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THE EFFECT OF URBANIZATION AND INDUSTRIALIZATION ON SECONDARY SCHOOL STUDENTS ACADEMIC PERFORMANCE IN OBIO/AKPOR LOCAL GOVERNMENT AREA OF RIVERS STATE

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ABSTRACT

This study examined the effects of urbanization and industrialization on secondary school student's academic performance of the Obio/Akpor Local Government Area (LGA) of Rivers State. The major aim of this study is to identify how urbanization and industrialization have imparted the educational development of the Obio/Akpor secondary school students in Rivers State. They have become a host to high technology industries and a host of oil prospecting and servicing companies. The study sought to identify the effects of industrial concerns on a formally rural community especially the group economic life of the people and its implication for their children's educational development. To achieve this purpose, a random sample of 250 senior secondary school students (SSS3) (146 males and 104 females) was used to collect data. The data are presented in tables using the mean score and standard deviation to analyze the research questions. While the hypotheses of significant difference were tested, using the *t*-test statistical tools set at $p < 0.05$ significance level. The study found that there is a significant difference between the problems of urbanization and industrialization and their effect on the education of children in Obio/Akpor LGA, and that there is a significant difference between the casual works provided in the area on secondary school children's dropout rate. However, it is recommended that towards solving the problems of urbanization and industrialization of the Obio/Akpor people, there is the need to embark on meaningful involvement of multinational companies in providing facilities to host communities.

Keywords: Effect, Urbanization, Industrialization, Secondary School, Students, Academic Performance, Obio/Akpor, Local Government, Rivers State.

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INTRODUCTION

Schools are open systems and open systems frequently interact with the larger environment. What the students learn and other behaviors and attitudes, which they internalize largely depend on the environment (Osam, 2014; Ololube, 2011a, 2011b). Behavior is maintained or altered by our daily activities and it shifts according to each environment. The location of schools in urban or rural areas has been identified as one of the factors that affect students' performance (Obe, 1984; Owoeye & Yara, 2011).

The Industrial Revolution gave birth to urban settings. The massive migration was caused by the jobs created by the industrial system in the urban areas (Ogunbameru & Rotimi, 2006). Two problems emerged because of this development: (1) Difficulties of adjustment to urban life; (2) The expansion of the cities produced by many urban problems, which include overcrowding, pollution, water problems, traffic, etc.

In addition, urbanization promotes cultural contact among diverse groups which may lead to the development of a new way of life. Those who do not have family or group backing may be prone to respond to the impersonal environment of the city in a lifestyle characterized by anonymity, loss of identity, and new forms of school organizations (Edigah, 2012).

The school setting be it in rural or urban environments; refers to the different home locations of schoolchildren. Simply put, a rural environment could be referred to as a natural environment where the population lives in a scattered community. Their varied socio-economic activities are mainly at the subsistence level while the natural physical environmental condition mainly determines the limits within which the people operate as specified by their culture (Okeke, 2002). Okeke stated further that social relationship is simple and more interpersonal, modern social amenities such as pipe-borne water, water-system toilet, modern market, industries, housing estate, and well-constructed good road and bridge of modern types are not popularly known, communication systems such as telephone, air and land transportation networks are not fully developed in areas where they rarely exist. Market products are mainly produced at the subsistence level.

Industrialization can be defined as the focus on production using technology (Yusuf & Adigun, 2010). Egbue (2000) defined it as a particular way of organizing production using machinery and a complex division of labor. In a developing country such as Nigeria, this type of production and its attendant urbanization, division of labor, complex skills, and lightened qualification and specialization exist side by side with the traditional type of production including subsistence farming and basic crafts. The significance of this situation is that large numbers of individuals and families migrate from rural to urban centers in search of employment while the relatives of these town dwellers live in rural communities.

Industrialization is seen as a feature of modern living, which has had a considerable impact on the family (Egbue, 2000, 2006). Controversies exist as to the consequences of this mode of living. The moralist viewpoint is largely responsible for "moral features" of modern living such as divorce, childbearing, marriage, and liberalism in extra-marital relationship behaviors. One area where there is a high level of agreement is the effect that the process of industrialization is accompanied by the break-up of the traditional extended or joint family system.

