

Analysis of Students Repetition Rates Based on Sex Composition in Public Secondary Schools in Cross River State from 2009-2013.

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Abstract

This study investigated the influence of school sex-composition on students' repetition rates in junior secondary schools in Cross River State from 2009-2013. On the basis of the study two objectives, research questions and one hypothesis was formulated and tested. The design of the study was ex-post facto. The population consisted of two hundred and thirty nine (239) public schools in Cross River State. The sampling technique adopted for this study was census, since the study involved the entire population. Data were gathered from the state Ministry of Education using a checklist titled: Junior Secondary School Repetition Rate Checklist (JSSRRC). Descriptive statistics were used to summarize data relating to research questions. While inferential statistics (independent t-test) was used to test the hypothesis. Data analysis showed that the trend of mean repetition rate of mixed and single schools in JSS1, JSS2 and JSS3 increased from 14.67 in 2009/2010 to 41.94 in 2013/2014 academic sessions. The result of the hypothesis testing indicated that there is no significant difference in mean repetition rate in terms of single and mixed schools, Summary and conclusion were drawn in line with the result of the findings. It was recommended that the ministry of education should create awareness among parents to consider the effects of lack of educational materials support on their children's learning and making them responsible to offer the necessary support as this will minimize repetition. And that government should expand access to junior secondary education in areas that were affected in order to reduce repetition and wastage in general.

Keywords: Sex-composition, Mixed, Single schools and Student's repetition rates.

Introduction

The value and functionality of any educational system lie in its ability to actualize the goals of education, which to a large extent is determined by the assessment process of the system. The school is viewed as unit of production which involves input, process and output. In order to measure the quality of the system especially its products, there is absolute need to evolve assessment procedures that are germane to the system. Learners, in virtually all schools take examinations at the end of their schooling for assessment purposes. It is pertinent to note that examination plays an important role in the development of education in

any country. Osirideinde, (2012) and Ofem, Akeke and Ameh (2021) asserted that, “Given the importance of examinations in educational system, the performance of schools are judged by performance of their students in the examination.” Hence, any action that undermines assessment processes poses a great threat to the validity and reliability of examination results and certifications.

The most commonly used indicators for measuring the internal efficiency of the school system are promotion, repetition and dropout rates. These three rates are in fact closely interrelated and should inform us about students’ progress through the school system to which they have been admitted. The measurement of efficiency of the school system involves such questions as what is the output from education. And how are the graduated students’? In order to produce such graduates, much input is required. The inputs include classrooms, teachers, and textbooks and so on. All these input cost money and they can be expressed as expenditure per student or per students’ year. The student year is the basic unit of measurement of input in education; therefore, the educational efficiency can be measured, by Cohort analysis of the educational system. The school history of a group entering school in junior secondary school one (JSS1) students’ flow rates for a particular year and tracing them through the educational cycle under conditions of maximum efficiency, shows that a successful completer of junior secondary school level needs three-students’ years to complete the level. This expected standard perfect efficiency is never achieved in any country (Oluchukwu, 2012). The objective of junior secondary schools cannot be realized without understanding and addressing high wastage. Drop out and repetitions are indices of wastage and as such threaten the entire efficiency of the educational system. Accordingly, Mbon and Okoi (2019); Ekaette, Ameh and Owan (2020) and Ukwetang (2021), school ineffectiveness result to High grade repetition and low completion rates from junior to senior secondary schools which constitute a problem among junior secondary schools. Many families question the value of keeping their children in junior secondary school if they are already struggling and have repeated one or more years.

According to Brophy (2006), grade repetition occurs when students’ are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers. In some cases the students’ might be held back for a longer period, depending on the specific circumstances involved. According to Fonkeng (2013), 25 percent of student in junior secondary schools repeat classes every year in public schools in Cross River State. He added that in 2009, 20 percent of students repeated a class in first grade in junior secondary school one (JSS I) and continues all the way to junior secondary school three (JSS III) in

2011, where more than 40 percent of students' have fallen two or more years behind. The numbers above represent serious systematic inefficiencies in student flows in secondary schools in Cross River State, yet the true scale of the problem is only brought home when one considers the financial costs to society of paying for an additional year of schooling (Odigwe, Okoi & Sule, 2017, Ukwetang, Ngwu, & Abam, 2024)

