

**Negative Attitude of Public Secondary School Students  
towards Learning in Ife South LGA, Osun State****<sup>1</sup>Arinade Omolara Ogundun, <sup>1</sup>Abigail Oluyemisi Fadare, <sup>1</sup>Clement Aliu  
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**ABSTRACT**

This study examined negative attitude of public secondary school students towards education in Ife South LGA, Osun State, Nigeria. Five research questions and five research hypotheses was raised. The study adopted the descriptive research design. The population of this study consists of all public senior secondary principals, teachers, students and parents in Ife South LGA, Osun State. Two hundred and thirty (230) respondents were randomly selected as sample for this study but only One Hundred Ninety Six (196) questionnaires were retrieved for data analysis. A structured questionnaire was constructed and administered to the respondents for data collection. The data on the bio-data of the respondents were analyzed using simple percentages, frequency distribution tables, Chi-square (X<sup>2</sup>) statistical tool at 0.05 level of significance were used for analyzing the hypotheses raised. The study found no significant relationship between planning and management and negative attitudes of public secondary school students in Ife-South LGA, Osun State. However, the school environment significantly impacts students' negative attitudes. Teachers' working experience, qualifications, and physical infrastructure also play a role. A conducive learning environment should be provided by both the Federal and State Governments in Nigeria, including well-equipped laboratories, workshops, classrooms, libraries, staff offices, and classroom accommodation. In conclusion, the study highlights the importance of addressing these factors to improve students' attitudes towards education in Ife-South LGA, Osun State. The study recommends that Nigerian leaders adopt the UNESCO recommendation for funding education, taking adequate remuneration and motivation seriously for teaching staff.

**Keywords:** Negative Attitude, Students' Negative Attitudes, School Environment

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[Global Wealth University, Lome Togo](https://www.globalwealthuniversity.edu)Email: [ogundunarinade@gmail.com](mailto:ogundunarinade@gmail.com)**INTRODUCTION**

Education is universally regarded as a vital tool for personal and national development (Fägerlind & Saha, 2016; Friedman et al, 2020). In Nigeria, particularly in Osun State, the quality of education in senior secondary schools is still a serious concern (Odediji & Olofin, 2023; Shittu et al., 2021; Shittu, 2024). Education equips individuals with the knowledge, skills, and attitudes necessary to lead productive lives and contribute meaningfully to the society. However, a disturbing trend has emerged in public secondary schools in recent times: a negative attitude of students toward learning. This attitude poses a serious threat to the achievement of educational objectives and has become a subject of concern for parents, teachers, policymakers, and researchers alike. Negative attitudes toward education manifest in several ways, including lack of interest in learning, poor academic performance, truancy, indiscipline, and a general disregard for educational values, to the extent that students now refer to education as “scam”. The issue is particularly prevalent in public secondary schools, where systemic challenges such as poor infrastructure, unqualified teachers, overcrowded classrooms, and insufficient funding escalate students' disinterest in education.

Moreover, the societal perception of education has shifted to other ways of making quick money by young people, who interesting are encouraged by their parents, many students now see education as irrelevant or as an obstacle to achieving quick success, especially in an era where social media and entertainment industries promote shortcuts to wealth and fame. This perception, coupled with a lack of role models who emphasize the value of education, has further weakened students' enthusiasm toward learning. If not addressed, this growing trend of negative attitudes could have long-term consequences, including an increase in unemployment, poverty, and underdevelopment. Therefore, understanding the root causes of these

attitudes and identifying solutions is critical to restoring the value of education in public secondary schools. The negative attitude of public secondary school students toward education has become a major problem in the Nigerian educational system. Students' lack of interest in academic activities, their absenteeism, and disruptive behaviors hinder the teaching and learning process. This situation has led to poor academic performance and high dropout rates in public secondary schools.

The problem is further compounded by several factors, including inadequate facilities, unmotivated teachers, peer pressure, societal values, and family background. For instance, many public schools lack the resources needed to create an engaging learning environment, making students see education as boring or irrelevant. Additionally, some parents and guardians fail to provide adequate support, further influencing students' negative perception of education. Despite various efforts by the government and educational stakeholders to address these issues, the problem persists, raising questions about the effectiveness of these interventions (Barbera et al., 2020; Orodho et al., 2013). This is interesting to research because education is the bedrock in the development of quality human resources (Stofkova & Sukalova, 2020). A good education not only produces knowledgeable individuals, but also contributes to social and economic development (Saravanakumar, 2020). Therefore, understanding the negative attitude of public secondary school students in Ife South LGA, Osun State is very pertinent to be raised in academic discussions and proffer actionable solutions to reverse the trend (Nas & Rashid, 2021; Rusticus et al., 2023).

