Full Length Research Paper

Input and Output of the Educational System for 2011 – 2017 Academic Sessions of Public Secondary Schools in three (3) Senatorial District of Edo State

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ABSTRACT: This study explored the pattern of input and output of the educational system for seven (7) years in the Edo North Senatorial District of Edo State and examined how educational input affects the output of pupils in public secondary schools. The research study was centred on the new intake of Junior Secondary School Admission into Class 1 (JSS 1) and Junior Secondary School Examinations (JSSE). Pearson's product-moment correlation shows a t-value (2.3356), with a degree of freedom (25) and a p-value (0.0278). (a) It, therefore, follows that the H_0 could be rejected since the p-value is less than the alpha (0.05) at a 5 percent level of significance. This shows that there is evidence of correlation though not strong positive correlation with 42%, (b) shows a t-value (7.4118), with a degree of freedom (27) and p-value (0.465). This means that the H_0 could not be rejected, hence, there is a weak correlation between inputs and outputs and therefore we cannot reject H_0, (c) shows that t-value (3.6174), with a degree of freedom (25) and p-value (0.0014). It, therefore, follows that there no linear relationship between the inputs and output since the p-value is less than the alpha (0.05) at a 5 percent level of significance. It shows that there is a correlation between inputs and outputs and therefore we reject H_0 and conclude that there is a linear relationship between the number of students admitted into JSS1 (input) and their performance during the JSS3 examination (output) of the public schools in Edo North Senatorial District of Edo State.

Keywords: Input, output, educational system, public schools, government policies

INTRODUCTION

Establishment of quality basic education to all school children constitutes a fundamental challenge to education and training systems in most countries of the world. Ricarda et al. (2015) as reported by Alexander et al., (2017), asserted that the academic performance is seen as an achievement or outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environment, such as primary school, college and university.

This therefore, shows the evidence that learning has taken place. Learning begins immediately a person is born. The individual life's process becomes a function of learning. It entails the acquisition of experiences, knowledge, behaviours, new skills and habits.

The moment learning takes place as a relatively permanent change in behaviour, it makes the learner adjust and adopt new strategies to meet up with demands, bringing about efficiency and productivity in the learners pursuits of life Awotua-Efebo, (1999). The outcome of learning cuts across the cognitive, psychomotor and affective learning process Mkpa (1986).

In Nigeria, this has been a great issue to every government in power on how best to minimize the educational problems. The various states of the federation are not left out in this quest to improve the quality of education and student academic performance respectively. Effective learning entails that students are able to comprehend and understand what has been taught in the classroom by their teachers. On the contrary, ineffective learning in school implies that students are not getting the right knowledge and skills which are necessary for them to succeed in life. Good learning spurs innovation, fortifies institutions, and promotes social cohesion but the forgoing benefits hinge on learning, and schooling without learning is a squandered opportunity and waste of resources. In addition, it is a great recognition that the children whose nations failed in the area of educating the born children are the ones who are most in need of a sound education to prosper their life (Yusuf *et al*., 2018; World Bank Report, 2018). Warning of a learning crisis in global education, a new report by the World Bank (2018) indicates that schooling without learning is not just an abused development chance, but also great unfairness to children and young people in general. It is reported that without effective learning, education would fail to deliver on its promise to eradicate extreme poverty and generate shared opportunity and affluence for all. It is reported that after spending several years in school, millions of children cannot read, write or do basic mathematics. According to the World Bank, this learning catastrophe is spreading social gaps instead of tightening them. Those young students who are already deprived by conflict, poverty, disability or gender inequality reach adulthood without even the most elementary life skills or talents.

In Edo State, the case is not different as well despite the major development achieved particularly during the present and past administration through the renovation of most dilapidated schools' blocks across the state, which has given more access to primary education and secondary education respectively. Among the challenges are the issues of improving quality and increasing learning achievement. This achievement can only be ascertaining partly through positive inputs by ensuring that education resources are efficiently and effectively utilized. Provision of quality education from the basics primary education ensures a highly production output in both Junior and Senior Secondary Schools respectively. This in turn, forms the basis of achieving high quality skills and improve the quality of human capital. Oluranti

