A COMPARATIVE ANALYSIS OF STUDENTS PERFORMANCE IN MATHEMATICS BETWEEN PRIVATE AND PUBLIC SECONDARY SCHOOOLS IN KWARA STATE

(A CASE STUDY OF SELECTED PUBLIC AND PRIVATE SCHOOLS)

BY

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CERTIFICATION

This is to certify that this research project work was carried out by **IBRAHIM BASHIRAT BALE ND/23/ST/PT/0004** has been read and approved by the undersigned as meeting part of the requirement for the award of National Diploma (ND) in statistics, Kwara State Polytechnic, Ilorin, Kwara State.

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DEDICATION

I dedicate this project to God almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding.

I also dedicate this project to my parent for their great support and encouragement.

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I extend my deep sense of gratitude and sincere thanks to our supervisor Mrs abdulrahman

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ABSTRACT

The write up attempt to investigate the comparative analysis of student performance in mathematics at credit o' level between selected public and private secondary schools in Iseyin, Oyo state.

In this view of this, the researcher went through ten (10) schools in Iseyin, Oyo state and collected data in some achievement test results of 2012 to 2021 academic sessions. The achievement test is the senior school certificate examination results. The ten (10) schools are of two types, that is, five (5) public and five (5) private secondary schools.

In the analysis, percentage and t- test method of statistics manipulation was used to analyze the result of the study evinced that; students in public and private secondary have the same performances.

In view of this, the following recommendations are made; that parents should send their children to any out public and private secondary schools because academic achievement of the student in secondary school is far better than pupils or students in secondary schools.

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CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

The importance of secondary education cannot be over emphasized. However, secondary education is the second institution in our education system as the name implies that prepare students or learners for a higher level of education. A very sound and solid secondary education is highly needed, it is likened to a house built on a rock which nothing can shake it.

Secondary education should be designed for children between the ages of twelve and eighteen as to inculcate permanent literacy and innumeracy develop the needed abilities to communicate effectively and to lay a sound basic for scientific thinking.

The curriculum of education stated that secondary education is catering for children of twelve and above. This is in line with the national policy on education which stated that secondary schools are to produce students for tertiary schools or vocational studies which in turn prepare children for life and reflect what their future will be in view of this the standard of mathematics education inculcated the students either in private secondary school or public secondary school will determine their performance in mathematics at the end of their program.

Although, people generally believe that, private secondary school students performed better than their counterparts in public secondary school, without considering some particulars which make those achievements possible and feasible. All the same,their are some public secondary schools which make performed better when compare with private secondary schools. But, this project is capable of satisfying our faith and answer to most of the question that can surface under this theme

1.1 STATEMENT OF THE PROBLEM

Mathematics remains a core subject in the educational curriculum and a prerequisite for admission into various higher institutions in many countries. Despite its significance, there has been an increasing concern over students' poor performance in mathematics at the secondary school level, particularly at the credit level.

This inconsistency raises questions about the quality of instruction availability of teaching resources, teacher qualification, and learning environments in both sectors. While some argue that private schools have better academic outcomes due to better funding and stricter supervision, others believe that socio-economic background and selective student admission Play a major role.The researcher interest on this topic "A Comparative analysis of student performance in mathematics at credit level in private and public secondary schools inIlorin east local government of KWARA State", to determined whether private secondary schools do better than public secondary schools. And if they do, then what factors lead to their differences.

1.2. AIM AND OBJECTIVES OF THE STUDY

The following are the aim and objectives of this research work:

- To examine the mean difference in public and private secondary schools of student Performance in mathematics.
- To determine the increase of potential of student on mathematics

1.3. SIGNIFICANCE OF THE STUDY

The significance of this research as a tool of analysis lies in the application of real life Situation using two variables to determine the mean difference that exist between Public and private secondary schools and of course, it is highly significant because the Findings would revealed the conditions attached to the performance of both sectors Which will help the parents or guidance to be prudent on where to enroll their child For better performance across all subjects

1.4. RESEARCH HYPOTHESIS

The research hypothesis are as follows:

H0: there is no mean difference in the mathematics performance of both public and Private Schools

H1: there is mean difference in the mathematics performance of both public and Private schools.

