

**DETERMINANTS OF DECLINE IN QUALITY OF  
SECONDARY EDUCATION IN DELTA STATE**

**BY**

**ADIBELI, Ofunne Nneka Olodu**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND POLICY STUDIES, DELTA STATE UNIVERSITY,  
ABRAKA**

**DECEMBER, 2015**

**DETERMINANTS OF DECLINE IN QUALITY OF  
SECONDARY EDUCATION IN DELTA STATE**

**BY**

**ADIBELI, Ofunne Nneka Olodu  
MAT. NO: PG/09/10/176055  
B.ED (HONS) ABRAKA, 2007**

**A Dissertation submitted to the Postgraduate School in Partial  
Fulfilment of the Requirements for the Award of Master of  
Education Degree (M.Ed) in Educational Administration of  
the Delta State University, Abraka.**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND POLICY STUDIES, DELTA STATE UNIVERSITY,  
ABRAKA**

**DECEMBER, 2015**

## **DECLARATION**

I, ADIBELI, Ofunne Nneka Olodu, hereby declare that, this Dissertation is my original work and has never been presented to any University or institution for any academic award. All the works consulted were acknowledged through proper references.

---

**ADIBELI, Ofunne Nneka Olodu**

---

**Date**

## **CERTIFICATION**

We certify that this dissertation was done by ADIBELI, Ofunne Nneka under our supervision. It is adequate in scope and quality in partial fulfillment of the requirement for the award of Master of Education (M.Ed) Degree in Educational Administration in the Department of Educational Administration and Policy Studies, Faculty of Education, Delta State University, Abraka.

-----  
**Prof. E.P. Oghuvbu**  
*Supervisor*

-----  
**Date**

-----  
**Prof. E.D. Nakpodia**  
*Head of Department*

-----  
**Date**

**APPROVAL PAGE**

This dissertation has been approved by the undersigned as an original work written by ADIBELI, Ofunne Nneka in the Department of Educational Administration and Policy Studies, Faculty of Education, Delta State University, Abraka.

-----  
**Prof. E.P. Oghuvbu**  
*Supervisor*

-----  
**Date**

-----  
**Prof. E.D. Nakpodia**  
*Head of Department*

-----  
**Date**

## **DEDICATION**

This dissertation is dedicated to my daughter, husband and family for their support and encouragement.

## ACKNOWLEDGEMENTS

Firstly and most importantly, the researcher is very grateful to God Almighty for being with her through the ages past and who has brought her thus far in her educational pursuit. She thanks the Lord for giving her the wisdom, knowledge, understanding, grace and strength not only to carry out this study but also throughout this programme.

A special thanks goes to her assiduous supervisor, Prof. E.P. Oghuvbu who has always been there. She sincerely appreciate your moral support, encouragement, constructive criticisms and thorough supervision. Thank you very much Sir!

The researcher is also grateful to the Head of Department, Prof. E.D. Nakpodia for his leadership role and the academic and non-academic staffs of the department for making her study in the department a fruitful one.

Special thanks go to her mother Mrs G. Olodu, her brothers; Mr and Mrs Ibe Olodu, Engr and Dr (Mrs) Konyedi Olodu, Mr Akaolise Olodu, Mr Benjamin and Monday Ifuwe and her entire Adibeli family.

Her heartfelt gratitude goes to Engr. P. Ossia and Surv. Mrs. C. Ifuwe and their children Lemuel and Emmanuel.

To her friends; Angela Okanazu, Mrs Titi, Mrs Isoh, Ebiere Onduku others too numerous to mention, she say thank you for being her friends and making here realise that friendship is God's precious gift.

Lastly, her gratitude goes to hery husband, Mr. Ugochukwu Adibeli and daughter Kamsiyochukwu Rommela for their love, support and prayers throughout the duration of this programme. Thank you dear for being there for her through the thick and thin.

## TABLE OF CONTENTS

TITLE	i
DECLARATION	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	viii
LIST OF TABLES	ix
ABSTRACT	x

### **CHAPTER ONE: INTRODUCTION**

Background to the Study	1
Statement of the Problem	4
Research Questions	4
Research Hypotheses	5
Purpose of the Study	5
Significance of the Study	6
Scope and Delimitation of the Study	7
Definitions of Terms	7

### **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Conceptual Framework	9
Quality in Education from Different Perspectives	20
Determinants of Decline in Quality of Secondary Education in Nigeria	31
Ways to improve Quality in Secondary Education	40
Review of Empirical Studies	43
Appraisal of Literature	47

### **CHAPTER THREE: RESEARCH METHODOLOGY**

Research Design	48
Population of the Study	48
Sample and Sampling Technique	49
Research Instrument	50
Validity of the Instrument	50
Reliability of the Instrument	51

Administration of the Instrument	51
Method of Data Analysis	51
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
Presentation of Results	52
Discussion of Findings	62
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION</b>	
Summary	67
Conclusions	68
Recommendation	68
Contribution to Knowledge	68
REFERENCES	70
APPENDICES	80

## LIST OF TABLES

- Table 3.1: Population of the study
- Table 4.1: Determinants of decline in quality of secondary education
- Table 4.2: Ways to improve quality of secondary education
- Table 4.3: Males and females students' responses regarding the causes of decline in quality of secondary education.
- Table 4.4: Males and females teachers' responses regarding the causes of decline in quality of secondary education.
- Table 4.5: Males and females students' responses on ways to improve quality of secondary education.
- Table 4.6: Males and females teachers' responses on ways to improve quality of secondary education.
- Table 4.7: Summary table of t-test analysis of the perception of male and female students on determinants of decline in quality of secondary education
- Table 4.8: Summary table of t-test analysis of the perception of male and female teachers on determinants of decline in quality of secondary education
- Table 4.9: Summary table of t-test analysis of the perception of rural and urban students on determinants of decline in quality of secondary education
- Table 4.10: Summary table of t-test analysis of the perception of less experienced and experienced teachers on determinants of decline in quality of secondary education
- Table 4.11: Summary table of t-test analysis of the perception of male and female students on ways to improve the quality of secondary education
- Table 4.12: Summary table of t-test analysis of the perception of male and female teachers on ways to improve the quality of secondary education in Delta State.
- Table 4.13: Summary table of t-test analysis of the perception of rural and urban students on ways to improve the quality of secondary education
- Table 4.14: Summary table of t-test analysis of the perception of less experienced and experienced teachers on ways to improve the quality of secondary education

## ABSTRACT

This study explored the determinants of decline in quality of secondary education in Delta State. The population of the study comprised the entire students and teachers in public secondary schools in Delta State. Six research questions were put forward and eight hypotheses were stated to guide the study. The study employed the descriptive survey design using a self-developed questionnaire titled “Determinants of Decline in Quality of Secondary Education Questionnaire”. Data was collected from 1200 students and 600 teachers. The data collected were analysed using percentage, mean and t-test statistical tools. Findings from the data collected identified defective administration/poor leadership, curriculum not meeting with the needs of the society, ineffective evaluation system, imperfect inspections and supervisions system, use of outdated teaching methods in teaching, inadequate funding of secondary education by the Government, inadequacy of qualified teachers, poor students attitudes towards learning, inadequate instructional materials and facilities, unavailability of scholarships, lack of co-curricular activities for students, improper health facilities, lack of commitment and motivation by teachers, indiscipline in school and frequent changes in educational policies as determinants of decline in quality of secondary education. Findings from the data analyzed using the t-test revealed no significant difference between male and female students; and male and female teachers’ perception on causes of decline in quality of secondary education. However, the result showed significant difference between rural and urban students’ perception; and less experienced and experienced teachers’ perception on the causes of decline in quality of secondary education. Also, the result showed that students and teachers irrespective of gender, location of school and experience of teachers do not significantly differ in their perception on ways to improve the quality of secondary education in Delta State.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

Education has been the bedrock of developments all the world over. Nations and individuals all the world over now agree that the way out of series of bondages plaguing them is through education. Thus, the educational standards set up for the school must be challenging to meet the needs of the students and the society (Olaniyonu, Adekoya and Gbenu, 2008). In many developed countries of the world, science, technical and vocational education is the major form of education that has transformed their economies with modern facilities provided to effect the required change. It has been found that the major cause of differences between the economies of developed and developing countries lies in the quality and quantity of education offered. The quality of education offered in developed countries is such that makes recipients creators of jobs rather than job-seekers largely in addition to the fact that basic education is mandatory which is responsible for high literacy level (Gbenu, 2012).

Education enables individuals to fix themselves up in the society into which they have found themselves. It equips individuals with the ability that will enable them explore the world, manipulate it for their survival and establish themselves. Potentials of individuals are exposed through education so that individuals can acquire training and knowledge in a profession and earn a living (which is a continuous exercise) and education enables individuals cultivate good habits and develop the right attitude to work and life as good citizens.

According to UNESCO (2008) in Gbenu (2012), referring to situations in Africa, curriculum has to be revised “if they are to prepare youngsters to live in a society marked by explosion of new knowledge in science and technology, by information and communication”. UNESCO (2008) referring to the Education for All (EFA) declaration adopted in Jomtien declares that: every person shall be able to benefit from educational opportunities designed to meet their basic needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures and inevitably, changes with the passage of time.

Educational standards present criteria by which judgments can be made by state and local school personnel and communities, helping them to decide which curriculum, laws of administration, health programme, staff development activity and assessment programme is appropriate. Educational standards encourage policies that will bring coordination, consistency, and coherence to the improvement of the process of education. They allow everyone to move in the same direction, with the assurance that the risks they take in the name of improving education will be supported by policies and practices throughout the system. JavaScript (2004) evaluated that academic standards describe what students should know and be able to do in the core academic subjects at each grade level. Content standards describe basic agreement about the body of education knowledge that all students should know.

Performance standards describe what level of performance is good enough for students to be described as advanced, proficient, below basic, or by some other performance level. Usually educational standard stands for quality of education. Quality has been the goal of an eternal quest through the corridors of human history. It has been the divining force of all human endeavours. Concerning standard or quality of education the Faizi, Shakil and Lodhi (2011) clears that defining quality of education is a challenge since it deals with the most sensitive creation on earth, the human beings. Industrial products are finished goods, but education has no such finished product, not even the graduates.

In the more vast sense quality is anything used to measure, for example a quality of conduct, a quality of weight or length. Actually, quality is a thing which has been used as a model to which objects or actions may be compared. The quality of education is defined in Encyclopaedia of Education (1985) in the following sense: “In the education context, then, quality should be regarded as objectives to be achieved or expectations of desirable attitude or levels of performance”. Quality education on its own can be seen as relative term because what constitute quality education vary between country to country based on their economic resources, value system, educational goals and philosophies among others. Quality education improves the quality of the work force by raising the levels of its skills and efficiency. Quality education gives a nation access to the world’s body of knowledge, hence the adoption and adaptation of the reigning technology to specific environment is facilitated.

By and large the general outcome of quality education is a progressive increase in productivity and efficiency. Quality education enables people to express more fully their potential capacities. Longe (1999) puts learning environment

(process) and students' outcomes (graduands) under the umbrella of quality of education. The graduands in this case should be able to prove their worth by their level of performance in the competitive labour market among other challenges that will confront them in the society. Therefore it can be affirmed that comparability and international competitiveness of qualifications are a central feature of quality education.

One issue which borders, burdens and is most often debated among educational stake holders and generality of Nigerians today is the issue of declining quality of education. Year over year from the mid 1980's the quality of Nigeria's educational system nosedived and has become totally dysfunctional. Student performance in public examinations, such as West African Examination Council (WAEC), National Examination Council (NECO) and the Joint Admissions Matriculation Board (JAMB), has been in consistent decline with high failure rates (Olateju, 2014).

The quality of Education from the primary up to the tertiary levels in Nigeria has significantly fallen. The products of primary schools are unable to write their own names just as products of the secondary are unable to copy down notes on the chalkboards with correct spellings. It is equally unbearable to hear products of our tertiary institutions turned into glorified secondary schools. Some graduates find it difficult to write standard formal letters for employment (Arong and Ogbadu, 2010). African News, V.O.A of 15th February, 2009 reported that only 20% of Nigerian graduates have quality (sound) education to make them compete for jobs in the labour market, the remaining 80% do not have sound education. The idea of who to blame occupies the heart of the generality of Nigerians most especially, the educationists, while many writers blame the teachers for the problem, others blame the students and their parents for lack of discipline in the home. A larger percentage put the blame squarely on Government. No

matter the dimension one takes, it will not be an easy task to unveil the circumstances surrounding the declining quality of Education.

### **Statement of the problem**

Effective basic education at the secondary school level is fundamental to achieving the literacy and numeracy levels required for sustainable economic growth. The Nigerian secondary school system has been increasingly challenged with many complex problems. There is a general outcry that the standards of education are falling and morals flagging (Osho and Osho, 2002; Arong and Ogbadu, 2010; Chinelo, 2011; Ige, 2011). Some blame pupils for this apparent decline in quality of education and moral values. A thoughtful few argued that they are due to the nature of changes in all directions. Majority blame the teachers for the woes in our schools. They are not as devoted and dedicated to the cause of education as expected. Teachers as a group blame parents and the children. They also blame government for unattractive condition of service and poor physical facilities in some parts of the educational system. Thence, the need of this researcher to explore the determinants of decline in quality of secondary education in Delta State.

### **Research Questions**

The following research questions were put forward to guide the study;

1. What are the determinants of decline in quality of secondary education in Delta State?
2. What are the ways of improving the quality of secondary education in Delta State?
3. Are there differences in the perceptions of male and female students on the determinants of decline in quality of secondary education in Delta State?

4. Are there differences in the perceptions of male and female teachers on the determinants of decline in quality of secondary education in Delta State?
5. Are there differences in the perceptions of male and female students on the ways to improve the quality of secondary education in Delta State?
6. Are there differences in the perceptions of male and female teachers on the ways to improve the quality of secondary education in Delta State?

### **Research Hypotheses**

The following hypotheses were formulated to guide the study.

1. There is no significant difference between the perception of male and female students' opinions on determinants of decline in quality of secondary education in Delta State.
2. There is no significant difference between male and female teachers' perceptions on determinants of decline in quality of secondary education in Delta State.
3. There is no significant difference between the perception of rural and urban students on the determinants of decline in quality of secondary education in Delta State.
4. There is no significant difference between the perception of less experienced and experienced teachers on the determinants of decline in quality of secondary education in Delta State.
5. There is no significant difference between male and female students' opinions on ways to improve the quality of secondary education in Delta State.
6. There is no significant difference between male and female teachers' opinions on ways to improve the quality of secondary education in Delta State.
7. There is no significant difference between the perception of rural and urban students on ways to improve the quality of secondary education in Delta State.

8. There is no significant difference between the perception of less experienced and experienced teachers on ways to improve quality of secondary education in Delta State.

### **Objectives of the Study**

The main objective of this study is to determine the emerging causes of decline in quality of secondary education in Delta State. Specifically, the objectives of this study are to find out;

1. The perception of male and female students on the determinants of decline in quality of secondary education in Delta State.
2. The perception of male and female teachers on the determinants of decline in quality of secondary education in Delta State.
3. The perception of rural and urban students on the determinants of decline in quality of secondary education in Delta State.
4. The perception of less experienced and experienced teachers on the determinants of decline in quality of secondary education in Delta State.
5. The perception of male and female students on ways to improve the quality of secondary education in Delta State.
6. The perception of male and female teachers on ways to improve the quality of secondary education in Delta State.
7. The perception of rural and urban students on ways to improve the quality of secondary education in Delta State.
8. The perception of less experienced and experienced teachers on ways to improve quality of secondary education in Delta State.

## **Significance of the Study**

This study is of significance in that it will be very useful to Educational planners and administrators and Government in defining their priority areas in secondary education funding. It will also help school administration in laying down principles of planning the budget, expanding facilities, laying down rules for staff and students among others. It will be of significance to teachers in that it will enable them to employ appropriate teaching and assessment method. Furthermore, the study will be significance to parents who expect not just excellent performance but also responsible men and women outside school. They will be able to identify areas they could be of help in enhancing quality in secondary education. It will also be of significance to students in pursuing excellence in their education.

## **Scope and Delimitation of Study**

This study investigates emerging causes of decline in quality of secondary education in Delta State and it was restricted to the four hundred and thirty-five (435) selected public secondary schools in Delta State.

## **Operational Definition of Terms**

***Decline:*** In this study, decline is the continuous decrease in the quality and value of secondary education.

***Quality:*** This refers to Higher Education pass showing credits in six (6) subjects including English language and Mathematics.

***Secondary school:*** This refers to four hundred and thirty-five (435) selected secondary schools in Delta State.

***Determinants:*** These are factors or variables that influence the quality of secondary education negatively in achieving Higher Education pass.