According to a World Bank estimate (Bruns, Evans & Luge, 2011), government spends over 200 million naira every year on students' who repeat a grade, which is roughly 8% of the total expenditure in education. Given current levels of per student spending, every 1% rise in the rates of grade repetition corresponds to an increased cost to the government of over 300 million naira a year. Moreover, the costs associated with grade repetition in secondary schools are among the highest in the world National Centre for Education Statistic, (2006). Okoi and Odigwe (2016) stated that, these are staggering figures that pose a heavy strain on the capacity of the government to expand educational access, quality and equity. The systematic inefficiencies in student flows and the financial cost of repetition, taken together, make it a serious policy issues that warrants and urgently needs the attention of policy makers and educators in Cross River State and Nigeria as a whole.

Ideally, there should be a progressive flow of students' from one grade to another. If a student repeats a class once he/she will spend 4 years is an additional cost to the parents. Worse still, if at the end of the 3 years a student fails the terminal examination and he/she cannot proceed to senior secondary school level according to plan, he/she will have to re-enter the course thereby incurring additional costs. The explicit goal of retaining students' is to give them an extra year of instruction so that they are better prepared before entering the next grade, Odigwe, Okoi and Sule (2016). To pass students' along in school when they are unprepared or retain them without addressing their needs denies students' access to opportunities at the next level of schooling, and in the workplace. Both policies send a message to a student that little is expected from them, that they have little worth, and that they do not warrant the time and effort it would take to help them be successful in school (Sprague, 2006).

In general, causes of repetition in junior secondary schools can be grouped into three: school related factors (ineffective teaching, insufficient qualification of teacher, absence of textbooks and in appropriate learning assessment system) (Ofem, Olowonefa & Omini, 2022), students' characteristics (poor motivation, learning difficulties, health and nutritional status and behavioral problems) and family-related factors (illiteracy or low education of parents, income of family and so on). Accordingly, Ayodele (2002) stated that the analysis of

efficiency in education is necessary in ensuring optimal use of the merger resources allocated to education in order to eliminate or minimize wastage. Wastage arising from repeaters is a sign of inefficiency in the educational system. Optimal use of the scarce resources allocated to education could help reduce or eliminate repetition out from the school system. This study aimed at investigating students grade/class repetition based on sex school composition (mixed and single).

Kaguma (2012) carried out a study on girls' completion rates in public mixed day secondary schools in Kirinyaga West District, Dirinyaga Country. The study objectives were to determine school based factors that influence girls' school completion, and to determine home hold factors that influence girls' school completion. The study adopted a descriptive survey. The target population for the study was all public mixed day secondary Schools in Kirinyaga West District. The District has twenty five public mixed day schools with total enrolment of 3,208 boys and 1,920 girls totaling 5,128 students. The sample used was 20 percent of the target population, which included head teachers, teachers, students, parents and educational officers. A simple random sampling technique was used to draw the sample. Questionnaire was used for data collection. The reliability of the study was 0.78. The result of the data was analyzed using basic statistics. The findings from this study revealed that factors such as poverty, inadequate government policies does not foster girls secondary education completion, other following factors such as teenage pregnancies, early marriages, child labour, unsupportive parents, indiscipline lack of guidance and counseling, lack of role models affect girls in mixed schools.

In another related study, Peter, Anthony and Joseph (2013) carried out a study on repetition rates in public secondary schools in Kericho District in relation to selected school characteristics. A situational analysis for the internal efficiency indicator was examined in relation to school characteristics. Repetition rates data was collected from heads of schools and guidance and counselors, in all the 64 public secondary schools. The researcher adopted descriptive survey design and cross sectional research, data on repetition rates was obtained from respondents using structured questionnaire. Means, percentage, frequencies, standard deviation and t-test were used to establish repetition levels. Test of significance was set at 5% significance level. Statistical analysis was done using statistical packages for social science (SPSS). The study revealed that internal efficiency levels particularly repetition rates were higher in day compared to boarding schools, mixed compared to single sex schools and single stream compared to large size schools. The study also found out that repetition rates increased with increasing levels of education.

According to report on (Kenya, 2003), the national average for repetition rates was 15.4 percent from the percentage of repetition. Boys' secondary schools registered 5.8% and girls' secondary schools recorded 9.6%. Against this, the main urban centres were better off with repetition rates of 8.8%. According to this report, school size which refers to a school being single stream or more than one stream, school regime where a school is either boarding or day and school type where a school is single sex or coeducational largely affect repetition rates.

