

CHALLENGES OF PUBLIC SECONDARY SCHOOL ADMINISTRATION IN ONA-ARA LOCAL GOVERNMENT AREA, OYO STATE

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Abstract

The paper examined the challenges of public secondary school administration in Ona-Ara Local Government Area of Oyo State. The design for this study was descriptive survey research. The population of the study consisted of all teachers in public secondary schools in Ona-Ara Local Government Area of Oyo State. Fifteen (15) teachers were sampled from ten (10) public secondary schools in the study area. A total of one hundred and fifty (150) respondents were used for the study. A self designed instrument tagged "Public Secondary Education Questionnaire" (PSEQ) was used to collect data. Test-retest method was adopted and coefficient of reliability of 0.74 was obtained. The data collected were analyzed using simple percentage and ranking order analysis. Findings revealed that there were unskilled and inadequate teaching staff, poor implementation of education policy, and student explosion which hindered the educational development in the study area. Therefore, it was recommended that state government should allocate more fund to education in the study area, State Ministry of Education should engage more professional teachers and the community should support the government in meeting some of the needs of the schools in their domain.

Introduction

The significance of education to mankind cannot be overemphasized in any society. Globally, education is considered as the right that should be accorded to all human beings. However, there are a number of challenges facing public secondary schools in Nigeria recently.

Student population outburst is a major hindrance to secondary educational development. Other challenge of public secondary education, particularly in Ona-Ara Local Government Area of Oyo State, is students' over population which hinders secondary educational development. There can be no doubt that when policy decisions are based on inaccurate data, the expected quantitative targets can never be attained. Conduct of census has not been regular and results dependable and thus inability to

effectively project the needed educational resources for educational advancement.

The problem of public secondary schools was compounded the more by the inadequacy of some important subjects-teachers. The number available was grossly insufficient to cope with the available students. According to Oni (1995), anyone who has participated in the grading of the examination scripts of this crop of teachers would sympathize with the educational system in not too distances future. Inadequacy of financial resources had also affected the supply of competent personnel and the provision of physical or materials resources for the education almost since inception. Besides, public secondary education system on a number of occasions had suffered from different difficulties including inadequate funds, manpower and uncooperative attitude of the citizenry, when

they thought that it was a method devised by the government to have information for the purpose of taxation or they entertained the phobia of domination.

A sustainable amount of fund is not allocated to education, hence resulting into various limitations in our schools. More so, quite often the change of baton of leadership has been through sheer force. Even during civil rule, the political climate has been very cloudy. For instance, thuggery, assassinations, tribal conflicts and myriads of other crimes are very rampant. During political crises, little or no attention is paid to education. Instead, all interest shifts to ensuring security (Akande, 2003). This is in agreement with the opinion of David-West (1989) that unstable policies usually result in a state of uncertainty about what priority should be given to the advancement of education. In Nigeria today, unstable condition of teaching staff in Nigeria's primary and secondary schools has drastically crippled the system. Politicization of education: many educational institutions are opened and run in many states on political ground or other flimsy reasons (Akande, 2003).

A sensitive issue that has crippled the development of education is the manner politicians influence the recruitment exercise of teachers. Many people today are after securing job for their children just a 'meal ticket' not bothering whether their wards qualify or not. This is not new in Ona Ara Local Government as most teachers got their appointment through political influence. This has contributed to recruitment of unqualified teachers in the schools.

Another critical area that hinders development of education today is indiscipline among the students. This is manifested in examination malpractices, secret cult menace, stealing, raping, etc. Students are no longer interested in

academic excellence but when they would pass out with any level of certificate from the schools. This is common in the area of study as some of the students attend schools at their own will, which is negatively affecting students' academic performance.

There are also inadequate seminars and workshops to promote manpower development among teachers in the area of study and this affect the academics of students generally. Most of the public secondary schools in the study area are experiencing large class size due to students' population explosion. At the secondary school level, only 6.5 million (17.1%) out of about 24 million that should be in school were enrolled leaving 17.5 million (72.2%) students out of schools (National Bureau of Statistics, 2012). This is a challenge that must be addressed by all education stakeholders. Another problem of public secondary schools was compounded the more by the inadequacy of quality and quantity of the most important subject-teachers. The number available was grossly insufficient to cope with the large number of pupils. It was noticed that the national expenditure on education cannot be computed because various states' expenditures on education cannot be determined in relation to UNESCO recommendation of 26% of national budgets.

Unstable polity is perhaps the greatest problem of our educational system. Since independence, the education system has not been good. In the past years, the politicians have been on the political stage for close to three decades. Quite often the change of baton of leadership has been through sheer force. Even during civil rule, the political climate has been very cloudy. During political crises, little or no attention is paid to education. Instead, all interest shifts to ensuring security (Akande, 2003). This is in agreement with the opinion of

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David-West (1989) that unstable policies usually result in a state of uncertainty about what priority should be given to the advancement of education. Poor working condition of teaching staff in Nigeria's secondary schools has drastically crippled the system.

