

A Comparative Analysis of Academic Performance of Financial Accounting Students in Day and Boarding (Public and Private) Schools in Ekiti State

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Abstract

This study investigated a comparative analysis of academic performance of financial accounting students in day and boarding (public and private) schools in Ekiti State. Financial accounting is one of the vocational subjects offered at the senior secondary level of education in Nigeria. Despite all the benefits financial accounting provides, students tend to experience some level of difficulties in the subject which in turn, affects their academic performance. Two research questions were raised, and two hypotheses were tested at 0.05 level of significance. The study employed an expo facto research design and the population of the study comprised 8,202 financial accounting students in Ekiti State. A multi stage sampling technique was used to select 493 students. The research instrument used for data collection was a standardize instrument. The data collected were analyzed using simple percentage and Chi-Square (X^2). The findings revealed that: there is no significant difference between the academic performance of public schools that operate day and boarding system in financial accounting, and there is a significant difference between the academic performance of private schools that operate day and boarding system in financial accounting. It was concluded that boarding students perform better than day students' in financial accounting. Resulting from this study, it was recommended among others that the management of day school system should employed teachers that have requisite skills, knowledge and attitude to handle financial accounting as it will help to sustain and improving public day students' academic performance in financial accounting.

Keywords: Academic performance, day and boarding students, financial accounting, public and private schools.

Introduction

Financial accounting is one of the vocational subjects offered at the senior secondary level of education in Nigeria. Vocational subjects such as technical drawing, word processing, shorthand, computer education, bookkeeping and financial accounting form part of the curriculum of the senior secondary education. According to the West African Examinations council (WAEC) (2004), financial accounting is the most popular subject that students offer among the vocational elective subjects. It is a course of study that assists in keeping adequate records of personal, business and corporate organisations' activities with a view to achieving proper accountability and planning. Financial accounting is tremendously important to the economy of Nigeria, as it provides a solid foundation for the training of future accountants, managers and entrepreneurs. Financial accounting is an evidence of responsibility in any human endeavour, be it in business, politics and medicine, among others, because every individual, irrespective of his class requires the knowledge of accounting to meet his day to day

activities. Noran (2006) buttresses this point, when he says accounting is the language of business and everyday activities.

According to Olaoye (2007) accounting is concerned with the quantification of economic events in money terms in order to collect, records, evaluate and communicate the results of past events and to aid in decision making. Financial accounting aimed at providing fundamental instruction to help students assume their economic roles as consumers, workers, citizens and generally prepare students for career in financial accounting field. In other words, it provides background instruction to assist students in preparing for other professional careers requiring advanced studies in financial accounting; and financial accounting skills for personal use in future (Ishaq, 2011). The general objectives of financial accounting as stated in the National Curriculum for senior secondary schools (1985) are to provide:

- i. specialized instruction to prepare students for careers in the book-keeping and accounting field;
- ii. fundamental instruction to help students assume their economic role as consumers, workers and citizen;
- iii. background instruction to assist students in preparing for other professional careers requiring advanced study in book keeping and accounting;
- iv. book-keeping and accounting skills for personal use in the future with particular emphasis on wise planning of income and expenditure.

To achieve the above stated objectives, conducive learning environment and appropriate teaching pedagogy must be employed for optimal academic performance of students in financial accounting. However, according to the National Examinations Council (NECO) chief examiner report (2012), students' perform poorly in financial accounting despite its laudable and well-articulated objectives. The WAEC chief examiner report (2008) shows students' abysmal performance in the subject. The trend in students' performance in the subject has been a source of concern to business educators as it relates to the future career of students offering the subjects in both day and boarding schools. Similarly, Adetunde and Asare (2009), asserted that disappointingly poor performance of students in financial accounting year-in-year-out has become a constant source of concern, worry and anxiety to all stakeholders in education. This brings the researcher to the problem on which school type (boarding or day) could have better influence on the performance of secondary school financial accounting students. Indeed the researcher is interested in determining the academic performance of boarding and day students in the senior secondary school examinations in financial accounting in Ekiti State.