## CHAPTER TWO

### REVIEW OF LITERATURE

This chapter deals with review of related literatures. The chapter reviews the related literature under the following headings;

- Conceptual Clarifications
- Quality in Education from different Perspectives
- Determinants of Decline in Quality of Secondary Education
- Ways to improve Quality of Secondary Education
- Review of Empirical Studies
- Appraisal of literature review
  
- **Conceptual Clarifications: Quality of Education**

According to Webster's Seventh Collegiate Dictionary, quality is defined as a peculiar and essential character of an inherent feature; a degree of excellence; a distinguish attribute. Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2005) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2007) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued.

The concept of quality has attracted many definitions from several scholars. Kalusi, (2001) argued that quality is a complex concept and there is hardly any consensus. According to DuBrin, (1997) quality is a desirable attribute of a product or service that distinguishes it for the person seeking the attribute. Viewed from this definition, quality could be said to have the attribute of worth and acceptance. Nevertheless, DuBrin maintained that good quality should possess the characteristics of conformance to expectation, conformance to requirement, excellence and value and loss of avoidance. Asiyai and Oghuvbu (2009) defined quality as a measure of how good or bad the products of higher education institutions in Nigeria are in terms of their academic performance and meeting established standards. World Organization of Standardization, (1994) defined quality as the totality of features and characteristics of a product of services that bear on its ability to satisfy stated needs. Article 11 of the World Declaration on Education, (2003) sees quality as a multi-dimensional concept which should encompass all the functions and activities in schools. Such activities of higher educational institutions has been highlighted as teaching, research and scholarship, community service, staffing, students, infrastructures and educational facilities, equipment and the academic environment (World Conference on Higher Education, 1998). High quality delivery is a prerequisite for effective productivity in education industry and hence quality education is an instrument for effecting national development. According to Ekong (2006), quality builds knowledge, live skills, perspectives, attitudes and values. When quality education is delivered high enough to meet set standards, the products of education should be able to perform well in the world of work in real life situation. When quality is low, performance cannot meet the set standards. Hence one can say that the quality of education has declined below set standard. Quality according to Babalola (2007) is most often defined as “fitness to purpose in relation to the

user and customer needs. It can also be taken to mean that the product conforms to standards, specifications or requirements”.

For the past number of years, quality has continued to be a dominating and challenging notion in different fields of research. The term has been used in the commercial field and is increasingly growing in the field of education. Throughout its history, the notion has remained a discussion agenda and varying definitions can be found, depending on the way the notion has been used. Quality has been defined as; a high degree of goodness or excellence (Mosha, 2000), a degree of fitness to what the customer wants (Lomas, 2002) and the level of satisfaction with effectiveness in the service offered (Manyanga, 2007). The term quality therefore means the extent to which customers are satisfied with a product or service. Furthermore, from its relativity the notion is perceived from different perspectives such as excellence, perfection and consistency, value for money, transformation, enhancement, empowerment and fitness for purpose (Lomas, 2002; Parri, 2006; Weir, 2009). The present investigation adopts the perspectives fitness for purpose, excellence and transformation. Terms like effectiveness, enhancement and empowerment are also used interchangeably as they are closely linked to topic of study. Altogether, the perspectives are employed as a framework in the description of the notion quality and the way it is used in education in general and secondary school education in particular.

### **Quality as fitness for purpose**

As in the manufacturing sector, this definition has been used in higher education in deciding the extent to which service and outputs meet the set goals of higher education (Lomas, 2002; Manyanga, 2007). From this view quality is obtained through mission statements and goal achievements (Parri, 2006). The focus in this perspective is on the needs or requirements of the customers or interest groups. According to Saddon (2000),

schools as organizations have to prove to their customers that ‘what they do is what they say’ and have to be vividly seen by societies as third parties. In other words, schools in their daily activities are required to practice towards achieving the requirements of society. How effective they are and how the goals are best achieved is assessed by interest groups in the society as a third party.

In earlier research, the notion fitness for purpose has been widely used to mean fitness for use (Juran and Gryna, 1980), goal direction and conformity to specifications (Crosby, 1979), but in recent studies the notion is used to refer to goal achievements (Parri, 2006) and customer satisfaction with the effectiveness of service (Manyanga, 2007). From these definitions and so in this section, the words ‘goal and specifications’ are taken to imply the end results of quality. This means the ability of quality to meet the needs and desires of people. As Rao (2003) suggests, quality can be defined as something that best satisfies and exceeds customers’ needs or wants. From this definition it is the customers who decide on quality in answering their requirements. However, exceeding the customers’ needs seems to be elusive and the illusion further extends to the use of the term customer (Elton, 1992). The term customer is relative as it varies in its meaning when used in different disciplines (Sallis, 2002). In the commercial field, a customer is the user of the products or goods (Lomas, 2002). While in social sectors like in education, customers may stand for students and other interest groups (Parri, 2006; Hakielimu, 2007). In both cases satisfactions with the requirements is considered important in explaining quality.

It is also argued in Ololube (2006) that, quality is a functional notion, and that it can be defined from the way outputs function to meet the requirements of the users. From this statement, quality is based on the ability of the outputs to best functions in the intended

tasks (Vedder, 1994). In this case, quality is reflected in terms of usefulness, and in the value possessed by the interest groups (Parri, 2006). Thus, how the requirements are best achieved in offering services defines the rank of the organization in terms of quality (Mosha, 2000). According to Daming (1982), fitness for purpose is seen to be deceptive as it raises different questions such as of whose purpose? for what purpose?, and how quality can be assessed? It is difficult to give quick answers to these questions as they place the responsibility for quality on both the customer and the provider (Harvey and Green, 1993). To the customer, fitness for purpose is based on the way specifications are met (Lomas, 2002; Manyanga, 2007). In this view, the customer has the autonomy to choose the service. But how practical is this in our societies? In practice, customers do not often specify their requirements and hence producers tend to decide on the specifications (Harvey and Green, 1993). From this view, specifications are anticipated by the producer or provider. This implies that, irrespective of the specifications, the process of service provision is still in the hand of the provider and hence quality is looked at as output rather than a process.

In conclusion, defining quality using fitness for purpose sometimes seems to be vague and different critiques may exist since the best achievement of set goals is relative, depending on the satisfaction of society. In most service-giving organizations, it is hard to strongly identify who is the customer (Elton, 1992). In this case the term interest group can be used to carry the same meaning instead of customers. The ability of an interest group to make a choice is rather situational, as it depends on the needs of that specific interest group. From this relativity, fitness for purpose has to be clearly defined when used to explain quality, especially when dealing with human-related services such as education.

### **Quality as transformation**

Rooting from the transformation perspective, quality is explained in the form of change (Lomas, 2002). In human daily life, to change means to vary in structure or look different, be modified or adjusted from the existing structure. This is not the case in education, as learning is not an absolute or solid object that can easily be modified or adjusted; rather it is a developmental process which takes a qualitative change. In school, for example, learning is an incremental process or a transformative change that takes an individual from one level of understanding to another. Harvey and Green (1993) described transformation as a process of changing from one state to another. The state may be the structure, form or make of an object and the variation is then the transformation. This argument brings the basic understanding that variation takes the complete change of an object (Lomas, 2002). An object is varied if it is completely changed from its present into a different state. Harvey and Knight (1996) used an example of ice to explain the process of changing in states. The ice can be transformed into water and further into steam when it experiences an increase in temperature. This state is a physical change that can go back to its original state if the temperature is reduced. But when the temperature further increases above boiling point, the water changes into steam and evaporates into air. In education, learning is developmental, and hence a transformation process. In other words, transformation is a qualitative change that is difficult to measure (Harvey and Knight, 1996). Usually, qualitative changes are made to accommodate basic requirements from societies, but they are rather difficult to measure. In the example of ice, the increase in temperature is easy to measure, but the qualitative change is not. Similarly, it is difficult to quantify human qualitative changes like learning. Measurement of qualitative changes is problematic because the transformation is based on outcome-oriented assessment viewed from standards, and hence improvement is developmental (Weir, 2009). However, Saddon (2000) cautions

that measuring quality should not consider it as an absolute since it can mislead as people can concentrate on what they can count rather than what it counts. In other words, quality is a dynamic process where changes are acquired through a developmental process. Peters (1992) (cited in Lomas, 2002) states 'if you can measure it, you can improve it'. This means that knowing quality gives the opportunity to improve it. In human characteristics, transformation is a process that not only refers to physical change, but also to cognitive and social changes. For example, learning requires developing knowledge and skills, attitudes, and abilities (Hakielimu, 2007) from a lower to higher level. In this case, learning is a cognitive change, and hence a transformation process. From this origin, transformation takes the form of a social change, which includes behavioural, emotional, psychological and moral changes (Eckel et al, 1998). In other words, social change is the process of adding value to an individual and as a bottom-up approach to continuous improvement (Campbell and Rozsnyai, 2002). The magnitude of added value depends on the intended change (Harvey and Knight, 1996). Thus for clarity the terms transformation, enhancement and empowerment are synonymously used to mean positive changes from a poor to a relatively better state.

Enhancement is the term that has been widely used to explain a change of or improving quality. Campbell and Rozsnyai (2002) state that enhancement is the procedure or change used to improve practices where the emphasis is on goal attainment. Goal setting is a priority for bringing about change in any organization. Goals are purposes or targets set by organizations to direct and shape the daily activities (Ololube, 2006). Therefore, goal setting is a continuous process in human life, as enhancement also is a continuous search for improvement (Vlăsceanu et al., 2004; Gvaramdze, 2008).

As a social phenomenon, enhancement is the process of adding value or knowledge and skills (Lomas, 2002). It refers to developing an individual from a less to a

relatively improved state. Added values are the indicators of quality, and in education they are in the form of an increase in the knowledge, abilities or skills of an individual (Gvaramdze, 2008). Enhancement can be defined as strengthening or improving existing practices (Lomas, 2007), and hence an individual is enhanced if there is new and meaningful or productive knowledge added. This qualitative state of enhancement is rather difficult to measure. Jidamva (2012) emphasises that value added cannot be taken as discrete entities in an individual but rather as continuous and overlapping processes of transformation. Taking schooling as a process of adding values, the difference between what students have attained after completing education as compared to what they had before (by the time they began schooling) would stand for a measure of added value; in other words, what capabilities students have acquired in schools stands for added values.

Empowerment is another way of describing the transformation of individuals. According to Dowling, (2008), to empower is to authorize or enable individuals and become fully functional in their societies toward achieving quality (Ololube, 2006). It is giving freedom or authority, awareness, confidence and critical reflection in planning, organizing, implementing their work and then making decisions for further improvement (Gvaramdze, 2008). Various sources of empowerment can apply to an individual in an organization in the form of shared visions, the sharing of necessary information, solving problems together and frequent feedback. The term vision means a mental picture of the organization which every member works towards achieving (URT, 1998). The vision of the organization is the statement that directs the performance. The provision of required information and the giving of frequent feedback are similar to delegating responsibilities (Harvey, 1999). Delegating is passing on duties or responsibility to others for the aim of improving performance in an organization (Gvaramdze, 2008). Delegation that is aimed to bring about change is accompanied by the giving of frequent feedback. This process

helps in sharing experiences from the delegator to the delegated (Harvey and Green, 1993). These processes, therefore, help to improve the quality of the products and services in the organization. Like enhancement, empowerment is the process of adding value to an individual (Lomas 2002). Values in terms of knowledge, skills, competencies and capabilities are added to an individual and can be recognized in the form of confidence and critical reflection (Gvaramdze, 2008). Thus, empowerment is seen through increasing self-confidence, political potential, critical thinking and awareness among people. In other words, people become self-confident if they are able to make their own decisions. At the same time, they are self-aware or if they have critical minds, they can criticize themselves and develop new knowledge and skills. In this process, critical thinking is developed and decision is influenced by confidence and awareness (Harvey, 1999).

The two impacts, confidence and critical reflection therefore make empowerment a self-regulatory process (Harvey and Green, 1993). This means the process of improving an individual's own knowledge and skills through practice and reflection. In a self-regulatory approach, individuals are given roles to perform and to make reflections for improving their effectiveness in performance (Manyanga, 2007). The approach leads to a greater feeling of ownership of the work by the individual (Harvey, 1999) and helps in developing critical thinking and reflection and hence leads to informed decision making. However, like enhancement, it is hard to assess empowerment, especially with people in the organization. To assess empowerment, people from outside who can easily see changes are needed. External or monitoring bodies can better assess the quality in the form of empowerment (Lomas, 2002). Transformation is a developmental or incremental process of change. From its qualitative state, it is difficult to measure the changes occurring since no one can easily see when it has developed. In education,

transformation can be related to learning. Learning is a behaviour change and hence it is a qualitative change. Quality of education and quality of learning are incremental processes that are not measured as absolutes, but rather as qualities in individuals in terms of competence, confidence, and self-awareness. Students spend years in school learning different kinds of knowledge and skills to acquire competences. Their qualitative change definitely cannot be measured using only examinations but a combination of different methods. To explain this kind of change, the notions enhancement and empowerment are used. They explain change in terms of adding value, qualitative change in terms of knowledge, skills and capabilities in individuals. Thus, adding knowledge means improving and hence it is a qualitative change or a transformation process.

### **Quality as excellence**

In daily life, people usually compare objects from their characteristics like color, weight, and appearance. If an object appears to be extremely different from others, it is seen as exceptional (Harvey and Green, 1993). Exceptional in this case is taken to mean being extraordinary or possessing outstanding characteristics, which means excellence (Moshia, 2000). Excellence is the notion which equates quality to high standards (Lomas, 2002). In schools which have all resources and qualified teachers, students are expected to produce excellent results. Similarly, Harvey and Green (1993) argued that quality is conceived as a distinct excellence or high standard or being high competitive (Manyanga, 2007).

To acquire high standards, an object has to possess distinct characteristics exceeding others. Excellence is associated with the notion of uniqueness, something individual or ideal (Harvey and Green, 1993). Quality in this sense tends to be dynamic and relative (Sallis, 2002). For example, what is good to one individual may not be the

case to others. Furthermore, what is seen as relevant in one society is not a necessary and sufficient condition to generalize to a wider society (ibid). Moreover, quality in this perspective is not judged against a set of criteria, but from separate and unattainable standards (Mosha, 2000). The uniqueness of quality, therefore, neither offers a scale for measuring nor attempts to define it (Weir, 2009). The notion is taken at the level in which it is used in daily life.

In defining quality in this perspective, high standards and excellence are sometimes used synonymously. According to Mosha (2000), standards are levels of excellence or acceptable results and are usually set by an authority. In this case, organizations use the set standards to appraise or upgrade the performance of individuals and institutions (Lomas, 2007). Viewing excellence as standards makes the notion become relative. Standards are norms or values set by the organization to shape individual performances (ibid). They are dynamic, and usually vary, depending on the vision in the organization. Thus, standards for one society may differ markedly from other societies. It is therefore difficult to generalize.

Excellence can also be looked upon in terms of perfection, meaning zero error or no defects (Parri, 2006). In measurement, zero error means the exactness of the measure, or beyond doubt. As discussed earlier, in qualitative measurement it is difficult to reach zero error because measures vary with people's perceptions and it is difficult to quantify them (Mortmore and Stone, 1990). In this case, excellent is more of a personal way of judging, which may be difficult to reach a common agreement on, especially when judgments are made against people. In addition, perfection means that no more change is desired in an individual or organization, which limits its use in education, where qualitative changes are expected to occur and improve. Similar to perfection, another notion used to explain the exceptionality of quality is the ability to conform to standards.

This means the object has to abide to set standards (Parri, 2006). This is a weaker notion of quality as it dilutes the idea of excellence. While excellence advocates the raising of standards, this perfection expects conforming to the available standards. A quality output in this sense is a product that has passed a set of quality checks or measures (Mosha, 2000). These checks are based on set criteria that are designed to either accept or reject a product or items and may tend to limit creativity and thus quality if standards need not be exceeded. Conforming to standards is the same as conforming to customer requirements advocated in the fitness for purpose perspective, meaning limiting creativity and relying only on set standards. Harvey and Green (1993) assert that products that satisfy the criteria through checks will have conformed to the standards. This is not the case in human behaviour where behaviour change tends to increase in standards (Lomas, 2002). In this view, the benchmarks may be set internally or externally. The internal standards can be related to intrinsic motivation and the external ones to the extrinsic motivation of an individual (Mosha, 2000). Motivation is a driving force to improve individuals' performance and hence a drive towards quality. In the excellence approach, quality is improved if the standards are raised. A product that attains a higher standard is at relatively higher quality and the reverse is also possible.

