

JOURNAL OF CONTEMPORARY ISSUES IN NIGERIAN ECONOMY

VOL 5(1) March, 2025

ISSN: 1597-1937

**Publications of Lagos State University
Centre for General Nigerian Studies
P.M.B. 0001, LASU Post Office,
Ojo, Lagos Nigeria.**

© Lagos State University, (2025)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electrical, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

A publication of
Lagos State University
P.M.B. 0001. LASU Post Office
Ojo Lagos

Printed by:



HIS LINEAGE PUBLISHING HOUSE
GSM: 08033596818
E-mail: awemakin@gmail.com

EDITORIAL TEAM

Prof. M.O.B. Mohammed FNAEAP

Editor in Chief,

Director, Centre for General Nigerian Studies,
Lagos State University
Mubashiru.mohammed@lasu.cdu.ng
+234 803 334 4750

Dr. Sylvester Olajire Idowu

Business Editor

Assistant Director, Centre for General Nigerian Studies,
Lagos State University
olajire.idowu3@gmail.com

Dr. Omoteso Oluwa

Managing Editor,

Assistant Director, Centre for General Nigerian Studies,
Lagos State University
omoteso.oluwa@lasu.edu.ng +234 802 315 0058

Mr. Ademola Adekoya

Principal Assistant Registrar

Administrative Secretary

Centre for General Nigerian Studies, Lagos State University
martin.adekoya@lasu.edu.ng +234 907 061 4118

Consulting Editors

Prof. Jonas A. S. Redwood-Sawyerr,

Executive Director, e-learning Centre,
University of Sierra Leone
jonas.redwood-sawyerr@usl.edu.sl

Prof. Ronnie Frazer-Williams

Dean, School of Postgraduate Studies,
University of Sierra Leone
ronniefrazerwilliams@gmail.com

Onoriode Collins Potokri PhD

Education Leadership and Management
Faculty of Education,
University of Johannesburg, South Africa
cpotokri@uj.ac.za

Prof. Ayeni Abiodun Olumide

University of Ibadan, Ibadan, Oyo State, Nigeria
Department of Educational Management,
Faculty of Education,
biodunmide@gmail.com

Prof. George Oduro

University of Cape-Coast,
Institute for Educational Planning and Administration, Ghana
goduro@ucc.edu.gh

EDITORIAL DESK

The Centre for General Nigerian Studies has continued to be a frontier for knowledge dissemination through her series of publications, among other activities being performed by the directorate.

This volume 5 journal of Contemporary Issues in Nigerian Economy of March 2025 housed a total of 18 well researched articles from scholars across the geographical boundaries of the Africa sub region. The team of experienced editors subjected the articles to peer review, and their plagiarism checks have satisfied the guild of editors.

The journal is recommended to researchers, scholars, lecturers, and students to read, and the planners can leverage on recommendations as panacea to the doldrums confronting the socio-economic and educational spheres of the Sub Sahara Africa nations

