

GENDER SENSITIVITY TO PUBLIC SCHOOL ENROLMENT IN ONDO STATE, NIGERIA USING SYSTEMATIC SAMPLING

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ABSTRACT

This study employed the total number of public schools in Ondo, Nigeria which gives information on the name of the school, males and females in each school from JSS1 to SS3 in the eighteen local government areas. Systematic sampling was used to select forty eight schools from the two hundred and eighty eight public schools in the state during the 2012/2013 and 2013/2014 academic sessions. Applying the instrument of Pearson product moment correlation coefficient, the study revealed that (i).females are more sensitive to public school enrolment during 2012/2013 and 2013/2014 academic sessions than their males counterparts, (ii).there is significant difference between the female enrolments during the two academic sessions, (iii).there is significant difference between the male enrolments during the two academic sessions and (iv). the trend of male female enrolments in the selected public schools shows improvement during 2013/2014 over that of 2012/2013 academic session.

KEYWORD: Gender, Sensitivity, Systematic Sampling, School, Enrolment

INTRODUCTION

The foundation of any state is in the number of people who are literate in that particular state. This brings about the counting of young pupils who are enrolled in Ondo State public secondary schools from each local government areas and how the government has improved on the trainings being given to the teachers and infrastructure been given to schools in Ondo State so as to encourage the young pupils to attend public secondary schools than private secondary schools.

Ondo State is one of the six states that make up the South West geographical zone of Nigeria. It has interstate boundaries with Ekiti and Kogi States to the north, Edo State to the east, Delta State to the SouthEast, Osun State to the SouthWest and Ogun State to the SouthWest The Gulf of Guinea lies to its south and its capital is Akure. Dubbed as the Sunshine State, Ondo, which was created on February 3, 1976, it originally included what is now Ekiti State, which was split off in 1996. The State has a population of 3,441,024 persons (2006 census) distributed across eighteen local government areas which are Akoko North East, Akoko North West, Akoko South East, Akoko South West, Akure North, Akure South, Ese-Odo, Idanre, Ifedore, Ilaje, Ile-Oluji/Okeigbo, Irele, Odigbo, Okitipupa, Ondo East, Ondo West, Ose, Owo local government areas. The majority of the state's citizens live in urban centers. Within a land area of 15,195.2 square kilometers and lies at latitude $7^{\circ}10^1$ north and longitude $5^{\circ}05^1$ east and a population density of 218 people per square kilometer. It accounts for 2.5% of Nigeria's total population.

The State plays hosts to 880 public primary schools and 288 mixed public secondary schools and a number of tertiary institutions including the Federal

University of Technology, Akure, Adekunle Ajasin University, Akungba/Akoko, Ondo State polytechnic, Owo, Federal College of Agriculture, Akure and Adeyemi College of Education, Ondo.

There are 1,164 primary schools, 300 Junior Secondary Schools and 297 Senior Secondary Schools in the State. The total enrolment in primary school was 459,521 in 2008/2009 academic session; this gives an average of 395 Pupils per primary school. The total enrolment was 136,203 for Junior Secondary Schools and 117,201 Senior Secondary Schools which gives an average of 454 and 395 per school respectively (Ministry of Economic Budget and Planning, Ondo State, 2010) (Adeniyi, 2014) .

2.0. METHODOLOGY

Education is one of the most powerful instruments in shaping the human race. Education is the only answer to all our socio – economic problems (Tilak, 1987; Rena, 1995; 2007). Education is the basis of development. But unfortunately education in Nigeria is bisected with myriads of problems. These includes; poor funding and thus poor educational infrastructures, inadequate classrooms, teaching aids (projectors, Computers, Laboratories and libraries), paucity of quality teachers and poor/polluted learning environment. In addition to these inadequacies, our school system is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption.

Secondary education is divided into three years of junior secondary and three years of Senior Secondary School. The education that is offered at this level has two purposes. The one purpose is to prepare pupils to exit school with the necessary skills to find employment, and the other is to prepare them to continue with

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academic careers in higher education (Moja, 2000). Usman (2008), Taiwo (1983), Oni (1995) and Akpan (2007) all affirmed that secondary school education has been further fragmented – the junior level is now merged with the primary education and this is supported by the Federal Government. The three years of senior secondary school level is left untouched (Oruonye, 2014). The importance of secondary education in educational system cannot be overemphasized. Apart from serving as the link between primary and tertiary education. It provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level (Ige, 2013)

The influx of students to public secondary schools in Ondo State, Nigeria (Adeyemi, 2008) has been a matter of concern to stake holders in education (Ondo State Nigeria Ministry of Education, 2010). Common observation in the school system shows that input into the system were being provided by government at increasing numbers. Although, the output seems to be increasing, the quality of output however was perhaps at a fluctuating trend.

According to (Afolabi, 2008) who emphasized that the free secondary education in Ondo State has led to the rapid expansion of the Secondary School System. It is no gainsaying that such rapid expansion of the school system will bring about high demand for more school buildings, more qualified and competent teachers and clerical staff and instructional facilities for effective teaching and learning in the schools.