In summing up, the notion of excellence has proved relevant in defining quality. Besides that, excellence is dynamic and relative, the catch phrases exceeding standards and highly competitive can be used to refer to quality. The section has also discussed about perfection or zero error and conformity to standards. These seem to lead to a weaker side of defining quality since zero error is an ideal situation, which in qualitative practices is difficult to reach. Conforming to standards, on the other hand, minimizes the innovations or chances to improve, hence it dilutes the quality. Therefore, these were not

included in the discussion about quality of education and quality of secondary school education in the next sections.

- **Quality in Education from Different Perspectives**

In education, quality continues growing as an interesting area of research. In the past decades, researchers have tried to answer the question ‘what quality is in education’. Different names like elusive (Sallis, 2002), multi-faceted (Fraser, 1994) and slippery and value-laden (Harvey and Green, 1993) have been given and thus, making the notion to continue becoming as philosophical, complex and challenging area of research. Studies have further been conducted on different perspectives trying to define the quality in education (Lomas, 2007; Parri, 2006; Manyanga, 2007). In Harvey and Green (1993), and later in Lomas (2002), quality in higher education is described using four perspectives fitness for purpose, value for money, transformation and excellence.

Parri (2006) used six perspectives: exceptional or excellence, zero error, fitness for purpose, transformation or reshaping, threshold, and enhancement. This section adopts fitness for purpose, transformation and excellence to define quality of education. The adoption of these perspectives is because of their clarity and relevance in describing quality in education. Relevance is taken from the fact that education aims to offer knowledge, skills, and capabilities as according to the requirements of society (Lomas, 2002). In addition, education is taken as a developmental process where students are academically raw at entry and are transformed to acquire knowledge, skills and competences (Hakielimu, 2007). More importantly schools and students strive to achieve high standards in their performances so as to exceed others (Mosha, 2000). From this line of thinking, the quality of education can generally be discussed from these perspectives. From its developmental process, education needs improvements from time

to time, thus the adoption of enhancement and empowerment are important to explain the developmental process (Parri, 2006). From this adoption, quality of education can further be defined as the qualitative change characterized by excellence in performance towards achieving end results. The end results in this case are knowledge, skills and capabilities, while performance is referred to the teaching and learning process.

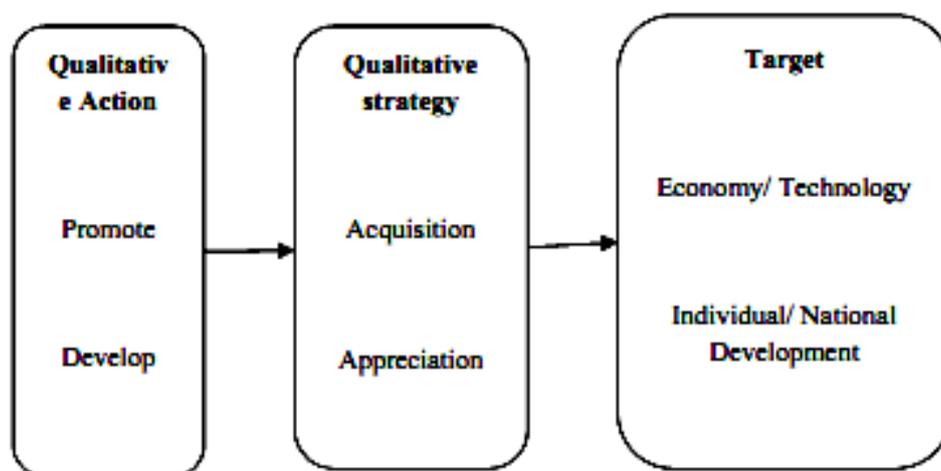
### **Quality in education in terms of fitness of purpose**

The notion fitness for purpose has been widely used mainly in higher education (Lomas, 2002). It has been used to assess whether programs and assessments are achieving their intended outcomes (Harvey and Knight, 1996; Weir, 2008). The adoption of this perspective is from the fact that the provision of education is directed towards meeting the aims and requirements of interest groups (Wedgwood, 2007; Hakielimu, 2007). This means the end result of any education system is to ensure that needs are met with great satisfaction from individuals, society and the nation at large (Parri, 2006). Achieving the aims and developing capabilities is one way that quality can be reached in education.

Warn and Tranter (2001) used the fitness for purpose perspective to study the relationship between the development of competencies and entry into the work-place among higher education graduates. In their study they argued that the aim of higher education is to develop competencies that prepare individuals for work. The authors take competencies to mean the effective abilities to transfer or use the acquired knowledge and skills in work to achieve the intended outcome. Matching from this study, educational institutions therefore, are required to offer quality in their delivery to meet the requirements of interest groups. In their argument, the relevance of fitness for

purpose is from the fact that any education is aimed at developing competencies through the acquisition of different skills (Parri, 2006). The competencies developed include: team work, interpersonal skills, problem-solving and leadership (Warn and Tranter, 2001). Other competencies are planning, strategic thinking and evaluating (O'Neil and Onion, 1994) and the ability to use technologies in work (Mayer, 1992). In work places these competencies are recognized by employers through effectiveness in working among employees. The level of competence possessed by an individual is understood through measuring effectiveness in different tasks (Warn and Tranter, 2001).

Marton and Booth (1997) argued that people live in one world but they experience it differently. From this we can also argue that each country has its own aims for education, depending on the needs of its societies. Despite the fact that countries differ in needs and requirements, the central aim of any education is to produce people with knowledge, skills and different ways of solving problems (Harvey and Knight, 1996). In this sense, the ability of institutions to act according to their mission statements and produce individuals with critical minds reflects fitness for purpose (Lomas, 2002; Sumra and Rajani 2006). One way to improve quality in education therefore is to determine the needs of students and societies that are included in the aims statements and then modify the processes to meet them (Ololube, 2006). Thus, in the aims, specific actions, strategies and targets have to be included as summarized in the Figure 1 below.



**Figure 1: The aim flow model (Modified from Bloom 1956)**

In the diagram above, aims are stated focusing on the target and hence the qualitative action and strategies are the means to reach the end result (Bloom, 1956). The sample phrases are examples that can be used in stating the aims in education. The arrows indicate the direction in the statements of the aims. In education, therefore, aims are stated, but achieving the end results is more important towards realizing quality. The achievement of aims depends much on the implementation, scope and coverage of school curricula. In schools, knowledge, skills and competencies are acquired through teaching a balanced curriculum (Kamalanabhan et al., 2010). In the balanced curriculum, both the subject content and pedagogy have similar density and scope. Babyegeya (2006) argues that subject content knowledge is essential and therefore the scope and coverage is important in empowering individuals with knowledge and skills. He further argues that schools should provide rich knowledge and skills among students to empower them later in their work, and that teacher’s professional identity is connected to richness in subject content knowledge. In these arguments, the intended requirements are competencies among teachers. To extend the scope and density of content knowledge and skills among teachers and students, the adoption of innovations in education from other countries is

needed to enrich the local curricula (Cheng, 2001). This means innovations help in improving the present curriculum and makes it fit the intended purpose. This is acknowledged in the fact that countries are not in isolation, but in a fast changing world; hence, regular innovations of the curriculum are considered important in improving the quality of education (Meena, 2009).

In education, raising the academic performance or achievement of students in their various subjects is taken as meeting the requirements. Raising academic achievement refers to meeting the requirements in examinations (Malekela, 2000). This can further be understood as attaining high capabilities required in society (Hakielimu, 2007). To succeed in raising academic achievement, the provision of education is mainly centred on the teaching force (Sumra and Rajani, 2006). Research shows that teaching is the strongest school determinant of the quality of education (UNESCO, 2004; Dembélé and Lefoka, 2007). Teachers are reported to affect students' achievements in different ways (Zhang, 2008), and in most Sub-Saharan African countries the students' learning depend heavily on the quality of the teaching force (Sumra and Rajani, 2006; Dembélé and Lefoka, 2007). Studies show that teaching in schools is conceived to vary across a range of performance. Dall'Aba (1991), in studying university teachers, classified teaching into the following categories: presenting information, transmitting information, illustrating application, developing concepts and principles, exploring ways of understanding and bringing about conceptual change. Kember (1997), reviewing papers from 13 different studies on academic conceptions of teaching, identified five categories of teaching: imparting information, transmitting structured knowledge, student-teacher interactions, facilitating understanding and conceptual change. Similarly, Samuelowicz and Brain (1992), analyzing data from university academic teachers, identified five categories of teaching: imparting information, transmitting knowledge and attitudes,

facilitating understanding, changing students' conceptions, and supporting students' learning. The conceived performances in the classifications differ in levels and strength. Presenting, transmitting and illustrating represent teaching at lower levels, where the quality of learning is expected to lower and where requirements in terms of high skills and competencies cannot be attained.

The conceptions can locate teaching especially in Sub-Sahara African countries at a lower level scale due to the many challenges schools face. Teaching in these countries is considered to be lecture-driven, commonly called 'chalk and talk' due to large classes and few resources (Dembélé and Lefoka, 2007). These kinds of teaching are reported to place the students to a passive role, limiting their activities in class to memorizing facts and reciting them back during examinations (Malekela, 2000; Wedgwood, 2005; Hakielimu, 2007; Kellaghan and Graney, 2003). On the other hand, the kind of teaching force available in schools is also reported to be ill-prepared (Wedgwood, 2005; Bedi and Sharma, 2006) and de-motivated (Nomba and Nkumbi, 2008). From these challenges, what capabilities can be acquired in such teaching? Can the societal requirements be met? Definitely teaching using the lower categories of imparting and transmitting could result in low competencies. Achieving quality in education therefore refers to providing relevant knowledge and skills to students (Fraser, 1994). Relevancy means meeting the required needs of people in societies (Hakielimu, 2007). Although the term relevancy sounds tricky and vague, (Sallis, 2002) it is the individual and society who determine the relevancy of the knowledge and skills provided in schools. Thus, innovations which are appearing in the world stand as new requirements and have to be integrated into existing curricula to increase the relevancy of education.

In conclusion, this section has discussed the quality of education in relation to meeting societal requirements. Generally aims stand for the requirements that education has to achieve. At school and classroom levels, the requirements are in the form of knowledge, skills and competencies or capabilities: thus, high students' achievements can be used to describe quality of education. But how can we attain high students' achievements? Definitely it is through quality in teaching and learning processes. Hence to meet the requirements of society, the curricula covered in teaching have to include relevant information that is needed in society. Hence a balanced curriculum that includes both theory and practice is considered important towards attaining quality.

### **Quality in education in terms of transformation**

The main interest groups in education are students, whose knowledge, skills, attitude and capabilities are developed through the processes of teaching and learning (Parri, 2006). In other words, education is a development process of individual students to enable them to acquire knowledge, skills, attitudes and capabilities. Transformation is the notion taken to mean development of an individual and in schools a qualitative change in a learner. Teaching the curriculum is a means of change aiming at equipping students with knowledge, skills, attitudes and capabilities that enable them live and work in societies (Ng, 2009). In this case, the terms reformation, reshaping, growth, enhancement and empowerment are used synonymously. In section 3.5.2 above, Harvey and Knight (1996) described transformation using ice as a metaphor when subjected to a changing temperature. In education transformation is different from this metaphor. It is empowering individuals with new knowledge and skills. It refers to qualitative changes that not only apply to physical changes, but also to cognitive development and thus a social change (Parri, 2006).

As a social change, transformation is an interpersonal negotiation between individuals or groups of people (Lomas, 2002). This means it is a personal relationship that requires individuals to demonstrate their position for social identification (Ng, 2009). Moreover, it is a mutual relationship in which people are recognized from their culture and membership in their societies (Ng, 2009). Thus, social transformation is a process that enables an individual to change from an attributed status to a new achieved status. Attributed status, according to Eckel et al (1998) is the social status adopted at birth while achieved status is based on knowledge, skills, abilities, and the capabilities an individual acquires through learning. Being a social phenomenon, transformation is considered a positive change of an individual or system (Lomas, 2002). It is important to note that, the education programs in different countries take responsibility for transforming people for the benefit of their society (Nayar, 2004). Transformation in education, therefore, is a form of enacted change planned and intended to bring significant changes in society (Norris, 2001). In this case, education is considered an instrument for social change that empowers individuals to improve their own societies. Every professional in society, including teachers, has a role to play in order to bring about the desired changes. Improving the quality of education is thus a social change that countries have to aim at (Shahzad, 2007; Wedgwood, 2007). Proposals to improve the quality of education are based on the assumptions that schools are failing to meet the requirements of society and hence transformation is needed (Bedi and Sharma, 2006). In schools, transformation refers to the empowering of the student through teaching and learning. It means that learners are encouraged and enabled to achieve appropriate learning outcomes. Empowered individuals are better equipped to understand realities and because of that more enabled to change their society (Ng, 2009). In this case, teaching and learning is a process of adding qualitative values to individual learners

(Harvey and Green, 1993). Empowerment, therefore, is a typical notion of quality that considers education as a force for change in an individual.

Transformation also refers to the enhancement of institutions to enable them to provide better outcomes (Lomas, 2002). Enhancement in this case means creating an enabling environment for learning to take place in schools. The literature shows that schools in most sub-Saharan countries are faced with a number of challenges where transformation is needed (Bedi and Sharma, 2006; Wedgwood, 2005, Hakielimu, 2007, Komba and Nkumbi, 2008). Ill-prepared teachers, overcrowded classes and lack of teaching and learning materials are areas where enhancement is needed to improve quality. According to Ololube (2006), one step to improve the quality of education is to recognize the challenges facing our schools and transform the processes towards meeting them.

In some cases the challenges are rooted in the way societies are organized (Wedgwood, 2007): thus transformation may extend towards enhancing society. For example, in nomadic societies it is difficult to locate a school, as families tend to shift places from time to time. Under such circumstances, it is not surprising that schools can continue to be not attended and leave children from these societies uneducated (Hakielimu, 2007). To be able to educate their children, boarding schools are appropriate. In addition, to change the perceptions in these marginalized societies; education is needed to empower students with knowledge, skills, attitudes and capabilities that will help in transforming their societies (Ng, 2009). Changing a society is not an easy task; it needs to uncover the drawbacks that contribute to resisting change (Peters, 1992). Transformation, therefore, starts in schools; with teachers being the main implementers of the curriculum. Their ability to offer competences and useful knowledge and skills to students eventually brings positive changes to the whole of society. While

thinking of using teachers as means for change in society, the literature shows that the situation in most developing countries is not promising (Bennel, 2004). Teachers have been reported to face a number of challenges which hinder their effective working (Bedi and Sharma, 2006; Shahzad, 2007). The challenges have led them to lose their work morale (Davidson, 2006; Komba and Nkumbi, 2008). Motivation in terms of housing, improved salaries and other compensation is needed to make teachers become more motivated in their work.

Transformation in terms of professional development can also help in rising teachers' morale. Teachers need in-service courses to improve both their academic and pedagogic knowledge (Komba and Nkumbi, 2008) and share experiences of existing knowledge and skills with colleagues. Some teachers need upgrading courses to enable them to acquire new knowledge at a higher level of education for their expertise and promotion (Wedgwood, 2007). Despite its ability to bring changes, transformation is a process which is difficult to measure. Saddon (2000) argued that measuring quality is misleading. It means that one has to relate to quantities or physical entities like scores that are used to measure students' achievements in schools. Peters (1992), on the other hand, argues that if it is impossible to measure the changes, then it is also impossible to improve quality. This again brings in the necessity of measuring quality in order to be able to improve. In summary, using transformation to describe quality of education, different notions can be employed. The term developmental process, enhancements and empowerment are found suitable in the description. However, when used, the notions need to be defined to bring the intended contextual meaning.

### **Quality in education in terms of excellence**

In education, the term excellent is used to praise individuals who attain outstanding activities. When it is used, it motivates the striving for high standards and sets a competitive state (Manyanga, 2007; Mosha, 2000). Terms like very well, wonderful and good are also used in the same function. Excellence is the term that refers to high standards of goodness (Parri, 2006). The definition sets competitive goals to schools and individuals to achieve better results. Harvey and Green (1993) described quality from the excellence perspective in two aspects. First, quality is a degree of excellence on judging worth, and second, it is used as a position on an implied scale. To judge a school as excellent means applying outstanding worth or standards in terms of its functioning and that the school is positioned high in relation to others. Defining quality of education in this way is to assume it exceeds the set standards on a given scale (Mosha, 2000). This is the functional way of defining quality, and hence the definition has to include descriptive features (Ololube, 2006).

In terms of goodness in performance, quality of education refers to excellence in performance through established acceptable criteria and standards of good performance (Mosha, 2000). However, standards are social and dynamic, they change with time and societies and hence they become value-laden (Sallis, 2002). In different countries, standards are set by accreditation authorities and are either absolute or relative, which demands agreement before being used (Mortmore and Stone, 1990). In schools, achievements in examinations (Malekela, 2000) and students' capabilities (Hakielimu, 2007) are used as standards to assess quality. High achievements refer to excellence in a program, a school or an individual learner (Manyanga, 2007). In other words, high achievements are used as standards to improve or upgrade the performances of individuals, both teachers and students in institutions (Lomas, 2007). But how are the examinations valid to describe the quality of education? Individual capabilities, on other

hand, are used as standards to describe the quality of individuals in societies. What abilities do individual students possess? What are students able to do? These questions can lead to making capabilities standards to assess the quality of education.

