

Influence of Location on Efficiency of Secondary Schools in Ondo State, Nigeria

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ABSTRACT

One major problem confronting secondary education in Ondo State, Nigeria is that total number of students enrolled in secondary school one for the academic session does not usually graduate from the secondary school at the specific period. Casual observation shows that there are cases of repetition of classes and withdrawal from schools. Many concerned citizens over the years have been crying over the low level of students' performance in the final Senior School Certificate Examination despite the commitment of both government and private resources. It seems as if the secondary school system is probably not in the best level of efficiency. Therefore, this study investigated the internal efficiency of secondary schools in Ondo State. 100 secondary schools constituted the sample. The schools were selected by stratified random sampling technique to include those in Rural and Urban areas. A proforma on enrolments and progressions through the classes was used for data collection. Two research questions and one hypothesis tested at 0.05 level of significance guided the study. Frequencies, simple percentages and means were employed to answer the research questions while t-test was used to test the hypothesis. The results from the studies showed that the secondary schools in Ondo State were internally inefficient. The level of efficiency of secondary schools in the State was 32.8 percent. The study further revealed that the contribution of location could be effective in determining the level of efficiency of secondary schools. The level of efficiency of schools in urban areas was found to be higher than those in rural areas. Recommendations to stem the wastage incidence include provision of remedial teaching for weak students, improvement in the general supervision and inspection of secondary schools.

Keywords: Influence, Location, Efficiency, Secondary Schools, Ondo State and Nigeria

INTRODUCTION

The immeasurable contribution of education in the development process has left a burning desire in every government to increase access to education for all her citizens. Adewumi (2002), Ibukun (2003) and Brock – Utne (2006) opined that investment in basic education and training is an ingredient to human capacity building. Such capacity, they noted is the foundation needed to realize increased productivity, most importantly technological innovation. The pace of educational development had moved faster than that of economic development worldwide; thus education budgets appear to be under pressure. Nigeria, like many other developing countries is not spared from the economic meltdown. There had been a sudden significant drop in oil revenue and a consequent reduction in the amount of resources available for distribution among the various sectors of the nation's economy. Despite the scarcity of resources, there is the need to expand and reform the educational system and ensure its quality in meeting the popular demand.

The goals of secondary education are to prepare the individual for useful living within the society and higher education. On one hand looking at the number of students that graduate from secondary schools every year, one may say that secondary schools are trying to fulfill these obligations. According to Oghuvbu (2008), the products of our secondary schools are not practically qualified as office assistance even when they are certificated. He stated that percentage dropout at primary school is higher especially in the rural areas. There are myriad of problems struggling to block the successful implementation of secondary education in Nigeria. Fafunwa (1991), Ibukun (2007) and Olaleye (2008) in separate studies have tried to pinpoint some of these problems. These problems range from inadequate funding, poor infrastructure, planning and implementation issues, lack of political will, curriculum and instructional materials issue, lack of continuing education for workers, evaluation and streaming problem to waste of precious time.

Almost every year, Chief Examiners Reports for the West African Examinations Council (WAEC) and the National Examinations Council (NECO) highlight the abysmal poor performance of students at the Senior Secondary School Certificate Examinations. Added to this poor performance at these public examinations, is the widespread vice of examination malpractice – which is indicative of poor and inadequate preparation for examination. Osunyikanmi (2010) said many youths have lost their senses of personal pride and drive for self actualization and that they have taken to examination fraud as an alternative to hard work. He noted that they also use the same fraudulent means to gain admission into tertiary institutions from where they graduate empty. Efficiency as used in this study refers to the ability of the educational system to reduce wastage. The inability to obtain one at normal time for any reason is regarded as wastage. Coombs and Hallack as cited in Adegbemile (2014) identified three categories of student wastage which are identified as drop outs -those who left without completing their course; repeaters - those who read a class more than once and fail-outs - those who failed to obtain the terminal certificate and are thus unable to utilize the training received.