1.5 SCOPE AND LIMITATION OF THE STUDY

This project focuses mainly on the students' performance in the mathematics both In public and private schools. Though, the study is generalized issues which is thus expected to cover all public and private secondary schools KWARA state and Nigeria as a whole. But with the situation of things like scarcity of fuel, transportation problems, constant road accident, industrial strike action embarked upon by teacher instructors or Educators the research is restricted to two different schools in each sector within a period of eight years

1.6. DEFINITION OF TERM

PRIVATE SCHOOL : This is school owned and controlled by individual or group of

Individual or organization who have direct power or authority to fire or sanction

any staff who fails to abide by their rules and regulations

PUBLIC SCHOOL: This is school owned and controlled by government by providing or appointing principal to supervise the work of all the staffs. They make sure government rules and regulations are strictly followed for effective performance. That is, they are indirectly controlled and managed by government.

SANCTION: A penalty, punishment, or some coercive measure, intended to ensure Compliance, especially one adopted by several nations, or by an international body.

EMPHASIZED: To stress or extra weight something.

INCULCATE: The teaching of something by using frequent repetition.

INNUMERACY: An inability to manipulate numbers.

CURRICULUM: The set of courses and their content offered at a school

CRUCIAL: Essential or decisive for determining the outcome or future of something, extremely important.

PERCEPTION: Conscious understanding of something.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Education is the backbone of every society, and mathematics is one of the most important subjects in the school curriculum. The performance of students in mathematics has always attracted the attention of researchers, parents, and government because of its importance in science, technology, and everyday problem-solving. Across the world, differences have been observed in how students perform in mathematics depending on the type of school they attend, especially when comparing private and public schools. This has led to many studies that try to understand why students in some schools perform better than others and what factors are responsible for such differences. This literature review focuses on what past researchers have said about student performance in mathematics, particularly in private and public schools. It will also look at factors that affect student performance such as teaching methods, availability of learning resources, motivation, environment, parental involvement, and government policies.

2.2 CONCEPT OF STUDENTS PERFROMANCE

Student performance refers to the level at which a learner is able to achieve the expected learning goals and objectives. In the school setting, it is measured by test scores, grades, and ability to apply knowledge in solving problems. Good performance in mathematics means that students can solve mathematical problems correctly and show understanding of concepts. Poor performance on the other hand means that the students find it difficult to understand and apply mathematical ideas. Researchers agree that performance is not only about intelligence but also

about the environment, teaching quality, and student attitudes. Performance is therefore the result of many factors working together.

2.3 IMPORTANCE OF MATHEMATICS

Mathematics is regarded as the "queen of the sciences" because it forms the foundation of many other subjects such as physics, chemistry, economics, and engineering. A strong performance in mathematics opens doors for students to pursue careers in science, technology, engineering, and mathematics (STEM). Beyond career opportunities, mathematics also helps students develop logical thinking, problem-solving skills, and analytical reasoning which are needed in daily life. In many countries, including Nigeria, mathematics is a compulsory subject in primary and secondary schools. Success in mathematics is also necessary for gaining admission into higher institutions. Because of this importance, mathematics performance is taken as an indicator of the quality of education in any school.

2.5 FACTORS INFLUENCING STUDENT PERFORMANCE IN MATHEMATICS

A lot of studies have compared the performance of students in private and public schools. Private schools are usually owned by individuals or organizations and depend on fees paid by parents. Public schools are owned by the government and provide education at lower or no cost. Researchers have found that private schools often have better learning facilities such as smaller class sizes, more textbooks, and closer teacher supervision. This sometimes leads to better performance of students in mathematics. On the other hand, public schools usually have larger class sizes, limited teaching materials, and in some cases, less motivated teachers due to low wages and poor conditions. However, it is not always the case that private school students perform better. Some public schools with good teachers and government support have

produced excellent mathematics results. Therefore, school type is just one of many factors influencing performance.

Several studies have identified a number of factors that affect how students perform in mathematics. Teaching methods matter a lot. Teachers who use practical examples, group work, and student-centered methods tend to improve performance compared to those who only use chalk and talk methods. The availability of resources is also very important. Students in schools with adequate textbooks, computers, calculators, and mathematics kits often do better than those without these resources. Class size is another factor. When the number of students is too high, teachers cannot give enough attention to each student, which lowers performance. Smaller classes allow for more personalized teaching. Student attitude is also critical. Some students believe mathematics is a difficult subject and this negative attitude affects their performance. Students with positive attitudes and interest in mathematics usually perform better. Parental support also plays a role. Parents who supervise their children's homework, provide study materials, and encourage them tend to raise students who perform better in mathematics. Socioeconomic background matters too. Students from wealthy homes often have more access to private tutoring and better schools, which gives them an advantage.

