



## Impact of orientation program towards minimizing drop –out and academic success of secondary school students in Uyo education zone of Akwa Ibom State, Nigeria

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### Abstract

With the rate of increase in drop-out and cultism in secondary schools, it is a mandatory obligation that Principals should be involved in compulsory orientation program if this menace should be curbed. The study focused on how orientation could be addressed to avoid drop-out and to assess the co-curricular activities of secondary school students to break- even to their academic excellence and success. 3 questions were raised and 3 null hypotheses were formulated to guide the study respectively. The population of the study consisted of 16,200 (SS2) students and 83 principals in 2017/2018 school year. The sample size stood at 400 students and 40 principals. Questionnaire was used for data collection. Instrument by the researcher titled Impact of Orientation Program on Drop-out and Academic Success (IODAS) was used to illicit information from students on principals' role in orientation programs. Simple Linear Regression Analysis was used to analyze the data collected. The findings of the study revealed that 3 hypotheses formulated show significant influence. It was concluded based on the findings that orientation program is seen as a basis for academic success. It may go a long way in harnessing life-long experience between students who are new in the secondary school and their family members. It was recommended among others that principals in collaboration with teachers, parents, school communities and ministry of Education should instill discipline and create awareness on the negative and positive outcome of drop-out in the life of the students.

**Keywords:** orientation, school, dropout, academic success, students

### Introduction

Education is a vital tool for training and orienting individuals on how they should adapt to the rules and regulations for achieving the aim of training to be equipped and acquired with necessary skills for self – development. School is an institution set aside for the purpose of teaching students with the guidance of a teacher (s). School is presented as a skill-producing process (Mpibom, 2000) <sup>[1]</sup>.

Orientation is the process of applying a systematic approach in guiding an individual to adjust or adapt to a new environment/surroundings, employment, activity, etc. As it is captured in the study, it is a way of acclimatizing and familiarizing students who are new in a secondary school environment in order that they might not mix-up issues relating to their academics and extra-curricular activities.

Orientation according to Harvard Executive Education (2020) is referred to as a program designed to guide students in selecting course, in making friends, getting to know where classes are and knowing who is responsible for what if they miss their way as the case may be. It is done prior to the beginning of their classes in a new school, when students are given an overview of the complete realm of school life, social activities, through a period stated by the administrator. It is the duty of a principal or his representative to coordinate orientation programs within the school and also bring the teaching and non-teaching staff together depending on the size of the school. Irrespective of how many days it takes for a principal to organize orientation program for the students, it will always incorporate the following as its objectives to be achieved in orientation presentation. These are:-

1. Introducing the students to secondary school life.
2. Making sure students are given opportunity to acclimatize themselves to the new environment or surroundings, and
3. Making sure the school community meets with new intake.

Be that as it may, old students are expected to meet and interface with new students by the instruction of the principal. This will allow for a free flow of the inside and outside of the school life by the old students since they were once new students. As the parlance goes, we instruct on past experience or experience is the best teacher. The pros and cons they passed through their time of resumption into a new school environment will go a long way to inform the new students on what is expected of them.

It is pertinent to note that orientation should be a vital tool in the hands of a Principal or Administrator who ought to plan and train those to take part in it. He should understand what orientation entails. In this regards,

(Mayhew, 2010) <sup>[10]</sup> opines that orientation entails an effort to promote the successful transition to college for new students. Turner and Thompson, 2014 identify that orientation programs reinforce that students are valued by the school, and that their academic success will be supported. Singer, 2016 <sup>[14]</sup> noted that orientation programs can impact on retention of students by addressing their preparedness, social culture, identification with the school in question and also connecting the academic culture of the school by helping to set academic objectives, aims and expectations.

Dropout simply means leaving school without achieving the aim which took someone to the school environment. It is going out without qualification of any kind from the school. According to Ukpong Jonah, & Usen (2019) <sup>[17]</sup>, Dropout is seen as leaving the school without obtaining even a minimal credential or requisite qualification (most often in a secondary or higher diploma education). A student may drop-out of school due to several uncertainties that may unfold that is out of his/her ability to cope with or handle. Such problems include among others, insecurity, cultism, rape rampage, lateness, indiscipline, drug cultures, financial challenges and parental practices, etc. it is a well known fact that education of any child begins at home by the parents. Nevertheless, administrators and teachers play a significant role also in a child's upbringing sequel to the child's admission into a conventional school environment. Without adequate orientation given to a student on resumption to the school environment, he or she may still be influenced by the home instructions which may be a crucial factor in the character development of the student especially if the culture of character training was neglected.

