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Enrolment of Students in Nigerian Tertiary Institutions: A Reflective Impact of the Slogan 'Who School Help'

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Abstract: There has been a noticeable decline in enrolment in some Nigerian tertiary institutions, such as colleges of education, polytechnics, and some state-owned universities. Various factors have been identified as influencing this problem. This study aims to investigate the impact of the popular slogan "Who School Help" on post-secondary school enrolment in Nigeria. The study used a descriptive survey research design, collecting both qualitative and quantitative data. A purposive sampling method was used to select participants from Senior Secondary Class 1 to Senior Secondary Class 3. In this category, 565 students were selected. Additionally, 20 participants were accidentally selected based on inclusion criteria, with 10 of them being secondary school graduates and the other 10 being graduates from tertiary institutions. The study found that all participants claimed to be familiar with and resonate with the slogan 'Who School Help?' Furthermore, the study revealed that factors such as graduate unemployment rate, salary disparities, and political dynamics motivate the promotion of the slogan as a means to explain the decline in post-secondary school enrolment. In conclusion, the study determined that the popular use of the slogan "Who School Help" among Nigerian youths significantly influences individuals' decisions regarding post-secondary education. The limitations and recommendations of the study were also discussed.

Keywords: Development, student enrolment, society trend, slogan, 'who school help' post-secondary education.

1. Introduction

Post-secondary education in Nigeria refers to the educational level embarked upon immediately after secondary school education. This level of education is beyond compulsory schooling. Post-secondary education in Nigeria plays an important role in shaping the country's academic and professional landscape. This form of education includes universities, colleges, or polytechnics, and other institutions that offer degrees, diplomas, certificates, and attestations. These institutions offer a wide range of programs spanning various fields, including engineering, medicine, law, social sciences, and the humanities. The educational system in Nigeria, including post-secondary education, is influenced by the British colonial legacy, having a three-tier system: undergraduate studies leading to a bachelor's degree, postgraduate studies (master's and doctoral programs), and vocational training through polytechnics (Ogunode & Abubakar, 2020).

The importance of post-secondary education cannot be overemphasised. Post-secondary education equips students/individuals with advanced skills and knowledge needed for professional success and personal growth. An advanced education promotes critical thinking, problem-solving, and decision-making. Advanced education also fosters innovation and advances scientific and technological breakthroughs, which are needed for the human capital of every nation (Becht et al., 2020; Bensimon & Marshall, 2020). Higher education makes different contributions apart from personal development. These contributions include the production of skilled workers, economic development, peace promotion, job creation either by being employed or through entrepreneurship, and promoting tolerance and cultural competence (Griffith et al., 2016; Olt, 2021; Walter et al., 2021).

Post-secondary education in Nigeria has a wide dimension that has to do with different institutions offering different programs aimed at providing learning opportunities that are advanced beyond the secondary school level. These include universities, polytechnics, colleges of education, and nursing schools, among other systems. These varieties are options provided for individual candidates to pursue their various programs at higher institutions in the country based on their interests and passions (FMoE, 2012). Post-secondary education plays an essential role in shaping individuals' academic careers, personal growth, and professions. The continuous increase of society's disinformation on the importance of higher education may have devastating consequences for the economy and security of the country. Studies have shown that the importance of post-secondary education goes far beyond the acquisition of knowledge but rather includes opportunities for better employment prospects, higher salary earning, and/or the ability to creatively establish a viable business that will overall serve as a means of creating jobs and improving the quality of life (Bound, 2021).

Advanced education through higher institutions has been proven to help in the rapid industrialisation of the country's economy by creating the required professionalism and adequate manpower with technical and managerial skills. Previous findings revealed that 83% of candidates with tertiary education in Nigeria are unemployed (Ogunode et al., 2023). Before now, people in the global south often conceptualise and consider higher certificates as the gateway to success, regardless of the time, resources, and finances involved. Higher education was also believed to enable personal development (Olalekan, 2018) and stimulate the quality of life (Op et al., 2020).

1.1 Review of related literature

The enrolment rate in tertiary institutions is an important indicator of a nation's educational progress and economic development. Despite global efforts to increase access to higher education, many regions still struggle with low enrolment rates. This issue of low enrolment in tertiary institutions is a major concern in various countries around the world (Smith & Jone, 2020). While access to higher education is considered a fundamental right, inequality persists, hindering the participation of certain demographic groups and regions. This section will discuss multifaceted factors that have been found to contribute to low enrolment rates in tertiary institutions:

Socioeconomic status is a significant determinant of tertiary education enrolment. Economic constraints, such as high tuition fees, inadequate financial aid, and the opportunity costs associated with attending college, can prevent many students from enrolling in tertiary institutions. Research by Adeyemi (2022) emphasises the impact of financial obstacles on students' enrolment, with low-income families facing challenges related to tuition fees, living expenses, and access to financial aid, leading to inequality (Garcia et al., 2020). Furthermore, Wang et al. (2020) note that income inequality exacerbates the problem of low enrolment in higher institutions because parents cannot afford the costs of enrolling their children, particularly in low-income communities.

Poor salary structures and high unemployment rates discourage parents and students from considering enrolment in higher institutions. The low wage structures for government workers and limited job opportunities after completing higher education make higher education a risky investment with uncertain returns. This perception leads to hesitation, discouragement, and reconsideration among potential students and parents, who may choose immediate entry into the workforce or alternative paths such as skills acquisition or trades that are perceived to be more financially secure compared to pursuing higher education. Consequently, poor salary prospects and unemployment rates contribute to a decline in student enrolment in higher education, impacting both individual career aspirations and broader societal development (Walter et al., 2021).