Statement of the Problem

The nature of urban life and its problems attracted the attention of many sociologists, especially Max Webber and Georg Simmel as they began to view the effect of such a movement. Urbanization is more than a movement of people from rural areas to the city. Urbanization is a social change on a vast scale, which is accompanied by a deep and irrevocable change that alters all sectors of society. Urbanization does not erase diversity; rather, it encourages a large concentration of people with different cultural backgrounds and values, and often, people cluster together to maintain a sense of community as a defense against loneliness and anonymity (Okon & Anderson, 1982).

The trend in rural-urban migration is imbued with serious implications. Invariably, the rates of rural-urban migration are consequent upon the state's deliberate neglect of the basic needs of rural residents. The problems associated with population influxes are more often than not, accompanied by overcrowding and squalor living that has provoked soaring tension and instability in both the urban and rural settlement patterns. As these problems have increased additional pressure on urban habitual bordering on services like health care, water supply waste disposal, transportation, and educational facilities, the growing number of residents has consequential impacts on the unemployment rate and agricultural productivity in the urban and rural sectors of the economy. All those have contributed to the swelling of crime rates, political turmoil, violence, etc.

Problems of poverty are directly the prime factors pricking rural-urban exodus, the abysmal provision of infrastructure, relatively placed at urban centers and nothing provided for in the rural areas, constitute other crucial trends (Abbas, 2008; Ololube et al., 2012). The other problems of urban life are drawn from Karl Marx (Althusser, 1963) where he said that the decay of traditional society and its values, the place and haphazard character of city growth and the conditions of labor, exploitation, inadequate housing and the lack of infrastructural facilities have created to use "a sizeable Lumpen-proletariat. Part of the crises centers on food production and shortage, persistent poverty, and social-economic disparity, which more often than not engineers provocative rural-urban migration and the areas that overcrowd residential quarters.

The purpose of the Study

The main purpose of this study is to investigate the effect of urbanization and industrialization on secondary schools in Obio/Akpor Local Government Area of Rivers State with the following specific objectives:

- To identify the problem associated with urbanization and industrialization in Obio/Akpor Local Government Area of Rivers State.
- To examine the effect of urbanization and industrialization on the education sector in Obio/Akpor Local Government Area of Rivers State.
- To examine how casual works affect school dropout in the area in Obio/Akpor Local Government Area of Rivers State.

Research Questions

The following research questions were raised to guide this study:

- What is the problem associated with the urbanization and industrialization of Obio/Akpor Local Government Area of Rivers State?
- What are the effects of urbanization and industrialization on the education sector in Obio/Akpor Local Government Area of Rivers State?
- What influence has casual work had on school dropouts in Obio/Akpor Local Government Area of Rivers State?

Hypotheses

The following hypotheses further guided the study:

- There is no significant difference between the problems of urbanization and industrialization and their effect on the education of children in Obio/Akpor Local Government Area of Rivers State.
- There is no significant difference between the casual works provided in the area and the influence on school dropouts in Obio/Akpor Local Government Area of Rivers State.

CONCEPTUALIZATION

The Concept of Education

Education as a social concept has no common acceptable definition. The reason being as a result of the philosophical learning of individuals, and each scholar practitioner, and Researcher perceive the concept. Also because of its correction, it depends to large extent upon the particular culture and the character of its operators on what they aim to achieve at a particular point in time. This by implication means that education is amenable to the culture of the area it serves (Ololube et al., 2012). Uriah et al. (2016) saw education as a social institution invited by humans to satisfy social needs. They that those needs are unique to each society and are addressed in different ways by different societies depending on the particular circumstance a society finds it at any particular point in time.

Education is the instrument used in the transmission of knowledge through formal or informal methods. It is also the process of socializing the child by which he learns the culture of his group. In this sense, education functions as a process to pass down knowledge from generation to generation (Ololube, 2009, 2011a). In the words of Hogan (2005), education is a process that is essential to development, it is designed primarily to inculcate crucial skills, and values central to the survival of society or to those who hold effective power. It is also a stimulus to creative thinking and action which account in part, for culture, change; culture change itself is a powerful stimulus to further innovation.

According to Ololube et al. (2012), education implies the transmission of what is of ultimate value. It arms at intentionally bringing about a desirable manner. The above has to do more with the development of intellect and character. It is a commitment to what is thought desirable for the good of the child and society. In the views of Ololube and Egbezor (2012), education is indispensable in contributing to the maintenance and continuation of the total social system. That is why we see it as an instrument aimed at transforming man to acquire those necessary attributes of social life and to enable him to conquer his environment.

