

# The Impact of Pre-Secondary School Types on Academic Performance of Secondary School Students: An Evaluation of Output of Primary School Education Programme in Ondo State, Nigeria

**ADODO, S.O. Ph.D**

Science Education Department, Adekunle Ajasin University, Akungba Akoko. P.M B 001,  
Ondo State, Nigeria.

E-mail: so\_adodo@yahoo.com, and Sundayadodo@aau.edu.ng

Tel.:+2348035064033

**ODUTUYI, M.O. Ph.D**

Department of Special Education and Curriculum Studies,  
School of Education,

Adeyemi College of Education,

Ondo, Ondo State,

Nigeria.

E-mail: odutuyimo@aceondo.edu.ng and odutuyimusili@yahoo.com

Tel.:+2348060190883

DOI: 10.29322/IJSRP.9.01.2019.p8561

<http://dx.doi.org/10.29322/IJSRP.9.01.2019.p8561>

**Abstract:** *The study was carried out to determine the impact of students' background school type on students academic performance This study is a descriptive research of the survey It is also on expo factor research as the students' scores in Mathematics, English Language, Integrated Science, Social Studies and Yoruba Language were collected for us. The population of this study consists of some selected secondary schools in Akure South Local Government Area, Ondo State. The Junior Secondary School of the selected schools formed the population of the study. The sample was drawn using sample random sampling technique, five subjects were selected for use out of sixteen 16) subjects offered in the school. Two instrument were used to collect data for the study. the instrument used were: Junior secondary school I (JSS I) results were collected alongside the Students' bio- data to indicate whether they are from public or private school. The finding for the study showed that private schools had greater impact to helping students achieve better in their academics at the secondary. school level. Nevertheless there is the problem of the common practice in many homes in the south west Nigeria where the study was carried out where English Language L2 is preferred as medium of communication and how at Kindergarten, Nursery and primary school levels, the speaking of Yoruba (L1) is a distasteful which is being viewed as colonial mentality hindering students' creative and innovative thinking and technological development compared to countries where L1 is promoted as language of instructions.*

**Keywords:** Primary School output, Proprietor & proprietress, Private & public school, Bilingual language, Language extinction.

## INTRODUCTION

In view of the fact that education is considered as investment in most developing countries, the issue of poor performance of Nigerian Secondary School students in various public examinations like West African Examination Council, General Certificate in Education, Unified Tertiary Matriculation Examination, is a source of concern to all. It is in this wise that there seems to a lot of controversies and concern all over the Nation as to the view that the standard of education is falling. One of the most amenable tools for measuring such standard has been student's performance in public examinations.

. Most of the research that has investigated the relationship between private and public secondary schools in respect to students academic performance has concentrated on using global indicators of both the environment and intellectual ability. Most of these

previous studies on education have number of factors which are contributors to poor academic performance of students most especially in the public schools, that is, the government owned schools..

### **Students' Parental Social- Economic Background and Students' school type.**

The parental socio-economic background is the position, which parents occupied in the society and this is measured as a personal index in terms of occupation, level of education and level of income. Past works as in Adodo and Ogunbare (2016) on parents social class have shown that differences exist between classes in income, employment, health, housing, family structure, child bearing, education, and opinions and students' school type and performance.. According to Adekanbi (2001), the immediate surroundings of a child whether rich or poor, hostile or friendly, villages or towns, illiterate or literate have great influence on the child. All these combined tend to positively influence the work and achievement of the child. This shows therefore that difference families creates environment that influence children's intellectual growth and educational motivation in difference ways. It is evident that children of high socio-economic status in Nigeria are many in private schools than children of low socio-economic status.

The studies of Mnweti(2003) and Susan (2010) revealed that parents of high socio-economic status usually value education more than those of low socio-economic status as the former are always privileged to send their children to private schools than the latter. On the home factors effect on the academic performance of children in both schools, Mnweti (2003) reiterated that the intellectual environment that the home provides help the students in their performance at school. He further stated that the mere presence of facilities such as motivational books, radio, television and educational games in a house often stimulate intellectual ability of a child. Hence, the immediate surroundings of a child whether rich or poor, hostile or friendly, villages or towns, illiterate or literate have great influence on the child. All these combined factors tend to positively influence the study habits effort and academic achievement of the child. This shows therefore that differences in families can create environment that influence intellectual growth and educational motivation of a child in difference ways. The environment of many private schools in Nigeria, which is also enhanced by their teachers' attitude to work, is a strong factor influencing academic achievement of their students