and Osakue, (2019) opined that most teachers employed in the public schools across Edo State are holders of Nigeria Certificate in Education (NCE) and University graduate teachers. This finding, however, contradicts the observation of Sooter, (2003) that teacher quality in Nigerian early childhood institutions is low. Research question two revealed that teacher/pupil ratio in the pre-primary sections of public primary schools in Esan West Local Government Area does not constitute a challenge to the provision of early childhood education. This may be due to the low enrolment of pupils as a result of the proliferation of private pre-primary schools. The analysis of research question three revealed that the school learning environment is a challenge to early childhood education as there are no appropriate learning materials and other relevant facilities to aid pupils' learning. This finding is in line with that of Odiagbe, (2016) which holds that most instructional materials and resources are not available in schools for teaching pupils of pre-primary education in Edo State. The finding also corroborates that of Omoera, (2013) that in many early childhood education centres in Nigeria the physical/learning environment is poorly designed without ample space, furniture, toys, wholesome pictures and other materials. The situation in some of the schools visited was disheartening as feces littered in parts of the school premises due to lack of sanitary materials and toilets while instructional materials were not available. The provision of a supportable learning environment for public school pupils in Esan West by government is urgently required to avoid an abysmal failure of early childhood education in the local government area in particular and in Edo State in general.

The National Policy on Education specifically states that students who successfully complete Junior Secondary School (JSS) shall be streamed into either the Senior Secondary, technical college and out of school vocational training centre or an apprenticeship scheme. It enables individuals to fix themselves up in the society into which they have found themselves. It also equips individuals with the ability to enable them explore the world, manipulate it for their survival and establish themselves. These potentials deposited in individuals are more exposed through secondary education so that individuals can acquire training and knowledge in a certain profession and earn a living (which is a continuous exercise) and the senior secondary education enables individuals cultivate good habits and develop the right attitude to work and life as good citizens. According to UNESCO (2008), referring to situations in Africa, curriculum has to be revised with effective inputs "if they are to prepare youngsters to live in a society marked by explosion of new knowledge in science and technology, information and communication". The analysis above shows that the type and relevance of education that is given to a child is an important aspect of quality education.

This type of education could commence from early childhood. Early childhood or early years in life are the most important to the formation of intelligence, personality and social behaviour of a child. The year before a child reaches kindergarten are among the most critical in his or her life to influence learning. That is why modern societies show serious concern for the education of their young ones by providing needed support to prepare them to succeed later in school (Ejieh, 2006). It is common practice in most societies to make provision for early childhood education programmes of various sorts for children below the official school-going age (usually 6years) mainly to prepare them for education in primary schools (Obidike, 2012). No country can afford to neglect the education of its children because children are the future assets of their various societies. The Federal Government of Nigeria (FGN) acknowledges the significance of early childhood education in the country and as a result, it was given prominence in the National Policy of Education (2013). The FGN has further embarked on an integrated approach to early childhood care and development in order to improve the care and support given to young children at the community level and thereby give every Nigerian child a good head start to life. Ajayi in Ibhaze, (2016) documented eight reasons given in support of the provision of affordable, quality programmes of early childcare that are community based, and which are linked to health care and nutrition as part of an integrated approach to meeting the needs of the young child. The reasons include:

a) From conception of six years of age, children, according to research findings, undergo rapid mental, social and physical development to the extent that by the age of six, their brains would have developed to almost the size of an adult;
b) The convention on the rights of the child stipulates that children have a right to live and develop to their full capacity;
c) Moral and social values postulate that through children, societies pass on values and culture from generation to generation;
d) Supporting the development of the child physically and mentally leads to increased enrolment, improves performance and the society generally.
e) Provision of early childcare facilities and offer equal opportunities to children from both the privileged and disadvantaged homes.
f) A programme in early childhood development should be used as an entry point for other developmental activities which will benefit the entire community;
g) ECC (Early Child Care) projects should be linked with other developmental activities for women, nutrition, health, water and sanitation.
h) There is a growing demand for better ways of caring for children through an ECC project given the

advancement in science and technology which now ensures the survival of many more children, thereby increasing population growth Ibhaze, (2016).