Matage, Kyalo and Shandrack (2015) carried out a study on factors influencing educational wastage among girls in secondary schools in Kenya. The study looked at factors that force girls to drop out of school or repeat grades. Descriptive survey research design was used in conducting the study. Stratified sampling technique was used to select 22 secondary schools which were either public mixed or public girls' schools in the study area. Inferential statistics was used for data analysis. The findings revealed that economic factors like poverty at household level, cultural factors such as pregnancy and marriages were responsible for repetition and drop out among girls. Also school related factors like schools examination regulations and social factors such as provision of sanitary towels were found to affect girls' education negatively.

Moreso, Koech (1999) asserts that the greatest challenge facing Nigerian schools is that of ensuring access by eliminating all existing disparities, with particular reference to the education of girls, women and children in disadvantaged regions like the northern part of the country. The study observed that repetition of girls is higher than for boys in most areas in the country. A study by Muganda (1997) on the effects of repetition and dropping out of secondary school in Shinyalu Kakameya district, showed that though there were increased expenditure in education many children especially girls keep repeating their grades in school. He argued that girls have limited access to school and even those who join school do not complete basic education. School fees were also identified as a major cause of girls' repetition in school, while 10% of girls drop out of school due to repetition.

Carrington (2003) examined the relationship existing between the gender composition of a secondary school in Barbados, Examination Common entrance (CEE) scores, socio-economic status, and academic achievement. Data were gathered from school records for the period 1972-1990, and through the use of questionnaires and interviews. The result of the findings revealed that there was no significant difference in overall performance between the single sex and coeducational stage in the life of the school, however, girls' performance was found to be higher in co-educational stages than in the single-sex period. The average number

of subjects passed by girls during the co-educational period was almost twice that of the boys. Both teachers and students held negative views but generally teachers held more negative views than students on the effects of co-education on school related issues. Generally, girls and boys shared similar views on the issues, but identified different issues as being more negatively affected by co-education. Where girls perceived coeducation as impacting more negatively on boys participation and performance, boys saw co-education as impacting more negatively on their being treated fairly.

An internal efficient educational system is one which turns out graduates without wasting any students' year. Cumulative repetition of students will unnecessarily increase the number of student-years and premature drop outs will reduce output. The system is not internally efficient when input (students' years) increase without corresponding increase in output (successful completers). Grade repetition is very expensive for the state and households alike since both private and public cost of schooling increase with the duration of schooling. There is therefore the need, for establishing parameters to assist in measuring set standards of the junior secondary schools.

Statement of Problem

The problem of poor academic performance of students' in junior secondary schools is a serious educational and economic problem in Cross River State as it gives rise to high class wastage issues such as drop out and non-completion of school programs. Class repetition has always been the response to the problem of failure in examinations. As a result of substantial rates of repetition and non-completion of junior secondary school, many children are leaving schools without acquiring the most basic skills. Their brief schooling experience consists of frequently of limited learning opportunities in overcrowded classrooms with insufficient learning materials and under qualified teachers, Okpa, Okoi, Igbinewaka, & Udida, (2017) .

High grade repetition and low completion rates are particularly a problem among children from disadvantaged groups such as the urban, rural residents. Causes of grade repetition such as voluntary request, language of instruction, mandatory examinations and low academic achievement and other related factors like poor health and high opportunity costs are important determinant of low students' learning and hence higher grade repetition. Other factors include lack of preparatory year, absence from school, an over-boardend teacher being unable to help pupils catch up, too many changes from one school to another, too many changes of teachers within the same school, family background variable and student transfer from other schools to help them gain academic momentum.

Purpose of the Study

The aim of this study is to determine the influence of school sex composition and students' repetition rates in junior secondary schools in Cross River State from 2009-2013. Specifically, the study is aimed at determining:

1. The repetition rates of junior secondary schools from 2009-2013 in mixed schools.
2. The repetition rates of junior secondary schools from 2009-2013 in single schools.

Research Questions

The following questions were stated to guide this study.

1. What are the repetition rates of junior secondary schools from 2009-2013 in mixed schools?
2. What are the repetition rates of junior secondary schools from 2009-2013 in single schools?

