

Assessing the Factors Affecting the Standards of Secondary School Education in Ehor Local Government Area, Edo State, Nigeria

Isunueo Benedicta Omeghie Ph.D
Nigerian Institute of Social and Economic Research
(NISER) Social and Governance
Policy Research Department

Akinola Ebenezer Olanrewaju
Department of Educational Leadership and Policy
Management, Walden University
Minnesota, USA

Abstract:- Globally, the drive towards attaining quality education continues because the development of nations has been linked to the education of its citizens, especially the youth. However, the poor standard of secondary school education has raised so much concern in Nigeria because they do not meet the societal demand regarding quality. Challenges encountered include a stirred population explosion in the classroom at all levels, deteriorating physical facilities; continued inadequacy in funding; recurrent strike actions by all sectors as well and student unrest that leads to a truncated academic calendar, particularly in higher institutions. Hence, the research problem centers on the need to systematically investigate and assess the factors affecting the standards of secondary school education in Nigeria. Thus, the study conducted a comprehensive assessment of multifaceted aspects of enhancing the standards of secondary school education in Ehor Local Government Area, Edo State, Nigeria. The study adopted the survey research design while purposive and random sampling techniques were used to select the secondary schools, teachers, and SS 3 students in Egor Local Government area of Edo State. The main research instrument is a questionnaire. Data collected was analyzed with the use of Statistical packages of the social sciences. Results among other findings confirmed that educational standards are falling in the study area. It further shows significant differences between the standards of education now and in the last ten years. The paper recommends the availability of school facilities and other resources necessary for effective teaching and learning processes that will enhance the standard of secondary education in Nigeria.

Keywords:- Education, Standards of Education, Teaching And Learning, Egor Local Government Area and Secondary School Education.

I. INTRODUCTION

Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society. Although the aims of education are many, they ultimately boil down to the full development of the individual so that he can effectively contribute to the welfare and progress of his society and mankind. In order to achieve this, there are minimum standards required in the educational system. Hence, in Nigeria, one of the most vital issues being discussed is the quality of education provided to the citizens. Graduates between 1960 and 1970 were highly respected in the society because people knew that they deserved their achievement but today, the quality of graduates fall short below the standard of education which leads to lack such respect for these students (Gerry-eze, 2003). Education therefore according to Ihebom & Jarius (2020) has lost its respect and decorum in Nigeria. It appears secondary schools do not meet up with the societal demand in terms of quality. This appears that secondary education is bedeviled by a lot of challenges that are pulling down the system at a faster rate.

In Nigeria, the problem of standards in education are stirred by the combined effects of population explosion in the classroom at all levels, deteriorating physical facilities; continued inadequacy in funding; recurrent strike actions by all sectors as well as student unrest that lead to truncated academic calendar particularly in higher institutions. The secondary education in Nigeria, which is the pivot of the entire educational system, is fast losing relevance, as it is not fulfilling the national objectives set down in the National Policy of Education. This great national economic instrument call education has the secondary level as its pivot. It is the bridge between the primary and tertiary levels. It is the junction from where all the boulevards of higher education take off and all primary school-leavers must pass through it to become useful to themselves and the society.

The secondary school level is the most critical period of any individual so that whatever our leaders are today is the offshoot of life in the secondary schools. Before entering into the tertiary level, characters and standards have long been formed. This importance of secondary education made the federal government to state the broad aims of secondary education as preparation for useful living within the society and for higher education (NPE, 1998). In specific terms, the secondary school should:

- Provide an increasing number of primary school pupils with the opportunity for education of a higher quality.
- Diversify its curriculum to cater for the difference in talents, opportunities and roles possessed by or open to students after their secondary school course.
- Equip student to live effectively in our modern age of science and technology.
- Develop and project Nigerian culture, art and language as well as the world's cultural heritage.
- Raise a generation of people who can think for themselves, respect the views and feeling of others, respect dignity of labor.
- Foster Nigeria unity and
- Inspire its student with a desire for achievement and self-improvement both at school in later life.

