WASTAGE OF SECONDARY EDUCATION IN EKITI SOUTH SENATORIAL DISTRICT OF EKITI STATE

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ABSTRACT

This study investigated the wastage ratio of secondary schools in Ekiti south senatorial district of Ekiti state. The purpose of the study was to identify sources of fund, the utilization of fund and wastage ratio of the secondary schools between 2003 to 2009. The population of this study consists of all secondary schools in Ekiti south senatorial district of Ekiti state. Simple random sampling was used to select 20 schools from Ekiti south senatorial district. The research design for the study was descriptive research of survey type. True cohort analysis was used to determine the degree of wastage of the secondary schools in the area covered by the study. The instrument used for the study was the Wastage Ratio of secondary schools in Ekiti south senatorial district of Ekiti state questionnaire. Twenty (20) government public schools were randomly selected for the study. The research showed that very huge amount of money was spent on secondary school education every year during the period under study. Salaries and allowances of staff gulped the highest expenditure during the period under study. It was also revealed that the wastage ratio of secondary schools was minimal while the internal efficiency of the school was also high during this period. Based on the findings, it was recommended that the placement method of admitting students from primary schools into junior secondary and from junior secondary to senior secondary should be modified to enable the schools admit good and intelligent students who can cope with the secondary school activities in order to reduce and minimize repetition and dropout rate and to increase the promotion and completion rates.

Keywords: Cohort, Promotion, Repetition, Completion, Internal efficiency Drop-out.

1. INTRODUCTION

Education like any other organization into which investment is made should be run efficiently to achieve the pre-determined aims and objectives. Organizations find it difficult to achieve the set

objectives as a result of inefficiency. Education should be seen and regarded as a source of investment in human resources and manpower development and so the resources allocated from public finds and other sectors of the society to educational system should be used efficiently within the school system.

Educational system is facing a lot of problems today in Ekiti state and in Nigeria as a whole because of inefficient use of the resources devoted to the system by the school administrators and other stakeholder. In fact because of the acute scarcity of resources in individual homes, it has been difficult for students to pay the little levies, buy books, be neatly clothed and bring needed materials to the school. The government alone cannot shoulder the responsibility of providing all needed materials for the schools. To this end many instructional materials are not available to the school system, some are old and many are no longer functioning within the school system. The cumulative effect of this is the current declining educational system in the country and in Ekiti state in particular, resulting in the increasing rate of students' dropout or withdrawal from the school before the completion of their courses in spite of the huge educational edifice in the country and Ekiti state in particular. There appears to be a growing rate of school drop-outs in the school system. The problem of non-completers is a factor to wastage in the educational system. This is because scarce public and private resources have been expended on the withdrawers of the school system. Okedara (1981) identified the magnitude of the financial allocation to education in the approved budget estimate of Oyo state government from 1972 to 1978 and discovered that the financial allocation to education in terms of capital and recurrent expenditures was 25% within the period 1972 to 1975, it increased to 31% in the year 1975 to1980 period. The increased cost of education report in Oyo state by Okedara could also be true in Ekiti state as the fountain of knowledge and other states of the federation. In addition to the huge public expenditure confirmed by Okedara (1981), parents, communities, philanthropists and students themselves invest a lot of money (scarce resources) in education. The resources so invested in the educational system are regarded as a loss to the educational system if the objectives of producing completers are not achieved due to the incidence of pre-mature withdrawal from secondary schools through failure and other causal effects. The school system is theoretically expected to run at a hundred percent efficiency but eventual attritions from the school appear to have increased the wastage ratio. Nwankwo (1981) opined that the concept of wastage and efficiency are twins that are very difficult to separate. He confirmed that no line of demarcation can be drawn between the two concepts of wastage and efficiency. He defined educational wastage as an inefficient use of educational resources. However, wastage includes dropouts, repeaters, pre-mature withdrawal from schools, mis-guided type of education and non-employment of school leavers. Ojo (1985), viewed wastage as the number of students who entered for a course in a given year and never had the qualification which they registered to attained. UNESCO (1970) defined educational wastage as consisting of dropouts and repeaters, and gave three methods of measuring wastage as apparent cohort method, reconstructed cohort method and true cohort method. Madumere (1981), Durosaro (1985), Yusuf (1997) and Ayodele (2005), explained cohort analysis as the critical examination or the description of the school history of a group of students entering school in class 1 together in a particular year and tracing them through the educational cycle. They went further to say that student flow could be

