

Impact of Informal Activities on Public Secondary School in Ogbomoso, Nigeria

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ABSTRACT

Secondary education plays important roles in educational system and serves as link between primary and tertiary education for children to acquire additional knowledge, skills and qualities beyond their primary school level. However, informal activities surround majority of secondary schools in developing nations. Although, informal activities have lot of benefits especially in the areas of employment opportunities and income generation. Nevertheless, this study hypothesize that, the activities generate varieties of social, educational and psychological effects on secondary schools. This study employed quantitative technique through questionnaire administration and qualitative techniques through direct observation and personal interview for data collection within five selected senior secondary schools among 281 respondents. Quantitative data were analyzed by descriptive statistics, chi-square tests and development of Informal Activities Effect Index (IAEI). On the other hand, qualitative data used content analysis for analysis. The analysis were to assess the impact of informal activities on the public secondary schools. The result reveals that men of middle age majorly engaged in informal activity as possible avenue for employment opportunity and poverty alleviation strategy. However, their location have greater impact on students' academic performance and becomes nuisance to the public secondary schools environment. The authors suggest enforcement of discipline to maintain educational standard, fencing of the school's environment and employment of food vendors to prevent sneaking out of students during the school hours. The effectiveness of planning officers at local and state government levels for proper design and implementation of the development plan is inevitable for appropriate development control.

Keywords: Academic performance; education; informal activities; informal activities effect index; public secondary school.

INTRODUCTION

The importance of secondary education in educational system of a nation cannot be over emphasized. It serves as link between primary and tertiary education and provides opportunity for children to acquire additional knowledge, skills, and qualities beyond their primary level [1-3]. Development of secondary education resulted from insufficient acquisition of literacy, proficiency and communication skills of children at primary educational level. Individuals, community, corporate organization and government at different levels own secondary schools. Since the attainment of the country's independence in 1960, gross increase in number of secondary schools and enrolment of students have been recorded. As a result, many efforts have been made by Federal Ministry of Education in Nigeria to improve the state of secondary education through promulgation of ordinances, edicts and bye laws [4].

Increase in the informal activities in developing countries such as Nigeria resulted from failure of the formal sector in employing multitudes of semi - skilled and unskilled populace [5-7]. Various scholars have defined informal activities in various ways. Becker and Luthar [8] defined informal activities as the unregulated, non-formal portion of the market economy that produces goods and services for sale or for other forms of remuneration. The informal economy is largely characterized by low entry requirements in terms of capital and professional qualifications. Others characteristics include small scale of operations; skills often acquired outside of formal education; labor intensive; methods of production and adapted technology that facilitates accurate identification and measurement of the sector as regard to output, size and capital utilization, as well as its relationship and linkages with the formal and public sectors. Jelili and Adedibu [9] observed that the informal sector dominated by sole-proprietors who provides mainly utility services and whose business premises are located and concentrated within high and medium densities neighborhoods. Jelili and Adedibu [9] further reiterated that low socio-economic level coupled with poor infrastructural facilities in growing cities contributed to the proliferation of the sector.

The informal economy accounts for 40 percent of Gross National Product (GNP) of developing countries [10] and the activities have important role to play in the overall national development [11-13]. They provide employment opportunities and income generation to sustain livelihoods of many urban dwellers especially among unskilled, socially marginalized, youths and women as well as other low-income households. However, the informal activities generate varieties of social and psychological problems on different land uses. The quality of education does not only depend on the performance of the teachers and school management, but also depends on the effective coordination of the informal activities around the school's environment. The school's environment that comprises of classrooms, administrative blocks, circulation and conveniences for teachers and students are indispensable in teaching-learning process [14]. The enhancement of students learning relies on how the school's environment looks like in terms of the organization of all the land uses within it [15].