2.6 GENDER AND MATHEMATICS PERFORMANCE

Some researchers have studied the role of gender in mathematics performance. In the past, boys were often found to perform better than girls in mathematics due to cultural beliefs and encouragement. However, recent studies have shown that when boys and girls are given equal opportunities, they perform equally well in mathematics. Gender differences in performance are often linked to confidence levels, encouragement from parents and teachers, and social expectations rather than ability. This means that both boys and girls have the same potential in mathematics if given equal support.

2.7 TEACHER QUALTY AND LEARNING ENVIRONMENT

Teachers are the most important factor in determining how well students perform in mathematics. Studies have shown that teachers with strong subject knowledge, proper training, and experience produce better results. In private schools, teachers are often closely supervised, which makes them more effective in teaching. In some public schools, lack of motivation and poor training affect how mathematics is taught. Continuous professional development for teachers, encouragement, and provision of better working conditions are all seen as important ways of improving mathematics performance in both private and public schools. Also a good learning environment is key to student performance. Students learn better in classrooms that are clean, well-ventilated, and not overcrowded. Private schools are more likely to provide such an environment than public schools in many developing countries. Motivation is another important factor. Motivated students put more effort into studying mathematics. Teachers and parents play an important role in motivating students by rewarding good performance, giving encouragement, and making learning fun.

Parental involvement is often higher in private schools because parents are directly paying for the education and therefore demand results. They also follow up on assignments and provide extra lessons when necessary. In contrast, many parents of public school students, especially those in rural areas, may not have the time, education, or resources to fully support their children's learning. Studies across the world have confirmed that children with supportive parents perform better in mathematics regardless of the type of school they attend.

Many Nigerian researchers have studied the issue of student performance in mathematics. For example, some studies found that private school students generally perform better in mathematics examinations compared to their counterparts in public schools. This was linked to better facilities, smaller class sizes, and more dedicated teachers in private schools. Other

studies, however, have shown that some well-funded public schools also record high performance in mathematics. This shows that the difference is not only about ownership but also about how resources are managed. Research also shows that in both private and public schools, performance in mathematics is still below expectations. This has raised concern for the government, leading to several educational reforms such as teacher retraining programs and new teaching methods.

Studies in developed countries like the United States and the United Kingdom also show differences between public and private schools. Private schools often record higher performance in mathematics, but the gap is not as wide as in developing countries. In some cases, public schools perform equally well because they are well funded by the government. In countries like Kenya, Ghana, and South Africa, similar patterns have been observed. Private schools tend to perform better, but government interventions such as free textbooks and teacher training have helped improve public schools' performance.

2.8 EMPERICAL STUDIES

Many studies have been carried out in Nigeria and other countries to examine how students perform in mathematics in both private and public schools. These studies provide evidence on the different factors that influence performance and help to explain the differences observed between the two school types.

In a study conducted by Adeyemi (2012) on secondary schools in Lagos State, it was discovered that private school students performed significantly better in mathematics compared to public school students. The researcher explained that the better performance of private school students was linked to smaller class sizes, closer monitoring by teachers, and more parental involvement.

Similarly, Olutola (2014) investigated mathematics achievement in Osun State and found that private schools recorded higher average scores in mathematics examinations than public schools. The study also showed that parents of private school students were more likely to provide learning materials and follow up on their children's academic progress.

Another study by Olatunde (2015) compared the performance of students in urban public schools and private schools in Oyo State. The findings revealed that private school students had higher mathematics achievement, but the difference reduced when public schools were well equipped with resources and when teachers were motivated. This suggests that the gap in performance is not permanent and can be reduced with proper investment in public schools.

Ogunleye (2017) studied mathematics performance in Ekiti State and concluded that teacher quality was the most important factor determining student performance, more than whether the school was public or private. The study emphasized that teachers with strong subject knowledge, proper training, and good teaching methods improved performance in both private and public schools.

In an international study, Lubienski and Lubienski (2006) examined mathematics performance in the United States using national data. Their findings showed that private school students performed slightly better in mathematics than public school students, but when socioeconomic background was taken into account, the differences were small. This shows that family background and resources also play a major role in mathematics achievement.

Another global study by Heyneman and Loxley (2008) revealed that in many developing countries, private schools outperform public schools in mathematics and other subjects. The researchers linked this to better management, stricter discipline, and greater accountability in

private schools. However, they also pointed out that with strong government funding and policies, public schools can achieve equal or even better results.

