

Determination of Students' Academic Performance in West African Senior School Certificate Examination in Boarding and Day Secondary Schools in Gombe State

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Abstract

There have been a general believe by parents and general public that the boarding students usually perform better than the day students in external examination such as Senior School Certificate Examination (SSCE) in Gombe State due to the facts that they have better facilities and quality time at their disposal than the day students. Due to these general perceptions these work was carried out to Determine the Students' Academic Performance in West African Senior School Certificate Examination (WASSCE) among Boarding and Day Secondary School Students in Gombe State. The population of the study comprises of boarding and day senior secondary schools in Gombe State where twelve (12) schools were randomly selected for the study with six (6) boarding schools and six (6) day schools. The instrument for the data collection was Secondary Schools Academic Performance Inventory (SSAPI) which was collected from Gombe State ministry of Education. The percentage passed and failed obtained by students in WASSCE results for five years (2015-2019) were used with reference to English Language, Mathematics, Biology, Chemistry and Physics. Pearson moment correlation coefficient was the statistical tools used for the data analysis. The result shows significant relationship between the performance of boarding and day senior secondary school students in WASSCE in 2015 while there was no significant relationship between the performance of boarding and day students in senior secondary school students in WASSCE in 2016, 2017, 2018 and 2019.

Keywords: Academic performance, Examination, Boarding school and Day school.

Introduction

Education is the total process of human learning by which knowledge is impacted, faculties trained and skills developed (Jackline & John, 2014). Secondary schools not only occupy a strategic place in the educational system in Nigeria, but also the link between the primary and the university levels of education. According to Wang and Zhan (2020), education at secondary school level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. In Nigeria there are two categories of secondary schools education, the boarding and day secondary schools.

The boarding schools were usually established to provide convenience for communities that were located far away from major cities UNESCO (2010). Boarding school facilities provide academic facility as well as lodging facility for students who came from faraway

places. A good boarding facility was essential for the progression of knowledge for those who came from far away locations to major cities (UNESCO 2010).

It has been that policy changes that are design so as to develop certain tools and mechanisms to improve quality of education that make boarding schools perform well is by following system mechanism that supports mutual working, work independently and agree on intended outcomes (Guenther et. al., 2020). Children in boarding schools were more disfavored, discriminated and live less healthy lifestyle which may be associated with low income and minority factors, but over all their belonging, identity, pride and ethnic status was positive in developing an autonomous healthy and active working life (Prashar & Singh, 2022; Freborg et al., 2020). Generally, it has been observed that the boarding students have more health risks so there are certain areas for the health workers to intervene to support their health (Noll et. al., 2020). Macdonald et al., (2018) viewed that the better performance of boarding school students was because boarding schools provide valuable opportunities to students who came from remote areas and they share their experiences, which in turn benefit them for employability and leadership potential.

It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in a country and it is rather unfortunate that the secondary schools today are not measuring up to the standards expected of them. There have been public outcries over the persistently poor performance of secondary school students in public examinations. Kingori (2019) has 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 the parents, its effects are also equally grievous on the society (Jagero et al., 2011; Yagana, 2022). Guenther et al., (2020), discussing ways of improving quality of education in remote areas suggested boarding as a solution by applying theory driven strategies to address the situation and produce the desired results.

The form of education children receives after primary and before tertiary stage is called secondary education. Without secondary school products, it is obvious that the basis for any future academic study cannot be laid FRN (2004). From the aims and objectives of setting up of schools, one would expect that day and boarding senior secondary school students' performance in Gombe State would greatly improve. Admittedly, no educational system is problem free of which Gombe is not exceptional. However, the decay in Nigerian educational system is becoming embarrassing and that is why Osagiobare et al., (2019) described it as calamitous. Though, brilliant students can be found even in public schools, but the high percentage of failure in WASSCE tends to rubbish the good ones among them (Awodun, 2021).

Initially, Mathematics and English Language were recording poor results, but later was extended to other subjects including Sciences and Arts. The schools can no longer justify the faith the government and the public have in them or the huge budgetary allocations they consume yearly. Nevertheless, students have not been doing well, and the situation is

not improving. For example, in the S.S.C.E of May/June 1992, English Language recorded only 13.8% passes with Distinction and Credit grades, while 59.6% of the total 381,506 candidates failed. For Mathematics, only 9.7% passed in Distinction and Credit grades while 59.4% failed (WAEC, 2010). The examinations taken in June 1994 by 618,119 students, 14.2% and 13.7% passed with at least Credit levels in English and Mathematics respectively. The failure rates for the two subjects were 56.3% for English and 67.4% for Mathematics (WAEC, 2011). Results in other core-subjects were equally poor with students doing much worse in subjects with practical work. In WASSCE of December 1996, for example, failure rates were 64.6% for English and Biology 58%.