Limited or lack of educational infrastructure, especially in rural areas, is a critical factor contributing to low enrolment rates. Geographical factors, such as the proximity of students' residences to tertiary institutions and their accessibility to transportation, are considered to have some impact on enrolment rates. The problem of limited transportation in accessing higher education institutions, especially for students from remote or rural areas, also discourages enrolment. (Molina & Rodriguez, 2020). Inadequate guidance and academic readiness in planning the college application process can pose significant barriers to enrolment. Many students lack the necessary academic skills and knowledge to meet admission requirements, resulting in underrepresentation in tertiary institutions (Liu et al., 2020). Moreover, a lack of guidance counselling and information about available educational opportunities further hinders students, particularly those from disadvantaged backgrounds, from pursuing higher education (Garcia et al., 2020).

The quality of secondary education plays a pivotal role in shaping tertiary enrolment patterns. Research by Clayton and Worsham (2024) emphasises the significance of academic preparedness, with students from under-resourced schools lacking the skills and knowledge required for tertiary-level studies. Furthermore, disparities in the curriculum and teaching standards contribute to unequal opportunities, perpetuating low enrolment rates among certain demographic groups.

Studies by Khan and Rahman (2020) highlight cultural biases that prioritise male education over female education, resulting in disproportionately low enrolment rates among women. Moreover, societal expectations regarding gender roles often prevent females from pursuing higher education, particularly in science and technology fields, further aggravating enrolment gaps (Alvarez & Santos, 2020). The ostentatious display of uneducated wealthy individuals and political leaders in a nation can significantly discourage students from pursuing higher education. When influential people showcase their success without academic credentials, it sends a conflicting message about the value of education. Students begin to question whether the time, effort, and resources spent on higher education are truly worth it if success can seemingly be attained without pursuing further education. This lack of motivation can hinder students' aspirations to pursue advanced degrees. Education not only provides knowledge and skills but also promotes critical thinking and societal progress, aspects that can be overlooked in the midst of unorthodox success stories (Adejuwon et al., 2023).

According to Altbach (2019), several factors contribute to low student enrolment rates in schools, including government policies, institutional practices, and admission criteria. Insufficient funding for higher education, restrictive admission policies, and limited institutional capacity are some of the challenges. Furthermore, the absence of affirmative action policies or targeted interventions to support underrepresented groups further exacerbates disparities in accessing tertiary education (Ozga et al., 2016).

Nigeria, as one of Africa's most populous countries, faces the challenge of ensuring sufficient enrolment in its tertiary institutions to meet the educational needs of its growing population. However, despite efforts to improve access to education, low enrolment rates persist in some Nigerian tertiary institutions. This literature review examines the factors contributing to this issue, with a particular focus on the influence of the popular slogan "Who School Help" on educational choices and enrolment patterns.

The slogan "Who School Help" has gained prominence in Nigerian society, reflecting a perception that education does not guarantee success or social mobility. This mindset, rooted in socioeconomic realities and cultural beliefs, shapes individuals' attitudes towards education and influences their decisions regarding enrolment in tertiary institutions. The slogan implies skepticism about the value of formal education, suggesting that success depends more on factors like connections, luck, or entrepreneurship than academic qualifications. Socioeconomic factors play a significant role in shaping educational outcomes in Nigeria. Poverty, unemployment, and income inequality create barriers to accessing tertiary education for many individuals, particularly those from disadvantaged

backgrounds. The "Who School Help" mindset exacerbates these challenges by reinforcing the belief that formal education offers limited opportunities for socioeconomic advancement. As a result, students may opt for alternative paths such as vocational training or entrepreneurship instead of pursuing higher education.

Cultural beliefs and norms also influence educational choices and enrolment patterns in Nigeria. The emphasis on traditional values, family expectations, and societal perceptions of success often prioritise practical skills and vocational training over academic pursuits. The "Who School Help" slogan aligns with these cultural values by challenging the notion that formal education is the primary pathway to success. Consequently, individuals may be less inclined to pursue tertiary education if they perceive it as irrelevant to their socio-cultural aspirations. Additionally, efforts to challenge the "Who School Help" mindset through educational campaigns and community engagement are essential for shifting societal attitudes towards the value of formal education.

The enrolment of students in Nigerian tertiary institutions is a complex issue influenced by socioeconomic, cultural, and policy factors. The pervasive influence of the "Who School Help" slogan reflects broader societal attitudes towards education and underscores the need for targeted interventions to promote enrolment and improve educational outcomes. By addressing the root causes of low enrolment and challenging negative perceptions of formal education, Nigeria can create a more inclusive and equitable education system that empowers individuals to achieve their full potential.

1.2 Theoretical framework

The study was theoretically influenced by Albert Bandura's Social Learning Theory (SLT) (Bandura, 1969). SLT offers a compelling framework for understanding how individuals, particularly youths, acquire new behaviours, attitudes, and beliefs through observation, imitation, and interaction with others. This type of learning, which occurs through observation, is referred to as vicarious learning. According to SLT, young people not only learn from their own direct experiences but also by observing those around them, such as friends, family, media figures, and information in public spaces. SLT also emphasises the role of cognitive processes, including attention, retention, reproduction, and motivation. By paying attention to significant figures or role models, retaining relevant information, and being motivated through reinforcement or demotivated through punishment, young individuals are able to learn complex behaviours and skills. SLT theory has influenced not only the field of education but also core behavioural disciplines such as sociology, as well as social-based disciplines like criminology.

1.3 Statement of problem

In recent years, some Nigerian tertiary institutions have been undergoing a noticeable and sharp decline in the number of enrolments, especially colleges of education, polytechnics, and some state-owned universities (Ademola et al., 2014; Aina & Ayodele, 2018; Birabil, 2020; Ojih et al., 2016). The low enrolment problem has become worrisome to the point that most institutions have had to scrap the Post Tertiary Matriculation Exam (Post UTME) in order to increase enrolment rates (Ademola et al., 2014; Aina & Ayodele, 2018; Vanguard, Oct. 4, 2017; Ojih et al., 2016). The low enrolment of students in higher institutions may be caused by multifaceted issues. However, this incident may have significant implications for the educational system of the country in the near future (Ogunode et al., 2022). The following factors may have contributed to the menace of low application/enrolment: unprecedented economic hardship, limited access to quality education, poor performance in SSCE/UTME exams, parents' financial constraints, and inadequate infrastructure, among others (Birabil, 2020). Strange is the rampaging cognitive twist in the country, as many of the youths' perceptions of higher education are irrelevant to certain career paths or financial breakthroughs. The opinions or the cognitive shift of Nigerian youths may have influenced socioeconomic disparities

among graduates and non-graduates in favour of those who do not have higher degrees, further deepening or contributing to the low enrolment rates (Ogunode et al., 2022).

