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CAUSES AND EFFECTS OF INCREASED ENROLMENT IN THE PROVISION OF FACILITIES IN SECONDARY SCHOOLS IN SOUTH EAST NIGERIA

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ABSTRACT

The purpose of the study was to determine the causes and effects of increased enrolment on the provision of facilities in secondary schools in South East Nigeria. Three research questions and three hypotheses guided the study. The researcher used the descriptive survey approach to conduct the research. The research is conducted in South East Nigeria with special reference to the secondary schools in the region. The population comprised all the secondary school principals in the South East Zone. To ascertain the level of the increased enrolment in the provision of facilities in the secondary schools in the South East, the principals who are the heads of the schools were used. The researcher felt that the principals stand the chances of better understanding of the effects of the increased enrolment in their schools which have resulted from overpopulation in the South East. The principals are the people saddled with the responsibilities of admitting new students and they have direct contact with the parents as well as the students. Thus, the population is 1,240 principals. Due to the large population of the principals, a proportionate representative of the population was used for effective study – 30% of the population. The stratified random sampling technique was used to select the sample. Each state in the South East formed a stratum. Regardless of the number of education zones in the different states, selections were made in three education zones from each of the states under study. This was done to enable the researcher find out the causes and effects of increased enrolment in the provision of facilities in the secondary school in South East Nigeria. The researcher developed a questionnaire titled Causes and Effects of Increased Enrolment Questionnaire (CEIEQ). The questionnaire was divided into two parts – part one and part two. Part one was on the background information of the respondents while Part two contained the questionnaire items which relate to the problem of the study. To ensure both face and content validation, copies of the questionnaire along with the purpose of the study, research questions and hypotheses were sent to five experts from the Faculty of Education, Nnamdi Azikiwe University, Awka for validation. Thereafter, their corrections and suggestions were incorporated in the final edition of the instrument. The instrument was pilot tested on 30 principals made up of 20 male principals and 10 female principals from Edo State. The reliability index was established using the Cronbach Alpha Statistics to estimate its internal consistency at 0.05 alpha levels. The reliability co-efficient of the instrument was 0.84 and this was found to be high enough for the

study. Copies of the questionnaire were administered by six (6) research assistants who were trained on the mode of collection by the researcher. The researcher remained the supervisor in the exercise. Each of the research assistants covered each of the six states of the south east zone. On-the-spot administration and collection was done to avoid loss of any questionnaire. This means that, of all the 372 questionnaires administered none was lost. The retrieved data were presented in tabular form and mean and standard deviation was used for the analyses. Findings of the study indicated factors that led to increase in enrolment in secondary schools in South East, Nigeria. There are free and compulsory education which the Universal Basic Education (UBE) bestowed, population explosion emanating from urban migration, early marriage, neglect of birth control measure, improved health services that has drastically minimized infant mortality rate among others. It was therefore recommended that the government that has the duties of protecting the citizens should ensure the security of lives and property to avert unwarranted migration. Enlightenment campaign should be spread across the zone to sensitize the people of the need to bear children according their financial capacities and also curb the incidences of early marriage. This helps in having manageable population that the government can provide adequately for their enhanced educational system

Keywords*:* Causes; Effects; Increased Enrolment; Provision; Facilities; Secondary Schools.

Introduction

Education, at one time, was regarded as a luxury and inevitably confined to a few. Today, it is seen as a vehicle for modernization and nation building in Nigeria and it is made accessible to all. The National Policy on Education (FRN, 2013) views education as an instrument for national development. To this end, education is now recognized as a right, a necessity to which every child is entitled. The government of the Federal Republic of Nigeria has made great strides to see that every child of school age has the opportunity of receiving quality education. In the South East region of Nigeria, however, obstacles exist which hinder the actualization of education for all. One of such obstacles is that many boys drop out of school and go into trading (buying and selling) especially in Anambra and Abia States because of the international markets at Onitsha, Aba, and Nnewi. It has taken many efforts from government and other well-meaning Nigerians to reverse the situation.

