

An Investigation of Factors Responsible for the Poor Quality of Public Senior Secondary School Education in Egor Local Government Area of Edo State, Nigeria

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Abstract: This study explores various factors responsible for the perceived poor quality of public senior secondary school education in the Egor Local Government Area of Edo State, Nigeria. Drawing on empirical evidence, this article analyses socioeconomic factors, infrastructural deficits, teacher quality, and policy challenges as critical dimensions influencing the education quality in the region. Research shows that there is mass failure of public senior secondary school students, which reflects the poor quality of education. The study was designed to cover all thirteen public senior secondary schools in Egor Local Government Area (LGA) of Edo state, but due to time and financial constraints, it was limited to some randomly selected secondary schools in local government. The study population comprised all 274 public senior secondary school teachers in the 13 public senior secondary schools in Egor LGA of Edo state. The study sample was made of 43 (15.6%) teachers drawn from six randomly selected secondary schools in the local government. The respondents were selected through the purposive sampling technique. The factors identified in this study indicate a multifaceted problem affecting the quality of education in Egor. Addressing these issues requires concerted efforts from government agencies, community organizations, and other stakeholders. Potential strategies could include infrastructural development, teacher training programs, curriculum reforms, and socioeconomic interventions to uplift the community.

Keywords: Quality Education, Teacher Professional Development, Policy Reform, Egor Local Government.

1. Introduction

The quality of education in public senior secondary schools in several local government areas in Nigeria, including Egor in Edo state, has been a persistent cause for concern. Quality education is the cornerstone for personal development and societal progress (Ikpori, 2023). In many regions, including Egor, a notable gap exists in education quality when comparing public and private secondary schools. Education is not only a human right; it is a critical factor that links all the items on the development agenda, that is, reducing poverty, promoting health, sharing technology, protecting the environment, enhancing gender equity, extending democracy, and approving governance (Eriyo, 2016; Ikpori, 2018).

The Nigerian educational system is grossly affected by inappropriate funding due to high corruption levels (Ogunode, 2020). Also, the decline in crude oil, which is the major source of Nigeria's revenue, has affected the economic state of Nigeria, thereby placing the nation on the brink of recession. Nigeria is not in the top ten most attractive economies for investment in Africa (Solowale, 2018). This has led to severe cuts in government spending, especially in the funding situation of Nigeria's education system. This has also led to strike actions and massive protests from students who decry the increased school fees (Solowale, 2018). Thus, this study aims to identify and analyze the various factors contributing to the perceived decline in the quality of education in the Egor Local Government Area.

1.1 Research Questions

- 1) How do the availability and quality of teaching resources, including teachers, instructional materials, and facilities, impact the quality of public senior secondary school education in Egor Local Government Area of Edo State?
- 2) To what extent do socioeconomic background, government funding, and teacher motivation influence the overall quality of secondary education in Egor Local Government Area of Edo State?
- 3) How do student attitudes and learning approaches interact with teaching methods to affect the quality of public senior secondary school education in Egor Local Government Area of Edo State?

2. Literature Review

The role of education in the advancement and development of a nation has been widely studied and documented. Scholars and theorists have underscored that education serves as a tool for personal development and a mechanism for fostering national growth and prosperity (Sikandar, 2015; Sodirjonov, 2020). Within the

Nigerian education context, several studies have identified various factors affecting the quality of education in different contexts. This includes socioeconomic factors (Adamu, 2015), infrastructural deficits (Ogbeba&Achor, 2017), teacher quality (Omoogun, 2011), and policy challenges (Ikpuri, 2018; Okoro, 2018). This literature review will build on these works, tailoring the insights to the specific context of Egor Local Government Area.

Education is the bedrock of the development of a nation. It is a utilitarian mechanism that improves every sector of a nation and a tool that empowers citizens with knowledge and skills of culture, technology, economy, aesthetics, vocation, etc., so that the product of the process will be both profitable to itself and its external society. Okojie (2013) noted that education is a process for human resource development required to achieve rapid growth and development in any country. He goes further to say, quoting S. O. Awokoya, a former Minister of Education in Western Region, Nigeria, that: "Educational development is imperative and urgent. It must be treated as a national emergency second only to war. It must move with the momentum of revolution." (Ogunode, 2020).