The cognitive or dispositional shift among the youths and secondary school students may not be too far from the rampaging slogan in the Pidgin English language: 'Who school help?' meaning 'questioning the importance of education'. Amidst this background, slogans play a very important role in shaping perceptions and attitudes toward decisions, including educational pathways (Rybaczewska et al., 2020). This slogan has gained attention for its impact on people's perspectives, especially individuals in their young adulthood who are still at the lower level of education (especially secondary school students and those who have completed secondary school). Meanwhile, studies in the past have shown that slogans are capable of evoking emotional responses and shaping individuals' perceptions towards decisions, even when it comes to choosing educational institutions (Wilson, 2021). Furthermore, the study by Shahnaz and Qadir (2020) suggests that socioeconomic background and cultural factors can mediate the effectiveness of slogans in influencing people's decisions.

Ordinarily, slogans are influential tools for communication used by people, especially the youths, in an organisation or community to convey simple messages or stimulate themselves. Slogans have the potent ability to influence the thinking, attitude, beliefs, and behaviours of individuals who connect to the concept. The core aim of slogans should be to motivate, inspire, and promote the benefits of learning, indicating that the use of slogans should not be harmful. However, some counterproductive slogans may be harmful because they have a significant impact on negatively shaping the mindset, cognition, and behaviours of the users or individuals who can relate (Rybaczewska et al., 2020). In this case, the slogan "Who school help?" is a popular slogan used among Nigerian youths and may have a direct and/or indirect impact on the minds of younger Nigerians. Internalising the slogan may divert the interest and attention of students away from furthering their education, culminating in unhealthy (e.g. internet fraud) and healthy (IT training) engagements or interests. In other words, this slogan is perceived to be capable of shaping perceptions and decisions after completing basic secondary education.

1.4 Research question

The research question raised to guide the study is as follows:

- What is the reflective impact of the slogan 'Who School Help' on the enrolment of students in Nigerian tertiary institutions?

The aim of the question is to explore how the popular slogan influences students' decisions regarding enrolment for post-secondary education in Nigeria.

1.5 Research objectives

The objectives of this study include:

- To examine the familiarity and resonance of the slogan 'Who School Help' among Nigerian youths in Senior Secondary Schools in Nigeria.
- To explore the connectedness, agreeableness, and motivation of the slogan 'Who School Help' by participants who are familiar with the slogan in Nigeria.
- To see how secondary factors (such as the parents' socioeconomic status, family status, unemployed siblings, and parents' educational attainment) and primary factors (age, and agreeableness to the slogan) predict intention to advance education after secondary school.

2. Materials and Methods

This study adopted a descriptive survey research design that involved mixed-method data collection in survey research. The major factors/variables of concern in the study's survey are socio-

demographic factors, inventory of slogans, and post-secondary enrolment interest among the participants. The chosen design was very helpful in describing the prevalence of slogans and their implication on the decision to enrol in post-secondary education among qualifying participants.

The population for the study consisted of all senior secondary school students, graduates of senior secondary schools, and graduates of tertiary institutions in Ondo State, Nigeria. A purposive sampling technique was used to sample 565 students in senior secondary schools for the quantitative data aspect of this study, while 20 participants were purposely sampled for the qualitative aspect of this study. The rationale for using a purposive technique is that this set of people is perceived to have the information needed for the study, as they consist of those about to graduate from secondary schools (who might have the intention to pursue a post-secondary school degree or not), those who have graduated (who might also have the intention to pursue a post-secondary school degree or not), and those who have as well graduated from tertiary institutions (who have opinions about their decisions to pursue a higher degree). A structured questionnaire was developed, which entails a consent form appended to it. The prospective respondents were encouraged to respond to the survey and further disseminate it to other colleagues who met the inclusion criteria.

The participants for the study consisted of 565 students in senior secondary schools one to three (SS1 – SS3) in Nigerians aged between 13 years and 19 years for the quantitative data (M=14.43, SD=0.53), while twenty (20) participants were interviewed from both secondary school graduates and post-secondary school graduates, that is ten for each category of participants. The participants comprised 265 (46.9%) males and 300 (53.1%) females for the quantitative data, while in the interviews, the participants consisted of 10 males and 10 females. In terms of age classifications, the majority of the participants in the quantitative data (53.8%) were in the ranges of middle adolescence (15-17 years), 44.6% were in their late adolescence (above 18 years), and 1.6% were in early adolescence. The majority (43.9%) of the participants were in SS3, 27.6% of the participants were in SS2, and 28.5% were in SS1. The age of those in the second category was between 20 and 45.

Parents/guardians of the majority (59.6%) were low-income earners (N150,000 to N1,199,000), 33.1% were poor (less than N150,000), 06.2% were middle class (N1,200,000 to N11,900,000), and 1.1% were lower upper class (N12,000,000-N59,999,000). None of the parents were upper-class earners (N60,000,000 and above). The majority (59.3%) of the students were from monogamous family structures, and 40.7% were from polygamous family structures. 72.7% of the students were from intact families, 25.8% were from separated/divorced families, and 1.4% were widowed/widowers.

The data for the study were collected through a self-structured questionnaire/scale titled the School Enrolment Questionnaire, which reflects the slogan "Who School Help?" (SEQRSWSH). This questionnaire was designed by the investigator and validated by relevant experts in the faculty of education. The set of questionnaires contained three sections.

