

**MANAGEMENT STRATEGIES FOR ENCOURAGING MALE ENROLMENT IN  
SECONDARY SCHOOLS IN ANAMBRA STATE**

**By**

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**Abstract**

The study examined management strategies for encouraging male enrolment in secondary schools in Anambra State. The study adopted the descriptive survey design. The population of the study consisted of boys and co-educational secondary school principals, teachers and dropouts from the markets, motor parks and mechanic workshops in Anambra State. In all, 894 respondents were used for the study. The instrument for data collection was a questionnaire that comprised two sections A and B. The instrument was structured on a four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The reliability of the instrument was determined using Cronbach Alpha Reliability Co-efficient. The instrument was administered on 20 respondents (2 principals, 8 teachers and 10 dropouts in the market, mechanic workshops and motor parks) from Enugu State with the help of 2 trained research assistants. A reliability co-efficient of 0.73 was obtained and indicated appropriate for the study. Mean and Analysis of Variance (ANOVA) were used for data analyses. The study revealed that psychological strategies and administrative strategies are identified strategies for encouraging male enrolment in secondary schools in Anambra State. Based on the findings and conclusion, the study recommended that Schools should embrace a holistic approach by integrating diverse psychological strategies, such as teaching technical skills, providing counseling, and fostering engaging activities, to create an environment conducive for male students' enrollment in secondary schools.

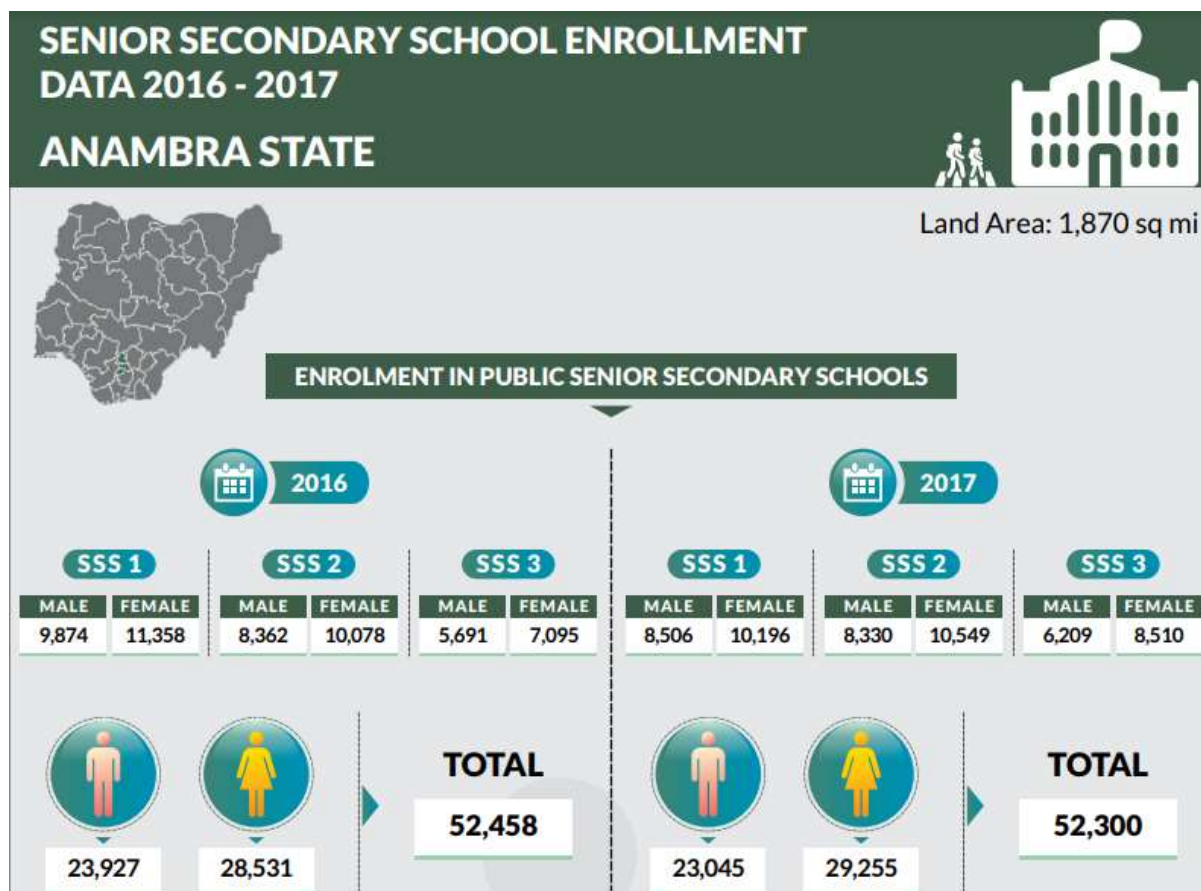
**Keywords:** *Male Enrolment, Psychological Strategies, Administrative Strategies, Secondary Schools*

