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School Related Factors as Predictors of Internal Efficiency of Public University Students in South-West, Nigeria

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Abstract

This study examined school related factors as predictors of internal efficiency of public universities Students in South-West, Nigeria. The study specifically investigates the school organizational climate, curriculum deficiency and students'/teacher ratio on internal efficiency of public university students in South-West, Nigeria. The Random sampling procedure was adopted for the study. About four public universities were selected using simple random sampling technique. The population for the study consisted of two hundred (200) students in four (4) public universities in South-West, Nigeria. Fifty students consisting of thirty males and twenty female students were selected from each public university using simple random sampling technique. A self-constructed questionnaire tagged 'School Related Factors and Internal Efficiency Questionnaire' (SRFIEQ) was used, validated and the reliability coefficient was 0.81. The data collected were analyzed using inferential statistics such as Pearson Product Moment Correlation Coefficient and Multiple Regression. The finding revealed that there was a significant relationship between School Organizational Climate and internal efficiency ($r= 0.632$). The finding also revealed the joint effect of school

related factors (students/teacher, curriculum deficiency and school organizational climate) and internal efficiency (promotion rate, drop rate and repetition rate) of public universities students was significant $F(3, 197) = 6.244, P < 0.05$. The study recommended that educational planners and managers need to strengthen school monitoring and evaluation mechanism so as to improve access, participation and retention of students in the Universities.

Key Words: School related factors, Internal Efficiency, Public University student, South-West, Nigeria

Introduction

Education is an instrument which the Federal Government of Nigeria has decided to use to achieve national development. Education is a dynamic system requires certain inputs from time to time to carry out the curricular activities designed for achievement of the system's goals. Education is an investment as well as an instrument that can be used to achieve a more rapid economic, social political, technological, scientific and cultural development in a country. Education is a huge enterprise which calls for both private and public investment. Substantial resources are required in the education venture which calls for optimal utilization of the enormous resources within the framework of the set national educational objectives.

According to World Bank (2002), university education is central to the creation of intellectual capacity on which knowledge production and utilization depend and the promotion of lifelong learning practices necessary for updating the knowledge, skills and values of people. Internal Efficiency is the relationship between learning achievements (output) and the corresponding inputs used to create them (Ebhoimen, 1989). According to Longe and Durosaro (1988), internal efficiency is the extent of the educational system's ability to minimize cost and reduce wastage resulting from repetition, drop-out and failures. The school system is efficient when it can use the available resources to train the students in the shortest possible period and this result to low wastage in the School System (Fabunmi, 2003).

The internal efficiency of education can be measured by using cohort analysis of educational system which will show the students' flow pattern through the educational cycle as it will show the promotion rate, repetition rate and drop-out rate. Many complete at a very high cost in terms of financial and time implications when one weighs the time spent for this level of education by each student in terms of student-year (Ayodele, Adaralegbe & Adeleke, 2015). Wastage in education manifests when resources given to education are not utilized to produce the output at a stipulated time and education system of the school can be considered less efficient. The wastage problem resulting from repetition and drop-out calls for a study and the alarming rate of failure in our universities is highly embarrassing due to inefficiency of our public universities. Thus, the study tends to investigate school related factors (school

organizational climate, curriculum deficiency and teacher/students ratio) on internal efficiency of public university students in south-west, Nigeria.

Statement of the Problem

It was observed as a common phenomenon among the university students that many students are dropping out of school, as well as repeating previous classes, as a result of curriculum deficiency and many other related factors which account for difficulties in performing very well in their studies. Hence, this study examined the school related factors and internal efficiency of students in public universities in South-West, Nigeria.

Purpose of the Study

This study sought to ascertain the school related factors as predictors of internal efficiency of public university students in South-West, Nigeria.

Significance of the Study

It is anticipated that this study will provide useful information to policy maker on how to make provision for high standard of good organizational climate such as facilities and how to cultivate maintenance.

It will also assist the government and educational planners to be actively involved in the development of the curriculum so that the curriculum should be more helpful and well implemented in the public universities in South-West, Nigeria.