The first section entails the socio-demographic information of the study participants, including sex, age, religion, parents' socioeconomic status, family structures, and family status. The second section of the instrument explores familiarity with the slogan 'Who School Help', as well as the extent of connectedness and agreeableness to the slogan by participants. It also examines the prevailing determinants/motivations for this agreeableness. The third section of the instrument appraises the intention to advance education after secondary school. This scale is responded to on a 5-point Likert format, with scores ranging from 1 to 5. The total score thus ranges from 1 to 25. Lower scores indicate a low intention to further higher education after secondary school, while high scores indicate a high intention to do so. Cronbach's alpha of 0.89 was established as the reliability coefficient for the scale in this study.

For the interview, an accidental technique of data collection was used, following the steps below:

- Consent was sought immediately.

- Permission was obtained from the respondents to use a tape recorder.
- Verbatim transcriptions of the tape recording were used as a basis for data analysis.
- Participants were assured that their names, as well as the names of their offices and responses, would remain confidential.
- The purpose of the interview was stated before the interview session.
- Questions were repeated in case respondents did not understand them.

For an interview to be effective, it requires a specific level of accuracy. In order to achieve this, the researcher utilised a digital audio voice recorder for the individual interviews. In addition, field notes were taken by the research assistant to ensure detailed and accurate data for public scrutiny. The audio recordings and notes captured participants' perceptions, meanings, definitions of situations, and constructions of reality during the interview (cf. Punch 2005 in Silverman 2010). The investigator and other education experts strictly ensured the trustworthiness of the data in terms of transferability, credibility, dependability, and conformability.

The collected data was analysed using the SPSS package (version 27) for quantitative data, while manual interpretation was used for qualitative data. The analysis of the data addressed the three research objectives mentioned earlier. Cross-tabulation prevalence estimate analysis and multiple linear regression were used to present the analysed data.

2.1 Ethical consideration

Before the commencement of fieldwork in this study, ethical approval for the study was obtained from the Ministry of Education in Ondo State, Nigeria. The approval was sought to ensure zero or minimal harm to the study participants. Informed consent forms were made available to all the participants, outlining the potential risks and benefits of the study. The following ethical principles were carefully observed due to the involvement of human subjects (Simon, 2015). Informed consent was obtained through letters from students, school principals, and teachers, allowing them to participate in the study. The informed consent letter included a brief introduction of the researcher, the study's purpose, the participants' right to withdraw, their interests, privacy, and anonymity. Sensitive questions that could lead to hostility between participants and researchers were avoided. The informed consent form was given to potential participants to share with their parents, while the detailed informed assent form was attached at the beginning of the questionnaire. Both the consent and assent forms were required for continued participation in the survey. Therefore, only individuals who returned both forms were eligible to participate in the study. Data collection began in March 2023 and concluded in June 2023.

3. Presentation of Results

This phase presents the outcomes and interpretation of data collected on the potential impact of the rampaging slogan 'Who School Help' on the intention to enrol in tertiary education among five hundred and sixty-five (565) students in senior secondary schools one to three (SS1 – SS3). The study's formulated objectives were analysed using the Statistical Package for Social Sciences (SPSS). The results are presented below.
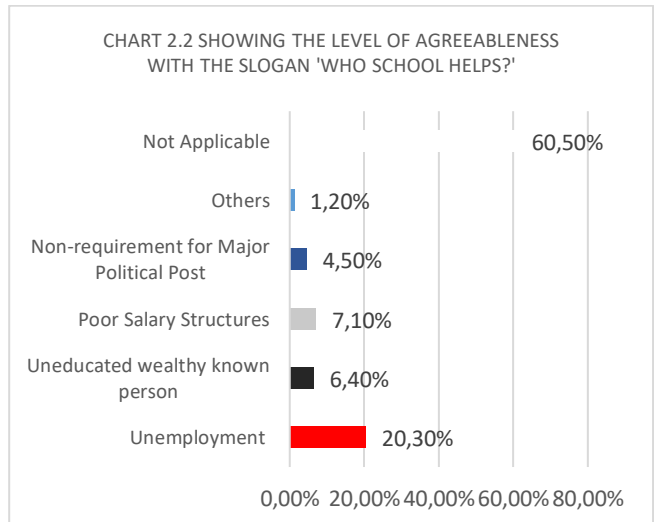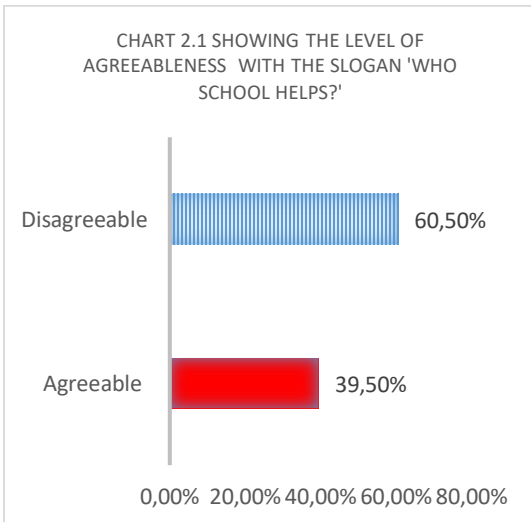
3.1 Objective 1

The study's objective 1, which aims to explore the familiarity and resonance of the slogan 'Who School Help' among Nigerian youths in Senior Secondary Schools in Nigeria, was established using a prevalence estimate analysis as presented in Chart 1.