I wish all the contributors and readers Barka Eid Fitri and Easter in advance

Prof. M.O.B Mohammed FNAEAP

Lead Editor

CONTENTS

Socio-Economic Factors Influencing Effectiveness of Education in Rural Secondary Schools of Oyo State Olufemi Adebayo, Abiona -----	1-7
Principals' Administrative Skills as Correlate of Student Corrupt Practices in Lagos State Senior Secondary Schools, Nigeria Sunday Akinremi LADIPO & Lateefat Oludare YAHYA -----	8-13
Judith Butler's Theory of Redemptive Equality as Basis for Addressing Inequality in Nigeria's Education Sector Lucy Happiness OHANUMA -----	14-22
Ethical Leadership and Governance in African Educational Systems: A Comparative Study of Nigeria and Ghana Eunice Modupe AYIBIOWU & Mubashiru Olayiwola MOHAMMED-----	23-30
Influence of Welfare Packages on Teachers' Job Performance in Public Senior Secondary Schools in Lagos State, Nigeria Hannah Fedenes ABRAHAM & Lateefat Oludare YAHYA-----	31-35
Instructional Resources and Students' Academic Achievement in Practical Aspect of Biology in Oyo State, Nigeria Olumide Temitayo AKINPELU & Senimetu ILEUMA -----	36-46
Parenting Styles, Peer Influence and Socio-Economic Status as Correlates of Sexual Behaviours of Adolescent Students in Lagos State Benjamin Akpezi ETOBRO & Afusat Olakemi KOLADE-----	47-57
Enhancing University Accreditation Integrity in Nigeria: Challenges, Implications and Strategies Adejoke Olabisi SHEYIN, Simon Iruoghene IMO-----	58-63
TRCN Ethical Codes, Teachers' Professional Conduct and Teaching Effectiveness in Public Secondary Schools in Lagos State, Nigeria Abidat Oluwashola MOHAMMED & Salmon Adeyinka ADEBANJO -----	64-72
Principal Strategic Leadership Approach as Correlate of Tackling Teacher Corrupt Practices in Lagos State Junior Secondary School, Nigeria Taofeek Olawale SHITTU; Christiana Oluwatoyin FAWOLE & Mubashiru Olayiwola MOHAMMED -----	73-79
School Environment Indices and Secondary Schools Teachers' Job Effectiveness in Ekiti State, Nigeria Akinwale Oludare DEHINOLA & Senimetu ILEUMA-----	80-89

Quality Assurance and Ethical Practices in Business, Entrepreneurship Education in Tertiary Institutions, Lagos State, Nigeria Adenike Caroline IWUNO & Mubashiru Olayiwola MOHAMMED-----	90-97
School Facilities and Strategic Leadership as Determinant of Ethical Practices for Integrity and Peace Musliudeen Dada RUFAI; Adawi Adeola ADELEKE & Adetunji James ODULANO-----	98-109
Principals' Transactional Leadership Style as Correlate of Teachers' Corrupt Practices in Federal Unity Schools of South West, Nigeria Taofeek Olawale SHITTU; MaryAnn MBAMAONYEKWU & Mubashiru Olayiwola MOHAMMED -----	110-115
Inculcating Vocational Education through the Curriculum in Public Junior Secondary School a Pathway to Eradicate Corruption from the Grassroots Lateefat Oludare YAHYA; Ibukunale Modupeoluwa SALAMI; Deborah Abiodun BOLARINWA & Morounfolu Oluwatoyin AKINDELE -----	116-123
Acquisition of Equipment and Career Success among Graduate Fashion Design Practitioners in Oyo State Lilian FAMOROTI & Senimetu ILEUMA-----	124-134
Evaluating the Effects of Traffic Congestion on Logistic of Freight Distribution from Apapa Port, Lagos, Nigeria Rafiu Oloruntoyin OLORUNNIMBE -----	135-147
Language: A Veritable Tool for Promoting Ethical Values and Peace in Nigeria Sylvester Olajire IDOWU-----	148-153

SOCIO-ECONOMIC FACTORS INFLUENCING EFFECTIVENESS OF EDUCATION IN RURAL SECONDARY SCHOOLS OF OYO STATE

Olufemi Adebayo, ABIONA (PhD)

Department of Educational Management, Faculty of Education, University of Ibadan, Nigeria
olufemi.abiona@yahoo.com

Cite APA: Abiona O. A. (2025). Socio-Economic Factors Influencing Effectiveness of Education in Rural Secondary Schools of Oyo State.
Journal of Contemporary issues in Nigerian Economy (JCINE) 5(1). 1-7