### Statement of the Problem

Education helps to develop man, who in turn develops the natural resources around him, Nigeria is blessed with natural wealth such as petroleum, iron ore, coal, limestone and human resources and so on. Nevertheless, the country is not yet developed because of the low level or lack of education among the overwhelming majority of the national population. The first step to development is the education of every citizens of each country around the world, the persistence low standard of education after so much input from external assistance and various educational policies could not promote sustainable development in the education section. Hence, the negative attitude of public secondary school students towards education in Ife South, LGA Osun State. Education is serving the needs of the society and since the society is dynamic, education itself is equally dynamic. Therefore, standards in education will keep changing to suit the changing needs of the individual and those of the society in consonance with the realities of our environment and the modern world (Darling-Hammond, 2015). Educational system in Nigeria is geared towards maintaining a high standard, quality education, as evidenced from the educational goals stated in the National Policy on Education. The main aim of this study is to examine the negative attitudes of public secondary school students toward education in Ife South LGA, Osun and identify strategies to mitigate the problem.

### Hypotheses

The research questions were hypothesized as follows:

1. There is no significant relationship between planning and management on students' negative attitudes of public secondary school students towards their education in Ife South LGA, Osun State.
2. There is no significant relationship between school environments on students' negative attitude of public secondary school students towards their education in Ife South LGA, Osun State.
3. There is no significant relationship between teachers' working experience on students' negative attitude of public secondary school students towards their education in Ife South LGA, Osun State.
4. There is no significant relationship between teachers' qualification on students' negative attitude of public secondary school students towards their education in Ife South LGA, Osun State.
5. There is no significant relationship between physical infrastructure on students' negative attitude of public secondary school students towards their education in Ife-South LGA, Osun State.

### METHOD

This study utilized a descriptive survey design. This is a design in which groups of items or objects are studied, by collecting and analyzing them in order to determine their present state or condition. It helps to have clear view of issues or person's without manipulation in their natural form. This study covered Ife South LGA of Osun State. The study population comprised all public senior secondary school students, teachers and parents in Ife South LGA of Osun State.

The simple random sampling technique was used to select the representatives of this study from the larger population of the study. This technique was used because it ensured that all the schools, principals, teachers, parents, and students have an equal chance of being selected to partake in the study. Ten schools were selected by simple random from the study population. The sample of the study was made of 230 respondents, (both male and female); ten (10) principals and two hundred and twenty (220) teachers, parents and students are selected from the schools.

The study made use of self designed questionnaire titled "Negative Attitude of Student Towards Education Questionnaire" (NASTEQ). The questionnaire was divided into two sections, Section A and B, Section 'A' contained items on the bio data of the respondents such as age, gender, class, and name of school. Section 'B' contained items such as planning and management,

school environment, physical infrastructure, teachers' qualifications, teachers' working experience and falling standard of education as captured in the formulated hypotheses, on a 4 four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The bio-data collected from the respondents were analyzed by simple percentage and frequency counts while the stated hypotheses were tested using Chi-square ( $X^2$ ) statistical tool at 0.05 level of significance. The Negative Attitude of Student Towards Education Questionnaire (NASTEQ) was subjected to face and content validity. These were established by experts in the Department of Educational Management and Planning, Global Wealth University, Lome, Togo.

The reliability of the instrument was established through a pilot study on twenty (20) participants at a public Secondary School in Ife South, Osun State different from the ones selected for the research. The questionnaire was collected and divided into two (2) comparable halves with even numbered items as one set and odd numbered items as the other set. Each person scores correlated using Pearson Product Moment Correlation Co-efficient formula with the aid of Statistical Package for Social Science (SPSS) software. Using Spearman Brown Prophecy Formula, the reliability of the scores were estimated. This helped to determine the internal consistency of the instrument, which gave the co-efficient value as 0.82, which means the values are moderate and this made the instrument reliable for the study.