The purpose of education from the above could be said to be multi-dimensional. To Bolarin (2005), education serves the purpose of teaching and learning. It serves the primary purpose of imparting knowledge skills and requisite attitudes, and the ability to transmit values that conform to the norms of society. Education according to Ololube and Egbezor (2012) is the process that liberates the mind and enables people to see things in their right proportions. Its purpose is to let people see the problems and aspirations and take active part in solving these problems, and to acquire the mental, physical, and other skills needed to solve the problems effectively.

David and Nanjwan (2014), saw education as the process by which a young child or adult develops the abilities and the forms of behaviors that are of positive or acceptable value to the society in which he lives. However, Okoh (2003) stated that education has a multiplicity of definitions which he outlines as follows the stipulated definition of education, the socio-anthropological definition of education, the normative definition of education, and the programmatic definition of education. He stated the meaning of education under the four foundations, by repeating renowned scholars like Okoh (2003) who cited Castle stated that education is all that happens to us from the day we are born to the day we die.

For a normative characterization, Ololube (2006) saw education as the processes by which society through schools, colleges, universities, and other institutions deliberately transmitted their cultural heritage. For the socio-anthropological definition of education, Emile Durkheim (1956) was parroted here as who saw education as the systematic socialization of the younger generation who latter learn religions and moral beliefs, feedings or nationality, and collective opinions of all kinds. In a programmatic classification, Okoh's (2003) reference to Plato's description of education 'saw it as the training which is given by suitable habits to the first instinct of virtue in children when pleasure and pains are rightly implanted in the rational soul'.

From the characterizations given by scholars, this research is adept to the definition of education as the process of preparing young people for active participation in the maintenance and development of society.

The Concept of Urbanization

The term urbanization according to Fulcher and Scott (2011) is used in two ways. In its broadest sense, it means the growth of cities and this began with the earliest knowledge civilization. They said it was not until the eighteenth and nineteenth centuries, however, that urbanization, in its second sense of a shift of population from rural to urban areas, really got underway. It is with urbanization in the second sense that we are concerned here. Urbanization is the process by which a large number of people become permanently concentrated in relatively small areas forming cities. Internal rural-to-urban migration means that people move from rural areas to urban areas. In the process, the number of people living in cities increases compared with the number of people living in rural areas.

A natural increase in urbanization can occur if the natural population growth in the cities is higher than in the rural areas. This scenario, however, rarely occurs. Criteria used to define urban can include population size, space, density, and economic organization. Usually, however, urban is simply defined by some baseline size, like 20,000 people. Anyway, this definition varies between regions and cities (Asike, 2010).

Effects of Industrialization and Urbanization

Industrialization and urbanization have dramatically changed the shape of families including gender roles. It completely forms family interaction because, in rural-urban migration, families adopt urban reproductive norms. In addition, education more reading was observed in the cities. With increasing educational attainment for girls, a continued reduction in fertility behavior is expected. The following could be seen as some of the effects of migration to urban areas.

- Urbanized spouses have a greater possibility for egalitarian and intimate relationships between spouses because the couple is away from the husband's mother-in-law;
 - The family structure changes from one of an extended, multigenerational family system to a nuclear family of the parents and their children;
 - Urban families are significantly smaller: the women have fewer children;
 - Women have more opportunities to enter the workforce, which helps the family financially while also increasing women's independence;
 - Most urban families adopt a "fast food culture". These families seem to forget their traditional diet, and while there is usually more food variable in urban are so there less rise of starvation-the food they do eat is potentially more healthful than their traditional diet;
 - Families suffer from increased stress arising out of the heightened conflict between the demand of family and work;
 - Most poor urban families live in unhealthy, housing that is overcrowded, and polluted. Often if they are living in shanty or slum conditions;
 - Urban families are exposed to varieties of schools to enroll their children;
 - Due to some teachers' rejection of rural schools most urban schools enjoy science equipment and instructional materials, which gives urban students the edge over rural students;
- Also, almost all higher institutions of learning are located in urban areas (Fulcher & Scott, 2011).

Schools in Nigeria's Urban Cities

In every region of Nigeria, people of different ethnic cultural, and social backgrounds are moving from rural areas to urban cities at an unprecedented rate. The movement is accompanied by institutional educational and organizational problems as well as educational economic and political problems, which are of proportion to the size and scope of the phenomenon known as urbanization.

