ANALYSIS OF REPETITION RATES IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract
In every state of Nigeria Anambra State inclusive, one major problem confronting secondary education is that the total number of students who enroll into schools do not complete the duration of their course or education as at the stipulated time due to many reasonsincluding class failures. This situation is considered as repetition. Repetition constitutes a management problem and drains the limited resources available to education. In view of this, this study was carried out to analyse the rate of repetition in secondary schools in Anambra state, Nigeria. Three research questions guided the study.The study adopted the descriptive survey research design. The population was 781 secondary schools comprising 257 public and 524 private from the six education zones in the state. The sample was 235 secondary schools comprising 78 public and 158 private drawn using stratified and simple random sampling techniques. Data were collected through the use of a researcher designed inventory proforma titled Analysis of Repetition Rate in Secondary Schools in Anambra State. The Proforma was divided into two sections; A and B. Section A contains biodata of the schools while section B contains items specifying enrolment, promotion, and repetition. The instrument was validated by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University. A reliability coefficient of 0.83 for the instrument was obtained using Cronbach Alpha for the test of internal consistency. The researcher used 'on the spot' method to collect data from the respondents. All the 235copie of the instrument administered were successfully retrieved after completion and were used for data analysis. Data were analyzed using frequency counts, simple percentage scores and the results also expressed in bar graphs. The study revealed that there was low repetition rate in private secondary schools compared to public secondary schools, and that repetition rate was highest in SS1. It was also found out that Otuocha zone has the highest rate of repetition compared to other zones. Based on the findings, it was recommended among others that there should be increased funding to education and that provision of facilities in the schools should be improved.

Keywords: Analysis, Repetition rate, Public, Private, Secondary Schools.

Introduction:

In Nigeria, there are three tiers or levels of education namely; primary, secondary and tertiary. Being the foundation and the first level of education, primary education is given to children between the ages of 6-11. After the completion of primary level of education, a child transits to secondary education. Secondary education under the present 9-3-4 system, is categorised into two tiers of three years each. The first three years is the junior secondary, otherwise known as upper basic while the last three years is referred to as senior secondary. Secondary education is an education given to pupils after the completion of primary education. It is expected that after the completion of primary education (lower basic education); the child will transit to the next level which is the upper basic education and thereafter to the senior secondary education.

The upper basic education is aimed at reducing the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency (Federal Republic of Nigeria, 2013). It is expected that after the completion of the basic education, every child should have acquired appropriate and relevant skills and values; to be able to contribute his or her quota to national development (Etuk, Ering & Ajake, 2012). In view of this, the Federal Republic of Nigeria, (2004), expects 100% transition from primary level to upper basic education in any given academic year. What this means is that given the financial investments in the education sector, the governments in Nigeria, Anambra state government inclusive expect that every child that enrolled in primary education (lower basic education) will successfully undertake the subjects and complete the duration of the study after which he/she will proceed to the next level which is the upper basic education. However, this has not been the case. In like manner, the transition from the upper basic (junior secondary) to the senior secondary school is equally experiencing a very low percentage as many students who complete the upper basic for one reason or the other seem not to transit to the next level; a situation which is referred to as repetition.

Repetition is a condition where a student undertakes the same course(s) or class(es) he/she has done previously, which could be as a result of many factors. According to Derbe, Endale and Ashebir (2015), repeating a grade means utilising more resources than allocated to a student and hindering the intake capacity of schools. This means that class repetition will affect the number of students that would have been admitted into the school, increases the number of students in the class and necessitates the need to increase resources available for the class. Supporting this, Ige (2015) affirmed that pupils/students that repeat class take up space, teaching time, textbooks and other resources that could be devoted to new students/pupils. This supports Ajayi (2007) who maintained that a high level of students' academic performance may not be guaranteed where instructional space such as classroom, libraries, technical workshop and laboratories are inadequate. Repetition depletes the limited resources available to schools and adversely affects

