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WASTAGE RATE AMONG GIRLS IN SENIOR SECONDARY SCHOOLS OF ONDO NORTH SENATORIAL DISTRICT OF ONDO STATE, NIGERIA

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Abstract

Despite government efforts to ensure that all citizens have equitable access to education, educators remain gravely concerned about issues of inequality, false beliefs, low academic success leading to repeat, and girl child dropout. In Ondo State, Nigeria's Senior Secondary Schools in the Ondo North Senatorial District, the study examined the rate of waste among female students. For the study, the ex-post-facto and descriptive research designs were used. The population of the 91 state-owned public secondary schools in the Ondo North Senatorial District was made up of all the principals, instructors, and female students. The investigation includes the selection of 25 secondary schools using multi-stage sampling methodologies. There were 458 female students and 75 teachers among the responders. The "Wastage Among Girls in Secondary Schools Proforma" (WAGSSP) was used to gather data on the cohort flow of female students for enrolment, promotion, repetition, dropout, and WAEC results. The "Teachers and Students Perception on Wastage Among Girls in Secondary Schools" (TSPWAGSS) questionnaire was used to gather information from teachers and students on the causes and preventative measures of wastage among female students. The study was led by four hypotheses and five research questions. The study questions were addressed using refined waste rates, percentages, and means. At the 0.05 level of significance, t-test analysis was used to evaluate the hypotheses. The study's conclusions demonstrated that, throughout the study period, there was a 78.3% overall level of waste and a high cohort waste rate of 40%. The study also showed that there was no significant difference between the perceptions of teachers and students on the causal factors ($t\text{-cal } -.073; p > 0.05$) or the control measures ($t\text{-cal } 0.79; p > 0.05$) of waste among the girls in the Ondo North Senatorial District. The results showed that there was waste among girls in public secondary schools and that the overall rate of waste was high. Based on the mean scores of teachers and students, students in the sampled areas perceived causal factors and control measures of waste higher than their teachers did. It was suggested that to investigate female failure instances, schools should establish a functional advice and counselling unit. The issues of girls staying in and finishing their secondary education will be resolved by offering scholarships for deserving female students and creating a school climate that is friendly to girls.

Keywords: Female students, Causal factors, Co-educational, Control measures, Secondary schools, Wastage rate

Introduction

The goal of secondary education is to impart some fundamental skills that will improve or make it easier for students to engage with others in the community. It also serves to prepare young adult for intentional self-organization so they can reach their full potential and become resilient to the challenges of their surroundings. Secondary education also aims to prepare young adults for additional training and education that will result in the development of specialised skills required in many specialised operations within society, according to the National Policy on Education (2013). This is necessary to build a good future for the country and its citizens. Nigerian secondary education began in 1859 with the establishment of the Church Missionary Society (C.M.S.) Grammar institution in Lagos; however, the first female institution opened its doors in 1879.

The growth of education for girls indicates that they have more opportunities than guys. Ogunyemi (2015) claims that the low level of education for girls was caused by more harmful societal and cultural norms that restricted girls' opportunities and discouraged parents from advancing their kids' education past the elementary school level. As most schools were founded to serve only males, the majority of those founded before 1960's independence served the needs of boys-only institutions, to the detriment of the requirements of girls. In Nigeria, only nineteen (19) secondary schools for girls, sixty-one (61) schools exclusively for boys, and ten (10) coeducational schools were constructed between 1859 and 1960 (Ogunyemi, 2015).

Ondo State is part of Nigerian culture, which holds the view that women are second-class citizens due to social norms that uphold a gendered division of labour, decision-making, and resource allocation in the home, such as the notion that girls will eventually marry out. For example, a lot of parents believe that females must labour every day before school by doing various home tasks, working on the family farm, and selling goods on the streets because they believe that the opportunity cost of education is too great. This explains why some girls are typically more fatigued than boys and come to school later or participate less in class activities. This weariness can lead to a lack of enthusiasm in learning or comprehension, prolonged absences from school, repeating classes, and even dropping out of school.

In addition, the problem of poverty has made it worse for females to not have access to education since some parents, confronted with limited funds, prefer to educate their boys rather than their girls.

