



INFLUENCE OF MULTINATIONALS AND INDUSTRIALIZATION ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN OBIO/AKPOR LOCAL GOVERNMENT OF RIVERS STATE

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ABSTRACT

This study examined the influence of multinationals and industrialization on secondary school students' academic performance of the Obio/Akpor secondary school students of Rivers State. The major aim of this study is to identify how multinationals and industrialization has imparted the performance of secondary school students of the Obio/Akpor. They have become host to high technology industries and a host of oil prospecting and servicing companies. The study sought to identify the effects of multinationals and industrialization and its implication for their children educational development. To achieve this purpose, a random sample of 250 senior secondary school students (SSS3) (146 male and 104 female) was used to collect data. Data were analyzed using mean, standard deviation, t-test and ANOVA. The finding showed that there is no significant difference between the contributions of multinational companies and the performances of students in secondary schools in Obio/Akpor Local Government Area of Rivers State, and there is significant differences exist between the perceptions of respondents' personal data and the variables tested in this study. The study recommended amongst others that multinational actions and policies should reflect a sound understanding and impact on these problems. Enact laws that will encourage multinational to provide facilities and employment to host communities, and discourage multinationals from employing school-aged children.

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

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INTRODUCTION

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002), industrializations are mutually interacting and are in dissociable processes. The dominant feature of the industrial scene, as opposed to the countryside is the concentration in limited areas of increasing internal laws of industrial development.

In education terms, the relationship between manufacturing, growth and education, increasing parents income, public sector revenues, returns to skills and (by promoting urbanization) children in school, reduced education, increasing the opportunity costs of keeping children in school, reducing returns to skill (if manufacturing jobs are very low skilled), and inducing migration and other social disruption can hinder school attendance (Brun et al., 2011). Brun et al., saw a relationship between the industrialization of an area and the supply of education in that environment. To them, industrialization when domestically focused is correlated with higher primary education attainment for children aged between 7 and 12 years. In addition, this would have a great influence in attendance in the secondary schools.

In towns as much as in the countryside, the usual environment of the African children is the family. In towns however, the family play a smaller part in children life because industrialization and urbanization lead many young mothers to accept paid work outside the home. If there are no day care centers or nurseries schools to substitute part of the time children are left to themselves or to whoever will agree to look after them will lead to serious academic defects (UNESCO, 2002).

The challenges and impacts of rural-urban migration in Nigeria have continued to generate great debates since the last three-decades or so. Those moving from rural to urban area constitute certain classes of the society that are basically plagued with certain social and economic problem with which property ranks highest and most fundamental (Kura, 2012). Debates on rural-urban gap have since the 1960s been one of the major focus area that continued to produce insight on precarious condition of people in both rural and urban settlement with attendant consequences in many forms and dimensions (Abbas, 2006).

It is therefore important that Nigeria school curriculum should be based on the realities of urban life providing students with the opportunity to become personally involved in the life of their environment. Involvement must be encouraged to enable student to engage in participatory citizenship. By adapting the curriculum of the real needs of society, educators can help schools play a vital role in the development of the nation. As needs and aspirations of the society change, the curriculum should change to meet the new needs not only of a favored few but of all Nigerians (Okon & Anderson, 1982).

A number of researches have been conducted in the area of academics performance between rural-urban students and the findings of most studies supports or favor the urban schools students to be more positive in academic performance. This is a situation some researchers attributed to some factors such as the presence of qualified teachers, the provision of basic infrastructure in school such as study-tables, libraries, laboratories of different types, residential accommodation for workers and other essential social amenities including pipe-born water, water-system toilet, electricity and roads. The aforementioned factors make several teachers prefer to stay in the urban areas. Some teachers posted or transfer to the rural areas do not mind losing the teaching appointments rather than accept such transfer (Okeke, 2002; Ololube et al., 2012).