Over the years, government has made efforts at ensuring that every child receives formal education (Izuagba & Ezenwa, 2021). Some of these efforts include the entrenchment of education as an instrument for national development in the National Policy on Education and the introduction of Universal Primary Education and Universal Basic Education in 1976 and 1999 respectively which gives every Nigerian

child of school age access to free and compulsory basic education. These efforts over the years have yielded fruits and more children are enrolled in schools across the country. There, however, arose problems in other areas such as the fact that increased enrolment has mounted pressure on available human and material resources and without provision of additional facilities, provision of quality education will be a mirage.

Quality education, according to Alia & Alia (2022), depends on the quality of instruction from diligent, duteous and highly committed teachers as well as on provision of other educational facilities. Agwaranze (2008) describes educational facilities to include those materials that facilitate the teaching and learning process in the school such as buildings, teaching aids and devices. In agreement, Okunamiri & Ajaeree (2008) stated that every institution of learning is expected to possess the basic physical facilities such as staff rooms and office blocks, laboratories and workshops, students' hostels (if a boarding school) and accommodation for staff. Also, they added that there should be at least minimal provision of infrastructural facilities that are essential to life such as water, light, health and sanitation facilities, and all season access roads. In other words, the standard of teaching and learning is closely related to the prevailing circumstances in the learning environment.

More so, with higher incomes, improved nutrition, safe and sufficient water and sanitation, wide availability of immunization, high and effective drugs against infectious diseases, increased education, technological development and migration from neighbouring countries, the population of Nigeria has been on the rise. It is therefore correct to state that the economic growth of a nation is significantly dependent on the growth of its population. Nigeria is one of the fastest growing countries in the world with estimated population of two hundred and forty million (240,000,000) and an annual population growth rate of 2.9% (National Population Commission, 2021). The causes of over population in South East Nigeria are related to ethnicity, religion, polygamy, poverty, illiteracy, early marriage and migration from the North as a result of insurgency. The population of the South East in 2006 when compared to the census of 1991 showed that there is a growth of about 3.7% per annum (Nwankwo, Eje & Omebe, 2021).

In addition, the incidences of early marriage and polygamy as well as religious and traditional belief have also contributed to the increase in population in the South East. It is expected that a woman should be continuously productive because of lack of birth control initiative and illiteracy among the men and women zone. A woman's right to tell the husband that she cannot give birth again is not recognized. Also, it is a taboo for a husband and wife to restrict themselves from giving birth as tradition has it that procreation is from God and that God shall provide for the children. In the contemporary

society, some believe that population control is a theoretical abstract and useless field of study; thus nobody can control birth except God. In Nigeria, child bearing is of great importance; it is generally believed in many circles that the number of children born by a woman enhances her social status and as such, the stage is set for every woman by ensuring that her womb is fruitful, and by so doing, the country becomes overpopulated (Uduma, 2014).

In the South East of Nigeria, child bearing is a traditional matter because it is an Agrarian region and the number of children a family has makes the family very effective and efficient in farm work. Farm work is the major occupation of families in the South East region. It is this belief and tradition that has contributed to the increase in population of the South East. According to Uduma (2014), population growth has a significant effect on educational development. It brings about increase in demand for goods and services as the increase in population means large proportion of children. Therefore, there is also inadequate accommodation for the large proportion of the students who enrol into schools; this large proportion of enrolment into school causes overcrowding in the classroom. Thus, increase in population grossly affects supply of facilities in the region thereby causing great imbalance in the system.

With increasing population, the number of students is increasing much faster than the number of schools. The classroom which is the heart of every educational system is often overcrowded. No curriculum planning is complete without implementation and evaluation, both of which are mainly carried out in the classroom. Most of the class activities take place while students are seated; the seat arrangement is therefore too important to suffer the kind of neglect being experienced by many secondary schools in the South East. Increase in population makes seating arrangement in a classroom complex in the sense that the number of students is greater than the seats available, yet Onwe (2013) observed that state governments no longer provide furniture to students.

