

Impediments To Educational Development Of Primary School Pupils In Ogbomoso. Ogbomoso Local Government Councils,(North And South). Oyo State. Nigeria

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ABSTRACT: Announcement across the World today perfectly reflects the scope of the sound knowledge receives from the primary schools. Additionally, the competence of Specialists, Engineers, Scientists, Bankers, technologist, Technicians must acquire their skills formally or informally are firmly connected and rated by other foundation in the primary schools. Among the major responsibilities of primary education are to train the child ability to reason logically and develop concepts which are formulated upon basic knowledge. In this paper, we study the impediments to educational development of primary school pupil in Ogbomoso, Oyo state - Nigeria. The study revealed the impediments to educational development of Primary Schools in Ogbomoso Local Governments, Oyo State. Nigeria. [Researcher. 2010;2(9):21-26]. (ISSN: 1553-9865).

KEY WORDS: Impediments, Primary School Pupils, Educational Development, Local Government Councils, Factors impeding Educational Development.

INTRODUCTION

Comments and Statements about the state of our schools indicate that the standards of education have fallen. Many references have been made to English Language and Mathematics as prerequisites to success in overall examination. Those who point to the controversial issue possibly implies that the performance of Public Schools in Nigeria is declining when compared with past standards. In fact, an individual observation of primary school pupils in Oyo state unveils the traces of dividing educational quality. Questions are now being asked about what could be the cause of falling standards of education. (Joseph S. Owoeye, 2000) Evidence has shown that Foundation is very important in a building. A building with a weak Foundation may likely be a bad building which cannot with stand tension. The building that is good is the one whose foundation is solid. This analogy can be applied to educational development of a child. Primary education is the foundation of any educational attainment in life. The quality of education obtained by a pupil at primary school would determine the performance of such a student at secondary and tertiary levels. Additionally, the competence of Specialists, Engineers, Scientists, Bankers, Technologist, and Technicians who acquire their skills formally or informally are firmly connected and rated by their Primary education foundation. Among the major responsibilities of Primary education are to train the child the ability to reason logically and develop concepts which are formulated upon basic knowledge. It is important to have it in mind that Primary education is the

foundation for subsequent education and training, academic and vocational and for some people, preparation for modern economic effort. Thus Primary education must lay the foundations for an industrial and agricultural labor force in which the most common skill is that of functional literacy and also provide a sufficiently rigorous preparation for more advance level of education. According to Akinboye (1980) in his book titled "Psychology of Discipline in Contemporary Nigerian Education System" stated that the aims of primary education in Nigeria today are to train the children physically, intellectually, morally and spiritually. Ukeje (1979) in his own book titled "Foundation of Education" pointed out that the aims of primary education is to make it possible for one to live as full and as happy a life as possible. The most important reason for that is to help one to learn and to appreciate things in life-good books, art, health, law, government rendering source etc. rather than pursuit of money for its sake and for the power that it brings.

It is an undisputed fact that Nigeria needs Improvement in the educational development of primary school in Oyo state. Why does the country need that, one may ask? To the question, a good answer is to improve or solve the impediments to educational development of primary school pupils in Oyo state-Nigeria.

The present state of primary education system as compared with the past has assumed a declining trend, which is to the dissatisfaction of the general public; therefore the need arises as to look

into the impediments to educational development of primary school pupils in Oyo state- Nigeria.

The purpose of this study is to look at the impediments to educational development of primary school pupils in Oyo state- Nigeria, and make suggestion(s) on how to improve and promoting educational development of primary school pupils. Also advocate convincing the policy makers.

STATISTICAL ANALYSIS: The data analysis was done using χ^2 (Chi-square) test at α level of Significance, to determine the hypothesis to be accepted or rejected.

HYPOTHESIS TESTING: The following hypotheses were made.

$H_{o1} \div$ There is no significant difference between family socio-economic status and educational development of primary school pupils.

$H_{o2} \div$ There is no significant difference insufficient funding of primary school and educational development of primary school pupils.