Informal activities have generated differs of social problem around the school environment especially among the schools that are not fenced. The social problems include hawking, barbing shop, cafeteria and smoking joints. These become hiding points and prevent students from attending the class regularly. Allowing informal activities around the secondary school is incompatible and if the situation continues without check will have negative effects on the academic environment. Consequently, the achievement of main aim of establishing the secondary schools would not be possible. It is on this basis, this study aims at evaluating the impact of informal activities on public secondary schools in Ogbomoso North Local Government Area. For achieving this aim, the following questions are raised:

- **What are the factors responsible for locating informal activities around public secondary schools?**
- **What are the reasons for engaging in informal activities around schools?**
- **What are the implications of informal activities on students in secondary schools?**
- **What is the relationship between informal activities and students' academic performance?**

The rest of the paper is structured as follows. Review of relevant literatures followed the introduction. The third section discusses the methods and materials used for both quantitative and qualitative data collection and analysis. Subsequently, the results and discussion of the data are presented in section four of the paper. This is mainly to address the questions raised to achieve the objectives of the study. Finally, some policy implications deriving from the study and conclusions are summarized in section five.

REVIEW OF RELEVANT LITERATURES

Informal activities are greatly on the increase and difficult to be controlled by statutory agencies. As a result, the activities defiled urban land use planning with associated unhealthy environment and poor land use control. In Nigeria, economic crisis through decline in real wages and retrenchment of public workers as a result of imposed structural adjustment policies known as Structural Adjustment Programme (SAP) resulted to informal activities [16, 17]. The informal activities therefore have potential in making provision for job and at the same time create unrecognized difficulty in its operation and behavioral attributes to mankind and environment [18]. Various scholars examined the contribution of informal activities to the urban growth economy especially towards poverty alleviation among low-income earners. The employment prospects of informal sector was the focus of some scholars [15, 19, 20] while Onyebueke [21] investigated the prevalence of informal activities in the urban residential zone whereas the pattern of informal activities in urban land use planning was the concern of some other scholars [9, 22]. Informal activities resulted from poor urban communities and bad governance, which consequently affected urban land use planning towards proper organization of the enterprises [9, 21]. Informal activities as undesirable in planning that brings conflict in land uses. Informal activities is a powerful instrument to combat poverty and social exclusion among low-income households. This is generally operated in small nature inform of micro-businesses and run at homes, street pavements and other informal locations. The rate of mass failure in both internal and external examination has posed many challenges to the teachers, education administrator, parents as well as researchers all over the country [23]. This study therefore hypothesize that, informal activities generate varieties of social, educational and psychological effects on secondary schools. As a result, this study aimed at investigating their impact on public secondary schools using secondary schools in Ogbomoso North local government areas of Oyo state as study areas.

METHODS AND MATERIALS

The study evaluated the impact of informal activities situated within 300 meters around public secondary school. Record of all secondary schools within Ogbomoso North local government area was attained from the office of Local Inspector of Education. The consideration was given to only informal activities that are practiced within temporary structures around the selected public secondary schools. Among the sixteen public secondary schools within the study area, the recognizance survey revealed that only eight schools were with informal activities. Five of them were senior secondary schools and selected randomly as the sample size for the study. This represented 62.5% of the total schools with informal activities. The selection of the schools was limited to senior secondary schools because they are the category preparing for external examination and tertiary institutions. The five schools included Soun High School located at Kuye, Nurudeen High School located at Under G, Owode Community Grammar School located at Oke Owode, Anglican Grammar School located at Starlight and Community Grammar School, Ori-oke located at Igbo Agbonhin. The distribution of selected schools was evenly within five different political wards. Quantitative and qualitative data obtained for the study were through primary and secondary sources.