In conclusion, using standards to assess the quality of education has been criticized, especially when performance is led to conform to the set standards (Lomas, 2002; Parri, 2006). If, for example, every student acquires high scores, then examinations lose the status of being standards (Hakielimu, 2007). This calls for the employment of a variety of methods.

- **Determinants of quality of Secondary Education in Nigeria**

It is not a gainsaying that secondary education is unique in the educational development of a child, being the link between primary and tertiary education. The knowledge, skills, values, and traits which a child acquires at this stage will complement those acquired at the primary level and when these are combined will prepare such child for tertiary education. In spite of the role of secondary education, Ajayi (2002) and Omoregie (2005) reported that it is riddled with crises of various dimensions and magnitude all of which combine to suggest that it is at crossroad. An examination of secondary education in Nigeria reveals the following challenges that are plaguing it and undermining the achievement of its objectives.

#### **Inadequate fund**

The importance of adequate funding in educational development cannot be overemphasized. No organization can carry out its function effectively without adequate financial resources at its disposal. According to Obe (2009), without adequate funding, standards of education at any level shall be tantamount to a mirage, that is, building castles in the air. Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff's salaries and allowances, maintain

the plants and keep the services going. In Nigeria, secondary education derives its major fund from the annual allocation to the education sector.

Unfortunately, allocation to the education sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for the development of the economy. Statistics (Central Bank of Nigeria, 2010) revealed that between 2000 and 2010, allocation to the education sector by Federal Government in Nigeria was not more than 14% of the annual budget, which was even low when compared to the allocation of countries such as Kenya, Malawi, Botswana, Angola, Sierra Leone, South Africa, all in Sub-Saharan Africa (United Nations Development Programme, 2011). Furthermore, out of the three levels of education in Nigeria, tertiary education receives the largest share of Education Vote (Hinchliffe, 2002), thus implying that the remaining fund is to be shared by primary and secondary education (Hinchliffe, 2002). It has even been the practice of states to make provision for secondary education from the allocation to the education sector, which in most cases has been in form of running grant to schools, on term or session basis and depending on the size of enrolment of each school. Unfortunately, complaints of inadequate fund for the development of secondary education in Nigeria abound in literature (Omoriegbe, 2005; Jaiyeoba and Atanda, 2003; Moja, 2000; Federal Ministry of Education, 2003), which is attributed to lack of/inadequate as well as decay infrastructural facilities in secondary schools (Omoriegbe, 2005; Ahmed, 2003). To worsen the situation, the limited allocation to secondary education is being threatened by increase in enrolment as a result of the rise in the demand for it (Federal Ministry of Education, 2007; CBN, 2010; Jaiyeoba and Atanda, 2003).

### **Low staff morale**

Teachers are the centre-piece of any educational system. No education system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003), the numerous problems permeating the entire educational system in Nigeria such as cultism, examination malpractices, drug abuse, indiscipline, persistent poor academic performance of students in public examinations and many more seem to suggest that teachers have not been performing their job as expected. Fadipe (2003) posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' irregular promotion, low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

### **Poor supervision of schools**

Effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) argued that secondary schools are presently supervised by two categories of people, viz: (i) internal supervisors—the within-the school, supervisors as principals, vice-principals and heads of departments; (ii) external supervisors—the outside-the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. While it has been argued that the principals have been discharging their duties as internal supervisors, the external supervisor (inspectors from the Ministry of Education) appear non-

functional as they seldom visit schools to monitor the operations in these schools. This has invariably hindered effective teaching-learning in schools.

### **Frequent changes in policies**

The term “policy” can be explained as statement, which expresses goals, and the means of achieving them. Policy provides a road-map for actions tailored towards meeting specific goals. According to Jaiyeoba and Atanda (2005), education policy represents definite courses of action proposed by the government in power or an executive authority and adopted as expedient to the issues and problems of education. Education policies, which may take the form of ordinance, code or even an act, have been observed to change with changes in the political leadership of Nigeria. Principals of schools are often caught in this web when government changes existing education policy. The inconsistencies in educational policies have been argued to be responsible for the poor service delivery in the system.

### **Inadequate and decay infrastructural facilities**

School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2003) posited that they are things which enable a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible when they are not provided. Availability of infrastructures and facilities in the right quantity and quality is germane in education provision. A school with inadequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, workshop will be uncomfortable for pupils/students to learn. Unfortunately, there are inadequate infrastructure and facilities in many secondary schools in Nigeria (CBN, 2010). According to Ahmed (2003), in most secondary schools in the country, teaching and learning take place under

unconducive environment, lacking the basic materials, thus hindering the fulfillment of educational objectives.

### **Inadequate and low quality teachers**

Teachers are the fulcrum on which the lever of educational system rests (Achimugu, 2005). Apart from students, they are the largest and most crucial inputs of educational system who influence to a great extent the quality of educational output (Fadipe, 2003). In the National Policy on Education (2004), it is stated that no educational system can rise above the quality of the teachers. In spite of the role of teachers in educational system, issues of inadequacy and low quality teachers in secondary schools in Nigeria are prevalent (Moja, 2000; Federal Ministry of Education, 2003; Omorege, 2005; CBN, 2010). The report of the road map for Nigerian Education Sector by Federal Ministry of Education (2009a) specifically revealed that there was shortfall of 581 teachers in Junior Secondary Schools and 39,023 teachers in Senior Secondary Schools in Nigeria as at then. Obanya (2006), cited in Wasagu (2006), also reported the findings of a study of Secondary Education in four States in Nigeria (Enugu, Kaduna, Lagos, and River) as follows:

- There were shortfalls in the supply of secondary school teachers in the four states;
- The shortfall affects every subject taught at the secondary schools;
- Subjects such as Religious Studies, Commerce were also characterized by shortage of teachers;
- Mother tongue languages (Hausa, Igbo and Yoruba) were also characterized by inadequate teachers;

- Mathematics and technical/vocational subjects topped the list of teacher's deprived subjects; and
- Lagos, the most economically endowed among the four states had the highest list of teachers' deprived subjects.

The inadequacy of teachers is noticeable mostly in the core subjects such as English Language, Mathematics, French, and Sciences (Ndefo et al., 2006, cited in Okorodudu, 2011) and in the rural areas (Arhebo et al., 2009; Ediho, 2009). Although Nigerian Certificate in Education (NCE) is the minimum qualification for teaching in the educational system (National Policy on Education, 2004), many secondary schools' teachers still parade lower qualifications such as Grade II certificate thus implying that they are unfit for teaching (FME, 2007, 2009b). UNESCO (2006) report indicates that in 2005/2006, the enrolment at the Junior Secondary Schools was 3,624,163 while the number of teachers was 61,938 out of whom 73.3% were qualified. Within the same year, the number of teachers at the Senior Secondary Schools was 74,841 out of whom 73% were qualified.

### **Negative attitudes of teachers**

In Nigeria, teaching has low status (Achimugu, 2005) while many teachers are involved in unwholesome practices such as examination malpractices, absenteeism from school and classes, late coming to school and classes, inappropriate and non-keeping of records, trading within and outside school, commercial driving, immoral relationship with female students, extortion of money from students, drinking and smoking during official hours (Famide, 2001; Adeyemi and Ige, 2002; Ajayi and Shofoyeke, 2003; Achimugu, 2005). The inability of teachers to show commitment to teaching in schools has been attributed to the unseriousness, indiscipline, poor

academic performance of students in schools (Adeyemi and Ige, 2002) which have continued to be of concern to secondary schools' administrators, government, parents/guardians and other education stakeholders.

### **Indiscipline of students**

Students are expected to display high-level moral etiquette to show that they are from good homes. The behaviour of a child outside reflects the situation in his/her home. A student is expected to obey the school rules and regulations and be committed to academics being the primary duty in the school. What can be noticed in secondary schools these days are cases of indiscipline such as lateness to school, truancy, disobedience to teachers, beating of junior students, stealing, rape, extortion of money from junior students, wearing of assorted dresses apart from school uniform, smoking, drug abuse, drinking among students (Achimugu, 2005).

### **Low quality intakes and poor academic performance of students**

Over the years, complaints about low quality of primary education pupils and outputs in Nigeria abound in literature (Chinelo, 2011; Ige, 2011; Yusuf, 2009; Osho and Osho, 2000). Many people are contending that Nigeria's primary education can no longer provide the expected literacy and numeracy skill for its clients. Unfortunately, the recruitment of many low quality outputs of primary schools into secondary creates stress for teachers who have to double their effort to teach the students effectively. Reports (Adeyemi and Ige, 2002; Omoregie, 2005), however, confirm the poor quality of secondary schools' students and outputs in

Nigeria, which reflects in increasing failure in examinations, particularly the Senior School Certificate Examinations.

### **Prevalence of examination malpractice**

Duyilemi (2003) opined that examination is the most difficult hurdle which all categories of pupils and students have to scale over at one time or the other in educational institution. The fear of examination is thus the beginning of wisdom for pupils and students. The fear has been leading many pupils and students into indulgence in examination malpractice. In Nigeria, examination malpractice is now 'a demon with more than a thousand faces' due to its persistence in spite of efforts at curtailing it. Although the menace is not peculiar to secondary education only, it is a fact that secondary education has over the years been recording significant share of it.

Reports by West African Examinations Council (WAEC), cited in Daily Sun of 29<sup>th</sup> August, 2006 indicates that between May/June 1995 and May/June, 2006, 14,408,336 candidates sat for Senior School Certificate Examination (SSCE); out of these, 1,367,726 representing 9.4% were involved in examination malpractices. Report further reveals the blacklisting of 324 secondary schools in 2007 by Honourable Minister of Education in Nigeria, due to examination malpractice (Edukugho, 2007, cited in Vanguard of 22<sup>nd</sup> February, 2007). Such schools were barred from serving as centres for any examination being coordinated by West African Examinations Council (WAEC), National Examinations Council (NECO), and Joint Admissions and Matriculations Board (JAMB).

Unfortunately, as a result of the prevalence of examination malpractice at the secondary level, many low quality candidates are now in tertiary institutions in Nigeria (Ajeyalemi, 2002; Okebukola, 2000). Olamouisi (1998) lamented that the universities and other tertiary institutions are complaining that those candidates admitted on the

basis of high grades in the Senior School Certificate Examination (SSCE) are being withdrawn due to academic incompetency and the resultant inability to understand lectures.

### **Incidences of wastage**

Wastage has been an issue of concern in Nigeria's educational system. Even though the issue affects the entire system, it is worthy of note that secondary education has over the years been recording its share of it. Unfortunately, at a time when Nigeria is clamouring for education for all its citizens by year 2015, many students are dropping out of secondary schools due to institutional and non-institutional factors (Adeyemi and Ajayi, 2006) while many are also repeating classes due to failure in internal examinations (Adeyemi, 2012). It is noteworthy that situation where students repeat classes and drop out of schools prematurely constitute waste of the resources of parents and government on the education of the children. When a student repeats class, not only will extra money be spent on their education, the chances of those intending candidates for admission will be blocked. A pupil/student that spends more than the normal years is deemed to have over-utilised resources, both financial, human, and materials.

### **Inappropriate curriculum**

Curriculum has been defined as the experiences/activities (co-curricular) provided under the auspices of school to bring about a change in the learner in the desired direction (Ngwu, 2008). The idea of having a curriculum for education in Nigeria's educational system dates back to the year 1969 when a National Curriculum Conference was inaugurated, sequel to public criticisms of the educational system inherited from the colonial governments (Ogunnu, 2000). Since that time, the curriculum of education has been undergoing review and improvements. Even

though secondary education curriculum had undergone a lot of review and improvements over the years, the curriculum is still laden with shortcomings and has been a subject of criticisms (Akpan, 2008; Ukpai and Okoro, 2011; Balogun, 2009). Arguments against secondary education curriculum in Nigeria have been that it is overloaded, content driven, not relevant, fails to give regards to vocational training as a major component of a child's development, irrelevant to the needs of the society, too wide in scope, does not take care of teachers' qualification and training, as well as laying too much emphasis on intellectual development of a child.

- **Ways to improve the quality of education**

Firstly, adequate school inspection and supervision should be put into the hands of men and women of proven integrity (Arong and Ogbadu, 2010). According to Arong and Ogbadu (2010) if there is adequate supervision, schools will be efficient and effective in their undertakings. There will be excellent achievement by many students in examinations, excellent performance in games, sports, drama, debates music festivals etc., well behaved students and the success of past students.

According to Udeje (1992) on the problem of teachers and the teaching profession, who maintained that for the quality of teachers to improve, the present generation of teachers should strive and give their best to the nation's educational drive, equally, they should make teaching profession more attractive and encourage persons worthy of trust to make teaching as a career. Okale (2008) advised that teachers should familiarize themselves with new programme in education. On the issue of instructional material which aids teaching, should as a matter of fact and urgency be made available to pupils / students to improve their learning ability to improve the general quality of education.

According to Edutopia Team (2005), the use of instructional aids in teaching and learning has become indispensable. Teachers should be more creative so as to improvise or to make them available thereby solving the problem of shortage in this vital area. On the issue of lack of library facilities, they should be provided in all schools by both government and private sectors. Arong and Ogbadu (2010) maintained that all libraries should be well equipped since they constitute a store house of knowledge and centre of learning activities. On poor remuneration of teachers, teachers should be adequately remunerated. Ekpu (2009) in Arong and Ogbadu (2010) recommended for motivation of teachers for maximum productivity of their profession. According to Ruin, unmotivated teachers indulge in auctioning of read out or grade which result in production of half-baked products who can contribute little or nothing to the growth of the economy. On students' attitudes towards learning, teachers only guide the process of instruction. But learning is the sole responsibility of the learners (pupils and students), since pupils attitudes towards learning is generally poor. Omale (2006) in Arong and Ogbadu (2010) recommended the following study habit/techniques to curtail poor attitude of pupils/students towards learning;

- (i) They should develop interest in learning / studying their books.
- (ii) Revision of a particular subject should be (2-3 hours) with 5-10 minutes break for each hour.
- (iii) Determine when best to study based on individual differences. It could be in the morning or evening.
- (iv) Studying under conducive environment and preferably the library.

According to Abbah (2006) parents / guardians should put in all effort in their children's education despite its cost because according to her, children initially are ignorant of the dividends of education. To her, it is the responsibility of parents to instil

discipline in their wards, provide guidance and leadership. Children are part of one's plans. In addition, she recommended further for parents to train their children formally the basic foundation of life. They should encourage their children to attain academic excellence. It is the responsibility of parents to provide all the educational needs of their children. It is the responsibility of government of every nation to provide education for their citizens' education. This responsibility is not given priority in Nigeria. To correct this trend, Professor Fafunwa lamented the poor funding of education in Nigeria where a dismal 0.9% of its GDP is spent on education according to the opinion column of News Watch Magazine of April 20th, 2009, Professor Fafunwa recommended 40% of the GDP to be spent on education if meaningful development for our economic growth is to be attained. To researchers and equally all experts in education, all attendant problems in education in Nigeria would have been solved with this adequate recommended funding. It is the responsibility of government to carry out proper supervision of educational programmes, if its aims / objectives are to be achieved.

According to Olateju (2014), the federal government must guarantee equal access to quality education by working closely with the state and local governments on uniform standards and infrastructure maintenance. The nation must go back to the training and recruitment of committed teachers from the primary school level. Schools must maintain a teacher-student ratio of not more than 1:25 and train teachers on the use of specific and behavioural objectives to measure syllabus coverage and learning. Certificates should be awarded as an attestation to learning and character. Nigerians need value re-orientation. We all must do self-upgrade on moral values, ethics and renewed belief in hard work and dignity of labour.

Our institutions at primary, secondary and tertiary levels need to develop curricula that will equip graduates to meet the complex challenges brought about by

globalisation and the technological advances in the 21st century (Odugbemi, 2012 in Olugbile, 2012). Some stakeholders have the mistaken view of exploiting our current educational needs for their selfish ends rather than making education relevant to solving our challenges and meeting the needs of our society. Our governments and private organisations keen to improve our education need to lead by example, demonstrating commitment to enhancing the quality of education in Nigeria through proactive, sustainable policies such as current policies encouraging entrepreneurship. Those aspiring to create or set up new schools and institutions also need to employ qualified staff, with the right moral and intellectual values, who will then serve as models and mentors for our young people.