According to Moses et al. (2020) many tutors of ECE were trained so many years ago before the introduction of the revised Curriculum in 2012. Teacher trainees in PTCs in Eastern Uganda at the same time lack appropriate reference materials for ECE, the trainee specialists at Grade III level are taught and examined theoretically as opposed to the intended practical learning. Majority of the Caregivers in the Early Childhood Centres in Uganda, therefore, lack legitimate professional training. At the same time, there is no adequate evidence to indicate how equipped tutors in colleges are with core competencies for implementing ECE programmes. Kisitu, (2009) as quoted in Ejuu, (2012) states that Early Childhood Development (ECD) puts children on equal footing at such an early stage prior to starting primary schooling, regardless of the different conditions under which children grow. In response to the Sustainable Development Goal number four (04) and as a fulfilment of the commitment to the Dakar Framework as well as in line with the EFA goals, the ECD policy was launched in Uganda in 2007 to streamline ECE programmes across the country (MoES, 2008; Ejuu, 2012). Much of the education that is offered to a Nigerian child is unrewarding to himself and the community, hence the increasing rate of unemployment. The quest for quantitative education without due regard for quality can make education irrelevant to the needs of the students and society which is the focus of educational planning. Low quality teaching can therefore lead to increase in dropout rate due to boredom and frustration especially during the Senior Secondary Education (SSE). This often results in a constant lowering of standards and efficiency of the process of instruction. Evidence of dropouts especially at the junior and senior secondary school levels in Nigeria, could be traced to irrelevant curriculum content and lack of appropriate teaching aids. This suggest that the quality of education offered at these levels is far less than what is obtained in developed countries. For instance, overcrowded classrooms, teachers been loaded with up to eighty to one hundred students, and sometimes classrooms are without teachers at all (Adesina, 1980: 46). In this paper, the research is to ascertain the input and output on the educational system in public Junior Secondary and Senior Secondary Schools considering the student populations per class from the three Senatorial Districts of Edo State, between 2011 to 2017 enrolment.

Objectives of the Study

School inputs like teacher pupil ratio, student average admission score, head teacher's qualification and

experience, laboratory equipment supplied, infrastructural facilities, instructional material supplied, teacher`s qualification and experience and Parent`s Teachers Association (PTA) contributions affect the quality of education in public secondary schools as measured by examination performance. This study sought to achieve the following objectives:

1. To establish the extent to which each educational input (admission) and output (external examinations) provided in public secondary schools in the three (3) Senatorial Districts correlates to the students' performance in Edo State.
2. To explore strategies adopted (number of pupils per class) by the managers to improve educational output performance in public secondary schools in the three (3) Senatorial Districts as it correlates to the students' performance in Edo State.

Theoretical framework

The concept of an input – output relationship which is sometimes referred as the Education Production Function (EPF) is one of the tools employed in this study. The controversy surrounding the definition and measurement of inputs and outputs of education. The problem lies more in the lack of agreed goals of education which can be translated to operational and measurable objectives. Consequently, there can be no standard units of output or inputs. Inputs in an ideal situation includes teachers' qualifications and experience teacher pupil ratio, functional library with up to date books and other learning materials, laboratory equipment, while output is the pupils' achievement and the specific measures of output were the grades attained at the end of the final examination of each educational segment of Junior and Senior Secondary national examination in the state. The hindrance about the inputs measures, is the qualitative dimensions of the inputs, which is not only hard to define, but also very difficult to measure. In this study, quality measures such as teacher's experience and qualification, teacher-pupil ratio, up to date books and other learning materials, laboratory equipment and conducive classroom blocks were considered as inputs. The quality of the output educational system is measured by results of examinations of given standards. There are other school outputs such as discipline and good citizenry sports. Examination results are always used because it allows for easy comparison. Thus, if a school has higher scores or grades in such examinations, the school is reckoned to be of higher quality. It must however be emphasized that there is more to the educational process then competence in cognitive ability. Nonetheless, the researcher limited to only wide acceptable measure of output quality which is students' performance from the

inputs which having the number of students admitted per class or term with respect to the teachers available.

Statement of the problem

In education, production function process, the quality of educational output is dependent on the quality and quantity of educational inputs such as teacher characteristics, physical facilities, instructional materials, financial resources, and students" background. It is in this perspective that in order to improve the quality of educational output in secondary schools in Edo State, provision of various educational inputs has been accelerated. Despite these efforts made to accelerate the provision of educational inputs with the purpose of improving the quality of performance, a wide gap still exists between the current situation and the national as well as international standards. Due to this gap in achieving the desired targets, there is a need to evaluate the implication of various educational inputs for maximum output in public secondary schools. This would help educational planners and other educational stakeholders improve the quality of educational output by prioritizing the most important educational inputs.