Research Hypotheses

The following research hypotheses were formulated and tested

1. School organizational climate has no significant relationship with internal efficiency of public universities students in South-Western Nigeria.
2. Curriculum deficiency has no significant relationship with internal efficiency of public university students in South-Western Nigeria
3. Students/teacher ratio has no significant relationship with internal efficiency of public university students in South-Western Nigeria.
4. There are no significant composite contributions of school organizational climate, curriculum deficiency and students'/teacher ratio on internal efficiency (promotion rate, drop-out rate, repetition rate) of public university students in South-Western Nigeria.

Review of Related Literature

The review of the related literature is discussed under the following headings:

- **Studies on Relationship between Teacher/Students Ratio and Students' Internal Efficiency**

Resources are very important in the development of qualitative education. The success or failure of any system of education depends on the quality and quantity of resources made available to it and the use to which such resources are put (Adeogun, 1989). Teacher/Students ratio could be used to measure the level of human resources input in term of number of teachers in relation to the size of the students' population. It is an indicator to determine the workload of a lecturer at a given level of education. It is an important indicator of internal efficiency in the educational system with respect to cost effectiveness and quality of education (Longe, 2003). Teacher/Student ratio should normally be used to compare with established national educational policy. The National Policy on Education (1981) in Nigeria recommended teacher/student ratio of 40:1 in the primary schools and 35: 1 for secondary schools but in the higher institution, there is no specific number. A low teacher/student ratio suggests that each lecturer has to be responsible for a small number of students and it gives a higher relative access of students. A lower teacher/student ratio signified smaller classes which have the tendency to enable the lecturer to pay more attention to individual students which may result to a better promotion rate and reduce repetition rate and drop-out rate.

- **Studies on Relationship between Curriculum Deficiency and Students' Internal Efficiency**

Adepoju (2000) submitted that some factors hindering students' internal efficiency in our universities are the fact that curriculum and course system operating in our universities are not relevant to the needs of the labour market. He stressed that the lecturers who are the executors of the curriculum are not usually involved in its design. This usually results in disparity between the contents of the curriculum and what is actually taught. In his study, Okebukola (2005) found that curriculum analyzed shows that the content of the minimum standard course description as laid down by the National University Commission for Nigerian Universities agreed that with the course system of European Universities but quickly stressed that it was not properly implemented in Nigeria. The fact remains that education is very vital to the pace of social, political and economic development of a nation, it was described by Fadipe (2000) that nation growth and development is a determinant by its human resource. The provision of the much- needed manpower to accelerate the growth and development of the economy has been said to be the main relevance of education in Nigeria (Musone, 2000). Teachers represent a large proportion of the input of an educational system. Fabunmi (2003) observed that the problem of teachers' supply is not of simple numbers, it is a problem of quantity and of getting the right quality. It was observed that teachers/lecturers are the hubs of any educational system that upon their number, quality and devotion depend on the success of any educational system.

- **Studies on Relationship between School Organizational Climate and Students' Internal Efficiency**

Fayose (1995) stated that a school library is that part of school where a collection of book periodicals, magazines and newspapers, films and filmstrips, videotapes, recording of all types, slides, computers, study kits and other information resources are housed for students and lecturers used for research.

Todd (2003) took a different approach in an Ohio study that it was found that the school population increased by 52.5% as majority of the students rated the library as "Most resourceful" quite helpful in getting better grades in projects and assignments. This suggests that students themselves endorse the idea that good school libraries have impact on students' internal efficiency.

Seiler, Jones, Landy, Olds, and Young, (2006) indicated that facilities, equipment and Technology are basic requirement for efficient teaching learning process. Schools having appropriate infrastructure and instructional support services are reputable and have positive impact on the efficiency of students. Oyedeji (2000) classified school plant into site, building and equipment, which includes permanent and semi-permanent structures such as machines, laboratory equipment, chalkboard, and assistants' tools such as brooms and clearing materials. School building is said to have positive impact on the comfort, safety and internal efficiency of student.