Nigeria should also evolve a holistic and consistent policy on education (Aremu, 2012 in Olugbile, 2012). There are lots of instability in terms of educational policies in Nigeria. This has brought terrible damages to the sector. Government and stakeholders should be more pragmatic in delivering a true 21st century education that would be comparatively at par with what obtains in civilised climes. This would stem the tide of crave for foreign education.

- **Review of Empirical Studies**

There is a vast and growing literature on analyzing issues of secondary education quality. Example of empirical studies in the recent past include: Hanushek and Woessman (2008); Das (2007); Glewwe et al, (2004); Woessman (2003); Glewwe et al (2001); Krueger (1999) and Case and Deaton (1999). The main focus for most of the above studies is on the effect of class size (as a measure of school quality) on learning outcomes. Evidence from developed countries particularly the United States is mixed. Hanushek (2003) based partially on extensive review of the USA literature concludes that school inputs such as teacher salaries and classroom

size do not matter for student test score performance. Hanushek argues that increased school expenditures do not provide the requisite incentives within schools to improve learning outcomes. Rather, it is mainly family background in terms parental income and education that are most importantly determinants of student performance.

On the contrary, Krueger (2003) using different measures of education outcomes, in particular post- graduation earnings and controlling for omitted variables such as student ability, find that lower class sizes have strong and positive effects on future earnings. Differences in the results on class size are attributed to different treatment of omitted variables such as student ability and family background, which can lead to a spurious relation between school inputs and student performance. Other studies focusing on developing countries also point to school infrastructure to be an important factor for improved learning outcomes. For example, Glewwe and Jacoby (1994) using a survey of 1600 households in Ghana that tested students on mathematics, reading, and abstract reasoning investigate what kind of resources are important determinants of learning achievement and school completion. They find that providing blackboards and repairing school roofs that leak, increases learning per year.

Parental education and parental preferences for their children have also been the focus of research on student performance with consensus being that more educated parents are likely to send their children to higher quality schools. Parental income has also been shown to have an influence on student performance with children from well do to families being positively correlated with higher test scores (Hanushek, 2003). Child nutrition and health status are other household factors considered important for student performance. For example, in study on the Philippines, Glewwe et al., (2001) find significant impacts of early childhood nutrition on

learning, delayed school enrollment, and grade repetition. Due to problems of measuring the numerous inputs into the education process, experimental studies—that control for unobserved heterogeneity (e.g. innate ability, motivation, and learning effort), have been used to study the impact of school resources on learning outcomes (Glewwe et al., 2004; Duflo, 2004; Angrist, 2002; Hoxby, 2000). For example, in a study investigating the effects of flip charts on test score performance in Kenya Glewwe et al., (2004) find conflicting results when retrospective or randomized experiment methods are utilised. First, retrospective estimates suggest that the presence of flip charts in schools raises test scores by up to 20 % of a standard deviation. On the other hand, estimates from a randomized experiment revealed that flip charts had no significant effects on test scores. Although randomized experiments have a superior sample selection strategy (by effectively controlling for unobserved determinants of learning), they have a major drawback of being very expensive to undertake.

Due to the availability of international comparable data, some studies have investigated student performance across countries. For example, Woessman (2003) using the Third International Mathematics and Science study (TIMSS) database finds that differences in the school incentive structure across countries and not differences in education resources across countries to be the main determinant of student performance. The incentive structure can be created by: decentralization of decision-making at the local level (district or school), for example through the recruitment and firing of teachers; increasing competition between schools; and allowing teacher autonomy in classroom operations, all of which positively impact on test score performance. Indeed, other studies based on national level data also find results pointing to the importance of incentive structure. For example, Hoxby (1996) utilizing

data from USA finds that strong teacher unions have a detrimental effect on student performance.

Notwithstanding the limited data in developing countries, a number of studies have analyzed determinants of learning achievement on the African continent and in Nigeria in particular. For example, Case and Deaton (1999) use variations in school quality between the magisterial districts in South Africa to estimate the impact of school quality on enrollment and test score performance. Under apartheid South Africa, education resources and outcomes were differenced by race, with black households confined in homelands with no access to high quality schools. School quality is defined in terms of availability of teaching personnel, and schools with high pupil teacher ratio are considered poorly resourced. Controlling for household background variables the authors find strong and significant effects of pupil teacher ratio on test scores performance and conclude that poorly resourced schools lower test scores.

Kasirye (2009) carried out a study to investigate the impact of individual and school characteristics on grade 6 pupil achievement using a rich dataset from Uganda. The empirical results of his study revealed that teacher training is important for improving school performance. On the other hand, access to classroom resources raise children's cognitive outcomes—a child having either an own place to sit significantly impacts on learning outcomes. Consequently, efforts to improve children's cognitive outcomes should concentrate on providing in service teacher training as well as ensuring that classrooms are properly furnished.

Alaba (2010) investigated government effort at ensuring quality education at the primary school in the south western Nigeria. Triangulation approach was employed. Six hundred teachers were selected through stratified sampling techniques. Data was

collected using a questionnaire on 4 point Likert rating scale. The results showed that 54% of the schools in the 2 states are yet to implement the 1:30 teacher pupil's ratio as stipulated in the National Policy on Education. School Attendance Registers ( $F= 0.059$ ,  $df (1,526) p,> 0.809$ ) and Record of Works are badly kept in the schools in the schools ( $F 0.11$ ,  $df= (1,521) p> 0.7$ ). The classroom test and examination questions given to the students are defective and not reliable ( $F= 0.22$ ,  $df = (1,513) P> 0.83$ ). Also the language of construction was bad ( $F= 0.439$ ,  $df = (1,519) p >0.539$ ). It was also revealed that there were more female teachers (66%) than male (31%). Most schools were also found to lack Elementary Science Laboratory as stipulated in the National Policy on Education ( $F= 0.469$ , ( $df= 1.513$ )  $p> 0.883$ ).

Egede (2014) carried a study to identify the reasons for continuous decline of students' performance in external examinations. The findings of the study indicate among other things that the continuous decline of student's performance in external examination is attributed to student's incessant activities on social media. It is therefore, recommended that private organizations should begin to organize educative competitions among students and schools such as debates, while government should establish well-furnished libraries in all schools.

- **Appraisal of Literature Review**

The review discussed the conceptual framework for determinants of decline in quality of secondary education. Furthermore, it looked at quality in education and also x-rayed the determinants of decline in secondary education. Lastly, the review looked at the ways to improve the quality of secondary education.

## **CHAPTER THREE**

### **RESEARCH METHOD AND PROCEDURE**

This chapter addresses the design, population, sample and sampling technique as well as the research instruments. It also addresses validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Research Design**

The researcher employed the descriptive survey. A survey design involves asking a large group of respondents' questions about a particular issue (Mugenda, 1999). The researcher then use statistical techniques to make conclusion about the population based on the sample, especially if the population is too large. Also, this design was most appropriate and suitable for the study since questionnaire was the major instrument used for collection of data from the sampled schools.

#### **Population of the study**

The population of this study comprised the entire 200,289 students and 13,081 teachers in all the 435 public secondary schools in Delta State. The population of this study is as shown in Table 3.1.

**Table 3.1: Population of the study**

S/N	Senatorial District	L.G.A	No of Schools	No. of Teachers	No. of Students (2012 Enrolment)
1	Delta Central	Ethiope East	25	713	10,106
2		Ethiope West	21	416	8,429
3		Okpe	16	407	5,419
4		Sapele	17	840	13,370
5		Udu	14	593	11,760
6		Ughelli North	42	1367	21,643
7		Ughelli South	24	509	7,263
8		Uvwie	16	1065	16,565
<b>Senatorial District Sub-Total</b>			<b>175</b>	<b>5910</b>	<b>94,555</b>
9	Delta North	Aniocha North	19	470	4,950
10		Aniocha South	19	507	7,100
11		Ika North East	17	793	9,444
12		Ika South	18	834	6,513
13		Ndokwa East	25	223	5,259
14		Ndokwa West	20	322	8,381
15		Oshimili North	12	509	3,271
16		Oshimili South	10	992	10,866
17		Ukwuani	13	352	6,069
<b>Senatorial District Sub-Total</b>			<b>153</b>	<b>5,002</b>	<b>61,853</b>
18	Delta South	Bomadi	9	114	2,376
19		Burutu	19	169	7,039
20		Isoko North	17	413	3,540
21		Isoko South	19	444	7,148
22		Patani	9	107	2,233
23		Warri North	10	171	2,020

24		Warri South	18	667	18,007
25		Warri South-West	6	84	1,518
<b>Senatorial District Sub-Total</b>			<b>107</b>	<b>2,169</b>	<b>43,881</b>
<b>TOTAL POPULATION</b>			<b>435</b>	<b>13,081</b>	<b>200,289</b>

### **Sample and Sampling Techniques**

The sample of this study comprised of 1200 secondary school students and 600 teachers which is 0.1 % and 5% of the population of the study respectively selected from twelve Local Government Area of Delta State. The sample was drawn using stratified random sampling technique. This is because the use of stratified random sampling technique permits the researcher to include parameters of special interest while at the same time controlling for internal validity by using random selection within such group (Owoyemi, 2000). Four Local Government Areas were randomly selected from each of the three senatorial districts of Delta State and five secondary schools were randomly selected in each of the twelve Local Government Areas selected. Thereafter, twenty (20) students and ten (10) teachers were randomly selected from each of the 60 schools selected to make up the sample. The researcher did this by first writing the names of all the Local Government Areas in the State in pieces of papers. These pieces of papers were folded and dropped into a container. The container was properly shaken to mix up the folded pieces of paper. Thereafter, one piece of paper was picked and the Local Government Areas in the piece of paper makes up a sample. This was repeated for the schools until the desired numbers of schools that made up the samples were obtained.

### **Research Instrument**

The main instrument was the questionnaire titled “Determinants of Decline in Quality of Secondary Education Questionnaire (DDQSEQ)”. The questionnaire consists

of two parts, A and B. Part A contained information related to the demographic variables. These include; Name of school, sex of respondent, Class of student, subject taught by teacher among others. Section B consists of items based on the emerging causes of decline in quality of secondary education in Delta State. In section B, the likert scale technique was adopted. The response to each of the items was weighted on a 4–points likert type scoring scale. The respondents were free to choose Strongly Agree SA-4 points, Agree A-3 points, Disagree D-2 points and Strongly Disagree SD-1 point.

### **Validity of Instrument**

The face validity of the instruments developed by the researcher was done by the supervisor. The relevant criticisms, comments and inputs by the supervisor were taken into consideration in the final version of the instrument. The content validity was ensured by making sure that the questionnaire covered all the variables of the study based on table of specifications.

### **Reliability of the Instrument**

The test re-test reliability technique was employed in this study. The questionnaire was administered to thirty (30) secondary school students and twenty (20) teachers who were not part of the sample and the data collected. After, a week interval, the questionnaire was re-administered to the same set of students and teachers and a second set of data obtained. The two sets of data were analysed using the Crochbach's alpha reliability coefficient. The reliability coefficient obtained was 0.86 and 0.91 for students and teachers respectively. This shows that the instrument is reliable.

### **Administration of the Instrument**

All the schools used as samples for this study were visited. The researcher met the teachers and students of the various schools, introduced the purpose of the

questionnaire to them and appealed to them that the information given by them would be treated as confidential. In each of the schools, questionnaire administered were collected on the spot.

### **Method of Data Analysis**

The data collected were analysed using percentage and t-test statistical tool. Scores of the different groups were computed and used in testing the hypotheses. The level of the significance that was adopted for the analysis was  $P = 0.05$ . This level of significance formed the basis for rejecting or retaining each of the hypotheses.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION

In this chapter, the data collected were analyzed, result presented and discussed.

#### 4.1 Presentation of results

To answer the research questions and test the hypotheses stated for this study, the analysis of the data collected and results are therefore presented below.

##### Research question 1

What are the causes of decline in quality of secondary education in Delta State?

**Table 4.1: Determinants of decline in quality of secondary education**

S/N	ITEMS	Agree (%)	Disagree (%)
1	Defective administration / poor leadership	1422 (79)	378 (21)
2	Curriculum not meeting with the needs of the society	1548 (86)	252 (14)
3	Ineffective evaluation system	1422 (79)	378 (21)
4	Imperfect inspections and supervisions system	1566 (87)	234 (13)
5	Use of outdated teaching methods in teaching	1656 (92)	144 (8)
6	Inadequate funding of secondary education by the Government	1494 (83)	306 (17)
7	Lack of qualified teachers	1206 (67)	594 (33)
8	Poor students attitudes towards learning	1188 (66)	612 (34)
9	Lack of adequate instructional materials and facilities	1260 (70)	540 (30)
10	Unavailability of scholarships	1044 (58)	756 (42)
11	Lack of co-curricular activities for students	1314 (73)	486 (27)
12	Improper health facilities	1224 (68)	576 (32)
13	Lack of commitment and motivation by teachers	1422 (79)	378 (21)
14	Indiscipline in schools	1188 (66)	612 (34)
15	Frequent changes in educational policies	1512 (84)	288 (16)

As revealed in Table 4.1 the respondents indicated that all fifteen items are determinants of decline in quality of secondary education. These include; defective administration/poor leadership, curriculum not meeting with the needs of the society, ineffective evaluation system, imperfect inspection and supervision systems, use of outdated teaching methods in teaching, Inadequate funding of secondary education by the Government, lack of qualified teachers, poor students attitudes towards learning, lack

of adequate instructional materials and facilities, unavailability of scholarships, lack of co-curricular activities for students, improper health facilities, lack of commitment and motivation by teachers, indiscipline in schools and frequent changes in educational policies

### Research question 2

What are the ways of improving the quality of secondary education in Delta State?

**Table 4.2: Ways to improve quality of secondary education**

S/N	ITEMS	Agree (%)	Disagree (%)
1	Teamwork approach should be employed	1404 (78)	396 (22)
2	Schools should be run like business	1440 (80)	360 (20)
3	Government should fund secondary education properly	1620 (90)	180 (10)
4	Parental involvement in schools should be encouraged	1350 (75)	450 (25)
5	Qualified and competent teachers should be employed to teach in secondary schools	1620 (90)	180 (10)
6	Proper supervision and inspection should be carried out regularly	1512 (84)	288 (16)
7	Teachers should use modern teaching methods in teaching	1404 (78)	396 (22)
8	Opportunities for co-curricular activities should be provided for students	1440 (80)	360 (20)
9	School administration and leadership should be effective and efficient	1602 (89)	198 (11)
10	Evaluation system should be organised and modern techniques should be used	1368 (76)	432 (24)
11	Teachers should be motivated to teach effectively	1458 (81)	342 (19)
12	Scholarship should be provided for intelligent students	1260 (70)	540 (30)
13	Schools should be allocated with proper health facilities	1332 (74)	468 (24)
14	The culture of teaching, learning and service in schools should be restored	1332 (74)	468 (22)
15	Adequate instructional facilities should be provided in schools.	1584 (88)	216 (12)

As revealed in Table 4.2 the respondents indicated that all fifteen items are ways to improve the quality of secondary education in Delta State. These includes; teamwork approach should be employed, schools should be run like business, Government should fund secondary education properly, parental involvement in schools should be

encouraged, qualified and competent teachers should be employed to teach in secondary schools, proper supervision and inspection should be carried out regularly, teachers should use modern teaching methods in teaching, opportunities for co-curricular activities should be provided for students, school administration and leadership should be effective and efficient, evaluation system should be organised and modern techniques should be used, teachers should be motivated to teach effectively, scholarship should be provided for intelligent students, schools should be allocated with proper health facilities, the culture of teaching, learning and service in schools should be restored and adequate instructional facilities should be provided in schools.

### Research question 3

What are the opinions of male and female students on the determinants of decline in quality of secondary education in Delta State?

**Table 4.3: Males and females students' responses regarding the determinants of decline in quality of secondary education.**

S/N	ITEMS	Male Responses		Female Responses	
		Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
1	Defective administration / poor leadership	478 (70)	205 (30)	424 (82)	93 (18)
2	Curriculum not meeting with the needs of the society	581 (85)	102 (15)	460 (89)	57 (11)
3	Ineffective evaluation system	478 (70)	205 (30)	439 (85)	78 (15)
4	Imperfect inspections and supervisions system	615 (90)	68 (10)	439 (85)	78 (15)
5	Use of outdated teaching methods in teaching	649 (95)	34 (5)	465 (90)	52 (10)
6	Inadequate funding of secondary education by the Government	615 (90)	68 (10)	414 (80)	103 (20)
7	Lack of qualified teachers	410 (60)	273 (40)	336 (65)	181 (35)
8	Poor students attitudes towards learning	355 (52)	328 (48)	310 (60)	207 (40)
9	Lack of adequate instructional materials and facilities	444 (65)	239 (35)	362 (70)	155 (30)
10	Unavailability of scholarships	376 (55)	307 (45)	264 (51)	253 (49)
11	Lack of co-curricular activities for students	512 (75)	171 (25)	336 (65)	181 (35)
12	Improper health facilities	376 (65)	307 (35)	310 (60)	207 (40)
13	Lack of commitment and motivation by teachers	546 (80)	137 (20)	336 (65)	181 (35)
14	Indiscipline in schools	410 (60)	273 (40)	362 (70)	155 (30)
15	Frequent changes in educational policies	581 (85)	102 (15)	388 (75)	129 (25)

As revealed in Table 4.3, male and female students indicated that all fifteen items are determinants of decline in quality of secondary education. These include; defective administration/poor leadership, curriculum not meeting with the needs of the society, ineffective evaluation system, imperfect inspection and supervision systems, use of outdated teaching methods in teaching, Inadequate funding of secondary education by the Government, lack of qualified teachers, poor students attitudes towards learning, lack of adequate instructional materials and facilities, unavailability of scholarships, lack of co-curricular activities for students, improper health facilities, lack of commitment and motivation by teachers, indiscipline in schools and frequent changes in educational policies.