### **School Ownership and School Administrative Style**

There have been contentions that school ownership is one factor that affects learning activities which in turn affects performance of students. School ownership can be viewed from two main perspectives public and private. A public school is any school owned and controlled by the state or Federal Government. Its affairs are governed by the government in order to give to the public good and essential education that would build up tomorrow's leaders.(Ajayi 2005).A private school, on the other hand, is a school supported and controlled by religious/ social organizations or individual other private groups/of individuals called proprietors and proprietress in support of the teaching school age pupils in Nigeria which the public schools cannot as at now cater for (Taiwo1980). Their sole aim is also to maximize profit but also provide quality education. Hence, it is widely believed that students in private schools performed better than students in public schools. This is confirmed by Adebayo (2009). Who concluded in his research finding that performance of students is higher in private schools than in the public schools. Some public schools principals and teachers trivialize many things and do whatever they like and care less on many things that can promote productivity.

### **Teachers' Quality , Effective Supervision and Students Attitude**

Though teacher in public schools are likely to be more qualified than those in private schools but the point is that teachers and teaching activities are well managed in private schools by their proprietors and their schools head teachers. The teachers in the private schools are forced to prepare very well by regular preparation of lesson note, search for relevant materials that will help them teach well before coming to the class. This spirit of hard work by the private schools teachers is yielding good results in the qualities of their students in public examinations the standard which and negligence of duty by the public schools teachers even with their qualifications cannot match.. The teachers in private schools are ready to do personal reading and to learn day after day towards accomplishing the goals of their schools to maintain high standard. Adodo (2004) said that teachers who get emergency "credentials" will impact wrong thing to their students but teacher who are highly qualified can contribute to students achievement in their subjects areas of specialization/. As students are expected to be taught by competent teachers which have a clear understanding of how students imbibe instruction and such teachers must be given appropriate resources in terms of tools to carry out their duties. Yet supervision has significant add-on effect to quality of teaching personnel in prediction of secondary school students' academic performance.

The degree of success that a learner can attain in his learning activities depends in a great measure upon his own attitudes and persistent interests to work. Our attitudes are associated with everything about us and one may affect us favorably and another unfavorable. According to Adodo and Gbore (2012), attitude is a set or disposition (readiness, inclination, and tendency) to act toward an object. According to its characteristics attitude when is inactive it may be called a disposition and when an attitude consist of strong feelings, it may be called a sentiment or gush. The physical constitution of the individual, learner, his degree of emotional stability, his temperament, his attitude toward learning (either positive or negative) and his interest whatever the course can affect the extent to which learning success and good academic performance may be achieved. Attitudes, the affective by products of an individual experience have their bases in his inner urges, acquired habits and the environment influences by which he is surrounded. In other words, attitude result from personal desired and group stimulations. They actually are part of an individual own personality but are affected by the attitudes and behavior of the group(s) with which he associated. It therefore, follows that through peer group, ones attitude can be modified whether positively or negatively depending on the peer group. This is turn can affect academic performance either favorably or unfavorably.

### **Academic Environment and Classroom Factors**

The academic environment is a place where teaching/ learning takes place academic environment is expected to be the one in which all the necessary could enhance a suitable teaching/learning process. It is also expected academic environment should be free from distraction for adequate to take place.

The effect of any persuasive message in changing the attitude depends in the situation in which we receive them sometimes when people are to a message they are distracted by sound or activities going on around them.. Another factor that determines the academic performance of secondary school students' classroom in congestion which characterize the State primary and public secondary schools. This has been having negative impact on both the teacher productivity and students' learning outcome. Unlike the private schools with moderate class size in terms of the number of students and so the classrooms are not congested. Though the National policy on education prescribed a maximum of 40 students in a class but surprisingly most, public secondary schools in the State are having an average class size of 50 students. The situations which have been negatively affecting the student who supposed to learn in a more comfortable atmosphere According to Susan (2010), large class is not conducive for serious academic work, Afolabi (1991) found no significant relationship between large class size and students learning outcomes. While Nye, Hedges and Konstantapoubus (2004) opined that smaller classes not only increase students' achievement but also benefitted slow learners who might be left unattended to in a student large size classroom as the smaller the class the greater the likelihood that a teacher will spend more time with individual students. This situation must have boosted the academic performance of private schools students while the vice must have accounted for the low and poor academic performance of public school students.