There is an imperative need to change the education pattern drastically and make it more purposeful. The purpose of education is to prepare the future citizens for carrying out their onerous tasks and responsibilities, to correlate scientific spirit and human aspirations and make the future citizens an essential instrument in ushering in happier and better times. The purpose of education should be to broaden the outlook and promote cultural levels of the students while enabling them to transgress the artificial barriers of ethnicity and religion.

The Nigerian educational system has witnessed a progressive change since independence in 1960. The Universal Basic Education (UBE) which was inaugurated in October, 1999 by the Federal Government of Nigeria has led to a considerable expansion of the school system. The free secondary education embarks upon by some states in the country including Ondo State has led to influx of students into secondary schools. Thus, the enrolment of students rose from 157,652 in 1999 to 210,520 in 2006 and to 244,712 in 2012 (Ondo State Nigeria Ministry of Education, 2013). Considering the explosion in students' enrolment in the schools, many variables tend to influence how a school system performs at a particular time. Some of these variables include school location, school size, class size, teacher student ratio, teachers' qualifications and teachers' teaching experience. School location in Ondo State, Nigeria could be seen in terms of urban and rural location of schools. Rural areas accounts for 170 secondary schools (57%) in the State while urban schools accounts for the remaining 134 secondary schools (43%) (Ondo State Government, 2010). The size of the school tends to vary from one place to another. In some places, there are schools with less

than 1,000 students while in other places there are schools with more than 1,000 students. In Ondo State, Nigeria, schools having population of students of below 1,000 are regarded as small schools while schools having population of 1,000 and above are regarded as big schools (Ondo State Nigeria Ministry of Education, 2010). Class-size is an educational tool that can be used to describe the average number of students per class in a given institution. Much variation has been discovered in class-size in many countries of the world. This variation was identified by (Watson and Prieto, 2000) who compared the class-size in England and Spain and found out that "class-sizes in Spain are significantly higher than England especially in the 17-18 age range." According to them, the mean class-sizes in Spain for the age range 11-16 was about 34 while in England, it was about 26. They found that for the age 17-18 "the mean class-size in England reduced to 13 whereas in Spain, the mean class-size, remained almost the same as for earlier years."

Research questions:

- (i). Are males more sensitive to public school enrolment during 2012/2013 academic session than females?.
- (ii). Are males more sensitive to public school enrolment during 2013/2014 academic session than females?.
- (iii). Is there any significant difference between the male enrolments during the two academic sessions?.
- (iv). Is there any significant difference between the female enrolments during the two academic sessions?.

Research design:

The study was designed to study the gender sensitivity in the selected forty eight public schools from the two hundred and eighty eight schools in the state using systematic sampling with the following hypotheses with pearson product moment correlation coefficient as an instrument of comparison because of its known reliability.

Hypotheses:

- (i). H_0 : Males are more sensitive to public school enrolment during 2012/2013 academic session than females.
- (ii). H_0 : Males are more sensitive to public school enrolment during 2013/2014 academic session than females.
- (iii). H_0 : There is no significant difference between the male enrolments during the two academic sessions.
- (iv). H_0 : There is no significant difference between the female enrolments during the two academic sessions.

2.1. Population and Sample:

Using systematic sampling in our school selection procedure, here $N = 288$, $n = 48$ and

$k = \frac{N}{n} = 6$. The forty-eight (48) schools selected using

systematic sampling are: A.U.D Grammar school, Ikare, Akunnu Grammar school, Akunnu, Agbaode/Orimolade Grammar school, Ikare, Ajowa Community Grammar school, Ajowa, Comprehensive high school, Erusu, Ajiroke Technical high school, Arigidi, Isua Community Grammar school, Isua, African Church Grammar school, Oka, Ayegunle high School, Ayegunle Oke, Community Comprehensive high school, Akungba, Ejioba high school, Oba-ile, Igoba Community high school, Igoba, Omolurogbo Grammar school, Akure, St. Dominic high school, Akure, St. Thomas Anglican Grammar school, Akure, Baptist high school, Akure, Okhuba-Ama high school, Ajapa, Community Comprehensive high school, Sabomi, Egun-Ogunyimika Comprehensive high school, Atosin-Idanre, Anglican Grammar School, Igbare-Oke, C.A.C Comprehensive college, Ijare, Iroko Comprehensive high school, Owode Owena, Community Grammar school, Araromi sea-side, Ereke Community Grammar school, Ereke, Mahin Community high school, Ode-Manin, Oloroke Grammar school, Oke-Igbo, Community high school Oloruntele, Oko-Igbo, Awaye Comprehensive high school, Olorunredo, Oluwasola Community Grammar school, Ile-Oluji, Oyenusi memorial Grammar school, Irele, Isero Grammar school, Odigbo, Comprehensive high school, Akinfolarin, Community high school, Rubber estimate, Stella-Maris college, Okitipupa, Manuwa memorial Grammar school, Iju-Odo, Baptist Grammar school, Ode-Kiye, Community high school, Erekiti/Owoye, Community high School, Orisubare, Oladapo high school, Oladapo, Jubilee Community Grammar school, Ondo, St. Louis Senior school, Ondo, Community Grammar school, Olorunredo, Ogo-Olorun C&S Comprehensive high school, Ondo, Ifedapo Community Grammar school, Egun-Oba, Idohun high school, Idogun, Idoani Grammar school, Idoani, Methodist high school, Owo, Ipenmen Community Grammar school,

Owo. The detailed enrolments for the selected forty eight schools are shown in tables 1 and 2 in the appendix.