Migration from rural to urban areas (urbanization) is an issue of great, and of contemporary concern in Nigeria. The process of migration involves more than physical movement, for it brings new contact among people of different ethnic and cultural backgrounds. It is a transition from the homogenous and unfamiliar surroundings of the city. Migrants to cities comprise many categories of people; migration may be men or women, literate or illiterate Youths, married or unmarried, skilled or poor, in most cases. They consist of those who wish to escape from the life of the village to find new opportunities in the city. The largest groups of migrants are the educated youths who have been exposed to the lure of cities through radio,

newspapers, and letters from relatives who have already moved to their city (Okon & Anderson, 1982).

METHODOLOGY

Research Design

The research design adopted for this study is a descriptive survey design. According to Ololube (2006), it is a study, which aims at collecting data and describing systematically, the characteristics, features, or facts about a given population. The study is interested in describing certain variables about the population that is based on the problems and prospects of urbanization and industrialization on secondary school education.

Area of the Study

This study is carried out in the Obio/Akpor Local Government Area of Rivers State. Obio/Akpor Local Government Area is among the 23 local government areas of the State. The people of Obio/Akpor Local Government Area people are said to have migrated through the Benin Kingdom to the present Rivers State where they settled in their present territory over twelve centuries ago. The main occupation of Obio/Akpor Local Government Area people is farming, which is carried out in rotation. This practice was possible because of its contiguous land area.

The Population for the Study

The population is all members of a well-defined class, people, objects, and events. A target population is an entire population to, which the findings of the study are applicable, it is a finite population. The population for this study comprises all the students in all the secondary schools in Obio/Akpor Local Government Area of Rivers State, there are more than 40 secondary schools in the area.

Sample and Sampling Techniques

According to Ololube (2006), a sample is the number of people (or thing) scientifically drawn from a given people for a study based on the promise that the number of people (or thing) is validly a true representative of that population in terms of sharing the same attributes with the population. A sample of two hundred and fifty (250) students drawn from five (5) secondary schools out of the many secondary schools in the area constituted the sample size. A simple random sample technique was adapted to draw a sample of fifty (50) from each of the elected schools.

The instrument for Data Collection

The main instrument that was used for data collection is the questionnaire, which was structured called “students’ urban and Industrial Questionnaire (SUIQ)”, the instrument consists of 30 items constructed by the researcher to chat instruments from respondents. The instrument is divided into two sections, section ‘A’ comprised respondents’ data while section ‘B’ is based on the

variable, that covered both the research questions and hypotheses which investigated the effects of urbanization and industrialization on secondary school student's academic performance. Based on this, the following rating method was assigned to each response based on a 4-point Likert-modified scale with the following numerical values:

Strongly Agree	SA	=	4	points
Agree	A	=	3	points
Disagree	DA	=	2	points
Strongly Disagree	SDA	=	1	point

Validity of Instrument

After the design of the instrument, it was subjected to two other expectations from the lecturers and finally the thesis supervisor for face and content validity. Their corrections, comments, and remarks were used to review the instrument before the final administration.

Reliability of the Instrument

To determine the reliability of the instrument (SUIQ) a test-retest method was adopted in a space of two weeks. The researcher administered the first and second time, this was done using students who were not part of the sample size and they were analyzed using the Pearson moment correlational coefficient to obtain the reliability co-efficient of .794.

Method of Data Collection

The instruments were administered to respondents (SS 2&3 students) personally by the researcher. The principals of each of the sampled schools were approached for the students to be organized into their classroom during their lunch period where the questionnaire was handed to them after due clarification of items where necessary, a total number of two hundred and fifty (250) questionnaire administered to respondents were collected on the spot.

Method of Data Analysis

The focus of this part of the study is on how the data generated from the field were processed, and presented for understanding. The data are presented in tables using the mean score and standard deviation to analyze the research questions. While the hypotheses of significant difference were tested, using the *t*-test statistical tools set at $p. < 0.05$ significance level. The statistical package of the social sciences (SPSS) version 21 was used for analysis.