$H_{o3} \div$ There is no significant difference between lack of professional guidance and counseling service and educational development of primary school pupils.

MATERIALS AND METHODS

The investigation of the study was carried out ex-post facto. A multi-stage probability proportion to size (MPPS) sampling technique was used to determine the number of schools to be chosen as sample. These schools spread across Ogbomoso North and South local government area in Ogbomoso, Oyo state-Nigeria. Five primary schools were selected in each local government to carry out the study. Secondary data were collected from 10 schools five each from the two local governments: [Ogbomoso North and South local government] The Schools were randomly selected on the basis of the following formula:

$$S = \frac{L}{O} * \frac{M}{I}$$

Where:

S = Number of sample from the selected Local Government Area.

L = Number of primary schools in the each Local Government.

O = Total number of primary schools in Ogbomoso Township.

M = Maximum number of schools to be sampled.

We critically examine and have the following outcomes from the questionnaires that

were given to the respondents. Out of 150 questionnaires 100 were returned.

RESULTS

For convenience and easy understanding of the descriptive analysis, the results of the study were tabulated as shown in Table 1. The parameters/factors used were highlight in terms of frequency and percentage.

Table 1 : Distribution of Respondents by their Personal Characteristics.

| Variable | No of Respondents | % Scored |
|---------------------------|-------------------|------------|
| Age: | | |
| Below 20 | - | |
| 21 - 30 | 18 | 18 |
| 31 - 40 | 52 | 52 |
| 41 - Above | 30 | 30 |
| Total | 100 | 100 |
| Sex: | | |
| Male | 39 | 39 |
| Female | 61 | 61 |
| Total | 100 | 100 |
| Marital Status: | | |
| Single | 11 | 11 |
| Married | 89 | 89 |
| Divorced | - | - |
| Widow/Widower | - | - |
| Total | 100 | 100 |
| Religion: | | |
| Christianity | 64 | 64 |
| Islam | 36 | 36 |
| Traditional | - | - |
| Free Thinker Total | - | - |
| Total | 100 | 100 |
| EDUCATION: | | |
| Sec. Schl. Cert. | 1 | 1 |
| Grade II Cert. | 3 | 3 |
| N.C.E./ OND | 90 | 90 |
| B.Sc /B.A / B.Ed | 3 | 3 |
| HND | 3 | 3 |
| M.Ed / PhD | - | - |
| Total | 100 | 100 |
| Occupation: | | |
| Trading | - | |
| Teaching | 100 | 100 |
| Civil Servant | - | |
| Clergy | - | |
| Others | - | |
| Total | 100 | 100 |

Table 2: Observed frequency regarding the family socio- economics status against educational development of primary school pupils.

| | Yes | No | Total |
|--------|-----|----|-------|
| Male | 35 | 4 | 39 |
| Female | 56 | 5 | 61 |
| Total | 91 | 9 | 100 |

Table 3: Expected frequency regarding the family socio- economics status against educational development of primary school pupils.

| | Yes | No |
|--------|-------|------|
| Male | 35.49 | 3.51 |
| Female | 55.51 | 5.49 |

Table 4: The calculated Chi-square, regarding the family socio- economics status against educational development of primary school pupils.

| Trial | 1 | 2 | 3 | 4 | |
|-----------------|----------|--------|--------|--------|----------|
| Observed Fr (O) | 35 | 4 | 56 | 5 | |
| Expected Fr (E) | 35.49 | 3.51 | 55.51 | 5.49 | |
| O- E | -0.49 | 0.49 | 0.49 | -0.49 | |
| $(O - E)^2$ | 0.2401 | 0.2401 | 0.2401 | 0.2401 | |
| $(O - E)^2 / E$ | 0.006765 | 0.068 | 0.004 | 0.04 | 0.118765 |

Table 5: Observed frequency regarding insufficient funding of primary school impedes educational development of primary school pupils.

| | Yes | No | Total |
|--------|-----|----|-------|
| Male | 33 | 6 | 39 |
| Female | 58 | 3 | 61 |
| Total | 91 | 9 | 100 |