Students in boarding schools are those students who reside in the school premises while students in day schools are those students whose schools have no residential facilities for the students to reside, hence these students come to the school from their respective homes. Day students in boarding school are the students who do not for some reasons, sometimes financially, do not reside in the school compound. This may contribute to the differences in academic performance, as some students may be studious than the other.

The environment for teaching and learning of financial accounting is extremely paramount. For instance, difference between boarding and day students in which boarding school students study and live during the school year with their fellow students and possibly teachers or administrators while the day students live in their respective homes with their parents but they go to school every day to study. Such boarding school environments are conducive for studying and this could assist the students academically. Unlike the day students who are always distracted by one activity or the other at home. Someday students helps in fending for their family, as soon as they get home all they do is to hawk for their parents while

some go to farm after school. Some are made to believe that they are to contribute financially to their schooling, therefore having no time to study even to do their assignments.

Theoretical framework of this study was hinged on Albert Bandura Social Learning Theory. Albert Bandura (1977) was the major motivator behind social learning theory. One of the main things that he was concerned with was how cognitive factors influence development, but he confined his approach to the behavioural tradition, and discussed in detailed social learning analysis of how patterns of behaviours are acquired and how their expression is continuously regulated by the interplay of self-generated and other sources of influence. In the social learning system, new patterns of behaviour can be acquired through direct experience or by observing the behaviour of others. The more rudimentary form of learning, rooted in direct experience, is largely governed by the rewarding and punishing consequences that follow any given action. People are repeatedly confronted with situations with which they must deal in one way or the other. Some of the responses that they try prove unsuccessful, while other produces more favourable effects. Through this process of differential reinforcement successful modes of behaviour are eventually selected from exploratory activities, while ineffectual ones are discarded. This theory is relevant to this study in the sense that financial accounting students often learn a great deal simply by observing how their teacher teaches and also acquire knowledge from him. Similarly, students can also learn from one another by imitating, studying and discussing among themselves. Consequently, this may enhance their academic performance in financial accounting.

Research conducted by Nwokocha (2014) indicated that there was no significant difference between the academic performances of day and boarding students in secondary schools in Abuja, Nigeria. Research by Valentino (2012) also showed that schools that operate boarding system show higher achievement both academically and socially than public schools that operate day system. Similarly, Valentino (2012) who reported that there is no significance difference between the academic performance of public schools that operate day system and boarding system in senior secondary schools. Abdullahi (2010) who reported that there is a significant difference between boarding and day school system. Obe (1992) who reported that private schools that operate boarding system had a better academic performance than private schools that operate day system. Yalokwu (1984) however reported that private school that operates boarding system is far more preferable to private schools that operate day system because boarding house system promotes the spirit of togetherness which enhance their study habit. Sihlezana (1990) who reported that there is a statistically significant difference between private school that operate boarding and non-boarding school in terms of academic achievement. Eamon (2005) also reported that the additional funding for private schools leads to a better academic performance and more access to resources such as computers, which have been shown to enhance academic performance.

Academic performance can be seen as students' performance in a subject. It measures students' cognitive domain of learning, that is, the knowledge the student has about the subject. When a student receives good grades it means the student has performed well. It also depicts the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper. Academic performance in both internal and external examination seems to be one parameter by which society judge the products of its educational system. This therefore draws attention to day and boarding school students' performance in financial accounting. In view of the high failure rate of students in financial accounting, the way out is to establish whether being a day or boarding student could have any influence on academic performance of students' in financial accounting. Therefore, the main purpose of this study was determine the

academic performance of boarding and day students in the senior secondary school examinations in financial accounting in Ekiti State.

Research Questions

The study was guided by the following research questions:

1. What is the difference in academic performance of financial accounting students in public schools that operate day system and boarding system in secondary school in Ekiti State?
2. What is the difference in academic performance of financial accounting students in private schools that operate day system and boarding system in secondary schools in Ekiti State?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significance difference between the academic performance of public schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State.
2. There is no significance difference between the academic performance of private schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State.