The same sets of schools are selected for the two academic sessions for easy comparison for the analysis with the total number of male enrolments in each school used as auxiliary variable and that of female used as variable of interest for hypotheses 1 and 2. For hypothesis 3, total number of males enrolment in 2012/2013 are used as auxiliary variable while their male counterpart during 2013/2014 are used as variable of interest, hypothesis 4 made use of their female enrolments counterpart. Hence, hypotheses 3 and 4 made use of male and female enrolments respectively.

For hypothesis 1. H_0 : Males are more sensitive to public school enrolment during 2012/2013 academic session than females.

Here, the sum total of males(x) and females(y) for each of the selected school during 2012/2013 academic session are used for the analysis where,

$$\dots_{mf(2012/2013)} = 0.868, \quad t_{mf(2012/2013)} = 11.858,$$

$$p - value_{mf(2012/2013)} < 0.000 \quad \text{and}$$

$$t_{mf(2012/2013), 5\%, 47df} = 2.0117$$

Here, since $t_{mf(2012/2013)} (11.858) > t_{mf(2012/2013), 5\%, 47df} (2.0117)$, we then conclude that females are more sensitive to public school enrolment during 2012/2013 academic session than their males counterparts.

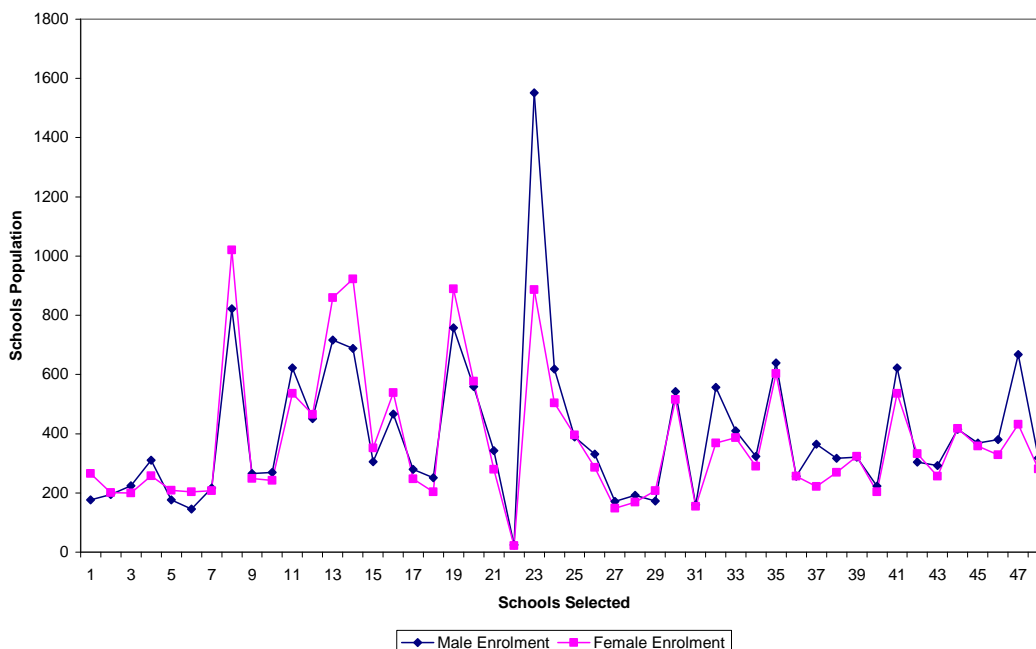


Figure 1: Male Female School Enrolment During 2012/2013 Academic Session

Here, the trend of male female enrolment during 2012/2013 academic session are both downward and upward.

For hypothesis 2. H₀: Males are more sensitive to public school enrolment during 2013/2014 academic session than females.

Here, the sum total of males(x) and females(y) for each of the selected school during 2013/2014 academic session are used for the analysis where,

$\dots_{mf(2013/2014)} = 0.952$, $t_{mf(2013/2014)} = 21.017$,
 $sig_{mf(2013/2014)} < 0.000$ and
 $t_{mf(2013/2014),5\%,47df} = 2.0117$
 Here, since $t_{mf(2013/2014)} = 21.017 >$
 $t_{mf(2013/2014),5\%,47df} = 2.0117$, we then conclude that
 females are more sensitive to public school enrolment
 during 2013/2014 academic session than their males
 counterparts.