Oladipo (2009) <sup>[12]</sup> states that student's obedience to communal rules, laws and standard behaviour is associated with their level of awareness about the value of what the community has deposited in them and that of their parents. Therefore, the school as a community can make something good out of the student with adequate orientation program as they resume schooling so as to inculcate good morals and values as proposed by the Federal Government of Nigeria, (2013) in National Policy on Education to make them good citizens, self-reliant and able to contribute positively to the society.

Academic success denotes a way in which an individual student reacts to the teaching-learning process with positive manner. That is how the student is able to assimilate, recall or retain and transmit what was learnt and putting it in action and response. According to Kpolovie, (2014) <sup>[9]</sup> Students' academic performance is usually measured in examinations or continuous assessment tests and it could also be expressed in various ways depending on what the scores are to be used for. Academic performance is defined frequently in terms of examination performance. It is referred to as what the student has learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessment.

### **Literature Review**

Mayhew, *et al* (2010) <sup>[10]</sup> conducted a study on the perceptions of the impact of orientation, it was found out that new students orientation strongly influenced their college expectations.

Elena, Kyla and William (2017) <sup>[3]</sup> concluded that orientation program achieved the goal of introducing the student to the school and trying to develop relationships that promote social integration in the school. Dean (2015) <sup>[2]</sup>, opined that in every secondary school, the process of learning must be through curricular and co-curricular inclined, thereby pointing out the imperative of assessment in student activities and programs. Tovar (2015) <sup>[15]</sup>, concluded that students need to gain an expanded sense of themselves as regard the sense to which they were admitted with which may include – a strong identification with academic rigors and fields so as to adjust their personal and academic life to college successfully. Woodside (2014) <sup>[6]</sup> noted that the opportunity to increase awareness on students in ascertaining their differences in school expectations with regards to their previous academic work and career experiences is associated with good orientation exercise.

Subsequently, San-deen & Barr (2014) <sup>[13]</sup>, concluded that opportunity to carry out orientation programs in new students brings about their involvement on social activities, study skill, information patterning to their degree race and how they should schedule their course outline. Research by Zuniga, Williams & Berger (2015) revealed that diverse peers interactions, participation in different activities outside the classroom setting have a significant influence on their mental abilities, race ethnicity, whereby promoting their inclusion and moral rightness with the society. Some of the community schools that emerge with diverse populace in their services and with the students with low socio-economic status and academic difficulties, orientation can bring about their success and transition to the next class and give them sense of retention. (Ganser, 2012; Jacoby, 2014) <sup>[5, 8]</sup>.

### **Statement of the Problem**

The rate of drop-out of school children especially that of secondary education in Uyo Education Zone of Akwa Ibom State has become a serious menace facing the educationist, administrators, parents and the society at large. Drop-out is almost becoming a cankerworm eating up the fabrics of good policies of government to bring up mental, physical, social and environmental skills of every child in the society thereby endangering the meeting of the target set to improve the life of students as may be expected by their parents, teachers and society.

Moreover, Principals who should have been responsible to appoint sub-leaders to carry out orientation programs for these students to effectively relax in the school and adhere to the teaching-learning process, have diverted their attention to only administrative matters in the office, thereby creating opportunities for the students to engage in delinquencies such as smoking, raping, cultism, lateness, drug cultures and lack of concentration in solving academic problems.

This paper is therefore set to determine the influence of orientation towards minimizing drop-outs and academic success of secondary school students in Uyo Education Zone of Akwa Ibom State.

### Purpose of the Study

The purpose of this study is to determine the extent to which orientation programs towards minimizing drop-outs predict academic success of secondary school students in Uyo Education Zone of Akwa Ibom State. Specifically, the study seeks to:

1. Determine the extent to which proper enlightenment on social life towards minimizing drop-outs predict academic success of secondary school students in Uyo Education Zone of Akwa Ibom State.
2. Determine the extent to which opportunity to acclimatize to new environment toward minimizing drop-out predict academic success of secondary school students in Uyo Education Zone of Akwa Ibom State.
3. Determine the extent to which Principals' collaboration with parents, school communities towards minimizing drop-out predict academic success of secondary school students in Uyo Education Zone of Akwa Ibom State.

### Research Questions

The following research questions were raised to guide the study:

1. To what extent does proper enlightenment on school life towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State.
2. To what extent does opportunity to acclimatize to new environment towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State.
3. To what extent does Principals' collaboration with parents, school communities towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State.

### Research Hypothesis

The following null hypotheses were formulated to guide the study.

**Ho1.** The extent to which proper enlightenment on school life towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State is not significant.

**Ho2.** The extent to which opportunity to acclimatize to new environment towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State is not significant.