The quantitative technique deals with the employment of questionnaire administration among students, secondary schools' teaching and non-teaching staff as well as informal activities operators within 300 meters around the secondary schools. Total number of students and staff (teaching, temporary teaching and non-teaching staff) were obtained from the principal of each school in accordance to the class level of the students and staff category. There was physical count of the informal operators around the selected secondary schools. There were 1,008 students, 286 teaching and non-teaching (comprises of 167 teaching, 55 non-teaching and 64 temporary teaching staff) and 579 informal activities operators in all the selected schools. 15%

was considered as sample size for each category of the respondents. A total number of 281 respondents were sampled among the students, teaching, non-teaching and temporary teaching staff of the selected public secondary schools and informal activities operators. Out of 281 respondents, 151 students, 43 respondents among teaching, non-teaching and temporary teaching staff and 87 informal activities operators were selected within the five selected schools for the administration of questionnaires. 26 students were sampled randomly at Soun High School, 32 students at Nurudeen High School, 29 students at Owode Community Grammar School, 39 students at Anglican Grammar School and 25 students were sampled at Community Grammar School, Ori-oke. Information on their socio-economic attributes and perception on the impacts of informal activities on students' academic performance. Qualitative technique was employed to complement the results from the quantitative technique. This was achieved with the aid of unstructured questionnaire for personal interview with the teachers and principal of the secondary schools. This was also supported by direct observation.

Descriptive statistics with the aid of frequency tables, percentage, charts and histogram was used for data analysis. Likert scale was used to rank variables while Informal Activities Effect Index (IAEI) was developed to assess the impact of informal activities. In addition, Pearson Product Moment Correlation was used to determine the relationship between informal activities and students' academic performance and Analysis of Variance was used to evaluate variation in the incidence of informal activities among the selected public secondary schools. The content analysis was used for qualitative data analysis.

RESULTS AND DISCUSSION

Socio-economic profile of the respondents

Majority of the respondents are male and takes 58.36% of the sampled population while 41.64% of the respondents are female. The record given in the secondary schools shows that there are more of female teachers than the male whereas there is little difference between the population of male students and female students. The wide gap between the male respondents and female respondents indicates that the female cannot engage with the types of informal activity around the schools. This indicates that majority of the informal activity operators are male. This implies that, most informal activity operators are male in typical Nigerian communities where public secondary schools are located. This is because; there is no adequate formal sector for employment opportunity.

As a result, informal activities serve as possible avenue in making provision for employment opportunity and poverty alleviation strategy among the populace. This confirms the findings of some scholars [13, 15, 18-20]. The respondents within age bracket 10-19 years takes the lion share of the sample respondents with 43.42%. This category of the respondents are school aged. This implies that, majority of the respondents are students followed by those in age bracket 30-39 years which is 29.18% as shown in Table 1. This is middle-aged people. These are working class people and are likely to be staff in the selected secondary school or informal activity operators. The respondents between ages 20-29 years takes 22.42% of the sample respondents. This category of the respondents is the mixture of the students, staff in the secondary and informal activity operators. This implies that the social interaction among this set of people would be possible and enhance easy communication between them. Both students and staff in the secondary schools will find it convenience to interact with the informal sector operators during the school period. This may consequently affect the commitment of the students to their study and teachers to their teaching. The academic performance of the students may therefore be at risk. The respondents of age 40 years and above are few in number as shown in Table 1. Respondents of age 40-59 years takes 03.56% while those of 60 years and above takes 01.42%. This implies that older people are not

involved as either informal activity operator or engaging themselves in the activity. These few respondents are likely to be the secondary teachers.

Table 1. Socio-economic profile of the respondents.

	Variables	Frequency	Percentage
Sex	Male	164	58.36
	Female	117	41.64
	Total	281	100.00
Age	10-19	122	43.42
	20-29	63	22.42
	30-39	82	29.18
	40-59	10	03.56
	60 & Above	04	01.42
	Total	281	100.00
	Marital status	Single	92
Married		189	67.20
Total		281	100.00
Monthly income	Less than ₦18,000.00	108	38.43
	₦18,001.00 - ₦50,000.00	153	54.45
	₦50,001.00 - ₦75,000.00	07	02.49
	₦75,001.00 - ₦100,000.00	13	04.63
	Total	281	100.00
Educational status	Primary education	130	46.26
	Secondary education	115	40.93
	Tertiary education	36	12.81
	Total	281	100.00
Religion	Christianity	191	67.97
	Islamic	84	29.89
	Traditional	6	02.14
	Total	281	100.00
Ethnicity	Yoruba	226	80.43
	Hausa	16	05.69
	Igbo	39	13.88
	Total	281	100.00

Source: Authors' fieldwork, 2017.

