total number of participants in both public and private JSS in Kano South Senatorial Zone was 798.

Table 5 School status and grade

	Grade					
	PUBLIC		**PRIVATE**		**Total**	
	N	**percent**	**N**	**percent**	**N**	**percent**
A	37	4.64%	107	13.41%	144	18.05%
C	215	26.94%	151	18.92%	366	45.86%
P	184	23.06%	36	4.51%	220	27.57%
F	65	8.15%	3	0.38%	68	8.52%
TOTAL	**501**	**62.78%**	**297**	**37.22%**	**798**	**100%**

Table 5 showed that there were 501 (62.78%) students in public JSS and 297(37.22%) in private JSS who participated in the study. The total number of participants in both public and private JSS in Kano South Senatorial Zone was 798

4.3. Answering Research questions

The following research question guided the study.

Research question 1: What is the difference in Social Studies academic achievement of students in public and private junior secondary schools in Kano State?

Table 6 Frequencies and Percentages based on School status and grade

			Status		
			1 public	2 private	Total
Grade	**A**	Count	37	107	144
		% within grade	25.7%	74.3%	100.0%
		% within status	7.4%	36.0%	18.0%
		% of Total	4.6%	13.4%	18.0%
	C	Count	215	151	366
		% within grade	58.7%	41.3%	100.0%
		% within status	42.9%	50.8%	45.9%
		% of Total	26.9%	18.9%	45.9%
	P	Count	184	36	220
		% within grade	83.6%	16.4%	100.0%
		% within status	36.7%	12.1%	27.6%
		% of Total	23.1%	4.5%	27.6%
	F	Count	65	3	68
		% within grade	95.6%	4.4%	100.0%
		% within status	13.0%	1.0%	8.5%
		% of Total	8.1%	.4%	8.5%
Total		Count	501	297	798
		% within grade	62.8%	37.2%	100.0%
		% within status	100.0%	100.0%	100.0%
		% of Total	62.8%	37.2%	100.0%

From Table 6, it is shown that 37 (7.4%) of the students from public schools had A grade, while 107(36%) from the private schools had A grade. Again, 215(42.8%) of the students from the public schools had C grade, while 151(50.8%) in the private schools had C grade. For those who scored P grade, there were184 (36.7%) from public schools and 36(12.1%) from the private schools. Lastly, 65(13%) had an F grade from the public schools, while only 3(1%) had F grade from the private schools. On the overall result, the private schools performed better in Social studies academic achievement than the public schools at JSS in Kano South Senatorial Zone.

Research question 2: What is the difference in Social Studies academic achievement between male and female students in public junior secondary school in Kano State?

Table 7 Frequencies and Percentages of students in public schools based on gender and grade

			Gender		
			1 male	**2 female**	**Total**
Grade	**A**	Count	21	16	37
		% within grade	56.8%	43.2%	100.0%
		% within gender	5.6%	12.9%	7.4%
		% of Total	4.2%	3.2%	7.4%
	C	Count	132	83	215
		% within grade	61.4%	38.6%	100.0%
		% within gender	35.0%	66.9%	42.9%
		% of Total	26.3%	16.6%	42.9%
		Count	164	20	184
	P	% within grade	89.1%	10.9%	100.0%
		% within gender	43.5%	16.1%	36.7%
		% of Total	32.7%	4.0%	36.7%
	F	Count	60	5	65
		% within grade	92.3%	7.7%	100.0%
		% within gender	15.9%	4.0%	13.0%
		% of Total	12.0%	1.0%	13.0%
Total		Count	377	124	501
		% within grade	75.2%	24.8%	100.0%
		% within gender	100.0%	100.0%	100.0%
		% of Total	75.2%	24.8%	100.0%

From Table 7, it is shown that 21 (5.6%) of the male students from public schools had A grade, while 16(12.9%) females had A grade. Again, 132(35%) of the male students from the public schools had C grade, while 83(66.9%) females had C grade. For those who scored P grade, there were164 (43.5%) males from public schools and 20(16.1%) females. Lastly, 60(15.9%) males had F grade from the public schools, while only 5(4%) females had F grade from the public schools. On the overall result, the females' students performed better in Social studies academic performance than the males in public schools at JSS in Kano South Senatorial Zone.