**Ho3.** Principals' collaboration with parents, school communities towards minimizing drop-out do not significantly predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State.

### Research Method

A descriptive survey research design was adopted for the study. The study was conducted in Akwa Ibom State, Nigeria. The population of the study consisted of all the 16,200 students, 83 principals in all the 83 public secondary schools owned by government in Uyo Education Zone.

**Source:** Research and Statistics – Department of Planning, (PRS) Akwa Ibom State Education Board, 2018. Simple random sampling of hat and draw method was used to select 40 schools and 400 students in 2017/2018 academic sessions. It involves Senior Secondary Students (SS2). This because they are adjusting to take the West African Examination Council (WAEC) which will be used as a yardstick for their admission to higher education. Purposive technique was used to select 40 students in each of the 10 schools. Students' Academic Success data was obtained from their school exam records as a primary source of data. In order to ascertain the need of orientation programs towards minimizing drop-out in secondary schools in Uyo Education Zone, researchers developed instrument titled "Impact of Orientation on Drop-out and Academic Success" (IODAS). The instrument was used to illicit information on principals' involvement on orientation programs on students during admission into first year of their secondary school education. The instrument was made up of two parts – Part A which was used to sought information on the demography data of the respondent and Part B was made up of the researcher's self made items consisted of eight items each for the three sub-variables. The instrument used for the data collection was face validated by two experts and tested with Cronbach Alpha reliability Statistic for the internal consistency which produced a reliability coefficient of .73. The instrument was administered to the students in the sampled schools. Their responses were measured using Very High – 4points, High – 3points; Moderate – 2points and Low – 1point. The data obtained were analyzed using simple Linear Regression and the hypotheses formulated were tested at 0.05 level of significance.

### Results

**Question 1:** To what extent does proper enlightenment on school life towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State.

**Hypothesis 1:** The extent to which proper enlightenment on school life towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State is not significant.

Table 1 indicates the coefficient of determination of 86.8% which shows that proper enlightenment on school life contribute to academic success of students. This indicates that the extent to which proper enlightenment on school life towards drop-out predicts academic success is moderate. Furthermore, the F-value of 46.43 is greater than F-crit of 3.86. This also implies that the null hypothesis of the extent to which proper enlightenment on school life towards drop-out predict academic success is not significant is rejected, and the alternative is upheld,

meaning that the contribution of proper enlightenment on school life towards drop-out predict academic success is significant.

**Table 1:** Simple Linear Regression analysis for the extent to which proper enlightenment on school life towards minimizing drop-out predicts academic success in secondary schools in Uyo Education Zone.

Variables	R	R <sup>2</sup>	% of contribution	F-cal	F-crit	Remarks
Proper enlightenment on school life	.438	.868	86.8%	46.43	3.86	Moderate
						*
Academic Success						

\*significant at 0.05

**Question 2:** To what extent does opportunity to acclimatize to new environment towards minimizing drop-out predict academic success in secondary school students in Akwa Ibom State.

**Hypothesis 2:** The extent to which opportunity to acclimatize to new environment towards minimizing drop-out predict academic success in secondary school students in Akwa Ibom State is not significant.

**Table 2:** Simple Linear Regression analysis for the extent to which opportunity to acclimatize to new environment towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone

Variables	R	R <sup>2</sup>	% of contribution	F-cal	F-crit	Remarks
Opportunity to acclimatize on new environment	.415	.884	88.4%	43.296	3.86	Moderate
						*
Academic Success						

\*significant at 0.05

Table 2 indicates the coefficient of determination of 88.4% which shows that opportunity to acclimatize to new environment contribute to academic success of students. This indicates that the extent to which opportunity to acclimatize to new environment towards drop-out predicts academic success is moderate. Furthermore, the F-value of 43.296 is greater than F-crit of 3.86. This also implies that the null hypothesis of the extent to which opportunity to acclimatize to new environment towards drop-out predict academic success is not significant is rejected, and the alternative is upheld, meaning that the contribution of opportunity to acclimatize to new environment towards drop-out predict academic success is significant.

**Question 3:** To what extent does principals' collaboration with parents, school community towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State.

**Hypothesis 3:** Principals' collaboration with parents, school community towards minimizing drop-out does not significantly predict academic success in secondary school students in Uyo Education Zone of Akwa Ibom State.