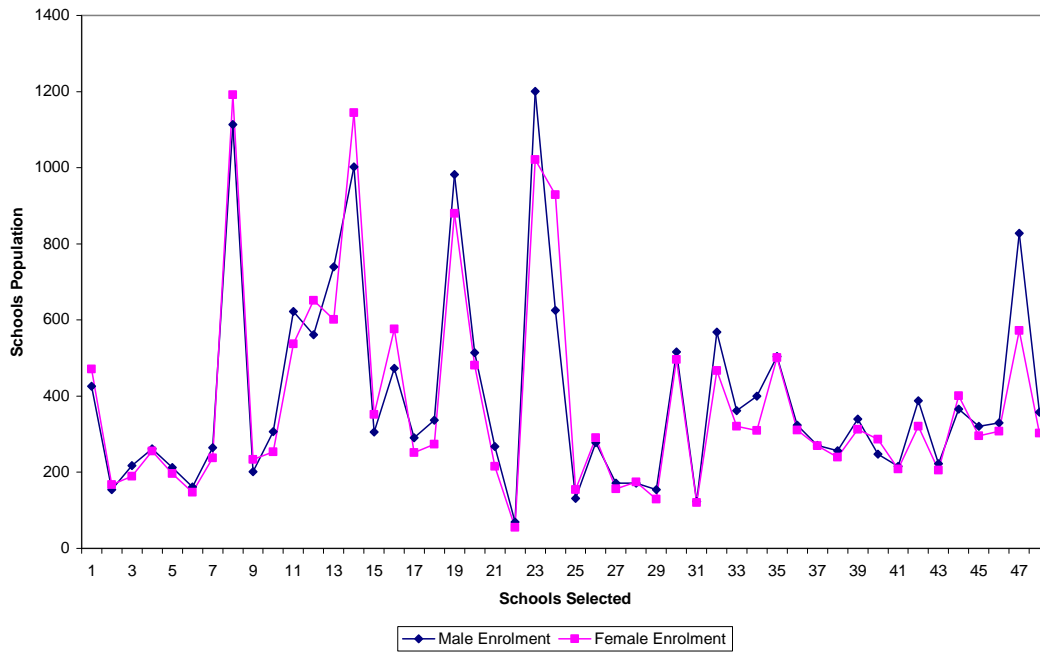


Figure 2: Male Female School Enrolment During 2013/2014 Academic Session

Here, the trend of male female enrolment during 2013/2014 academic session are both downward and upward.

For hypothesis 3. H₀: There is no significant difference between the male enrolments during the two academic sessions.

Here, the sum total of males(x) and males(y) for each of the selected public school during both 2012/2013 and 2013/2014 academic sessions are used for the analysis where,

$\dots_{mm(2012/2013,2013/2014)} = 0.874$, $t_{mm(2012/2013,2013/2014)} = 12.197$, $sig_{mm(2012/2013,2013/2014)} < 0.000$ and
 $t_{mm(2012/2013,2013/2014),5\%,47df} = 2.0117$
 Here, since $t_{mm(2012/2013,2013/2014)} = 12.197 >$ $t_{mm(2012/2013,2013/2014),5\%,47df} = 2.0117$, we then conclude that there is
 significant difference between the male enrolments during the two academic sessions.

