

World Children

CONFERENCE-IV

JUNE 15-16, 2023



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Editors

Prof. Dr. Zehra ALTINAY

Prof. Dr. Fahriye ALTINAY

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Prof. Dr. Fahriye ALTINAY

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SECONDARY SCHOOL STUDENTS' ATTRITION OVER TIME IN GEOGRAPHY WITHIN SELECTED LOCAL GOVERNMENT AREA, NIGER STATE: THE STUDENTS' PERSPECTIVE

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Abstract

The study investigated Secondary School Students' Attrition over Time in Geography from the Students' Perspective. A descriptive survey design was adopted. The target population for this study included all students in the Senior Secondary School Students in Niger State. One-Eighty-One (181) were sampled for the study. Two research questions were raised. Two experts validated the research instrument used for the study. A questionnaire was used for data collection. The reliability of the instrument was determined using Cronbach's alpha and 0.76 index obtained. The data collected was analyzed purely using descriptive statistics. The results of the study revealed that the acute shortage and low quality of geography teachers which translate into poor teaching of the subject is therefore a factor in its attrition among students. Based on the finding the result revealed that Inadequate teaching materials, facilities and aids as well as the wide scope of the syllabus were also identified as factors of attrition in the subject. It's consequently recommended that a downward review of the scope of the syllabus together with enlightenment campaign and proper counselling of the students on the relevance of geography in various career choices and indeed overall national development are advocated.

Keywords: Geography and Students' Attrition.

Introduction

The current educational system in Nigeria, known as the 6-3-3-4 systems (Six years of primary education, Three years of junior secondary school, Three years of senior secondary school, and at least Four years of tertiary or higher education), is divided into different levels at different stages of students ranging from Nursery, Primary, Secondary, and finally Tertiary education. In this system, Senior Secondary Schools and Tertiary Institutions in the nation provide a wide range of disciplines and courses, including Mathematics, Biology, Physics, and Geography. Geography is offered as a subject at the secondary level and as a course of study at the tertiary level of education, but generally, the secondary level of education is designed to expose students to as many disciplines as possible and also to allow these students to make choices of subjects in Tertiary institutions as a career path. According to Akintade's (2011) studies, the required subjects for Senior Secondary School graduation are Mathematics, English, any one of the Nigerian languages, one of Physics, Chemistry, and Biology, and one of Literature in English, History, Agricultural Science, and Geography as a vocational subject before being admitted to any Tertiary Institutions.

Geography is more than maps, compasses, and mountain ranges. According to National Geographic, geography is "the study of places and the relationships between people and their environments". The importance of geography does not just come from understanding the physical properties of the world, although that is of course important in its own right. It also comes from how it connects people to their environment, the ability to understand this connectedness makes geography an important part of education, of our understanding of the world around us, and our understanding of human history. While geography is not generally considered a core subject in the same way that English, Mathematics, and Science are, it can be a vital component of a well-rounded education. Geography



helps students to understand the physical world, such as land, air, water, and ecology. It also helps them to understand human environments, such as societies and communities. This also includes economics, social and cultural issues, and sometimes morals and ethics (IMPOFF, 2020).

It is therefore clear that geography is one of the core and most significant subjects in secondary school education in Nigeria. In the same vein, Akintade (2011) sees relevance in geography for both students who are likely to continue on to tertiary education and those who will not, because the knowledge of geography equips students with a body of knowledge to make them functional and socially relevant in the quickly changing world; it is also a unique and distinctive subject. According to Abegunde, (1988), geography is relevant because of the broad range of problems it may be used to address in spatial planning and natural resource management. In addition to being intellectually stimulating and having clear connections with almost all Science and Social Science courses in schools, Geography is important for students because it consistently imparts to them the fundamentals of appreciating and developing a sense of responsibility towards their own communities and society at large.

In spite of these benefits, attrition has been established in secondary school geography among Nigerian students (Akintade, 2011). One of the reasons that have been adduced for this is the general lukewarm attitude of students to the study of geography at secondary school level. the acute shortage of geography teachers thereby impeding the smooth transition of students from social studies in JSS to geography in SSS and apart from the inadequate academic background of pupils and the limited resources for geography teaching, the quality of teaching offered in our schools is also a major problem (Rilwani, Akahomen, & Gbakeji, 2014). Therefore, this paper presents a study that was carried out to analyze secondary school students' attrition over time in geography within selected local government area, Niger state: the students' perspective.