the productivity of the teaching personnel as it increases the class size. Commenting on the reason for repetition, Haidany (2013) noted that poverty, low quality of schooling, security problems and local traditions are responsible for repetition. Haidany added that students mostly repeat class(es) due to two main reasons: when they did not meet the specific academic grade requirement and when they are immature. Repetition is an indication of poor academic performance. Students at some points of their schooling repeat classes due to various reasons which may not be unconnected with poor academic performance, long absence from school, ill health, among other reasons. The act of repetition tends to negate the achievement of educational objectives. Karlson (2001) explained that repetition occurs due to discrimination, communal violence, unsafe and insecure schools, unmotivated teachers, inflexible schedules and irrelevant curriculum. Ajayi (2007) affirmed that due to long periods of absenteeism, students perform poorly and as a result repeat the class grade. Gupta, Prasada and Gupta (2013) conceive class repetition as the retention of a child in a class for more than one year on the account of unsatisfactory progress. Jere as cited in Nafula, Wamocha and Ejakait (2016) refer to grade repetition as grade retention and defined it as 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. This corroborates Eboatu and Omenyi (2015), who perceive class repetition as a measure of inefficiency in the educational system which uses up limited public resources and block access to educating more children. They added that it is an educational management issue because it can lead to large class sizes which are difficult to teach, assess and supervised effectively. Haidany (2013) asserted that repetition occurs when students did not meet the specific academic grade requirement. Mwebi and Njoroge considered it as costly and wasteful especially when learning resources of developing countries like Nigeria and the increasing demand for education for developments are taken into consideration.

Jayeeta (2015) asserted that stagnation is failure in the class i.e. repetition of class by pupils. It also means that a student continues to remain in a class for more than a year or the prescribed course is not completed within the allotted time. Commenting on the effect of repetition, Jayeeta stressed that stagnation is a major factor responsible for wastage in primary education, both directly and indirectly. The author added that if a student completes five years courses in seven years it naturally means that he or she has wasted two years' time and labour; and if the student consistently fails in a class, he or she loses interest in studies. As a result, the parents will be discouraged and lose interest in the child's education and in the end the child gives off studies and got into other vocations like trade therefore helping his parents to supplement their income or becomes a vagabond menacing the society and thus increasing the burden of the nation. Jayeeta concluded that stagnation (repetition) damages the primary education to a greater extent. Analysing the causes of stagnation, he identified the following: heavy and

uninteresting curriculum, irregular attendance, absence of definite admission rules, unsuitable atmosphere and conditions, physical weakness of students, social evils, defective education systems, and defective pattern of examination.

International Institute for Educational Planning (2005) opined that the rate of repetition is higher than is often reported in developing nations. This entails that a sizeable portion of school population is occupied by repeaters who thereby block access to new entrants. It also lamented the dearth of studies on class repetition and its effects on the achievements particularly in Africa. Tronci (2005) found out that at the beginning of the repeating year students are upset, hopeless or violent but during the year by interacting with teachers and peers or by getting good academic results the attitude become positive. Also, repeaters are hesitant of school continuation and seemed to feel humiliated with low self-esteem; and that failed students do not like to come to school any more. However, their parents force them for further schooling. Repeaters seldom mingled with the new peers and were not much interested in school. In a nutshell, repetition is a situation where students are held in same class/grade for an extra year to undertake the same course(s) which they have previously done rather than being promoted to a higher class/grade with their peers. In addition, it is the inability of the system to ensure full retention of students. Repetition as observed occurs in both public and private secondary schools in the state.

The public schools in Nigeria have federal, state and local governments as the proprietors while the private schools have individuals, associations or organisations as the owners. Berkeley Parent Network (2009) asserted that private schools vary widely and that level of parental involvement varies from one private school to the other. What is important for a parent is to choose a private school that has characteristics that match what they are looking for as a family. Parents pay heavily for the cost of educating their children in private schools and therefore tend to be more involved in dictating what the schools offer than parents whose children are attending public schools (Olatoye & Agbatogun, 2009).