In Kenya, a study by Somerset (2010) found that private school students consistently performed better in mathematics than public school students at the primary level. The researcher explained that the better results were due to more teaching hours, better facilities, and motivated teachers. In Ghana, Ampofo (2016) carried out a comparative study and observed similar patterns, but noted that some well-funded public schools also produced excellent results.

In South Africa, Spaull (2013) studied the performance gap between private and public schools and concluded that inequality in resources was the main reason for differences in mathematics results. The study recommended improving teacher training and providing adequate facilities for public schools as ways to close the gap.

From these empirical studies, it is clear that private school students generally perform better in mathematics than public school students in many contexts. The main reasons are better learning environments, smaller classes, stronger parental support, and more motivated teachers. However, studies also show that public schools can achieve equally good results if they are well funded, well managed, and if teachers are properly trained and motivated.

2.9 SUMMARY OF LITERATURE REVIEW

From the literature reviewed, it is clear that student performance in mathematics is influenced by many factors including school type, teacher quality, availability of resources, student attitude, parental involvement, and learning environment. Private school students often perform better in mathematics than public school students because of smaller class sizes, better

facilities, and closer parental involvement. However, this is not always the case, as some public schools also produce excellent results when they are well managed. The literature also shows that both boys and girls can perform equally well in mathematics if given equal opportunities and encouragement. The role of teachers is very important, and improving teacher training and motivation is one of the best ways to improve performance. In conclusion, mathematics performance in private and public schools is a global issue that has been widely studied. While private schools generally perform better, the gap can be reduced if governments invest more in public schools, improve teaching quality, and encourage parental involvement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

In this chapter the various ways in which data of information can be collected will be considered. This is very important aspect of the research because the whole project will be based on the data or information collected and kept by the study area. It is secondary data Collected from selected public and private schools. The analysis technique used is given below.

3.1 RESEARCH DESIGN

This study adopts a descriptive survey design to compare the mathematics performance of students in private and public secondary schools.

3.2. POPULATION OF THE STUDY

The population consist of all secondary school students (SS3) who Sat for examination in both public and private secondary schools within the Ilorin east local government KWARA State.

3.3. STATISTICAL TECHNIQUE

This is the systematic procedure for carrying out research, whereby, a research is the systematic collection, analysis and interpretation of data to answer some certain questions or solve some problem(s).

3.4 RESEARCH INSTRUMENT

The primary instrument for data collection will be a result checklist used to record students' exams mathematics grades. A grade of A1 to C6 is considered a credit pass

3.5. METHOD OF DATA COLLECTION

Data collection refers to the method of obtaining relevant quantitative information regarding the major ideas of hypothesis of the study for the process of demonstrating whether or not they are timely for the research.

The first step in every statistical investigation is the collection of data which forms the foundation of statistical analysis. There are two sources of data namely, primary and secondary sources. Primary sourceare source in data are originally collected by the investigator, while secondary source are when data are obtained from published and unpublished record. Therefore in this research secondary method of data collection was used.

3.6. METHOD OF DATA ANALYSIS

Data will be analyzed using descriptive statistics(percentage and means) and inferential statistics (t-test) to compare the mean performance scores between private and public schools students at credit level.

3.7. STUDENT T-TEST

A t-test is any statistical hypothesis test in which the test statistic follows a student t-distribution under the null hypothesis . It is most commonly used when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. The t-test most commonly used to test whether the means of two population are different.

3.8. VALIDITY AND RELIABILITY OF INSTRUMENT

The result checklist will be subjected to face and content validation by educational measurement experts. Reliability is ensure by using standardized public examination results.

3.9. ETHICAL CONSIDERATION

All data will be anonymized. Consent will be sought from school authorities, and confidentiality of student records will be maintained.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents the results of the data analysis on the mathematics performance of students from private and public schools across two academic years. The analysis compares the mean mathematics scores of students from the two school types using the independents sample t-test.

4.1 DATA PRESENTATION

This shows the deceptive statistics aNd mathematics scores obtained from each student for year 1 and year 2.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
YEAR1	4	25	39	32.25	6.801
YEAR2	4	27	40	33.75	6.702
Valid N (listwise)	4				

Table 1

4.2 DATA ANALYSIS

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
YEAR1	PRIVATE	2	38.00	1.414	1.000
	PUBLIC	2	26.50	2.121	1.500

Table 2

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
YEAR1	Equal variances assumed	.	.	6.379	2	.024	11.500	1.803	3.743	19.257
	Equal variances not assumed			6.379	1.742	.033	11.500	1.803	2.533	20.467

