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LIST OF CONTRIBUTORS AND THEIR STATUS AND INSTITUTIONS

- **Osokoya, Israel:** *Senior Lecturer, Teacher Education University of Ibadan.*
- **Atinmo Morayo:** *Professor of Education, University of Ibadan.*
- **Ajayi, S.A:** *Senior Lecturer, Department of History University of Ibadan.*
- **Sarumi, A:** *Senior Lecturer, Adult Education University of Ibadan.*
- **Lawal, B.O:** *Senior Lecturer, Teacher Education University of Ibadan.*
- **Osokoya, M.M:** *Senior Research Fellow, Institute of Education, University of Ibadan.*
- **Muraina Monsuru Babatunde & Jibril Mas'ud Shabani:** *Lecturers, Department of Educational Foundations, and Department of Arabic Medium (Respectively), Kwara State College of Education Ilorin, Kwara State.*
- **Amadi, Eugenia Ada:** *c/o Dr. J.E. AMADI, Department of Botany Nnamdi Azikiwe University Awka, Nigeria.*
- **Olatunde, O.T. & Olorunmota, O.M:** *Lecturers, Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo.*
- **Yusuf, A., Amali, I. O.O. and Ajidagba, U. A.:** *Senior Lecturer, Lecturer I and Senior Lecturer (respectively) in the Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin. Nigeria*
- **Jekayinfa, Alice Arinlade, Jarimi, Mustapha Mofoluwawo, Esther Omoniyi, & Oyelade, Oyetoyin:** *Lecturers in Department of Arts and Social Sciences Education, University of Ilorin, Lecturer in Department of Arts and Social Sciences Education, University of Abuja, Nigeria and Lecturer in Department of Educational Foundations, School of Education, Emmanuel Alayande College of Education, Oyo State, Nigeria (respectively).*
- **Peter Iwunna:** *Lecturer, History of Education, Katholieke Universiteit Leuven, Belgium.*
- **Okafor, Ifeoma Priscilla-Lilian:** *Lecturer, Arts & Social Sciences Education Department, Faculty of Education, University of Ilorin, Nigeria*
- **Salami, E. F. Kennedy:** *Lecturer, Department of Social Studies, School of Arts and Social Sciences, Adeyemi College of Education, Ondo, Nigeria.*
- **Z.O. Ogunwole:** *Lecturer I, Department of Religious Studies Adeyemi College of Education, Ondo.*
- **Tejumola Fawziyah Omotayo:** *Lecturer, Department of Curriculum and Instructions, School of Education, Emmanuel Alayande College of Education, Oyo, Lanlate Campus, Lanlate.*
- **Eyarefe, I.D:** *Lecturer, Department of Educational Management, University of Ibadan, Nigeria.*
- **Babatunde, Victoria Olufunke, Awowale, Abosede Ayodeji & Titiloye, Rafiat Olajumoke:** *Lecturers, Department of science, Department of Arts and social sciences, and Department of Guidance and Counselling, (respectively), University of Ilorin.*

- **Okenwa-Ojo, M., Tijani, T.K. & Akinpelu, I.O.:** Lecturers, Department of Educational Foundations, School of Education, Emmanuel Alayande College of Education, Oyo.
- **Samuel Agbonna Ayorinde & Alexander Olushola Iyekolo:** Lecturers, Arts & Social Sciences Education Department Faculty of Education, University of Ilorin, Nigeria.
- **Abdulsalam Mohammed O.:** Lecturer, Federal College of Education Kontagora.
- **Aromolaran, O. F. and Ajayi, O. J.:** Lecturers, School of Education, Osun State College of Education, Ilesa.
- **Awofala, Adeneye Olarewaju Adeleye & Awolola, Samuel Adejare:** Nigerian Educational Research and Development Council, Abuja and Lecturer, Department of Mathematics Emmanuel Alayande College of Education, Lanlate Campus
- **Adeniran, Olugbade Solomon:** Lecturer, Department of Curriculum and Instruction, School of Education Emmanuel Alayande College of Education Oyo, Oyo State.
- **Gbenro, A.I., Azeez, F.M. & Adekunle, A.A.:** Lecturers, Department of Educational Foundations, Emmanuel Alayande College of Education, Oyo.
- **Babatunde, Ibrahim Saka:** Department of Educational Psychology, Kwara State College of Education, Ilorin, Kwara State.
- **Okediji, Hannah Adebola Aderonke:** Director, Ministry of Education, Secretariat, Ibadan, Oyo State, Nigeria.
- **Saidu, Abubakar & Sheu, Adaramaja Lukman:** Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin, Nigeria and Department of Educational Psychology School of Education, Alvan Ikoku Federal College of Education Owerri, Imo State.
- **Ayanniyi M.A:** Vice-Principal, St Theresa College, Molete Ibadan.
- **Awolola Oluwatoyin Isaiah and Okeyinka Adenike O.:** Department of Curriculum and Instruction, Emmanuel Alayande College of Education, Oyo. Oyo State.
- **Temitayo A. Amao:** School of Languages and Culture Department of English Language and Linguistics Osun State University Osogbo.
- **Ainodion, M.D:** Senior Researcher in the Department Ministry of Education, Yola Adamawa State.
- **Yewande Ogunleye:** Higher Degree Student, Department of Teacher Education, University of Ibadan.
- **Ogunleye, B. O.:** Lecturer, Teacher Education University of Ibadan.
- **Anumudu Maria Uwabunkeonye and Maduike Mathilda Ifeoma:** Alvan Ikoku Federal College of Education, Owerri, Imo state.