#### **Research Question 4**

What are the opinions of male and female teachers on the causes of decline in quality of secondary education in Delta State?

**Table 4.4: Males and females teachers' responses regarding the determinants of decline in quality of secondary education.**

S/N	ITEMS	Male Responses		Female Responses	
		Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
1	Defective administration / poor leadership	216 (80)	54 (20)	297 (90)	33 (10)
2	Curriculum not meeting with the needs of the society	230 (85)	40 (15)	271 (82)	59 (18)
3	Ineffective evaluation system	216 (80)	54 (20)	281 (85)	49 (15)
4	Imperfect inspections and supervisions system	243 (90)	27 (10)	264 (80)	66 (20)
5	Use of outdated teaching methods in teaching	248 (92)	22 (8)	297 (90)	33 (10)
6	Inadequate funding of secondary education by the Government	189 (70)	81 (30)	281 (85)	49 (15)
7	Lack of qualified teachers	203 (75)	63 (25)	264 (80)	66 (20)
8	Poor students attitudes towards learning	230 (85)	40 (15)	287 (87)	43 (13)
9	Lack of adequate instructional materials and facilities	176 (65)	94 (35)	271 (82)	59 (18)
10	Unavailability of scholarships	162 (60)	108 (40)	248 (75)	82 (25)
11	Lack of co-curricular activities for students	194 (72)	74 (28)	264 (80)	66 (20)
12	Improper health facilities	176 (65)	94 (35)	290 (88)	40 (12)
13	Lack of commitment and motivation by teachers	235 (87)	35 (13)	297 (90)	33 (10)
14	Indiscipline in schools	176 (65)	94 (35)	248 (75)	82 (25)
15	Frequent changes in educational policies	243 (90)	27 (10)	304 (92)	26 (8)

As revealed in Table 4.4, male and female teachers indicated that all fifteen items are determinants of decline in quality of secondary education. These include; defective administration/poor leadership, curriculum not meeting with the needs of the society, ineffective evaluation system, imperfect inspection and supervision systems, use of outdated teaching methods in teaching, Inadequate funding of secondary education by the Government, lack of qualified teachers, poor students attitudes towards learning, lack of adequate instructional materials and facilities, unavailability of scholarships, lack of co-curricular activities for students, improper health facilities, lack of commitment and motivation by teachers, indiscipline in schools and frequent changes in educational policies.

### Research Question 5

What are the opinions of male and female students on the ways to improve the quality of secondary education in Delta State?

**Table 4.5: Male and female students' responses on ways to improve quality of secondary education.**

S/N	ITEMS	Male Responses		Female Responses	
		Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
1	Teamwork approach should be employed	512 (75)	171 (25)	414 (80)	103 (20)
2	Schools should be run like business	560 (82)	123 (18)	439 (85)	78 (15)
3	Government should fund secondary education properly	601 (88)	82 (12)	465 (90)	52 (10)
4	Parental involvement in schools should be encouraged	444 (65)	239 (35)	362 (70)	155 (30)
5	Qualified and competent teachers should be employed to teach in secondary schools	615 (90)	68 (10)	476 (92)	41 (8)
6	Proper supervision and inspection should be carried out regularly	546 (80)	137 (20)	388 (75)	129 (25)
7	Teachers should use modern teaching methods in teaching	526 (77)	157 (23)	424 (82)	93 (18)
8	Opportunities for co-curricular activities should be provided for students	512 (75)	171 (25)	414 (80)	103 (20)
9	School administration and leadership should be effective and efficient	622 (91)	61 (9)	465 (90)	52 (10)
10	Evaluation system should be organised and modern techniques should be used	410 (60)	273 (40)	439 (85)	78 (15)
11	Teachers should be motivated to teach effectively	546 (80)	137 (20)	445 (86)	72 (14)
12	Scholarship should be provided for intelligent students	444 (65)	239 (35)	284 (55)	233 (45)
13	Schools should be allocated with proper health facilities	478 (70)	205 (30)	388 (75)	129 (15)

14	Curriculum should be designed to meet the need of the society	512 (75)	171 (25)	310 (60)	207 (40)
15	Adequate instructional facilities should be provided in schools.	615 (90)	68 (10)	491 (95)	26 (5)

The result in Table 4.5 showed that male and female students indicated that all fifteen items are ways to improve the quality of secondary education in Delta State. These includes; teamwork approach should be employed, schools should be run like business, Government should fund secondary education properly, parental involvement in schools should be encouraged, qualified and competent teachers should be employed to teach in secondary schools, proper supervision and inspection should be carried out regularly, teachers should use modern teaching methods in teaching, opportunities for co-curricular activities should be provided for students, school administration and leadership should be effective and efficient, evaluation system should be organised and modern techniques should be used, teachers should be motivated to teach effectively, scholarship should be provided for intelligent students, schools should be allocated with proper health facilities, the culture of teaching, learning and service in schools should be restored and adequate instructional facilities should be provided in schools.

### Research Question 6

What are the opinions of male and female teachers on the ways to improve the quality of secondary education in Delta State?

**Table 4.6: Male and female teachers' responses on ways to improve quality of secondary education.**

S/N	ITEMS	Male Responses		Female Responses	
		Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
1	Teamwork approach should be employed	213 (79)	57 (21)	271 (82)	59 (18)
2	Schools should be run like business	192 (71)	78 (29)	248 (75)	82 (25)
3	Government should fund secondary education properly	259 (96)	11 (4)	300 (91)	30 (9)
4	Parental involvement in schools should be encouraged	230 (85)	40 (15)	323 (98)	07 (2)
5	Qualified and competent teachers should be employed to teach in secondary schools	257 (95)	13 (5)	281 (85)	49 (15)
6	Proper supervision and inspection should be carried out regularly	257 (95)	13 (5)	317 (96)	13 (4)

7	Teachers should use modern teaching methods in teaching	194 (72)	76 (28)	264 (80)	66 (20)
8	Opportunities for co-curricular activities should be provided for students	216 (80)	54 (20)	297 (90)	33 (10)
9	School administration and leadership should be effective and efficient	243 (90)	27 (10)	264 (80)	66 (20)
10	Evaluation system should be organised and modern techniques should be used	243 (90)	27 (10)	281 (85)	49 (15)
11	Teachers should be motivated to teach effectively	189 (70)	81 (30)	274 (83)	56 (17)
12	Scholarship should be provided for intelligent students	232 (86)	41 (14)	297 (90)	33 (10)
13	Schools should be allocated with proper health facilities	221 (82)	49 (18)	248 (75)	82 (25)
14	Curriculum should be designed to meet the need of the society	243 (90)	27 (10)	264 (80)	66 (20)
15	Adequate instructional facilities should be provided in schools.	248 (92)	22 (8)	231 (70)	99 (30)

The result in Table 4.6 showed that male and female teachers indicated that all fifteen items are ways to improve the quality of secondary education in Delta State. These includes; teamwork approach should be employed, schools should be run like business, Government should fund secondary education properly, parental involvement in schools should be encouraged, qualified and competent teachers should be employed to teach in secondary schools, proper supervision and inspection should be carried out regularly, teachers should use modern teaching methods in teaching, opportunities for co-curricular activities should be provided for students, school administration and leadership should be effective and efficient, evaluation system should be organised and modern techniques should be used, teachers should be motivated to teach effectively, scholarship should be provided for intelligent students, schools should be allocated with proper health facilities, the culture of teaching, learning and service in schools should be restored and adequate instructional facilities should be provided in schools.

### **Hypothesis one**

Hypothesis one states that there is no significant difference between the perception of male and female students on determinants of decline in quality of secondary education in Delta State.

**Table 4.7: Summary table of t-test analysis of the perception of male and female students on determinants of decline in quality of secondary education**

Group	N	MEAN	S.D	DF	t-cal	t-crit	level of Sig.	Decision
Male	683	3.46	1.24	1198	0.57	1.96	0.05	Not significant
Female	517	3.58	0.98					

The result in Table 4.7 above showed that at 0.05 level of significance, there is no significant difference between the perception of male and female students on the determinants of decline in quality of secondary education in Delta State. The t-calculated of 0.57 is less than the t-critical of 1.96. The hypothesis one is therefore retained.

### **Hypothesis two**

Hypothesis two states that there is no significant difference between the perception of male and female teachers on determinants of decline in quality of secondary education in Delta State.

**Table 4.8: Summary table of t-test analysis of the perception of male and female teachers on determinants of decline in quality of secondary education**

Group	N	MEAN	S.D	DF	t-cal	t-crit	level of sig.	Decision
Male	270	3.67	1.05	598	0.39	1.96	0.05	Not
Female	330	3.81	0.48					significant

The result in Table 4.8 showed that there is no significant difference between the perception of male and female teachers on determinants of decline in quality of secondary education in Delta State at 0.05 level of significance. The t-calculated of 0.39 is less than the t-critical of 1.96. Therefore the hypothesis two is retained.

### **Hypothesis three**

Hypothesis three states that there is no significant difference between the perception of rural and urban students on the determinants of decline in quality of secondary education in Delta State.

**Table 4.9: Summary table of t-test analysis of the perception of rural and urban students on determinants of decline in quality of secondary education**

<b>Group</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>DF</b>	<b>t-cal</b>	<b>t-crit</b>	<b>level of sig.</b>	<b>Decision</b>
Rural	720	3.71	1.56	1198	5.64	1.96	0.05	Significant
Urban	480	3.29	1.38					

Table 4.9 showed that there is a significant difference between the perception of rural and urban students on the determinants of decline in quality of secondary education in Delta State. The t-calculated of 5.64 is greater than the t-critical of 1.96. The hypothesis three is therefore rejected. This implies that there is a significant difference between the perception of rural and urban students on the determinants of decline in quality of secondary education in Delta State.

#### **Hypothesis four**

Hypothesis four states that there is no significant difference between the perception of less experienced and experienced teachers on the determinants of decline in quality of secondary education in Delta State.

**Table 4.10: Summary table of t-test analysis of the perception of less experienced and experienced teachers on determinants of decline in quality of secondary education**

<b>Group</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>DF</b>	<b>t-cal</b>	<b>t-crit</b>	<b>level of sig.</b>	<b>Decision</b>
Less Experienced	198	3.60	0.67	598	3.77	1.96	0.05	Significant
Experienced	402	3.91	0.70					

Table 4.10 showed that there is a significant difference between the perception of less experienced and experienced teachers on the determinants of decline in quality of secondary education in Delta State. The t-calculated of 3.77 is greater than the t-critical of 1.96. Therefore the hypothesis four is rejected. This implies that there is a significant difference between the perception of less experienced and experienced teachers on the determinants of decline in quality of secondary education in Delta State.

#### **Hypothesis five**

Hypothesis five states that there is no significant difference between the perception male and female students on ways to improve the quality of secondary education in Delta State.

**Table 4.11: Summary table of t-test analysis of the perception of male and female students on ways to improve the quality of secondary education**

<b>Group</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>DF</b>	<b>t-cal</b>	<b>t-crit</b>	<b>level of sig.</b>	<b>Decision</b>
Males	683	3.85	1.09	1198	0.68	1.96	0.05	Not significant
Females	517	3.82	1.31					

The result in Table 4.11 showed that there is no significant difference between the perception of male and female students on ways to improve the quality of secondary education in Delta State. The t-calculated of 0.68 is less than the t-critical of 1.96. Therefore the hypothesis five is retained.

### **Hypothesis six**

Hypothesis six states that there is no significant difference between the perception of male and female teachers on ways to improve the quality of secondary education in Delta State.

**Table 4.12: Summary table of t-test analysis of the perception of male and female teachers on ways to improve the quality of secondary education in Delta State.**

<b>Group</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>DF</b>	<b>t-cal</b>	<b>t-crit</b>	<b>level of sig.</b>	<b>Decision</b>
Males	270	3.94	0.73	598	0.23	1.96	0.05	Not significant
Females	330	3.91	0.88					

The result in Table 4.12 showed that there is no significant difference between male and female teachers on ways to improve the quality of secondary education in Delta State. The t-calculated of 0.23 is less than the t-critical of 1.96. The hypothesis six is retained.

### **Testing hypothesis seven**

Hypothesis seven states that there is no significant difference between the perception of rural and urban students on ways to improve the quality of secondary education in Delta State.

**Table 4.13: Summary table of t-test analysis of the perception of rural and urban students on ways to improve the quality of secondary education**

<b>Group</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>DF</b>	<b>t-cal</b>	<b>t-crit</b>	<b>level of sig.</b>	<b>Decision</b>
Rural	720	3.79	1.04	1198	1.35	1.96	0.05	Not Significant
Urban	480	3.82	0.91					

Table 4.13 showed that there is no significant difference between the perception of rural and urban students on ways to improve the quality of secondary education in Delta State. Thus, the hypothesis seven is retained.

### **Hypothesis eight**

Hypothesis eight states that there is no significant difference between the perception of less experienced and experienced teachers on ways to improve the quality of secondary education in Delta State.

**Table 4.14: Summary table of t-test analysis of the perception of less experienced and experienced teachers on ways to improve the quality of secondary education**

<b>Group</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>DF</b>	<b>t-cal</b>	<b>t-crit</b>	<b>level of sig.</b>	<b>Decision</b>
Less Experienced	198	3.89	0.07	558	0.21	1.96	0.05	Not
Experienced	402	3.92	0.03					Significant

The result in Table 4.14 showed that there is no significant difference between the perception of less experienced and experienced teachers on ways to improve the quality of secondary education in Delta State. The hypothesis eight is retained.

## **Discussion of Results**

### **Determinants of Decline in quality of secondary education**

This study wraps up with some optimistic results regarding the determinants of decline in quality of secondary education. Data analysis in Table 4.7 reveals that male and female students do not significantly differ from their perceptions regarding the determinants of decline in quality of secondary education in Delta. This may be due to the fact that both male and female students receive secondary education alike and can tell the quality of education they received. Also, variables which hinders or promotes academic achievements and performance of students and which in turn influences the quality of education affects every learner alike irrespective of gender. The findings of this study were in line with others reported in literatures (Norman, 2013; Oruonye, 2014; Faizi et al., 2011; Mthiyane and Bhengu, 2012; Obe, 2009; Jaiyeoba and Atanda, 2005).

This study also revealed the absence of significant difference between the perception of male and female teachers on the determinants of decline in quality of secondary education in Delta State (Table 4.8). This could be attributed to the fact that since both male and female teachers are involved in teaching secondary education they face the same challenges in the discharge of their duties. This result is in line with the work of other researchers (Gbenu, 2012; Oruonye, 2014; Faizi et al., 2011; Ige, 2011; Mthiyane and Bhengu, 2012; Omoregie, 2005).

The data analysis in Table 4.9 revealed that a significant difference exist between the perception of rural and urban students on the determinants of decline in quality of secondary education in Delta State. This may be as a result of the fact that the identified determinants of decline in secondary education are magnified in rural schools. In other words, schools in rural areas suffered the challenges of secondary education than urban schools. For instance, the issue of lack of qualified teachers is more in the rural schools than in the urban schools. When teachers are transferred or posted to rural areas they decline and influence their posting to urban areas thereby resulting in shortage of teachers in rural schools. The few teachers in rural schools lack commitment and

motivation than their counterparts in urban schools. This make them to come to school and go home when they like. Defective administration / poor leadership, poor students' attitudes towards learning, improper health facilities among others are all pronounced in rural schools than urban schools and rural students are aware of these factors as causes of decline in quality of secondary education. Thus, Singh (2004) points out that "It is when you look at the education system through rural eyes that its monumental absurdities become painfully evident. This result is in consonance with that reported by Singh (2004) and D'Souza and Patel (2007).