Research question 3: What is the difference in Social Studies academic achievement of male and female students in private junior secondary schools in Kano state?

Table 8 Frequencies and Percentages of students in Private schools based on gender and grade

			Gender		
			1 male	**2 female**	**Total**
Grade	**A**	Count	31	76	107
		% within grade	29.0%	71.0%	100.0%
		% within gender	33.0%	37.4%	36.0%
		% of Total	10.4%	25.6%	36.0%
	C	Count	51	100	151
		% within grade	33.8%	66.2%	100.0%
		% within gender	54.3%	49.3%	50.8%
		% of Total	17.2%	33.7%	50.8%
		Count	12	24	36
	P	% within grade	33.3%	66.7%	100.0%
		% within gender	12.8%	11.8%	12.1%
		% of Total	4.0%	8.1%	12.1%
	F	Count	0	3	3
		% within grade	.0%	100.0%	100.0%
		% within gender	.0%	1.5%	1.0%
		% of Total	.0%	1.0%	1.0%
Total		Count	94	203	297
		% within grade	31.6%	68.4%	100.0%
		% within gender	100.0%	100.0%	100.0%
		% of Total	31.6%	68.4%	100.0%

From Table 8, it is shown that 31 (33%) of the male students from private schools had A grade, while 76(37.4.9%) females had A grade. Again, 51(54.3%) of the male students from the private schools had C grade, while 100(49.3%) females had C grade. For those who scored P grade, there were 12 (12.8%) males from private schools and 24(11.8%) females. Lastly, 0(0%) males had an F grade from the private schools, while only 3(1.5%) females had an F grade from the private schools. On the overall result, the females' students performed better in Social studies academic performance than the males in private schools at JSS in Kano South Senatorial Zone.

4.4. Null Hypotheses Testing

The following null hypotheses have been formulated to guide the study.

Null Hypothesis 1: There is no significant difference in Social Studies academic achievement of students in public and private junior secondary schools in Kano.

Table 9 Chi-square statistics based on School status

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	159.591[a]	3	.000
Likelihood Ratio	172.604	3	.000
N of Valid Cases	798		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.31.

From Table 9, the Chi square test statistic result showed that there was a significant difference in the social Studies academic achievement of students in public and private JSS in Kano South Senatorial Zone. This is evidenced by $\chi^2(3)=159.591$, $p=.001<.05$. This showed that the null hypothesis that stated no significant difference was rejected. Therefore, there was a significant difference in the Social Studies academic achievement of JSS students in public and private JSS in Kano South Senatorial Zone.

Null Hypothesis2: There is no significant difference in Social Studies academic achievement of male and female students in public junior secondary school in Kano state.

Table 10 Chi-square statistics on public schools based on gender

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	58.142[a]	3	.000
Likelihood Ratio	61.529	3	.000
N of Valid Cases	501		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.16.

From Table 10, the Chi square test statistic result showed that there was a significant difference in the social Studies academic achievement of males and females students in public JSS in Kano South Senatorial Zone. This is evidenced by $\chi^2(3)=58.142$, $p=.001<.05$. This showed that the null hypothesis that stated no significant difference

was rejected. Therefore, there was a significant difference in the Social Studies academic achievement of males and females students in public JSS in Kano South Senatorial Zone.

Null Hypothesis3: There is no significant difference in Social Studies academic achievement of male and female students in private junior secondary schools in Kano state.

Table 11 Chi-square statistics on private schools based on gender

	Value	df	Asymp. Sig. (2-sided)
Chi-Square	2.106[a]	3	.551
Likelihood Ratio	3.002	3	.391
N of Valid Cases	297		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .95.

From Table 11, the Chi square test statistic result showed that there was no significant difference in the social Studies academic achievement of males and females students in public JSS in Kano South Senatorial Zone. This is evidenced by $\chi^2(3)=2.106$, $p=.551>.05$. This showed that the null hypothesis that stated no significant difference was retained. Therefore, there was no significant difference in the Social Studies academic achievement of males and females students in private JSS in Kano South Senatorial Zone.