In the submission of Lubienski, Lubienski and Crane (2009),

> the characteristics of private schools include small class size, lack of accountability to the public, autonomous, ignore recent curricular rends in education, do not always hire certified teachers, have religious inclinations, set no fund apart for teacher professional development, set attraction to parents to show safe, neat and welcoming environment and do not use up- to date teaching methods; while the reverse is the case with public schools (p.20)

This could account for the differences that exist in public and private secondary schools in terms of repetition in the school.

The problems of repetition indicated that there is some degree of inefficiency in the secondary education system in the state. Based on this premise, this study was carried out to analyse the repetition rate in public and private secondary schools in the state taking into account year of study and education zone from 2012/2013 to 2017/2018 academic sessions. The study sought to analyse the repetition rate in secondary schools in Anambra State based on year of study, education zone and school ownership.

Research Questions

1. What are the repetition rates of students in secondary schools in Anambra State based on year of study?
2. What are the repetition rates of students in secondary schools in Anambra State based on education zone?
3. What are the repetition rates of students in in public and private secondary schools in Anambra State?

Method

This study adopted descriptive survey research design. The study was carried out in Anambra state. There are six education zones in the state; Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha zones. The population for the study consisted 781 principals, 257 in public and 524 in private secondary schools in the six education zones (Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha zones) in Anambra State (Anambra State Post Primary School Service Commission, Awka, June**,** 2016). The choice for principals was dependent on the fact that principals are the administrative heads in secondary schools and so are in a good position to give reliable information on repetition. The sample for the study consisted of 235 respondents who are all principals of secondary schools in Anambra State. This comprised 78 from public secondary schools and 158 from private secondary schools. The sample consisted 30% of the population. The choice for 30% is in line with Nworgu (2015) who recommended that 30% to 80% of the population is adequate for a research work if the parameters of the population must be fully investigated. The sample was composed using proportionate stratified sampling and simple random sampling techniques. The schools were stratified based on public and private secondary schools under already existing education zones in the state. Thirty per cent of the schools in each zone under each school type (public and private) were sampled. This translated to 235 secondary schools, 77 public and 158 private secondary schools. The schools for each zone were drawn using stratified and simple random sampling techniques, specifically balloting with replacement. The principal of each school drawn was automatically sampled. The instrument for data collection was a researcher developed instrument titled

'Analysis of Repetition Rate in Secondary Schools in Anambra State (RRPPSSAS) from 2012/2013 academic session to 2017/2018 academic session. The data collected were analysed using frequency counts, percentages (formula for repetition rate) and also represented in bar charts.

Repetition rate is calculated using the formular:

$$: \quad r_t = \frac{R^1_t + 1}{E_1} \quad x \quad \frac{100}{1}$$

where r_t = Repetition Rate

$R^1_t + 1$ = Number of repetitions in a class in a new academic session

E_1 = Total students' enrolment in the former academic session in a class.

The repetition rates were expressed in percentage rated as follows:

0.00 - 0.9 Lowest rate
0.10 - 0.19 Lower rate
0.20 - 0.29 Low rate
0.30 – 0.39 High rate
0.40 -0.49 Higher rate
0.50 and above Highest rate

Results

Research Question 1

What are the Repetition Rates in Secondary Schools in Anambra State based on Year of Study?

Table 1: Repetition Rates in Secondary Schools in Anambra State from 2012/2013 -2017/2018 academic sessions based on Year of Study

Source of Variation Year of Study	Academic Yr	Enrolment	No.of Repeaters	Repetition Rate (%)	Decision
JSS1	2012/2013	8735	0	0	No Repetition
JSS2	2013/2014	8942	35	0.39	High Rate
JSS3	2014/2015	7852	38	0.43	Higher Rate
SS1	2015/2016	7655	53	0.69	Highest Rate
SS2	2016/2017	7095	29	0.41	Higher Rate
SS3	2017/2018	6932	7	0.10	Lower Rate
Total		**47, 211**	**162**	**2.02**	**Low Rate**

Results on Table 2 indicate the repetition rate in secondary schools in Anambra state from 2012/2013 -2017/2018 academic sessions based on year of study. From the Table, it is revealed that out of the total number of 8735 students enrolled into JSS1 in 2012/2013 academic session, 162 students repeated at different classes throughout the duration of their study. Among the classes, SS1 class has highest rate of repetition of 0.69% this being in the 2015/2016 academic session. It was therefore concluded that repetition rate in secondary schools in Anambra state from 2013/2014-2017/2018 academic sessions based on year of study was highest in SS1.