A QUANTITATIVE ANALYSIS OF SECONDARY SCHOOL EDUCATION IN KWARA STATE 1987-2007

Saidu, Abubakar and Sheu, Adaramaja Lukman

Abstract

Since the creation of Kwara State in 1967, secondary school education has continued to enjoy expansion in terms of establishment and students enrolment. Infact, the rate at which new schools sprang up after the creation of the state was so alarming that government had to introduce stringent conditions for the establishment of new-post primary schools. Thus, this paper looked into the quantitative analysis of development of secondary school education in Kwara state, Nigeria from 1987-2007. Both primary and secondary sources of information such as official document, interview, questionnaire, diary and theses, were used in this study to gather data. Three research questions were raised and answered, where it was revealed that there was an expansion in secondary school education in the state in terms of establishments, infrastructural development and student enrolment figures. This paper finally recommended amongst others that Government should try to construct more classrooms and other facilities so as to meet up with the NPE's recommendation of 1:40 teacher/student ratio in a class.

Key words: *quantitative analysis, development, secondary school education.*

Introduction

Western education was brought into Nigeria by the Christian Missions such as Church Missionary Society (CMS), Wesleyan Methodist Society, Roman Catholics and Baptist which came to the country around 19th century. According to Olawuyi (2004), the christian missions arrived between 1842 and late 1860s. No sooner they arrived than they started embarked upon the opening of a number of primary schools for the general education of the converts. Eliasu (1998) stated that one major problem which emanated from the christian missions' education was anti-intellectualism. By this, the foreign missions refused to promote education above the primary school level among their converts. Adeyinka (1971) also

supported this assertion by saying that education beyond primary school level was not the aim of the missionaries. They were not interested in promoting secondary school education which from their proselytisation perspectives was repetitious and very likely to turn the natives into materialistic and intellectually arrogant set of people. Eventually, few educated Nigerians began to be clamouring for a kind of post-primary education that would enable their children to become doctors, lawyers, engineers and the like. So this led to the establishment of CMS Grammar School in 1859. Thus, this marked the beginning of secondary school education in Nigeria. Secondary school education is the type of formal education which children receive after primary education and before the tertiary stage (National policy on education, 2004). The policy further stated that the broad goals of secondary school education shall be to prepare the individual for:

- (a) Useful living within the society and
- (b) Higher Education.

The first secondary school in kwara State is Government secondary school, Ilorin which was established in 1915 and it was then called Ilorin Provincial School (Yusuf 1997). Since the creation of kwara state in 1967, secondary school education has continued to enjoy expansion in terms of establishment and students enrolment. Afolayan (1998) stated that the rate at which new secondary schools sprang-up after the creation of the state was so alarming that government had to introduce stringent condition for the establishment of new post primary schools. By 1987, the number of secondary schools in the state which was twelve (12) in 1967 had grown to 348 and by 2007 it has risen to 536 (Saidu 2008). This really shows that there was a considerable development in the area of secondary school education in the state. Therefore, base on these enormous developments that have taken place in the area of secondary school education in Kwara State, there is need.

In the light of the foregoing, quantitative research according to Okebukola (1998) is a form of research which is based on observations that are converted into quantitative data. In quantitative research, one invariably ends up with data in the form of figures and numerals because data are subjected to some form of statistical analysis. However, the purpose of this study is to carry out a quantitative analysis of secondary school education in kwara State between 1987-2007; Specifically, to describe:

- i. the growth in the establishment of secondary schools in kwara state from 1987-2007.
- ii. the trends in the enrolment of students in secondary schools in the state from 1987-2002.
- iii. the infrastructural facilities available in secondary schools in the kwara State from 1987-2007

Research Questions

Based on the above purposes, three (3) research questions were raised.

- (a) What were the trends of growth in the establishment of secondary schools in kwara State from 1987 to 2007?
- (b) What were the trends in the enrolment of students in the secondary schools in kwara State from 1987 to 2007?
- (c) What were the infrastructural facilities available in secondary schools in Kwara State from (1987-2007)?