Methodology

The researcher employed an expo facto research design because it was ideal for conducting research when is not possible or acceptable to manipulate the characteristics of the variables involve. This design was used for this study because it was not possible for the researcher to directly manipulate in order to know the score of financial accounting students in Senior Secondary Schools. According to Omorogiuwa (2006) expo facto is that research in which the researcher attempts to determine the reason or cause of a relationship in or difference between variables after the events. This design was suitable for this study because this study intends to study a comparative analysis of academic performance of financial accounting students in day and boarding (public and private) schools in Ekiti State. The population of the study consisted of eight thousand two hundred and two (8202) financial accounting students in Ekiti State (Ekiti State Ministry of Education, Science and Technology). This comprised all the students that wrote WAEC in financial accounting for 2012/2013, 2013/2014 and 2014/2015 sessions. The sample size for this study comprised of four hundred and ninety three (493) students that wrote financial accounting WAEC examination for 2012/2013 session, 2013/2014 session and 2014/2015 session. A multi stage sampling technique (stratified random sampling, purposive sampling and simple random sampling techniques) was employed to arrive at the sample size of the study. The instrument that was used for this study was WAEC results of sampled schools secondary schools. The instrument consisted subject, total number of candidates' registered, total number of results released, the grades and the percentages. The results that were used were for the past three (3) years. The data (results) collected from the schools were analysed using Simple percentage and Chi-Square (X^2).

Data Presentation, Analysis and Discussion

Research Question 1: What is the difference in academic performance of financial accounting students in public schools that operate day system and boarding system in secondary school in Ekiti State?

Table 1: Difference in Percentage Distribution of Academic Performance of Financial Accounting students in Public Schools that Operate Day and Boarding System

School system	Passed		Failed		Total		Difference in Passed Percentage
	F	P	F	P	F	P	
Public day school	40	35.7	72	64.3	112	100	10.3
Public boarding school	114	46.0	134	54.0	248	100	

Key: F: Frequency, P: Percentage

Table 1 shows the difference in percentage pass rate between the academic performance of public day and boarding financial accounting students. It shows that amongst the public day operating system, 35.7% passed while 64.3% failed. Amongst public boarding operating system 46.0% passed while 54.0% failed. With these results, the above score shows that the pass rate performance of public boarding school system is 10.3% better than the public day school system financial accounting. This however implies that there is a favourable pass rate academic performance in public schools that operate boarding system compared to public schools that operate day system in financial accounting.

Research Question 2: What is the difference in academic performance of financial accounting students in private schools that operate day system and boarding system in secondary schools in Ekiti State?

Table 2: Difference in Percentage Distribution of Academic Performance of Financial Accounting students in Boarding Schools that Operate Day and Boarding System

School system	Passed		Failed		Total		Difference in Passed Percentage
	F	P	F	P	F	P	
Private day school	48	64.0	27	36.0	75	100	32.2
Private boarding school	25	96.2	1	3.8	26	100	

Key: F: Frequency, P: Percentage

Table 2 shows the difference in percentage pass rate between the academic performance of private day and boarding financial accounting students. It shows that amongst the private day operating system, 64.0% passed while 36.0% failed. Amongst private boarding operating system 96.2% passed while 3.8% failed. With these results, the above score shows that the pass rate performance of private boarding school system is 32.2% better than the private day school system in financial accounting. This however implies that there is a favourable pass rate academic performance in private schools that operate boarding system compared to private schools that operate day system in financial accounting.

Null Hypothesis 1: There is no significance difference between the academic performance of public schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State.

Table 3: Chi-Square Tests Analysis Showing Difference between Academic Performance of Public Schools that Operate Day System and Boarding System in Financial Accounting

School System	Passed		Failed		Total	df	X-Cal	P-Value	Decision
	OF	EF	OF	EF					
Public Day School	40	47.9	72	64.1	112	1	3.314	0.069	NS
Public Boarding School	114	106.1	134	141.9	248				
	154		206		360				

Key: OF: Observed Frequency, EF: Expected Frequency P-value > 0.05

Table 3 shows the Chi-Square values of difference between academic performance of public schools that operate day system and boarding system in financial accounting and also the observed and expected frequency in performance of public schools that operate day system and boarding system in financial accounting. The table also reveals that the calculated chi-square value is 3.314 at degree of freedom of 1 and the p-value is 0.069. Testing at alpha level of 0.05, the chi-square is not significant since p-value of 0.069 is greater than the alpha value. Therefore the null hypothesis which states that there is no significance difference between the academic performance of public schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State is therefore retained. Consequently, there is no significance difference between the academic performance of public schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State.