DOI: <https://zenodo.org/records/15174949>

Abstract

This paper examined the socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State. The low income of parents in rural areas, unemployment, lack of teaching and learning resources as well as insecurity of the school environment, might be responsible for the low standard of secondary school education in rural communities. This investigation, therefore, studied the socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State. The descriptive survey design was adopted for this study. The population of the study comprised the 625 secondary schools in the rural communities of Oyo state. The multistage sampling technique was used to randomly select 300 student respondents from the 12 secondary schools, randomly selected from the six local government areas purposively selected for this study. A questionnaire tagged Level of Socio-economic Factors Influencing Effectiveness of Education in Rural Secondary Schools (LSFIEE) was used for data collection. The data collected from the research instruments were answered using frequency count and mean. The average weighted mean is 3.08. This confirms that the level of socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State is high. The study recommended that the provision of suitable and adequate socio-economic factors, through the allocation of sufficient funds for procurement of needed teaching equipment and materials, utilisation of community resources, and improvement of security of the school environment would enhance effectiveness of education in rural secondary schools of Oyo State.

Keywords: Socio-economic factors, Effectiveness of education, Government policies, Rural secondary schools

Introduction

Socio-economic factors such as family income, parental education, employment, and safety of the school environment, seem to have negative impact on the effectiveness of education in rural secondary schools of Oyo State. Students from low-income families constantly struggle to afford educational materials, tuition fees, or even basic needs like food and clothing, which can obstruct them from the ability to focus on their studies. The educational background of parents might influence the level of support and encouragement students receive at home. This further negatively affects the students' academic pursuit and performance. Education is a critical driver of personal and societal development, providing individuals with the knowledge, skills, and competencies

necessary to thrive in a complex world. However, educational attainment is often influenced by a range of socio-economic factors that either facilitate or hinder students' academic success. In developing countries, such as Nigeria, these factors are particularly pronounced and can have a profound impact on the quality and accessibility of education.

In Oyo State rural secondary schools, the disparities in socio-economic status among families might have led to varying levels of educational attainment among secondary school students. Socio-economic inequalities appear to have negative impact on the ability of students in the rural secondary schools in Oyo State. This widens the proficiency gap between the advantaged and disadvantaged families over time. Good quality and equitable education is key to the inclusive, peaceful, and sustained development of a society and a country. In the rural schools, socio-economic factors, such as income level, parental education, and access to resources, appear to create barriers that hinder educational opportunities for students in these communities.

The parental social class of students in rural areas has been known to be important factors that influence career aspirations of the students. Socio-economic barriers hinder students' professional development. Career barriers are significantly higher for people from poor backgrounds. Students from low social backgrounds generally have less career self-efficacy in relation to career aspirations. Students from higher social classes, from secondary schools in the urban areas, tend to be more successful in developing their career aspirations and are generally better prepared for the world of work due to access to resources such as career offices, counselors' career, better schools and the family experience of higher education.

Awareness of inclusive education for the parents might be instrumental for equipping them with the knowledge of the importance of ensuring equitable educational opportunities for their school-age children. Awareness for inclusive education refers to efforts aimed at increasing understanding and recognition of the importance of providing equitable opportunities for all the students, regardless of their diverse abilities, backgrounds or characteristics (Ajuwon, 2018). Inclusive education emphasises the value of accommodating individual learning needs, promoting diversity and fostering a sense of belonging for all the students within the rural school community. However, poor families have less access to learning materials and experiences, including books, computers, stimulating games and skills development equipment. Therefore, this study aims to investigate the socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State.

Socio-economic Factors Influencing Effectiveness of Education in Rural Secondary Schools
The prevalence of low standard of education in rural areas is due to the inability of students and their parents to acquire needed educational resources for their academic pursuit. This has caused negative consequences for the effectiveness of education. Under normal and favourable circumstances, students would respond positively to teaching and learning activities than they would do when the socio-economic situations surrounding them are unfriendly. The following are some of the reasons why the level of education in rural communities is low:

- a. **Poverty and Financial Constraints:** High poverty levels contribute significantly to ineffectiveness in the education sector. Families under financial strain may not be interested in education facilities. The school administrators also lack access to resources and this leads to demand of unofficial fees from the students (Adekunle & Okeke, 2020; Ogunwumi, 2019). The general situation of poverty in rural secondary schools has resulted in educators involving themselves in such vices as collecting illegal money from students' parents. (Kirya, 2019).