Therefore, if education is going to continue to hold on to its old image as an instrument par excellence for achieving national development, it has to be salvaged or resuscitated. The popular practices of changing the curriculum or adding more subjects, changing the duration of schooling or voting more money are not yielding the expected results (Ogechukwu & Chika, 2018). Nigerians are quick at pointing accusing fingers at poor teaching facilities, inadequate and poorly trained teachers, parental laxity, under funding and so on. While all these are possibilities, there is an urgent need now to reappraise the schools vis-à-vis all these factors since situations are not static. For instance, the government continues to vote more money into the education sector annually without corresponding improvement in the schools (Ajayi, 2011). A lot more has to be done to solve these problems bedeviling the education sector.

In a work conducted by Tadese et al., (2022) among University students showed that the performance of boarding students was affected by activities of the students such as smoking, drinking etc which negatively affect their performance in the boarding school students compared to day school students. A survey was conducted on the performance of the boarding and non-boarding students at university level and the result showed that boarding students performed better as compared to non-boarding in terms of their CGPA because the CGPA of boarding is higher than the non-boarding (Mushtaq & Munir, 2021). The reading, writing and speaking habits of boarding students are also better than the non-boarding students (Mushtaq & Munir, 2021). Additionally it was found that the listening and learning skills, social performance memory and study skills of boarding students are better than the non-boarding students (Mushtaq & Munir, 2021). A research work conducted by Ogechukwu & Chika, (2018) on boarding and day school students' performance in Onitsha educational zone revealed that boarding students achieved better academically than their day counterparts. When students are discipline as in boarding schools bring about good academic performance among students (Weli & Nnaa, 2020). In a study conducted by Prashar & Singh (2022) among University students also showed that the majority of the hostellers had a good academic performance with only one-third of day scholars were good in academics while the Day scholar students had good medical health status than those who stayed at the hostel. Similarly the research of Bizimana et al., (2022) in a study conducted

among Biology students in lower classes also revealed that there was a significant differences in students' performance based on gender type of school and school location. The phenomenon of poor performance in external examinations among Nigerian students, especially those in senior secondary schools is a matter that has become a source of worry to successive governments and major stakeholders in the education sector in the country (WAEC, 2011; WAEC, 2010; Amalu & Okon, 2018). Over the years, the majority of students that sat for the May/June West African Senior School Certificate Examinations (WASSCE) have been recording mass failure, not only in the area of overall performance of the students, but also in the core subjects English, Mathematics, and Sciences (Biology, Physics, Chemistry) where the high spate of failures have been a dominant feature of the students' performance both in the boarding and day secondary schools in Gombe State. There have also been a general believe by parents and general public in Gombe State that the boarding students usually perform better than the day students in external examination such as Senior School Certificate Examination (SSCE) due to the facts that they have better facilities and quality time at their disposal than the day students. The main purpose of this study is to compare and determine relationship in the performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination in Gombe state.

Specifically, this study was set to achieve the following objectives:

- a. To determine the level of academic performance of learners in West African Senior School Certificate Examination in Day and Boarding Secondary Schools in Gombe State.
- b. Compare the level of academic performance of learners in West African Senior School Certificate Examination in Day and Boarding Secondary Schools in Gombe State

Methodology

Research Design

This study adopted a correlation design aimed at determining the degree of relationship between academic performance in SSCE of boarding and day schools. The correlational design provides an opportunity for a researcher to predict scores and explain the relationship among the variables (Creswell, 2012).

Area of study

The area of the study is Gombe state, located in the north-east geo-political zone of Nigeria and situated at latitude $9^{\circ}30'$ and $12^{\circ}30'N$ and longitude $8^{\circ}45'$ and $11^{\circ}45'E$ with an area of $20,265\text{km}^2$ and a population of about 2,353,000 people (NPC, 2006).

Population of the Study

The population of the study comprises boarding and day senior secondary schools in Gombe State where twelve (12) schools were randomly selected for the study with six (6)

boarding schools and six (6) day schools. The sample size for this study was the entire candidate in the twelve schools that sat for WASSCE examination from 2015–2019 in two educational zones of the state. The instrument used to collect the data for this research was Secondary Schools Academic Performance Inventory (SSAPI). The percentage pass and fail obtained by students in West African Senior Secondary Certificate Examination (WASSCE) results was used with particular references to English, Mathematics, Biology, Chemistry, Physics (2015 – 2019) in Gombe state.