This study is broadly covered under two special areas of sociology, first it deals with the development of cities and its effects on the society, it addresses the issues of urban-rural migration, effects of cities on traditional values and social control. It addresses the social problems that result from urbanization. This specialized area is called urban sociology (Rotimi & Wale in Ogunbamera & Rotimi, 2006). The second aspect examines the place of industrial organization in society, family, schools, hospital, factories, etc. It examines the effects of industrialization on the society and on tradition on bureaucracy. It also examines formal and informal organizations. It studies trade unions and generally examines the interaction between industries and other organization in the society, this aspect according to Ogunbamera and Rotimi (2006) is called industrial sociology.

This study is specifically concerned with the challenges (problems) and prospects of urbanization and industrialization on secondary schools in Obio/Akpor Local Government Area of Rivers State. The study helps to explore the challenge facing urban dwellers, and the effect of rural-urban migration on students' performance and the effect of urbanization on students' academic performance in Obio/Akpor Local Government Area.

Statement of the Problem

The problem of urbanization inevitably challenges the rural questions. Thus, as urban settlements and associated problems expand, rural conditions correspondingly worsen since urban area pull out rural residents to migrate for better opportunities. According to the workshop on problems of urbanization in Africa organized by the Economic commission for Africa in co-operation with the united Nations Department of Economic and social Affaire, the international labor office, the United Nations Education, scientific and cultural organization and the World Health organization held in Addis Ababa from 25 April- 5 May 1962. In this workshop, the organizers discussed the special education problem connected with urbanization: the problem of accommodation, feeding problems, health problems, work (employment), clothing problems and leisure time problems (UNESCO, 2002). However, the last two problems are not well pronounced today, the others are well known to urban or city life.

The above captured the scenario facing the people of Obio/Akpor Local Government Area. These problems are the particular problems in the Obio/Akpor Local Government Area of Rivers State. They are the use of labor constructors, the community jobs allocation, otherwise called community chance, now sold by community leaders for money to non-indigenes. Boys and girls of secondary schools age dropout of schools in order to work, the increase of robbery, high cost of food items, high cost of house rent and increase in girls prostitution. Other challenges facing the people is the destruction of aquatic life, through the release of dangerous chemicals waste to the canal and rivers by some industries and companies operating in the area. It should also be noted that more than half the population of Obio/Akpor students face the endemic lungs and heart related diseases because of industrial and Gas flaring that pollute the air thus making breathing of clean fresh air difficult.

The question now is what is the educational future of the Obio/Akpor students with the arrival of secondary school dropout due to the presence of the multinational companies? Is urbanization and industrialization a blessing or curse to the students of Obio/Akpor Local Government Area in particular and Rivers State in general? This research is aimed at providing solution to these questions and others.

The Purpose of the Study

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

- To examine how the presence of multinationals had affected social-economic and educational activities of the area;
- To identify the contributions of the industries and companies on the performances of students in secondary schools.

Research Questions

The following research questions were raised to guide this study:

- What are the influences of multinationals on the performances of students in secondary schools Obio/Akpor Local Government Area of Rivers State?
- What are the identifiable contributions of the multinationals on the performances of students in secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypotheses

The following hypotheses further guided the study:

- There is no significant difference between the contributions of multinational companies and the performances of students in secondary schools in Obio/Akpor Local Government Area of Rivers State.
- There is no significant differences exist between the perceptions of respondents' personal data and the variables tested in this study.

Significance of the Study

This study is of immense significance and importance to a number of persons and the society. The sociologist, the families (parents), students, companies, educational sector and the government. In virtually all the existing urban areas of Nigeria, the level of basic essential services to the community is inadequate. The service is a daunting one, the scope of the challenge is enormous and some of the resources—trained work force, technical know-how and finance are in very short supply. The outcome of this study, therefore, will help the government to plan towards urbanization, on order to minimize the problem associated with urbanization.

The multinational companies will see the need to provide educational infrastructural facilities, because when people migrate to urban area they do so with their families. Such movement, therefore places demand on the existing school facilities if not improve upon. The multinational companies are also discouraged from employing children of secondary school age and school dropout as casual workers. Parents on their part should resist the employment of their children who have not completed their secondary education no matter the amount involved. The

students on their own should not allow themselves to be lured into working at the expense of schooling on matter how wealthy their peers might be sociologist should come to the aid of Obio/Akpor Local Government Area of Rivers State to help show case the long term effect of school dropouts.