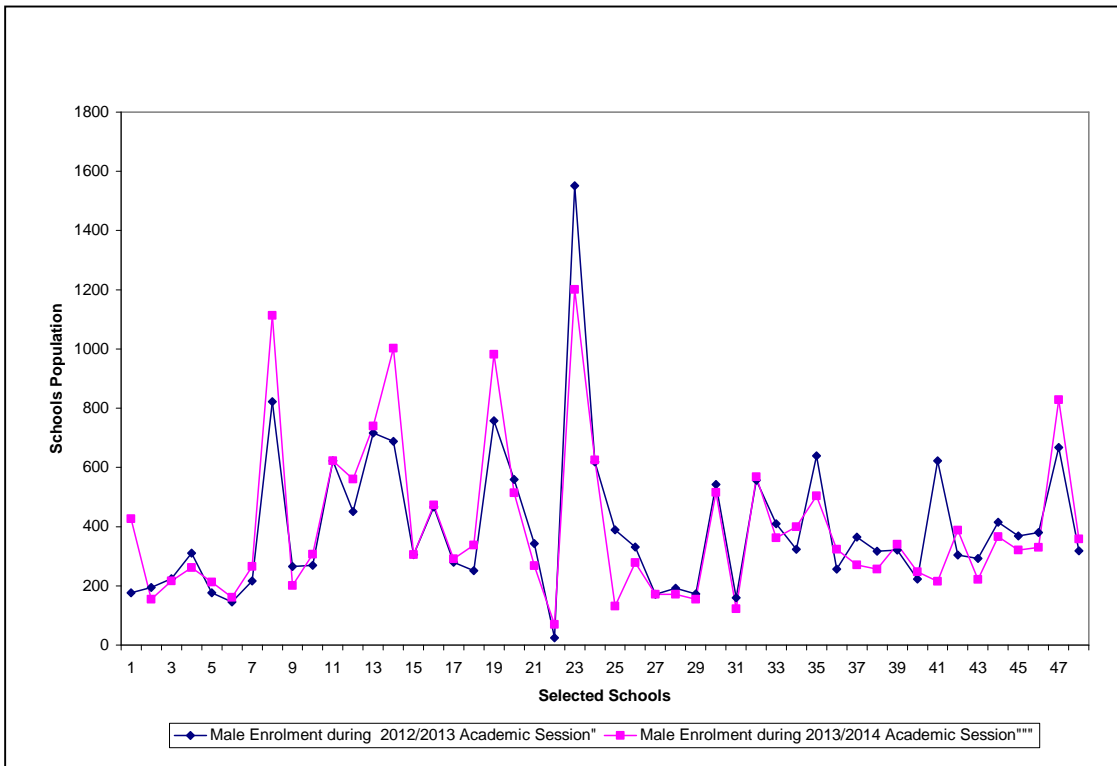


Figure 3: Male School Enrolment During 2012/2013 and 2013/2014 Academic Sessions

Except for few selected public schools, the trend of male enrolments shows little improvement during 2013/2014 over that of 2012/2013 academic session.

For hypothesis 4. H₀: There is no significant difference between the female enrolment during the two academic Sessions.

Here, the sum total of females(x) and females(y) for each of the selected school during 2012/2013 and 2013/2014 academic sessions are used for the analysis where,

$$f_{ff(2012/2013,2013/2014)} = 0.892 ,$$

$$t_{ff(2012/2013,2013/2014)} = 13.367$$

$$sig_{ff(2012/2013,2013/2014)} < 0.000 \quad \text{and}$$

$$t_{ff(2012/2013,2013/2014),5\%,47df} = 2.0117$$

Here, since $t_{ff(2012/2013,2013/2014)} = 13.367 >$

$t_{ff(2012/2013,2013/2014),5\%,47df} = 2.0117$, we then conclude that there is significant difference between the female enrolments during the two academic sessions.

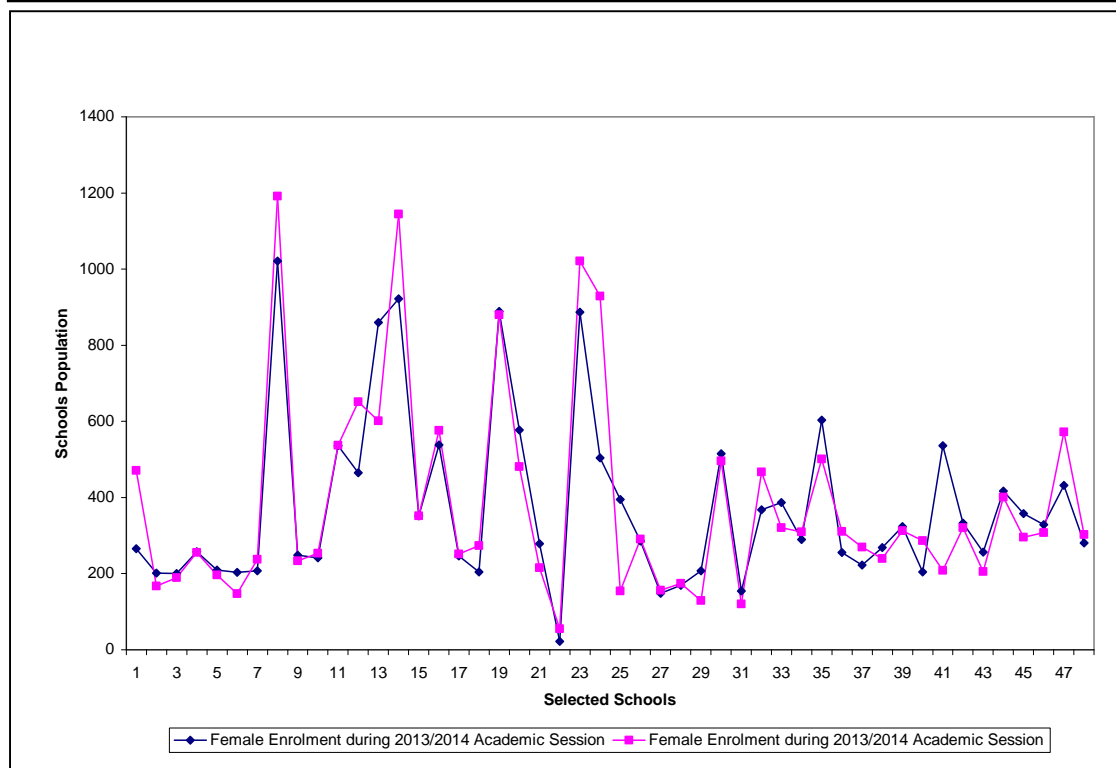


Figure 4: Female School Enrolment During 2012/2013 and 2013/2014 Academic Sessions

The trend of female enrolments in the selected public schools shows improvement during 2013/2014 over that of 2012/2013 academic session.