Another critical area that hinders development of education today is indiscipline among the students. This is manifested in examination malpractices, secret cult menace, stealing, raping, etc. Many parents lack caring, protection and guidance. As such many failed to produce adequate basic needs for their children to sustain them to meet the challenges of life. Adesina (1985) agreed that many parents have today brought innovations that are not encouraging but paving ways for examination malpractices in order to make their wards get to higher institutions.

Currently, interest in research development by the state government is nothing to write home about. Many teachers who have distinguished themselves in their area of specialization especially in sciences get discouraged due to lack of assistance, resulting in brain-drain to private secondary schools, where such innovations are well appreciated. In addition to this, there is no adequate seminars and workshops to promote manpower development among teachers in the area of study and this is affecting them (Bolade, 1989).

Education policies stability is very important. Policies constancy should be embraced. Akanbi (2014) opined that policies must not be detached from national development goals; they should be developed in a participatory manner and must be a dynamic instrument of satisfying the ever changing needs of society. School administrators should desist from supporting irregularities and malpractices in

aid of certificate acquisition by students as such practice compromises standards and ultimately leads to the nation's perpetual dependence on the services of expatriates for both medium and high tech services.

Statement of the Problem

Over the years, there are a number of challenges facing public secondary schools in Ona Ara Local Government Area of Oyo State. Among them are inadequate teaching staff, poor implementation of education policy, poor administration and inadequate physical facilities and so on. These identified problems if not addressed may hinder the educational development in the study area. The managing of secondary education generally in the area is a far cry from being effective in spite of all the efforts such as educational programmes and recruitment of teachers in the past decades.

Purpose of Study

The major purpose of the study is to examine challenges facing public secondary education in Ona - Ara Local Government Area of Oyo State. The specific objectives are to:

- highlight some challenges of public secondary education in Ona Ara Local Government Area of Oyo State; and,
- proffer solution to challenges of public secondary education in Ona Ara Local Government Area of Oyo State;

Research Questions

The following research questions were raised and answered:

1. What are the challenges of public secondary education in Ona-Ara Local Government Area of Oyo State?

2. What are solutions to challenges of public secondary education in Ona-Ara Local Government Area of Oyo State?

Methodology

This study adopted descriptive survey type. The population of the study consisted all the teachers in public secondary schools in Ona -Ara Local Government Area of Oyo State. Simple randomly technique was used to select ten (10) public secondary schools in the study area. Fifteen (15) teachers were also sampled from each school. A total of one hundred and fifty (150) respondents were used in the study. Simple percentage and Ranking Order analysis was used to analyze the collected data.

A self design research instrument tagged “Public Secondary Education Questionnaire” (PSEQ) was used to collect

data. The questionnaire is divided into two (2) sections. Section A contains with respondents personal data. Section B consists of the 10 questions items. The format adopted for section B is Likert scaling format in which respondents were required to respond to. In consideration of content validity, the instrument was given to the experts to scrutinize and evaluate its contents and corrections were done before administration of the questionnaire. The test-retest method was adopted and coefficient of reliability of 0.74 was obtained. The research data collected was analyzed using simple percentages and Ranking Order Analysis.

Results

Research Question 1: What are challenges of public secondary education in Ona-Ara Local Government Area of Oyo State?

Table 1

Rank Order on Challenges of Public Secondary Education in Ona-Ara Local Government Area of Oyo State

S/N	Challenges of Public Secondary Education	SA	A	D	SD	Total	WM	Rank
1	Poor implementation of education policy is affecting public secondary education	10	40	80	20	340	34.0	3
2	Unstable political system	50	10	50	40	370	37.0	2
3	Financial constraints limit smooth running of public secondary education	40	20	30	60	320	43.0	1
4	Inadequate skilled staff	30	10	10	100	270	27.0	5
5	Large class size is one of existing problems in public secondary schools	70	20	30	30	430	32.0	4

Table 1 shows responses on the challenges of public secondary education in Ona Ara Local Government Area of Oyo State. The responses indicated that Financial Constraints limit smooth running of public secondary education was highly rated with the weighted mean of 43. However, upsurge student population is

one of existing problems in public secondary schools was least rated with weighted value of 27.

Research Question 2: What are solutions to challenges of public secondary education in Ona Ara Local Government Area of Oyo State?