- b. Income Inequality:** Income disparities, especially between urban and rural areas, affect resource allocation within schools. Where resources are scarce, the resultant effect will be low educational quality across rural secondary schools. (Eme & Ogbeide, 2019; Yakubu, 2021).
- c. School supervision and Accountability:** Insufficient oversight within rural secondary schools can lead to inadequate management of the meager funds available. Weak legal frameworks and poor school supervision, compromise integrity in the education sector (Onuoha, 2020; Oluwadamilola, 2019).
- d. Cultural Norms:** Some cultural practices and festivities, which are prevalent in rural areas hinder students from regular attendance of school. This makes it challenging to implement measures that would enhance effectiveness in educational settings (Aina, 2021; Edeh & Okon, 2020).
- e. Teacher Salaries and Working Conditions:** Poor compensation and inadequate working conditions have been identified as factors that drive teachers away from rural areas. Inadequacy of teaching staff and support can lead to issues such as absenteeism and a decline in teaching quality (Awe & Aluko, 2021; Ogunwumi, 2019).
- f. Government Resource Allocation:** Inefficient allocation of government resources, particularly to rural areas, often leads to poor infrastructure and low standard of education in rural areas. (Yakubu, 2021; Onuoha, 2020).
- g. Safe Learning Environment:** A safe and supportive learning environment creates a conducive space for all learners to listen, learn and ask for help. This can mean being unbiased and receptive to all students, providing proper training for all learners and ensuring all students have access to the necessary tools. (Abiona, 2024)

Statement of the problem

The quality of students' output from secondary schools in rural areas is presumed to be of lower standard than that of students output from secondary schools in the urban areas. Hence, students output from secondary schools of rural areas, might not readily gain admission into tertiary institutions. The educational level and competencies of students determine their future prospects and the general progress of society. There is growing concern over the low academic achievement among students, of rural areas. The low standard might be due to the negative influence by various socio-economic factors. Despite efforts by government and non-governmental organizations to improve access and quality of education, many students from the rural areas still struggle to succeed academically.

Purpose of the Study

The purpose of this study is to examine the socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State. Specifically, the research aims to identify and analyse socio-economic indices such as poverty, income inequality, safety of school environment and community support. The research also aims to provide insights that could guide policymakers, educational administrators, and stakeholders in developing strategies to uplift the standard of students output from secondary schools in rural areas. The ultimate goal is to contribute to the creation of more equitable education systems that ensure quality education for all citizens, especially in rural areas, where socioeconomic disparities are most pronounced.

Significance of the Study

The study would be useful to educational planners for policy formulation that will be beneficial to secondary schools in rural areas, in terms of increased allocation of resources to schools in rural areas. The secondary school principals and other school management officers will be aware of the necessity to focus on the improvement of security measures for the environment. The parents and rural community dwellers will also benefit from the outcome of this study because they will be sensitized on the crucial need to provide educational resources, such as text books, which are required for high performance of students in rural areas. By investigating the socio-economic factors influencing corruption, the study aims to contribute to improving the quality and accessibility of education to members of rural communities.

Research Question

What is the level of Socio-economic Factors Influencing Effectiveness of Education in Rural Secondary Schools of Oyo State

Methodology

The descriptive survey design was utilised for this study. The research design was chosen as it allows the researcher to appropriately portray and depict the characteristics of the participants without changing or manipulating the features of the variables. (Creswell & Creswell, 2018). The population of the study comprised the 625 secondary schools in the rural communities of Oyo state. The sample size for the study was 300 hundred student respondents. Multistage sample procedure was used to select respondents. At the first stage, the purposive sampling technique was used to select six local government areas that have secondary schools in the rural areas. At the second stage, simple random technique was used to select two (2) secondary schools from each of six (6) local government areas selected. Thus 12 secondary schools were selected. At the third stage, the 25 students were randomly selected from each of the 12 secondary schools selected from these rural areas -- in Egbeda Local Government of Oyo state, Akinyele Local Government of Oyo state, Oluyole Local Government of Oyo state, Ona-ara Local Government of Oyo state, Ibarapa Local Government of Oyo state and Ido Local Government of Oyo state. A total of 300 students were the respondents selected for the study. A questionnaire tagged Level of Socio-economic Factors Influencing Effectiveness of Education in Rural Secondary Schools (LSFIEE) was used for data collection. The data collected from the research instruments/questions were analysed using mean (X) and standard deviation.