Chart 1: *Showing Familiarity with the Slogan 'Who School Help?'*

0%

100%

■ Yes ■ No
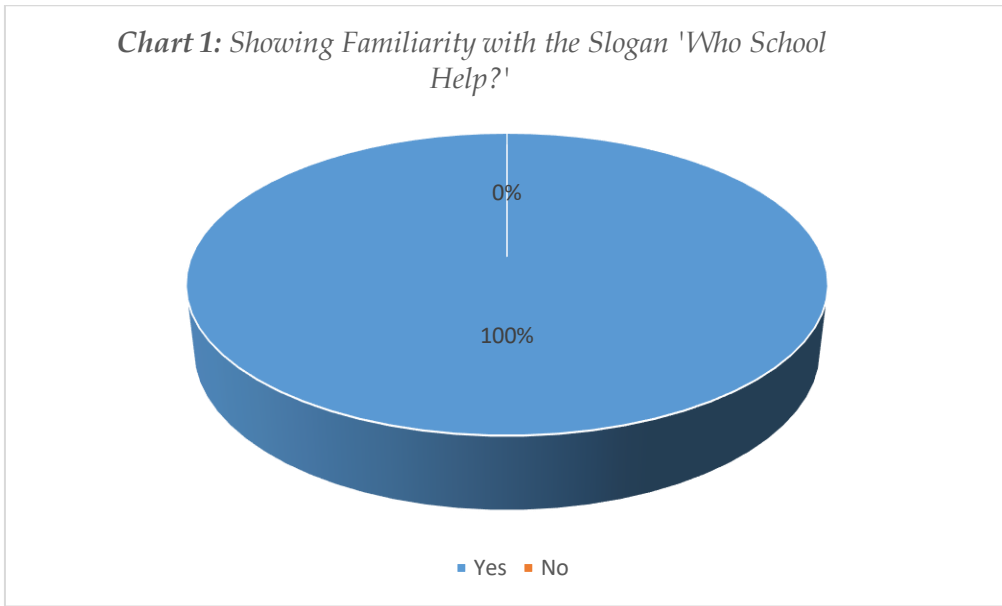
The outcome of the study establishes that all the participants (100%) claimed to be familiar with and resonate with the slogan 'Who School Help?' In other words, none of the participants (0%) denounced not being familiar with the slogan.

3.2 Objective 2

The study's objective 2, which aims to explore the connectedness, agreeableness, and motivation of the slogan 'Who School Help?' by participants who are familiar with the slogan in Nigeria, was established using a prevalence estimate analysis, as presented in charts 2.1 and 2.2.

CHART 2.1 SHOWING THE LEVEL OF AGREEABLENESS WITH THE SLOGAN 'WHO SCHOOL HELPS?'

Disagreeable 60,50%

Agreeable 39,50%

0,00% 20,00% 40,00% 60,00% 80,00%

CHART 2.2 SHOWING THE LEVEL OF AGREEABLENESS WITH THE SLOGAN 'WHO SCHOOL HELPS?'

Not Applicable 60,50%

Others 1,20%

Non-requirement for Major Political Post 4,50%

Poor Salary Structures 7,10%

Uneducated wealthy known person 6,40%

Unemployment 20,30%

0,00% 20,00% 40,00% 60,00% 80,00%

The outcome of the study establishes that 39.5% of the study's participants claimed to agree with the slogan 'Who School Help?', while 60.50% of the participants disagreed with the slogan 'Who School Helps?'. In other words, a significant number of the students in the study agree with the slogan 'Who School Help?'. In context, 20.3% of the participants who are privy to the slogan identified the high rate of unemployment by higher institution graduates as the core

motivation. 7.1% identified poor salary structures for those working with post-secondary school certificates, 6.4% identified knowledge of wealth individuals with post-secondary school certificates, 4.5% identified non-requirement of post-secondary school certificates for major political positions, and 1.2% of the participants identified other factors (such as expensive tertiary school fees) as motivating factors for agreeing the slogan 'Who School Help?'.

3.3 Objective 3

The study's objective 3 aims to test-run the predictive influence of primary factors (agreeableness to the slogan) and secondary factors (such as the parents' socioeconomic status, family status, and unemployment.

The study's objective 3 aims to see how secondary factors, such as the parents' socioeconomic status, family status, unemployed siblings, and parents' educational attainment, and primary factors, age and agreeableness to the slogan, predict intention to advance education after secondary school.

Table 1: Multiple regression analyses of the predictors of post-secondary education enrolment by agreeableness and other secondary factors

Predictors	B (Std. E)	B	T	Sig	R^2	F
Participants' Age	0.42	0.03	0.36	.723		
Class	0.18	0.05	0.81	.419		
Parents' Income	0.27	0.18	02.96	.003		
Family Structure[1]	0.41	0.13	01.81	.071	0.46	04.50**
Family Status[1]	0.35	0.19	03.09	.002		
Agreeableness	- 0.35	- 0.14	- 02.31	.021		

[1] - means variables that are dummy-coded.

The outcome of the multiple regression shows that participants' age ($\beta = 0.03$; t = 0.36; P > 0.05), class ($\beta = 0.05$; t = 0.81; P > 0.05), and family (polygamy or monogamy) structures ($\beta = 0.13$; t = 01.81; P > 0.05) do not significantly predict intention to enrol for post-secondary school education. Further outcomes revealed that parents' income significantly predicted intention to enrol in post-secondary school education ($\beta = 18$; t = 02.96; P < 0.01). The positive association indicated that the higher the parents' socioeconomic status, the higher the intention to further, the lesser the income, the lower the intention to further. Furthermore, family status significantly predicted intention to enrol in post-secondary school education ($\beta = 0.19$; t = 03.09; P < 0.01). This indicates that being from an intact family (where the mother and father stay together) increases the likelihood of intending to enroll in post-secondary education compared to divorced/separated families.

Agreeableness with the slogan 'Who School Help?' significantly predicted intention to enrol in post-secondary school education ($\beta = - 0.14$; t = - 02.31; P < 0.05). The negative association indicated that the higher the agreeable level of the participants, the less likely they were to intend to enrol in post-secondary education. Finally, the study establishes that agreeableness and other secondary factors jointly predicted intention to enrol in post-secondary school education ($R^2 = 0.46$; F = 04.50; P < 0.01). In other words, 46% of the variance observed in determining the intention to enrol for post-secondary school education was accounted for by agreeableness and the identified secondary factors.