Overcrowding in the classroom reduces teaching effectiveness; it puts more burdens on the teacher. This is because the teacher cannot devote enough time to each of the students. Overpopulated schools have direct impact on the quality of teaching and instructional delivery. Overpopulated classrooms have increased the possibilities of mass failure and makes students to lose interest in school. As Izuagba & Ezenwa (2011) reported, large classes will not only make class management very difficult, it creates resultant negative effect on teaching and learning. Overcrowding is one of the factors that inhibit effective learning because the learner may feel hot, restless and unable to see and hear clearly what the teacher is teaching. It creates room for the students to engage in noise-making, the seats and desks may not be enough for the students leading to the scramble for available ones. This leads to

inappropriate seating arrangement which usually results in distraction of both students and staff. Marking and reviewing of assignments, projects, tests and even examination due to the large number of exercise books to examine, mark and score becomes very demanding. In over-crowded classroom, there is the possibility of poor ventilation thus makes the classroom very stuffy and prone to spread of communicable diseases and/or and insufficient oxygen inhalation. This insufficient air breeds weakness, tiredness and boredom. Under this scenario, the teacher finds it extremely difficult to control problem behaviours, and other deviant attitudes of students. Classroom arrangement and organization becomes an uphill task (Nkwocha, Onyemerekeya, Iroegbu & Chukwudire, 2003). In some instances, overcrowded classroom is a good playing ground for examination irregularities since the students are already clustered by such deficiency.

Statement of Problem

With the effort of the federal government at eradicating illiteracy, there has been increased enrolment especially at the primary and junior secondary schools across the country. More students in the schools are bound to lead to increased expectations from the teachers and other learning facilities. It is expected that increased enrolment of students will entail provision of more facilities for effective running of the schools. However, Izuagba & Ezenwa (2021) observed that research and anecdotal records show that there is poor funding of education and lack of human and material resources in schools. More so, Chijioke (2001), Umo (2022) &Izuagba & Ezenwa (2010) described the situation as pathetic and added that increase in pupil enrolment and dwindling government funding have mounted pressure on available facilities.

Education plays a very important role in shaping the life of any citizen. As important as the school is in the achievement of the educational goals of Nigeria, it cannot function without adequate provision of educational facilities. The school must be conducive for learning to be effective. In the words of Onwe (2013), increased enrolment without addition in human and material facilities consequently leads to overcrowding in classrooms and the monitoring of students' activities as well as supervision of class work would be affected. This ultimately would lead to reduction in the quantity and quality of instructions which has grave implications for the attainment of the national educational goals. In order for educational goals to be achieved, the researcher feels that no stone should be left unturned. This study, therefore, dwelt on the causes and effects of increased enrolment on the provision of facilities in secondary schools in South East Nigeria.

Research Questions

The following research questions were raised to guide the study:

(1) What are the causes of increased enrolment in secondary schools in South East Nigeria?

(2) What are the effects of increased enrolment in the provision of facilities in secondary schools in South East Nigeria?

(3) What are the challenges facing facility provision in secondary schools in South East?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Male and female principals do not differ significantly in their mean ratings on the causes of increased enrolment in secondary schools in South East Nigeria.
2. Male and female principals do not differ significantly in their mean ratings on the effects of increased enrolment in the provision of facilities in secondary schools in South East Nigeria.
3. Male and female principals do not differ significantly in their mean ratings on the challenges facing facility provision in secondary schools in South East.

Research Method

The researcher used the descriptive survey approach in conducting the research. This design is appropriate for the study because questionnaire will be administered to collect data from the sample on causes and effects of increased enrolment in the provision of facilities in secondary schools in South East Nigeria. This will help the researcher to describe an existing phenomenon about the entire population under study.

The research is conducted in the South East Nigeria with special reference to the secondary schools in the region. South East is one of the six geopolitical zones in Nigeria. It is principally occupied by the Igbo ethnic group. South East Nigeria has five (5) states – Enugu, Anambra, Ebonyi, Imo and Abia. The states in South East harbour Christians, Muslims and traditional worshipers. The inhabitants are farmers, traders, civil or public servants, industrialists and artisans. The states of the South East region have enormous natural and mineral resources such as Crude Oil, Coal, Zinc, Lead, Limestone, Granite and Magnesium. The inhabitants produce yam, cassava, palm oil, cashew, groundnut, tomatoes, rice, banana, potato, maize and vegetables. They also rear domestic animals such as cow, goat and sheep. They have tourism sites – Onyeama mine, Ogbu Cave in Edda, Ogbunike cave, NkuereAzunaka site/cave, Arochukwu shrine, NgeneUkwuenu of Uburu, Okija shrine and zikesmesoni. The population of

South East region in 2006 National Population Census was about 16,431,555 people (NPC 2006). This population might have tripled by now. South East zone has many educational institutions. The people are very educated, accommodating and hospitable.