Education plays a significant role in fostering social cohesion and stability within a nation (Ikpuri, 2023). Putnam (2000) demonstrated that education is a key determinant in developing social capital, which is necessary for societal cooperation and trust. Furthermore, UNESCO (2013) highlighted the role of education in promoting peace and social cohesion by fostering mutual understanding and tolerance among diverse groups in society. Former President of Nigeria, Olusegun Obasanjo, stated that education is the major agency for both personal and national socioeconomic development; hence, investment in human capital development is critical to the growth, development, and productivity of any nation (Ikpuri, 2018; Francis, 2015; Okojie, 2013). Okojie (2013) noted that the implication of declining education has far-reaching effects on our moral, civic, cultural, and economic sustainability. According to Norman (2013), since education is a pillar of development of countries all over the world, when education is mentioned, it often means quality education, which is an education that can provide answers to the problems that we face in our environment. For this reason, Isola and Alani (2013) corroborate that providing quality education is one of the viable ways of improving human quality resources.

Kola and Langenhoven (2015) noted that for any method to be able to bring good results in our contemporary era, it should be a method that promotes maximum social interaction. Social interaction between students and teachers is fundamental to the learning process. Therefore, students need to be provided with a supportive, open, and interactive environment, as this could help them discover knowledge. In the same vein, Ikpuri (2018) noted that the Nigerian government needs to roll out good policies that will enhance quality education for its citizens and effective policy implementation strategies should be adopted.

Francis (2015) highlighted that the examination system is the critical element in evaluating and determining the quality of education. He added that the examination system also decides who is worthy in character and learning. According to him, the examination system decides who society should trust with problem-solving and leadership. Since there is an incessant mass failure in senior secondary school examinations such as WAEC and NECO, there is a need for reforms in our secondary school examination system to end the decline in quality of our public school students.

Furthermore, the quality of education can be measured in terms of four criteria, namely: teaching/learning and research environment, quality of students, quality of staff, and the curriculum (Agbonifoh et al., 2016; Idumange & Mayor, 2006). To produce quality students of a quality educational process, more stringent admission requirements, smaller class sizes, high-quality manpower, and a manageable teacher-student ratio are prerequisites, he concludes. Fortunately, this study was designed to analyze these variables carefully. The Federal Ministry of Education of Nigeria declared in 2007 that "the quality of education in Nigeria falls below an acceptable level." This declaration is based on the existing ecological or physical realities: the lack of qualified teachers, inadequate use of instructional materials, unavailability of teaching and learning facilities, poor pupils' attitude towards learning, inadequate remuneration to teachers, and other factors. Therefore, there is an urgent need to investigate the factors responsible for the quality of Nigeria's educational system, Egor Local Government Area of Edo state.

3. Research Methodology

To identify the primary factors affecting the quality of public senior secondary education in Egor, this study utilized a quantitative research strategy, using a questionnaire as the instrument of data collection—the questionnaire the researcher designed comprised two sections. The first section was designed to generate data on the personal information of respondents and therefore deals with demographic data such as sex and qualification of teacher, while the second section comprised items on the research questions raised to guide the study. The questionnaire was a closed-ended questionnaire in which the respondents were to answer Yes or No from the given column. The researcher personally distributed the questionnaires to individual respondents. This process involved visiting the respondents in their various schools and administering the research instrument to them to complete. Explanations were provided or given to them on how to indicate their views on each item.

The population of the study comprised all 274 public senior secondary school teachers in the 13 public senior secondary schools in Egor LGA of Edo state. The study sample was made of 43 (15.6%) teachers drawn from six (06) randomly selected secondary schools in the local government. The respondents were selected through the purposive sampling technique. To ensure the internal consistency of the instrument, split-half reliability was employed. This was done by administering thirty (30) copies of the questionnaire to thirty (30) respondents or teachers not part of the study sample, i.e., from Oredo Local Government Area.

The collected data was analyzed using Pearson Product Moment Correlation Coefficient (PMCC), and a reliability value of 0.74 was obtained. The data collected with the instrument for the study were analyzed using frequency count, straightforward percentages, and tables. The choice of using simple percentages in the data analysis is based on the fact that the questionnaire used in generating data for the study was the "Yes" or "No" type.

4. Results

4.1 Section A: Demographic Data

Table 1: Distribution of Schools

Distribution of Schools	Frequency (Number of Teachers)	Percentage (%)
Iyoba Girls' College	15	35
Eweka Grammar School	5	11.6
Ohonre Grammar School	5	11.6
Edo Boys' High School	5	11.6
Uselu Senior Sec. School	8	18.6
Evbareke Senior Sec. School	5	11.6
Total	43	100

Source: Researcher's Field Survey 2018

Table 1 shows 43 respondents from six randomly selected secondary schools. 15 (35%) of the respondents were teachers from Iyoba Girls' College. 5 (11.6%) were from Eweka Grammar School. 5 (11.6%) were from Ohonre Grammar School. Also, 5 (11.6%) of the respondents were from Edo Boys' High School, while 8 (18.6%) were from Uselu Senior Secondary School. Then, 5 (11.6%) were respondents from Evbreke Senior Secondary School. This sample or distribution captured 46% of schools and 15.7% of teachers in public senior secondary schools in Egor Local Government Area, Edo state.