Population and sample

The population and sample size are drawn from the three (3) senatorial districts of Edo State. The output performance or student performance generated from the Ministry of Education, Edo State. Their performance is centred on the JSS III (WAEC) 2014 final examination of the student admitted in the year 2011 and their SS III (WAEC) final examination which is conducted, supervised and monitored by WAEC in 2017. This indicates progression from the point of entry in 2011 to 2014 when the junior WAEC is administered and the successful candidates are promoted to SS I in 2015 and completes their final examination in 2017. The sample size is drawn from public schools, 2 each from the 3 senatorial zones of the state, making a total of 6 public schools.

Concept of examination performance

Examinations probably determine how much a person has learned and then application of that acquired knowledge to a certain job in the future. Onyechere, (2006) defines examination as an assessment of students to ascertain what extent they have benefited from the teachings of their teachers. Fagbemi, (2000) asserted that examinations are inevitable in any good educational system and that they are one of the tasks

which a teacher is called upon to perform. Okoye, (2006) emphasizes that the standard or goals are established by the objectives of the curriculum and in any good school, the progress of the child is periodically evaluated by teacher-made tests and any other evaluative device. This indicates that teaching, /learning and evaluation are inter-dependent.

Examination could be internal or external. It could be oral, written or both. Examples of internal examinations are continuous assessment tests, terminal, semester and annual or promotion examinations, while the external (Public) examinations common in Nigerian Educational school system are Common Entrance Examination for admission into Secondary schools, West African School Certificate Examination are conducted by the West African Examination Council (WAEC) and the National Examination Council (NECO), Junior Secondary School Certificate Examination (JSCE) conducted by State Ministries of Education and others (Mgbodile, 2004).

Junior secondary school education is the education received after primary education. It runs for three (3) years as the last segment of the nine (9) years Basic Education programme in Nigeria. It was designed to equip citizens with adequate knowledge and skills required for a useful life in the society. As a matter of policy though not fully implemented, Junior Secondary Education is tuition free, universal and compulsory. The official age for attendance is 12 to 14 years.

The objective of junior secondary school education is to provide all primary school leavers with the opportunities for education at a higher level. It is intended to develop in the individual, functional skills and capacities for creative and critical thinking that will enable him or her to make appropriate discussions, solve problems and carryout practical tasks.

Twenty-two subjects are administered at the junior secondary level. A candidate is expected to sit for a minimum of ten subjects and a maximum of thirteen. A candidate is deemed to have passed the junior secondary school certificate examination if he/she passes in six subjects including English and Maths. The grading system is as follows:

A – Distinction, C – Credit, P – Pass and F – Fail.

Adeyemi (2008), studied Predicting students' performance in Senior Secondary School Certificate Examinations from Performance in Junior Secondary School Certificate Examinations in Ondo State. The purpose of the study is to investigate if there is any relationship between the inputs and the students' performance on JSCE.

MATERIALS AND METHODS

The data was collected from the Ministry of Education and Edo State SUBEB respectively.

The aim is to establish the extent to which educational inputs as pupils admitted into Junior Secondary Schools correlates with educational output of JSSCE performance in the same public schools of the three (3) local government areas randomly selected from the three (3) Senatorial District of Edo State. The presentation of the findings in accordance with the objectives is to investigate if there is any correlation between the inputs and outputs in the (3) three senatorial districts of Edo state. The statistic used in the analysis is the Correlation and R statistical package was used to analyzed the data. About 27 observations were made which represents the number of public schools selected from 3 senatorial districts. Six (6) variables include the 3 inputs and 3 outputs respectively from the 3 senatorial districts were used for the analysis. These three (3) local government areas public schools selected at random includes Etsako Central District from Edo North Senatorial District, Esan South East from Edo Central Senatorial District and Orhionwon from the Edo South Senatorial District.

RESULTS AND DISCUSSION

The research is focused on the relationship between the inputs (admitted students) in the year 2014, and the performance of the students who sat for both the Junior and Senior Secondary School Certificate Examination in the year 2017 (Tables 1 and 2).