### **Teachers' Morale and Motivationon students' performance.**

There are various concepts of motivation as there are many motivation theories. Some view motivation as drive, force, goal and expectancy. According to Frase, 1992, Bomia, Behuzo, Demeester and Shelotan 1997), motivation refers to the arousal of tendency to act to produce one or more effects. Mohammad (2000) pointed out that motivation refers the force that energize, direct and sustain a person's efforts towards a specific target. He explained further that motivation is a word used to describe the forces acting within or on a person initiate and guide behavior. A motivated person is always aware of the fact that a definite goal either personal or general must be achieved with all required efforts at achieving that goal in the face of difficulties. It is the process involved in arousing, directing and sustaining behavior. In Frase, (1989), Pinirich and Maehr (2004), motivation is the process of arousing, sustaining the activity in progress and regulating the pattern of activity. Motivation is a practical act of applying incentives and arousing interest of learners for the purpose of causing them to perform in a desired way which according to Slavin (1989) and Hohn (1995) is described as an internally felt urge or desire which spurs an organism to action in an attempt to achieve his goal. However, there are two types of motivation: The intrinsic and extrinsic motivation. Intrinsic motivation arise when an individual desires internally to learn or achieve a particular goal to his advantage. In this case, he does not expect any external reward in return while the extrinsic motivation is contrary to intrinsic motivation in that it occurs when an external reward is attached to a partial behavior or goal. Pursuit for reward, prize and scholarship could be example of the external reward. The activity of learning of a child in this type of motivation is grounded in or attached to winning prizes, getting good grades and awards. In the classroom situation, no lesson plans considered

complete unless it includes motivation. The teaching approach that is an integral part of the learning procedure often serves the most effective form of motive. The teacher is ever on the alert to discover stimuli that will produce pleasant feelings or satisfaction in order that the interest of the student shall be maintained long enough for him to master definite ideas or subject matter. Learners must be motivated in such a way that interest in the content of study is built upon the child's existing interest, the attitude, which the child brings to his task at the beginning of any learning unit. This should be strengthened if this attitude interferes with success during the process of mastery.

Interest as viewed in Adodo and Gbore (2012) is essential for attention and attention is necessary for learning. The interest that motivates on a long course is something deeper and based on fundamental emotions and desire. In sustaining the interest of the students and in motivating them, the use of competition and co-operation learning can be employed as this can also promote good academic performance. Timely feed back in terms of marking Students assignments and scripts and making them aware of their progresses can also serve as motivation factor. While praise and reward are better than blame and punishment. Class comfort and the physical conditions under which a class is working can also affect individual learner's moral and the degree of motivations.

### **Statement of the Problem**

It is important to note that the problem of low level of discipline has gone a long way to affect the academic performance of public schools students. Also the attitude of teachers to work in public schools coupled with large class size and classroom management has also marred the productivity and quality output of the public schools and the effective management of the school.

### **Purpose of the Study**

The purpose of this study is to compare the students' pre-secondary school background (public or private schools) academic performance while they are now in the same public secondary schools.

### **Hypotheses**

Ho 1 There is no significant difference in the performance of students in Mathematics with private schools background and public schools background.

Ho 2. There is no significant in the performance of students in English Language from the private schools background and public schools background.

Ho 3 There is no significant difference in the performance of student from the private school and public school. In Basic Science,

Ho4. There is no significant difference in the performance of student from the private school and public school. in Yoruba Language (L1).

### **Significance of the Study**

As the results of this study have revealed many things on students' school type (private schools or private school) and their learning output, parents and education stakeholders in Nigeria will know where to braise up in the educational training and upbringing of Nigerian pupils and other moral, ethical and cultural issues that needed to be addressed. The outcome can also be reflected upon by other African countries.

### **Methodology**

This study is an ex-post-facto research in which the student's scores in Mathematics, English Language, Basic Science, and Yoruba Language were collected. The population of this study consisted all Junior secondary schools students in Akure South Local Government Area of Ondo State. The sample was drawn using sample random sampling technique, 176 students' scores from Junior secondary school class one (JSS I) in four key or core subjects were collected through Inventory pro-formal sheet which include students background bio-data for use.

**Results**

:Ho 1 There is no significant difference in the performance of students in Mathematics with private schools background and public schools background.