Methodology

The research method adopted for this study is Historical Method. This is because the study is an attempt to investigate and explain past events so as to have a better understanding of the present and make a reliable prediction of the future. As noted by Osokoya (1996), "Historical research describes what was". That is investigating, recording, analysis and interpreting the events of the past for the purpose of discovery generalizations that are helpful in understanding the past, the present and to a limited extent, in anticipating the future. The population of this study includes federal, state and private secondary schools in the state while the target population consisted of all state owned and private secondary schools in the state. Stratified random sampling was used to select 90 principals/experience teachers from the secondary schools across the senatorial districts in the state and 60 officials such as Secretary of the commission, Directors in the ministry and commission, personnel officers and Inspectors who were connected with secondary school education in the state.

This study made use of both primary and secondary sources of information. As regards the primary sources of information, official documents from the state ministry of education, interview and unstructured questionnaire tagged "Questionnaire on the Development of Secondary School Education in kwara state" were used. Reports, diary and theses were the secondary sources of information for this study. In analysis the data, the historical method of data analysis was used. This was done by adducing facts and interpreting evidences available to the researchers. The data obtained were then analysis based on the three research question raised for this study. Percentage was used to analyse the data where necessary and conclusions were drawn from the result of the findings.

Result

Research Question One: What were the trends of growth in the establishment of secondary schools in kwara State from 1987-2002.

Table 1: Growth of Secondary Schools in Kwara State (1987-2007).

Academic Session	Number of Public Secondary School	Number of Private Secondary Schools	Total Number	% Increase over previous Years.
1987/1988	337	11	348	-
1988/1989	339	11	350	0.57
1989/1990	338	15	353	0.86
1990/1991	345	11	356	0.86
1991/1992	225	7	232	-34.8
1992/1993	228	7	235	1.2
1993/1994	228	7	235	0
1994/1995	230	8	238	1.28
1995/1996	236	8	244	2.52
1996/1997	238	8	246	0.81
1997/1998	237	12	249	1.21
1998/1999	237	15	252	1.2
1999/2000	237	20	257	1.9
2000/2001	237	22	259	0.8
2001/2002	237	27	264	1.9
2002/2003	237	27	264	0
2003/2004	237	33	272	3.0
2004/2005	318	34	355	30.5
2005/2006	356	39	395	11.26
2006/2007	495	41	536	35.6

Sources: Planning, Research and Statistics Department, Ministry of Education Science and Technology

Table 1, shows the growth of secondary schools in kwara state from 1987/88 to 2006/07 academic session. From the table, it could be seen that there was increase in the number of secondary schools from 337 in 1987/88 academic session to 345 1990/91 academic session. However, in 1991/1992 academic session, there was a reduction in the number of secondary schools in the state to 225. The reason for this reduction could be attributed to the creation of additional nine states which took place in 1991. By this, kwara State lost part of her territories to Niger and Kogi States. There was a noticeable increase in the number of secondary schools to 228 in the state in 1992/93 academic session as the percentage increase over 1991/92 academic session was 1.2 percent. Additional three Unity Schools

were established in this academic session (1992/93). These unity schools are located in Tsaragi, Obbo Aiyegunle and Oke ode. However, there is no doubt about the fact that the Universal Basic Education (UBE) programme launched in 1999 led to the expansion of secondary schools education in Kwara State.

This was reflected in 2004/05 and 2005/06 academic sessions where there was sharp increment in the number of secondary schools in the state from 318 to 356 respectively. Furthermore, there was great increase in the number of secondary schools in 2006/07 academic session. This could simply be attributed to the UBE initiative of Federal Government of Nigeria which extended from primary school to junior secondary school level. With this UBE initiative, many primary schools in the state were upgraded to junior secondary schools and this drastically increased the number secondary schools in the state.

Research Question Two: What were the trends in the enrolment of students in secondary schools in Kwara State from 1987-2002?

Tables 2: Students Enrolment in Secondary Schools in Kwara State from 1987/1988 -2006/2007 Academic Session.

Academic Session	Number of Students		Total Number Yearly Students Enrolment	% increase over the Previous Years
	Male	Female		
1987/1988	63,354	57,336	120,690	-
1988/ 1989	67,655	56,943	124,598	3.24
1989/1990	67,655	56,943	124,598	0
1990/1991	66,730	55,070	121,800	-2.25
1991/1992	31,250	23,005	54,255	-55.5
1992/1993	38,620	27,437	66,057	21.8
1993/1994	30,720	23,175	53,895	-18.4
1994/1995	46,005	37,871	83,873	55.7
1995/1996	39,520	25,334	64,854	-22.7
1996/1997	21,190	17,930	39,100	-52.8
1997/1998	9,561	10,107	19,668	-98.8
1998/1999	10,726	11,171	21,897	11.3
1999/2000	12,051	12,057	24,108	10.1
2000/2001	12,548	15,136	27,684	14.8
2001/2002	47,370	36,000	83,370	201
2002/2003	71,244	54,896	126,140	355
2003/2004	111,264	79,874	191,138	51.5
2004/2005	105,444	81,611	187,055	-2.13
2005/2006	117,880	94,106	211,986	13.3
2006/2007	81,325	66,873	148,198	-30.1

Source: Planning, Research and Statistics Department, Ministry of Education, Science and Technology.