Statement of Hypothesis:

1. There is no significant difference in students' repetition rates in junior secondary schools from 2009-2013 based on single and mixed school composition.

Research Methodology

The research design adopted in this study was ex-post facto. This design is used in a study where the researcher does not have control of the variables and as such could not manipulate them because they had already occurred before the desire to conduct the research became evident (Isangedighi, Joshua, Asim & Ekuri, 2004) The population of this study consists of all the public junior secondary schools in Cross River State from 2009-2013. The total number of public junior secondary schools in the state is two hundred and thirty nine (239). The sampling technique adopted in this study was census, since the study use data regarding the entire junior secondary schools from JSS1-JSS3 in all the public schools. Data were collected from the State Ministry of Education. The sample for this study consists of 239 junior secondary schools in Cross River State from 2009-2013. Data for this study were collected through secondary sources. The instrument that was used for data collection is junior secondary school students' repetition rates checklist (JSSSRRC) with column for school sex-composition, and student's repetition rate.

To establish the validity of the instrument, the "Junior Secondary School Student's Repetition" checklist was given to two experts in the areas of measurement and evaluation of the University of Calabar to check the adequacy and clarity of the checklist. Their suggestions were followed in preparing the final copy.

Result and Discussion of findings

Research question one

What are the repetition rates of junior secondary schools from 2009-2013 in mixed schools? The result of this research question is presented in Table 2.

The result in Table 2 showed that the trend of repetition rates for mixed schools in 2009/2010 session for JSS1-JSS3 had a mean average of 16.53.

Table 1: Repetition rates of mixed schools from JSS1-JSS3

YEAR	Sex composition	N	JSSI	JSS2	JSS3	AVERAGE
2009/2010	Mixed	235	18.0646	15.7671	15.7671	16.53
2010/2011	Mixed	235	20.8838	19.4233	19.4233	19.71
2011/2012	Mixed	235	15.0728	14.4068	14.4008	14.62
2012/2013	Mixed	235	20.9875	19.6995	19.6995	20.14
2013/2014	Mixed	235	42.4632	43.6601	38.7011	41.52
Grand total (\bar{x})		235	23.4944	22.5914	21.5984	22.504

Source: Author's field work, 2015.

The result in Table 2 showed that the trend of repetition rates for mixed schools in 2009/2010 session for JSS1-JSS3 had a mean average of 16.53. 2010/2011 session which showed an increase in mean repetition of 19.71. In 2011/2012, the average mean repetition declined to 14.62 which is less than that of 2010/2011 session. Similarly, the mean repetition rate increased from 20.14 to 41.52 in 2013/2014 session.

Research Question Two

What are repetitions rates of junior secondary schools from 2009-2013 based on single sex composition schools?

Table 2: Repetition rates in terms of single sex composition from JSS1-JSS3

YEAR	SEX COMPOSITION	N	JSSI	JSS2	JSS3	AVERAGE
2009/2010	Single	4	19.8507	20.9349	20.9349	20.57
2010/2011	Single	4	36.8800	23.7466	23.7466	28.12
2011/2012	Single	4	15.2924	18.6373	18.6373	17.52
2012/2013	Single	4	17.2501	14.1231	14.1231	15.16
2013/2014	Single	4	55.9575	76.2311	67.4579	66.55
Grand total (\bar{x})			29.04614	30.7346	28.97996	29.584

Source: Author's field work, 2015.

From Table 2, the trend of repetition rates in 2009/2010 session for single schools had a mean average of 20.57. This is followed by 2010/2011 which showed an increase in mean repetition rate of 28.12 respectively. For 2011/2012 session, the average mean repetition rate for single schools declined from 17.52 to 15.16 in 2012/2013 session. This result showed that though the trend in repetition rate has been fluctuating but it has remained relatively high in 2013/2014 with a mean average of 66.55

Hypothesis One

There is no significant difference in students' repetition rates in junior secondary school single and mixed schools. The result of this hypothesis is presented in Table 3

Table 3: Independent t-test comparison of average repetition rates in terms of single and mixed school composition.