got through the examination of promotion rate, repetition rate and dropout rate in the system. As a result of this, it has become increasingly crucial to examine the wastage ratio of education in Ekiti south senatorial district of Ekiti sate. The study makes use of true cohort method to calculate the wastage ratio of the school system during the period under study.

1.1. Statement of the Study

Based on the background to the study, the problem to which attention was directed in this study was to examine the wastage ratio of secondary education system in Ekiti south senatorial district of Ekiti state. The study will also examine the internal efficiency of the secondary school system in the area under study. This will enable the researcher to ascertain the level of resource input in the system as well as the output and wastage ratio. Hence the need to conduct this study is paramount to the society.

1.2. Purpose of the Study

The purpose of this study was to determine human resource utilization and the cost of secondary education in Ekiti south senatorial district of Ekiti state. The study will also find out the wastage in the secondary schools system in the studied area by ascertaining the pattern of cohort movement of students and over all wastage ratio and internal efficiency.

Research questions

The following research questions were raised to pilot the study:

1. What were the sources of fund to the secondary schools during the period under study?
2. What was the structure of allocation of resources to expenditure heads of the secondary schools during the period under study?
3. What was the wastage ratio of secondary schools during the period under study?

2. RESEARCH METHOD

The descriptive research design was adopted for the study. The population of this study consisted of all public secondary schools in Ekiti south senatorial district of Ekiti state. As at the time of this study there were (50) fifty public secondary schools. Twenty 20 schools were randomly selected for the study. The instrument used in the study was a researcher constructed questionnaire consisting of data on students and staff enrolment, student- in- flow, sources of funds and its uses. The instrument was designed to collect data on input of students i.e. enrolment in a base year then trace the progression of the students to the final years. It also collected data on the number of students that were promoted, repeated and droped-out respectively in the school system.

3. METHOD OF DATA ANALYSIS

The data collected for the study were analyzed using both descriptive and cohort analysis to ascertain the wastage ratio of the secondary schools. The study found out the number of input in terms of students year of the cohort within the secondary schools in relation to ideal input – output in term of student years.

Wastage = <u>actual input – output</u>

Ideal input – output

Flow technique was used for analyzing wastage ratio from 2000/2009. The three basic student flows was used to compute the cohort.

4. RESULT

Research Question-1. What were the sources of fund to the public secondary schools during the period under study?

Table-1. Sources of fund heads in secondary schools in Ekiti south senatorial district of Ekiti state (2000 – 2009)

Source	Government grants and salaries	%	Share of government levy retained	%	Parents Teachers Association	%	School project	%	Voluntary organization	%	Others	%	Total	%
2003/2004	5,005,179.54	75.5	793,687.00	11.9	550,508.00	8.2	176,956.00	2.6	90,350.00	1.4	10,567.50	1.5	6,627,248.04	100
2004/2005	3,938,567.00	68.4	967,879.00	16.8	640,130.00	11.1	150,382.00	2.6	45,500.00	.7	14,150.00	.3	5,756,608.00	100
2005/2006	6,881,613.00	80.7	792,849.00	9.3	577,320.00	6.8	179,450.00	2.1	62,580.00	.7	24,200.00	.3	8,518,012.00	100
2006/2007	7,673,052.00	83.4	634,155.00	6.9	638900.00	6.7	211,600.00	2.3	27,000.00	.3	13,140.00	.14	9,197,847.00	100
2007/2008	7,703,600.00	77.4	563,476.00	5.7	678,330.00	6.8	216,940.00	2.8	33,700.00	.3	750,550.00	7.5	9,946,596.00	100
2008/2009	9,009,617.40	71.2	594678.00	4.7	679,450.00	5.4	1,152,180	9.1	95,000.00	.8	1,108950.00	8.7	12,639875.40	100
Total	38,275,097.48	72.6	4346724.00	8.3	3,764,638.00	9.1	2,087,508	4.5	354,130.00	.7	1921,557.50	3.6	52,686186.44	100