School location planning involves diagnosis of the existing education structure in an attempt to ensure that optimal educational opportunities are accorded pupils of different geo graphical locations. McCabe (as cited in Ehinola,2009, p.85) referred to school location planning as an orderly procedure for determining where school should be sited or located in order that they are of greatest benefit to communities they serve. Rural areas typically remain under resourced educationally. They have fewer schools and fewer teachers. People rush to the urban towns where they have access to better amenities, employment opportunities and better conditions of living. These and other reasons contribute seriously to the population explosion in the urban towns.

In a study on impact of the environment on the child's performance Owoeye (2000) and Adepoju (2002) in a separate studies found a significant difference between academic performance of students in rural and urban areas .These findings are not surprising when one remembers that most parents in urban areas are professionals who understand the value of education while majority of the rural people are farmers and have little or no time to think about education as rural child is loaded with farming activities or called upon to look after the younger siblings while the parents are away on the farm. An attempt was made to ascertain how urban and rural environment influence on efficiency of secondary schools in Ondo State.

STATEMENT OF THE PROBLEM

Education is noted to be a major industry in Ondo State. One major problem confronting secondary education in Nigeria is that total number of students enrolled in secondary school

one for the academic session does not usually graduate from the secondary school at the specific period. Casual observation shows that there are cases of absenteeism and withdrawal from schools to engage in street hawking during school hours and many concerned citizens over the years have been crying over the low level of students' performance in the final Senior School Certificate Examination despite the commitment of both government and private resources. It seems as if the secondary school system is probably not in the best level of efficiency. Hence, there is the need for measuring these wastages and taking steps to reduce it.

PURPOSE OF THE STUDY

The main purpose of this study is to investigate the efficiency of secondary schools in Ondo State. In specific terms, the study is to:-

1. Examine and compute the level of efficiency of secondary schools in Ondo State
2. Examine and compute student wastage rates at the secondary level of education in Ondo State, Nigeria between 2006/2007 and 2008/2009 sessions with a view to highlighting the various causes of student wastage and suggesting measures that could be taken to reduce it.
3. Find out the influence of urban and rural location on efficiency of secondary schools in Ondo State.

RESEARCH QUESTIONS

1. What is the level of efficiency of secondary schools in Ondo State between 2006/2007 and 2008/2009 sessions?
2. What is the wastage rate (in absolute terms) of secondary schools in Ondo State between 2006/2007 and 2008/2009 sessions?

RESEARCH HYPOTHESIS

H_{01} : There is no significant difference in the level of efficiency of urban and rural secondary schools in Ondo state.

SIGNIFICANCE OF THE STUDY

This research becomes necessary as the outcomes could be a guide to the school administrators to be able to identify all those things that need to be put in place to make learning attractive. The study would give insight to the parents on the role they should play at home towards education of their children. It is hoped that the findings of this study would help to guide the policy makers and educational managers to trace the major causes and measures of minimizing student wastage, especially at the Secondary level of our educational system.

RESEARCH DESIGN

A descriptive research design of the survey type and ex-post facto design were employed in the study.

Population of the Study

The population of the study consisted all the secondary schools students and principals in the nine educational zones of Ondo State.

Sample and Sampling Technique

A sample of 100 schools was drawn for the study by using proportional stratified random sampling techniques. For the purpose of geographical spread of the sample, Ondo State was stratified into nine educational zones to select secondary schools. The sample schools were further classified as either urban or rural.

Research Instrument

The researcher developed a self-designed proforma called Efficiency of Secondary School Proforma (ESSP) which served as the main instrument for data collection. The ESSP consisted five sections. Section A was used to collect background information on the secondary school. Section B was used to collect data on Enrolment Repeaters and Drop-out per class and per year from 2006/2007 session to 2008/2009 session. Section C was used to collect information on students’ academic achievement at the end of senior secondary education 2006 through 2009.

Validity of Instrument

To determine the extent to which the instrument would measure what it is set out to measure the proforma was related to specific objectives and variable of the study and copies of the drafted proforma were given to some experts in educational management statistics, economics of education for necessary modification to ensure that the instrument is structurally accurate and appropriate in face and content validity.