Fabunmi (2000) lamented that school building of public universities have no roofs, windows and doors, some walls are cracked, instructional facilities are lacking while lecturers are frustrated consequent upon lack of equipment to meet educational endeavours. Comparing universities in developing countries with what obtains in the industrialized world in term of facilities, materials, utilization and provision. Good facilities appear to be an important preoccupation for students' internal efficiency, provided that other conditions are present that support a strong academic programme in the school. A growing body of research has linked students' internal efficiency to the physical building conditions and overcrowding.

Methodology

The study adopted a descriptive survey where no variable was manipulated or controlled but studied. Analysis was based on responses from the subjects on the variables studied.

The target population for this study was based on the entire students in the South-Western Nigerian Universities. The Random sampling procedure was adopted for the study. About four public universities were selected using simple random sampling technique. The population for the study consisted of two hundred (200) students in four (4) public universities in South-West, Nigeria (Ladoke University of Technology, Ogbomoso, Ondo State University, Akugba, University of Agriculture, Abeokuta, and

University of Ibadan). Fifty students consisting of thirty males and twenty female students were selected from each public university using simple random sampling technique.

A questionnaire instrument containing 20 items was developed, validated and subjected to reliability test. The questionnaire was tested using Cronbach Alpha re-test at 0.05 which yield 0.81 reliability coefficient. The items were presented with 4 point likert scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D).

The questionnaire was administered on the students within the Institution with the aid of the research assistants. All the questionnaires were returned and were used for the study.

The data collected were analyzed using inferential statistics such as Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis

Presentation of Results

HO1: Organizational Climate has no significant relationship with internal efficiency of public university students in South-West, Nigeria.

Table 1: Pearson Correlation Analysis on Relationship between School Organizational Climate and internal efficiency of public university students in south-west, Nigeria

Variable	N	X	SD	DF	R	Sig	R
School Organizational Climate	200	41.23	5.24	197	0.632	0.04	Sig
Internal Efficiency of public university Students	200	31.33	4.62				

The above table indicats the relationship between school organizational climate and internal efficiency (promotion rate, drop rate and repetition rate). It shows that there was a positive significant relationship between School organizational climate and internal efficiency of public universities student ($r= 0.645; < 0.04$). This shows that School organizational climate (school plants, conducive environment) contributes to students’ internal efficiency in public universities in south-west, Nigeria.

HO2: Curriculum Deficiency has no significant relationship with internal efficiency of public universities student in South- West, Nigeria.

Table 2: Pearson Correlation Analysis on Relationship between School Curriculum Deficiency and internal efficiency of public university students in south-west, Nigeria

Variables	N	X	SD	DF	R	Sig	R
School Curriculum Deficiency	200	35.46	6.32	197	0.536	0.05	Sig
Internal Efficiency of public university Students	200	24.34	4.41				

The above table shows the significant relationship that exists between school curriculum deficiency and internal efficiency (promotion rate, drop- out rate and repetition rate) of public universities student in south-west, Nigeria. It can be seen from table 2 that there was a significant relationship between Curriculum Deficiency ($r = 0.536$; < 0.05) and public university students. This shows that poor internal efficiency depends mostly on the school curriculum deficiency. Most of the teachers/lecturers who are the executors of the curriculum are not usually involved in its design.

HO3: Teacher/Students ratio has no significant relationship with internal efficiency of public university students in South West, Nigeria.

Table 3: Pearson Correlation Analysis on Relationship between Teacher/Students ratio and internal efficiency of public university students in south-west, Nigeria

Variables	N	X	SD	DF	R	Sig	R
Teacher/Students ratio	200	35.41	6.61	197	0.614	0.05	Sig
Internal Efficiency of Public University Students	200	26.34	5.28				

Table 3 shows that there was a significant relationship between teacher/students and internal efficiency of public universities students in south-west, Nigeria. The above result has shown that there was a high significant relationship between teacher/students ratio and internal efficiency of public university students ($r= 0.614$; $P< 0.05$). This shows that the number of students per a teacher will determine the performance of the students.