CONCLUSION

Based on the analysis carried out on the total number of males and females that enrolled in each of the selected forty eight public schools in Ondo State, Nigeria, we inferred that:

- (i). females are more sensitive to public school enrolments during 2012/2013 and 2013/2014 academic sessions than their males counterparts.
- (ii). there is significant difference between the female enrolments during the two academic sessions.
- (iii). there is significant difference between the male enrolments during the two academic sessions and
- (iv). the trend of female enrolments in the selected public schools shows improvement during 2013/2014 over that of 2012/2013 academic session.

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APPENDICES

Table 1: Enrolment of Public Secondary Schools for 2012/2013 Session in Selected Schools

S/N	SCHOOLS	FOUNDED	JSS I		JSS II		JSS III		SSS I		SSS II		SSS III		GRAND TOTAL
			M	F	M	F	M	F	M	F	M	F	M	F	
1	A. U. D. GRAMM. SCHL. IKARE	1962	21	26	37	40	55	64	39	59	30	47	35	30	483
2	AKUNNU GRAMM. SCHL. AKUNNU	1978	34	31	28	29	32	35	30	31	35	36	36	39	396
3	AGBAODE/ORIMOLADE GRAMM. IKARE	1980	39	41	56	43	30	29	29	34	34	23	36	30	424
4	AJOWA COMM. GRAMM. SCHOOL AJOWA	1975	58	50	59	49	70	42	53	49	38	41	32	27	568
5	COMP. HIGH SCHOOL ERUSU	1979	31	37	28	39	36	42	27	29	32	39	22	23	385
6	AJIROKE TECHNICAL HIGH SCHOOL ARIGIDI	1980	24	22	28	31	31	44	22	35	26	44	14	27	348
7	ISUA COMM. GRAMMAR SCHOOL. ISUA	1976	39	37	43	39	38	43	38	30	27	23	31	35	423
8	AFRICAN CHURCH GRAMM. OKA	1957	202	220	139	228	126	121	162	209	110	144	83	99	1843
9	AYEGUNLE HIGH SCHOOL AYEGUNLE OKA	1978	45	35	52	50	29	31	75	55	40	47	25	31	515
10	COMM. COMP. H/S AKUNGBA	1980	51	37	46	47	36	34	49	41	53	46	34	37	511
11	EJOBA HIGH SCHOOL OBA-ILE	1976	97	76	154	129	102	87	108	93	94	88	67	63	1158
12	IGOBA COMM. HIGH SCHOOL, IGOBA	2007	127	123	121	103	68	72	51	69	62	67	22	31	916
13	OMOLUOROGBO GRAM. SCHOOL AKURE	1976	123	162	174	181	127	155	133	182	107	118	52	62	1,576
14	ST. DOMINIC HIGH SCHOOL, AKURE	1980	168	191	158	183	85	122	140	200	67	127	70	99	1,610
15	ST. THOMAS ANG. GRAMM. SCHOOL AKURE	1980	67	71	40	60	33	50	85	75	35	42	46	54	658
16	BAPTIST HIGH SCHOOL AKURE	2001	127	148	95	118	75	88	75	82	64	57	30	45	1,004
17	APOI NATIONAL HIGH SCHOOL IGBOTU	1979	48	51	51	39	54	55	47	35	39	34	41	33	527
18	COMM. COMP. HIGH SCHOOL IGBEKEBO	1980	49	31	35	33	45	35	43	37	39	31	40	37	455
19	ST. JOSEPH CATH. GRAM. SCHL. IDANRE	1980	203	207	193	186	144	145	138	120	7	165	72	66	1646
20	ANGELICAN GRAMM. SCHL. IGBARAOKE	1958	115	123	102	115	106	95	102	103	82	84	52	57	1136
21	COMMUNITY HIGH SCHOOL ISARUN	1980	70	60	67	53	49	43	43	30	41	26	73	67	622
22	UNITED COMPREHENSIVE HIGH SCHOOL IKOTA	2010	3	4	4	10	10		7	8					46
23	ILAJE HIGH SCHOOL IGBOKODA	1979	299	163	308	152	276	170	266	182	287	143	115	77	2438
24	COMM. GRAMM SCHOOL ARAROMI SEA-SIDE	1980	66	52	104	84	81	61	80	67	135	103	153	137	1123
25	MAHIN COMM. H. S. ODE-MANIN	1981	56	54	50	55	52	50	60	65	80	82	91	89	784
26	HOLY SAVIOURS H. S. ILE-OLUJI	1975	55	49	52	41	49	60	66	62	56	37	53	37	617
27	COMM. H/S OLORUNTELE, OKE-IGBO	1980	33	25	33	28	27	26	27	29	18	19	34	21	320
28	COMMUNITY GRAMM. SCHL. AKINYE ILE-OLUJI	1980	35	26	22	25	21	27	22	21	26	14	66	56	361
29	COMMUNITY HIGH SCHOOL ULOEN	2002	9	19	18	23	13	11	12	17	61	74	60	63	380
30	ARERIN GRAMM. SCHOOL IRELE	1980	90	82	92	89	125	124	92	66	70	80	73	74	1057
31	OMI COMM. GRAMM SCHOOL, ODE-OMI	2006	25	26	30	22	26	23	26	28	23	30	30	25	314
32	KAJOLA COMM. GRAMM. SCHOOL, KAJOLA	1980	90	43	85	50	98	76	90	67	80	52	113	80	924
33	COMM. HIGH SCHOOL ASEWELE KOREDE	1981	50	43	70	71	81	69	63	70	78	62	68	72	797
34	COMM. HIGH SCHOOL, ONIPARAGA	2006	40	45	60	38	61	48	43	39	35	40	85	80	614