Aim and Objectives of the study

The aim of the study is to investigate Secondary School Students' Attrition Over Time in Geography Within Selected Local Government Area, Niger State from the Students' Perspective with the following set of objectives;

1. Find out factors that leads to students' attrition over time in geography within selected Local Government Area, Niger State.
2. Find out the Student's level of interest in geography as factor for students' attrition over time in geography within selected.

Research Questions

1. What are the factors that leads to students' attrition over time in geography within selected Local Government Area, Niger State?
2. What is the Student's level of interest in geography as factor for students' attrition over time in geography within selected?

Methodology

A descriptive survey design was adopted for this study, data on the Number and Names of all Senior Secondary Schools in selected Local Government Area of Niger State, and also information on students of geography in the selected schools were collected to make up the targeted Population comprising of (842) students, while through field survey the administration of structured questionnaire to the students in the sampled secondary schools was conducted. Two sampling techniques were adopted in this study: Purposive sampling was used to select schools that offer geography as one of their subjects of study in SSS and students offering Geography while simple random sampling technique (hat draw) method was used in selecting the students' questionnaires were administered to



and that yielded 181 sample size for the study. The structured questionnaire elicited information on personal characteristics of the student’s interest in geography, the teaching of geography to students, students’ opinion about geography syllabus, student’s choice of career prospects as well as knowledge of career prospects in geography. Data collected were analyzed mainly through descriptive statistical methods.

Results and Discussion

RQ1: What are the factors that leads to students’ attrition over time in geography within selected Local Government Area, Niger State?

Table 1: Factors That Leads to Students’ Attrition Over Time in Geography

S/N	Item	N	Mean	SD	Verdict
1	My Friends in school do not offer Geography made me too not offer the subject	181	3.03	0.82	Agreed
2	The content coverage of geography made me too not offer the subject anymore	181	3.00	0.82	Agreed
3	The geography teacher and his method of teaching geography made the subject too hard for me to understand	181	2.97	0.81	Agreed
4	Academic exercise given to the students, classroom work like map work made me to leave geography	181	2.96	0.82	Agreed
5	Facilities/Aids used in teaching geography make learning of the subject difficult for me and I choose another subject to study	181	2.30	1.12	Disagreed
6	Parental involvement in career choice made me to choose another subject over geography	181	2.50	1.13	Agreed
Grand mean			2.81		Agreed

According to the respondents in table 1, the five of the items stated above were positive responses meaning the state item1, item2, item3, item4 and item6 all contributed to the factors that leads to students’ attrition over time in geography within selected Local Government Area, Niger State.



RQ2: What is the Student's level of interest in geography as factor for students' attrition over time in geography within selected?

Table 2: Student's level of interest in geography

S/N	Level of Interest	No	Percentage (%)
1	Very Low	35	19.34
2	Low	40	22.10
3	High	81	44.75
4	Very High	25	13.81
	Total	181	100

From Table 2, students interest in geography is high (106 respondents out of 181 having a percentage of 58.56%) and those with low interest in geography (75 respondents out of 181 with percentage of 41.44%). The result indicated that respondents of the questionnaire did have an interest in studying geography.

Discussions

Findings from the answered research question one above indicated that item1, item2, item3, item4 and item6 all contributed to the factors that leads to students' attrition over time in geography and some these factors include peer groups pressure, content coverage, his method of teaching geography, all these concludes in affecting Secondary School Students' Attrition Over Time in Geography, this finding are in line with the studies of Sabitu and Nuradeen, (2010); Alimi and Balogun, (2010); Rilwani, Akahomen, and Gbakeji, (2014) which indicates

From the second finding It is not supervising to note that majority of the respondents (106 respondents out of 181 having a percentage of 58.56%) and those with low interest in geography (75 respondents out of 181 with percentage of 41.44%). The result indicated that respondents of the questionnaire did have an interest in studying geography This signifies poor career counselling and poor relationship which was recognized by Alimi and Balogun, (2010); Rilwani, Akahomen, and Gbakeji, (2014) could adversely affect the choice of subjects offered by students.

Conclusion

In conclusion the results of this study has shown from that students from student perspective that;

1. the above mention factors that causes attrition of students in Geography to be looked in to by teachers of geography, parents and also the government
2. geography an interesting subject and will love to study geography. Thus students' attitude to the subject can hinders its attrition if more students are to offer the subject/course.



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