**Introduction**

Education is the key to unlocking human potential and driving societal progress. It encompasses the acquisition of knowledge, skills, and values that empower individuals to navigate the complexities of the modern world, make informed choices, and contribute to the betterment of society. The National Policy on Education unequivocally asserts that education serves as a tool for achieving sustainable socioeconomic development, fostering positive societal change, and promoting unity within Nigeria (Federal Republic of Nigeria, 2013). Secondary education as a vital part of the educational system of Nigeria has, among its aims, the preparation of young Nigerians for useful living within the society and also the development and projection of Nigerian culture, arts and languages. However, it has been observed that people, particularly males, often pursue alternative economic opportunities and that has continued to impact on male enrolment in secondary schools.

Enrolment in schools represents the largest component of investment in human capital in most societies. The human resources of a nation are considered to be the engine of growth of that country. These must however be adequately developed and efficiently utilized. Enrolment in secondary schools is of policy significance and relevance in Nigeria. Asiegbu and Okorji (2018) noted that the numbers of girls in schools are far higher compared to the number of boys in schools. National Bureau of

Statistics (2019) equally reported a decline in the enrolment rate of male students as against their female counterparts. The accompanying visual representation illustrates a noticeable decline in senior secondary school enrolment of male students in Anambra State between the years 2016 and 2017.



The decline in enrollment continued in the years that followed. In the past, a larger proportion of males received formal education and subsequently entered various professional fields, while a smaller number of females pursued educational opportunities (Asiegbu & Okorji, 2018).

Various initiatives claim to have helped improve inclusive and compulsory basic education for both the male and female. These initiatives include: abolition of school fees; material assistance; girls' clubs; improved infrastructure; micro-credit services targeting women and girls-child (Etaga et al., 2020). The United Nations Educational Scientific and Cultural Organization (UNESCO) (2018) reported that the gross enrolment value of females and males in secondary schools in Nigeria in 2016, 2017, 2018 were 41.51%, and 46.78% respectively. The enrolment of males in the report is higher than that of the females implying that education of males in secondary schools is more preferred than the females in most states in Nigeria. However, the case is different in Anambra State where the Planning, Research and Statistics Department, Anambra State Post Primary School Service Commission (2018) reported that during the academic sessions of 2015/2016, 2016/2017, and 2017/2018, the number of female students in secondary schools in the State, particularly Awka South Local Government Area of Anambra State was 6,818, 6,627, and 6,849, respectively.

In contrast, the number of male students during these years stood at 4,893, 4,636, and 4,854. These figures clearly indicate a higher enrollment of females compared to males, signaling a decline in male enrollment. To address this trend, psychological strategies, which aim to reshape societal perceptions regarding male education, as well as administrative strategies, which involve practical measures to incentivize and support male enrollment would be looked into. Therefore, within the context of this study, management strategies to encourage male enrolment in secondary schools in Anambra State

focused on psychological strategies and administrative strategies.