Year	School composition	N	Mean	SD	t	p-level
2009/2010	Mixed	235	16.53	14.39	.555	.579 ns
	Single	4	20.57	17.13		
2010/2011	Mixed	235	19.71	16.03	1.038	.301 ns
	Single	4	28.12	17.66		
2011/2012	Mixed	235	14.62	10.95	.525	.600 ns
	Single	4	17.52	9.53		
2012/2013	Mixed	235	20.14	15.43	.644	.520 ns
	Single	4	15.16	5.62		
2013/2014	Mixed	235	41.52	27.21	1.817	.70 ns
	Single	4	66.55	33.04		

$p < .05, df = 237, t\text{-crit} = 1.968$

Table 3 shows that with independent t-test analysis for comparison of average repetition rates in terms of single and mixed schools composition for 2009/2010 there was no statistical significance difference between mixed and single schools as $P > .05, df = 237, t\text{-cal} = .579, t\text{-crit} = 1.968$; for 2010/2011 there was no significant difference between mixed and single schools as $P > .05, df = 237, t\text{-cal} = 1.038, t\text{-crit} = 1.968$; for 2011/2012 there was no significant difference in mixed and single schools composition $P < .05, df = 237, t\text{-cal} = .525, t\text{-crit} = 1.968$; for

2012/2013 there was no significant difference mixed and single schools composition as $P > .05$, $df=237$, $t\text{-cal}=.644$, $t\text{-crit}=1.968$; for 2013/2014 there was also no significant difference in mixed and single schools composition as $P < .05$, $df=237$, $t\text{-cal}=1.8717$, $t\text{-crit}=1.968$. This results shows that there is indeed no significant difference in students' repetition rates in junior secondary schools between single and mixed schools composition in the area.

Discussion

This hypothesis was stated in its null form as there is no significant difference in students' repetition rates in junior secondary school based on mixed and single schools. The null hypothesis was retained while the alternative hypothesis was rejected. The result of this finding contradict with the findings of Anthony, Peter and Joseph (2013) who revealed that repetition rates were higher in single sex schools than in mixed schools. Their findings also found that repetition rates increased with level of education. The result of this findings were also consistent with those of Cowell and Holsinger (2000) who carried out a study on repetition rates between mixed and single sex schools in European countries. This study found that the difference in repetition levels between the two categories of schools was quite high with those from the single-sex schools that recorded the highest percentage of repeaters.

The p-values of .579, .301, .600, .520 and .70 is less than .05 which is a further evidence that the difference in mean repetition rates between mixed and single-sexed schools are not significantly different from each other. Based on the result of this finding, the null hypothesis was accepted and the conclusion drawn from this study was that repetition rates that exist in mixed and single-sexed schools are not very different. Another conclusion drawn is that the factors causing students' repetition in both categories of schools may be more or less the same.

Another reason for non-significance in this hypothesis is that opponents of single-sexed education argue that it is not single-sexed education that is producing positive results with students' but rather it is the motivation of the teacher and the resources available. There is a lack of quality research in the field to attribute success to single-sexed schooling rather than extraneous factors. Moreso, family income and parental educational attainment are still considered the biggest predictors of achievement, not gender, Odigwe, Okoi and Sule (2017).

It must be noted that in single-sexed schools there is decrease in distractions in learning, provided more leadership opportunities, improved student self-esteem, decreased sex bias in teachers/student interactions, decreases the academic problems of low achieving students and reduces sexual harassment among students. In a co-educational school both the

male and female explore discussions together which is an important learning experience, male and female attain the same distinction and failure in terms of examination results. A and F grade in any examination are equally for both genders, indicating that neither the male nor female is disadvantaged by the other. The result of this finding shows that neither mixed (coeducational) or single-sexed schools repetition rates differ from each other and that the factors contributing to repetition rates in this categories of schools may be more or less the same.

Conclusion

The result of this study revealed that, there is no significant difference in students' repetition rates in junior secondary schools from 2009-2013 based on single and mixed school composition. The trends of mean repetition rates for junior secondary schools in mixed school rose from 14.62 in 2011/2012 to 41.52 in 2013/2014 with an overall average of 29.504. The mean repetition rates for JSS1-JSS3 in single schools rose from 15.16 in 2012/2013 to 66.55 in 2013/2014 with an overall average of 29.584.

Recommendations

Based on the results of this study the following recommendations were made.

1. The Ministry of Education should create awareness among parents to consider the effects of lack of educational materials support on their Children's learning and making them responsible to offer the necessary support as this will minimize repetition.
2. Government should expand access to secondary education to minimize long school distance in areas that is affected in order to reduce repetition and wastage in general.

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