Table 2: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	11	25.6
Female	31	72.1
Unspecified	1	2.3
Total	43	100

Source: Researcher's Field Survey 2018

Table 2. Shows that out of 43(100%) respondents, 11 (25.6%) are male, 31 (72.1%) are female, and 1 (2.3%) did not respond.

Table 3: Qualification of Teachers

Qualification	Frequency	Percentage (%)
HND	3	7
NCE	2	4.7
BA	4	9.3
B.ED	21	48.8
MSC	5	11.6
PGDE	3	7
BSC	2	4.7
MA	1	2.3
Unspecified	2	4.7
Total	43	100

Source: Researcher's Field Survey 2018

Table 3 shows that out of 43 respondents, 3 (7%) are HND holders, 2 (4.7%) are NCE holders, 4 (9.3%) has B.A degree, 21 (48.8%) have a B.ED degree, 5 (11.6%) are MSC holders, 3 (7%) have their PGDE degrees,

and (4.7%) are B.SC degree holders, 1 (2.3%) havean MA qualification, and 2 (4.7%) are unspecified. This analysis revealed that the respondents selected from the public senior secondary school teachers are qualified.

Table 4. Teaching Experience

Teaching Experience	Frequency	Percentage (%)
0-5 years	10	23.3
6-10 years	9	20.9
11-15 years	12	27.9
16 and above	12	27.9
Total	43	100

Source: Researcher's Field Survey 2018

Table 4 shows that out of 43 respondents, 10 (23.3%) have taught for 0-5 years, 9 (20.9%) have taught for 6-10 years, 12 (27.9%) have 11-15 years experience and 12 (27.9%) have taught for 16 years and above. This analysis shows that the teachers of these schools are qualified in terms of years of experience in the profession.

4.2 Section B:Responses to Research Questions

Table 5: Lack of Teachers

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecided (%)	Total
Apart from my area of specialization, I am teaching one or more other subjects because there are no teachers.	16	37.2	27	62.8	-----	100
The number of classes I teach in a week is overburdened.	14	32.5	27	62.8	2 (4.7)	100
I am not able to teach my students well because of the number of classes I teach in a week.	4	9.3	39	90.7	-----	100

Source: Researcher's Field Survey 2018

Table 5 shows that out of 43 respondents, 16 (37.2%) agreed that they teach subjects different from their area of specialization, while 27 (62.8%) disagreed. 14 (32.5%) agreed that the number of classes they teach is overburdened, 27 (62.8%) disagreed, while 2 (4.7%) didnot decide. Also, 4 (9.3%) agreed that they are not able to teach their students well because of the number of classes they teach in a week, while 39 (90.7%) disagreed. As analyzed and interpreted above, the responses to the items revealed that there are enough teachers in public senior secondary schools of Egor LGA and that lack of teachers is not responsible for the poor quality of education.

Table 6: Teaching Method

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecided (%)	Total
Teaching methods can influence the level of interest and performance of my students.	42	97.7	1	2.3	-----	100
I use one type of teaching method to teach all my topics.	2	4.7	40	93	1 (2.3)	100
I sometimes use discussion method, simulative and gaming method, questioning method, demonstration method, guided discovery method, and field trips when teaching my subject area.	40	93	3	7	-----	100

Source: Researcher's Field Survey 2018

Table 6 shows that out of 43 respondents, 42 (97.7%) agreed that teaching methods can influence students'interest and performance, while 1 (2.3%) disagreed. In item 5, 2 teachers (4.7%) agreed that they use one type of teaching method to teach, 40 (93%) disagreed, and 1(2.3%) didnot decide. Also, in item 6, 40 (93%)

teachers agreed to use various teaching methods, while 3 (7%) disagreed. Therefore, the response to the items is interpreted to mean that the teachers employ qualitative teaching methods. This means that the methods employed by teachers are not responsible for the poor quality of public senior secondary school education in Egor LGA of Edo state.