The study will also help discourage community leaders from selling community job slot to none indigenes. It will also serve as a reference point to other resources and eventually add to existing body of knowledge concerning the theme of this study.

CONCEPTUALIZATION

Education and Socialization

Education is central to the socialization process. Primary socialization is carries out within the family. But this takes the process only so far. Emile Durkheim (1956) argued in their different ways that education plays a key role in secondary socialization by performing one way in which education does this according to Fulcher and Scott (2011) is by providing the skills needed for the specialized occupation of industrial societies. As the division of labour become more specialized, it was no longer possible for skills to be hard down within the family. Children could acquire them only through formal education.

More fundamentally, education turns children into members of society by socializing them into the common values and norms of their society. Through education, children learn religions and sense of national identity, learning national language and customs, the symbols of nationality, and the history of the nation (Fulcher & Scott, 2011), they further said that Emile Durkheim (1956) was particularly concerned with the moral aspects of this process. It was through school discipline that children learned to behave a moral way punishment and the authority of the teacher played an important part in this, but he argued that it was not just a matter of forcing children to obey but also of getting them to needed to understand the reasons for moral behavior, so that they behave morally because they wanted to do so.

Durkheim (1956) emphasized the moral aspect of education because he was concerned with the increasing individual of nineteenth-century French society for him, the key function of education was that it subordinated the individual to society and made people aware of their responsibilities to each other and to the wider collectivity.

On the other hand persons according to Fulcher and Scott (2011) recognized the moral significance or education, but in the rather different social context of mid twentieth century America, he placed more emphasis on the value of individual achievement, it was through education that children acquired this and learned how to achieve it. This value was central to the functioning of an industrial society, but families could not particular way according to who they were, not according to how the achieved.

In school, however, success depended upon achievement, and this was measured by the universal standard of examinations, which took no account of who well you performed.

Sociology of Urban Schools

Urban schools reflect the diverse element of the cities in which they are located. They are filled beyond capacity with children from different ethnic and cultural groups. Because schools usually serve as particular neighborhoods, the may contain a preponderance of children from a particular

social composition. According to Okon and Anderson (1982), urban schools are not always sensitive to the multi-cultural and social differences of their constituencies, teachers may ignore the wide diversity of terms and cultural aptitudes in their classes. The school may fail to properly appropriate curricular content and teacher-pupil provisions for the ethnic group of school. It is true that the educational problems of affluent urban families are. Often they live in neighborhoods that are forward with better living conditions. Children attend schools, which cater to the need of middle-class clientele. Moreover, there is the option of sending their children to private schools, this can receive individualized attention in a modern setting with better facilities, governmental schools usually provide. According to Olorube (2012), the student of urban sociology may unfold and expanding scope of responsibility which urban schools must shoulder in order to meet the challenges of a large society. The task of the urban school is complicated by the great diversity of the school population, the difference in cultural and ethnic backgrounds, and the range of socio-economic classes,

Rural/Urban Differences in Education Attainment

It is important to examine the characteristics of urban and rural environment before considering their difference in educational attainment. Generally, rural and urban environments refer to different home location of schools children. Rural environment could be referred to as a natural environment where the population lives in scattered community. Their varied socio-economic activities are mainly at substance level while the natural physical environments of condition mainly determine the limits within which the people operate as specified by their culture. Social relationship is simple and more of interpersonal (Okeke, 2002). On the other hand, Wirth in Okeke (2002) considered urban environment as not only increasingly the dwelling place and the worship of modern man, but is the initiating and controlling center of economic, political and cultural life that has drawn the most remote communities of the world into its Orbit and woven diverse areas people and activities into a cosmos.

From the definition of rural and urban environment it is glaring that differences exist between social, economic and political conditions of the two environments. From empirical review there exist differences in educational attainment of rural/urban schools. One of the causes of poor academic performance associated with the rural areas could be because of the presence of low income population who occupies the rural environment. The rural parents would prefer sending their children out to support farming for the socio-economic income of the family as well as giving their parents a helping hand in domestic responsibilities. As a result, the children will not be consistent in class attendance. In some case, it may result to lateness to school and other related anti-social school activities, the situation in the urban areas appears to be different. Many children do not have the problem of walking to school without being associated their parent. Many urban parents know the importance of education and would prefer giving their children all available opportunities for them to excel in academics.