It has been discovered that these ingrained attitudes and parental poverty encourage unfavourable attitudes that reduce parental support for the education of their daughters (Ukah, 2017). Early marriage, teenage pregnancy, gender insensitivity in educational settings, the threat of sexual harassment and violence in schools and on the way there, social preference for the male child, long commutes from girls' homes to schools, a lack of facilities that are girl-friendly (no running water, no toilets), a serious issue during menstruation, and gender-biased teaching and learning methods are some of the other obstacles to the education of girls in Nigeria. In addition, some communities and parents fail to recognise the importance of education for girls and instead overburden young girls with domestic duties and child labour (Antwi-Danso & Edet, 2011; Omoniyi & Oloruntegbe, 2014; Matthew, 2015; Achilike & Achilike, 2016).

According to Adamu (2000) & Samuel (2004), referenced in Oyetakin & Odunayo (2013), waste is the unwise use of time and money. In the realm of education, it is considered a waste when a student is unable to receive their diploma on time for any reason. Wastage can also refer to the resources—money, time, and effort—used to accomplish tasks that provide no benefits. Those who prematurely leave secondary school before completion are viewed as a waste when some students repeat the same class while their peers move on to higher classes in the next academic year (Anyanwu, 2013). Thus, the inability of the educational system to meet its goals is referred to as "wastage in education." According to Nwankwo (in Yusuf and Sofoluwe, 2014), waste in education is the ineffective use of educational resources. But wastage also includes repeaters, dropouts, early school leavers, poorly designed curricula, and school leavers who do not find jobs (Durosaro, 2012). Hence, waste in education can be defined as the component of learning activities that results in the inefficient use of limited learning resources (Ige, 2015). Ideally, every student accepted into SSS1 would advance to SSS2 the next year and stay there until they graduate from secondary education. It is noteworthy that situations in which pupils prematurely drop out of school or retake classes represent a waste of money for the government and parents. Many third-world nations have the phenomena of high recurrence, according to Akangbou (in Oyetakin and Odunayo, 2013). This raises the private and public costs of education that parents and states bear, which results in large classes with issues with student monitoring and assessment. This is a sign of inefficiency in the educational system. As a result, more facilities, teacher recruitment and training, and the supply of educational materials will be required. This supports the UNICEF (2011) survey, which found that while dropout rates are higher in upper grades, retention rates are lower in primary levels. The average waste rate from 2009 to 2010 was 17%, and it was found that girls make up 46.6% of the students who leave the system. According to the survey, there is a low percentage of successful completers who meet the requirements for

secondary school certificate holders to transition into tertiary institutions and the workforce. Additionally, data on repetition and dropout rates in secondary schools suggest that many students do not complete the six-year programme.

Cohort analysis, according to Akinsolu (2017), is the process of critically analysing or summarising the academic history of a group of students who enroll in the same year and follow them through the academic cycle. The percentage of graduates or passers from the enrolment is known as the refined cohort waste rate. This is based on the observation that not every student who advanced to the final year completed the final exam (Abdulkareem, Akinnubi & Oyeniran, 2013). In many areas of the Ondo North Senatorial District, girls have been observed engaged in petty selling in the market or on the streets during school hours to supplement their family's income. Repetition and early school abandonment, as seen by the low level of education many female secondary school graduates provide, appear to be widespread among girls for a variety of reasons, including early pregnancy, cultural prejudices, absenteeism, and finances. This appears to be a menace to society, parents, and school administration. Considering the aforementioned, the purpose of this study is to determine the rate of waste among female students enrolled in public secondary schools in Ondo State, Nigeria's Ondo North Senatorial District.

Research Questions

The following questions were raised to guide the study.

1. What is the cohort wastage rate among girls in public secondary schools in Ondo North Senatorial District?
2. What are the levels of wastage rate among girls in public secondary schools in Ondo North Senatorial District?

Methodology

Ex post facto design was used in this study because it was an after-the-fact or after-event investigation that used student results from the WAEC Senior Secondary Certificate Examination and data on input and output, or enrolment in a base year followed by a trace of the students' progress to final years and the number of students who were promoted, repeated, and dropped out, respectively, in the educational system. All the principals, instructors, and female students in the ninety-one (91) state-owned public secondary schools from six local governments in the Ondo North Senatorial District made up the study's population. A multistage sampling process was used to choose 458 female students from the

Ondo North Senatorial District, 25 principals, 75 teachers, and twenty-five (25) state-owned public secondary schools comprised the sample.