Psychological strategies entail a set of deliberate interventions and approaches aimed at influencing the mental and emotional aspects of individuals, particularly male students, within the framework of management initiatives targeting increased enrollment in secondary schools (Mukonyia & Onkware, 2020). These strategies recognize the significance of addressing psychological factors that may serve as barriers to enrollment or engagement. Implementation might involve initiatives such as promoting positive self-perceptions among male students, offering targeted counseling services to address any emotional concerns or uncertainties, and creating a supportive atmosphere that encourages a sense of belonging within the school community. Adeosun (2015) note that by tailoring interventions to the specific psychological needs of male students, educators and administrators can effectively enhance motivation, alleviate potential psychological obstacles, and cultivate an environment where male students feel valued and compelled to actively participate in secondary education. This comprehensive approach recognizes the intricate interplay between psychological well-being and educational engagement, aiming to create a positive and inclusive atmosphere conducive to male enrollment and success in secondary schools.

Administrative strategies refer to a set of organized and systematic approaches employed by administrators and educational leaders to manage, plan, and implement various initiatives within educational institutions (Owhondah & Nwosu, 2022). These strategies involve decision-making processes, resource allocation, policy development, and coordination of activities aimed at achieving specific objectives or addressing challenges within the educational context. In the context of encouraging male enrollment in secondary schools, administrative strategies may include developing targeted recruitment campaigns, allocating resources to support programs tailored to male students' needs, establishing partnerships with community organizations, and implementing policies that promote inclusivity and diversity within the school environment. Arowolo et al. (2016) stated that administrative strategies, educational leaders seek to create supportive and conducive environments that address the specific challenges and barriers hindering male enrollment, thereby promoting greater participation and engagement in secondary education.

Male enrolment in secondary school in Anambra State seems to be witnessing a lot of setbacks. It is generally believed that the quest for materialism has made many males bolt away from school with the view that education is for women, the weak, and those who want to be poor. It becomes imperative to address this trend if Nigeria, particularly Anambra State hopes to catch up with social, economic, and political progress. Therefore, it is again this backdrop that the researchers sought to examine management strategies for encouraging male enrolment in secondary schools in Anambra State.

### **Purpose of the Study**

The main purpose of the study was to identify management strategies for encouraging male enrolment in secondary schools in Anambra State. Specifically, the study examined:

1. Psychological strategies for encouraging male enrolment in secondary schools in Anambra State.
2. Administrative strategies for encouraging male enrolment in secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What are the psychological strategies used to encourage male enrolment in secondary schools in Anambra State?
2. What are the administrative strategies used to encourage the enrolment of boys in secondary schools in Anambra State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean rating of principals, teachers and dropouts on the psychological strategies for encouraging male enrolment in secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals, teachers and dropouts on the administrative strategies for encouraging male enrolment in secondary schools in Anambra State.

### **Methods**

The study adopted the descriptive survey design. The population of the study consisted 8,399 of boys and co-educational secondary school principals, teachers and dropouts from the markets, motor parks and mechanic workshops in Anambra State. Out of 115 boys from co-educational secondary schools in the State, 46 schools were selected by simple random sampling. This covered 40 percent of the entire school population. The principals of these 46 selected schools were all included in the sample for the study. From the 46 selected schools, 13 teachers were randomly selected from each school and a total of 598 teachers were drawn. A total of 250 dropouts were also chosen, 100 were selected from three markets at Nnewi, Onitsha and Awka, while 100 dropouts were drawn from mechanic workshops at Nkpor, Ekwuluobia and Onitsha. 50 other dropouts were selected from motor parks at Awka, Nnewi, Nkpor and Ekwuluobia. In all, 894 respondents were used for the study. The instrument for data collection was a questionnaire that comprised two sections A and B. Section A sought personal information about the respondents while section B contained 16-items in two clusters A & B. The instrument was structured on a four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The reliability of the instrument was determined using Cronbach Alpha Reliability Co-efficient. The instrument was administered on 20 respondents (2 principals, 8 teachers and 10 dropouts in the market, mechanic workshops and motor parks) from Enugu State with the help of 2 trained research assistants. A reliability co-efficient of 0.73 was obtained and indicated appropriate for the study. The mean scores were used to answer the two research questions. A mean of 2.50 was adopted as the agreement level for the items. The two null hypotheses, on the other hand, were tested using Analysis of Variance (ANOVA) because the variables were more than two. The null hypothesis was accepted if the calculated F was less than the critical F at the 0.05 level of significance. If, however, the calculated F was greater than the critical F, the hypothesis was rejected.