Okeke (2002) attributed poor academic performance of children in the rural areas to insufficient qualified teachers in these areas lack of basic infrastructure in schools such as study – tables, libraries, laboratories of different type, residential accommodation for worker and other essential social amenities including pipe-borne water, water-system toilet, electricity and good roads will discourage many qualified staff to settle their comfortably. Many teachers who are posted to such areas will prefer remaining in the urban environment where such provisions are available.

This will eventually result to the non-teaching of some essential subjects or topics, yet, in the end, one expects that children from both the rural and urban schools will sit the same examination.

No wonder cases of examination mal-practices are rampant in the rural area. There is no doubt, therefore, that the absence of qualified teachers will add to the academic backwardness of children who live in the rural areas. The school as an open system usually interacts with the larger environment what the student learn and other behavior, attitudes to a large extent depends on the environment. One's behavior is maintained or altered by our daily experiences and it shifts according to each environment location of schools in the urban or rural areas have been identified as one of the factors that affect students' performance. Obe (1984) said that children from urban schools on the average do better significantly than their counterparts in the rural areas, where schools in the villages are handicapped because of the location. Urban environment is rather more stimulating.

METHODOLOGY

Research Design

The research design adopted for this study is descriptive survey design. According to Ololube (2006), it is a study, which aims at collecting data and describing them in a systematic manner, the characteristics, features or facts about a given population. The study is interested in describing certain variable in relation to the population, which are 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 area 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 have settled in their present territory over twelve centuries (12) 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

Population is all members of a well-defined class, people, objects and events. A target population is the entire population to, which the findings of the study is 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 Nwankwo (2006), a sample is the number of people (or thing) scientifically drawn from a given people for a study based on the promise that such number of people (or thing) are

validly a true representative of that population in terms of sharing the same attributes with the population. Samples 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. Simple random sample technique was adapted to draw the sample of fifty (50) from each of the elected school.

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 instrument from respondents. The instrument is divided into two sections, section ‘A’ comprised respondents’ personal 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 students 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 experts in the lecturers and finally to 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 administer the first and second time, this was done using students who were not be part of sample size and they were analyzed using the Pearson moment correlational co-efficient to obtain the reliability co-efficient of .790.

Method of data Collection

The instruments were administered to respondents (Senior Secondary 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 in this part of the study is on how the data generated from the field were processed, 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 and one-way analysis of variance (ANOVA) 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: What are the influences of multinationals on the performances of students in secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 2: Students perception of the influence of multinationals on the performances of students in secondary schools in Obio/Akpor Local Government Area of Rivers State

s/n	Items	Mean	SD	Variance	Agree	Disagree
1	The activities of multinationals create job opportunities for indigenes of the areas	3.0000	.31046	.096	95.2 %	4.8 %
2	The activities of multinationals help destroy the Eco-system and aquatic life of host communities	2.4800	.79759	.636	28.8 %	71.2 %
3	The companies course the economic life of the ordinary citizen to be too expensive	2.9960	.62413	.390	80.4 %	19.6 %
4	The environment is further threatened through gas flaring	3.2480	.43272	.187	100 %	0.0 %
5	Teachers impose all manner of levy on students in order to meet up some other members of the community working in companies	3.7040	.45741	.209	100 %	0.0 %
Sum of Overall Score		3.0856	.52446	.304		

Research question one states “What is the influence of multinationals to educational and socio-economic activities of Obio/Akpor Local Government Area of Rivers State”? The idea here is to examine the connection between the effects of multinationals to the education and socio-economic activities of Obio/Akpor Local Government Area secondary school students. To this end, responses on the statement in items 1-5 of the research instrument (questionnaire) were also tallied along “agree and disagree” to answer this question using mean, standard deviation, variance and percentages (see tables 2). It is evident from the result that the respondents (95.2 %) agree that the activities of multinationals create job opportunities for indigenes of the areas. Whereas, 71.2 % disagree that the activities of multinationals help destroy the Eco-system and aquatic life of host communities. 80.4 % of respondents agree that the multinationals companies course the economic life of the ordinary citizen to be too expensive. While 100 % of respondents agree that the environment is further threatened through gas flaring, and teachers impose all manner of levy on students in order to meet up some other members of the community working in companies