Findings and Discussion

Research Question

What is the level of Socio-economic Factors Influencing Effectiveness of Education in Rural Secondary Schools of Oyo State.

Table: Level of Socio-economic Factors Influencing Effectiveness of Education in Rural Secondary Schools

S/N	Items	SA	A	D	SD	Mean	S.D
1	The income of rural dwellers is insufficient for procuring quality educational resources.	248 (82.7%)	46 (15.3%)	6 (2%)	0	3.81	0.44
2	Students in rural areas don't have required text books for learning	164 (54.7%)	125 (41.7%)	11 (3.7%)	0	3.51	0.57
3	Employment opportunities are scares in rural areas	82 (27.3%)	186 (62%)	32 (10.7 %)	0	3.17	0.59
4	Rural areas have shortage of teachers due to lack of social amenities	137 (45.7%)	121 (40.3%)	38 (12.7 %)	4 (1.3%)	3.30	0.74
5	Students in rural areas are not regular in school because they engage in farm work	101 (33.7%)	136 (45.3%)	61 (20.3 %)	2 (0.7%)	3.12	0.74
6	Students are not confident with the security measures implemented in the school	102 (34%)	170 (56.7%)	26 (8.7%)	2 (0.7%)	3.24	0.63
7	The security measures put in place should be improved upon	92 (30.7%)	180 (60%)	27 (9%)	1 (0.3%)	3.21	0.61
8	There have been security incidents previously that impacted the school	17 (5.7%)	62 (20.7%)	179 (59.6%)	42 (14 %)	2.18	0.74
9	The security measure in place has prevented the schools from the threats.	29 (9.7%)	100 (33.3%)	139 (46.3%)	32 (10.7 %)	2.42	0.81
10	The schools enjoy full support from the community	85 (28.3%)	110 (36.7%)	87 (29%)	18 (6%)	2.87	0.89
Grand mean (X)						3.08	

Table shows the level of socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State. The table shows that 248(82.7%) respondents agreed that the income of rural dwellers is insufficient for procuring quality educational resources. The table also shows that 164(54.7%) respondents agreed that the students in rural areas don't have required text books for learning. The table also indicates that 186(62%) respondents agreed that employment opportunities are scares in rural areas. Also, 137(45.7%) agreed that rural areas have shortage of teachers due to lack of social amenities. 136(45.3%) of the respondents, agreed that students in rural areas are not regular in school because they engage in farm work. The table equally shows that 170(56.7%) accepts that students are not confident with the security measures implemented in the school. Also, 180(60%) respondents accept that the security measures put in place should be improved upon. The table shows that 179(59.7%) respondents disagreed that there have been security incidents previously that impacted the school environment. Also, 139(46.3%) disagreed that the security measures implemented has prevented the school from potential threats. Also, 110(36.7%) of the respondents accepts that the schools enjoy full support from the community. The average weighted mean for the level of socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State is 3.08. This implies that the level of socio-economic factors influencing effectiveness of education in rural secondary schools of Oyo State is high.

Scholars have conducted studies on the effectiveness of education in rural secondary schools. Adewale and Yusuf (2018) studied rural areas in Oyo State, and found that agriculture and informal jobs are prevalent. They observed that students with parents in these sectors typically lack access to extra learning materials and academic support, resulting in lower educational attainment compared to those whose parents have formal jobs. Also, Akinyele and Olorunfemi (2023) conducted a study on post-pandemic recovery of rural secondary schools in Oyo State. They found that students whose parents work in stable, higher-income jobs were able to return to school more quickly and adapt to post-pandemic learning environments. Conversely, students whose parents were in precarious employment were more likely to have fallen behind academically during the pandemic, with many families prioritizing economic survival over education.