Again, the data analysis in Table 4.10 revealed that a significant difference exist between the perception of less experience and experience teachers on the determinants of decline in quality of secondary education in Delta State. This may be as a result of the fact that the experienced teachers have been in the system for a long time compared to their less experienced counterparts. The experienced teachers know the quality of education in time past and now. They also know what might have caused a change in quality better than their less experienced counterpart.

### **Way to improve quality of secondary education**

Data analysis reveals that overall students and teachers irrespective of gender, location of school and experience of teacher do not significantly differ on ways to improve the quality of secondary education in Delta State (Tables 4.11 to 4.14). Both students and teachers are aware of the ways to improve the quality of secondary education in Delta State. They identified teamwork approach, running schools like business, proper funding secondary education, parental involvement in schools, employing qualified and competent teachers, proper supervision and inspection, use of modern teaching methods in teaching by teachers, provision of co-curricular activities for students, effective and efficient school

administration and leadership, proper evaluation system, motivation of teachers, provision of scholarship for intelligent students, provision of health facilities, restoration of the culture of teaching, learning and service in schools and provision of adequate instructional facilities as ways to improve the quality of secondary education. The findings of this study were in line with others reported in literatures (Gbenu, 2012; Norman, 2013; Oruonye, 2014; Faizi et al., 2011; Ige, 2011; Mthiyane and Bhengu, 2012; Obe, 2009; Omoregie, 2005; Jaiyeoba and Atanda, 2005).

The standard of education is a direct consequence and outcome of the quality of teachers and teaching methods used by them. Society believes that competent, effective teachers are important keys to a strong system of education. Accordingly, teachers are expected to be proficient in the use of instructional technologies and classroom management techniques. They are also expected to have a thorough understanding of the developmental levels of their students and a social group of the content they teach. To maintain and extend this high level of skills, teachers are expected to be informed of exemplary practices and to demonstrate a desire for professional development. Teacher competency and effectiveness includes the responsibility to help all learners succeed. Regarding standards Seth (1970) in Feizi et al. (2011) stated that we have provided more and more money to more and more of that we may be doing poorly. We hope that we could do it better. Educationists of international distinction have suggested that it will be possible only by developing suitable curriculum and applying educational technologies to make the curriculum more effective and the school more efficient. Jalala (2004) said that on the basis of broad objectives, curriculum planning should be done and suitable subject content, behavioural outcomes and other learning experiences be put in for making

curriculum comprehensive. It should be based on the findings of curriculum research and be enriched by interdisciplinary collaboration among experts on different subjects. All this would contribute to the design of a total school curriculum that is complementary as well as comprehensive. In Delta State, quality education has marked a clear line of discrimination on financial grounds, and more considerably, it is beyond the reach of many students. Muhammad (2009) in Feizi et al. (2011) declared that the saddening and deteriorating condition of educational system raises many fingers on education department, whose representatives, so confidently, sing songs of success in every of their appearance. There is no accountability of the typical landlord culture, which is going on in majority of the country's institutions. If government aims to reach the sky of quality education and to provide it at doorstep of every Deltan and Nigerian, it should keep its eyes open, as the written records and work in progress in the buildings named schools, are not in any convincing or assimilating position. Especially for the improvement of quality at secondary level education sufficient steps should be taken, because secondary education is connecting link between primary and high education as Srivastara (2005) stated that secondary education is often considered as the most important segment of the individual learning.

According to Water and McFadden (2003) secondary school is a place where much complex interaction takes place that has a significant impact on the identity formation of young people and the consequent success in adult life. Education is the basic right of every individual in the society but unfortunately, educational quality in Nigeria and Delta State in particular is declining very fast. One of the most important factors in standards of education is good evaluation system.

Evaluation plays a great role in the achievements and learning of individual. Especially it can be helpful for teachers to analyze as Lal (2005) stated that evaluation helps the teachers to improve his classroom procedures and methods of teaching in the light of feedback. Unfortunately in Nigeria and Delta State in particular imperfect evaluation system also devalue the standards of education in schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the study and findings, conclusion and recommendation based on the findings of the study.

#### **Summary**

This study is a descriptive research carried out to determine the determinants of decline in quality of secondary education in Delta State. The study draws extensive information from a sample of four hundred and fifty (1200) secondary school students and two hundred and twenty-five (600) secondary school teachers selected from twelve (12) Local Government Area of Delta State. Eight hypotheses were stated and these were tested using t-test statistical tool.

The results from the data analyses had shown that:

- i. Male and female students do not significantly differ in their perception of the determinants of decline in secondary education in Delta State.

- ii. Male and female teachers do not significantly differ in their perception of the determinants of decline in secondary education in Delta State.
- iii. Rural and urban students significantly differ in their perception of the determinants of decline in secondary education in Delta State.
- iv. Less experienced and experienced teachers significantly differ in their perception of the determinants of decline in secondary education in Delta State.
- v. Students and teachers irrespective of gender, location of school and experience of teacher do not significantly differ in their perception on ways to improve the quality of secondary education in Delta State.

## **Conclusion**

This study explored the determinants of decline in quality of secondary education in Delta State. The results clearly showed that school decline is caused by complex factors. While this study identified a number of factors as causes of secondary education decline, ineffective administration and leadership, inadequate funding, imperfect supervision and inspection and curriculum not meeting the needs of the society were prominent among these factors.

## **Recommendations**

Based on the findings from this study, it is recommended as follows:

High quality employment procedure for secondary level teachers should be introduced. The administration of school should be effective and efficient. The evaluation system at secondary level should be organized and modern techniques must be used to evaluate the abilities of a child.

Also, secondary school teachers should use modern teaching methods according to the age and psychological requirements of students. There should be opportunities provided to the students for participating in different co-curricular activities.

The process of inspection should be done in proper and democratic way and the concept of favours should be out of this process. Scholarships should be provided to deserving and intelligent students at secondary level in schools.

## **Contribution to knowledge**

This study has contributed to knowledge in the following areas;

1. The study has identified defective administration/poor leadership, curriculum not meeting with the needs of the society, ineffective evaluation system, imperfect inspections and supervisions system, use of outdated teaching methods in teaching, inadequate funding of secondary education by the Government, poor students

attitudes towards learning, among others as the determinants of decline in secondary education in Delta State.

2. The study has identified teamwork approach, proper funding, parental involvement, proper supervision and inspection, effective and efficient school administration, organized evaluation system among others as the ways to improve the quality of secondary education in Delta State.
3. The study revealed that students and teachers irrespective of gender, location of school and experience of teacher do not significantly differ on ways to improve the quality of secondary education in Delta State.

## REFERENCES

- Achimugu, L. (2005). *The agonies of Nigeria teachers*. Ibadan: Heinemann Education Publishers Limited.
- Adesoji, F.A. and Olatunbosun, S.M. (2011). Student, teacher and school environment factors as determinants of achievement in senior secondary school chemistry in Oyo State, Nigeria. *The Journal of International Social Research*, 1(2): 14-33.
- Adeyegbe, S.O. (2002). How students, examiners perform at WAEC examinations. *Vanguard*, Thursday, 19<sup>th</sup> December, pp: 22.
- Adeyemi, J.A. and Ige, A.M. (2002). Examination malpractices in Nigeria educational system: Causes, effects and way out. *J. Clin. Couns. Psychol.* 8(1):59.
- Adeyemi, J.K. and Ajayi, I.A. (2006). Analysis of cost of spillover students' wastage in a Nigeria university. *Int. Stud. Educ. Admin.* 34(1): 34-45.
- Adeyemi, T.O. (2012). School variables and internal efficiency of secondary schools in Ondo State. *Nigeria J. Educ. Soc. Res.* 2(3): 204-214.
- Afolabi, E.R. and Adewolu, B.R. (2003). The predictive validity of Osun State junior secondary school examination. *Nigerian J. Soc. Edu. Res.*, 1(1): 35-42.
- Ahmed, T.M. (2003). Education and national development in Nigeria. *J. Stud. Educ.* 10:35-46.
- Aigboje, C.D. (2007). Strategies for improving the quality of academic staff in Nigerian universities for quality assurance. In J. B. Babalola, G. O. Akpa, A. O. Ayeni and S. O. Adedeji (eds) *Access, equity and quality in higher education*. A publication of National Association for Educational Administration and Planning. 455-461.
- Ajayi, I.A. (2002). Resource factors as correlates of secondary school effectiveness in Ekiti State. *Nigeri. J. Couns. Appl. Psychol.* 1(1):109-115.
- Ajayi, I.A. (2002b). Resource factors as correlates of secondary school effectiveness in Ekiti State. *Nigerian Journal of Counselling and Applied Psychology*, 1(1): 109—115.
- Ajayi, T. and Shofoyeke, A. (2003). School Discipline, Teachers Attitude and Ethics of the Teaching Profession. Paper presented at the workshop on skills improvement programme for performance of teachers in Ondo State, Nigeria.
- Ajeyalemi, D. (2002). *Capacity building in sciences: Imperatives for teacher education in Nigeria*. Inaugural lecture, University of Lagos, Nigeria.
- Akpan, B.B. (2008). Nigeria and the future of science education. Paper presented at the 51st Science Teachers Association of Nigeria Conference, held at Akure, Nigeria from 23-26 August 2008.

- Alaba S.O. (2010). Improving the standard and quality of primary education in Nigeria: A case study of Oyo and Osun States. *International Journal for Cross-Disciplinary Subjects in Education*, 1(3): 156-160
- Angrist, J.D. (2002). Vouchers for private schooling in Columbia: Evidence from a randomized natural experiment. *American Economic Review*, 92: 1535-1558.
- Arhebo, P.A., Adomeh, I.O.C., Aluede, O. (2009). School's Counsellors roles in the Universal Basic Education programme in Nigeria. Retrieved from [www.ccsenet.org/ies](http://www.ccsenet.org/ies). on February 10, 2014
- Arong, F.E. and Ogbadu, M.A. (2010). Major causes of declining quality of education in Nigeria from administrative perspective: A case study of Dekina Local Government Area. *Canadian Social Science*, 6(3): 183-198.
- Asiyai, R.I and Oghuvbu, E.P. (2009). An empirical analysis of the causes and possible solutions to decline in quality of tertiary education in Delta state, Nigeria. *Journal of Sociology and Education in Africa*, 8(2):1-13.
- Ayodele, J. B. (2002). The perception of secondary school teachers on the impact of external supervision. *Journal of Educational Foundations and Management*, 2(1): 35-42.
- Babalola, J.B. (2007). Revitalizing quality higher education in Nigeria: options and strategies. In J.B. Babalola, G.O. Akpa, A.O. Ayeni, and S.O. Adedeji. *Access, equity and quality in higher education*. NAEAP Publication.
- Babyegeya, E. (2006). Teacher education in Tanzania: development and prospects. *Journal of Issues and Practice in Education*, 1(2), 32-46.
- Balogun, F.A. (2009). Structure of the nine (9) - year Basic Education Curriculum. Paper Presented at a Workshop organized by Ministry of Education for Education Officers in Ondo State.
- Bandele, S.O. (2002). Administration of continuous assessment in tertiary institutions in Nigeria. *Journal of Educational Foundations and Management*, 1(1): 289—296.
- Bedi, K. and Sharma, J. K. (2006). Benchmarking the quality of secondary education at the micro and policy imperatives. U21 Global working paper number 13/2006. Downloaded on 3rd Oct, 2009 from [www.u21global.ed.sg](http://www.u21global.ed.sg).
- Benell, P. (2004). Teacher motivation and incentives in Sub-Saharan Africa and Asia. A report commissioned by DFID.
- Bloom, B. S. (1956). *Taxonomy of educational objectives, Handbook 1. The cognitive domain*. New York: David McKay co. inc.
- Campbell, C. and Rozsnyai, C. (2002). Quality Assurance and the Development of course programs. Paper on Higher Education Regional University Network on government and management of Higher Education: Bucharest, UNESCO.
- Case, A. and Deaton, A. (1999). School inputs and educational outcomes in South Africa. *Quarterly Journal of Economics*, 114(3): 1047-1084

- Central Bank of Nigeria (2010). *Statistical Bulletin*. Abuja, Nigeria: Federal Government Press.
- Cheng, Y.C. (2001). New Education and new teacher education: A paradigm shift for the future. In Y.C. Cheng, K. W. Chow, and K. T. Tsui (Eds.), *New teacher education for the future: International perspective* (pp. 33-67). AA Dordrecht: Academic Publishers.
- Chinelo, O.D. (2011). Falling standard in Nigeria education: Traceable to Proper Skills Acquisition in Schools? *Educ. Res.* 2(1): 803-808.
- Crosby, P. B. (1979). *Quality is Free*. New York: McGraw – Hill.
- D’Souza, J. and Patel, T. (2007). Learnings about improving education (Notes and references from documentation for NGOs and Teachers). Retrieved on November 5, 2014 from <http://doccentre.net/docsweb/Readings-edu/RReadings-john-quality-3-2-factors-aruna.html>
- Dall’Alba, G. (1991). Foreshadowing conceptions of teaching. *Research and Development in Higher Education*, 13, 293–297.
- Das, J. (2007). Teacher shocks and student learning. *Journal of Human Resources*, 39 (4): 820-862
- Davidson, E. (2006). The pivotal role of teacher motivation in Tanzania. Dar es salam: Hakielimu. Working paper 7.
- Dembélé, M. and Lefoka, P. (2007). Pedagogical renewal for quality universal primary education: Overview of trends in Sub-Saharan Africa. *International review of education*, 53, 531-553.
- Deming, W. E. (1982). *Out of the crisis. Quality, Productivity and Competitive position*. Cambridge: Cambridge University Press.
- DuBrin, A.J. (1979). *Fundamental of organization behaviour: An applied approach*. Cincinnati: south west college publishing.
- Duflo, E (2004). The medium run consequences of education expansion: Evidence from a large school construction program in Indonesia. *Journal of Development Economics*, 74(1): 163-197.
- Duyilemi, B.O. (2003). *Psychology and anatomy of examinations*. Ondo, Nigeria: Dubeno Publisher.
- Eckel, P., Hill, B., and Green, M. (1998). *On change, En route to transformation*. Washington, DC: American Council on Education.
- Ediho, O.G. (2009). The Challenges affecting the implementation of universal basic education in Delta State, Nigeria. *J. Soc. Sci.*, 20(3): 183-187.
- Edutopia Team (2005). Big ideas for better schools: Ten ways to improve Education. Retrieved on January 23, 2015 from [www.edutopia.org/ big-ideas-for-better-schools](http://www.edutopia.org/big-ideas-for-better-schools)

- Egede, N.K. (2014). Reasons for continuous decline of students' academic performance in external examinations. *Journal of Research in Education and Society*, 5(3): 51-57
- Ekong, J.E. (2006). Standard in education and quality delivery as imperatives for national productivity. *Nigerian Journal of Educational Philosophy*, 2 (2), 16-24.
- Elton, L. (1992). University teaching. A professional model for quality and excellence. A paper to 'Quality by Degree' Conference at Aston University, 8 June, 1992.
- Fadipe, J.O. (2003). Quality control in education: the teacher factor. In T. E. Ajayi and J. Fadipe (Eds) *Skills improvement programme for effective performance of teachers in Nigerian schools*. A publication of National Institute for Educational Planning and Administration (NIEPA), Ondo, 128-143.
- Faizi, W.N., Shakil, A.F. and Lodhi, F.A. (2011). The main reasons of declining educational standards at secondary level in Karachi, Pakistan. *Educational Research and Reviews*, 6(2), 152-160
- Famade, A.O. (2001). *Sociological foundations of education*. Lagos, Nigeria: Pumack Nigeria.
- Federal Ministry of Education (2007). Statistics of education in Nigeria: 1999-2005. Abuja, Nigeria: Federal Government Press.
- Federal Ministry of Education (2009b). The state of education in Nigeria Abuja, Nigeria: Federal Government Press.
- Federal Ministry of Education. (2003). Education Sector Status Report. Abuja, Nigeria: Federal Government Press.
- Fraser, M. (1994). Quality in higher education: An international perspective In D. Green. (Ed.)(1994). What is quality in higher education? Buckingham: Open University press and Society for Research into Higher Education, pp.101-111.
- Gbenu, J.P. (2012). State of Nigerian secondary education and the need for quality sustenance. *Greener Journal of Educational Research*, 2(1): 007-012
- Glewwe, P and Jacoby, H. (1994). Student achievement and schooling choice in low income countries: Evidence from Ghana. *The Journal of Human Resources*, 29(3): 843-864.
- Glewwe, P., Jacoby, H. and King, E. (2001). Early childhood nutrition and academic achievement: A longitudinal analysis. *Journal of Public Economics*, 8(3): 345-368.
- Glewwe, P., Kremer, M., Moulin, S. and Zitzewitz, E. (2004). Retrospective vs. Prospective analysis of school inputs: The case of flip chart in Kenya. *Journal of Development Economics*. 74(1): 123-130.
- Gvaramadze, I. (2008). From quality assurance to quality enhancement in European higher education area. *European Journal of Education*, 48 (4): 143-155.