The survey reveals that majority of the respondents are married and takes 67.20% of the sampled respondents. The remaining 32.80% of the respondents are single. The single respondents are mostly the secondary schools' students while the married are either staff in the selected secondary schools or the operators of the informal activities. This reflected in their estimated monthly income. Most of the respondents earns ₦18,001-₦50,000.00 (1 USD = N361.00 as at September, 2019) monthly and takes 54.45% of the sampled respondents. Those that earn less than ₦18,000 is 38.43% of the sampled respondents. This category of the respondents are likely to be students. Very few respondents earns above ₦50,000.00 monthly which amount to 7.12% of the sampled respondents as shown in Table 1. It can however be inferred that most of the respondents are low-income earners.

The educational status of the respondents was taken into consideration during the survey. The survey reveals that 46.26% of the sampled respondents obtained primary education while 40.93% obtained secondary education. Only 12.81% obtained tertiary education. Interaction with the staff in the secondary schools reveals that majority of them obtained tertiary education while the informal activity operators do not obtain more than primary education. This is resulted from their economic background and income status. Low educational status of the people within the community prevents majority of them from engaging with formal sector

and resulted to informal activity operation. Most the respondents are Christian with 67.97% followed by Muslim that takes 29.89% of the sampled respondents. Traditional religionist takes smaller portion of the sample respondents with 02.14%. One may expect a traditional town like Ogbomosho to be more involved in traditional religion. However, the civilization and education of the people within the community has a great influence in the practice of religion within the study area. In terms of ethnicity, Yoruba takes the lion share with total population of 80.43% of the sampled respondents. The next is Igbo with 13.88% of the sampled respondents while the remaining 05.69% of the respondents are Hausa. This implies that Igbo people engage in informal activities than Hausa people.

Duration of informal activities in the area

Information were gathered to determine the duration of informal activities around the selected public secondary schools. This is to evaluate the extent their existence has being affecting the academic performance of the students. The survey reveals that most of the informal activities have being in existence in their various location within six and ten years. Those that fall within this category takes 64.00% of the sampled informal activities as shown in Table 2. This is followed by those that have being in operation within five years with total percentage of 21.60% while 14.40% are those that have being in existence between 11 and 15 years as reflected in Table 2. This implies that, their existence in the location have been effecting students' academic performance for a minimum of six years. It can be deduced that, informal activities located around the schools' environment has influence on the student right from the inception of their secondary education.

Table 2. Duration of informal activities staying in the area.

Years	Frequency	Percentage (%)
0-5	27	21.60
6-10	80	64.00
11-15	18	14.40
Total	125	100.00

Source: Authors' fieldwork, 2017.

Types of informal activities around the selected public secondary schools

Different types of informal activities are operating around the selected public secondary schools within the study area. These include Canteen/Restaurant, Provision store, Pharmacy, Beer Parlor, Carpentry, Fashion Designing, Automobile Repair, Barbing and so on as shown in the Table 3. They are categorized into three namely Commercial/Retail Petty Trading, Municipal Services and Cottage Industries. Municipal Services takes the larger percentage of the informal activities around the schools with 43.20% as the cumulative percentage. This is followed by Cottage Industries with cumulative percentage of 31.20%. The least category of informal activities is Commercial, Retail/Petty Trading and takes cumulative percentage of 25.60%. Out of 125 informal activities sampled, the total number of informal activities under Commercial, Retail/Petty Trading amount to 32, those in Municipal Services are 54 while those under Cottage Industries are 39 in number as shown in Table 3.