4.5. Major Findings of the study

After analyzing the data, the following were the major findings:

i. Students who attended private secondary schools performed significantly better than those attended public junior secondary schools in BECE conducted in social studies education in Kano state. This item is evidenced by $\chi^2(3)=159.591$, $p=.001<.05$

ii. The findings revealed that there is significant difference in performance of males and females students in BECE results in public junior secondary school in social studies in Kano state that is females students in public schools

performed better than their opposite sex. This item is evidenced by $\chi^2(3)=58.142$, $p=.001<.05$.

iii. The study also revealed that gender did not significantly affect the academic achievement of Students in private junior secondary schools in BECE results. This item is evidenced by $\chi^2(3)=2.106$, $p=.551>.05$.

4.6. Discussion of findings

The findings of this hypothesis revealed that significant difference exists in the academic achievement of students in public and private junior secondary schools in Kano State. This item is evidenced by $\chi^2(3)=2.106$, $p=.551>.05$. This finding agrees with the work of Nwafor (2010) who found those students in private junior secondary schools performed better than their counter part in public junior secondary schools also Oluwatayo (2012) showed that pupils performed significantly better than their counterparts in public schools. In addition Adeyemi (2014) found that pupils in private schools performed better than their counterparts in public schools. In the same vein Ochenge (2015) showed that both boys and girls in private schools performed better than those in public schools, and that of Philias and Wanjobi (2011) who reiterated that the type of schools (single sex or mixed, private or public) has effect on the students' academic performance. This finding is however not in tandem with Keeves (1978) who subscribed that the type of school, classified as public or private did not make any difference in the determination of students' academic performance. As shown in this study, it appears that the types of school a child attends to some extent influence their academic achievement.

What have been found to be related to students' performance are the facilities available in the course of programme implementation as noted by Alimi, Ehinola & Alabi (2012). It could be that most of the private schools are now recruiting professional

teachers to offset lapses so as to compete with public schools. And there is good monitoring and supervision unlike in public which considered as no man's business.

The second finding revealed that, there is significant difference between male and female students' academic achievement in social studies BECE results in public JSS in Kano state (2013-2015).This item is evidenced by $\chi^2(3)=58.142$, $p=.001<.05$. This finding is agreement with the study of Wood field and Earl-Novel (2006) who found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss class unlike male students who are busy working at farm and in market and is in line with Philias and Wanjobi (2011) found that gender has effect on students academic achievement. However, on the other hand contradict the finding of Newman ford, Uoyd and Thomas (2009) in Olagoke and Adedoyin (2015) showed that gender had only minor or no impact upon educational achievement, Nwafor (2010) showed that male students performed better than their fellow female students. Also Olagoke and Adedoyin (2015) found that there was no significant difference between male and female students performance in social studies in public junior secondary schools in Ibadan North (2007-2011). In addition Olagoke and Adedoyin (2015) found there was no significant difference between male and female students' performance in social studies in private junior secondary schools in Ibadan North (2007-2011).

The third finding of these hypotheses revealed no significant difference between male and female student's academic achievement in social studies BECE results in private junior secondary schools in Kano state. This item is evidenced by $\chi^2(3)=2.106$, $p=.551>.05$ This finding lend credence to the findings of Abubakar and Eze (2010), Abubakar & Ejimaji (2010), Abubakar & Ihiegbulem (2010), Abubakar and Uboh (2010) who have all reported no statistical gender differences in Mathematics, Chemistry,

Integrated Science and the overall School Science students of F.C.E. (Tech.), Omoku, Rivers state in the 2007/2008 session. In addition Olagoka and Adedoyin (2015) found there was no significant difference between male and female students' performance in social studies in private junior secondary schools in Ibadan North (2007-2011). And this finding contradicted the finding of Nwafor (2010) who found that male students performed better than female students in private schools.