The products of today's secondary systems can neither usefully live in the society nor move into higher institution without their parents' aid or forgery. They cannot think for themselves or respect the views and feelings of others. Without the secondary education, the entire education industry will gradually collapse as it's already heading towards that direction. Nigeria university graduates are failing to meet the needs of the labor market (NUC, 2004), not because of inadequate education in the university but chiefly because of garbage in from the secondary level. While there is poor standard of education at the secondary level in Nigeria, few or no systematic study have been conducted to evaluate the factors militating against standards of secondary school education. It is in this context that this study will be undertaken with a view to filling the above identified research gaps.

➤ *Purpose of the Study*

The main purpose of this paper is:

- To find out if the standards are really falling?
- To evaluate the factors militating against standards in secondary school education in Egor Local Government Area of Edo State.
- To suggest measures to curb this menace.

➤ *Research Questions*

The following questions have been raised:

- Are the standards of education falling in the study area?
- Is there any significant difference in the standard of secondary school education between now and the last ten years in the study area?

- What factors are responsible for the present standard of secondary education in the study area?
- What are the roles of government, parents and teachers in the present low standard of education in the study area?

➤ *Hypotheses of the Study*

In an effort to provide answers to the questions raised above, the following hypotheses have been formulated for validation:

- There are no differences in the standard of education between now and the last ten years in the study area
- Standards in secondary school education are not influenced by shortages of qualified teachers, poor infrastructure, poor funding, moral decadence in the society, examination malpractice, incessant strike actions, poor attitude to work by teachers, and poor curriculum.

II. MATERIALS AND METHOD

➤ *Research Design*

The research design is a broad strategy that directs the researcher during the research process. It is the plan containing the structure and strategy of investigation that are conceived in order to obtain answers to research questions, and to control variances (Kerlinger, 1973). As a structure, the research design provides a specific outline, scheme, and paradigm of operation of variables and as a strategy; the research design also provides more specifically, the methods to be used in gathering and analyzing data (Aworh *et al.*, 2005). For this study, survey research design was adopted. In other words, data were collected at one point in time from the samples selected to describe the entire population at the time of the study in the area of study. Survey research designs generally examine a sample from a population and the descriptive and explanatory conclusions reached by this analysis were then generalized to the population from which the samples were selected (Babbie, 1973; Nachimias and Nachimias, 1976).

➤ *Population of the Study*

The population of this study consisted of all the secondary schools in Egor Local Government Area of Edo State. Teachers and SS 3 students in the selected schools were used for the study.

➤ *Sampling and Sampling Technique*

A list of all the public secondary schools in Egor Local Government was obtained from the State Ministry of Education. This served as the sampling frame. From this, a list of ten schools was randomly selected. All teachers available at the time of administering the instrument were included for the study. The SS 3 students were also randomly selected. In each SS3 class, the class register, which served as the sampling frame, were used in selecting the students using table of random numbers as shown in Table 1.

Table 1: Sample Distribution of Subjects

Schools	Teachers	Students	Total
School 1	30	30	60
School 2	30	30	60
School 3	30	30	60
School 4	30	30	60
School 5	30	30	60
Total	150	150	300

Source: Fieldwork, 2021

➤ *Method of Administration and Data Collection*

The researcher with the help of some research assistants personally administered the questionnaire to the respondents. The researcher explained the purpose of the study to the respondents in each school used for the study. The respondents were directed on how to fill the questionnaire. The instruments were collected on the spot after completion. However, any respondent who for one reason or the other and could not complete his or her questionnaire was given time to do so while the researcher came back on a later date to collect them.

➤ *Instrumentation*

The Teachers' and Students' Evaluation Questionnaire (TSEQ) were used to elicit information from teachers and students sampled. Two types of the questionnaire were made. One was administered to the teachers while the other was administered to the students. The teacher questionnaire was divided into two sections. Section A deals with the demographic characteristics of the respondents while section B focuses on the factors militating against educational standards in the study area. Similarly, the student questionnaire was divided into two sections. The first section was structured into Yes/No, very high, high, very low and low options while the second sections was designed in the likert format and all focuses on the factors militating against educational standards in the study area.