Administration of Research Instrument

The researcher personally visited the principals to administer the efficiency of Secondary school proforma (ESSP) and completed proforma were collected on the spot and where this was not be possible; A date was be agreed to by the researcher and the respondents.

Data Analysis

The statistical techniques for the data collected varied in accordance with the nature of research questions and hypotheses.

The reconstructed cohorts for students in the sample schools were prepared, Tables, frequency counts and percentages scores were computed to answer questions 1 and 2. The independent t – tests were used to test the null hypothesis at 0.05 level of significance.

PRESENTATION OF RESULTS

Research Questions 1 and 2

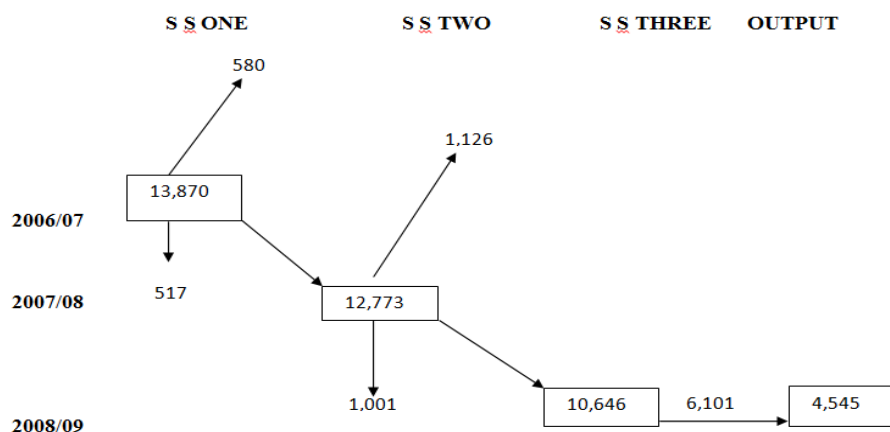


Figure 1. Flow of Cohort in the Sampled Schools

Figure 1 presents the re – constructed cohort of sampled schools. The cohort diagram shows that a total of 13,870 students were admitted in SS One in 2006/2007 academic session .Out of this number only 4,545 graduated successfully and 9,325 constituted wastage as a result of repetition of classes, dropping out before completion of course or failing out in the final Senior School Certificate Examinations.

Research Question 1: What is the level of Efficiency of Secondary Schools in Ondo State between 2006/2007 and 2008/2009 Academic Sessions?

To answer this question, the data collected were summed up for all the sampled schools and the reconstructed cohorts were prepared for eventual cohort analysis. Figure 1 presented the reconstructed cohort for students’ enrolment in the SSS classes in Ondo State. Percentages were used for the analysis. The summary is shown in table 1.

Table 1. Level of Efficiency of Secondary Schools in Ondo State between 2006/2007 and 2008/2009 Academic Sessions

| <i>No. of Students Enrolled in SS One 2006/07 Academic Session</i> | | | <i>No. of Successful Graduates (Candidates with Credits & above in Five subjects including Mathematics & English Language)</i> | | | <i>Level of Efficiency %</i> | | |
|--|---------------|--------------|--|---------------|--------------|------------------------------|---------------|--------------|
| <i>Male</i> | <i>Female</i> | <i>Total</i> | <i>Male</i> | <i>Female</i> | <i>Total</i> | <i>Male</i> | <i>Female</i> | <i>Total</i> |
| 7,142 | 6,728 | 13,870 | 2,029 | 2,516 | 4,545 | 14.63 | 18.14 | 32.8 |

Source: Field Work 2011

Table 1 shows that 13,870 students were enrolled in SS1 in 2006/07 academic session out of which 4,545 successfully graduated in 2008/09 session with five or more credits including English Language and Mathematics at the SSCE examinations. The level of efficiency was 32.8 percent. The table further shows that the level of efficiency for male and female students were 14.63 percent and 18.14 percent respectively

Research Question 2: What is the wastage rate in absolute terms of Secondary schools in Ondo State between 2006/2007 and 2008/2009 session?