**Table 3:** Simple Linear Regression analysis for the extent to which principals' collaboration with parents, school communities towards minimizing drop-out predict academic success in secondary school students in Uyo Education Zone

Variables	R	R <sup>2</sup>	% of contribution	F-cal	F-crit	Remarks
Principal collaboration with parents, school communities	.426	.899	89.9%	49.35	3.86	Moderate
						*
Academic Success						

\*significant at 0.05

Table 3 shows the R for the strength of the relationship and R<sup>2</sup> for the determination of extent of prediction between principals' involvement of parents, school communities towards minimizing drop-out and academic success of the students. The R-value of .426 indicates a moderate extent of relationship between the variables. The calculated R<sup>2</sup> of .899 which is the coefficient of determination indicate that only 89.9% of principals' involvement of parents towards drop-out predicts academic success. This result shows also that F-value of 49.35 is greater than F-crit of 3.86.

Therefore the null hypothesis of not significant is rejected. Hence there is a significant influence between principals' involvement of parents, school communities towards minimizing drop-out and academic success of secondary school students in Uyo Education Zone, Akwa Ibom State.

### Discussion of Findings

The result of testing hypothesis 1 revealed that the null hypothesis of the extent to which proper enlightenment on school life towards minimizing drop-out predict academic success is not significant, is rejected, and the alternative is upheld, meaning that the contribution of proper enlightenment on school life towards minimizing drop-out predict academic success is significant. This indicates that effective and/ or proper enlightenment on school life contributes to good academic success. The result so obtained is as a result of the fact that, principals are the pivot factor in the implementation of educational policies. The promptness of principals in carrying out orientation program upholds the good performance and the academic success of the students. This finding is in agreement with the findings by Abdulkareem & Fasasi (2013) <sup>[1]</sup> that administrators play a vital role in the academic success of students. This means that principals do orient students on fun and games together with their academic works. This success is the effort of the principals in organizing proper orientation for the students which result in the quality and quantity of their academic success. The work of Ayodele (2000) contradicts the opinion that no matter how efficient and effective the school administrator is, success is hardly achieved without the effort and support of qualified and competent teachers. It is the effort of principals that energizes both academic and social factors through the orientation program for an excellent achievement of the students.

The result in hypothesis 2 revealed that the extents to which opportunity to acclimatize to new environment towards minimizing drop-out predict academic success is significant. This indicates that opportunity to acclimatize to new environment towards minimizing drop-out contributes to academic success. This is in tandem with Tovar, (2015) <sup>[15]</sup> which concluded that students need to gain an expanded sense of themselves as regard the sense to which they were admitted with which may include – a strong identification with academic rigors and fields so as to adjust their personal and academic life to college successfully. The findings also correlate with Gibbons & Woodside (2014) <sup>[6]</sup>, San-deen & Barr (2014) <sup>[13]</sup>, Zuniga, et al (2005) and Mayhew, et al (2010) <sup>[10]</sup>. This indicates that the orientation program carried out by principals for students afford them opportunity to acclimatize themselves and the freedom to incorporate the environment as their new home. It gives them the chance to meet with their classmates, move around the school compound, have tips on the school location and what transpires around the surroundings.

The result of hypothesis 3 revealed that there is a significant influence between principals' involvement of parents, school community towards minimizing drop-out and academic success of secondary school students in Uyo Education Zone, Akwa Ibom State. This result is in consonance with Oladipo (2009) <sup>[12]</sup>, which concluded that student's obedience to communal rules, laws and standard behaviour is associated with their level of awareness about the value of what the community has deposited in them and that of their parents. The findings also agree with the findings by Ganser (2012) <sup>[5]</sup>, & Jacoby (2014) <sup>[8]</sup>. The findings supports the work of Ukpung, et al (2029) which noted that parent involvement with principals to instill discipline and training in the child will assist the school in bringing out egalitarian citizens who will participate actively in national development and become self-reliant. Therefore, collaboration of the principals, parents, school community and the ministry of education will go a long way to instill discipline which will facilitate the good academic success of students and make them contribute positively to the society.

### Conclusion

Based on the findings of the study, it was concluded that orientation program is seen as a basis for academic success. It may go a long way in harnessing life-long experience between students who are new in the secondary school and their family members. The open arms of welcome by the school/community will give a lasting enthusiasm to the newly admitted students and give them a sense of belonging which will boost their morale and trigger their successes in all aspects of school activities. This therefore, will decline the rate of drop-outs among the students.

### Recommendations

1. Principals in collaboration with teachers, parents, the school community and ministries should instill discipline and create awareness on the negative and positive outcome of drop-out in the life of the students.
2. Principals should re-strategize and re-package their orientation programs to ginger students' interest and participation. They should be committed to their duties in order to improve students' retention and disabuse drop-out ideology among them.
3. Students who are indoctrinated by their peer groups or older ones into drug culture should be offered amnesty and rehabilitated as they may be useful functionaries in the society tomorrow.

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