HO 4: There is no significant Composite Contributions of Organizational Climate, Curriculum Deficiency and Students/teacher ratio on internal efficiency (promotion rate, drop-out rate, repetition rate) of public university students in South-Western Nigeria.

Table 4: Multiple Regression of the Composite Relationship between the Predictor variables and internal efficiency of public university students in South West, Nigeria

R= 0.432

R Square = 0.145

Adjusted R Square = 0.165

Model	Sum of Square	DF	Mean Score	F	Sig
Regression	37363.27	3	3462.32		.000
Residual	151434.39	197	514.43	6.244	
Total	188797.66	200			

Table 4 shows the multiple regression co-efficient R indicating the composite relationship between the predictor variables (school curriculum deficiency, school organizational climate and students'/ teacher ratio) and dependent variable (internal efficiency of public university students which accounted for 0.432, R Square = 0.145 and the Adjusted R Square (0.165). This shows that the 3 predictor variables account for 16 percent variation in internal efficiency. Therefore, the significance of the relationship of the 3 predictor factors and internal efficiency of public university students using Regression ANOVA $F(3, 197) = 6.244, P < 0.05$. In this case, P value is less than 0.05 alpha level.

Discussion of Findings

Research hypothesis one which states that school organizational climate has no significant relationship with internal efficiency of public university students was rejected. This shows that there was a significant relationship between school organizational climate and internal efficiency of public university students of south-west, Nigeria. World Bank (2010) stressed in a study about the education system in Malawi that the availability of facilities has a positive effect on examination pass rate. An environment of respect is essential among parents, students and teachers for their involvement in school based-activities. Increasing internal efficiency requires provision of proper infrastructure, basic facilities, equipment and instructional aides. Facilities, Equipment and technology are the basic requirement of efficient teaching and learning.

Schools having appropriate infrastructure, staff and instructional support services are reputable and have positive impact on their efficiency (Oyedemi, 2000).

Research hypothesis two which states that there will be no significant relationship between curriculum deficiency and internal efficiency of public university students was rejected. This implies that there is a significant relationship between curriculum deficiency and internal efficiency of public university students. Curriculum for students should be planned by the lecturers since they are the executors. Adepoju (2000) stressed that the lecturers who are the executors should be involved in the planning and implementation of the curriculum and this will improve the promotion rate as well as reduce drop-out of students in the Universities.

Research hypothesis three which states that students'/teacher ratio has no significant relationship with internal efficiency of public university students was rejected. This shows that there was a significant relationship between teacher/students ratio and internal efficiency of public university students of south west, Nigeria. With the above result, it shows that there was a high significant relationship between teacher/students ratio and internal efficiency of public university students ($r= 0.614$; $P< 0.05$). This show that the number of students per a teacher will determine the performance of the student.

Research hypothesis four shows that there was no combined relationship between the predictor variables and internal efficiency of public university students in south west, Nigeria. From table 4, it shows that there was a significant combined relationship between the predictor variables (curriculum deficiency, school organizational climate, students/teacher ratio) and internal efficiency of public university students in south-west, Nigeria.

Conclusion

This study assessed the school related factors and internal efficiency of public university students in south-west, Nigeria. The results of the study revealed that there was a strong relationship between curriculum deficiency and internal efficiency of public university students and there was a positive significant relationship between organizational climate and internal efficiency of public university students.

Recommendations

Based on these findings, it was recommended among others that:

1. education Planners and Managers need to strengthen school monitoring and evaluation mechanism so as improve access, participation and retention hence students can stay and learn in schools;
2. lecturers should be actively involved in the development of the curriculum so that the curriculum should be more helpful and well implemented. The curriculum should be relevant to the needs of the labour market;
3. government should focus on how to assist the universities to solve their internal problems which could hinder effective teaching and learning. This could

reduce the high rate of dropout of students in the Universities;

4. government should supply infrastructural materials to the schools because most of the materials are grossly inadequate. Physical facilities such as classroom, laboratories, libraries, and furniture should be made available to the school. Overcrowded class on the students could make the students to avoid classes.

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