From table 2, it could be seen that student enrolment figures was fluctuating. in 1988, there was percentage increment of 3.24 and by 1991, it drastically reduce to -55.5 percent. This sharp reduction could be attributed to the fact that some new states were created out of the existing Kwara State. However, an appreciable percentage increment in the students' enrolment could be seen from 1998/99 to 2003/04 academic session. There was also a sharp increment to 13.3 percent in the student enrolment figure in 2005/06 academic session, especially when it is compared to 2004/05 academic session of -2.13 percent. This could simply be seen as one of the influences of the UBE programme, which was, launched on 30th September 1999 by the then president of federal republic of Nigeria, Chief Olusegun Obasanjo.

Research Question Three: What infrastructural facilities were available in secondary schools in Kwara State.

Table 3: Infrastructural Facilities in Secondary School in Kwara State (1987-2007).

Academic Session	No. of Classroom	% Increase over the previous years	No. of Libraries	No. of Laboratories
1987/88	3,927	-	348	805
1988/89	4,071	3.67	350	812
1989/90	4,203	3.64	353	832
1990/91	4,369	3.95	355	836
1991/92	2,721	-37.70	231	670
1992/93	2,736	0.55	235	683
1993/94	3,005	9.83	235	683
1994/95	3,125	3.99	236	685
1995/96	3,314	6.05	243	695
1996/97	3,506	5.79	246	701
1997/98	3,526	0.57	249	704
1998/99	3,562	1.02	252	709
1999/2000	3,700	3.87	257	719
2000/01	3,788	2.38	259	723
2001/02	3,902	3.01	263	733
2002/03	3,972	1.79	264	736
2003/04	4,057	2.14	272	750
2004/05	4,209	3.75	355	816
2005/06	4,370	3.83	395	916
2006/07	6,538	49.61	536	1,198

Source: Planning, Research and statistics Departments, Ministry of Education, Science and Technology

Table 3 reveals the infrastructural facilities in secondary schools in Kwara State (1987-2007), in terms of classroom accommodation, libraries and laboratories. From the table, it could be seen that these infrastructural facilities drastically reduced by -37.72 percent over the previous years in 1991/92 academic session. For instance, the classroom accommodation, which was 4,369 in 1990/91 academic session, reduced to 2,721 in 1991/92 academic session. This was as a result of the fact that some parts of the state were carved out to Kogi and present Niger States. So, this made Kwara State to lose some of these infrastructural facilities to these states.

Furthermore, the sudden upsurge in the number of secondary schools in the state in 2006/2007 academic session brought with it a sharp increment in the number of infrastructural facilities as it could be seen in the table above. For example, the total number of libraries in the secondary school in the state was 395 in 2005/2006 academic session while it drastically increased in number to 536 in 2006/2007 academic session.

Discussion

It was discovered that there was sharp increase in the number of secondary schools, and there was also sharp increase in students' enrolment in 2004/05 and 2005/06 academic session. These were traced to the UBE programme launched on 30th September, 1999 by the then president of federal republic of Nigeria, Chief Olusegun Obasanjo. With this UBE programme, primary school education was made free and compulsory for school-going children and as a result, there was an expansion in primary school education, which led to a greater demand for secondary school education in the whole country. As it was observed, the significance of the implementation of UBE programme is that it set in motion a chain of events, which led to a greater expansion in secondary in secondary school education. This is in agreement with the assertion of Osokoya (2002) that the expansion in primary school education led to a greater demand for secondary school education in the country.

Conclusion

From the research work undertaken, it could be concluded that there is an expansion in secondary school education in the state because the number of secondary schools in the state had been drastically increased. Also, the enrolment rates had risen up greatly. Many teachers were recruited. Efforts were also made by various governments to curb the problems that were facing secondary school education in the state within the period covered by this study.

Recommendations

Government should be up to the task in providing well-stocked libraries in the secondary schools to give opportunities to students to read more about what is learnt in the classroom. Government should endeavour to construct more classrooms and other facilities that will accommodate the current NPE's recommendation of 1:40 teacher/student ratio in a class. Parents who are well informed in the society should encourage other parents to send their children to school and they should try to prevent early marriage of girls child and other forms of abuse. And to students, they should try to have a maintenance culture by guiding jealously, existing school facilities. .

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