Hypotheses

Esan South East (LGA) of Edo Central Senatorial District

H_0: There is no linear relationship between the number of students admitted into JSS1 (input) and their performance in JSS3 examination (output)

The Pearson's product-moment correlation shows that t value of (2.3356), with degree of freedom df (25) and p-value (0.0278). It therefore follows that the H_0 of no linear relationship between the inputs and output could be rejected since the p-value is less than the alpha (0.05) which is 5 percent level of significance. The implication is that there is evidence of correlation though not strong positive correlation with 42 percent. Hence, there is a weak correlation between inputs and outputs and therefore we reject H_0. The figure 1 below also shows the true picture of the relationship between the input and output from the Esan South East of Edo Central Senatorial District. It indicates that there was little correlation but not negatively correlated (Figure 1). The analysis of the public Senior Secondary Schools in Esan South East Senatorial District is analyzed with similar statistical hypothesis.

Table 1: The Correlation table of junior secondary schools in the three Senatorial Districts of Edo State.

	ESOUTHEAST	ORHIONWON	ETSAKOCEN	ESELGAPERF	ORHIONPERF	ETCTRLPERF
ESOUTHEAST	1					
ORHIONWON	-0.2002795	1				
ETSAKOCENTRAL	0.6053408	-0.17955578	1			
ESELGAPERF	0.4232176	-0.50536329	0.6110746	1		
ORHIONPERF	0.1114183	-0.05268028	0.1128181	-0.01987334	1	
ETCTRLPERF	0.5045605	-0.496329	0.5861548	0.79030881	0.007152012	1

Table 2: The correlation table of senior secondary schools in the three Senatorial Districts of Edo state.

	Orhionwon	ESE	ETCTRL	OrhionwonPERF	ESEPERF	ETCTRLPERF
Orhionwon	1	-0.01215648	-0.1936219	-0.09688129	0.4499309	-0.04373203
ESE	-0.01215648	1	-0.1464568	0.15118117	0.1412103	-0.28304269
ETCTRL	-0.19362193	-0.14645677	1	-0.28026396	-0.1980225	0.66448182
OrhionwonPERF	-0.09688129	0.15118117	-0.280264	1	-0.3107806	-0.12521697
ESEPERF	0.44993085	0.14121034	-0.1980225	-0.31078056	1	-0.20089441
ETCTRLPERF	-0.04373203	-0.28304269	0.6644818	-0.12521697	-0.2008944	1

H_0: There is no linear relationship between the number of students admitted into SS1 (input) and their performance in SS3 examination (output)

The analysis was performed using the Pearson's product-moment correlation which shows t-value of (7.4118), with degree of freedom df (27) and p-value (0.465). This means that the H_0 could not be rejected since the p-value is higher than the alpha (0.05) at 5 percent level of significance. The implication is that there is no evidence of correlation though not too strong positive correlation. Hence, there is a weak correlation between inputs and outputs and therefore we cannot reject H_0. The Figure 2 shows the true picture of the relationship between the input and output. It indicates that there was little correlation but not negatively correlated (Figure 2).

Etsako Central LGA of Edo North Senatorial District

H_0: There is no linear relationship between the number of students admitted into JSS1 (input) and their performance in JSS3 examination (output)

The Pearson's product-moment correlation shows that t-value of (3.6174), with degree of freedom df (25) and p-value (0.0014). it therefore follows that the H_0 of no linear relationship between the inputs and output is rejected since the p-value is less than the alpha (0.05) at 5 percent level of significance. The implication is that there is evidence of correlation though not too strong positive correlation with 59 percent. Hence, there is a correlation between inputs and outputs and therefore we reject H_0 and conclude that there is linear relationship between the number of students admitted into JSS1 (inputs) and their

performance during JSS3 examination (outputs) of public schools in Etsako Central LGA of Edo North Senatorial District. Figure 3 explains the relationship between the input and output. It indicates that there was positive correlation. In the analysis of the secondary schools in Etsako, a similar hypothesis was used as follows:
H_0: There is no linear relationship between the number of students admitted into SS1 (input) and their performance in SS3 examination (output)

The Pearson's product-moment correlation shows that t-value of (4.6203), with degree of freedom df (27) and p-value (8.45e-05). It therefore follows that the H_0 of no linear relationship between the inputs and outputs could be rejected since the p-value is less than the alpha (0.05) at 5 percent level of significance. The implication is that there is evidence of strong correlation positively. Hence, there is correlation between inputs and outputs and therefore we reject H_0 and conclude that there is linear relationship between the number of students admitted into SS1 (input) and their performance during SS3 examination (output) of public schools in Etsako Central LGA of Edo North Senatorial District. Figure 4 illustrates the analysis.