Research Question 2: Identifiable Contribution of the multinationals on the Performances of Students in Secondary Schools in Obio/Akpor Local Government Area of Rivers State

Table 3: Students Perception of the Identifiable Contribution of the Industries and Companies to Educational Development in Obio/Akpor Local Government Area of Rivers State

s/n	Items	Mean	SD	Variance	Agree	Disagree
6	Industries and companies empower host communities through employment	2.8520	.47222	.223	80.4 %	19.6 %
7	Some companies donate exercise and text books to some schools in host communities	2.9520	.66291	.439	75.6 %	24.4 %
8	Multinationals help in building, renovation and the completion of some school project	3.4120	.49318	.243	100 %	0.0 %
9	There are some companies that are not involved in school business activities in their host communities	3.6520	.47729	.228	100 %	0.0 %
10	Various assistant received from companies and industries has help to improve students’ academic performance	3.2920	.55856	.312	94.8 %	5.2 %
Sum of Overall Score		3.2320	.53283	.289		

Research question two states “What are the identifiable contribution of the industries and companies to educational development in Obio/Akpor Local Government Area of Rivers State”? This research question is aimed at assessing the identifiable contribution of the industries and companies to educational development in Obio/Akpor Local Government Area. Thus, students were evaluated on statement items 6-10 of the research instrument (questionnaire) which were tallied along “agree and disagree” to answer this question using mean, standard deviation and variance (see tables 3). The result from the study revealed that largely agree (80.4 %) that industries and companies empower host communities through employment. 75.6 % agree that some companies donate exercise and text books to some schools in host communities. While 100%, agree that multinationals help in building, renovation and the completion of some school project. However, 100 % of the respondents are of the view that there are some companies that are not involved in school business activities in their host communities. 94.8 % agree that various assistant received from companies and industries have help to improve students’ academic performance.

Hypothesis 1: Contributions of Multinational Companies and the Performances of Students in Secondary Schools

Table 4: One Sample *t*-test Analysis for the Contributions of Multinational Companies and the Performances of Students in Secondary Schools

Contributions of Multinational Companies and the Performances of Students in Secondary Schools	t	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
	111.793	249	.000	2.78800	2.7124	2.8636

N = 250
 Df = N-1 = 249
 Level of Sig. = .05

The first hypothesis states, “There is no significant difference between the contributions of multinational companies and the performances of students in secondary schools in Obio/Akpor Local Government Area of Rivers State” This research hypothesis is designed to assess if significant relationship exists between the contributions of multinational companies and the performances of students in secondary schools in Obio/Akpor Local Government Area. Students were evaluated on the contributions of multinational companies and the performances of students’ statements 1-5, in section “B” of the questionnaire. The analysis from the three basic *t*-test statistical indicators: means (2.78800), *t*-value (111.793) and level of significance (.000) indicated that the industries and companies located in the area empower host communities through employment, donate exercise and textbooks to some schools in the host communities. Multinationals companies help in building, renovation and the completion of some school project. However, respondents indicated that there are some companies that are not involved in school business activities in their host communities. The respondents concluded that the various assistant received from companies and industries have helped to improve students’ academic performance. Thus, hypothesis three showed that there is a difference between the contributions

of multinational companies and the performances of students in secondary schools in Obio/Akpor Local Government Area. As a result, hypothesis two was rejected. See table 4.

Hypothesis 2: Differences that exist between the perceptions of respondents’ personal data the variables tested in this study

To test to what degree differences exist between the perceptions of respondents’ personal data the variables tested in this study. A One-Way Analysis of Variance (ANOVA) set at $p < 0.05$ was employed. The independent variables are: School, Class, Gender, Age, Father’s occupation, Mother’s occupation. The data obtained was computed and the result shows that no significant difference existed in the respondents’ opinions. See tables 5.