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Table 2

Rank Order on Solutions to Challenges of Public Secondary Education in Ona Ara Local Government Area of Oyo State

S/N	Solutions to challenges of public secondary education	SA	A	D	SD	Total	WM	Rank
1	Teachers should be regularly motivated	50	30	60	10	480	48	2
2	Government adequate and regular funding	82	40	20	08	560	56.0	1
3	Sustaining stability of education policies	30	10	70	40	330	33.0	5
4	Provision of educational facilities such as library, laboratory, etc.	58	10	12	50	336	33.6	4
5	There is need to review the current curriculum	60	40	30	20	440	44.0	3

Table 2 displays the respondent's responses on the solutions to challenges of public secondary education in public secondary schools in Ona Ara Local Government Area of Oyo State. From the data collected, the respondents indicated that Government adequate and regular funding government not providing periodical adequate funding was highly rated with the weighted mean of 56.0. However, Sustaining stability of education policies was least rated with weighted value of 33.0.

Discussion of Findings

Table 1 reveals some of the challenges of public secondary education in Ona Ara Local Government Area of Oyo State. The responses indicated that financial constraint hindered smooth running of public secondary education was highly rated with the weighted mean of 43. Majority of the respondents i.e. sixty (60) strongly disagreed, forty (40) strongly agreed, thirty (30) disagreed while twenty (20) agreed with the statement. However, upsurge student population is one of existing problems in public secondary schools was least rated with weighted value of 27. This is because majority i.e. one hundred (100) strongly disagreed with the statement, thirty

(30) strongly agreed while ten (10) agreed and disagreed respectively.

This finding is in line with Akande (2003) that unstable polity is perhaps the greatest bone of our educational system. Since independence, the political system has not been good. For instance, thuggery, assassinations, tribal conflicts and myriads of other crimes are very rampant. During political crises, little or no attention is paid to education. Instead, all interest shifts to ensuring security. Also, this is in agreement with the opinion of David-West (1989) that unstable policies usually result in a state of uncertainty about what priority should be given to the advancement of education to the advancement of education. In Nigeria today, unstable condition of teaching staff in Nigeria's primary and secondary schools has drastically crippled the system. Politicization of education: many educational institutions are opened and run in many states on political ground or other flimsy reasons.

Table 2 shows the respondents' responses on the solutions to challenges of public secondary education in public secondary schools in Ona Ara Local Government Area of Oyo State. From the

data collected, the respondents indicated that Government adequate and regular funding was highly rated with the weighted mean of 56.0. However, sustaining stability of education policies was least rated with weighted value of 33.0. The responses from the respondents indicated that the statement that says Government not providing periodical adequate funding was highly rated with the weighted mean of 56; majority of the respondents i.e. eighty two (82) strongly agreed, forty (40) agreed, twenty (20) disagreed while eight (8) strongly disagreed with the statement. However, sustaining stability of education policies was least rated with weighted value of 33. This is because majority i.e. seventy (70) disagreed with the statement, forty (40) strongly disagreed, thirty (30) strongly agreed while ten (10) agreed.

This finding reflects the opinion of Akanbi (2014) that education policies stability is very important. Policies constancy should be embraced. They should be developed in a participatory manner and must be a dynamic instrument of satisfying the ever changing needs of society. School administrators should desist from supporting irregularities and malpractices in aid of certificate acquisition by students as such practice compromises standards and ultimately leads to the nation's perpetual dependence on the services of expatriates for both medium and high tech services. Subscribing to this view, Adesina (1985) suggested that there is need for State government should provide appropriate and regular funds to state Ministry of Education; this will enhance rapid development at all local levels of education in the state. This will bring improvement in facilities in the schools system.

Conclusion

Essence of education as an instrument of development cannot be overstated. In spite of the various efforts of state government to transform education, there is need for all education stakeholders to take their responsibilities and make better strategies to uphold the public secondary schools. It is vital that teachers' voices are the driving force for educational improvement and development, particularly at a time when the education system faces so many challenges and conflicting pressures. This is necessary so as to make provision for the qualify teachers that would enhance effective teaching-learning process.

Recommendations

Based on the findings of this study, the following recommendations are given:

- There is the need for state and local government to earmark more fund to education in the study area. This will enhance secondary educational development
- There is the need for the State Ministry of Education to engage more professional and qualified teachers into public secondary schools in the study area.
- There is need for community to support the government by assisting in meeting some of needs of the schools in their domain.
- Parents-Teacher-Association (PTA) should contribute their quotas to the school development.
- Provision of furniture should be done urgently for some of the students that are sitting on the bare floor and windows.
- There is need to increase the physical infrastructures such as library, laboratory and classrooms in

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the public secondary schools in Ona-Ara Local Government.

There is need for Oyo State Ministry of Education to involve in research development by organizing

seminars, workshops and conferences for teachers; this when done would promote skills acquisition which will improve classrooms' instructions.

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