CHAPTER FIVE

SUMMARY, CONCLUTIONS AND RECOMMENDATIONS

5.1. Summary

The study examined the academic achievement of students in public and private junior secondary schools in social studies education in Kano state. The study was carried out with objectives to; compare the academic achievement of students in social studies between public and private junior secondary schools in Kano state; compare the academic achievement of male and female students in social studies in public junior secondary schools in Kano state and compare the academic achievement of male and female students in private junior secondary schools in social studies education in Kano state. The study adapted expo facto research design and the total of seven hundred and ninety eight (798) students, which comprises five hundred and one from public JSS and two hundred and ninety seven from private JSS were sampled for the study. Data which was the BECE results was collected from the sampled schools through the assistance of principals and examination officers. The data collected for the study were subjected to descriptive and inferential statistical analyses, frequency count and simple percentages were used to answer research questions while research hypotheses were tested using chi-square at 0.05 level of significance.

Findings among others showed that there was a significant difference in the academic achievement of students in social studies in public and private junior secondary schools in Kano state. Findings also revealed that there was significant difference in the academic achievement of male and female students in social studies in public junior secondary schools in Kano state. Based on the findings, recommendations were made that; the public schools must be adequately staffed, enough furniture provided and schools regularly inspected; Guidance and counseling should be established in male

public junior secondary schools, so that the academic problems of male students could be found and solve; There is need for all stakeholders including the federal, state and local governments and the Private sectors to intensify efforts on how to maintain good academic standard in schools through comparison of results, in order to boost their academic performance.

5.2. Conclusions

Conclusions were made based on the findings of the study, it can be concluded that the students in private junior secondary schools in Kano state performed better in social studies Basic Education Certificate Examinations than those in public Junior Secondary Schools. It can also conclude that female students in public Junior Secondary Schools in Kano State performed better in social studies Basic Education Certificate Examination than their fellow male students. Also gender factor does not affect the academic achievement of students in private junior secondary schools in social studies BECE results; this was because both male and female students in private junior secondary schools were treated equally.

5.3 Contributions to Knowledge

The study revealed that:

1. Students in private junior secondary schools in Kano state performed better in social studies Basic Education Certificate Examinations than those in public Junior Secondary Schools.
2. Female students in public Junior Secondary Schools in Kano State performed better in social studies Basic Education Certificate Examination than their fellow male students.

3. Gender factor does not affect the academic achievement of students in private junior secondary schools in social studies BECE results.

5.4 Recommendations

Based on the findings of this study, the following recommendations were drawn and hoped that the public schools could be improved and be brought back to glory and made competitive with the private ones if the recommendations are religiously implemented:

1. The public schools must be adequately staffed, enough furniture provided and schools regularly inspected
2. Guidance and counseling should be established in male public junior secondary schools, so that the academic problems of male students could be found and solve, also equal treatment should be provide in order to boost their academic achievement.
3. There is need for all stakeholders including the federal, state and local governments and the Private sectors to intensify efforts on how to maintain good academic standard in schools through comparison of results, in order to boost their academic achievement.

5.5. Suggestions for further Study

Further study can be carried out in the following areas:

1. A similar study should be carried out in Kano state by comparing the pupils' academic achievement in public and private primary schools.
2. Comparative study of students' academic achievement in public and private and senior secondary school in civic education in Kano state could be studied.
3. Comparative study of students' academic achievement in public Science and Technical School Board and private secondary schools could also be carried out.

4. This study should be carried out in other part of Kano state and beyond in order to find out the extent to which the results or findings of this present study can be generalized.