35	IDEPE HIGH SCHL. OKITIPUPA	1976	89	70	100	140	115	117	98	85	135	100	102	91	1242
36	LUBOKUN COMP. HIGH SCHL. IGBOTAKO	1979	39	43	37	33	33	35	41	40	43	44	64	61	513
37	COMM. HIGH SCHOOL MOBOLORUNDURO	1980	36	14	48	32	39	32	75	51	75	36	91	57	586
38	EKIMOGUN C. G. S. BOLORUNDURO	1976	43	39	47	49	63	61	56	52	57	37	51	31	586
39	EPE COMMUNITY HIGH SCHOOL EPE	1980	49	41	53	61	53	47	50	58	40	50	76	67	645
40	INDEPENDENCE G/S ONDO	1962	42	41	38	43	34	22	49	44	42	42	18	12	427
41	IGBADO C.G SCHL. IGBADO	1979	97	76	154	129	102	87	108	93	94	88	67	63	1158
42	C.A.C. OKE-ISEGUN H/S ONDO	1980	47	65	61	76	88	106	32	21	46	36	30	29	637
43	OLUWABASIRI COMM G/S ONDO	1980	12	23	28	26	30	25	46	40	96	73	81	70	550
44	COMMUNITY GRAMMAR SCHOOL OLORUNTEDO	2002	83	80	56	59	61	52	65	67	64	78	86	81	832
45	OKELUSE ANG. G. S.	1975	61	63	68	65	67	70	66	57	43	47	64	56	727
46	WORD OF FAITH C. ARIMOGIJA	1980	71	68	65	55	56	46	52	42	61	54	75	64	709
47	METHODIST HIGH SCHOOL OWO	1965	120	86	126	74	113	72	130	90	85	65	94	45	1100
48	COMM. GRAMM. SCHL. EMURE ILE	1980	79	58	67	31	73	66	33	47	44	43	22	36	599

Table 2: Enrolment of Public Secondary Schools for 2013/2014 Session

	SELECTED SCHOOLS	YEAR FOUNDED	JSS I		JSS II		JSS III		SSS I		SSS II		SSS III		GRAND TOTAL
			M	F	M	F	M	F	M	F	M	F	M	F	
1	A. U. D. GRAMM. SCHL. IKARE	1962	73	77	70	99	73	95	75	65	77	73	58	62	897
2	AKUNNU GRAMM. SCHL. AKUNNU	1978	20	23	34	37	14	21	31	33	29	34	26	19	321
3	AGBAODE/ORIMOLADE GRAMM. IKARE	1980	32	27	36	34	51	37	21	27	38	42	39	22	406
4	AJOWA COMM. GRAMM. SCHOOL AJOWA	1975	43	34	46	55	53	38	48	52	28	34	44	43	518
5	COMP. HIGH SCHOOL ERUSU	1979	25	28	34	38	36	34	33	39	46	34	38	23	408
6	AJIROKE TECHNICAL HIGH SCHOOL ARIGIDI	1980	21	29	30	24	26	24	33	29	27	21	24	20	308
7	ISUA COMM. GRAMMAR SCHOOL. ISUA	1976	33	35	57	49	53	35	53	40	41	50	28	29	503
8	AFRICAN CHURCH GRAMM. OKA	1957	251	249	214	232	219	211	197	215	135	142	97	143	2,305
9	AYEGUNLE HIGH SCHOOL AYEGUNLE OKA	1978	23	37	29	35	40	44	30	31	40	45	39	42	435
10	COMM. COMP. H/S AKUNGBA	1980	49	36	51	44	54	42	48	46	52	39	53	47	561
11	EJIOPA HIGH SCHOOL OBA-ILE	1976	97	76	154	129	102	87	108	93	94	89	67	63	1,159
12	IGOBA COMM. HIGH SCHOOL, IGOBA	2007	158	164	120	140	99	140	80	100	52	62	52	45	1,212
13	OMOLUOROGBO GRAM. SCHOOL AKURE	1976	117	93	136	114	90	87	201	141	97	102	99	64	1,341
14	ST. DOMINIC HIGH SCHOOL, AKURE	1980	200	237	194	224	128	185	173	206	175	129	132	163	2,146