Beer Parlor is the dominant informal activity with 34.40% among the commercial, retail/petty trading. This is followed by canteen/restaurant that takes 31.30% of the sampled informal activities. Under the municipal services, carpentry and Electrician take the lion share with 20.40% each of the sample informal activities followed by automobile repair with 19.30%. Roadside printing and shoe cobbling are the informal activities among the cottage industries that takes 35.90% and 30.80% respectively. These are followed by Bakery with 15.40% of the sampled informal activities. The personal interview conducted among the informal activities

operators reveals that most of them are working for themselves. According to them, as the formal sector cannot make provision for employment opportunity, they have to create employment for themselves to survive the present economic hardship in the nation.

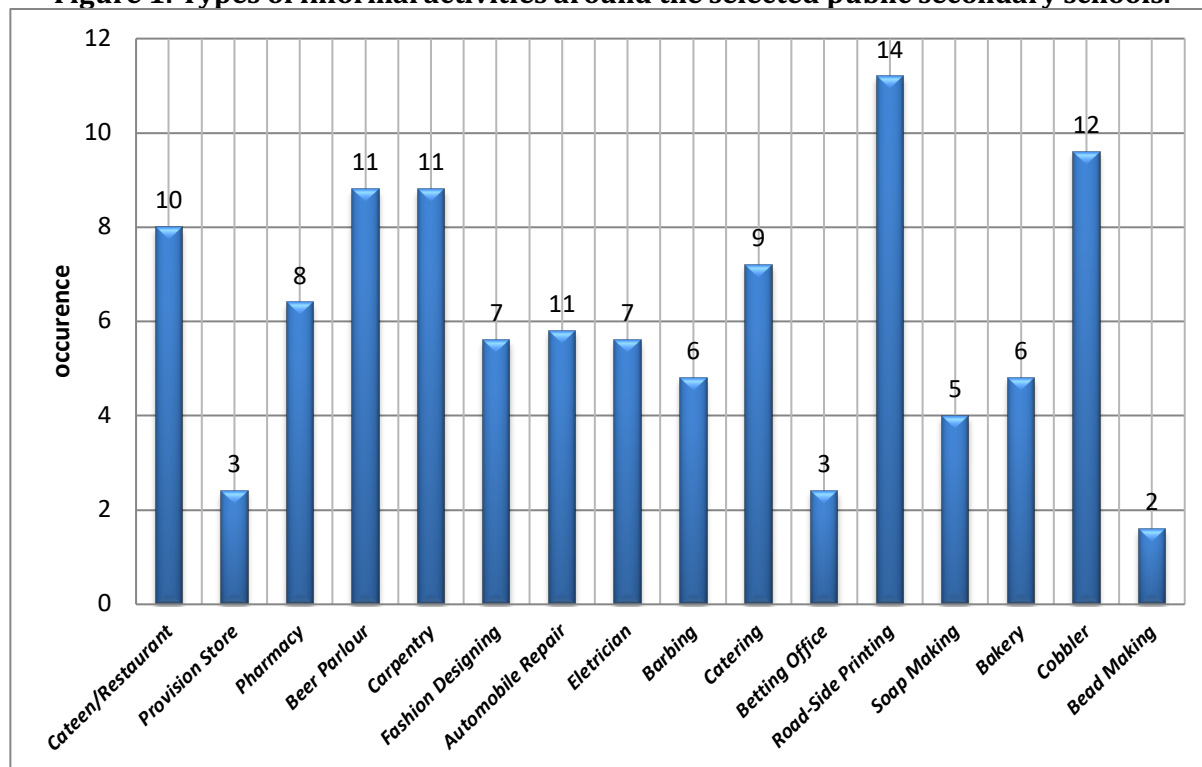
Table 3. Types of informal activities around the selected public secondary schools.