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APPENDIXES

Appendix A: Data Analysis Output

```
DATASET ACTIVATE DataSet2.
CROSSTABS
  /TABLES=grade BY status
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ PHI CORR
  /CELLS=COUNT ROW COLUMN TOTAL
  /COUNT ROUND CELL.
```

Crosstabs

[DataSet2] C:\Users\umar\Documents\Gali Null One.sav

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
grade * status	798	100.0%	0	.0%	798	100.0%

grade * status Cross tabulation

			Status		
			1 public	2 private	Total
grade	A	Count	37	107	144
		% within grade	25.7%	74.3%	100.0%
		% within status	7.4%	36.0%	18.0%
		% of Total	4.6%	13.4%	18.0%
	C	Count	215	151	366
		% within grade	58.7%	41.3%	100.0%
		% within status	42.9%	50.8%	45.9%
		% of Total	26.9%	18.9%	45.9%
	F	Count	65	3	68
		% within grade	95.6%	4.4%	100.0%
		% within status	13.0%	1.0%	8.5%

		% of Total	8.1%	.4%	8.5%
	P	Count	184	36	220
		% within grade	83.6%	16.4%	100.0%
		% within status	36.7%	12.1%	27.6%
		% of Total	23.1%	4.5%	27.6%
Total		Count	501	297	798
		% within grade	62.8%	37.2%	100.0%
		% within status	100.0%	100.0%	100.0%
		% of Total	62.8%	37.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	159.591[a]	3	.000
Likelihood Ratio	172.604	3	.000
N of Valid Cases	798		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.31.

Symmetric Measures[a]

		Value	Approx. Sig.
Nominal by Nominal	Phi	.447	.000
	Cramer's V	.447	.000
N of Valid Cases		798	

a. Correlation statistics are available for numeric data only.

Appendix B: Data Analysis Output II

```
DATASET ACTIVATE DataSet1.
CROSSTABS
  /TABLES=grade BY gender
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ PHI
  /CELLS=COUNT ROW COLUMN TOTAL
  /COUNT ROUND CELL.
```

Crosstabs

[DataSet1] C:\Users\umar\Documents\Gali Null Two.sav

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
grade * gender	501	62.3%	303	37.7%	804	100.0%

grade * gender Crosstabulation

			Gender		
			1 male	2 female	Total
grade	A	Count	21	16	37
		% within grade	56.8%	43.2%	100.0%
		% within gender	5.6%	12.9%	7.4%
		% of Total	4.2%	3.2%	7.4%
	C	Count	132	83	215
		% within grade	61.4%	38.6%	100.0%
		% within gender	35.0%	66.9%	42.9%
		% of Total	26.3%	16.6%	42.9%
	F	Count	60	5	65
		% within grade	92.3%	7.7%	100.0%
		% within gender	15.9%	4.0%	13.0%
		% of Total	12.0%	1.0%	13.0%
	P	Count	164	20	184
		% within grade	89.1%	10.9%	100.0%
		% within gender	43.5%	16.1%	36.7%

	% of Total	32.7%	4.0%	36.7%
Total	Count	377	124	501
	% within grade	75.2%	24.8%	100.0%
	% within gender	100.0%	100.0%	100.0%
	% of Total	75.2%	24.8%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.142[a]	3	.000
Likelihood Ratio	61.529	3	.000
N of Valid Cases	501		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.16.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.341	.000
	Cramer's V	.341	.000
N of Valid Cases		501	

Appendix C: Data Analysis Output III

```
DATASET ACTIVATE DataSet3.
CROSSTABS
  /TABLES=grade BY gender
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ PHI
  /CELLS=COUNT ROW COLUMN TOTAL
  /COUNT ROUND CELL.
```

[DataSet3] C:\Users\umar\Documents\Gali Null Three.sav

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
grade * gender	297	98.0%	6	2.0%	303	100.0%

grade * gender Crosstabulation

			Gender		
			1 male	2 female	Total
Grade	A	Count	31	76	107
		% within grade	29.0%	71.0%	100.0%
		% within gender	33.0%	37.4%	36.0%
		% of Total	10.4%	25.6%	36.0%
	C	Count	51	100	151
		% within grade	33.8%	66.2%	100.0%
		% within gender	54.3%	49.3%	50.8%
		% of Total	17.2%	33.7%	50.8%
	F	Count	0	3	3
		% within grade	.0%	100.0%	100.0%
		% within gender	.0%	1.5%	1.0%
		% of Total	.0%	1.0%	1.0%
	P	Count	12	24	36
		% within grade	33.3%	66.7%	100.0%
		% within	12.8%	11.8%	12.1%

	gender			
	% of Total	4.0%	8.1%	12.1%
Total	Count	94	203	297
	% within grade	31.6%	68.4%	100.0%
	% within gender	100.0%	100.0%	100.0%
	% of Total	31.6%	68.4%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.106[a]	3	.551
Likelihood Ratio	3.002	3	.391
N of Valid Cases	297		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .95.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.084	.551
	Cramer's V	.084	.551
N of Valid Cases		297	