Data in table 1 shows that government allocated a lot of money to secondary schools in Ekiti south senatorial district of Ekiti state. Government grants and salaries was 72.6% of the total money allocated to the schools in Ekiti south senatorial district of Ekiti state during the period under study. This was followed by share of government levy related which accounted for 8.3%. The Parent Teacher Association levies accounted for 7.1% of the total money. The school project which is the internally generated fund provided 4.5%, money from voluntary organizations accounted for 0.67% of the total money while other accounted for 3.6% of the total money allocated to the school system during the period under study.

Research Question-2. What was the structure of allocation of resources to expenditure head of the school during the period under study?

Table-2. Allocation of resources to expenditure heads in secondary schools in Ekiti south senatorial districts of Ekiti state 2000 to 2009

Year	Staff salaries and emolument	%	Running expenses	%	Capital expenditure	%	Total	%
2003/2004	6,037,422.96	91.1	404,124.86	6.1	184,900.22	2.8	6,627,248.04	100
2004/2005	5,301,835.97	92-1	334,458.92	5.8	120,313.11	2.1	5,756,608.00	100
2005/2006	7,751,390.92	91	587,742.83	6.9	178,878.21	2.2	8,518,012.00	100
2006/2007	8,397,634.31	91.3	487,485.89	5.3	312,726.80	3.4	11,105,961.75	100
2007/2008	8,414,820.22	84.6	1,203,538.12	12.1	328,237.66	3.2	9,946,596.00	100
2008/2009	11,021,971.35	87.2	1,102,197.14	8	515,706.91	4.8	12,639,875.40	100
Total	46,679,961.19	88.6	4,299,192.81	8.1	1,707,032.44	3.4	52,686,186.44	100

Table 2 reveals that the total resources devoted to the secondary school system were distributed under three expenditure heads; staff salaries and emolument, running expenses and capital expenditure. The trend of allocation of money to secondary schools in Ekiti south senatorial district showed that the cost of education is rising over time. During this period, staff salaries and

emolument accounted for 88.6% of the total money spent, 8.1% percent to running expenses while 3.4% went to capital expenditure.

Question 3

What was the wastage ratio of secondary schools during the period under study?