➤ *Validity of the Instrument*

In order for the instrument to be suitably adapted, the supervisor and specialists in test construction in the study centre, were consulted. Their comments, corrections and recommendations made on the test items were put in place before the pilot testing. Therefore, there is confidence in the content and construct validity of the instrument.

➤ *Reliability of the Instrument*

The test-retest reliability test technique was used to establish the reliability of the instrument. The researcher administered the instrument to 15 teachers and 15 students in another school (pilot school). After two weeks interval, the instruments were re-administered to the same group of teachers and students. The scores of the two sets of test administration were computed. The Pearson Product Movement Correlation coefficient was used and the reliability value obtained was 0.74 for the instrument to be reliable.

➤ *Analysis of Data*

The data collected from the field were analyzed using both descriptive and inferential statistics. The descriptive statistics included percentages, mean, tables etc, which were used to answer the research questions, while the inferential statistics used included Student t-test and multiple regression. The first hypothesis was tested using t-test while the second hypothesis was tested using multiple regression.

III. RESULTS AND DISCUSSION**A. Demographic Characteristics of Respondents**

Two sets of questionnaires were administered in the study. One set of the questionnaire was given to the students of the five (5) schools selected for the study while the other set was given to the teachers in the selected five (5) schools in the study area. Of the total one hundred and fifty (150) questionnaire administered to the teachers, a total of one hundred and forty-three (143) of it were completely filled and returned to the researcher. Also, in the student questionnaire, a total of one hundred and forty- three questionnaires were returned to the researcher. Table 2 shows the gender of the respondents.

Table 2: Sex Age, Educational Qualification f Respondents (teachers)

Sex of Respondents	No. of Respondents	% of Respondents
MALE	57	39.9
FEMALE	86	60.1
Total	143	100.0
Age of Teacher	No. of Respondents	% of Respondents

20-30	20	13.9
31-40	87	60.9
41-50	26	18.3
Above 50	10	6.9
Total	143	100.0
Educational Qualification	No. of Respondents	% of Respondents
N.C.E	30	20.8
B.sc/Ed	87	60.9
M.Ed/M.Sc.	26	18.3
Ph.D	0	0
Total	143	100.0

Source: Fieldwork, 2021.

Table 2 shows that the majority (60.1%) of the teachers that filled the questionnaire were females while 39.9 per cent of them were males. Table 4 shows that the majority (60.9%) of the teachers were between the ages of 31-40 years old. Another 18.3 per cent of the teachers were between the ages of 41-50 years old. Also, 13.9 per cent of them were between the ages of 20-30 years old while only 6.9 per cent of the teachers were above 50 years old. Expectedly, majority (75%) of the teachers were married, 10 per cent were single while 5 per cent are divorced and separated respectively.

Table 2 shows that the majority (60.9%) of the teachers had B.Sc./Ed as their highest level of educational qualification. Also, 20.8 per cent of the teachers had NCE certificate as their highest level of educational qualification, while 18.3 per cent of the teachers had M.Ed./M.Sc. as their highest level of educational qualification. However, none of the respondents had PhD qualification.

Having analyzed the demographic characteristics of the respondents, it is now time to analyze their responses in line with the stated specific objectives of this study.

➤ *Research Question One*

Are the standards of education falling in the study area?

Table 3: Respondents Perception of the Standard of Education

Respondents Responses	No. of Students	% of Student Responses	No. of Teachers	% of Teachers responses
Very High	11	7.7	5	3.5
High	60	42.0	2	1.4
Low	12	8.4	30	21.0
Very Low	18	12.6	106	74.1
No Change	42	29.4	0	0
Total	143	100.0	143	100.0

Source: Fieldwork, 2021.

Firstly, to provide an adequate answer to the above research question, the respondents were asked if there were changes in the current educational standard in their local government. 69.9 per cent of the respondents stated that there were changes in the current educational standards. While about 20.1 per of the respondents stated that there were no changes. From this, it can be stated that there were some changes in educational standards in the study area. However, the direction of the changes is not known. Hence, the teachers and the students were asked to rate the current educational standards in the area. Their responses are presented in Table 3.