Table 7: Inadequate Use of Instructional Materials

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecided (%)	Total
Instructional materials such as tape recorders, television sets, objects, computers, projectors, video players, charts, etc., are available in the school I teach.	3	7	40	93	-----	100
All the whiteboards/chalkboards in the classrooms are standard, and enough dusters, chalks, and markers are available for teaching.	18	41.9	25	58.1	-----	100
I always use instructional materials such as tape recorders, television sets, objects, computers, projectors, video players, charts, etc., to teach all of my lessons.	4	9.3	39	90.7	-----	100

Source: Researcher's Field Survey 2018

Table 7 shows that out of 43 respondents or teachers, 3 (7%) agreed that instructional materials are available in their schools, while 40 (93%) disagreed. Item 8 on the table shows that 18 teachers (41.9%) agreed that standard whiteboards and enough dusters, chalks, and markers are available for teaching, while 25 (58.1%) disagreed. Also, item 9 shows that four teachers (9.3%) agreed that they use the instructional materials, while 39 (90.7%) of them disagreed. The responses to the items as interpreted above mean there is inadequate use of instructional materials in public senior secondary schools of Egor LGA. It is, therefore, responsible for the poor quality of education in the area.

Table 8: Unavailability of Teaching and Learning Facilities

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecided (%)	Total
There are sports facilities like table tennis court, volleyball court, basketball court, javelin, football posts and nets, discuss etc., in the school I teach.	3	7	40	93	-----	100
Every class in the school I teach has good windows, fans, bulbs, chairs and desks.	5	11.6	38	88.4	-----	100
There are well equipped computer, home economics, science, and language laboratories in the school I teach.	3	7	40	93	-----	100

Source: Researcher's Field Survey 2018

Table 8 shows that out of 43 respondents, 3 (7 %) of them agreed that there are sports facilities in the schools they teach, while 40 (93%) disagreed. In item 11, 5 (11.6%) of the respondents agreed that there are good windows, fans, etc., in the school they teach, while 38 (88.4%) disagreed. Also, 3 (7%) of the respondents agreed that there are well equipped laboratories in the school they teach, while 40 (93%) disagreed. The analysis in the table above shows that teaching and learning facilities are unavailable in public senior secondary schools of Egor LGA of Edo state. As such, it is responsible for the poor quality of secondary school education in Egor Local Government Area.

Table 9: Socioeconomic Background of Students

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecided (%)	Total
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The students I teach are from the upper class of the society.	2	4.7	41	95.3	-----	100
The students I teach are from the middle or lower class of the society.	39	90.7	3	7	1 (2.3)	100
The students I teach can afford to have their complete textbooks, workbooks, calculators, mathematical sets, and other learning materials.	0	0	42	97.7	1 (2.3)	100

Source: Researcher's Field Survey 2018

Table 9 shows that out of 43 respondents, 2 (4.7%) agreed that the students they teach are from the upper class of society, while 41 (95.3%) disagreed. In item 14, 39 (90.7%) of the respondents agreed that the students they teach are from the middle or lower class of society, 3 (7%) disagreed, while 1 (2.3%) did not decide. Then, in item 15, none of the respondents agreed that the students they teach could afford learning materials; 42 (97.7%) disagreed, while 1 (2.3%) did not decide. The analysis presented in the table above indicates that most students are from the lower and middle classes of society and cannot afford to buy all the recommended materials for their children. This result shows that students' socioeconomic background is responsible for the poor quality of public senior secondary school Education in Egor Local Government Area of Edo State.

Table 10: Inadequate Funding by the Government

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecided (%)	Total
The classrooms and staff rooms in the school I teach are conducive, well equipped, and recently renovated.	4	9.3	39	90.7	-----	100
There are cleaners who always clean up the school environment.	1	2.3	42	97.7	-----	100
There is a well-equipped library in the school I teach.	2	4.7	41	95.3	-----	100

Source: Researcher's Field Survey 2018

Table 10 shows that out of 43 respondents, 4 (9.3%) agreed that classrooms and staff rooms in the school they teach are conducive and renovated while 39 (90.7%) disagreed. In item 17, 1 (2.3%) respondent agreed that there are cleaners who always clean up the school environment, while 42 (97.7%) disagreed. Also, in item 18, 2 (4.7%) respondents agreed that there is a well-equipped library in the school they teach, while 41 (95.3%) of them disagreed. The analyses above indicate that all the essential facilities and services needed are unavailable because of lack of funds; inadequate funds is one factor responsible for the poor quality of public senior secondary school Education in Egor Local Government Area.