Classification	Cumulative Percentage	Informal Activity	Frequency	Percentage
Commercial, retail petty trading	25.60	Canteen/Restaurant	10	31.30
		Provision store	03	09.40
		Pharmacy	08	25.00
		Beer Parlour	11	34.40
		Total	32	100.00
Municipal services	43.20	Carpentry	11	20.40
		Fashion designing	07	12.90
		Automobile repair	11	19.30
		Electrician	07	20.40
		Barbing	06	11.10
		Catering	09	16.60
		Betting office	03	05.50
		Total	54	100.00
Cottage industries	31.20	Road-side printing	14	35.90
		Soap making	05	12.80
		Bakery	06	15.40
		Shoe cobbling	12	30.80
		Bead Making	02	05.10
		Total	39	100.00
Ground Total	100.00		125	

Source: Authors' fieldwork, 2017.

It can therefore be deduced that, the engagement of people in the informal activities result from economic crisis in the nation. This confirms the assertion of Nwaka [16] and Nwabueze [17] who were of opinion that the operation of informal activities was as a result of decline in real wages and retrenchment of public workers through Structural Adjustment Programme (SAP). Figure 1 summarizes the distribution of all informal activities around the selected public secondary schools. Observation made during the survey reveals that there are some young ones serving as apprentice in these informal activities. This raised the questions to determine if these apprentices are really taking this activity as real job or they are having other thing to do. The survey reveals that majority of these apprentices are students from nearby schools. This implies that the apprentices are combining their studentship with apprenticeship. Some of these students are serving as employees to some of these informal activities. This is with the aim of getting money to pay school fee and some other necessary thing for their living. This implies that there is tendency for some of these students to be leaving their school before closing time in order to resume work in the informal activity shops. It is also possible for some of these students to absent themselves from the class in order to go for work at the informal activities to get money.

Figure 1: Types of informal activities around the selected public secondary schools.



Source: Authors' fieldwork, 2017.

Reasons for engaging in informal activities

The operators interviewed gave different reasons for engaging in informal activities as shown in Table 4. According to the table, income support takes 43.2% and it is the most driving factor for engaging in informal activity. The operators are engaging in the informal activities so that it will serve as a supplement to their income. This implies that, the operators have their major occupation. This may be the reason why majority of these activities are sited around the secondary schools for easy patronage. The unemployment is the next driving factor and takes 42.40% of the sampled operators. Lack of employment opportunity led many of the operators into informal activity. Only 14.2% of the operators engage in informal activity because of high profit they can get through it.

Table 4. Reasons for engaging in informal activities.

Reason for engaging in informal activities	Frequency	Percentage (%)
Unemployment	53	42.40
High profit	18	14.20
Income Support	54	43.20
Total	125	100.00

Source: Authors' fieldwork, 2017.

Effects of informal activities on public secondary school

Questions on students' attitude was designed in 5-point Likert scale format ranging from very infrequent which was given 1 point to very frequent which was given 5 points. This effort was made to determine the effects of informal activities on public secondary school through the involvement of students. The respondents were requested to choose between very infrequent and very frequent. As shown in Table 5, very infrequent is represented by 1, infrequent is represented by 2, average is represented by 3, frequent is represented by 4 and very frequent is represented by 5. Various students' attitudes were used as variables. These attitudes include

playfulness of students around the school; patronizing food vendors and frequent eating during classes; moving around with friends during school hours; viewing/visiting game centers; drug abuse (smoking); patronizing beer parlors and drunkenness within school and gambling at the betting centers as shown in Table 5.

Table 5. Effects of informal activities on public secondary school.

