

SCHOOL OWNERSHIP AS A DETERMINANT OF CANDIDATES' PERFORMANCE AT THE WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION (WASSCE) IN NIGERIA.

ABSTRACT

This study investigated the ownership of schools as a determinant of candidates' performance with a view to identifying the factors inherent in the two types (public and private) which promote or hinder candidates' performance in the West African Senior School Certificate Examinations (WASSCE). Adopting the survey design, two sets of questionnaires tagged 'Teachers Questionnaire' (TQ) and 'Students Questionnaire' (SQ) as well as a School Facilities Inventory (SFI) were used to elicit responses from 1178 students, 574 teachers and 60 principals. Descriptive statistics was used to analyse the data while Chi-square analysis was done to see if there is significant difference in the respondents' attitudinal dispositions towards the variables under study.

Correlation analysis was also done to see if there is any significant relationship between school ownership and candidates' performance in WASSCE in Nigeria. In addition regression analysis was used to depict the paths and the contribution of instructional facilities, years of teaching experience, productive engagement of students and teachers motivation to performance. The results showed that although private schools performed better than public schools, school ownership was not the sole determinant of candidates' performance; a great deal depended on access to instructional facilities, motivation of teachers, owners' commitment and productive engagement of students.

The findings were discussed and it was recommended, among others, that the type of facilities provided in Federal Government Colleges and State Model Schools should be extended to other state public schools in order to improve the performance of students not just in WASSCE but also in all other related examinations.