The "Wastage Among Girls in Secondary School Proforma" (WAGSSP) was the instrument used to determine the amount and rate of waste among female students in secondary education. Using the class attendance registers of SS1, SS2, and SS3, it comprises data on students-in-flow, or enrolment in the first year, followed by a trail of the students' journey to the final year, including statistics on the number of students who were promoted, repeated, and dropped out. A reconstructed cohort approach of revised wastage rate, frequency table, and percentage was used to answer the research objectives. Additionally, the following methods were employed to ascertain the degree of waste among girls attending public secondary schools: High (70%–100%), Medium (40%–69%), and Low (1%–39%) levels.

Results

Research Questions 1: What is the cohort wastage rate among girls in public secondary schools in Ondo North Senatorial District?

In answering the above research question, the researcher adopted the use of the refined cohort wastage rate in analyzing the data collected from the 25 sampled secondary schools in Ondo North Senatorial District between 2013 and 2016, as presented in Tables 1 and 2.

Table 1

Cohort Flow Rate of Girls in Selected Public Secondary Schools in Ondo North Senatorial District

Year	E P		R D	
	No.	%	No.%	No. %
2013/2014	1882(100%)		1630(86%)	185(10%) 67(4%)
2014/2015	1630(100%)		1123(69%)	418(26%) 89(5%)
2015/2016	1123(100%)		-	- -

Source: Computation from School Records 2013/14-2015/2016 Academic Sessions

Key: E=Enrolment; P = Promotion; R = Repetition; D = Dropout

A review of Table 1 data revealed 1,882 students were enrolled for the 2013–2014 school year. Only 1,630 of the totals were promoted, 185 were repeated, and 67 were deleted. This amounts to 86%, 10%, and 4% of the total number of registrants for that session, respectively. There are 1,630 in SS2 for the 2014–2015 session. 1,123 of the enrolled people were promoted, 418 were enrolled again, and 89 dropped out; these figures reflect 69%, 26%, and 5% of the total enrolment for that session, respectively. Just 1,123 of the 1882 students who entered in the first year, according to the student flow in Table 1, passed the SSCE for the 2015–2016 academic year. Furthermore, in comparison to previous sessions, there was a significant amount of waste in the 2014–2015 session. Just 1,123 of the 1,630 female students in SS2 received promotions. Therefore, there were 507 wastes in all. This amounts to 31% of all students enrolled for the 2014–2015 school year. The refined cohort wastage rate was computed from table 1:

$$RCW^t_g = \frac{E^t_g - P^{t+1}}{E^t_g} \times 100$$

$$E^t_g$$

$$\frac{1882 - 1123}{1882} \times 100 = 40\%$$

1882

The cohort wastage rate among girls in public secondary schools was 40% during this period.

Furthermore, table 2 shows the cohort of girls who registered for WASSCE. Out of 1,123 students that made it to SS3 class, only 743 met the minimum requirement of five credits including Mathematics and English, 356 did not meet the minimum requirement while 24 of the cohort were absent in the terminal examinations indicating that the output of the cohort was low. This is represented by 66.2%, 31.7%, and 2.1% respectively for the 2015/2016 academic session.

Table 2

Cohort Registered Girls in Selected Public Secondary Schools in Ondo North Senatorial District for WASSCE

Year	E No. %	P No. %	F No. %	A No. %
2015/2016	1123(100%)	743(66.2%)	356 (31.7%)	24(2.1)

Source: Computation from School Records 2013/14-2015/2016 Academic Session

Key: E: Enrolment A: Absent P: Passed F: Failed

Research Question 2: What are the levels of wastage rate among girls in public secondary schools in Ondo North Senatorial District?

In answering this question, the proforma for gathering data was used as derived from the school records on enrolment and promotion of girls were computed with the use of refined cohort wastage rate as shown in table 3.