Variables	1	2	3	4	5	TWV	N	IAEI(X)	$x - \bar{x}$	$(x - \bar{x})^2$
Playfulness of students around the school	2	22	19	42	65	596	150	3.97	0.92	0.8464
Patronising food vendors and frequent eating during classes	4	24	28	38	56	568	150	3.79	0.74	0.5476
Moving around with friends during school hours	32	23	24	31	40	474	150	3.16	0.11	0.0121
Viewing/visiting game centres	37	19	17	63	14	448	150	2.99	-0.06	0.0036
Drug abuse (Smoking)	50	38	18	29	15	371	150	2.47	-0.58	0.3364
Patronising beer parlours and Drunkenness within school	58	34	23	28	7	342	150	2.28	-0.77	0.5929
Gambling at the betting centres	53	18	22	37	20	403	150	2.69	-0.36	0.1296
Total	236	178	151	268	217	3202		21.35		2.4686
Mean of IAEI	3.05									

Source: Authors' fieldwork, 2017.

Total Weighted Value represented by TWV, Informal Activities Effect Index (IAEI) represented by (x) and Mean of IAEI represented by \bar{x} are calculated while N is the total number of respondents which is 150 and n is the number of variables which is seven as shown in Table 5. IAEI (x) is calculated as $\Sigma(TWV/N)$; Mean of IAEI (\bar{x}) is calculated as $\Sigma IAEI/n$; Variance is calculated as $\Sigma(x - \bar{x})^2/n$; $= 2.4686/7 = 0.3527$; Standard variation is calculated as $\sqrt{\text{Variance}} = \sqrt{0.3527} = 0.5939$; Co-efficient of variation is calculated as $(\text{Standard variation} \times 100)/\text{Mean of IAEI} = (0.5939 \times 100)/3.05 = 59.39/3.05 = 19.47\%$. Playfulness of students around the school, Patronizing food vendors and frequent eating during classes and Moving around with friends during school hours have the Informal Activities Effect Index (IAEI) value above the mean. This implies that, they are the informal activities that have greater impact on the public secondary schools. According to Table 5, Playfulness of students around the school with IAEI value of 3.97 has the highest IAEI indicating that it has the greatest impact on the public secondary schools. The next is patronizing food vendors and frequent eating during classes with IAEI value of 3.79. Moving around with friends during school hours with IAEI value of 3.16 is the third activity that has impact on the public secondary school. Although, the remaining four activities have impact on the schools but their impact fall below the mean as shown in Table 5. This implies that, their impact is not as much as that of the first three activities. This may be resulted from the fact that canteens/restaurants and beer parlors are the prevailing informal activities among the commercial, retail petty trading. Secondly, roadside printing and shoe cobbling are the prevailing informal activities among the cottage industries. As a result, there is likelihood that students in groups move about to patronize food vendors and beer parlors for eating and drinking as well as shoe cobbling to repair their school shoe thereafter play around the schools.

The perception of the secondary staff was therefore sought to appraise the effect of these activities and students' attitude towards them on the schools. Among the 43 sampled staff, 65.12% perceived that the informal activities have effect on students' academic performance while 34.88% of the sampled staff see the activities as nuisance to the school community as shown in Table 6. This implies that, the academic performance of students is at stake as a result of the siting of these activities around the schools. This may in turn have influence in the output and performance of labor in the future, which may invariably affect the national

development if appropriate measure is not taken to curb ever increasing siting of informal activities around public secondary schools.

Table 6. Effects of informal activities on public secondary schools.

Effects of informal activities	Frequency	Percentage (%)
Academic performance	28	65.12
Nuisance to the school community	15	34.88
Total	43	100.00

Source: Authors' fieldwork, 2017.

Hypothesizing that there is significant difference in the effects of informal activities on students' academic performance between the five selected public secondary schools, Chi-square test was used to determine the difference. The result as shown in Tables 7 and 8 indicates that there is no statistically significant difference in the effects ($p = 0.006 > 0.005$). Thus, it can be deduced that informal activities have negative effects on student's academic performance in public secondary schools.