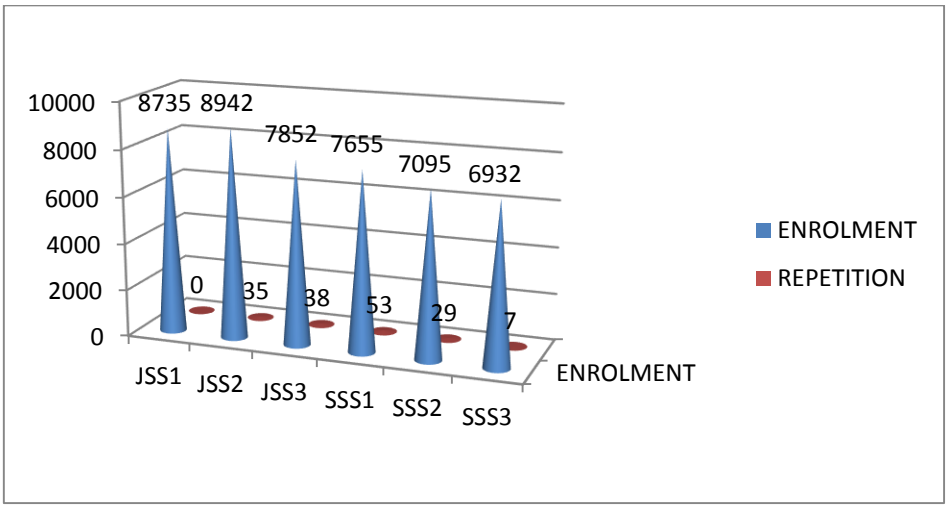


Fig.1: **Percentage Rate of Repetition in Secondary Schools in Anambra State from 2012/2013 -2017/2018 Academic Sessions Based on Year of Study.**

Research Question 2

What are the Repetition Rates in Secondary Schools in Anambra State Based on Education Zones?

Table 2: Rate of Repetition in Secondary Schools in Anambra State from 2012/2013-2017/2018 Based on Education Zones

Source of Variation Education Zone	Enrolment	No. of Repeaters	Repetition Rate (%)	Decision
Aguata	8120	27	0.33	High Rate
Awka	18556	41	0.22	Low Rate
Nnewi	10630	41	0.39	High Rate
Ogidi	9240	35	0.38	High Rate
Onitsha	11573	29	0.25	Low Rate
Otuocha	3742	25	0.67	Highest Rate
Total	**61,861**	**198**	**2.24**	**High Rate**

Results on Table 2 indicate the rate of repetition in secondary schools in Anambra state based on education zones. The results showed that Otuocha zone had the highest repetition rate of 0.67% followed high rate by Nnewi with 0.39%, Ogidi with 0.38% and Aguata zone 0.33%. Awka and Onitsha education zones had lowest repetition rate of 0.22% and 0.25% respectively. It was therefore concluded that based on education zone, that Otuocha zone had the highest rate of repetition in secondary schools in Anambra state from 2012/2013-2017/2018 academic sessions.

