

MALE ENROLMENT IN SECONDARY SCHOOLS: A CASE STUDY OF ANAMBRA STATE

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Abstract

This paper analysed students' enrolment in secondary schools especially in Anambra State. The analysis were based on the proportion and percentages of the male and female students registered for 2000/2001 session. The final analysis indicated that out of 21,0221 students that registered for 2000/2001 session, 107,771 are in junior classes while 102,450 are in senior classes. In all the data indicated, low enrolment of the male than female in junior and senior secondary schools in Anambra State. The implication of low male enrolment were also mentioned.

Introduction

Different population censuses in Nigeria have indicated that there will be population explosion within the territorial boundary of Nigeria in the years to come. Okeke, (2000) noted that because of population growth, poor income and land distribution, food deprivation will continue to exist, together with widespread of malnutrition. This will worsen if the population illiterate increases with population growth.

Male enrolment in the secondary school especially in Anambra State is witnessing a lot of set back. Despite the large increase of students enrolment in primary schools since 1975 as a result of the introduction of the Universal Primary Education (UPE) scheme, our secondary have reduced male enrolment.

Describing the educational organization in many African States, Bajah (1982) indicated that it is of three tiers or cycles-primary or elementary, secondary and tertiary cycles, and pointed out that each cycle is designed to provide complete and adequate experiences appropriate to the cycle distribution predominant in that cycle. It is possible, for one reason or the other, a student may stop within a cycle; of which we have primary school leavers, secondary school leavers and tertiary school leavers. But unfortunately there are some of the students who may not complete a cycle, as such they are described as 'drop-outs' or simply failures. It is expected that the primary cycle will be feeding the secondary cycle, while secondary cycle will be feeding the tertiary cycle. Hence, it is estimated that 40 percent of the primary school pupils will enter into junior secondary schools at the end of primary school stage (Abdullahi, 1982). But today our school leavers are in a 'hurry' (Bajah, 1982) and that usually create a vacuum in the next cycle.

However, the major motivation to learn or not to learn starts with the family and this is reinforced by peer group and other relations (Aleyideino, 1989). The motivations are in such a way that the pupils are being compared by their peer groups who may have little 'crash' for their living. This can be noticed in Igbo speaking states. When the interest of everybody is on business. The mode of dressing, feeding, and expenses are compared between families and these made the pupils to drop, either as a 'drop out' or as a school leaver, early enough. Hence Okeke, (2000) indicated that despite the effort of the federal government to educate everybody in Nigeria, 7 million out of 21 million school aged children in Nigeria are not in school.

Following the introduction of the 6-3-3-4 system of education, it seems that the primary school certificate will soon have little or no value. Hence, the junior secondary school certificate will dominate the First School Leaving Certificate.

Methodology

This is a descriptive research which gives a picture of the population. It is based students' enrolment in secondary schools in Anambra State .for 2000/2001 session. This was done through indirect observation from the record from the Anambra State Education Commission.

The data collected were analysed based on the students enrolment in the junior and senior secondary schools in Anambra State for 2000/2001 session. The proportion and percentages of the respective local government students enrolment were also calculated. Thereafter, the grand total of the junior and senior secondary schools were determined. The proportions and percentages in zonal levels and entire state were calculated respectively.

Results And Discussion

The analysis of the data in table 1 revealed that with the exception of five (5) local governments (Njikoka, Ayamelu, Anambra West, Nnewi North and Onitsha South), the rest indicated that there are low enrolment of males than females in junior secondary schools of the state. For the senior secondary schools the analysis shows that with the exception of four (4) local governments (Njikoka, Ayamelu, Anambra West and Onitsha South), the rest indicated that there are low enrolment of males than females in senior secondary schools of the state.

Further analysis in Table 2 for the zonal level shows that there are low male enrolment in both junior and senior secondary schools in the respective zones. Table 3 throws more light on the ratio of males to females in secondary schools of the state. In the table, it can be seen that in junior secondary schools in the state, 46.55% are males while 53.45% are females. In senior secondary schools 41.06% are males while 58.74% are females. The grand total indicated females students (56.13%) are more in Anambra State than male students (43.87%).