Appendix D: Table for Determining Sample Size

Required Sample Size†

from: The Research Advisors

Population Size	Confidence = 95.0% — Degree of Accuracy/Margin of Error				Confidence = 99.0% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
120	92	104	111	119	102	110	115	119
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,397	301	502	732	1220	450	688	915	1289
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
00,000,000	384	784	1537	9603	663	1354	2654	16584
64,000,000	384	784	1537	9603	663	1354	2654	16586

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Appendix E Sampled Students' Grades for BECE Results

s/n	school type	gender	grade	code	interval
1	1	1	C	2	50-69
2	1	1	P	1	40-49
3	1	1	F	0	0-39
4	1	1	P	1	40-49
5	1	1	P	1	40-49
6	1	1	F	0	0-39
7	1	1	P	1	40-49
8	1	1	A	3	70-100
9	1	1	P	1	40-49
10	1	1	A	3	70-100
11	1	1	A	3	70-100
12	1	1	C	2	50-69
13	1	1	C	2	50-69
14	1	1	P	1	40-49
15	1	1	A	3	70-100
16	1	1	A	3	70-100
17	1	1	P	1	40-49
18	1	1	P	1	40-49
19	1	1	C	2	50-69
20	1	1	A	3	70-100
21	1	1	F	0	0-39
22	1	1	P	1	40-49
23	1	1	C	2	50-69
24	1	1	P	1	40-49
25	1	1	C	2	50-69
26	1	1	C	2	50-69
27	1	1	C	2	50-69
28	1	1	C	2	50-69
29	1	1	F	0	0-39
30	1	1	F	0	0-39
31	1	1	F	0	0-39
32	1	1	F	0	0-39
33	1	1	A	3	70-100
34	1	1	P	1	40-49
35	1	1	C	2	50-69
36	1	1	P	1	40-49
37	1	1	F	0	0-39
38	1	1	F	0	0-39
39	1	1	P	1	40-49
40	1	1	C	2	50-69
41	1	1	C	2	50-69

42	1	1	C	2	50-69
43	1	1	C	2	50-69
44	1	1	C	2	50-69
45	1	1	P	1	40-49
46	1	1	C	2	50-69
47	1	1	P	1	40-49
48	1	1	P	1	40-49
49	1	1	C	2	50-69
50	1	1	A	3	70-100
51	1	1	C	2	50-69
52	1	1	A	3	70-100
53	1	1	A	3	70-100
54	1	1	A	3	70-100
55	1	1	A	3	70-100
56	1	1	C	2	50-69
57	1	1	A	3	70-100
58	1	1	A	3	70-100
59	1	1	A	3	70-100
60	1	1	A	3	70-100
61	1	1	C	2	50-69
62	1	1	C	2	50-69
63	1	1	C	2	50-69
64	1	1	C	2	50-69
65	1	1	P	1	40-49
66	1	1	P	1	40-49
67	1	1	P	1	40-49
68	1	1	P	1	40-49
69	1	1	F	0	0-39
70	1	1	C	2	50-69
71	1	1	C	2	50-69
72	1	1	C	2	50-69
73	1	1	C	2	50-69
74	1	1	C	2	50-69
75	1	1	P	1	40-49
76	1	1	C	2	50-69
77	1	1	F	0	0-39
78	1	1	C	2	50-69
79	1	1	C	2	50-69
80	1	1	C	2	50-69
81	1	1	P	1	40-49
82	1	1	P	1	40-49
83	1	1	P	1	40-49
84	1	1	C	2	50-69
85	1	1	C	2	50-69
86	1	1	C	2	50-69
87	1	1	A	3	70-100