3.4 Data of the IDI group

In individual interviews, an interviewer talks with one participant for thirty minutes to an hour. An individual interview allows the researcher to probe the participants' attitudes, beliefs, desires, and experiences to get a deeper understanding of the participants in your research (Rowley, 2012). For

this study, 20 participants were drawn from across the three constituencies in Ondo State to partake in the IDI. These participants were categorised into two groups according to their level of education. The first category consisted of secondary school graduates who are expected to be registered in tertiary institutions, while the second category consisted of tertiary institution graduates (that is, those who have completed a post-secondary school education). Each participant was interviewed individually. The classification was necessary because the participants have different reactions and interpretations of the topic under investigation, which is how the popular slogan "who school help" has influenced the enrolment of students into tertiary institutions.

The coding goes as follows: PfSSG1 to PfSSG10 (Participant for Secondary School Graduate 1 to Participant for Secondary School Graduate 10) and PfTIG1 to PfTIG10 (Participant for Tertiary Institution Graduate 1 to Participant for Tertiary Institution Graduate 10).

3.4.1 Biographical data of IDI participants for the secondary school graduates.

The data collected from these IDI participants from the secondary school graduates (group 1) revealed that they were experienced enough to participate in this research. Their qualifications showed that they are all secondary school graduates at the time when this research was conducted. The data provided by this group of participants showed that all of them are familiar with the slogan "who school help."

3.4.2 Biographical data of IDI Participants for tertiary institution graduates.

The data collected from these IDI participants, who were tertiary institution graduates (group 2), revealed that they were experienced enough to partake in this research. Their qualifications showed that they were all graduates of tertiary institutions at the time when this research was conducted. The data provided by this group of participants showed that all of them were familiar with the slogan "who school help."

3.5 IDI data collection

Interviews with secondary school graduates and tertiary institution graduates were conducted on the street and in their homes, depending on where the participants were accidentally met. Before the interviews commenced, some of the questions were reorganised and revised to ensure accuracy and simplicity. English was used to ask interview questions since all the participants seemed to be proficient in the language. During the data collection process, an audio recorder and research jotter were used to capture the responses from all the participants.

3.5.1 IDI data analysis

The data analysis of this study began with a large amount of raw data from interviews with the participants. The data was matched over time using inductive reasoning, then organised, perused, classified, and synthesised. It was then condensed to form a set of manageable themes and sub-themes. The specific characteristics were analysed and interpreted (Creswell, 2003; Leedy & Ormrod, 2005).

The collected data was divided into two segments: data from participants who were secondary school graduates, and data from participants who were tertiary institution graduates. The data was presented in their respective categories and themes, which were identified through manual analysis. Please refer to the table below.

Table 2: *Categories and themes of research findings from the IDIs interviews with the participants*

Categories	Themes

Examine the reflective impact of the slogan 'Who School help?" on the enrolment of students in Nigerian tertiary institutions.	Reflective impact of the slogan 'Who School help?" on the enrolment of students in Nigerian tertiary institutions
Examine the familiarity and resonance of the slogan 'Who School help".	Familiarity and resonance of the slogan "who school help?"
Exploring the connectedness, agreeableness, and motivation of the slogan 'Who School Help'.	Connectivity between the slogan "who school help?" and student enrolment in tertiary institutions
Obligations, challenges, and problems responsible to influence students' enrolment interest into tertiary institutions.	Challenges responsible to influence students' enrolment interest into tertiary institutions
Suggestions for improvement	Suggestion for improvement

3.6 Analysis of data from IDI interviews

The IDI for this study was conducted among members from the three constituencies in Ondo State, Nigeria. The respondents for the first group consisted of secondary school graduates, while the participants in Group 2 consisted of tertiary institution graduates in Ondo State, Nigeria. These participants were individually interviewed at the meeting point.

Analysis of data obtained for research question 1: To examine the reflective impact of the slogan 'Who School Help' on the enrolment of students in Nigerian tertiary institutions. The aim of the question is to explore how the popular slogan influences students' decisions regarding enrolment for post-secondary education in Nigeria.

Category 1: Examine the reflective impact of the slogan 'Who School help?" on the enrolment of students in Nigerian tertiary institutions

Theme 1: Reflective impact of the slogan 'Who School help?" on the enrolment of students in Nigerian tertiary institutions

To gather information concerning the participants' reflection on the slogan "Who School Help?", the researcher asked the participants questions concerning their reflection on the slogan under investigation. The responses received from individual respondents for this question are presented as follows:

The qualitative analysis of the impact of the slogan 'Who School Help' on the enrolment of students in Nigerian tertiary institutions revealed several key insights. Through in-depth interviews with individual participants *PfSSG1, PfSSG2, PfSSG3, PfSSG4, PfSSG5, PfSSG6, PfSSG7, PfSSG8, PfSSG9, PfSSG10 and PfTIG1, PfTIG2, PfTIG3, PfTIG4, PfTIG5, PfTIG6, PfTIG7, PfTIG8, PfTIG9, and PfTIG10,* different interpretations of the slogan 'Who School Help' were expressed by the participants. Many participants related it negatively to the idea of educational support and advancement. They felt the slogan resonated well with the aspirations of students seeking higher education opportunities and those who are not employed after graduating from a higher institution. The slogan was found to evoke a sense of discouragement among post-secondary school students and graduates of tertiary institutions who are unemployed. It was seen as motivating, supportive, and appealing, particularly to those from economically disadvantaged backgrounds who didn't see furthering into tertiary institutions as a potential pathway to success. While a direct reflection between the slogan and enrolment numbers of students into higher institutions was difficult to establish, there was a slight consensus that it contributed negatively to the overall perception of tertiary education. Participants revealed that the slogan played a role in shaping their decisions to

consider tertiary education, although other factors such as affordability, academic reputation, and career prospects also weighed heavily in determining participants' decision in the pursuit of higher education.