Orhionwon (LGA) of Edo South Senatorial District

H_0: There is no linear relationship between the number of students admitted into JSS1 (input) and their performance in JSS3 examination (output)

The Pearson's product-moment correlation shows that t-value of (-0.2638), with degree of freedom df (25) and p-value (0.7941). it therefore indicates that the H_0 of no
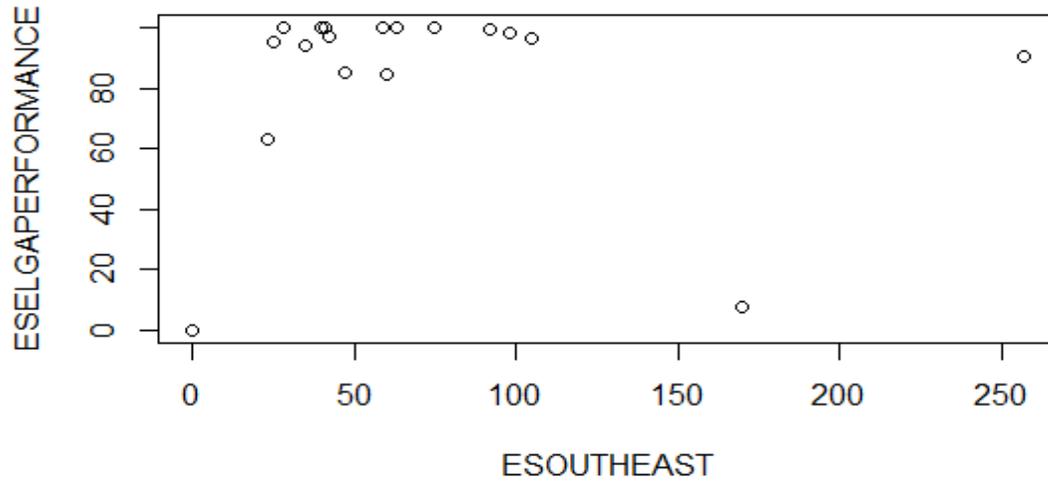
Figure 1: The scatter plot diagram of Esan South East of Edo Central Senatorial District.
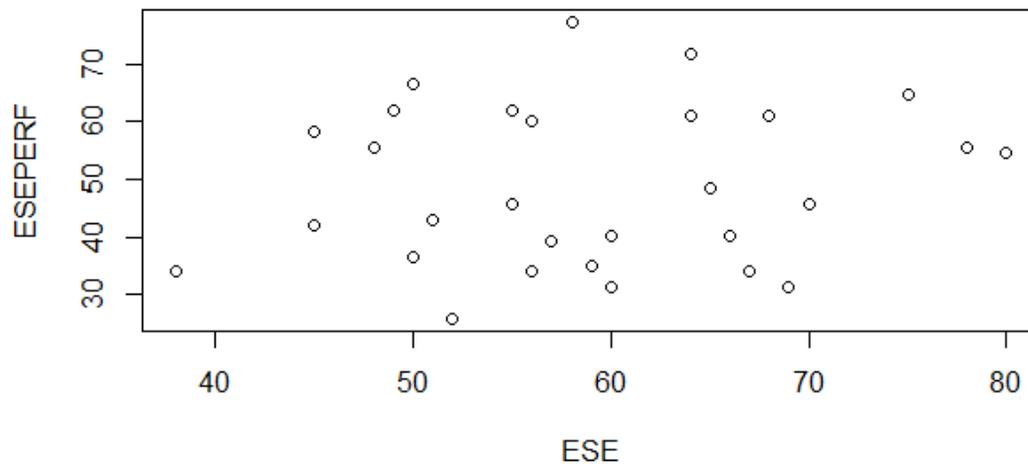

Figure 2: The scatter plot diagram of Esan South East Senior Secondary of Edo Central Senatorial District.