Table 3

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
YEAR2	PRIVATE	2	39.50	.707	.500
	PUBLIC	2	28.00	1.414	1.000

Table 4

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
YEAR2	Equal variances assumed	.	.	10.286	2	.009	11.500	1.118	6.689	16.311
	Equal variances not assumed			10.286	1.471	.024	11.500	1.118	4.581	18.419

Table 5

4.3 INDEPENDENT SAMPLE T-TEST RESULTS

i. In Year 1, the two private-school students scored an average of 38 marks in mathematics, whereas the two public-school students scored an average of 26.5 marks. An independent-samples t-test showed that this difference of about 11.5 marks was statistically significant ($t(2) = 6.38$, $p = .024$). This suggests that, at least in this small sample, private-school students performed substantially better than public-school students in mathematics during Year 1.

ii. In Year 2, the private-school students scored an average of 39.5 marks while the public-school students scored 28 marks. Again, the difference of about 11.5 marks was statistically significant ($t(2) = 10.29$, $p = .009$). This indicates that the performance gap between the two groups persisted into Year 2.

iii. When we compared the change from Year 1 to Year 2 (i.e., improvement), both groups increased by about the same amount (≈1–2 marks). The independent-samples t-test on the gain scores found no significant difference ($t(2)=0$, $p=1.00$). This means that, although private-school students had higher scores in both years, the amount of improvement from Year 1 to Year 2 was similar in both groups.

4.4 INTERPRETATIION OF FINDINGS

i. The results show that: Private-school students scored consistently higher in mathematics than public-school students in both Year 1 and Year 2.

ii. The difference in mathematics performance between private and public school students was statistically significant in both years.

iii. Although both groups improved from Year 1 to Year 2, the level of improvement was the same, meaning the performance gap neither widened nor narrowed.

4.4 SUMMARY

This chapter has presented the descriptive statistics and independent-samples t-test results comparing mathematics performance between private and public school students for two academic years. The analysis revealed significant differences in favour of private-school students in both years, but no significant difference in the amount of improvement between the groups. The next chapter will discuss these findings in relation to existing literature and implications for educational practice#

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings presented in Chapter Four in relation to the objectives of the study and previous literature. It also presents the conclusions drawn from the analysis and makes recommendations for practice and further research.

5.2 Discussion of Findings

i. Mathematics Performance in Private and Public Schools: The study found that students in private schools performed better in mathematics than those in public schools in both Year 1 and Year 2. This aligns with previous research which often shows higher academic performance among students in private schools, possibly due to factors such as smaller class sizes, better resources, and closer teacher supervision.

ii. Improvement Over Time: Although both groups showed slight improvement from Year 1 to Year 2, the amount of improvement was similar for private and public schools. This suggests that both school types were able to raise their students' mathematics scores over time, but the gap between them did not change. It may indicate that interventions or teaching methods applied across the two years had a uniform effect.

iii. Implications of Small Sample Size: The findings of the study should be interpreted with caution. With only two students per group, the statistical tests have very limited power and the effect sizes may be exaggerated. Larger, more representative samples are needed to confirm the observed differences.

5.3 Conclusion

Based on the analysis of mathematics scores over two years: Private-school students consistently achieved higher mathematics scores than public-school students. The differences between the two groups were statistically significant in both years. Both groups improved by about the same amount between Year 1 and Year 2, so the performance gap remained constant. These results indicate that, within the limitations of this small sample, private-school students may have an advantage in mathematics performance compared to public-school students, while the rate of improvement over time is similar in both groups.

5.4 Recommendations

For Schools and Teachers

Public schools should explore strategies used in private schools—such as improved teacher–student ratios, additional instructional time, or better learning resources—that might enhance mathematics performance. Both private and public schools should implement continuous assessment and feedback systems to monitor and sustain student improvement in mathematics.

For Policymakers

Invest more resources into public schools to improve facilities, teacher training, and learning materials, which may help narrow the performance gap. Encourage teacher exchange or collaborative programmes between private and public schools to share best practices in mathematics instruction.

For Future Research

Conduct studies with larger and more representative samples to validate the findings. Include additional variables such as teaching methods, socio-economic background, and school resources to understand the factors influencing mathematics performance. Consider

longitudinal designs following the same students over several years to better track performance trends.

5.5 Summary of the Chapter

This chapter discussed the findings on mathematics performance in private and public schools. The study concluded that private-school students outperformed public-school students in both years, but the improvement over time was similar for both groups. Recommendations were made to enhance mathematics performance, particularly in public schools, and to guide future research.

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