Table 3 analyses the responses of the respondents with respect to research question one by the two sets of respondents that were used for the study. On the part of the students, 42.0 per cent of the students rated the present educational standard to be high; another 7.7 per cent of the students rated the current educational standard to be very high. Also, 12.6 per cent, 8.4 per cent of the students rated the current educational standard to be very low and low respectively. However, 29.4 per cent of the students stated that there is no change in the standard of education. However, since the students were not abreast of the past standards of education in the area, it became pertinent to assess the perception of the teachers in respect of this question. In this regard, the majority (74.1 %) of the teachers rated the current educational standard in the area to be very low. Also, 21 per cent of the teachers rated it to be low. Only 3.5 and 1.4 per cent of the respondents rated it to be very high and high respectively. Remarkably, no teacher in the study area stated that there was no change in educational standard in contrast to 29.4 per cent of the students who stated that there was no change. The result is line with the finding of Awoniyi (1985) and Urevbu (2017) on the current standards of education in Nigeria.

Against this background, the first hypothesis of the study, which stated that there are no differences in the standard of education between now, and the last ten years in the study area was tested.

➤ *Research Question Two*

Is there any significant difference in the standard of secondary school education between now and the last ten years in the study area?

Table 4: Respondents Perception of the Differences in Standard of Education

Responses	No. of Respondents	% Response
YES	108	75.5
NO	35	24.5
Total	143	100.0

Source: Fieldwork, 2021.

Similarly, the majority (75.5%) of the respondents maintained that there are significant differences in the standard of secondary school education between now and the last ten years in the study area while only 24.5 per cent of the respondents stated that there is no significant difference. The finding is also in line with Awoniyi (2018) and Urevbu (2019) on the current standards of education in Nigeria.

➤ *Research Question Three*

What factors are responsible for the present standard of secondary education in the study area?

Table 5: Respondents Perception of the Factors Responsible for the Standard of Secondary School Education

Factors	No. of Respondents	% of Respondents
Shortage of teachers	21	14.7
Poor infrastructure	3	2.1
Poor funding	30	20.9
Moral decadence	25	17.5
Examination Malpractice	26	18.2
Incessant strike	10	6.9
Poor attitude to work by teachers	23	16.1
Poor curriculum	5	3.5
Total	143	100.0

Source: Fieldwork, 2013.

To answer this question on factors responsible for the present standards in education in the study area, the respondents were asked to identify the factors accounting for the present level of educational standards. From Table 5, 14.7 per cent of the respondents stated identified shortage of teachers as responsible for the low standards in education. Another 20.9 per cent of the respondents identified poor funding. Also, 17.5 per cent of the respondents identified moral decadence, while 18.2 per cent, 6.9 per cent and 16.1 per cent identified examination malpractices, incessant strike and poor teachers attitude to work respectively as the factors militating against educational standards in the study area. One conclusion that can be reached from the above analysis is that there are several factors militating against educational standards in the study area. This also helps to buttress the fact that the entire educational structure is a system made up of several components. When any of the sub-components is bad, it affects the entire system. This is in support of Awotua-efebo, (2020) study in which he views the entire educational system as being made up of many components interacting with each other. Therefore, efforts geared towards improving the standards in education in the study area must be pursued from different fronts and perspective.

Based on the analysis, several factors have been identified as militating against standards in education. However, it is also evident that the contribution of each of these factors to the present level of educational standard in the study area will vary from one factor to another. Consequently, the study assessed the relevant factors militating against educational standards in the study area based on the above factors. Against this background, the second hypothesis of the study which stated that standards in secondary school education are not influenced by shortages of qualified teachers, poor infrastructure, poor funding, moral decadence in the society, examination malpractice, incessant strike actions, poor attitude to work by teachers, and poor curriculum was tested using multiple regression technique. Eight factors have been identified from the literature as some of the factors militating educational standards in Nigeria. These are:

- Shortages of teachers
- Poor infrastructure
- Poor funding
- Moral decadence
- Examination malpractice
- Incessant strike actions
- Poor attitude to work by teachers
- Poor curriculum

The relevant contribution of each of these factors on the present standards in education was assessed using multiple regression statistical technique. These variables serve as the independent variable while the dependent variable is the standard of education.