15	ST. THOMAS ANG. GRAMM. SCHOOL AKURE	1980	67	71	40	60	33	50	85	75	35	42	46	54	658
16	BAPTIST HIGH SCHOOL AKURE	2001	120	169	80	112	60	82	103	113	52	52	58	48	1,049
17	APOI NATIONAL HIGH SCHOOL IGBOTU	1979	53	58	54	42	43	28	61	62	42	33	38	29	543
18	COMM. COMP. HIGH SCHOOL IGBEKEBO	1980	66	52	70	52	53	36	70	53	49	55	29	26	611
19	ST. JOSEPH CATH. GRAM. SCHL. IDANRE	1980	215	156	201	217	164	159	150	116	135	123	117	109	1,862
20	ANGLICAN GRAMM. SCHL. IGBARAOKE	1958	85	80	103	95	100	96	89	76	87	81	50	53	995
21	COMMUNITY HIGH SCHOOL ISARUN	1980	52	45	55	53	46	38	43	34	37	26	35	19	483
22	UNITED COMPREHENSIVE HIGH SCHOOL IKOTA	2010	16	12	18	17	13	7	7	9	10	4	5	6	124
23	ILAJE HIGH SCHOOL IGBOKODA	1979	242	221	175	170	226	190	250	197	217	163	91	80	2,222
24	COMM. GRAMM SCHOOL ARAROMI SEA-SIDE	1980	58	67	115	90	76	62	95	78	149	138	132	94	1,154
25	MAHIN COMM. H. S. ODE-MANIN	1981	15	11	16	16	19	19	17	18	16	19	48	71	285
26	HOLY SAVIOURS H. S. ILE-OLUJI	1975	50	47	44	55	41	46	47	52	47	45	49	46	569
27	COMM. H/S OLORUNTELE, OKE-IGBO	1980	30	31	30	30	30	28	32	28	25	21	24	18	327
28	COMMUNITY GRAMM. SCHL. AKINYE ILE-OLUJI	1980	19	19	23	27	23	25	32	29	40	36	34	38	345
29	COMMUNITY HIGH SCHOOL ULOEN	2002	23	11	29	20	14	18	32	25	37	32	19	23	283
30	ARERIN GRAMM. SCHOOL IRELE	1980	99	77	86	84	80	81	80	98	83	88	88	68	1,012
31	OMI COMM. GRAMM SCHOOL, ODE-OMI	2006	15	16	20	25	25	23	30	20	15	20	18	16	243
32	KAJOLA COMM. GRAMM. SCHOOL, KAJOLA	1980	63	67	93	77	90	48	94	77	105	94	123	104	1,035
33	COMM. HIGH SCHOOL ASEWELE KOREDE	1981	38	36	67	63	65	72	65	62	78	62	49	26	683
34	COMM. HIGH SCHOOL, ONIPARAGA	2006	60	42	70	42	55	65	70	56	80	50	65	55	710
35	IDEPE HIGH SCHL. OKITIPUPA	1976	67	77	80	94	73	95	102	82	99	92	83	61	1005
36	LUBOKUN COMP. HIGH SCHL. IGBOTAKO	1979	55	60	56	60	56	58	42	49	50	44	65	40	635
37	COMM. HIGH SCHOOL MOBOLORUNDURO	1980	39	46	47	41	50	52	48	43	54	51	33	37	541
38	EKIMOGUN C. G. S. BOLORUNDURO	1976	58	45	42	43	43	65	39	33	38	42	37	12	497

39	EPE COMMUNITY HIGH SCHOOL EPE	1980	55	45	67	65	68	51	68	66	52	54	30	32	653
40	INDEPENDENCE G/S ONDO	1962	40	50	64	59	43	45	42	51	32	52	27	30	535
41	IGBADO C.G SCHL. IGBADO	1979	34	31	40	36	38	43	42	34	33	38	28	26	423
42	BAGBE-ILU-NLA H/S BAGBE	1980	32	42	70	60	82	74	66	56	57	49	81	40	709
43	OLUWABASIRI COMM G/S ONDO	1980	21	24	30	25	31	28	42	44	50	45	48	39	427
44	COMMUNITY GRAMMAR SCHOOL OLORUNTEDO	2002	72	78	62	71	64	71	56	64	62	65	50	52	767
45	OKELUSE ANG. G. S.	1975	53	53	62	67	44	37	64	64	56	53	42	22	617
46	WORD OF FAITH C. ARIMOGIJA	1980	58	52	58	62	49	59	54	46	51	42	60	47	638
47	METHODIST HIGH SCHOOL OWO	1965	192	113	118	77	192	88	130	176	110	62	86	56	1,400
48	COMM. GRAMM. SCHL. EMURE ILE	1980	72	62	75	48	55	50	66	51	33	51	57	41	661

Source:- (1).Ondo State Nigeria Ministry of Education (2013): "Summary of school enrolment in Ondo State, Nigeria"
Akure: Ministry of Education Planning Research and Statistics Department.
(2). Adeniyi, 2014