## RESULTS AND DISCUSSION

The data used in this study was obtained from two hundred and thirty (230) respondents but only one hundred and ninety-six (196) questionnaires were retrieved for data analysis. There were four hypotheses formulated in the course of this research and were tested using Chi-square ( $X^2$ ) statistical tool at 0.05 level of significance.

**Hypothesis One:** There is no significant relationship between planning and management on negative attitudes of public secondary school students towards education in Ife South LGA, Osun State.

Table I. Chi – square ( $X^2$ ) analysis showing the impact of planning and management on negative attitude of public secondary school students towards education in Ife South LGA, Osun State

Variables	X	SD	N	Df	$X_{cal}$	$X_{cal}$	Decision
Planning and Management	22.25	4.32	196	194	46.04	28.87	Rejected
Negative attitude of students to education	22.31	41.19					

Level of significance 0.05

Evidenced from Table I shows the result of the test of significant impact of planning and management on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State. The  $X_{cal}$  value is 46.04 while the  $X_{Tab}$  value is 28.87 at 0.05 level significance given 18 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (28.87) is less than the  $X_{cal}$  value (46.04). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of planning and management on the negative attitude of public secondary school students towards education in Ife South LGA Osun State, Nigeria.

**Hypothesis Two:** There is no significant relationship between school environments on negative attitude of students towards education in Ife South LGA, Osun State.

Table II. Chi – square ( $X^2$ ) analysis showing the impact of school environment on negative attitude of public secondary school students towards education in Ife South LGA, Osun State

Variables	X	SD	N	Df	$X_{cal}$	$X_{cal}$	Decision
School Environment	19.02	3.91	196	194	51.33	36.42	Rejected
Negative attitude of students to education	22.31	41.19					

Level of significance 0.05

Table 2 shows the result of the test of significant impact of school environment on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State. The  $X_{cal}$  value is 51.33 while the  $X_{Tab}$  value is 36.42 at 0.05 level significance given 24 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (36.42) is less than the  $X_{cal}$  value (51.33). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of school environment on the negative attitude of public secondary school students towards education in Ife South LGA Osun State, Nigeria.

**Hypothesis Three:** There is no significant relationship between teachers' working experience on students' attitude towards education in Ife South LGA, Osun State.

Table III. Chi-square ( $X^2$ ) analysis showing the impact of teachers' working experience on negative attitude of public secondary school students towards education in Ife South LGA, Osun State

Variables	X	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision
Teachers' Experience	24.75	4.64	196	194	48.11	30.14	Rejected
Negative attitude of students to education	22.31	41.19					

**Level of significance 0.05**

Table 3 shows the result of the test of significant impact of teachers' working experience on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State. The  $X_{cal}$  value is 48.11 while the  $X_{Tab}$  value is 30.14 at 0.05 level significance given 19 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (30.14) is less than the  $X_{cal}$  value (48.11). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of teachers' working experience on the negative attitude of public secondary school students towards education in Ife South LGA Osun State, Nigeria.

**Hypothesis Four:** There is no significant relationship between teachers' qualification on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State.

Table IV. Chi – square ( $X^2$ ) analysis showing the impact of teachers' qualification on negative attitude of public secondary school students towards education in Ife South LGA, Osun State

Variables	X	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision
Teachers' Qualification	24.44	4.51	196	194	42.09	23.68	Rejected
Negative attitude of students to education	22.31	41.19					

**Level of significance 0.05**

Table 4 shows the result of the test of significant impact of teachers' qualification on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State. The  $X_{cal}$  value is 42.09 while the  $X_{Tab}$  value is 23.68 at 0.05 level significance given 14 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (23.68) is less than the  $X_{cal}$  value (42.09). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of teachers' qualification on the negative attitude of public secondary school students towards education in Ife South LGA Osun State, Nigeria.

**Hypothesis Five:** There is no significant relationship between physical infrastructure on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State.