### **Results**

#### **Research Questions 1**

What are the psychological strategies used to encourage male enrolment in secondary schools in Anamabra State?

**Table 1: Respondents Mean Rating on Psychological Strategies for Encouraging Male Enrolment in Secondary Schools in Anambra State**

<b>S/N</b>	<b>Item Statements</b>	<b>Principals Mean</b>	<b>Teachers Mean</b>	<b>Dropouts Mean</b>
1	Teaching students to acquire technical skills for employment	3.7	3.3	3.3
2	Involving students in meaningful activities in the school.	3.0	3.4	3.3
3	Teaching of desired trades and vocations in the schools	3.0	3.65	3.3
4	Presenting meaningful education values through counseling	3.7	3.3	3.54
5	Encouraging students by providing scholarship schemes for boys.	3.57	3.3	3.4
6	Honouring well behaved boys in schools during parents' day ceremonies	3.0	3.0	3.11
7	Making learning interesting in schools through students' activity-oriented programmes.	3.71	3.34	3.45
	<b>Cluster Mean</b>	<b>3.71</b>	<b>3.32</b>	<b>3.34</b>

Data in Table 1 reveal the views of principals and teachers in secondary schools and dropouts in Anambra State concerning the psychological strategies to be adopted to encourage male enrolment in secondary schools. Looking at the table, it can be seen that the mean scores of the respondents for all the items as stated above came to the agreed level of 2.50. This indicated that in their opinions, the teaching of desired trade and vocation, involving students in meaningful activities in the schools, presenting meaningful education values through counseling, encouraging students by providing scholarship schemes for boys teaching students to acquire skills for employment and honouring well-behaved boys in schools will encourage male enrolment in secondary schools in Anambra State.

### Research Questions 2

What are the psychological strategies used to encourage male enrolment in secondary schools in Anambra State?

**Table 2: Respondents Mean Rating on Administrative Strategies for Encouraging Male Enrolment in Secondary Schools in Anambra State**

S/N	Item Statements	Principals Mean	Teachers Mean	Dropouts Mean
8	Provision of instructional materials	3.57	3.61	3.65
9	Proper supervision of teachers' activities	3.86	3.72	3.73
10	Proper supervision of students activities	3.71	3.28	3.23
11	Provision of adequate and qualified teaching staff	3.71	3.38	3.38
12	Ensuring that all subjects are well taught	3.57	3.16	3.40
13	Making secondary education free and compulsory for boys up to JSS III	3.29	3.22	3.48
14	Imposition and implementation of stricter penalties on youths caught in fraud, smuggling or drug pushing.	3.45	3.40	3.33
15	Giving more recognition to civil servant in the society, community and villages than traders	3.00	3.03	3.00
16	Honouring academics constantly in towns and societies	3.00	3.14	3.78
<b>Cluster Mean</b>		<b>3.46</b>	<b>3.32</b>	<b>3.44</b>

Data in Table 2 reveal the views of secondary school principals, teachers and dropouts in Anambra State on administrative strategies for encouraging male enrolment in secondary schools. From the table, it can be seen that all the categories of respondents had mean scores ranging from 3.00 to 3.86 which were greater than the agreement level of 2.50. This implies that the principals, teachers and dropouts accepted that items 8, 9, 10, 11, 12, 13, 14, 15 and 16 are among the administrative strategies to be adopted by the government to encourage male enrolment in Anambra State secondary schools in Anambra State.

### Hypothesis 1

There is no significant difference in the mean rating of principals, teachers and dropouts on the psychological strategies for encouraging male enrolment in secondary schools in Anambra State.