➤ *Research Question Four*

What are the Roles of Government, Parents and Teachers in the Falling Standard of Education?

Table 6a: Government is Contributing to the Falling Standard in Education

Responses of Respondents	No. of Respondents	% of Respondents t
STRONGLY AGREED	84	58.7
AGREED	29	20.3
STRONGLY DISAGREED	11	7.7
DISAGREED	12	8.4
NOT SURE	7	4.9
Total	143	100.0

Source: Fieldwork, 2021.

This section assesses the role of government, parents and teachers in the present level of education. This is necessary, as it will help to identify where further progress can be made towards addressing the dwindling fortunes in the educational standards in the area of study. Against this background, the respondents were made to answer the following questions:

Table 6a shows that the majority (58.7%) of the respondents strongly agreed to the statement that government is contributing to the falling standard of education. Also, 20.3 per cent of the respondents agreed to the statement. The above analysis will be better appreciated if the role of government in the education sector is examined. Education is one of the essential services that any responsible government must provide for its citizenry. This is because; the development of any nation or community depends largely on the quality of education of such a nation. Therefore, it is the responsibility of government to create enabling environment by providing the funds and other necessary facilities for education to take place smoothly. As reviewed in the literature for this study, several scholars identified poor infrastructure and funding as a factor militating against educational standards in Nigeria. Since it is the responsibility of government to provide these facilities, which are now not available in most of our schools, it means that government has failed in their responsibility in this direction. Thus, they have contributed to the falling standards in education in the study area.

Table 6b: ARE PARENTS RESPONSIBLE FOR THE FALLING STANDARD IN EDUCATION?

Responses	No. of Respondents	% of Respondents
YES	100	69.9
NO	43	30.1
Total	143	100.0

Source: Fieldwork, 2021.

The study further assessed the role of parents in the present educational standard. According to Nwagwu (2003) Many parents and some highly placed individuals in the education sector who are expected to be custodian of the educational future of our country appears to be implicated in encouraging, perpetrating or condoning examination fraud which has resulted to reduction in educational quality. In line with the above statement, this study assesses the role of parents in the falling standards in education in the study area.

Table 6b also shows that the majority of the respondents agreed that parents are contributing to the falling standards in education. In the educational system, parents have their own role to play such as payment of school fees, books and providing an enabling environment for their wards. However, it is also imperative to state that the current state of economic affairs in the country may have contributed to the failure of parents in meeting some of these obligations. This also has a link with the government of the day, which has failed to lift the economy of the country from its poor state.

On the other hand, some parents having failed to provide an enabling environment for the wards to achieve success in their examinations have looked the other way round by way of examination malpractice and all these have brought the poor state in the standard of education in the study area.

TABLE 6c: ARE TEACHERS CONTRIBUTING TO THE FALLING STANDARD IN EDUCATION?

Responses	No. of Respondents	% of Respondents
YES	31	21.7
NO	112	78.3
Total	143	100.0

Source: Fieldwork, 2021

Table 6c shows that the majority (78.3%) of the respondents said no to the statements that teachers are contributing to the falling standard of education. It is expected that the teachers will not point accusing fingers on themselves. Teachers being part of the component of the educational system and that of the society at large, it is the humble opinion of this study that some teachers attitude to work may be contributing to the falling standards in education in the study area. This is in line with the finding of WAEC in 1998 when they identified inadequate teaching as a stigma in secondary education in the Nation. They indicted the teachers for poor coverage of the syllabus and concluded that there is inadequate teaching by the teachers of this level of education (WAEC, 1998).

➤ *Research Hypothesis One*

There are no differences in the standard of education between now and the last ten years in the study area.

Table 7: T-Test Analysis of the Differences in the Standard of Education between now and the last ten years in the study area.

Groups	N	\bar{x}	SD	DF	t-critical	t-calculated	Decision
Agreed	108	24.7	12.7				
Disagreed	35	4.7	4.7	141	1.66	44.0	Significant

$P > 0.05$

Source: Fieldwork, 2021

The calculated t-value of 44.0 is by far higher than the critical value of 1.66 at 0.05 level of significance. We therefore rejected the null hypothesis, which states that there are no differences in the standard of education between now and the last ten years in the study area, while the alternative hypothesis was accepted. This finding is in support of Gerry-eze (2003) and Bello (2010) who stated that education has lost its respect and decorum in Nigeria. This only helps to confirm the earlier analysis by the teachers that the standard of education is lower now than the last ten years ago.