Null Hypothesis 2: There is no significance difference between the academic performance of private schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State.

Table 4: Chi-Square Tests Analysis Showing Difference between Academic Performance of Private Schools that Operate Day System and Boarding System in Financial Accounting

School System	Passed		Failed		Total	df	X-Cal	P-Value	Decision
	OF	EF	OF	EF					
Private Day School	48	54.2	27	20.8	75		9.962	0.002	Significant
Private Boarding School	25	18.8	1	7.2	26	1			
	73		28		101				

Key: OF: Observed Frequency, EF: Expected Frequency, P-value > 0.05

Table 4 shows the Chi-Square values of difference between academic performance of private schools that operate day system and boarding system in financial accounting and also the observed and expected frequency in performance of private schools that day system and boarding system in financial accounting. The table also reveals that the calculated chi-square value is 9.962 at degree of freedom of 1 and the p-value is 0.002. Testing at alpha level of 0.05, the chi-square is significant since p-value of 0.002 is less than the alpha value. Therefore the null hypothesis which states that there is no significance difference between the academic performance of private schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State is therefore rejected. Consequently, there is a significance difference between the academic performance of private schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State.

Discussion of Findings

The findings of research question one showed that there was a favourable academic pass rate performance in public schools that operate boarding system compared to public schools that operate day system in financial accounting. This is in line with the findings of Valentino (2012) who reported that schools that operate boarding system show higher achievement rates both academically and socially than public schools that operate day system.

The findings of research question two indicated that there was a favourable academic pass rate performance in private schools that operate boarding system compared to private schools that operate day system in financial accounting. This is in line with the findings of Obe (1992) who reported that private schools that operate boarding system had a better academic performance than private schools that operate day system. This finding is however at variance with Yalokwu (1984) who reported that private school that operates boarding system is far more preferable to private schools that operate day system because boarding house system promotes the spirit of togetherness which enhance their study habit.

The findings of the study with regards to hypothesis one revealed that there is no significance difference between the academic performance of public schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State. This finding is however supported by Valentino (2012) who reported that there is no significance difference between the academic performance of public schools that operate day

system and boarding system in senior secondary schools. However, the finding of this study is at variance with that of Abdullahi (2010) who reported that there is a significant difference between boarding and day school system.

The findings of the study with regards to hypothesis two depicted that there is a significance difference between the academic performance of private schools that operate day system and boarding system in financial accounting in senior secondary schools in Ekiti State. This finding is however supported by Sihlezana (1990) who reported that there is a statistically significant difference between private school that operate boarding and non-boarding school in terms of academic achievement. This was also supported by Eamon (2005) who reported that the additional funding for private schools leads to a better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement.

Conclusion

This study has shown that boarding school students' perform better than their day school students' counterparts in financial accounting in senior secondary schools. This simply means, there was a significance difference between the academic performance of day and boarding students of financial accounting in public and private senior secondary schools. Therefore, it was concluded that for financial accounting students that attended day school system to achieve high academic performance like their counterparts in the boarding in public and private school system, a number of factors should therefore be put into consideration among which are instructional methods, availability of financial accounting text books, parents interest conflicting with students, role modelling, environmental factor, time to study at home among others. To this end, if these factors can be managed, it will therefore help to reduce the disparity between the academic performance of financial accounting students in day and boarding private and public schools system respectively.

Recommendations

Based on the findings of the study, the following recommendations are considered imperative:

1. The management of day school system should employed teachers that have requisite skills, knowledge and attitude to handle financial accounting as it will help to sustain and improving public day students' academic performance in financial accounting.
2. Government should try as much possible to provide teaching and learning resources such as textbooks, library, classrooms, computer needed for effective teaching and learning of financial accounting in public schools that operate day system so as to accomplish equal footing with the academic performance of public schools that operate boarding system.
3. School proprietors in private schools that operate day system should ensure that an enabling teaching and learning financial accounting environment is provided in order to improve students time spent in learning, reading habit, interest towards the subject, and class attendance.

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