In some states (e.g. Niger State) the call is towards the female low enrolment of students in schools (Okeke 2000); In Anambra State, the focus is on male low enrolment. This male low enrolment in the secondary schools have attracted comments in different quarters. Different reasons are given for the apparent drop in the population of the students in schools. The position of two major markets (Onitsha and Nnewi Main Markets) have greater contributions to male low enrolment in secondary schools. Many of these male children are pictured immediately they finished their primary school or junior secondary school. According to Uzoagulu (1991), another reason may be attributed to male students' low value for education since work is not available for those who have already acquired such education. Likewise, Iyioke (1994) pointed out that government owned schools in many states have been allowed to deteriorate to intolerable levels, attractions are not there thus contributing to the poor performance of their candidates in the secondary school examination. And most of the students are always depending on the performance of the students. With the frequent low performance in the final examinations, the students will then start to drop.

Describing, these pupils who refused to attend school, Herbert (1977) pointed out that most parents are supporting their pupil who occasionally feel reluctant to go to school. He called them 'school refusers'. Apart from the parents' contribution to the male low enrolment in schools, Herbert (1977) indicated that most of the 'school refusers' are finding it difficult to go through all the necessary motions in school. They usually face one kind of anxiety or the other at school which made them to drop. Herbert listed some of the pupils anxiety at school as - the size and routine of the school; examination stresses; experiences of classroom failure, disturbed relationships with teachers and school mates, parental pressures and expectations and intellectual disability. Also fear of ridiculous bullying or harm from other children, anxiety about academic failure, and forces from strict teachers usually make these students to withdraw. Frequent strike by the teachers have contributed in one way or the other to the apparent drop in the male enrolment in schools. Furthermore, increasing unemployed youth, pursuit of material wealth, the nature of retirement, demotions, dismissals, lack of dedication and motivation by the teachers contributed to male withdrawal from school.

Having seen the rate of the male low enrolment in the secondary schools, what then will be the effect of this to our society in future? Hence, Izeze (1994) indicated that education is the most important instrument through which people and a nation can develop economically, technologically and socially. It means from the record that sooner or later this will be left for females. And these females will later become the professional career woman.

Just like in admission process in the higher institutions, it means that the population of male students that will be admitted in tertiary institutions will also be affected. That means that women who got the basic qualification into the tertiary institutions will be admitted. And once the enrolment into the tertiary institutions is low then development in our society will be affected.

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Implications

The implication of the low enrolment of male in secondary schools is that education should sooner or latter be left for the females only. And as such other development that follows education should be left to the women, alone. The women with the power of the education will later overshadow the men in all aspect of human endeavour. Okonkwo (1993) assured that Anambra State will soon be facing situation where outside representation demanding educated personalities will be done by women as the male population will be made up of illiterates.

Conclusion

Low male enrolment in the secondary school is caused by many things - the students, parents, relations, teachers and government. The impact of this low enrolment in our society, is yet to be tested in different quarters of development in our society, is yet to be tested in different quarters of development in our society.

It is necessary that all and sundry should join hand together to see that the students especially male students are fully attended up to senior secondary 3, incentives and scholarships should be created to have boys back to school. Males should be enlightened on the value of education.

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Table 1: Students Enrolment In Junior And Senior Secondary School In Anambra State For 2000/2001 Session

Local Government Area	Sex	No	Percentage	No	%	No	%	
Awka (16)	M	2295	47.61	1422	28.63	3717	37.98	
	F	2525	52.39	3539	71.37	6070	62.02	
	Total	4820	100.00	4967	100.00	9787	100.00	
	Awka North (8)	M	860	37.38	475	28.86	1335	33.82
		F	1441	62.62	1171	71.14	2613	66.18
		Total	2301	100.00	1646	100.00	3948	100.00
	Awka South (8)	M	3816	48.38	2956	46.22	6772	47.41
		F	4072	51.62	3439	53.78	7511	52.59
		Total	7888	100.00	6395	100.00	14283	100.00
	Dunikofia (8)	M	1131	38.22	729	29.80	1860	34.41
		F	1828	61.78	1717	70.20	3545	65.59
		Total	2959	100.00	2446	100.00	5405	100.00
Njikota (13)	M	2707	67.05	1823	54.66	4530	61.45	
	F	1330	32.95	1512	45.34	2842	38.55	
	Total	4037	100.00	3335	100.00	7372	100.00	
Ideinili South (14)	M	1738	46.80	1518	37.93	3256	42.20	
	F	1976	53.20	2484	62.07	4460	57.80	
	Total	3714	100.00	4002	100.00	7716	100.00	
Ovi (11)	M	2096	47.76	1231	37.99	3327	43.61	
	F	2293	52.24	2009	62.01	4302	56.39	
	Total	4389	100.00	3240	100.00	7629	100.00	
Idemili	M	2775	38.69	1111	31.33	4164	35.87	