In order to answer this question, the true cohort analysis of the students admitted into JSS 1 in 2003/2004 academic session was done for six years to ascertain the actual input and output of the system.
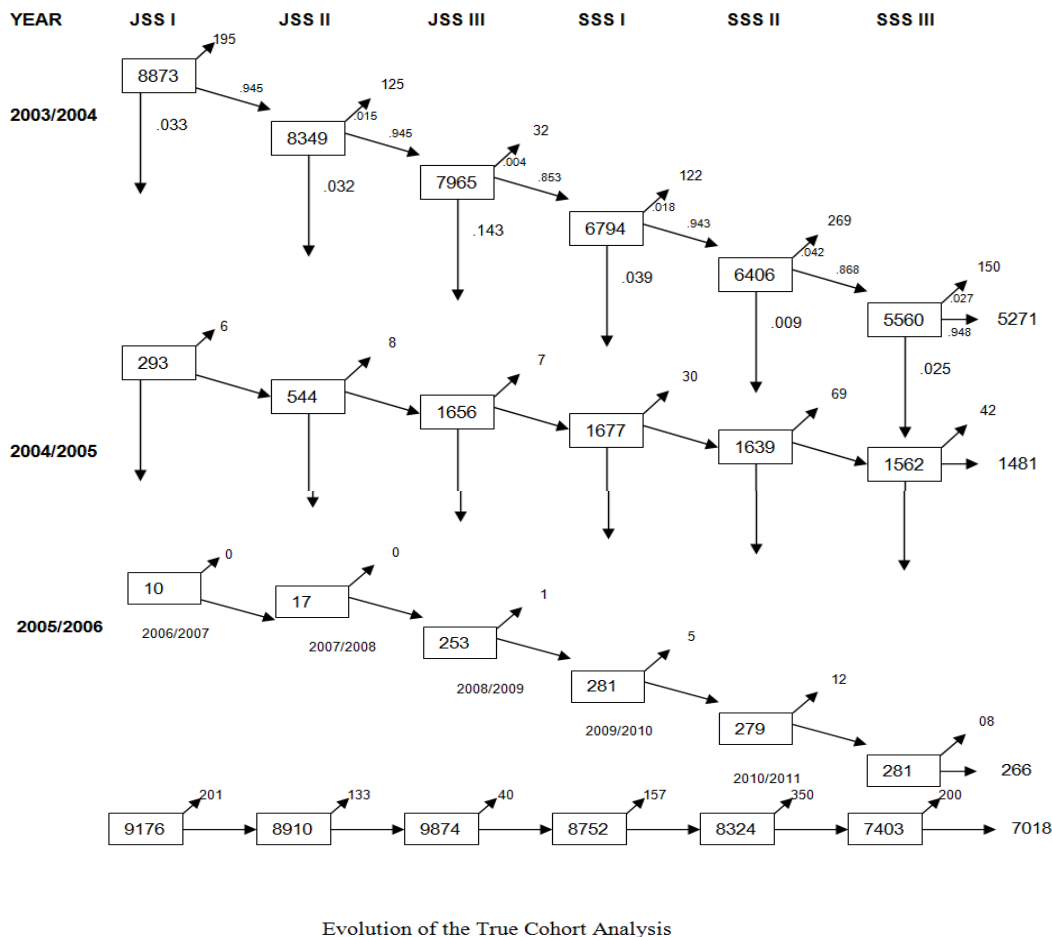

Evolution of the True Cohort Analysis

Figure-1. Student Flow Rates of Selected Schools in Ekiti South Senatorial District of Ekiti State

Figure 1 shows the number of input in term of student year's of the cohort into the system and this is related to the total output of the system in year 2003/2004, 2004/2005, 2005/2006, 2006/2007,2007/2008 and 2008/2009 academic session input – output of the schools. The flow chart was constructed based on the data gathered through the questionnaire. The slanting arrow shows promotion group moving to the next higher class, another arrow pointing downward shows

repetition group of the same class in the following year while the other arrow pointing upward shows drop out group.

However, the following were computed:

A.   Number of drop outs = 201+133+40+157+350+200 =1081

B.   Total output = 5271+1481+266 = 7018

C.   Total input (number of student years used by the cohort)

       i.   In JSS class I: 9176(8873+293+10) student years.

      ii.   In JSS class II: 8910(8349+544+17) student years.

    iii.   In JSS class III: 9874(7965+1656+253) student years.

    iv.   In SS class I: 8752(6794+1677+281) student years.

     v.   In SS class II: 8324(6406+1639+279) student years.

    vi.   In SS class III: 7403(5560+1562+281) student years.

           Total: 52,439 student years

Actual input- output ratio = input

           Output.

Input =52,439, output = 7018

The actual input – output ratio = 52,439

           7018   = 7.5

It was discovered that one successful completer of secondary school in Ekiti south senatorial district on average used 7.5 student years to complete their course in secondary schools. In an ideal situation, a student should take only 6 student years.

In order to find the degree of efficiency, the actual input– output ratio has to be related with the ideal input- output ratio; this is known as wastage ratio.