The population comprised all the secondary school principals in the South East zone. To ascertain the level of the increased enrolment in the provision of facilities in the secondary schools in the South East, the principals who are the heads of the schools were used. The researcher felt that the principals stood the chances of better understanding of the effects of the increased enrolment in their schools which have resulted from the overpopulation in the South East. The principals are the people saddled with the responsibilities of admitting new students and they have direct contact with the parents as well as the students. They are also in the position to tell the level of pressure which they receive from the overpopulation in areas of teaching staff, security, energy, accommodation, classrooms, library, instructional materials and water supply among others. This accounts for why the study limited the population of the study to the principals in the South East. Thus, the population is 1,240 principals. Due to the large population of the principals, a proportionate representative of the population was used for effective study – 30% of the population. The stratified random sampling technique was used to select the sample. Each state in the South East formed a stratum. Regardless of the number of education zones in the different states, selections were made from three education zones from each of the states under study. This was done to enable the researcher find out the causes and effects of increased enrolment in the provision of facilities in the secondary school in South East Nigeria.

Nwankwo (2010) opined that observation, interview and questionnaire are the instruments commonly used in a descriptive research design. The researcher focused on the questionnaire. The researcher developed a questionnaire titled Causes and Effects of Increased Enrolment Questionnaire (CEIEQ). The questionnaire was divided into two parts – part one and part two. Part one was on the background information of the respondents while Part two contained the questions/items which relate to the problem of the study. Also, Part two was grouped into three: the first group treated the causes of increased enrolment in schools (10 items); group two solicited responses on the effects of increased enrolment in schools (10 items); and group three was on educational implications of increased enrolment in secondary schools (5 items). Altogether, there were 25 items. The rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was applied.

To ensure both face and content validation, copies of the questionnaire along with the

purpose of the study, research questions and hypotheses were sent to five experts in the Faculty of Education, Nnamdi Azikiwe University, Awka for validation. Thereafter, their corrections and suggestions were incorporated in the final edition of the instrument. The instrument was pilot tested on 30 principals made up of 20 male principals and 10 female principals from Edo State. The reliability coefficient was established using the Cronbach Alpha Statistics to estimate its internal consistency at 0.05 alpha levels. The reliability co-efficient of the instrument was 0.84 and this was considered high enough for the study. Copies of the questionnaire were administered by six (6) research assistants who were trained on the mode of collection by the researchers. The researchers remained supervisors in the exercise. Each of the research assistants covered each of the six states of the South East zone. On the spot administration and collection was done to avoid loss of any questionnaire; this means that all the 372 questionnaires administered none were recovered. The retrieved data were presented in tabular form and mean and standard deviation was used for the analysis. The collected data were coded and weighted thus; SA=4, A-3 D=2 SD=1. The decision rule was gotten from 4+3+2+1=10 ÷ 4 = 2.5 which served as the bench mark for acceptance. By implication, any item that obtained criterion mean of 2.5 and above was regarded as having met the bench mark and therefore accepted as agreed during interpretation while any value below 2.5 was accepted as disagreed. The z-test will be applied to test the null hypotheses at 0.05 level of significance.

Research Question 1: What are the causes of increased enrolment in secondary schools in South East Nigeria?

Table 1: Responses from the male and female principals on the Causes of Increased Enrolment in Secondary Schools in South East Nigeria. N = 372

S/N	Item state; Causes of increased enrolment in secondary schools in South East Zone	N=103 Male			N= 269 Female		
		Mean	SD	Remark	Mean	SD	Remark
1.	Introduction of free and compulsory education	3.37	.44	Agreed	3.1	.8	Agreed
2.	Population explosion	3.00	.68	Agreed	2.9	.94	Agreed
3.	Urban migration	3.2	.5	Agreed	3.3	.58	Agreed
4.	Early marriage	2.8	.87	Agreed	3.2	.90	Agreed
5.	Neglect of birth control measures	3.4	.49	Agreed	3.5	.49	Agreed
6.	Religious belief on childbearing	3.0	.49	Agreed	3.2	.69	Agreed
7.	Security issues in the North East zone	3.4	.76	Agreed	3.0	.91	Agreed
8.	Increase awareness in education	3.1	.82	Agreed	2.4	.87	Disagreed