Table 8a, 8b, 11c and 8d.

➤ *Hypothesis Two*

Standards in secondary school education are not influenced by shortages of qualified teachers, poor infrastructure, poor funding, moral decadence in the society, examination malpractice, incessant strike actions, poor attitude to work, and poor curriculum.

Table 8a: Variables Entered

Model	Variables Entered	Variables Removed	Method
	Poor curriculum Shortage of teachers Exam malpractice Poor infrastructure Poor teacher’s attitude to work Moral decadence Incessant strike Poor funding	.	Enter

a. All requested variables entered.

b. Dependent Variable: STANDARD OF EDUCATION

Table 8b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.891	0.793	0.781	.21552	0.759

a. Predictors: (Constant), Poor curriculum, Shortage of teachers, Exam malpractice, Poor infrastructure, Poor teachers attitude to work, Moral decadence, incessant strike Poor funding
 b. Dependent Variable: STANDARD OF EDUCATION

Table 8c: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.846	8	2.981	64.174	.000
	Residual	6.224	134	.046		
	Total	30.070	142			

a. Predictors: Poor curriculum, Shortage of teachers, Exam malpractice
 Poor infrastructure, Poor teachers attitude to work, Moral decadence, incessant strike, Poor funding.
 b. Dependent Variable: standard of education

Table 8d: Coefficients

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	2.060	0.107		19.240	0.000
	SHORTAGE OF Teacher	-0.185	0.018	-0.477	-10.018	0.000
	POOR INFRASTRUCTURE	6.689E-02	0.046	0.145	1.451	0.149
	POOR FUNDING	-6.435E-02	0.034	-0.175	-1.912	0.058
	MORAL DECADENCE N	-0.128	0.020	-0.441	-6.428	0.000
	EXAM MALPRATICE	9.016E-02	0.020	0.206	4.451	0.000
	INCESSANT STRIKE	-.122	0.024	-0.345	-5.001	0.000
	POOR TEACHERS ATTITUDE TO WORK	9.933E-02	0.026	0.193	3.855	0.000
	POOR CUURICULUM CONTENT	-7.500E-03	0.024	-0.022	-0.313	0.755

a. Dependent Variable: STANDARD OF EDUCATION

Table 8a shows the main variables used for the regression analysis. The dependent variable is the standard of education while the independent variables are poor curriculum, shortage of teachers, exam malpractice, poor infrastructure, poor teachers attitude to work, moral decadence, incessant strike, and poor funding. Table 8b shows the model summary. The model summary tells us the strength of the relationship between the independent variables and the variations in the dependent variable. The R column shows the strength of relationship. The closer this is to 1, the stronger the relationship. The R square value indicates the proportion of the variance in the dependent variable explained by the model. Our R value in this model is 0.89 which is close to 1 while our R² is 0.79. The implication of the R square value for this study is that our model could account for 75 per cent of the amount of variations in the dependent variable. In other words, 79 per cent of the changes in the standard of education in the study area are caused by the eight factors identified above while the other 21 are accounted for by other factors not listed in this study.

Our F-value of 64.17 in Table 8c is significant at 0.05. Therefore, we rejected the null hypothesis which stated that standards in secondary school education are not influenced by shortages of qualified teachers, poor infrastructure, poor funding, moral decadence in the society, examination malpractice, incessant strike actions, poor attitude to work by

teachers, and poor curriculum, while the alternative hypothesis was accepted.

However, it is pertinent to state that of the eight independent variables regressed against the dependent variable (standards of education), six of the independent variables were identified by the model as factors militating against standards in education in the study area. These variables are shortage of teachers, poor funding, moral decadence, examination malpractice, incessant strike and poor teachers attitude to work. They are all significant at 0.05 level of significant while poor infrastructure and poor curriculum were not significant at 0.05 level significant. The above finding is in total agreement with the finding of Urevbu (2017), Awosiyani (2015), among others.