RESULTS

Descriptive Analyses of Respondents (Students) Personal Data

Table 1: Descriptive Statistics of Respondents (Students') Personal Data

Variables on students personal data		Frequency (N)	Percentages (%)	Mean	Standard Deviation
Schools	School 1	50	20.0	2.3000	.70711
	School 2	50	20.0	2.5200	.70682
	School 3	50	20.0	2.7000	.50508
	School 4	50	20.0	2.4800	.64650
	School 5	50	20.0	2.2400	.68690
Class	SS3	88	35.2	2.2955	.69744
	SS2	162	64.8	2.5309	.64194
Gender	Male	146	58.4	2.3219	.75141
	Female	104	41.6	2.6250	.48647
Age of Students	12-14 years	13	5.2	2.0000	.00000
	More than 14 years	237	94.8	2.4726	.67983
Father's Occupation	Professional	201	80.4	2.4378	.70524
	Non-Professional	49	19.6	2.4898	.50508
Mother's Occupation	Professional	162	64.8	2.6111	.63295
	Non-Professional	88	35.2	2.1477	.63499

In this study (see table 1 for detail), the first set of data analyses that was conducted was a descriptive statistics (frequency [N], percentage, mean and standard deviation). Data from section 'A' of the questionnaire yielded information about students' personal data. The analysis showed that the respondents from the five selected schools were 50(20%) each. Majority of the respondents based on their class of study 162(64.6%) are in SS2, while 88(35.2%) are in SS3. The data further showed that majority 146(58.4%) of the respondents were male, while 104(41.6%) of respondents were female. Based on the age of students, the majority of them 237(94.8%) are more than 14 years, while 13(5.2%) were 12-14 years. With regards to respondents father's occupation (accountants, welders, electricians, builders, etc.), the analysis revealed that 201(80.4%) are from such background. Whereas 49(19.6%) are from non-professional (laborers) background. The profile of respondents mother's occupation revealed that 162(64.8%) are professionals, while 88(35.2%) are non-professionals.

Research Question 1: Problem Associated with Urbanization and on Education

Table 2: Students Perception of the Problem Associated with Urbanization on Education.

s/n	Items	Mean	SD	Variance	Agree	Disagree
1	Most families who migrate to the cities drop their traditional norms for urban norms	2.4480	.67014	.449	54.8 %	45.2 %
2	Some urban families live in crowded shanties because they cannot afford decent accommodation	3.1040	.88562	.784	75.2 %	24.8 %
3	The problems of pollution and traffic are associated with urban life's	3.0480	.80016	.640	80.0 %	20.0 %
4	Most urban families do not enjoy communal interrelationship as they live in isolated estates and homes	2.8560	.71926	.517	85.2 %	14.8 %

5	Most urban public schools are over populated without sufficient infrastructure	3.8000	.40080	.161	100 %	0.0 %
Sum of Overall Score		3.0512	.69519	.5102		

The first research question is “What is the problem associated with urbanization and industrialization of Obio/Akpor Local Government Area of Rivers State”? The purpose of this research question is to assess students’ perception of the problem associated with urbanization and industrialization. To answer this question, the responses on items 1-5 of section “B” of the questionnaire were tallied and analyzed along agree and disagree, and the result (see table 2) revealed that 54.8 % against 45.2% that most families who migrate to the cities drop their traditional norms for urban norms. 75.2 % against 24.8% agree that some urban families live in crowded shanties because they cannot afford decent accommodation. While 80.0 % against 20.0 % agree that the problems of pollution and traffic are associated with urban lives. 85.2 % against 14.8 % agree that most urban families do not enjoy communal interrelationships as they live in isolated estates and homes. And 100 % of the respondents against 0.0% agree that most urban public schools are overpopulated without sufficient infrastructure.

Research Question 2: The Implication of Urbanization on the Education Sector

Table 3: Students Perception of the Effects of Urbanization on the Education Sector

s/n	Items	Mean	SD	Variance	Agree	Disagree
6	Industrialization encourage school dropout because students of school age are engaged in casual labor as it is in Obio/Akpor Local Government Area of Rivers State	2.5480	.80641	.650	65.2 %	34.8 %
7	Urbanization and industrialization can encourage robbery and prostitution of children who went to meet up with their peer	2.2880	.63772	.407	29.2 %	70.8 %
8	Urban schools have more qualified teachers	2.5840	.73012	.533	44.0 %	56.0 %
9	Urban families have the privilege of different school choice	3.0400	.58632	.344	84.8 %	15.2 %
10	Most rich urban parents send their children to private and boarding schools	3.8000	.50698	.257	95.2 %	4.8 %
Sum of Overall Score		2.8520	.65351	.4382		