Table 1: t-test analysis of the mean scores of students in Mathematics from private schools and public schools

	school background	N	Mean	S.D	D.F	t-Cal	t-tab
performance of students in Mathematics.	Private	67	48.30	20.171	174	1.284	0.201
	Public	109	44.16	21.158			

Fromtable one above the mean score of students from private school performances in mathematics is 48.30 while standard deviation is 20.171. The mean scores of students from public schools performances in mathematics is 44.16 while standard deviation is 21.158. The t-calculated is 1.284 and t-table is 0.201 at the degree of freedom of 174. The t-calculated of (1.284) is greater than t-table (0.201). This shows that there is a significant differences between private and public school performances in Mathematics. Hence the hypothesis is thereby not accepted.

Ho 2. There is no significant in the performance of students in English Language from the private schools background and public schools background.

Table 2: t-test analysis of the mean scores of students in English Language from private schools and public schools

	School background	N	Mean	S.D	D.F	t-Cal	t-tab
performance of students in English Language	Private	67	54.51	15.434	174	4.394	1.960
	Public	109	42.61	18.551			

From table two above, the mean score of student from private schools performance in English language is 54.51 while the standard deviation is 15.434. The mean score of students from public school performance is 42.61 while standard deviation is 18.551. t-calculated is 4.394 and t-table 1.960 at the degree of freedom of 174. The t-calculated of (4.394) is greater than t-table (1.960). This shows that there is a significant different between private and public schools performances in English language. Hence the hypothesis is thereby not accepted. .

Ho 3 There is no significant difference in the performance of student from the private school and public school.in Basic Science.

Table 3: t-test analysis of the mean scores of students in Basic Science from private schools and public schools

	School background	N	Mean	S.D	D.F	t-Cal	t-tab

performance of students in Basic Science and Technology.	Private	67	52.55	20.724	174	1.933	055
	Public	109	46.51	19.742			

From table there above, the mean score of student from private school performance in Integrated Science is 52.55 while standard deviation is 20.724. The mean score of student from public school performance is 46.51 while standard deviation is 19.742. the t-calculated is 1.933 and t-table is 055 at the degree of freedom of 174. The t-calculated of (1.933) is greater than t-table 055. This shows that there is a significant difference between private schools and public schools performance in Integrated Science, Hence the hypothesis is thereby not accepted.

Ho4. There is no significant difference in the performance of student from the private school and public school.in Yoruba Language. (L1)

Table 4: t-test analysis of the mean scores of students in Yoruba Language from private schools and public schools

	School background	N	Mean	S.D	D.F	t-Cal	t-tab
performance of students in Yoruba Language	Private	67	32.16	24.313	174	3.058	003
	Public	109	43.63	23.913			

From table five above, the mean score of students from private school performances in Yoruba is 32.16 while standard deviation is 24.313 The mean score as students from public school performance in Yoruba language is 43.63 while the standard deviation is 23.913.. The t-calculated is 3.058 and t-table is 003 at the degree of from of 174. The t-calculated (0.058 is greater than t-table (003) This shows that there is a significant difference between private school and public school performances in Yoruba Language. Hence the hypothesis is thereby not accepted.

**Discussion**

The results from the tables show that there were significant difference between the private school and public school performance in Mathematics, English Language, Integrated Science, and Yoruba Language. The difference is in favour of the private schools, which means that the academic performance of students in private school is far better than students academic performance in public schools. This outcome was supported by Mnweti (2003) who indicated that students performance in standardized test was higher in pirate schools than in public schools. It also goes with the findings of (Slavin 1989 , Hohn 1995, Adodo and Gbore 2012). They all concluded in their studies on some various factors such as students and teachers attitude to work teachers morale and students motivation as the possible reasons why performance of students was higher in the private schools than those in the public schools. Other connected influences can be highlighted as effective monitoring and supervision by the proprietor and proprietress as well as to the supervision by the school head teachers. Private schools believe there is time to work, play and so hardly can one find their students outside the classroom except when they are on recess or break period, unlike the public schools where every lesson period are characterized with noise making as some of the teacher may not be in the classes to teach the students and nobody can query them because many could be wives of the high up hence the problem of nonchalant attitude of some teachers to work in the public schoolsresulting to the negative effect on the academic performance of students in the public schools. Another possible factor might be the students teachers ratio: The nation policy on education prescribed a minimum of (25-35) students per class, but surprisingly, public schools in reference to this particular local government of study have an average class size of 50-60 students per class.This

situation might have resulted to the students' performance negatively. This was supported by some studies with the conclusion that large class is not conducive for serious academic work. Nye, Hedges and Konstantapoulos 2004 reiterated in their findings that smaller classes not only increase achievement for all students but also benefited the weak learners for proper help. The smaller the class, the greater the likely hood that a teacher will have more time to handle the individual differences among learners during classroom interactions.