Table 2. Wastage Rates of Secondary Schools between 2006/2007 and 2008/2009 Academic Sessions

| | <i>Academic Session</i> | | | <i>Total</i> |
|-----------------------|-------------------------|----------------|----------------|--------------|
| | <i>2006/07</i> | <i>2007/08</i> | <i>2008/09</i> | |
| No. Enrolled/Promoted | 13,870 | 12,773 | 10,646 | |
| Repeaters | 517 | 1,001 | - | 1,518 |
| Drop-out | 580 | 1,126 | - | 1,706 |
| Fail out | - | - | 6,101 | 6,101 |
| Total Wastages | 1,097 | 2,127 | 6,101 | 9,325 |
| Wastage Rate (%) | 7.9 | 15.3 | 44.0 | 67.2 |

Source: Field Work 2011

To answer this question, the data collected were summed up for all the sampled schools and the reconstructed cohorts were prepared for eventual cohort analysis. Figure 1 presents the reconstructed cohort for Ondo State. The cohort diagram showed that 13,870 students were admitted in SS One in 2006/2007 academic session out of which only 4,545 students graduated successfully. 9,325 students constituted wastages as a result of repetition of classes, dropping out before the completion of course or failing out in the final examinations. Percentages were used for the analysis. The summary is shown in table 2.

Table 2 Shows that 13870 students were enrolled in SS 1 in 2006/2007 academic session and 12,773 and 10,646 promoted to SS2 in 2007/08 session and SS3 in 2008/09 respectively. The wastage rate was 67.2 percent.

Hypothesis Testing

Ho₁: There is no significant difference in the level of efficiency of urban and rural secondary schools in Ondo State.

To test this hypothesis, the means and standard deviations for the level of efficiency for the 56 urban secondary schools and 44 rural secondary schools were calculated. The calculated mean and standard deviation for urban secondary schools were 32.296 and 12.66 respectively while calculated mean and standard deviation for rural secondary schools were 25.239 and 6.526 respectively. The t – test was used to determine whether there is a significant difference in the level of efficiency of urban and rural secondary schools in Ondo State. The result is shown in table 3.

Table 3. t – test of Difference between Urban and Rural Secondary Schools in Ondo State Level of Efficiency

| | Location | N | Mean | S.D | df | t Calculated | t Critical | Decision |
|---------------------|----------|----|--------|--------|----|-----------------|---------------|-------------|
| Level of Efficiency | Urban | 56 | 32.296 | 12.662 | 98 | 3.61* | 1.96 | Significant |
| | Rural | 44 | 25.239 | 6.526 | | | | |

* P < 0.05

The value of t-calculated was 3.61 and t-critical was 1.96 at 98 degree of freedom and 0.05 level of significance. Since the t - calculated exceeded the critical t-ratio, the null hypothesis which states that there is no significant difference in the level of efficiency of urban and rural schools in Ondo State is hereby rejected. This implies that significant difference exist between urban and rural schools in their level of efficiency. Their calculated mean of 32.296 and 25.239 for urban and rural schools respectively further determines the level of differences.

DISCUSSION OF RESULTS

Figure 1 presents the re-constructed cohort of sample schools. The cohort showed that 13870 students were admitted in SS1 in 2006/07 academic session out of these number only 4,545 students graduated successfully. That is, were able to make five credits and above in five subjects including mathematics and English Language and these set of students constitute the output. Table 1 revealed the level of efficiency as 32.8percent. The African Ministers of Education at their Addis Ababa conference in 1962 gave a recommended permissible cumulative wastage rate of 41percent for African schools. The efficiency of individual schools could therefore be measured with this prescribed yardstick from time to time. Based on this, secondary schools in Ondo State can be said to be inefficient during the period under

investigation. This findings corroborated Ibukun (2003) who stated that while full-scale education sector analysis has not been carried out, observable indices point to the declining performance in Ondo State secondary schools and that there has been persistent higher performance of students from Ogun State secondary schools. This low level of efficiency indicates that secondary schools are not realizing the goals and objectives for which they are set up. This finding reaffirmed Fafunwa (1991), Ibukun (2007) and Olaleye (2008) in separate studies have tried to pinpoint some of the problems struggling to block the successful implementation of secondary education in Nigeria. Inconsistent government policies in the past might have been responsible for the low level of efficiency of secondary schools. The politicization of education system, incessant holidays, automatic promotion of students in secondary schools and these bandwagon promotions produced unqualified students to final classes, hence recording thousands of students failing their senior school certificate examinations.