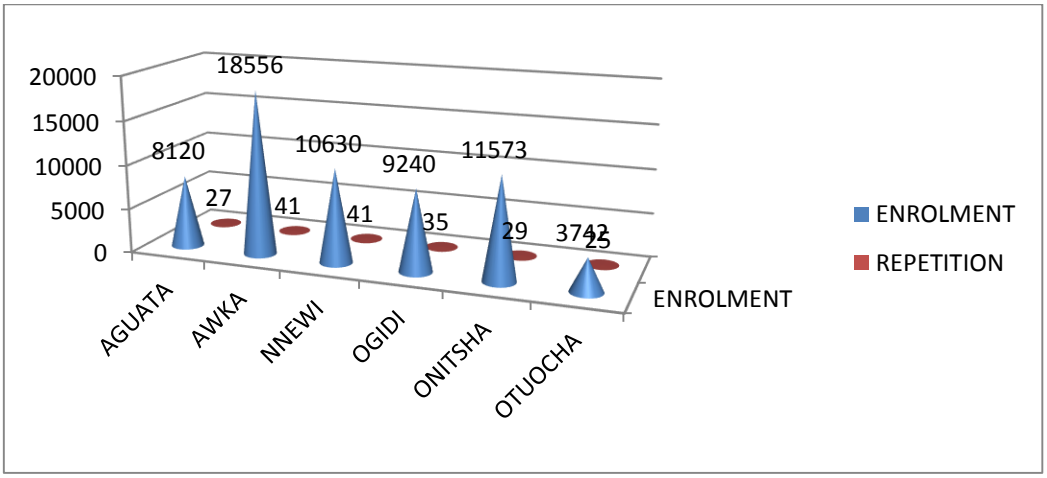


Fig. 3: Percentage Rate of Repetition in Secondary Schools in Anambra State from 2012/2013-2017/2018 academic sessions based on Education Zones.

Research Question 3

What are the repetition rates in public and private secondary schools in Anambra State?

Table 3: Rate of Repetition in Public and Private Second vary Schools in Anambra State from 2012/2013-2017/2018 Academic Session.

Source of Variation School Type	Enrolment	No. of Repeaters	Repetition Rate (%)	Remarks
Public Schools	30035	105	0.35	High Rate
Private Schools	26952	58	0.22	Low Rate

Results in Table 3 show that the rates of repetition in public and private secondary schools in Anambra State is 0.35% and 0.22% respectively. This revealed that repetition rate was lower in private secondary schools than in public secondary schools. It was therefore concluded that the rate of repetition was higher in public secondary schools than in private secondary schools in Anambra State from 2012/2013 to 2017/2018 academic year.

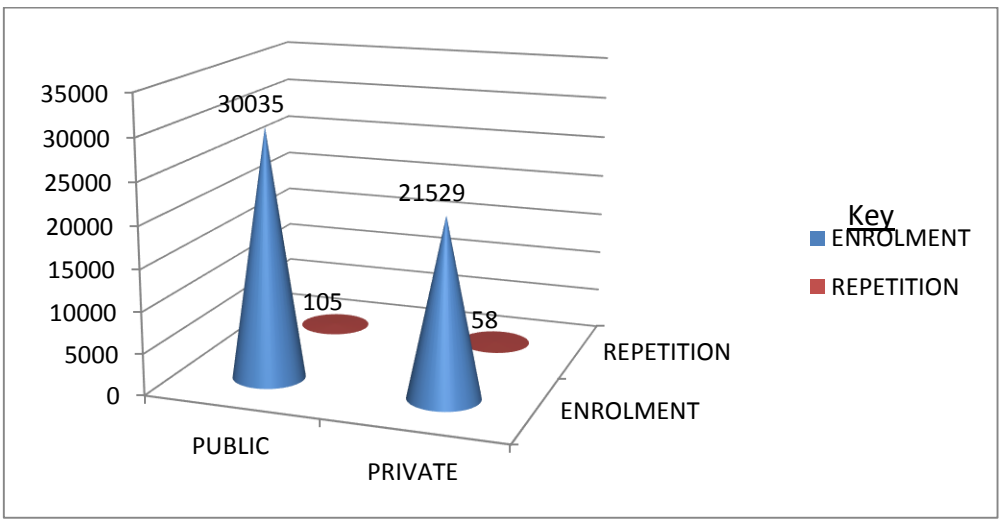


Fig. 4: Rate of Repetition in Public and Private Secondary Schools in Anambra State from 2012/2013-2017/2018 Academic Sessions.