9.	Improved health services that has reduced drastically the infant mortality rate	3.5	.62	Agreed	3.4	.83	Agreed
10	Increase in the population of the childbearing age.	2.8	.56	Agreed	2.5	.56	Agreed
	Cluster mean & SD	**2.52**	**0.62**		**3.1**	**0.76**	

Table 1 shows that both male and female principals agreed with all the items that the item statements provided are the causes of increased enrolment in secondary schools in South East zone with mean scores ranging from 2.5 to 3.5 with their SD of .56 to .94 respectively. Male and female principals differ in item 8 where the male Principals agreed with the mean score of 3.1 with the SD of 8.2 and female principals disagreed with the mean score of 2.4 with the SD of .87. The cluster mean and SD yielded 2.52 & 0.62 and 3.1 & 0.76 accordingly.

Research Question 2: What are the effects of increased enrolment in the provision of facilities in secondary schools in South East Nigeria?

Table 2: Responses from the male and female principals on the effects of Increased Enrolment in Secondary Schools in South East Nigeria.
N = 372

S/N	Item statement:	N =1 03 Male			N =269 Female		
		Mean	SD	Decision	Mean	SD	Decision
11	Inadequate provision of furniture	2.6	0.66	Agreed	3.2	0,78	Agreed
12.	Non availability of recommended textbooks	3.0	0.89	Agreed	3.0	0.68	Agreed
13	Over-crowded class size	2.5	0.8	Agreed	2.8	0.88	Agreed
14	Lack of instructional facilities	2.7	0.65	Agreed	2.5	0.86	Agreed
15	Students class works and assignments are not marked or reviewed	3.5	0.93	Agreed	3.0	0.8	Agreed
16	Lack of individualized attention	2.8	0.82	Agreed	2.8	0.79	Agreed
17	There is insufficient air and poor lighting.	3.0	0.86	Agreed	2.8	0.8	Agreed
18	Teachers improvised teaching aids	2.2	1.43	Disagreed	2.0	0.66	Disagreed
19	Lack of equipped laboratories	3.0	0.9	Agreed	2.6	0.9	Agreed
20	Insufficient installation of functional computer/source of power	3.2	1.6	Agreed	3.0	0.89	Agreed
	Cluster mean & SD	**2.75**	**0.96**		**2.67**	**0.8**	

Table 2 above indicates that both male and female principals agreed in all the nine items as the effect of increased enrolment in secondary schools in South East zone with mean rating scores fluctuating from 2.5 to 3.5 with the SD of 0.65 to 1.6. Both principals disagreed on item 18 with mean scores of 2.2 & 2.0 with the SD of 1.43 & 0.66. The cluster mean and SD stood at 2.75 & 0.96 for male principals and 2.67 & 0.8 for female principals. Both participants disagreed with item 11 with mean scores of 2.2 & 2.0 with SD of 1.43 & 0.66 accordingly.

Research Question 3: What are the challenges facing educational facilities provision in secondary schools in South East?

Table 3: Male and female principals responses on the challenges facing facilities provision in secondary schools in South East.

S/N	N=372 Item statement: Implications of the increased enrolment in secondary schools.	N = 103 Males Mean	SD	Decision	N =269 Females Mean	SD	Decision
1.	Misusing	3.0	0.86	Agreed	3.0	0.88	Agreed
2.	Poor planning	3.0	0.83	Agreed	2.6	0.69	Agreed
3.	Insufficient fund	2.6	0.68	Agreed	2.8	0.76	Agreed
4.	Poor maintenance Culture	2.8	0.9	Agreed	3.0	0.68	Agreed
5.	Vandalism	3.0	0.83	Agreed	2.5	0.9	Agreed
	Cluster mean	2.88	0.82		2.78	0.78	

Table 3 shows that both the male and female principals agreed on all the items listed with serial numbers 1 to 5 that manhandling, poor planning, insufficient fund, poor maintenance culture and vandalism are the challenges facing facility provision in secondary schools in South East Nigeria with the mean scores ranging from 2.6 to 3.0 with the SD of 0.68 to 0.9. The cluster mean gave rise to 2.88 & SD of 0.82 for male principals while the mean score for female principals yielded 2.78 with the SD of 0.78.

Research Hypotheses

1. Male and female principals do not differ significantly in their mean ratings on the causes of increased enrolment in secondary schools in South East Nigeria.