88	1	1	C	2	50-69
89	1	1	C	2	50-69
90	1	1	C	2	50-69
91	1	1	A	3	70-100
92	1	1	C	2	50-69
93	1	2	P	1	40-49
94	1	2	C	2	50-69
95	1	2	C	2	50-69
96	1	2	C	2	50-69
97	1	2	C	2	50-69
98	1	2	C	2	50-69
99	1	2	C	2	50-69
100	1	2	C	2	50-69
101	1	2	P	1	40-49
102	1	2	C	2	50-69
103	1	2	C	2	50-69
104	1	2	C	2	50-69
105	1	2	C	2	50-69
106	1	2	C	2	50-69
107	1	2	C	2	50-69
108	1	2	C	2	50-69
109	1	2	C	2	50-69
110	1	2	C	2	50-69
111	1	2	C	2	50-69
112	1	2	C	2	50-69
113	1	2	C	2	50-69
114	1	2	C	2	50-69
115	1	2	C	2	50-69
116	1	2	C	2	50-69
117	1	2	C	2	50-69
118	1	2	C	2	50-69
119	1	2	C	2	50-69
120	1	2	C	2	50-69
121	1	2	C	2	50-69
122	1	2	C	2	50-69
123	1	2	C	2	50-69
124	1	2	C	2	50-69
125	1	2	C	2	50-69
126	1	2	C	2	50-69
127	1	2	C	2	50-69
128	1	2	A	3	70-100
129	1	2	P	1	40-49
130	1	2	A	3	70-100
131	1	2	A	3	70-100
132	1	2	C	2	50-69
133	1	2	C	2	50-69

134	1	2	A	3	70-100
135	1	2	A	3	70-100
136	1	2	A	3	70-100
137	1	2	C	2	50-69
138	1	2	A	3	70-100
139	1	2	A	3	70-100
140	1	2	A	3	70-100
141	1	2	A	3	70-100
142	1	2	A	3	70-100
143	1	2	C	2	50-69
144	1	2	A	3	70-100
145	1	2	C	2	50-69
146	1	2	C	2	50-69
147	1	2	C	2	50-69
148	1	2	C	2	50-69
149	1	2	C	2	50-69
150	1	2	P	1	40-49
151	1	2	C	2	50-69
152	1	2	C	2	50-69
153	1	2	P	1	40-49
154	1	2	C	2	50-69
155	1	2	C	2	50-69
156	1	2	C	2	50-69
157	1	2	C	2	50-69
158	1	2	C	2	50-69
159	1	2	C	2	50-69
160	1	2	C	2	50-69
161	1	1	P	1	40-49
162	1	1	P	1	40-49
163	1	1	P	1	40-49
164	1	1	F	0	0-39
165	1	1	F	0	0-39
166	1	1	P	1	40-49
167	1	1	F	0	0-39
168	1	1	P	1	40-49
169	1	1	F	0	0-39
170	1	1	F	0	0-39
171	1	1	P	1	40-49
172	1	1	F	0	0-39
173	1	1	P	1	40-49
174	1	1	F	0	0-39
175	1	1	F	0	0-39
176	1	1	F	0	0-39
177	1	1	P	1	40-49
178	1	1	F	0	0-39
179	1	1	F	0	0-39