Methods of Data Analysis

The data for this study was analyzed using inferential statistics. The inferential statistics used was the Pearson moment correlation coefficient which enabled us to compare and determine the degree of relationship between the performance of boarding and day secondary school students. All the analysis was done using statistical software; Statistical Package for Social Sciences (SPSS) version 20.

Results and Discussion

Table .1: Results of percentage performance of boarding school students' pass in WASSCE

Subject	Mean Percentage Pass					Grand Mean	Remark
	2015	2016	2017	2018	2019		
Mathematics	12.67	8.0	15.67	47.00	11.33	18.93	Low
English Language	9.17	6.83	11.33	6.00	10.17	8.70	Low
Physic	16.60	9.17	12.33	24.17	12.50	14.95	Low
Chemistry	14.33	5.00	11.00	6.00	8.50	8.97	Low
Biology	13.33	5.50	8.67	21.67	12.67	12.40	Low

Source: Secondary Schools Academic Performance Inventory (SSAPI) Ministry of Education Gombe state

Table 1 revealed that the students' performance in West African Senior School Certificate Examination was poor in 2015, 2016, 2017, 2018 and 2019 with grand mean of percentage of 18.93, 8.70, 14.95, 8.97 and 12.40 respectively. But it shows the average performance in Mathematics of 47% in 2018 as the highest, and the lowest of 5% in Chemistry in 2016.

Table 2: Results of percentage of day school students' pass in WASSCE

Subject	Mean Percentage Pass					Grand Mean	Remark
	2015	2016	2017	2018	2019		
Mathematics	21.00	15.50	18.17	33.67	24.00	22.47	Low
English Language	15.33	12.83	13.50	27.00	21.33	18.00	Low
Physic	27.33	16.83	14.67	4.67	26.00	17.90	Low

Chemistry	24.50	9.67	12.50	13.17	17.67	15.50	Low
Biology	22.67	10.50	10.00	5.00	26.67	14.97	Low

Source: Secondary Schools Academic Performance Inventory (SSAPI) Ministry of Education Gombe state

Table 2 revealed that the students' performance in West African Senior School Certificate Examination was poor in 2015, 2016, 2017, 2018 and 2019 with grand mean of percentage of 22.47, 18.00, 17.90, 15.50 and 14.97 respectively with highest percentage of 33.67 in Mathematics in 2018 and lowest of 5.00 in 2018 in Biology.

Table 3: Result of Pearson moment correlation of the performance of boarding and day senior secondary schools students in WASSCE of 2015

Subject	N	r	Sig(2-tailed)	Remark
Mathematics	6	0.893	0.017	Significant
English Language	6	0.345	0.503	Not Significant
Physics	6	0.856	0.019	Significant
Chemistry	6	0.877	0.022	Significant
Biology	6	0.834	0.039	Significant

Source: Secondary Schools Academic Performance Inventory (SSAPI) Ministry of Education Gombe state

Table 3 revealed the significant relationship between performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination of year 2015. It showed that the p-level of Mathematics, Physics, Chemistry and Biology obtained are 0.017, 0.019, 0.022 and 0.039 respectively which are all < 0.05 . This indicates that there was significant relationship in Mathematics, Physics, Chemistry and Biology. While the p-value of English Language is 0.503 which is > 0.05 it showed that there was no significant relationship in English Language.

Table 4: Result of Pearson moment correlation of the performance of boarding and day senior secondary schools students in WASSCE2016

Subject	N	r	Sig(2-tailed)	Remark
Mathematics	6	0.295	0.620	Not Significant
English Language	6	0.247	0.637	Not Significant
Physics	6	0.253	0.628	Not Significant
Chemistry	6	0.178	0.736	Not Significant
Biology	6	0.299	0.565	Not Significant

Source: Secondary Schools Academic Performance Inventory (SSAPI) Ministry of Education Gombe state

Table 4 revealed the significant relationship between performance of boarding and day senior secondary schools' students in West African Senior School Certificate Examination in the year 2016. It showed that the p-level of Mathematics, English Language, Physics, Chemistry and Biology is 0.620, 0.637, 0.628, 0.736 and 0.565 respectively. All the p-values obtained are >0.05 . This indicates that there is no significant relationship between the performance of boarding and day senior secondary schools' students in West African Senior School Certificate Examination in all the five subjects.

Table 5: Result of Pearson moment correlation of the performance of boarding and day senior secondary schools students in WASSCE 2017

Subject	N	r	Sig(2-tailed)	Remark
Mathematics	6	0.372	0.468	Not Significant
English Language	6	0.391	0.444	Not Significant
Physics	6	0.395	0.438	Not Significant
Chemistry	6	0.371	0.469	Not Significant
Biology	6	0.416	0.412	Not Significant

Source: Secondary Schools Academic Performance Inventory (SSAPI) Ministry of Education Gombe state

Table 5 revealed the significant relationship between performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination of year 2017. It showed that the p-level of Mathematics, English Language, Physics, Chemistry and Biology is 0.468, 0.444, 0.438, 0.469 and 0.412 respectively. All the p-values obtained are >0.05 . This indicates that there is no significant relationship between the performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination in all the five subjects.