Table 6: Expected frequency regarding insufficient funding of primary school impedes educational development of primary school pupils.

| | Yes | No |
|--------|-------|------|
| Male | 35.49 | 3.51 |
| Female | 55.51 | 5.49 |

Table 7: The calculated Chi-square regarding insufficient funding of primary school impedes educational development of primary school pupils.

| Trial | 1 | 2 | 3 | 4 | |
|-----------------|--------|--------|--------|--------|--------|
| Observed Fr (O) | 33 | 6 | 58 | 3 | |
| Expected Fr (E) | 35.49 | 3.51 | 55.51 | 5.49 | |
| O- E | -2.49 | 2.49 | 2.49 | -2.49 | |
| $(O - E)^2$ | 6.2001 | 6.2001 | 6.2001 | 6.2001 | |
| $(O - E)^2 / E$ | 0.17 | 1.17 | 1.1116 | 1.04 | 3.0216 |

Table 8: Observed frequency regarding lack of professional guidance and counseling services retards primary school pupils educational attainment .

| | Yes | No | Total |
|--------|-----|----|-------|
| Male | 35 | 4 | 39 |
| Female | 36 | 5 | 61 |
| Total | 91 | 9 | 100 |

Table 9: Expected frequency regarding lack of professional guidance and counseling services retards primary school pupils educational attainment .

| | Yes | No |
|--------|-------|------|
| Male | 35.49 | 3.51 |
| Female | 55.51 | 5.49 |

Table 10: calculated Chi-square, regarding lack of professional guidance and counseling services retards primary school pupils educational attainment.

| Trial | 1 | 2 | 3 | 4 | |
|---------------------------|----------|---------|---------|---------|----------|
| Observed Fr (O) | 35 | 4 | 56 | 5 | |
| Expected Fr (E) | 35.49 | 3.51 | 55.51 | 5.49 | |
| O- E | -0.49 | 0.49 | 0.49 | -0.49 | |
| (O – E) ² | -0.2401 | -0.2401 | -0.2401 | -0.2401 | |
| (O – E) ² / E | 0.006765 | 0.068 | 0.004 | 0.004 | 0.118765 |

DISCUSSION OF RESULTS

Table 4, shows the calculated Chi-square, regarding the family socio- economics status against educational development of primary school pupils which is less than Chi-square Table which is 3.84 at $\alpha = 0.05$, with degree of freedom of 1. Hence we accept the working hypothesis. Conclusively, this signifies that family socio-economic status hindering educational development of primary school pupils.

Table 7, shows the calculated Chi-square regarding insufficient funding of primary school impedes educational development of primary school pupils. It was observed from this table 7 that the Chi-square table value of 3.84 at $\alpha = 0.05$, degree of freedom of 1 is greater than X^2_{table} calculated which is 3.0216. We now concluded that insufficient funding of primary schools impedes educational development of primary school pupils.

Table 10, shows the calculated Chi-square, regarding lack of professional guidance and counseling services retards primary school pupils educational attainment. From this table 10, we discovered that the table X^2_{table} at $\alpha = 0.05$, degree of freedom 1, which is 3.84 is greater than calculated $X^2_{observed}$ which is 0.118765. This result leads to the acceptance of the working hypothesis. Conclusively, this signifies that lack of professional guidance and counseling service retards primary school pupils educational development.

CONCLUDING REMARKS ON THE FACTORS IMPENDING EDUCATIONAL DEVELOPMENT OF PRIMARY SCHOOL PUPILS IN OYO STATE, NIGERIA

What constitutes to impediments of educational development of primary school pupils in Oyo state, Nigeria, can be discussed on there main points