linear relationship between the inputs and outputs could not be rejected since the p-value is higher than the alpha (0.05) at 5 percent level of significance. The implication is that there is no evidence of correlation and there is negatively strong correlation of -5 percent. Hence, there is negative correlation between inputs and outputs and therefore we reject H_0 and conclude that there is negative relationship between the inputs and output in Orhionwon LGA of Edo South Senatorial District. Figure 5 shows the true picture of the relationship between the inputs and outputs. It indicates that the inputs is negatively correlated with the outputs and there is a strong
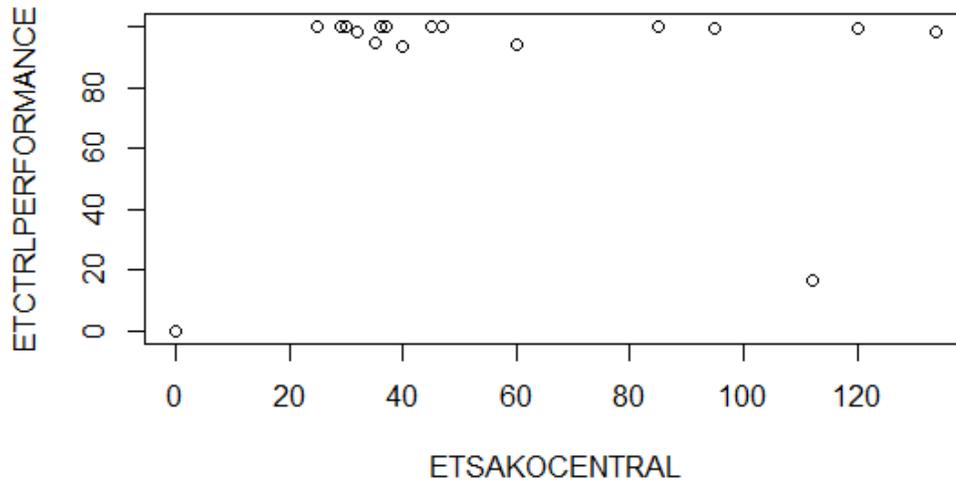
Figure 3: The scatter plot diagram of Etsako Central LGA in Edo North Senatorial District.
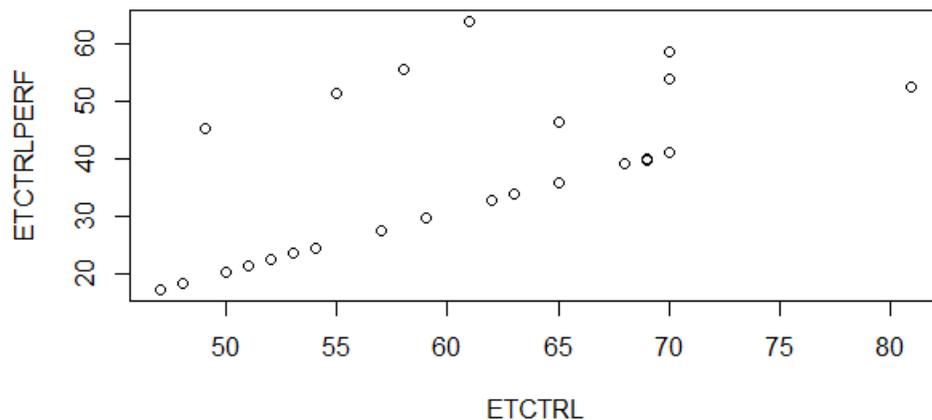

Figure 4: The scatter plot diagram of Etsako Central Senior Secondary School of Edo North Senatorial District.

dispersion or outliers. In the analysis of the Senior Secondary Schools a similar hypothesis was used as follows:

H_0: *There is no linear relationship between the number of students admitted into SS1 (input) and their performance in SS3 examination (output)*