Table V. Chi – square ( $X^2$ ) analysis showing the impact of physical infrastructure on negative attitude of public secondary school students towards education in Ife South LGA, Osun State

Variables	X	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision
Physical Infrastructure	22.10	3.87	196	194	47.22	31.41	Rejected
Negative attitude of students to education	22.31	41.19					

**Level of significance 0.05**

Evidenced from Table 5 shows the result of the test of significant impact of physical infrastructure on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State. The  $X_{cal}$  value is 47.22 while the  $X_{Tab}$  value is 31.41 at 0.05 level of significance given 20 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (31.41) is less than the  $X_{cal}$  value (47.22). therefore, the alternative hypothesis was accepted which states that there is a significant impact of physical infrastructure on the negative attitude of public secondary school students towards education in Ife South LGA, Osun State.

**Discussion**

Through the research work, the questionnaire was distributed among public senior secondary school principals, teachers, students and parent. The data collected was analyzed and the following findings were identified in order to investigate the negative attitude of public senior secondary school students towards education in Ife South LGA, Osun State, Nigeria. Research analysis revealed the impact of planning and management on negative attitude of public secondary school students towards education in Ife South. Most public senior secondary schools are not adequately equipped with the infrastructure that can promote good standard of education. This is largely due to the poor planning and management of the resources made available to school administrators. Strategy for education policy implementation is a vital stage in educational policy formulation. The planning stage comes between policy formulation and implementation. According to Nasrullah (2023), the problem of policy implementation is traceable to the planning stage that comes immediately after policy formulation. In addition, Ayoko et al. (2023) noted that the inadequacy of infrastructural facilities is one of the major problems facing Nigerian education system.

Olowonefa and Ogunode (2021) also opined that infrastructural facilities in public secondary schools in Nigeria are inadequate leading to poor utilization.

Research analysis revealed the impact of school environment on negative attitude of public secondary school students towards education in Ife South. The achievement recorded by students taught by trained teachers might be because of exposure of trained teachers might be because of exposure of trained teachers to various pedagogical skills in teaching methodology. The result is in agreement with the findings of Nwokeocha (2013) and Abe and Adu (2014). They all discovered that school environment affects teachers' qualifications. The result is also in agreement with the submission of Ciechanowska (2010) that the ability of teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skills acquired. It is also in agreement with the findings of Akanbi and Omosewo (2018) who asserted that availability of qualified teachers determines the performance of students in school. Also, experienced teachers are less dictatorial in classroom and are open to correction.

Research analysis revealed the impact of teachers' working experience on negative attitude of public secondary school students towards education in Ife South. A teachers' years of teaching experience is one of the teachers' qualifications indicators that are believed to be a significant determinant of students' academic performance. The finding is in line with the study by Harris and Sass (2011) that greater teaching experience will produce students with higher achievement. Studies have shown that inexperienced teachers are typically less efficient than the experienced teachers is. Studies have found a positive relationship between teachers' effectiveness and their years of experience as an efficient teacher positively influences students' academic achievement (Akazang, 2022; Haastrup et al., 2022; Salami & Folaranmi, 2015). However, there is the need for caution in Nigeria about the experience. Many teachers may have been in the teaching profession for over twenty years without properly developing themselves for years. This category of teachers may not be able to cope with the new trends in education. The subject curriculum is changing almost every year as the whole world is changing with technology. Therefore, it is better to say there is a positive relationship between experience and student achievement when there is adequate teacher professional and academic development that is in line with current trends in the educational world of developed countries. Teachers' qualification make positive effect on academic achievement.

This research revealed significant impact of teachers' qualification on negative attitude of public secondary school students towards education in Ife South LGA, Osun State. The finding of the study is in line with Haastrup et al. (2022), who opined that reasons adduced for the falling standard of education in Nigeria include decline in competence and commitment of teachers. Another pertinent reason for this sharp difference between the two investigated groups is students' poor reading habit and believing that education is a scam i.e. education no longer serve the needed purpose. Today, over 70% of students at any level of our educational ladder do not know how to read, whether for pleasure or for academic purpose. Reasons for this has been linked to distraction and wrong applications of information and communication technology devices and high cost of books. This finding is in agreement with the finding of Odiri (2011) and Abe and Adu (2014). This result may be due to the manner of interaction between the teachers and the students that possibly resulted into the unconscious learning of behaviour from the teachers by the students. The finding also revealed that a moderate and positive significant relationship exists between teachers abilities and students academic performance in Biology.