Table 5: Analysis of Variance (ANOVA) for Respondents Personal Data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.106	4	.106	.236	.627
Within Groups	111.718	245	.450		
Total	111.824	249			

DISCUSSION

The Effects of Multinationals and the Performances of Students in Secondary Schools

In the first research question, this study examined the connection between the effects of multinationals to the education and socio-economic activities of Obio/Akpor people. The evidence from the result depicts that the respondents mean 3.0856, standard deviation .52446 and variance .304, agree that the activities of multinationals create job opportunities for indigenes of the areas. Whereas, 71.2 % disagree that the activities of multinationals help destroy the Eco-system and aquatic life of host communities. 80.4 % of respondents agree that the multinationals companies course the economic life of the ordinary citizen to be too expensive. While 100 % of respondents agree that the environment is further threatened through gas flaring, and teachers impose all manner of levy on students in order to meet up some other members of the community working in companies. The study noted that more than half the population of the Obio/Akpor students faces endemic lungs and heart related diseases because of industrial and Gas flaring that pollutes the air thus making breathing of clean fresh air difficult.

The flaring process in the Area is known not to meet international environmental standards. Since the active exploitation of crude oil began in the area some four decades ago, there has been a noticeable reduction in the lifespan of the galvanized iron roofing sheets. The reduction in the lifespan of the roofing sheets has led to widespread protests by the people, directed at oil companies (Obia, 2008). The principal players in the upstream oil sector, the multi-national oil companies, have often vehemently denied complicity in the degradation of its material (Obia, 2009).

Hazards and effects associated to gas flaring and oil pollution includes; increased environmental temperature, heat-wave/mental heat and of course global warming. This condition dehydrates surroundings, habitats, eco-system, food chain, nitrogen cycle, oxygen cycle, flora and fauna, animals and vegetation’s that cause their actual deaths or poor yields of environmental resources. The presence of carbon and traces of nitrogen and sulfur in natural gas leads to the production of various oxides and sulfides, when these chemicals are inhaled through

the flaring it settles in nostrils down to the lungs as thick carbon monoxide, which blocks the passage of oxygenated blood to the heart of human beings and animals (Ikoro, 2003).

Contributions of Multinational Companies and the Performances of Students in Secondary Schools

Research question 2 and hypothesis 2, are designed to assess if significant relationship exists between the contributions of multinational companies and the performances of students in secondary schools in Obio/Akpor Local Government Area. The mean 3.2320, standard deviation .53283, and variance .289 of the descriptive statistics, including the analysis from the three basic *t*-test statistical indicators, means (2.78800), *t*-value (111.793) and level of significances (.000) indicated that the industries and companies located in the area empower host communities through employment, donate exercise and textbooks to some schools in the host communities. Multinationals companies help in building, renovation and the completion of some school project.

Multinational companies have community development partnership (CDP) initiatives geared toward poverty reduction and sustainable community development (SCD) in their host communities, so as to improve their impact on, and contribution to, poverty reduction in these communities (Idemudia, 2007).

Multinational Companies make contributions like funds as their social responsibility to their host communities. In fact, host communities demand that companies operating in their areas fund capital projects such as constructing school blocks, health centers, etc. it is also the case that these multinational companies award generous and large scale scholarship to Nigerian students (Chukwubuikem, 2008).

CONCLUSION

The motivation for this study came from the fact that this study examined the role of urbanization and industrialization on academic performance of secondary schools 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 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 the secondary schools. Special attention must be focused on prudent management of human, physical, material and financial resources, in order to sustain a free, quality secondary academic performance in Rivers State (Afolabi et al., 2008).

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others 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 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 multinationals 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, encouraging donations both in kind and in cash.

The role of multinationals 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, it is the duty of government and companies to make all these facilities available. The physical facilities and equipment in schools must be properly maintained in order not to allow it to depreciate.

Multinational actions and policies should reflect a sound understanding and impact on the problems of secondary school students' academic performance. 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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