**Table 3: Showing ANOVA Result on the Views of Principals, Teachers and Dropouts on the Psychological Strategies for Encouraging Male Enrolment in Secondary Schools in Anambra State**

Source of Variation	Sum of Square	df	Cal Square F	Critical F
Between Group	0.04	2	0.02	
Within Groups	0.04	18	0.022	
<b>Total</b>	<b>0.08</b>	<b>20</b>	<b>0.042 0.22</b>	<b>119.43 (NS)</b>

Data in Table 3 shows that that the calculated F 0.22 is less than the critical F 19.42 at 0.05 level of significance. The null hypothesis is therefore accepted. The acceptance implies that the principals, teachers and dropouts did not differ in their opinions on psychological strategies for encouraging male enrolment in secondary schools in Anambra State secondary schools.

**Table 4: Showing ANOVA Result on the Views of Respondents on the Administrative Strategies for Encouraging Male Enrolment in Secondary Schools in Anambra State**

Source of Variation	Sum of Square	df	Cal square t	Criticalt
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Between Group	0.2	2	0.1
Within Groups	0.1	24	0.22
<b>Total</b>	<b>0.3</b>		<b>0.032 0.45</b>
			<b>19.45 (NS)</b>

Data in Table 4 shows that the calculated F 0.45 is less than the critical F 19.45. The null hypothesis is therefore accepted. In other words, all the respondents agree that administrative strategies should be adopted to enhance the enrolment of boys in secondary schools in Anambra State.

### **Discussion**

Findings on psychological strategies used for encouraging male enrolment in secondary schools in Anambra State revealed that the respondents are aware that skill acquisition lessons, providing scholarship schemes for students, and honoring well-behaved boys should be introduced in school administration to attract male students in secondary schools and stimulate their desires for learning. The findings are in line with the research by UNESCO (2012) that emphasized that the introduction of skill acquisition lessons in the curriculum is one of the strategies to attract male students to secondary schools and enhance their desire for learning. Another important approach is providing scholarship schemes for students as explained by World Bank (2018). Scholarships can serve as incentives for male students to enroll in secondary schools, as they can help reduce financial barriers to education. Since secondary school education is expected to train youths to become useful and responsible citizens, the need for an effective secondary school curriculum becomes imperative.

Findings on the administrative strategies used to encourage male enrolment in secondary schools in Anambra State revealed that the respondents suggested that making secondary education free and compulsory, proper supervision of teachers and student activities, provision of adequate and qualified teaching staff, imposition and implementation of stricter penalties on youths caught in fraud, smuggling and drug pushing and recognizing and honoring exceptional merit, proven proficiency and academic excellence are some of the administrative strategies that will positively enhance male enrolment in secondary schools. Smith and Johnson (2015) advocated for the implementation of legislation to enforce parental responsibility in ensuring their children complete their secondary education. This aligns with the view that legal measures can play a pivotal role in keeping students in school. Furthermore, Brown and Williams (2017) suggested for the sensitization of adult members of society about the long-term negative consequences of male school dropouts. By raising awareness and involving adults in the conversation, there is a higher likelihood of creating a more supportive educational environment for male students, which can have a significant impact on their retention and success.

### **Conclusion**

Based on the findings of the study presented, analyzed and discussed, the study concluded that psychological strategies and administrative strategies are identified strategies for encouraging male enrolment in secondary schools in Anambra State. The need for a comprehensive approach is emphasized to ensure a holistic and inclusive strategy for addressing this important educational challenge.

### **Recommendation**

On the basis of the findings and conclusion, the following recommendations were made:

1. Schools should embrace a holistic approach by integrating diverse psychological strategies, such as teaching technical skills, providing counseling, and fostering engaging activities, to create an environment conducive for male students' enrollment in secondary schools.
2. Ministry of Education should foster collaboration with local communities and relevant stakeholders to advocate for policies that support free and compulsory education for boys up to JSS III, while also addressing social issues such as youth involvement in negative behaviours. This can help create a supportive environment that encourages male enrollment and fosters positive social norms within the community.

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