Table 6: Result of Pearson moment correlation of the performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination 2018

Subject	N	r	Sig(2-tailed)	Remark
Mathematics	6	-0.273	0.601	Not Significant
English Language	6	-0.378	0.460	Not Significant
Physics	6	0.29	0.957	Not Significant
Chemistry	6	-0.295	0.570	Not Significant
Biology	6	-0.118	0.824	Not Significant

Source: Secondary Schools Academic Performance Inventory (SSAPI) Ministry of Education Gombe state

Table 6 revealed the significant relationship between performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination in 2018. It showed that the p-level of Mathematics, English Language, Physics, Chemistry and Biology is 0.601, 0.460, 0.957, 0.570, and 0.824 respectively. All the p-values obtained are >0.05 . This indicates that there is no significant relationship between the performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination in all the five subjects.

Table 7: Result of Pearson moment correlation of the performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination 2019

Subject	N	r	Sig(2-tailed)	Remark
Mathematics	6	-0.449	0.372	Not Significant
English Language	6	-0.414	0.415	Not Significant
Physics	6	-0.435	0.389	Not Significant
Chemistry	6	-0.378	0.460	Not Significant
Biology	6	-0.457	0.362	Not Significant

Source: Secondary Schools Academic Performance Inventory (SSAPI) Ministry of Education Gombe state

Table 7 revealed the significant relationship between performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination 2019. It showed that the p-level of Mathematics, English Language, Physics, Chemistry and Biology obtained are 0.372, 0.415, 0.389, 0.460 and 0.362 respectively. All the p-values obtained are >0.05 . This indicates that there is no significant relationship between the performance of boarding and day senior secondary schools students in West African Senior School Certificate Examination in all the five subjects.

Discussion

The findings of this study showed that the level of academic performance among the day and boarding school students in West African Senior School Certificate Examination in Gombe state was low. This low result according to Tshering and Chencho (2022) could be attributed to poor foundation and lack of interest which agrees with WASSCE statement that most of the students fail practical examinations because they lack the basic skill for doing simple experiment in sciences. Similarly, Sa'ad et al (2014) in the work to determine the Causes of Poor Performance in Mathematics among Public Senior Secondary School Students in Azare Metropolis of Bauchi State, Nigeria also buttresses that students' negative attitude, anxiety and fear, inadequate qualified teachers, poor teaching methods, inadequate teaching materials, overcrowded or classes, lack of libraries and laboratories, lack of supervision and inspection and lack of parents involvement in the education of children are some of the main causes of low performance in by the students.

The results also revealed that there is a significant relationship between the performance of boarding and day students in senior secondary schools in West African Senior School Certificate Examination of year 2015. This could be because both the boarding as well day secondary school students have their own peculiar problems they are facing. This is line with the findings of Awodun (2021) that high rate of failure in WASSCE is common to both boarding and day public secondary students which rubbishes even the brilliant ones among them.

The result of West African Senior School Certificate Examination for 2016, 2017, 2018 and 2019 showed that there are no significant relationship between the performance of boarding and day senior secondary schools students'. This therefore agrees with the work of Ngetich (2022) in which he found out that, there was a significant difference in academic performance between Boarding and Day secondary schools. This was further confirmed by Ahmed et al., (2019) which revealed that there was a significant difference in the Biology students' academic performance in private and public boarding and day secondary schools.

Conclusion

Based on the findings of the study it was concluded that:

- i. The level of performance in boarding and day students in senior secondary schools students in West African Senior School Certificate Examination was low.
- ii. There is significant relationship between the performance of boarding and day senior secondary schools students' in West African Senior School Certificate Examination in 2015.
- iii. There is no significant relationship between the performance of boarding and day senior secondary schools students' in West African Senior School Certificate Examination in 2016, 2017, 2018 and 2019.

Recommendations

Based on the findings of the study the following recommendations are put forward:

- i. Government should take action on the low performance of secondary school students in West African Senior School Certificate Examination.
- ii. Teachers should put in more effort or change their teaching method for better performance by the students in the Senior School Certificate Examination
- iii. Parents should give more attention and supervision to the students work so as to improve students' performance.
- iv. School authorities should take corrective measures to improve academic performance of day and boarding senior secondary school students in Gombe State.

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