Actual input- output ratio   7.5

Ideal input- output ratio   6   = 1.3 ratio

In a perfect situation the wastage ratio is 1, the more it is away from 1 the less efficient the system. From the above calculation, it means that on the average one successful completer of senior secondary school in Ekiti south senatorial district of Ekiti state spent 7.5 student years as against the ideal (optimum) case of only 6 years. In order to determine the percentage of efficiency, the reciprocal of the wastage will give us the co- efficient of efficiency. The coefficient of efficiency is

           1   X   100

           1.3   1   =76.9%

This implies that the secondary education in Ekiti south senatorial district is 76.9% internally efficient.

5. DISCUSSION

There were six sources of funds to secondary schools in Ekiti south senatorial district of Ekiti state from 2003/2004 to 2008/2009 academic session. Government grants and salaries, share of government levy retained by the school, parent teacher association levies, school internally generated fund voluntary organization and other source which consist of donations, lunching and gifts to the schools. The government grants and salaries was 75.5% of the total funds available to

the schools, 11.9% was got from the money retained by the school from government levy. Parent Teachers Association accounted for 8.2% of the total income during the period under study. The internally generated fund accounted for 2.6% while voluntary organization and others which are donations, gifts and lunching fetched the schools only 14% and 1.5% respectively.

On allocation of resources pattern to expenditure heads of the secondary schools in Ekiti south senatorial district of Ekiti state between the period 2003 and 2009, three expenditure heads were observed. They are staff salaries and emoluments, running expenses and capital expenditure. Salaries and emoluments of staff took 91.1% of the total money allocated to secondary schools. This was so because of the upward review of salaries and allowances of the workers since education is a labour intensive industry. The running expenses accounted for only 6.1 %. The low running expenses could hinder the proper maintenance of school equipment and provision of instructional materials that are needed in the schools during the process of teaching and learning. Capital expenditure accounted for 2.8%. this was the reason for lack of equipment and materials and better structure in the secondary schools in Ekiti south senatorial district of Ekiti state. The results of this study support that of Yusuf (1997).

Finally, the wastage ratio was 1.3, this showed that the secondary schools were not run efficiently during the period under study. In a perfect situation, the wastage ratio should be 1, the more it is away from 1 the less efficient the school system (Yusuf, 1997; Ayodele, 2005). Though the wastage ratio was minimal, yet the wastage rate was high compared with the ideal wastage ratio of 1. The secondary school system in the area under study was 76.9% internally efficient. The internal efficiency of the school system was considered to be better. The reason for this might not be unconnected with the fact that the government monitors the activities of both the school administrators and the teaching staff in the school system. It might be that the teachers' are alive to their duties and contribute more to the development of the school system.

6. CONCLUSION

The study has shown that a very huge amount of money was devoted to secondary education in Ekiti south senatorial district of Ekiti state during the period under study. The lion share of the money (91.1%) went for staff salaries and allowances. In spite of this the schools were poorly staffed. The wastage ratio was 1.3, this showed that the secondary schools had minimal wastage ratio because it operated closely to ideal ratio of 1, while the internal efficiency of the school system was better.

7. RECOMMENDATIONS

Based on the findings of this study, it was recommended that the placement method of admitting students from primary schools into the junior secondary schools and from junior secondary schools into senior secondary schools should be modified to enable the school admit good and intelligent students who can cope with the secondary school activities in order to reduce and minimize repetition and dropout rates which are indices of high wastage rate in the school system. To reduce dropout rate in junior secondary schools, new subjects such as woodwork, metalwork, computer science and technical drawing in senior secondary schools should be

introduced. School administrators should look inward than before to generate more funds internally to run the school since it appears that government alone can no longer provide adequately for the growing needs of secondary education. The areas to implore by the school administrators are school farm, school poultry, school drama, annual school harvest, lunching and other areas worth for revenue generation in the school system.

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