The second research question is “What are the effects of urbanization and industrialization on the education sector in Obio/Akpor Local Government Area of Rivers State”? The essence of this research question is to find out if urbanization and industrialization affect the education sector. This question was answered using mean, standard deviation, variance, and percentages (see Table 3). Responses on statement items 6-10 of the research instrument (questionnaire) were tallied along “agree and disagree.” The table shows that 65.2 % of students agree that industrialization encourages school dropout because students of school age are engaged in casual labor as is in Obio/Akpor Local Government Area of Rivers State. This is against 34.8 % who disagree. However, 70.8 % of students disagreed that urbanization and industrialization can encourage the robbery and prostitution of children who went to meet up with their peers. Also, 56.0 % disagree with 44.0 % who agree that urban schools have more qualified teachers. Visible impressions were indicated when students’ responses showed that 84.8 % agree against 15.2 % who disagree that urban families have the privilege of different school choices. According to the

students, it is true that 95.2 % against 4.8% of most rich urban parents send their children to private and boarding schools.

Research Question 3: Influence of Casual Works on School Dropouts in Obio/Akpor Local Government Area of Rivers State

Table 4: Students' Perception of the Influence of Casual Works on School Dropouts in Obio/Akpor Local Government Area of Rivers State

s/n	Items	Mean	SD	Variance	Agree	Disagree
11	Casual work promote child labor schooling	2.7880	.60707	.369	79.2 %	20.8 %
12	Some children lost concentration in class because they are thinking of how to go for casual work after school	3.3480	.47729	.228	100 %	0.0 %
13	Children become too money conscious, and therefore do not take their academic work seriously	3.8040	.39776	.158	100 %	0.0 %
15	Casual work make students perform very low in academic work	3.3000	.45918	.211	100 %	0.0 %
15	Some students are lured by the money they get doing casual work and sometime stop schooling	3.3560	.47978	.230	100 %	0.0 %
Sum of Overall Score		3.3192	.48421	.239		

The third research question is “What influence has casual work had on school dropouts in Obio/Akpor Local Government Area of Rivers State”? The rationale underlying this research question is to unearth the extent to which casual work influences the school dropout rate in Obio/Akpor Local Government Area of Rivers State. To answer this question, the responses on items 11, 12, 13, 14, and 15 of section “B” of the questionnaire were tallied and analyzed along agree and disagree, and the results are as presented in Table 4. The statistical analysis of respondents’ answers to these items showed that 79.2 % of the respondents against 20.8 % agree that casual work promotes child labor school. While 100% of the respondents agree that, some children lost concentration in class because they are thinking of how to go for casual work after school. In addition, children become too money conscious and therefore do not take their academic work seriously. Casual work makes students perform very low in academic work, and some students are lured by the money they get doing casual work and sometimes stop schooling.

Hypothesis 1: Problems of Urbanization and its Implication on the Education of Children

Table 5: One-Sample *t*-test analysis for the problems of urbanization and its influence on the education of children

Problems of Urbanization and Industrialization and Effect on the Education of Children	t	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
	77.219	249	.000	2.44800	2.3645	2.5315

N = 250

Df = N-1 = 249

Level of Sig. = .05

Hypothesis one states “There is no significant difference between the problems of urbanization and industrialization and its effect on the education of children in Obio/Akpor Local Government Area of Rivers State” The essence of this hypothesis is to test the degree to which a significant relationship exists between the problems of urbanization and industrialization and their effect on the education of children in Obio/Akpor Local Government Area. This hypothesis was tested through the responses on items 1-5 in section “B” of the research questionnaire. An analysis of the three basic *t*-test statistical indicators means (2.44800), *t*-value (77.219), and level of significance (.000) suggests a negative perception towards the problems of urbanization and industrialization and their effect on the education of children in Obio/Akpor Local Government Area. Thus, hypothesis one indicated that there is significant difference between the problems of urbanization and industrialization and their effect on the education of children. As a result, hypothesis one was rejected. See table 5 for details.