The statistic method applied was the Pearson's product-moment correlation. It shows that t-value of (-0.50579), with degree of freedom df (27) and p-value (0.6171). it therefore follows that the H_0 of no linear relationship between the inputs and outputs could not be rejected since the p-value is higher than the alpha (0.05) at 5 percent level of significance. The implication is that there
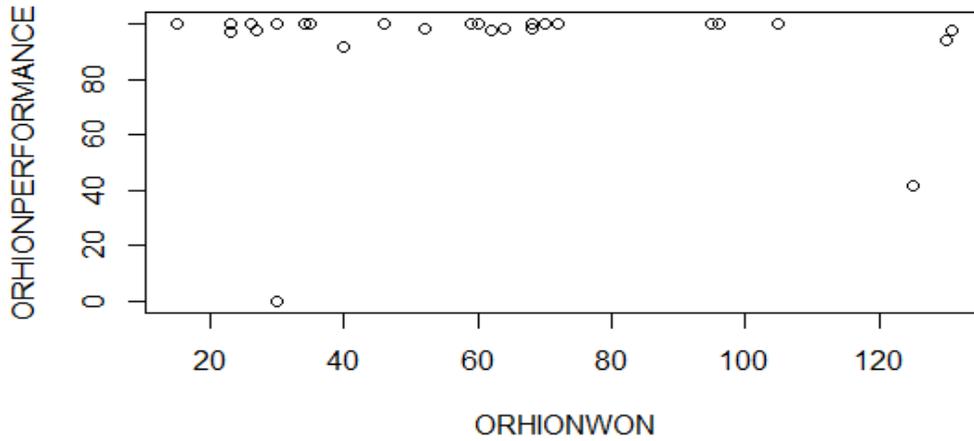
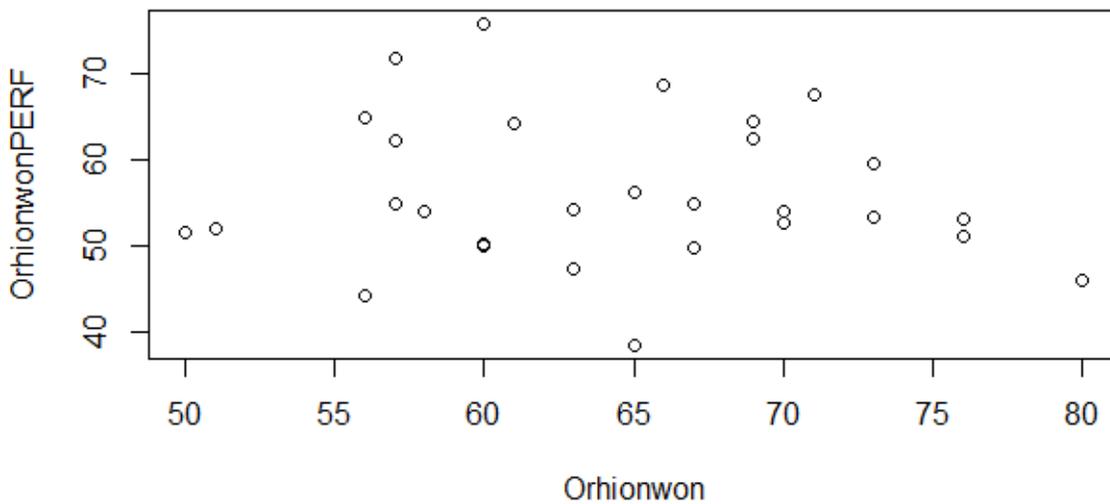**Figure 5:** The scatter plot diagram (JSS3) of Orhionwon LGA in Edo South Senatorial District.

Figure 6: The scatter plot diagram (SS3) of Orhionwon LGA in Edo South Senatorial District.

is evidence of correlation and which is negatively strong correlation of -5 percent. Hence, the result indicates that there is a negative correlation between inputs and outputs and therefore we reject H_0 and conclude that there is negative relationship between the inputs and outputs in Orhionwon LGA of Edo South Senatorial District. The Figure 6 shows the true picture of the relationship between the inputs and outputs. It indicates that the inputs are negatively correlated with the outputs correlation of (-0.0969).

Conclusion

The analysis has shown that there is a relationship between the inputs and outputs considering the total students admitted in each of the public schools from the three senatorial districts of Edo State selected randomly for the research work. It shows that the number of students in a class can equally affect the performance of the pupils both in internal and external examinations. There is therefore the need to increase public spending to the sector, encourage students' capacity to learn through adequate motivation, employment of qualified teachers in order to be in the right proportion with the number of students, provide necessary tools which will improve the quality of teaching, make education relevant to the needs of the students and the society by providing the right curriculum and assessment methods and employment of right managers to ensure quality. In all, a holistic method of ensuring quality education in which case every stakeholder in the industry should be participants is suggested.

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