Analysis of data obtained for objective 1: To examine the familiarity and resonance of the slogan 'Who School Help' among Nigerian youths in Senior Secondary Schools in Nigeria.

Category 2: Examine the familiarity and resonance of the slogan 'Who School help?"

Theme 2: Familiarity and resonance of the slogan "who school help?"

To gather information concerning the participants' knowledge or awareness of the slogan "Who School Help?", the researcher asked the participants questions concerning their familiarity with the slogan under investigation. The responses received from individual respondents for this question are presented as follows:

From the data collected individually from the IDI participants *PfSSG1, PfSSG2, PfSSG3, PfSSG4, PfSSG5, PfSSG6, PfSSG7, PfSSG8, PfSSG9, and PfSSG10, as well as PfTIG1, PfTIG2, PfTIG3, PfTIG4, PfTIG5, PfTIG6, PfTIG7, PfTIG8, PfTIG9, and PfTIG10*, it was discovered that they are all very familiar with the slogan "Who School Help?" as it resonates with the youth in society.

Analysis of data obtained for objective 2: To explore the connectedness, agreeableness, and motivation of the slogan 'Who School Help?' by participants who are familiar with the slogan in Nigeria.

Category 3: Exploring the connectedness, agreeableness, and motivation of the slogan 'Who School Help?'

Theme 3: Connectivity between the slogan "who school help?" and student enrolment in tertiary institutions

After gathering information individually from the IDI participants on their familiarity with the slogan "who school help?", the researcher asked the participants questions on the connectivity between the slogan and students' enrolment interest in tertiary institutions. The responses from the participants are presented as follows.

From the data collected individually from the IDI participants *PfSSG1, PfSSG2, PfSSG3, PfSSG4, PfSSG5, and PfTIG1, PfTIG2, PfTIG3, PfTIG4, PfTIG6, PfTIG8 and PfTIG10*, it was reviewed that twelve (12) of the participants believed that there is a strong connection between the slogan and students' interest in tertiary institution enrolment. This review was mostly disclosed by majority of the participants from the tertiary institution graduates as some of their responses goes thus: PfTIG8: *sometimes I wished I had embarked on this business without wasting my years in the school, I would have gone far than this, especially seeing those who are not educated doing the same business and doing better, all because they have started earlier.* PfTIG4: *To be honest, I regretted wasting all the financial resources and my years going to school without a job, only to start competing with those who did not go to school and even still watch most of them do better than you, this also include the so called government employers, they have nothing to show for it.* While some graduates express their unpleasant experiences after graduation, some of the participants in the secondary school graduate category, expresses their fear of embarking in a tertiary institution journey. This was gotten from their responses as captured below: PfSSG2: *There is a very strong connection between this slogan and peoples' interest in enrolling into tertiary institution o, for example now, I have two elder brothers who have graduated five years ago and yet no job. My mom is still the one feeding them, so I am not ready to do the same. Atleast, after my secondary school, I have learnt how to repair phones and I am already making a living from it, I only want to advance in this line.* PfSSG5: *to be frank with you, I am not going for any tertiary institution, I will rather invest my time and money in this fashion designing that I am learning and in that four or five years of tertiary institution, I would be established already.* Despite

the negative comments, eight of the participants still believed that they see education as the way to success and though it may not pay off now but it will in the future and that it would help in whatever they decide to venture into.

Analysis of data obtained for objective 3: To see how other secondary factors (such as the parents' socioeconomic status, family status, unemployed siblings, and parents' educational attainment) and primary factors (age, and agreeableness to the slogan) predict intention to advance education after secondary school.

Category 4: *Factors* responsible for students' enrolment interest in tertiary institutions.

Theme 4: Challenges influencing students' enrolment interest in tertiary institutions.

After gathering information individually from the IDI participants on the connection of the slogan to people's interest in tertiary institutions, the researcher asked the participants questions about the challenges that influence students' interest in enrolling into tertiary institutions. The responses from the participants are presented as follows.

From the data collected individually from the IDI participants *PfSSG1, PfSSG2, PfSSG3, PfSSG4, PfSSG5, PfSSG6, PfSSG7, PfSSG8, PfSSG9, PfSSG10 and PfTIG1, PfTIG2, PfTIG3, PfTIG4, PfTIG5, PfTIG6, PfTIG7, PfTIG8, PfTIG9 and PfTIG10,* the following challenges were captured to have been responsible to determine students' enrolment interest into tertiary institutions: massive unemployment, poor salary scale for the employed in government organisations, parents' socio economic status, successes of the less educated in the society and having the less educated in political offices.

Category 5: **Suggestions for improvement**

Theme 5: Suggestions for improvement

From the data collected individually from the IDI participants *PfSSG1, PfSSG2, PfSSG3, PfSSG4, PfSSG5, PfSSG6, PfSSG7, PfSSG8, PfSSG9, PfSSG10 and PfTIG1, PfTIG2, PfTIG3, PfTIG4, PfTIG5, PfTIG6, PfTIG7, PfTIG8, PfTIG9 and PfTIG10*, the following suggestions were given by the participants: creation of job opportunities for the elites, a befitting salary scale for the government employers and electing and appointing the elites into political positions.