Discussion

The results, revealed that repetition occurred mostly in SS1 and least in SS3. It was shown that more students repeated class in SS1 this being in the 2015/2016 than in other classes. This contradicts the findings of Haidany (2013); Koro, Sang and Bosire (2013) who argued that repetition mostly occurs in the first and the last grades and that repetition rates increased with increasing levels of education.

Another finding on the rate of repetition in secondary schools in Anambra state based on education zone a rural environment revealed that Otuocha zone recorded more repetition of students than other zones. This indicates that repetition rate varies from region to region. This tallies with Jayeeta (2015), Osakwe and Osagie (2015) who stressed that most school environments especially those located in rural areas do not meet the psychological needs of the students, coupled with poor and boring teaching methods, insufficient instructional materials which are likely to make students lose interest in education and thus, results to repetition.

It was also found out that the rate of repetition in public and private secondary schools in Anambra State was generally low. However, repetition was more in public secondary schools compared to private secondary schools in Anambra State. The reason may not be unconnected with large class size in public schools which affects the productivity of the teaching personnel; inadequate instructional materials and facilities. This indicated that more students repeat classes in public secondary schools than in private secondary schools. This corroborates with the findings of Gbadamosi (2014) and UNICEF (2011) on the retardation and attrition rate in public secondary schools in Nigeria who posited that the rate of repetition is very alarming and that it grossly affects the percentage of successful completers of secondary school education in Nigeria.

The rate of repetition in private secondary schools which was low could be attributed to mass promotion policy now in vogue and which seeks to reduce failure rate with the aim of achieving education for all. This is in line with the assertion of Eboatu and Omenyi (2015) that mass promotion policy was advocated by countries in view of meeting the deadline given to provide basic education for all children by 2015. Another reason that could account for the low repetition in private secondary schools is the fact that parents are responsible for the cost of education of their children in private secondary schools and are part of decision making in the schools which includes who repeats a class and who does not repeat a class. This agrees with Olatoye and Agbatogun (2009) who asserted that parents pay for the cost of educating their children in private schools and therefore tends to be more involved in dictating what the schools offer their children than is the case for those who attend public schools.

The implication of repetition is that more resources are required to cater for the increased number of students in the class and it will reduce the intake capacity of schools. This agrees with Fonkeng (2006) who maintained that repeating a class increases private and public costs of education shouldered by the parents and the state, and that this leads to large classes with attendant problems of assessment and supervision of students, more facilities needed, training and recruiting more teachers and provision of additional didactic (instructional) materials. It also agrees with Deribe, Endale and Ashebir (2015) who submitted that repeating a grade means utilising more resources than are allocated to education and hindering the intake capacity of schools

Conclusion

From the discussion of the findings of the study, it has been observed that generally the rate of repetition in secondary schools was high in public secondary schools than in private, and occurred mostly in SS1. It was as a result of high number of students who fail to meet the basic educational requirements. Failure to put in adequate measures on how to reduce repetition of students in public and private secondary schools in Anambra State would deter the achievement of educational goals in the state. Thus, the authorities in charge of education need to improve budgetary allocation for education and provision of facilities to the secondary education to eliminate the incidences of repetition in the secondary school system in the state.

Implications of the Findings

This study has great implication for the school managers of both public and private secondary schools since repetition exist in the education system.

1. Repetition of class by students increases the need for more resources in education and reduces the chances of admitting more students into education.
2. It will increase the number of students in the class which makes it more difficult to teach, assess and supervised effectively.
3. On the part of the government, it will amount to waste of limited funds available to education as more funding will be required to take care of increased number of repeaters, which is worsened by inadequate funding to education.

Recommendations

Based on the findings, the following recommendations are made:

1. The school administrators should introduce and encourage teachers to use diverse teaching methods to meet students' learning needs and provide personalised teaching for slow learners in the school to improve comprehension as well as reduce repetition in the school system.
2. The government should provide additional funding to take care of the repeaters since students who repeat class take up space, textbooks, and other resources that could be devoted to new students

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