Personal interview with some schools teachers affirms that, the mixing up of students with uneducated informal activities operators leads most of the students to be behaving irrationally. This gradually results many students losing interest in education and finally run away from classrooms, which might later leads to social disorder within the society. Among the social problems that is envisaged by the secondary staff interviewed, include cultism, early exposure to sex and drug abuse due to the influence of peer groups. Besides, direct observation made on the physical environment reveals misused and distortion of aesthetic outlook of the public space by the siting of the informal activities around the public secondary schools.

Table 7. Effects of informal activities on students' academic performance across selected schools.

			Effects of Informal Activities on Students' Performance Cross tabulation		Total	
			Yes	No		
School names	Anglican grammar school	Count	8	0	8	
		% within school name	100.00%	0.00%	100.00%	
	Community grammar school, Ori Oke	Count	6	0	6	
		% within school name	100.00%	0.00%	100.00%	
	Nurudeen grammar school, Ogbomoso	Count	3	1	4	
		% within school name	75.00%	25.00%	100.00%	
	Owode community grammar school	Count	5	1	6	
		% within school name	83.30%	16.70%	100.00%	
	Soun high school	Count	1	4	5	
		% within school name	20.00%	80.00%	100.00%	
	Total		Count	23	6	29
			% within school name	79.30%	20.70%	100.00%

Source: Authors' fieldwork, 2017.

Table 8. Chi-Square Tests on students' academic performance across selected schools

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.475 ^a	4	.006
Likelihood Ratio	14.660	4	.005
N of Valid Cases	29		

a. 9 cells (90.0%) have expected count less than 5. The minimum expected count is .83.

Source: Authors' fieldwork, 2017.

CONCLUSION AND POLICY IMPLICATION

This study aims at evaluating the impact of informal activities on public secondary schools within Ogbomoso North local government area in Oyo state. Increase in population growth at alarming rate in urban centers without adequate provision for how people will survive lead many involve in informal activities. Informal activities serve as employment opportunity among unemployed young ones and students to alleviate poverty. In the course of searching for enough customers and apprentice in the activities resulted to siting of these activities around the public secondary schools. Some students are combining their studentship with informal activities work in order to survive and enable them to pay school fee. Effort has been made to determine the effects of informal activities on public secondary school through the involvement of students. The survey reveals that, the siting of informal activities around the schools have influence on the physical environment of the schools, the students' social life and their academic performance. Playfulness of students around the school; patronizing of food vendors and frequent eating during classes; moving around with friends during school hours and so on are students' attitudes used as variables. The result reveals that playfulness of students around the school, patronizing food vendors and frequent eating during classes and moving around with friends during school hours with the Informal Activities Effect Index (IAEI) above mean have greater impact on the public secondary schools. Secondary schools staff's perception indicates that, the academic performance of students is at stake because of the siting of these activities around the schools. This may in turn have influence on the output and performance of labor in the future thereafter affect the national development if proper measure is not taken to curb ever increasing siting of informal activities around public secondary schools.

For the purpose of ameliorating the effects of these informal activities on the schools' environment, students' social life and their academic performance, the authors are of the opinion that maintaining of discipline through enforcement of laws and regulations by the teachers among the students are inevitable. This will enhance the maintenance of education standard in public secondary schools. Besides, it would be of importance for the schools to embark on the perimeter fencing of the school's environment and employment of food vendors. Through these, the rate at which students sneak out either to buy food or engage in any informal activities outside the school premises during the school hours would be reduced. For the purpose of maintaining orderliness of land use within the community, the authors are of the opinion that adequate space allocation should be made for informal activities in the preparation of development plan, layout plan and design. This will prevent misuse of land and converting of other land uses to informal activities. There is also need for the effectiveness of the officers in charge of planning at the local and state levels to see to the proper implementation of the development plan within community. Monitoring and promulgation of regulation at all levels of government against the development of informal activities around the schools would be of benefits. This will allow proper development control and land use management.

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