IV. CONCLUSION

Education is a pertinent tool for national development and hence its adoption by the Federal Government of Nigeria as an instrument per excellence for effecting national development. For any meaningful development to take place in any nation, the provision of education in the right quantity and quality is a *sine qua non*. Since independence in the 1960 in Nigeria, the country has developed various plans geared towards the overall development of the country. Forty-eight years later, the country is yet to be classified as a developed country. This implies that education is not given the right

priority attention it deserves in Nigerian. For the country to move forward in the development path, government should pay adequate attention towards improving educational standards in Nigeria.

RECOMMENDATIONS

- The government and school proprietors should provide necessary facilities and equipment for effective learning in our schools.
- Enough funds should be allocated to schools to purchase adequate resources and materials. This will enhance the teaching and learning environment in our schools.
- Concerted efforts should be made on the part of government, parents and teachers towards addressing the problem of examination malpractices in our schools.
- Government should pay particular attention to the needs of teachers so as to avoid unnecessary strike in our schools.
- Teachers should be motivated adequately to boost their moral and to improve their attitude to work.
- Teachers on their part should show adequate commitment to their chosen provision to improve the standards of education in our schools.

REFERENCES

- [1]. Awosiyan, K. (2015): "More Candidates Engage in Examination Malpractices" *PUNCH* Friday March 11.
- [2]. Awoniyi, A. (1985): "Evaluation of the Annual WAEC Examinations 1983 - 1984 Results' in Ayorinode, Dada (ed.) *Mass Failure in Public Examinations: Causes and Failures, Proceedings of the National Conference on Mass Failure in Public Examinations* held at the Faculty of Education, University of Ibadan.
- [3]. Awotua-Efebo, E.B. (2003): Challenges and Implications of Educational Standards for the 21st century Nigeria: *Proceedings of National Conference on Educational Standards in the 21st Century in Nigeria*, September 17th-20th, 2003.
- [4]. Aworh, O.C., Babalola, J.B., Gbadegesin, A.S., Isiugo-Abanihe, I.M., Oladiran, E.O, and Okunmadewa, F.Y. (2005): Designs and Development of Conceptual Framework in Research, in: *Methodology of Basic and Applied Research*, Olayinka, V.O., Raji-Oyelade and Farai, I.P (eds.), The Postgraduate School, University of Ibadan, Ibadan.
- [5]. Babbie, E.R (1973): *Survey Research Methods*. Wadsworth Publishing Company Inc. Belmont, California.
- [6]. Bello, A.A. (2010): Effects of Exam Malpractice on Quality Teacher Education in Nigeria. *Journal Studies in Technical Teacher Education*, pp. 20.
- [7]. Gerry-Eze, I.U. (2003): Maintaining Standards Through Effective Teacher Guidance and Planning: *Proceedings of National Conference on Educational Standards in the 21st Century in Nigeria*, September 17th-20th, 2003.
- [8]. Ihebom, B. and Jarius O.U (2020). Challenges and Prospects of Secondary Education in Nigeria. *International Journal of Scientific Research in Education (IJSRE)*. Vol. 13 (4), 670-688. ISSN 1117-3259
- [9]. Nachimias, D. and Nachimias, C. (1976): *Research Methods in the Social Sciences*. Edward Arnold Publishers Ltd.
- [10]. Nwagwu, C.C. (2003): Establishing and Maintaining Professionalism and Standards in Nigerian Education: *Proceedings of National Conference on Educational Standards in the 21st Century in Nigeria*, September 17th-20th, 2003.
- [11]. Federal Government of Nigeria (1998): National Policy of Education (NPE).
- [12]. NUC. (2004) Labour Market Expectations of Nigerian Graduates: Report of National Needs Assessment Surveys. *Draft*
- [13]. Urevbu, A. O. C. (2017) "Creating the Schools We Deserve: Reflections On Education, Pedagogy and Curriculum". Inaugural Lecture series 49: University of Benin, pp. 29.
- [14]. WAEC (1998) "Chief Examiners Report: Students Performance in West African Senior School Certificate Examination". (WASCE), Yaba, Lagos.