This study on the other hand also revealed that students performance from private schools in Yoruba Language (L<sub>1</sub>) was not encouraging as public schools students performed better. The trends which has triggered a lot of public and media reactions as observed presently that many children from western Yoruba speaking states in Nigeria are no more lucid at speaking and writing Yoruba their L<sub>1</sub>. This is calling attention as research outcome have alerted that in 50 years to come, out of the three major languages in Nigeria, (Hausa, Igbo and Yoruba), that Yoruba language may go to extinction. This prediction might not be unconnected with the common practice in many homes in the south west Nigeria where English Language L<sub>2</sub> is preferred as medium of communication and how at Kindergarten, Nursery and primary school levels, the speaking of Yoruba (L<sub>1</sub>) is a taboo while the only language of instruction is English language L<sub>2</sub>. It is high time Nigeria and other African countries with bilingual[ problems reconsider the benefits of mother tongue-based bilingual education as highlighted in (Alexander 1989, Pattanayak 2003, Fafunwa, Macauley & Soyinka 1989, Dalby 1985) and the 9-point goals of EFA for developing countries and outlined in Carole (2004). Also Adeyemi and Igbineweka, (2004) reiterated that cultural freedom and African emancipation cannot be cultivated, expanded and developed where language in which people are most creative and innovative are not language of instruction. It worth to note that countries like Germany, Japan, India and China are making remarkable impact globally in automobile, medicine and electronics based on what Adeyemi and Igbineweka, (2004) are saying and today Nigeria is one of the largest importer of products from these countries.

## **Conclusion**

The finding for this research showed that private schools had greater impact to helping students achieve better in their academics at the secondary school level. In view of the fact that there are difference in the performance and on what impact private schools have on the academic performance of students, it can be concluded that effective supervision and discipline being the watch word of private schools hence the reason why they are always able to excel above the public schools. These factors though needed to be researched on further to justify the role, they play, yet they still stand as factors determining the student's better academic performance in private schools.

## **Recommendations**

On the basis of these findings and from the results of the analysis, it is therefore recommended that the government should make provision for a conducive learning environment in public schools; the class size reduction program (i.e breaking down of large classes) should be implemented encouraged government and school administrators irrespective of the cost in order to improve the academic performance/ achievement of students, irrespective of the qualification of the teachers on the part of the school proprietors, they should ensure to employ qualified and experience teachers to teach in schools.

For students better leaning outcome, the school management and government should organize teachers development programmes and workshop. to update the teachers with new methods of teaching. There is also the need for more effective supervision in our public schools. While the students level of discipline should be improved upon. Also other neglected factors such as intra and inter schools debate, quiz competitions and other means of improving students' reading culture should be revived in our public schools.

The government should provide free education from primary up the secondary schools and also support the private schools proprietors by extending then grace of textbooks and other education incentive provision to their students Therefore, it is believed that if these recommendations are taken seriously, there will be a greater improvement in public schools leading to meeting up with the academic challenges before them as panacea to the problem of poor academic performances of students in public schools.

In view of the fact that transfer of linguistic and cognitive skills is facilitated in bilingual programs, and that once students have basic literacy skills in the L<sub>1</sub> and can begin to read and write in the L<sub>2</sub> by effectively transferring the literacy skills they have acquired in the familiar language where their affective domain involving confidence, self-esteem and identity, is strengthened by use of L<sub>1</sub>, the six-year Yoruba Medium Primary Project of Fafunwa et al (1975) with a little modification that it should be limited to the first three years of primary education is recommended in both the Public and private schools. As said that, cultural freedom and African emancipation

cannot be cultivated, expanded and developed where language in which people are most creative and innovative are not first language of instruction.