Summary

From the data collected from the IDI participants *PfSSG1, PfSSG2, PfSSG3, PfSSG4, PfSSG5, PfSSG6, PfSSG7, PfSSG8, PfSSG9, PfSSG10, and PfTIG1, PfTIG2, PfTIG3, PfTIG4, PfTIG5, PfTIG6, PfTIG7, PfTIG8, PfTIG9, and PfTIG10*, it was discovered that they are all very familiar with the slogan "Who School Help?" as it resonates with the youth in society. The results also showed that there is a strong connection between the slogan "who school help?" and students' interest in enrolling in tertiary institutions. While some graduates express their unpleasant experiences after graduation, some participants in the secondary school graduate category express their fear of embarking on a tertiary institution journey. Despite the negative comments, eight of the participants still believe that they see education as the way to success and though it may not pay off now, it will in the future and help in whatever they decide to venture into. From the data collected from the IDI participants, the following challenges were captured as being responsible for the invention of the slogan "who school help?" and seen influencing students' decision to enrol in tertiary institutions: massive unemployment, poor salary scale for those employed in government organisations, parents' socioeconomic status, the success of the less educated in society, and having the less educated in political offices. Based on these challenges, the participants gave the following suggestions for a better society: the creation of job opportunities for the educated, a befitting salary scale for government employees, and electing and appointing educated individuals to political positions.

4. Discussion of Findings

This section discusses the justifications for the study's findings. The outcome of the study establishes that all the participants in the study claimed to be familiar with and resonate with the slogan 'Who School Help?' In other words, none of the participants denounce being unfamiliar with the slogan. In the publication of Shahnaz et al. (2020) and Wilson (2021), it was established that the slogan is potent and viable in shaping human perception and beliefs. The crux of the slogan is the easy transferability and influence from one person to another person. As such, that explains how founded the slogan of interest was among all the participants in the study.

The outcome of the study establishes that a significant number of the study's participants claimed to agree with the slogan 'Who School Help?', although most of the participants disagreed with the slogan 'Who School Help?' Most of the participants who were privy to the slogan identified the high rate of unemployment among graduates as the core motivation. Some of the participants identified poor salary structures of those working with post-secondary school certificates, knowledge of wealthy individuals without post-secondary school certificates, non-requirement of post-secondary school certificates for major political positions, and other factors as motivating factors for agreeing with the slogan 'Who School Help?'. The outcome of the study can be better explained by the personal experiences of the significant students who agreed with the slogans. This outcome further confirms the SLT by Albert Bandura (1969).

The outcome of the multiple regression showed that participants' age, class, and family (polygamy or monogamy) structures do not significantly predict intention to enrol in post-secondary school education. Further outcomes revealed that parents' income significantly predicts intention to enrol in post-secondary school education. The positive association indicated that the higher the parents' socioeconomic status, the higher the intention to go further; the lesser the income, the lower the intention to go further. Furthermore, family status was found to significantly predict intention to enrol in post-secondary school education, indicating that being from an intact family (where mother and father stay together) increases the likelihood of intending to enrol for post-secondary education than from divorced/separated families. Agreeableness with the slogan 'Who School Help?' was found to significantly predict intention to enrol in post-secondary school education. The negative association indicated that the higher the agreeable level of the participants, the less likelihood of intending to enrol in post-secondary education. The study establishes that agreeableness and other secondary factors jointly predicted the intention to enrol in post-secondary school education. While the IDI result reviewed that factors that determine students' enrolment interest in tertiary institutions include massive unemployment, poor salary scale for the employed in civil and government organisations, successes of the less educated in society, and having the less educated in political offices. Both the submissions of Bandura (1969), Giani (2020), and Rybaczewska (2022) explained that the cognitive state or intentions of the student participants have been significantly impacted by their social experiences or factors. These findings also support the findings of Adejuwon et al. (2023), Smith and Jones (2020), and Walter et al. (2021), where it is stated that economic constraints, including high tuition fees, inadequate financial aid, unemployment, poor salary structure, uneducated wealthy personalities, and uneducated political leaders associated with low-income families, prevent/discourage many students from enrolling in tertiary institutions.

5. Conclusion and Recommendation

The findings of the study showed that participants strongly resonated with the slogan 'Who School Help?'. This emphasises the influential role that slogans play in shaping perceptions and beliefs. It also indicates a significant impact on their intention to enrol in post-secondary education. It is worth noting that while many participants agreed with the slogan, their motivations differed. These motivations primarily focused on concerns such as unemployment rates for graduates, salary disparities, and political dynamics. Additionally, the study's regression analysis highlighted the

intricate interplay of various factors that influence intentions to pursue post-secondary education, including parental income, family structure, and agreement with the slogan.

The following recommendations are made based on the points provided:

- Deconstructing the impact of the slogan on students: It is imperative to conduct further research aimed at deconstructing the slogan 'Who School Help?' and its influence on students' attitudes and intentions toward post-secondary education. This research could involve qualitative methods such as interviews or focus groups to delve deeper into the nuanced reasons behind students' agreement or disagreement with the slogan. Understanding the underlying factors that shape their perceptions can inform targeted interventions and educational campaigns to promote positive attitudes toward educational attainment.

- Upscaling compensation for educated graduates: There is a clear need to advocate for increasing pay for educated graduates to reflect the value of higher education and incentivise individuals to pursue post-secondary studies. This recommendation aligns with the participants' concerns regarding unemployment rates and salary structures for individuals with post-secondary qualifications. Policy initiatives and collaborations between educational institutions, industries, and government bodies can play a crucial role in addressing this issue and creating a conducive environment for graduates to thrive in their chosen fields.

- Raising awareness among parents about the impact of family status: Parents should be informed about the potential impact of family structure, such as separation or divorce, on their children's interest in post-secondary education. Educational campaigns and support programs can provide information and resources to help parents navigate challenges related to family dynamics and support their children's educational aspirations. Emphasising the importance of stable family environments in fostering positive attitudes toward education can contribute to holistic approaches to student development.

6. Limitations

Despite these insights, the study has limitations. It primarily relies on self-reported data, which can be subject to biases and inaccuracies. Additionally, the study's sample size and demographic representation may not fully capture the diversity of perspectives and experiences related to the slogan's impact on educational intentions. Future research could benefit from larger and more diverse samples, longitudinal studies to track changes over time, and qualitative methods to delve deeper into the nuanced reasons behind participants' attitudes and behaviours.

7. Declarations

Conflict of Interest: The author declares no conflict of interest.

Data Availability: Data for the study is available from the corresponding author on request.

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