- Hakielimu (2007). Redefine quality education in Tanzania. From input to capabilities. Working paper, October, 2007. Dar es salaam.
- Hanushek, E. A and Woessmann, L. (2008). The role of cognitive skills in economic development. *Journal of Economic Literature*, 46(3): 607- 668.
- Hanushek, E.A (2003). The failure of input-based schooling policies” *The Economic Journal*, 113: 64-98.
- Harvey, L. (1999). New realities: the relationship between higher education and employment. Keynote presentation at the European association of institutional Research Forum, Lund, Sweden.
- Harvey, L. and Green, D. (1993). Defining quality. *Assessment and evaluation in Higher education*, 18(1): 9 - 34.
- Harvey, L. and Knight, P. (1996). Transforming Higher Education. Buckingham: Open University Press.
- Hinchliffe, K. (2002). Public expenditure on education in Nigeria. Issues, estimates and some implications. Abuja, Nigeria: World Bank.
- Hoxby, C.M. (2000). The Effect of class size on student achievement: new evidence from population variation. *Quarterly Journal of Economics*, 115: 1239-1286.
- Ige, A.M. (2011). Myths and realities of falling standard of education in Nigeria: The way forward. *Niger. J. Prof. Teach.* 2:36-48.
- Jaiyeoba, A.O. and Atanda, A.I. (2003). Community participation in the provision of facilities in secondary schools in Nigeria. Being a paper presented at the Conference of Nigeria Association of Educational Administration and Planning (NAEAP). University of Ibadan, Ibadan. 29th—31st October.
- Jaiyeoba, A.O. and Atanda, A.I. (2005). Quality sustenance in Nigerian educational system: challenges to government. In G.O. Akpa, S.U. Udoh and E.O. Fagbamiye (eds) *Deregulating the provision and management of education in Nigeria*. Jos: M. P. Ginac Concept Ltd. 98—103.
- Jalala, K.C. (2004). Rao Digmarti Methods of Teaching Educational Technology. Delhi: Discovery Publishing House.
- JavaScript (story print) (2004). Published on 21st September, Available at [www.Edweek.Org/rc/issues/standards](http://www.Edweek.Org/rc/issues/standards). Accessed 05 -08-2014.
- Juran, J. M. and Gryna, F. M. (1980). *Quality Planning and Analysis*. McGraw-Hill, New York.
- Kalusi, J.I. (2001) Teacher quality for quality education. *Nigerian Journal of Educational Philosophy*, 8 (2): 62-72.
- Kamalanabhan, T. J., Teeroovengadam, V., and Seebaluck, A. (2010). Service quality in education: Moving towards a holistic and transformative approach. A concept paper presented at the international research symposium in service management: Mauritius, 24-27, August, 2010.

- Kasirye, I. (2009). Determinants of learning achievement in Uganda. Retrieved from <http://www.google.com> on December 18<sup>th</sup>, 2015.
- Kellaghan, T., and J. Greaney. (2003). Monitoring Performance: Assessment and Examinations in Africa. Background paper commissioned by ADEA in the framework of The Challenge of Learning Study. Paris: ADEA.
- Kember, D (1997). A Re-conceptualization of the Research in University Academics' Conceptions of Teaching. *A Journal of Learning and Instructions*, 7(3): 255-275.
- Krueger (1999). Experimental estimates of education production functions. *Quarterly Journal of Economics*, 114: 497-532.
- Krueger, A. B. (2003). Economic Consideration and Class Size. *Economic Journal*, 113: 34-63.
- Lal, J.P. (2005). Educational Measurement and Evaluation. India: Anmol Publications PVT LTD.
- Lomas, L. (2002). Does the Development of Mass Education Necessary Mean the end of Quality? *Quality in Higher Education*, 8, (1): 71 – 79.
- Lomas, L. (2007). Zen, Motorcycle maintenance and quality in higher education. *Quality Assurance in Education*, 15(4): 402-412.
- Longe, R. S. (1999). Investment in Nigerian education: relevance, quality and governance at the eve of the third millennium. An inaugural lecture, University of Ibadan, Ibadan.
- Malekela, G. (2000). Quality of Secondary school education in Tanzania. In J.C.J. Galabawa, F.M.K. Senkoro and A.F. Lwaitama (eds) *The quality of Education in Tanzania: Issues and experiences*. Faculty of Education, University of Dar es Salaam.
- Manyanga, T. (2007). Standards for quality in tertiary education: The case of Tanzania. *Quality Assurance in Education*, 16(2): 164-180.
- Marton, F and Booth, S. (1997). *Learning and awareness*. Mahway, New Jersey: Lawrence Erlbaum Associate.
- Mayer, E. (1992). The Key Competencies: Report to the Australian Education Council and the Ministers for Vocational Education, Employment and Training (Melbourne, Australian Education Council).
- Meena, W. E. (2009). *Curriculum innovation in Teacher Education*. Åbo Akademi University Press.
- Moja, T. (2000). Nigerian Education Sector Analysis: An Analytical Synthesis of Performance and Main Issues. Paper prepared for World Bank Monograph Series, 1(7), Abuja, Nigeria: NUC.
- Mortmore, P and Stone (1990). Measuring educational quality. *British Journal of Educational Studies*, XXXIX (I): 69 – 82.

- Mosha, H. J. (2000). Conceptualizing quality education. In J.C.J. Galabawa, F.M.K. Senkoro and A.F. Lwaitama (eds). *The quality of Education in Tanzania: Issues and experiences*. Faculty of Education, University of Dar es Salaam.
- Mthiyane, S.E and Bhengu, T.T. (2012). Chronicling the causes of school decline: The voices of school principals and superintendents of education in KwaZulu-Natal, South Africa. Paper presented at CCEAM Conference, 3-7 November 2012, Limassol (Cyprus).
- [Mugenda, O. \(1999\). Research method: Quantitative and qualitative approaches. Nairobi: Nairobi African Center for Technology.](#)
- Nayer, U. S. (2004). Education for social transformation: A collective step forward. *The Journal of Family Welfare*, 50 (1): 12-23
- Ng, S.W. (2009). Transformation of students into active and participatory citizens: an exploratory study in Hong Kong. *Education Research Practice*, 8: 181-196.
- Ngwu, A.N. (2008). Current Issues in Implementation of Senior Secondary School Science Curriculum in Nigeria. Paper presented at the 49th Annual Conference of Science Teachers Association of Nigeria, held at Yenagoa, Bayelsa State.
- Norman, A.S.K. (2013). Investigation of factors hindering quality education in secondary schools in Mbeya, Tanzania. *International Journal of Learning & Development*, 3(6): 52-63
- Norris, B. D. (2001). Transformation, diversity and organizational change within institutions of higher education. *South African Journal of Education*, 21 (4): 45-51
- O'Neil, M. and Onion, K. (1994). An outcomes approach to a degree program. In P. Ninghtingale and M. O'Neil (Eds.) *Achieving Quality Learning in Higher Education* (London, Kogan Page).
- Obe, O. (2009). Issues of funding education for standards: Counselling perspectives. *J. Educ. Res. Dev.* 493:164-170.
- Ogunnu, M.A. (2000). A survey of the status of implementation of the Junior Secondary School curriculum in Edo and Delta States of Nigeria. *Int. J. Educ. Plan. Admin.* 1(1):28-37.
- Okebukola, P. (2000). Challenges of teacher education in 21st century Nigeria. Lead paper presented at the 1st National Conference of Faculty of Education, University of Abuja, Nigeria.
- Okorodudu, R.I. (2011). Innovations in teaching and learning experiences. *Educ. Psychol.* 5(1):2-12.
- Olamousi, O.A. (1998). Enhancing Discipline in the Conduct of Examination: A Challenge to Principals and Teachers. Paper presented at a seminar organized by the Ministry of Education & Youth development of Ekiti State, Ado-Ekiti, Nigeria.

- Olaniyonu, S.O.A., Adekoya, S.O.A. and Gbenu, J. P. (2008). Fundamentals of educational planning (revised & enlarged). Lagos: Oshidex printing press
- Olateju, B.A. (2014). Nigeria and its declining education: the way forward. Premium Times, February, 14. Retrieved on January, 23, 2015 from [www.premiumtimesng.com/opinion/155328-nigeria-and-its-declining-education-the-way-forward-by-bamidele-ademola-olateju.html](http://www.premiumtimesng.com/opinion/155328-nigeria-and-its-declining-education-the-way-forward-by-bamidele-ademola-olateju.html)
- Ololube, N. P. (2006). Teacher education, school effectiveness and improvement. University of Helsinki.
- Olugbile, S. (2012). Experts point way forward for education in 2013. The punch Newspaper, January 1. Retrieved on January 23, 2015 from [www.punchng.com/education/experts-point-way-forward-for-education-in-2013/](http://www.punchng.com/education/experts-point-way-forward-for-education-in-2013/)
- Omoregie, N. (2005). Re-packaging secondary education in Nigeria for great and dynamic economy. Paper presented at the 2nd Annual National Conference of Association for Encouraging Qualitative Education in Nigeria (ASSEQEN). 9th-11th May.
- Onipede, H. (2003). National Development Hinges on Quality Education. *The Comet*, Thursday, 2<sup>nd</sup> January, Pp. 21.
- Oruonye, E.D. (2014). The challenges of quality secondary education in Taraba State. *Journal of Educational and Social Research*, 4(3): 499-506
- Osho, E.O. and Osho, I. (2000). The national policy on education and functionality: The case of Junior Secondary School (JSS). *Knowl. Rev.* 2(2):79-84.
- Osunde, A.U. (1997). Measurement of educational objectives. In S.A. Makinde (ed) Educational theory and practice in Nigeria. Lagos: New Era Publications. 67—73.
- Osunde, A.U. (2008). The relevance of evaluation in teaching and learning in the school system. In P. N. C. Ngwu (ed). The principal and education reforms in Nigeria. A publication of the Mandatory Continuing Professional Training (MCPT) programme of the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS).
- Owoyemi, N. (2000). Moderation and standardization of continuous and terminal assessment scores in Junior secondary school certificate examination and primary school leaving certificate assessment. Paper presented at the senior staff seminar, Ministry of Education, Ado-Ekiti, Pp. 2-9.
- Parri, J. (2006). Quality in higher education. *Vadyba/Management.m.Nr.*, 2(11).
- Peters, T. (1992). Liberation Management. London: Macmillan.
- Rao, V. K. (2003). Quality education. S.B.Nangia, New Delhi, India.
- Saddon, J. (2000). The Case against ISO 9000, (2nd Ed). Dublin: Oak Tree Press.
- Sallis, D. E. (2002). Total quality management in education. London, Kogan page Ltd.

- Samuelowicz, K. and Bain, J. D. (1992). Conceptions of teaching held by academic teachers. *A Journal of Higher Education*, 24: 93 – 111.
- Shahzad, S. (2007). A study to investigate the quality of education at intermediate level in Punjab. Doctoral thesis, university of Arid Agriculture, Rawalpindi, Pakistan.
- Singh, T. (2004). Why Joshi is Vajpayee's weakest link, Indian Express. Retrieved on November 5, 2014 from [[C.ELDOC.N20.15feb04ie2.html](http://C.ELDOC.N20.15feb04ie2.html)]
- Srivastara, D.S. (2005). Secondary Education. Mehra: Offset Press.
- Sumra, S. and Rajani, R. (2006). Secondary education in Tanzania: Key policy Challenges. Working paper on The Norwegian Post- Primary Education Fund for East Africa (NPEF), Oslo, 13 – 14 Sept, 2006.
- Ukpai PO, Okoro TU (2011, 23-26 August). Science, Technology and Mathematics (STEM) Education in Nigeria: The need for Reforms. A paper presented at the 52<sup>nd</sup> Science Teachers Association of Nigeria Conference, held at Akure, Nigeria.
- UNESCO (2006). UNESCO National Education Support Strategy (UNESS) for Nigeria: 2006-2015. Abuja, Nigeria.
- UNESCO 2004 - UNESCO Global Education Digest 2004 Comparing Education Statistics across the world (condensed from the report of the UNESCO Institute of Statistics, Montreal)
- United Nations Development Programme (2011). Human Development Report. New York, USA.
- URT (1998). The Tanzania vision, 2025. Dar es salaam.
- Vedder, P. (1994). Global measurement of the quality of education: A help to developing countries. *International Review of Education*, 40(1): 5 – 17.
- Vlăsceanu, L., Grünberg, L., and Pârcelea, D. (2004). Quality assurance and accreditation: a glossary of basic terms and definitions. Paper on Higher Education, ISBN 92-9069-178-6, <http://www.cepes.ro/publications/default.htm>.
- Warn, J. and Tranter, P. (2001). Measuring quality in higher education: A competence approach. *Quality in Higher Education*, 7(3):191-198.
- Wasagu, M. (2006). Presidential address at the opening ceremony of Science Teachers Association of Nigeria (STAN) Primary Science Workshop, held at Uyo, Akwa Ibom State from 28th March- 1<sup>st</sup> April.
- Water, G. and McFadden, B. (2003). Secondary schooling in a changing World, Nelson Australia PVT LTD.
- Wedgwood, R. (2007). Education and poverty reduction in Tanzania. *International Journal of Educational Development*, 27: 383 – 396.
- Weir, A. (2009). Assuring quality in higher education: The New Zealand experience. *Journal of Institutional Research*, 14(2): 60-72.

West African Examination Council (2007). Chief Examiner's Report.

Wossman, L. (2003). School resources, education institutions and student performance: The International experience. *Oxford Bulletin of Economics and Statistics*, 65(2): 117-170.

Yusuf, H.O. (2009). Strategies for improving the teaching of reading comprehension in primary Schools. *J. Educ. Res. Dev.* 4(3):63-68.

Zhang, L. (2008). From conceptions of effective teachers to styles of teaching: Implication for higher education. *Learning and Individual Differences*, 19(1): 113 – 118.

## **APPENDIX**

**Department of Educational Administration/ Policy Studies**

**Delta State University, Abraka**

Dear respondents,

I am a postgraduate student of the above named Department and Institution carrying out a research study on the “Determinants of Decline in Quality of Secondary Education in Delta State”.

Any information given by you will be used only for the purpose of this research and will be treated as confidential. I therefore request that you respond honestly to the items in this questionnaire.

Yours faithfully,

**ADIBELI, Ofunne Nneka Olodu**

## QUESTIONNAIRE

**Research instrument titled “Determinants of Decline in Quality of Secondary Education Questionnaire (ECDQSEQ)”.**

**SECTION A:** Respondent Demographic Inventory (RDI)

### SECTION A

Name of Student/Teacher (optional):

Name of School:

Location of school: Rural ( ) Urban ( )

Class of Student:

Teaching Experience: Less than 7 year ( ) Above 7 years ( )

Sex of Student/ Teacher:

Age of Student:

Subject taught by Teacher:

### SECTION B

Kindly read each statement below carefully and show how much you agree or disagree with the statement by ticking ( ) the option that corresponds with your own view on variables influencing students’ academic achievement in tertiary institutions. ‘SA’ means STRONGLY AGREE, ‘A’ mean AGREE, ‘D’ means DISAGREE, and ‘SD’ mean STRONGLY DISAGREE.

S/N	ITEMS	SA	A	D	SD
	<b>Determinants of decline in quality of secondary education</b>				
1	Defective administration/poor leadership				
2	Curriculum not meeting with the needs of the society				
3	Ineffective evaluation system				
4	Imperfect inspections and supervisions system				
5	Use of outdated teaching methods in teaching				
6	Inadequate funding of secondary education by the Government				
7	Lack of qualified teachers				
8	Poor students attitudes towards learning				
9	Lack of adequate instructional materials and facilities				
10	Unavailability of scholarships				
11	Lack of co-curricular activities for students				
12	Improper health facilities				
13	Lack of commitment and motivation by teachers				
14	Indiscipline in schools				
15	Frequent changes in educational policies				
	<b>Ways of improving quality of secondary education</b>				
16	Teamwork approach should be employed				
17	Schools should be run like business				
18	Government should fund secondary education properly				
19	Parental involvement in schools should be encouraged				
20	Qualified and competent teachers should be employed to teach in secondary schools				
21	Proper supervision and inspection should be carried out regularly				
22	Teachers should use modern teaching methods in teaching				
23	Opportunities for co-curricular activities should be provided for students				
24	School administration and leadership should be effective and efficient				
25	Evaluation system should be organised and modern techniques should be used				
26	Teachers should be motivated to teach effectively				
27	Scholarship should be provided for intelligent students				
28	Schools should be allocated with proper health facilities				
29	Curriculum should be designed to meet the need of the society				
30	Adequate instructional facilities should be provided in schools.				