• **ON THE PART OF THE GOVERNMENT**

- 1. Increase in the number of primary school pupils / poor remuneration / irregular promotion:** According to Aderounmu and Eliametator (1983) in their book titled “An Introduction to the Administration of School in Nigeria” asserted that increase in the number of primary school pupils without corresponding increase in the basic infrastructure vis-à-vis teachers, poor remuneration vis-à-vis irregular promotion, salaries and allowances not promptly paid at months end, and all contributing factors impeding education development of primary school pupils.
- 2. Lack of educational teaching equipment / materials:** On the 10th Nov, 1992, Nigeria Daily Newspaper, page 4 enumerated some causes of falling standard of pupils’ educational development in primary school nowadays. It claimed that the schools lacked necessary equipments including school furniture .The paper agreed that there are instances when parents were forced to contribute money to buy Chalks, desks, benches and other minor teaching materials for use in school, describing the situation as dangerous to the future of education and pupils educational development in general.
- 3. Government educational policies:** The introduction of educational policy like, continuous assesment. According to W.O Aderounmu et al; in the book titled “Nigerian Certificate in Education series published for the Ondo state College of Education Ikere – Ekiti, observed that the continuous assesment programme introduced by the Government requires much time and devotion on the part of the teachers.

4. **Lack of personnel:** The process of assesment is characterized by metriulous keeping of records.when there is shortage of special personnel to handle records keeping,
5. **Re - evaluation of School Curriculum:** The Curriculum in our school need to be re – evaluated and the government the Government need to look into the improvement of the Curriculum.

- **ON THE PART OF THE PARENT**

1. **Socio – economic Status of Parents:**

According to Chapman Dictionary he said that “the socio – economic status can be judged by income, occupation, education, culture and the standard of living of an individual in a society”.

In 1973, Ogunlade conducted a reseach on the family socio – economic status and educational development of some pupils in Western State of Nigeria. His findings showed that Children from literate homes had educational achievement than those from illiterate homes.

2. **Non provision of educational material by Parents:**

Many Parents fail to provide necessary school materials like School Uniform, Text Books, Exercise Books, Pens and Rulers. Failure to have these, the pupil may be Sent out or going to the classroom lately, he will surely miss some subjects taught while he was not in the class. Take home assignments are generally given to pupils from their textbooks and pupils without such textbooks will either not do them or will do well at the end of the examination, this factor impedes educational development of such pupils.

- **ON THE PART OF THE PUPIL(S):**

1. **Absence from school:**

Pupil constant and proper attendance at School Constitute on improvement factor which influence his educational development both nature and academic. Such Pupil would have enough time to prepare himself for Classes more so text and assesment. Rate of School attendance serve as a dominant factor impending educational development of primary school pupils.

2. **Failure to do assignment:**

Failure of the pupil(s) to be doing the assignment given to them serve as impediment to educational development of primary school pupil(s)

RECOMMENDATIONS

Evidence have shown that there were many factors responsible for the impediments to educational development of primary school pupils, in respect of these factors there is necessary to provide solution to these problems. The recommendations below may make for curbing or minimizing the impediments to educational development of primary school pupils.

- Qualified trained teachers should be employed by Government to achieve meaningful services in our primary schools.
- Funds should be make available by the government for the provision of teaching aids, Instructional materials, books, libraries and their services in our schools.
- Boarding – house system should be re-introduced by government in our primary schools to solve the problem of absenteeism by pupils and close supervision of pupils by their teacher will be easily done.
- Government should make funds and adequate transport available to supervisory personnel in the Ministry of Education to enable them undertake visitation to primary school regularly.
- Government should see to it that there are regular and adequate supervision of primary school teachers.
- Unnecessary transfer of teachers should be reduce or minimize by the Ministry of Education.
- Social amenities like good pipe-borne water, adequate power supply, hospitals or clinic should be provided by the government.
- Recreational facilities for sport activities and indoor games should be provided in all our primary schools.
- Professional Counselor’s should be employed by government to render their services of guidance and counseling to our primary school pupils.
- Parents should make sure that they provide necessary materials that will facilitate learning to their wards, like text book, exercise books, pens, ruler, school uniform, etc.
- Government should see to the primary education to be more meaningful and interesting to our pupils.
- Teaching and learning should be carry out in local language(s) to make the primary school education more interesting to the pupils.

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