Conclusion

The inadequacy of available socio-economic factors is responsible for the low quality of educational standard in secondary schools of rural areas of Oyo State. The difference in socio-economic status between the rich and the poor families is responsible for the low level of educational attainment among secondary school students in rural areas. The inability of students to procure the required text books and allied learning materials is due to the low income of parents in rural areas. The non-availability of teaching and learning resources have negative impact on the ability of students in the rural secondary schools in Oyo State. This widens the proficiency gap between the advantaged and disadvantaged families over time. Students from rural secondary schools with low social backgrounds generally have less career self-efficacy in relation to their career aspirations. Students from higher social classes, from secondary schools in the urban areas, tend to be more successful in developing their career aspirations. Good quality and equitable education are necessary for sustained educational development of rural societies.

Recommendations

As a result of the findings and the discussion, the following recommendations are made:

1. The government functionaries and allied agencies responsible for formulating fiscal policies should make provisions for equitable distribution of resources such that secondary schools in rural areas would have access to educational development resources.
2. Efforts should be made to tap community resources towards the enrichment of the teaching and learning experiences of secondary schools in rural areas of Oyo State.
3. Students in rural secondary schools should be counseled and encouraged to pay serious attention to their educational endeavours, irrespective of the poor economic status of their parents.
4. Government and school administrators should initiate outreach efforts to engage community members in the development of the educational process.
5. There should be curriculum integration which would include security education for all stakeholders in rural secondary schools' academic activities.
6. The environment of rural secondary schools, apart from being made secure, should be made attractive, through the provision extra-curricular equipment, which the students can play with during their free periods.
7. Secondary school teachers in rural areas should put-in more efforts at ensuring that the students they teach are proficient and competent in the areas of learning they are exposed to.

8. Students should be engaged actively in security education by providing information and workshops on security related topics.

References

Abiona, O. A. (2024). Achieving quality education for sustainable development. In Educational Management and quality assurance. Papers in honour of Professor Adebola Jaiyeoba. Published by Department of Educational Management, University of Ibadan. 195-206

Adekunle, J. & Okeke, M. (2020). "Poverty and corruption in Nigerian education. *African Journal of Educational Management*. 14(2), 98-115

Adewale, R., & Yusuf, O. (2018). Parental occupation and its impact on academic performance in rural Oyo State secondary schools. *African Journal of Development Studies*, 5(4), 88-105.

Aina, T. (2021). Socio-cultural dimensions of corruption in Nigerian schools. *Journal of Education and Social Research*. 12(3), 25-42.

Ajuwon, P. M. (2018). Inclusive education for students with disabilities in Nigeria: benefits, challenges and policy implication. In Educational Perspectives. Published by Faculty of Education, Lagos State University, Lagos. 13 (1) 228-236

Akinyele, F., & Olorunfemi, A. (2023). Post-pandemic educational recovery and parental occupation in secondary schools in Oyo State. *Journal of Education and Policy*. 18(2), 75-90.

Awe, O. & Aluko, B. (2021). "Teacher working conditions and educational integrity in Nigeria." *International Journal of Education Policy*.

Creswell, J. W. & Creswell, J. D. (2018). Research design: Qualitative, quantitative and mixed methods approach (5th ed.). Sage publications.

Eme, O. & Ogbeide, M. (2019). "Income inequality and corruption in Nigerian education." *Journal of Development Studies*.

Kirya, M. (2019). Education Sector Corruption: How to access it and ways to address it. <https://www.114.no/publications/education-sector-corruption-how-to-assess-it-and-ways-to-address-it/>. Retrieved on 5th May 2024.

Onuoha, C. (2020). Resource allocation and accountability in Nigerian schools. *Journal of Educational Governance and Policy*.

Yakubu, J. (2021). Challenges of resource allocation and transparency in Nigerian education. *Journal of African Studies on Education*. 15(2) 140-156.