Table 3

Levels of Wastage Rate among Girls in Selected Public Secondary Schools in Ondo North Senatorial District

Year	E_g^{t+1}	W_g^t	Level
2013/2014	1882	1630	13.4%
2014/2015	1630	1123	31.1%
2015/2016	1123	743	33.8%
Total			78.3% High

Source: Computation from School Records 2013/14-2015/2016 Academic Session

E_g^t = Enrolment

P^{t+1} = Promoted

W_g^t = Wastage rate

The total enrollment fluctuated from year to year based on the wastage rate computation displayed in Table 3. The results of the data analysis indicated that 1,882 students were enrolled in the SS1 class in 2013–2014. It is worth noting that there was a 31.1% increase in waste rate in 2014–2015 among 1,630 pupils. The number of enrolled pupils fell to 1,123 during the 2015–2016 school year. 33.8% of the total was wasted. While the students were in SS1, the academic session 2013/2014 had a low waste rate (13.4%), the academic session 2014/2015 had a high waste rate (31.1%) during their second year, and the academic session 2015/2016 had the greatest waste rate of all the preceding years.

Discussion of Findings

The study found that girls in the Ondo North Senatorial District had a high rate of waste. This data from the sampled schools supported the findings of Deribe et al. (2015), Ngome and Kikechi (2015), Akinsolu (2017) that the educational system is inefficient when it comes to repetition, dropout rates, and terminal exam failure. In a similar vein, Samuel (2017) claimed that low internal system efficiency results from a high degree and percentage of waste rate, and vice versa. Oluchukwu (2011) concurred that the output generated by the educational system might be used to assess efficiency.

It was also discovered that, from the start of the academic year until its conclusion, the rate of waste among females in the chosen sampling schools increased steadily. It may be a new class transitioning from JSS classes because it was low in SS1, but it increased dramatically in SS2 and SS3. This conclusion was further supported by Ncube (2004), who noted that in Zimbabwe, student waste increased with educational attainment. UNICEF (2011) also attested to the fact that waste is greater among the wealthier groups. Additionally, it supported the findings of Achilike & Achilike (2016), who found that premarital sex by female students can lead to an unintended pregnancy. After that, they move on to their husband's chamber. The high rate of waste during these sessions could also be explained by this.

Moreover, the high rate of waste at the end of the level is probably related to the family's mistaken belief that educating a girl child is a waste of money and that a girl child only needs to be minimally proficient in reading and numeracy to find a viable career. According to Kainuwa and Yusuf (2013), Igbolo and Ejue (2016), parents do not support their female children's education because they mistakenly think that spending money on their education will be a waste when the girls get married, lose their family name, and the husband's family will benefit from their hard work.

Conclusion

It can be concluded that there was a high wastage rate among girls in public secondary schools in Ondo North Senatorial District, Ondo State which shows inefficiency as the level of wastage was increasing.

Recommendations

The present study offers recommendations for mitigating waste and promoting retention and completion among female students in secondary schools, based on its findings and conclusions.

1. Educational organisations and school administrators should work to reduce the current rising rate of waste among female students in secondary schools by

bolstering the guidance and counselling department, whose duties would include looking into all cases of failure, taking into account the unique circumstances of each female student, and offering suggestions that would improve internal efficiency.

2. To lower repeat and dropout rates—indices of high waste in secondary education—the placement method for junior secondary school students into senior secondary schools should be changed to allow the school to admit bright, capable female students who can handle the demands of secondary education.

3. Given the variety of factors that contribute to waste, including child labour, absenteeism, early marriage, adolescent pregnancy, and inadequate infrastructure, it seems unlikely that a single intervention plan will be effective in reducing waste. Thus, in order to significantly reduce waste, school administrators should implement strategies like holding frequent parent-teacher conferences, providing remedial or tutorial instruction to female students who struggle academically, and bolstering the guidance and counselling department, among other relevant measures that are tailored to the needs of female students in their setting.

4. Instructors ought to support the development of a cordial and courteous rapport with female pupils. This will help them identify students who could be more likely to repeat classes and ultimately drop out of school so that appropriate intervention strategies can be implemented.

It is recommended that school-based management committees, the Parent Teachers Association, women leaders, and other relevant groups arrange seminars, workshops, and other awareness programmes every quarter to educate parents and make sure that supportive environments are established for female students to access, retain, and complete their secondary education.

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