The findings of the study as computed from figure 1 revealed that the wastage rate in absolute terms in secondary schools in Ondo State was 67.2 per cent. 10.9 were owing to repetition of students, 12.3 per cent was owing to dropouts while wastage owing to fail outs in WAEC/NECO Senior School Certificate Examinations was 44.0 percent. Table 2, an extract from figure 1 showed that 13,870 students were enrolled in SS one in 2006/2007 academic session. The drop-out figure was 1,706 and the rate was 12.3 percent. The result further reveals that drop-out rate for boys is higher than the girls. The drop-out rates for boys and girls were 9.9 percent and 2.4 percent respectively. The higher drop-out rate among the boys might be due to increasing loss of interest in education due to societal influence. This finding supports Oriafor (1990) who noted that female education received serious attention in Nigeria since late 1960s. This finding is further supported by Adeyemi (2009) and Napodia (2010) who in their separate studies had linked a number male secondary school student to the propensity for material, wealth and comfort.

This finding of high fail out rate was supported by Oghuvbu (2008) that the products of our secondary schools are not practically qualified as office assistance. It is no wonder then that Nigerian students do not generally perform well in most public examinations. The bane of the abysmal performance should go to the government, the students and their parents. It is a pity that the core values that guide human existence are no longer appreciated as more importance is attached to material things. Inadequate preparation for these examinations have resulted to wide spread vice of examination practice which always result to cancellation of the results of the students involved and at times the result of the entire center would be cancelled and perhaps that there is need to address the warning of Osunyikanmi (2010) that the menace of examination malpractice has eaten deep into the fabrics of all sectors in the country and that the scourge has serious destructive consequences on the nation's values.

The t – test of difference between urban and rural schools levels of efficiency as shown in table 3, the t – calculated was 3.61 and the value of t – critical at 98 degree of freedom at 0.05 level of significance is 1.96. Since the calculated exceeds the critical t – ratio the null hypothesis which states that there is no significant difference in the level of efficiency of urban and rural secondary schools in Ondo state was rejected. This implies that significant difference exist between urban and rural schools in their level of efficiency. Their calculated means of 32.296 and 25.239 for urban and rural schools respectively further determines their level of differences. The findings agreed with the findings of Owoye (2000) and Adepoju (2002) in their separate studies that significant difference exists between academic performance of students in rural and urban areas.

The findings that the urban schools mean level of efficiency was higher than the mean level of efficiency of rural schools is not surprising as rural areas typically remain under resourced educationally. It could be that government focused their attention to the growth and development of schools in urban areas to the neglect of schools in rural areas. From the researcher's experience, rural secondary schools have fewer teachers and they suffer population loss.

CONCLUSION

The result of the findings showed that the incident of low level of efficiency in Secondary schools in Ondo State is real and quite persuasive among secondary schools. Secondly, contribution of location could be effective in determining the level of efficiency of secondary schools as significant difference exists urban and rural schools in their level of efficiency.

RECOMMENDATIONS

As a result of the findings and conclusions from this study, the following recommendations are made for the improvement of secondary schools in Ondo State.

1. Secondary schools should be encouraged to provide more remedial teaching for weak students and slow learners after the normal school hours. Parents may be asked to pay some token amount for this programme.
2. There is the need to improve on the general supervision and inspection of secondary schools to ensure quality of instruction in the subjects in order to reduce incidence of repetition, dropout and failure.
3. The government should take step to encourage the establishment of Guidance and counseling units in all secondary schools in the state. This will be beneficial to students in terms of subject selection, sex and health education.

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