Table 4: Z-test test of no difference between the mean scores of the male and female principals on the causes of increased enrolment in secondary schools in South East, Nigeria.

372 Category	Mean	SD	Df	Z-cal	Z-crit.	Sig. level	Remark
Male	2.52	0.62	371	0.18	1.96	0.05	Not. Sig.
Female	3.1	0.76					

Table 4 shows z-test statistics with the mean scores of 2.52 and 3.1 with the SD of 0.62 and 0.76 for both male and female principals respectively. Degree of freedom yielded 371, z calculated gave rise to 0.18 against z-critical of 1.96 on 0.05 level of significant upon which it is tested, since the z-cal is less than z-crit, the hypothesis testing is not rejected. It is therefore declared that there is no significant difference between the mean scores of the male and female principals on the causes of increased enrolment in secondary schools in South East, Nigeria.

Hypothesis 2: Male and female principals will not differ significantly in their mean ratings on the effects of increased enrolment in the provision of facilities in secondary schools in South East Nigeria.

Table 5: Z-test of no difference between the mean scores of the male and female principals on the effects of increased enrolment in secondary schools in South East, Nigeria.

372 Category	**Mean**	**SD**	**Df**	**Z-cal**	**Z-crit.**	**Sig. level**	**Remark**
Male	2.75	0.96	371	0.42	1.96	0.05	Not. Sig.
Female	2.67	0.8					

Table 5 above indicates the mean and standard deviation for male principals to be 2.75 & 0.96 whereas for the female principals is stated as 2.67 & 0.8. The degree of freedom stood at 371, z-calculated is 0.42 while z-critical is 1.96 at 0.05 level of significance upon which it was tested. It is observed that z-calculated is less than z-critical hence the null hypothesis is not rejected. It is therefore declared that there is no significant difference between the mean scores of the male and female principals on the effects of increased enrolment in secondary schools in South East, Nigeria.

Hypothesis 3: Male and female principals do not differ significantly in their mean ratings on the challenges facing provision in secondary schools in South East.

Table 6: Z-test of difference on the mean scores of the male and female principals on the challenges facing facility provision in secondary school in South East, Nigeria.

N=372 Category	Mean	SD	Df	Z-cal	Z-crit.	Sig. level	Remark
Male	2.88	0.82					
Female	2.78	0.78	371	1.26	1.96	0.05	Not. Sig.

Table 6 shows z-test statistics with the mean scores of male and female principals of 2.88 and 2.78 with the SD of 0.82 and 0.78 accordingly. Degree of freedom yielded 371, Z-calculate gave rise to 1.26 against z-critical of 1.96 at 0.05 level of significant with which the hypothesis was tested. Since the z-cal is less than z-crit, the hypothesis testing was therefore not rejected but upheld that there is no significant difference between the mean scores of the male and female principals on the challenges facing facilities provision in secondary schools in South East, Nigeria.

Discussion of the Findings

The first finding of this study is that the causes of increased enrolment in secondary schools in South East zone is generated by polygamy, early marriage, religion, ethnicity, socio-economic status, insurgency and illiteracy. Human movement, beliefs, values and financial status no doubt play dominant roles in our daily lives even in the choice of schooling. Increase in enrolment status of secondary schools in South East zone also came about with the free and compulsory education enacted by the government during the launching of the Universal Basic Education (UBE) scheme. This is not far from what earlier researchers in the likes of Uduma (2014) & Onwe (2013) have discovered that it is a popular notion that among the female folks, the number of offspring enhances one's social status. They observed that increase in population results in increase in the demand for facilities. This led therefore their position that increase in enrolment in secondary schools without increase in the facilities leads to over-utilization of the existing facilities. This is could result in damages and total lack of such resources which negates objective achievement. The hypothesis testing shown on table 4 revealed that the z-calculated is 0.18 as against z-critical of 1.96 and hence the z-cal is less than z-crit. The hypothesis

tested was not rejected. It was rather stated that there is no significant difference between the mean scores of the male and female principals on the causes of increased enrolment in secondary schools in South East zone.