Research analysis revealed the impact of physical infrastructure on negative attitude of public secondary school students towards education in Ife South. Abidoye (2024) revealed that everywhere you look, primary, secondary, special, technical, tertiary institutions, there is abundant evidence of crippling inertia, criminal neglect and a pervasive decay in value and standard. The quality and quantity of facilities, has impact on educational outcomes, as well as the well-being of students and teachers. This perhaps necessitated the interest by many scholars, researchers, administrators and educational planners in this area. The consensus among them is that educational facilities in Nigerian public schools are inadequate due to astronomical increase in school enrolment. In a study carried out by Mokaya and Samuel (2022), it was found that only 26% of secondary schools across the country have school infrastructure in adequate quality and quantity. Akyuz and Opusunju (2021) and Jacob and Josiah (2021) also reported that many public primary schools are dilapidated due to inadequate funding while many tertiary institutions are living in their past glories and have been described as "Glorified Secondary Schools" as a result of the grossly inadequate facilities in that level of education.

## CONCLUSION

This study has shown that adequate planning of education is not enough to turn around the educational sector in Nigeria but to implement accurately planned programmes, particularly as it relates to infrastructural development in public schools, so that the classroom and school environment will be appealing to the students like that of their counterparts in private schools. Government must quit playing lip service to the development of public schools if they want the nation to be relevant in the comity of nations. Teachers must be willing to un-learn, learn and re-learn so that public school students who are the products



can be able to compete favourably with their counterparts from the private schools in higher institution of learning. Qualified teachers if properly motivated can influence the students positively in public secondary schools. School Administrators of public schools in Nigeria must see as urgent the need to cater for teachers' welfare so that they can be effective and efficient in their job performance. Educational Managers at all levels should ensure that teachers working experience is improved upon, as this will help to protect the students from all form of exploitation, bullying, harassment and so on. Instead, a good working experience will influence positively on the relationship between the student and the teachers in public schools. Finally, good public schools are essential ingredients for nation building, so public school students should be motivated to show positive attitude to their academic. The research concludes that the negative attitude of public secondary school students in Ife – South LGA, Osun State toward education is a multi-faceted problem influenced by various social, economic, and institutional factors. The consequences of this attitude are far-reaching, including poor academic outcomes, limited career opportunities, and stagnation in societal development. Urgent efforts are needed from all stakeholders, parents, educators, policymakers, and the community to address these issues and foster a positive attitude toward education among students. Education remains a powerful tool for empowerment and societal transformation. Therefore, ensuring that public secondary school students appreciate its value is imperative for national development. Based on the findings of this study and the conclusions reached above, this paper offers the following recommendations:

1. Nigerian leaders should embrace the UNESCO recommendation for funding education. Adequate funding is required and necessary to maintain both the human and material resources of the education sector.
2. School curricula/programmes need to be relevant to the changing trends, and be able to meet the needs of industries, society and the international community. School authorities such as the principal and teachers must ensure that school curricula are well organized and appealing to form a well – rounded child.
3. Effective and consistent supervision and monitoring of the school system to confirm their level of compliance to quantity assurance and to identify and eliminate poor qualities or misfits.
4. Policies should be made based on research findings instead of individual interests. Government should encourage research to find solutions to some of the lingering problems in the educational sector that can help public students to be motivated to be studious and not view education as scam.
5. Parents and guardians should be encouraged to prioritize education by providing emotional and financial support for their children. Workshops and awareness campaigns can help educate parents on the importance of education.
6. Teachers should undergo periodic training to adopt modern teaching techniques, improve their communication skills, and foster a healthy teacher-student relationship that encourages learning.
7. Government and stakeholders should ensure the provision of adequate learning infrastructure, such as classrooms, libraries, laboratories, and other educational materials to create a conducive learning environment.
8. Scholarships and financial incentives should be provided to students from low-income families to reduce the financial burden and motivate them to take their education seriously.
9. Schools should implement mentorship programs, counselling sessions, and extracurricular activities that encourage positive peer interactions and discourage negative influences.
10. Government agencies, NGOs, and school authorities should collaborate to organize public awareness programs to sensitize students on the importance of education for personal and societal growth.
11. Schools should invite successful individuals who graduated from public secondary schools to speak to the students at intervals and serve as role models to inspire the students and help them set realistic academic and career goals.
12. Education authorities should conduct regular assessments of teaching standards and students' performance to identify and address challenges early before it escalate and bring about dis – interest in the students.

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