Hypothesis 2: Casual Works Provided in the Area and its Influence on School Children Dropout Rate

Table 6: One-Sample *t*-test Analysis for the Casual Work Provided in the Area and its Influence on School Children Dropout Rate

Test Value = 0						
Casual Work Provided in the Area and its Influence on School Children Dropout Rate	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
	72.628	249	.000	2.54800	2.4475	2.6485

N = 250

Df = N-1 = 249

Level of Sig. = .05

The second hypothesis states, “There is no significant difference between the casual works provided in the area and the influence on school dropouts in Obio/Akpor Local Government Area of Rivers State” This research hypothesis is intended at discovering from the respondents’ view if a significant relationship exists between the casual work provided in Obio/Akpor Local Government Area and its influence on school dropouts. This hypothesis was tested through the responses on items 6-10 in section “B” of the research questionnaire. The results obtained from the three basic *t*-test statistical indicators means (2.54800), *t*-value (72.628), and level of significance (.000) recommend a harmful perception towards the casual works provided in the area and its influence on school children's dropout rate. Thus, hypothesis two showed that there is a significant difference between the casual works provided in the area and secondary school children's dropout rate. As a result, hypothesis two was rejected as indicated in table 6.

DISCUSSION

Problems Associated with Urbanization and Industrialization

In this study, there were some overall objectives that I aimed to achieve. In the first place, this study aimed at identifying the problem associated with urbanization and industrialization, examining how work affects school dropout in the area, and evaluating their effect on the education sector. It further scrutinized how the presence of multinationals had affected the social-economic and educational activities of the area. Identify the contributions of the multinational companies to education, and if there are lapses, proffer solutions to the problems of urbanization and industrialization in the area. Specifically, this research sought tentative answers to the research objectives about the research questions and hypotheses put forward in this study.

Research on “urbanization and industrialization and academic performances of secondary school students is a key component in school effectiveness and improvement. The purpose of research question 1 and hypothesis 1 is to assess students’ perception of the problem associated with urbanization and industrialization. The response to this question revealed that 54.8 % of most families who migrate to the cities drop their traditional norms for urban norms.

According to Egbue (cf., 2000), urbanization results in conflict with the traditional type of production including subsistence farming and basic crafts. The significance of this situation is that large numbers of individuals and families abandon their traditional norms and values to urban life. In addition, 75.2 % of the respondents agree that some urban families live in crowded shanties because they cannot afford decent accommodation. The results from the data analysis showed that 80.0 % of the respondents agree that the problems of pollution and traffic are associated with urban life.

This is in line with Ogunbameru and Rotimi's (cf., 2000) argument that industrialization gave birth to urban settings. The massive migration caused by the jobs created by the industrial system in the urban areas results in two basic problems: (1) difficulties of adjustment in urban life; (2) the expansion of the cities produced by many urban problems, which include overcrowding, pollution, water problems, traffic, etc. It was also argued that most urban families do not enjoy communal interrelationships as they live in isolated estates and homes. This was evident in the response of 85.2 % of the respondents. And 100 % of the respondents agree that most urban public schools are overpopulated without sufficient infrastructure. the provision of basic infrastructure in schools such as study tables, libraries, laboratories of different types, residential accommodation for workers, and other essential social amenities including pipe-born water, water-system toilets, electricity, and roads (cf., Okeke, 2002; cf., Ololube et al., 2012). Thus, it is evident from this study that there is a relationship between the problems associated with urbanization and industrialization and their effect on the education of children.

Effects of Urbanization and Industrialization on the Education Sector

Subsequently, in research question 2, the response that effects of urbanization and industrialization on the education sector were pointed out when 65.2 % of students agree that industrialization encourages school dropout because students of school age are engaged in casual labor as it is in Obio/Akpor Local Government Area of Rivers State.

However, 70.8 % of students disagreed that urbanization and industrialization encourage the robbery and prostitution of children who went to meet up with their peers. Also, 56.0 %

disagree that urban schools have more qualified teachers. Visible impressions were indicated when students' responses opined that 84.8 % agree that urban families have the privilege of different school choices. According to the students, it is true that 95.2 % of most rich urban parents send their children to private and boarding schools.

According to UNESCO (2002), the effects of urbanization and industrialization rocking are similar to the ones observed in Nigeria. Boys and girls of secondary school age drop out of school to work, the increase in robbery, the high cost of food items, the high cost of house rent, and an increase in girls' prostitution.

Influence of Casual Works on School Dropouts

The result of the analysis of data based on research question 3 and hypothesis 3 was rejected because the overall mean score of 3.3192, with a standard deviation of .48421 and a variance of .239, revealed that 79.2 % of the respondents agree that casual work promotes child labor school. While 100% of the respondents agree that, some children lost concentration in class because they are thinking of how to go for casual work after school. In addition, children become too money conscious and therefore do not take their academic work seriously. Casual work makes students perform very low in academic work, and some students are lured by the money they get doing casual work and sometimes stop schooling.