Table 2: Students Enrolment In Educational Zones In Anambra State For 200/2001

Nnewi 1	(6)	T	1707	100.00	1070	100.00	2777	100.00	
	Anambra Fast (10)	M	954	47.46	610	47.84	1564	47.61	
		F	1056	52.54	665	52.16	1721	52.39	
		T	2010	100.00	1275	100.00	3285	100.00	
	Anambra West (17)	M	599	54.06	457	64.28	1056	58.05	
		F	509	45.94	254	35.72	763	41.95	
		T	1108	100.00	711	100.00	1819	100.00	
	Nnewi North (8)	M	2653	51.00	4171	47.18	6824	48.59	
		F	2549	49.00	4670	52.82	7219	51.41	
		T	5202	100.00	8841	100.00	14043	100.00	
	Ekvusi Go (8)	M	1807	37.33	230	35.18	4437	36.02	
		F	3034	62.67	4846	64.82	7880	63.98	
		T	4841	100.00	7476	100.00	12317	100.00	
	Nnewi South (15)	M	1604	39.60	2952	44.8	4556	42.92	
		F	2447	60.40	3611	55.02	6058	57.08	
		T	4051	100.00	6563	100.00	10614	100.00	
	Ihiala (17)	M	3523	41.93	4592	35.24	8115	37.86	
		F	4880	58.07	8440	64.76	13320	62.14	
		T	8403	100.00	13032	100.00	21435	100.00	
	Onits	Onitsha	M	7996	49.62	6286	47.92	14285	48.86

North (16)	r	8118	50.37	6836	52.08	14954	51.14
	T	16114	100.00	13125	100.00	29239	100.00
Onitsha South (6)	M	3683	60.78	2461	58.44		59.82
	I-	2377	39.22	1750	41.56	4144	40.18
	I	6060	100.00	4211	100.00	4127	100.00
Ogham (10)	M	1334	34.26	544	25.10	10271	30.98
	I	2560	65.74	1623	74.90	1878	69.02
	T	3894	100.00	2167	100.00	4183	100.00
Aguta (22)	M	3911	44.45	2686	38.29	6597	41.72
	I	4888	55.55	4329	61.71	9217	58.28
	T	8799	100.00	7015	100.00	15814	100.00
(Irumlia North (14)	M	2019	45.03	1344	38.14	3363	42.00
	F	2465	54.97	12180	61.86	4645	58.00
	T	4484	100.00	3524	100.00	8008	100.00
Orumba South (13)	M	1647	43.15	118	37.24	2755	40.56
	F	2170	56.85	1867	62.76	4037	59.44
	T	3817	100.00	2975	100.00	6792	100.00
Awka (65)	M	10809	49.12	7405	39.41	18214	44.65
	F	11196	50.88	11384	60.59	22580	55.35
	T	22005	100.00	18789	100.00	40794	100.00
Ogidi (64)	M	9184	45.69	5881	39.92	15065	43.25
	F	10917	54.31	8851	0.08	19768	56.75
	T	20101	100.00	14732	100.00	34833	100.00
Nnewi (48)	M	9587	42.61	14345	39.92	23932	4097
	F	12910	57.39	21567	0.08	34477	59.03
	T	22497	100.00	35912	100.00	48409	100.00
Onitsha (32)	M	13013	49.92	9294	47.65	22307	48.95
	F	13055	50.08	10209	52.35	23264	51.05
	T	26068	100.00	19503	100.00	45571	100.00
Aguata (49)	M	7577	44.31	5138	38.02	12715	41.53
	F	9523	55.69	8376	61.98	17899	58.47
	T	17100	100.00	13514	100.00	30614	100.00

Table 3: Students Enro ment In Anambra State

For 200/2001

No. of School	Sex	No	%	No	%	No	%
(258)	M	50170	46.55	42063	41.06	92233	43.87
	V	57601	53.45	60387	58.74	118018	56.13
	I	107771	100.00	102450	100.00	102450	100.00

NOTE: M = Male
 F = Female
 T = Total