The second finding of this study revealed that increase in enrolment in secondary schools in the South East has devastating effect on the overall education system. Inadequate provision of school furniture is evinced, insufficient fund becomes prominent as there are many areas that needed fund. This has made teaching job very cumbersome and stressful. The students lack essential study materials like text books and other stationaries due to poor economic background. The conveniences meant for small class size now serves too many students and this makes classroom management very difficult. The unmanageable class size for the teacher leads to stress and dwindling performance which is capable of discouraging students from attending school. This is in line with what previous researchers observed and declared that poor funding and lack of resources made staff and students to mount pressure on the existing resources which could breed clash of interest and over-use of the available ones (Izugba & Ezenwa, 2021).

The volume and value of resources fed into the system determine the quality of output. So if insufficient and substandard resources are supplied to educational sector, quality educational delivery becomes a mirage (Asodike & Ebon, 2012) in Uwaezuoke (2020). This is because in an over-crowded classroom it is highly impossible for the teacher to move about for individualized attention to students. Even the students' movements are restricted too. In such a class, there is insufficient air as a result of poor ventilation as such transmission of communicable diseases is possible. Truancy, noise making and inattentiveness take the center stage. The teacher finds it absolutely difficult to mark and review classwork and assignments. Scholars in the likes of Izugba & Exenwa (2011) have earlier noted that the implication of inadequate resources could put both the students and teachers in jeopardy. The class environment with ramshackle furniture, broken doors, windows and leaking roof could repel students enthusiasm. This could lead to possible mass failure, examination irregularity, lack of zeal and interest to attend school and general poor academic performance. The corresponding hypothesis which is seen in table 5 has the z-calculated value of 0.42 and the z-critical value of 1.96. Since the z-critical is greater than z-calculated, the hypothesis testing is accepted and declared that there is no significant difference between the mean scores of male and female principals on the effects of increased enrolment in secondary schools in South East, Nigeria.

The third finding of this study revealed that challenges facing facility provision is enormous and it includes; Inadequate funding which is necessary to purchase educational materials needed for the proper functioning of the school. This involves money that could be used to buy the instructional aids and other learning resources, there is also the problem of poor maintenance culture. Maintenance is good to avoid damage which is costlier than repair, some of these facilities are kept in the rain and in the sun thereby exposing them to possible damage. There is equally the problem of vandalism or theft by members of the host community or even the students. More often than not, many teachers and other school actors misuse some of the facilities leading to their destruction. This is not different from what other previous researchers in the likes of Ehiametator (2001), Nwafor (2006) & Nwogu (2006) have submitted that most school heads are yet to get acquainted with the proper maintenance and security of the school facilities. This according to them accounts for why they expose school facilities to the vagaries of weather and their subsequent damage.

Conclusion

Based on the findings, the study concluded that increase in enrolment in secondary schools in South East is caused by polygamy, early marriage, insurgency, and religious beliefs among others. These have adverse effects on the system such as inadequate furniture provision, computer laboratories, laboratories, classroom accommodation space, lack of recommended textbooks and a host of others. The effect in turn has some educational implications such as uncontrollable noise making in the class, loss of interest and zeal to learn, stress on the teacher, inattentiveness, missing school, truancy, poor results, drop-out and eventual withdrawal. The hypothesis testing upheld that there is no significant difference on the mean scores of the respondents on causes, effects and implications of increased enrolment in secondary schools in South East, Nigeria.

Recommendations

Following the findings of this study, the following recommendations were made:

1. Polygamy, insurgency, illiteracy and early marriage among others are the causes of increase in the enrolment in secondary schools in South East zone, it is therefore recommended that the government whose duties it is to protect her citizens should ensure the security of lives and properties to avert unwarranted migration. Enlightenment campaign should be spread across the zone to sensitize the people of the need to bear children according their financial capacities and to curb the incidences of early marriage. This will helps in having manageable population that the

government can provide adequately for enhanced educational delivery process.

2. The second recommendation is that the government or appropriate educational agencies and ministry of education should prioritize the allocation of adequate fund and provision of educational resource. When the population of students is within manageable size and with adequate resources provided, the students are stimulated to attend classes, and this will reduce examination irregularities. School facilities are likely tom awaken students' interest, zeal and morale to active class participation and academic excellence.
3. The third recommendation is that principals or school heads should be acquainted with the information and knowledge about the importance and need for effective and efficient school facility management through seminars, conferences, workshops and symposia. This is to equip them with school maintenance strategies for the better function of the school.

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