180	1	1	F	0	0-39
181	1	1	F	0	0-39
182	1	1	F	0	0-39
183	1	1	F	0	0-39
184	1	1	F	0	0-39
185	1	1	C	2	50-69
186	1	1	P	1	40-49
187	1	1	C	2	50-69
188	1	1	F	0	0-39
189	1	1	F	0	0-39
190	1	1	C	2	50-69
191	1	1	P	1	40-49
192	1	1	F	0	0-39
193	1	1	P	1	40-49
194	1	1	P	1	40-49
195	1	1	P	1	40-49
196	1	1	C	2	50-69
197	1	1	P	1	40-49
198	1	1	P	1	40-49
199	1	1	F	0	0-39
200	1	1	F	0	0-39
201	1	1	C	2	50-69
202	1	1	P	1	40-49
203	1	1	P	1	40-49
204	1	1	F	0	0-39
205	1	1	P	1	40-49
206	1	1	P	1	40-49
207	1	1	P	1	40-49
208	1	1	P	1	40-49
209	1	1	F	0	0-39
210	1	1	P	1	40-49
211	1	1	P	1	40-49
212	1	1	C	2	50-69
213	1	1	C	2	50-69
214	1	1	C	2	50-69
215	1	1	P	1	40-49
216	1	1	A	3	70-100
217	1	1	C	2	50-69
218	1	1	C	2	50-69
219	1	1	C	2	50-69
220	1	1	C	2	50-69
221	1	1	C	2	50-69
222	1	1	C	2	50-69
223	1	1	C	2	50-69
224	1	1	C	2	50-69
225	1	1	C	2	50-69

226	1	1	C	2	50-69
227	1	1	C	2	50-69
228	1	1	C	2	50-69
229	1	1	C	2	50-69
230	1	1	C	2	50-69
231	1	1	C	2	50-69
232	1	1	C	2	50-69
233	1	1	C	2	50-69
234	1	1	A	3	70-100
235	1	1	F	0	0-39
236	1	1	P	1	40-49
237	1	1	C	2	50-69
238	1	1	C	2	50-69
239	1	1	C	2	50-69
240	1	1	P	1	40-49
241	1	1	C	2	50-69
242	1	1	C	2	50-69
243	1	1	P	1	40-49
244	1	1	C	2	50-69
245	1	1	P	1	40-49
246	1	1	C	2	50-69
247	1	1	C	2	50-69
248	1	1	C	2	50-69
249	1	1	C	2	50-69
250	1	1	C	2	50-69
251	1	1	C	2	50-69
252	1	1	P	1	40-49
253	1	1	P	1	40-49
254	1	1	P	1	40-49
255	1	1	C	2	50-69
256	1	1	C	2	50-69
257	1	1	C	2	50-69
258	1	1	C	2	50-69
259	1	1	C	2	50-69
260	1	1	P	1	40-49
261	1	1	P	1	40-49
262	1	1	P	1	40-49
263	1	1	F	0	0-39
264	1	1	P	1	40-49
265	1	1	P	1	40-49
266	1	1	F	0	0-39
267	1	1	F	0	0-39
268	1	1	P	1	40-49
269	1	1	P	1	40-49
270	1	1	P	1	40-49
271	1	1	F	0	0-39

272	1	1	P	1	40-49
273	1	1	P	1	40-49
274	1	1	P	1	40-49
275	1	1	P	1	40-49
276	1	1	P	1	40-49
277	1	1	P	1	40-49
278	1	1	P	1	40-49
279	1	1	P	1	40-49
280	1	1	P	1	40-49
281	1	1	C	2	50-69
282	1	1	P	1	40-49
283	1	1	P	1	40-49
284	1	1	P	1	40-49
285	1	1	C	2	50-69
286	1	1	C	2	50-69
287	1	1	P	1	40-49
288	1	1	P	1	40-49
289	1	1	C	2	50-69
290	1	1	P	1	40-49
291	1	1	P	1	40-49
292	1	1	P	1	40-49
293	1	1	P	1	40-49
294	1	1	P	1	40-49
295	1	1	P	1	40-49
296	1	1	P	1	40-49
297	1	1	P	1	40-49
298	1	1	P	1	40-49
299	1	1	P	1	40-49
300	1	1	P	1	40-49
301	1	1	P	1	40-49
302	1	1	P	1	40-49
303	1	1	P	1	40-49
304	1	1	P	1	40-49
305	1	1	P	1	40-49
306	1	1	P	1	40-49
307	1	1	P	1	40-49
308	1	1	P	1	40-49
309	1	1	P	1	40-49
310	1	1	P	1	40-49
311	1	1	P	1	40-49
312	1	1	P	1	40-49
313	1	1	P	1	40-49
314	1	1	F	0	0-39
315	1	1	P	1	40-49
316	1	1	F	0	0-39
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