Moreover, the *t*-test of one sample of the variables showed that the mean was 2.54800, the *t*-value was 72.628, and the level of significance .000 showed a significant relationship using the 95% level of significance in a two-tailed test. For that reason, the null hypothesis was rejected, this recommends a harmful perception of the casual work provided in the area and its influence on school children's dropout rate. Thus, hypothesis two showed that there is a relationship between the casual work provided in the area on secondary school children's dropout rate.

Casual work promotes child labor schooling, some children lost concentration in class because they are thinking of how to go for casual work after school. Children become too money conscious and therefore do not take their academic work seriously. In addition, casual works make students perform very low in academic work and some students are lured by the money they get doing casual work and sometimes stop schooling.

It is estimated that about 1 out of 3 children aged between 5-14 years in Sub-Saharan Africa are employed, compared to Central and Eastern European/Commonwealth of Independent States region where only 1 out of 20 are employed. In absolute numbers, there are now more than 218 million children in child labor in sub-Saharan Africa than in the rest of the world combined (UNICEF, 2022). This statistic makes sub-Saharan Africa including Nigeria the most dominant place with the prevalent practice of child labor. Children were much more likely to be involved in child labor compared to urban children (Akarro & Mtweve, 2011).

Child labor is considered as work performed by children under 18 years of age that is exploitative, hazardous, or inappropriate for their age, as well as detrimental to their schooling, and social, mental, spiritual, and moral development. This also shrinks their opportunities for schooling and future external choice set. This may not only require them to assume the multiple burdens of schooling and work at home and other workplaces but also enslaves them and separates them from their families. In most cases, this practice is a violation of international laws and national legislation on children's rights (Akarro & Mtweve, 2011).

The literature reviewed suggests that multinational companies are discouraged from employing children of secondary school age and school dropouts as casual workers. Parents on their part resist the employment of their children who have not completed their secondary education no matter the amount involved.

CONCLUSION

The motivation for this study came from the fact that this study examined the role of urbanization and industrialization on the academic performance of secondary school students.

This research has outlined the complex role of urbanization and industrialization and explicitly stated the significance of the need for quality development of education in the host community. The joy observed in this study led to the thinking that the characteristics of urbanization and industrialization will lead to quality teaching and learning process if the instructional activities are well developed.

Research has shown that multinational and students' characteristics and activities have a closer understanding of the activities within the school and its potential activities and strive to promote the stability of the academic environment.

To match the exhilarating growth of the secondary school system with qualitative growth, it becomes necessary to find ways for the secondary school system to be run cost-effectively. Maintenance culture must be deeply rooted in secondary schools. Special attention must be focused on the prudent management of human, physical, material, and financial resources, to sustain a free, qualitative secondary academic performance in Rivers State (Afolabi et al., 2008).

environment, content, and processes that learners encounter in school lead to diverse results, some intended and others were unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies (UNICEF, 2000).

Poverty in terms of hunger, not occasional but perpetual hunger, living in poor housing conditions without water, kitchen and toilet facilities, inadequate income, malnutrition, lack of access to social services, and lack of social and political status. Lack of command over basic consumption needs like foods, clothes, and shelter, as well as lack of certain capacities, such as being able to participate with dignity in society. It is a situation in which one suffers because of a lack of basic needs of substance. All these lead to basic educational achievement (Osinubi, 2003).

Recommendations

Based on the findings of this study, the following recommendations are made:

- Toward solving the problems of urbanization and industrialization in secondary schools, particularly in a period of the demand for quality education, there is the need to embark on meaningful involvement of multinational companies in providing facilities to host communities. These activities include organizing school endowment funds and encouraging donations both in kind and in cash.
- The role of the government and partly multinational companies is to fund schools. Teacher effectiveness is greatly impaired by the inadequacy of instructional resources; secondary schools must be adequately equipped. The science laboratories, libraries,

technical workshops, and home economics rooms must be well equipped. Therefore, government and companies must make all these facilities available. The physical facilities and equipment in schools must be properly maintained in order not to allow them to depreciate.

- Governmental action and policies, and those of the multinational companies should reflect a sound understanding and impact on these problems. Enact laws that will encourage multinationals to provide facilities and employment to host communities. And discourage multinationals from employing school-aged children.

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