## REFERENCES

- Adeyemi J.K & Igbineweka, V.O (2004) Crisis in primary education Management in Nigeria the need for urgent reforms' in Fagbamive, E.O Babalola J.B Fabunmi M, Ayeni A.O (eds) Management of Primary and Secondary Education in Nigeria, NAEAP Publications, Lagos PP 51-62.
- Adodo S.O. (2004), Influence of Gender and Environment on Students' Performance in Integrated Science in Secondary School. *Educational Thought Journal, Faculty of Education* 4 (1), 70-77 AAUA, Nigeria.
- Adodo, S O and Gbore L. O (2012) Prediction of Attitude and Interest of Science Students of Different Ability on Academic performance. *International Journal of Psychology and Counseling* 4 (6),. 68-72 **Kenya**.
- Adodo S O .and Ogundare S A.(2016): Two Puzzle Models-based Instructional Strategies' efficacy and Parental Educational Background of Junior Secondary School students' Achievement in Selected Concepts in Basic Science. *International Journal of Social Science and Humanity.(IJSSH) Association of Anglo American Studies Institute AASI. Macedonia..*
- Ajayi T. (2005) "The role of government in establishing a foundation level for support and sustainability of education in Nigeria" in Anka G.O Udoh, S.U Fagbamiye E.O (eds) Deregulation of the provision and management of education in Nigeria NAEAP Publication, Lagos Pp 97-7
- Akpan, M.P (2000) prospects and problem in the involvement of vocational education students in the financing of skilled occupational education Nigeria West African Journal of research and development in education vol. 7 no 3, pp 97-101.
- Alexander, N (1989) Planning Language from below. In Herbert, R (ed) Language and society in Africa. The Theory and Practice of sociolinguistics Johannesburg: Witswatersrand University Press.
- Alexander, N (2003) The African renaissance and the use of African Language in tertiary Education PRAESA Occasional paper No 13 Cape Town; PRAESA.
- Ayodele J.B (2005) "The role of the head teacher in school plant management and maintenance" in Fagbamiye E.O Babalola J.B Fabunmi M, Ayeni N.O (eds) management of Secondary education in Nigeria NAEAP Publications.
- Bomia, L, Beluzo, L ,Demeester, D., Elander, K., Johnson, M. & Sheldon, B. (1997). The impact of teaching strategies on intrinsic motivation. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ED 418 925).
- Dalby, D(1985) The educational use of African Languages in Sub-Saharan Africa; The State of the Art. Paris UNESCO.
- Deci E.L & Ryan R. M (1985). Intrinsic motivation and self determination in human behavior. New York. Plenum.
- Fafunwa, A, Maculey, J, & Soyinka, J (eds) (1989) Education in mother Tongue: The Ife Primary Education Research Project (1970-1978) Ibadan University Press.
- Frase, Larry E. 1989. "The Effects of Teaching Rewards on Recognition and Job Enrichment." *Journal of Educational Research* Vol. 83, No. 1: 53-57.

Frase, Larry E. 1992. Maximizing People Power in Schools: Motivating and Managing Teachers and Staff. Newbury Park, CA: Corwin Press, Inc.

Horn, S. P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, (11), 57–67. Retrieved December 6, 2015, from [http://www.sas.com/govedu/edu/teacher\\_eval.pdf](http://www.sas.com/govedu/edu/teacher_eval.pdf)

Mnweti John Michubu.(2003) Social- Economic Status Influencing Students' Academic Performance in Public Secondary School in Igembe South District,Kenya. Retrieved 2015 from [www.attach.com](http://www.attach.com)

Mohammad Nadim( 2000) Effect of Motivational Factors on Teachers' Job satisfaction ; A study of Public Sector degree Colleges of Punjab. Pakistan, *Journal of Commance*, vol. 4 No. 4 2220-6043.

Nye, B. Hedges L. &Konstantapoubus (2004) The Effect of Small Classes on Academic Achievement.

Pattanayak , D (2003) Language issue in\* literacy and basic Education:. The case of India.in Ouane. A (ed) .

Pintrich, P.R. &Maehr, M.L. (Eds.). (2004). *Advances in motivation and achievement: Motivating students, improving schools* (Vol. 13). Oxford, England: JAI, An Imprint of Elsevier Science.

Prah, K (2003) Going Native Language Instruction for Education, Development and African Emancipation. In Brock-Utne, B, Desai Z, and Qono, M, (ed) *Language of Instruction in Tanzania and South Africa (LOITASA)* Dar-es-Salaam E & D Limited.

Slavin R.E (1989).Cooperative learning and Achievement. Six theoretical perspectiveInc Amos and M. L Meahr (Eds) *advance in motivation and achievement*. Greenwich CT: JAL press.

Susan IP (2010) Revisiting an old question, how much does parental income affect child outcome. Retrieved from <http://nces.ed.gov/pubs> (2016).pdf

Taiwo C.O (1980); *The Nigerian Education System Past, Present and Future*. Thomas Nelson (Nig) Ltd IlupejuIkeja Lagos.