Table 11. Student/Staff Ratio

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecided (%)	Total
I teach more than 50 students in a class.	38	88.4	5	11.6	-----	100
I am not able to give and mark classwork regularly because of the number of students I am made to teach.	27	62.8	16	37.2	-----	100
I know the names and parents of all the students I teach.	0	0	43	100	-----	100

Source: Researcher's Field Survey 2018

Item 19 on table 11 shows that out of 43 respondents, 38 (88.4%) of them in item 19, agreed that they teach more than 50 students in a class, while 5 (11.6%) of them disagreed. In item 20, 27 respondents (62.8%) agreed that they were not able to give and mark classwork regularly because of the number of students they were made to teach, while 16 (37.2%) of them disagreed. In item 21, none agreed that they know the names of all the students they teach. This analysis, therefore, means that the number of students to a teacher or staff is extremely high, which shows that student/staff ratio is one of the factors responsible for the poor quality of public senior secondary school Education in Egor Local Government Area.

Table 12. Lack of Motivation of Teachers

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecide d (%)	Total
I am always paid my salary at the end of every month without delay.	27	62.8	16	37.2	-----	100
I receive annual bonus like Christmas gifts, festive allowance, etc. for my rendered teaching service.	5	11.6	36	83.7	2 (4.7)	100
If my monthly salary and allowance increases my teaching will be improved.	27	62.8	12	27.9	4 (9.3)	100

Source: Researcher's Field Survey 2018

The analysis of item 22 in Table 12 shows that out of 43 respondents, 27 (62.8%) agreed that they are always paid their salary at the end of every month without delay while 16 (37.2%) disagreed. In item 23, 5 (11.6%) agreed that they receive an annual bonus in appreciation of the service they render, 36 (83.7%) of them disagreed, while 2 (4.7%) did not respond. Also, 27 (62.8%) of the respondents agreed that their teaching would be improved if their monthly salary and allowance increased, 12 (27.9%) of them disagreed, and 4 (9.3%) disagreed. The result above shows that teachers in public senior secondary schools in Egor LGA lack motivation from the government and the school authorities. As a result, their commitment to the teaching activity is reduced, declining the quality of education.

Table 13: The Attitude of Students towards Learning

ITEM	No. of YES	% of YES	No. of NO	% of NO	Undecide d (%)	Total
The students I teach always copy their notes in class and do class work.	23	53.48	18	41.8 6	2 (4.7)	100
The students I teach always do their assignments.	11	25.6	30	69.8	2 (4.7)	100
Students come early to school before assembly regularly.	16	37.2	25	58.1	2 (4.7)	100

Source: Researcher's Field Survey 2018

The analysis of item 25 in Table 13 shows that out of 43 respondents, 23 (53.48%) of them agreed that the students they teach always copy their notes and do class work in class, 18 (41.86%) of them disagreed, while 2 (4.7%) did not decide. In item 26, 11 (25.6%) of the respondents agreed that the students they teach always do their assignments, 30 (69.8%) of them disagreed, and 2 (4.7%) did not decide. Also, in item 27, 16 (37.2%) of the respondents agreed that students come early to school before assembly regularly, 25 (58.1%) of them disagreed, and 2 (4.7%) did not decide. The analysis of the above shows that students have a negative attitude towards learning. As such, students' attitudes towards learning stand out as one factor responsible for the poor quality of public secondary education in Egor Local Government Area.

5. Discussion

Although the National Policy on Education asserts that no system of education can rise above the quality of its teachers (Ikpuru, 2018; National Policy on Education, 2004), the qualification of teachers in the scope of the study is not responsible for the research for the poor quality of public senior secondary school Education in Egor Local Government Area. This research investigated whether the lack of teachers was responsible for the poor quality of education in public senior secondary schools of Egor LGA of Edo state. The result shows that the schools randomly selected did not lack teachers, yet the quality of education is still poor. However, it should be noted that the cause of this result may be due to experimental error or dishonesty of the respondents. In the same vein, the researcher investigated if the teaching methods employed by teachers at the sample schools were responsible for the poor quality of education in public senior secondary schools of Egor LGA of Edo state. The result showed that 93% agreed that they use various teaching methods in teaching. So, the result means that the teaching methods employed by teachers are not responsible for the poor quality of education in public senior secondary schools in Egor LGA. Also, the results showed that 90.7% of the respondents disagreed that they use different effective instructional materials, while 9.3% agreed. This means there is inadequate use of instructional materials, which, according to research, was supposed to make the teachers' job easier, faster, and more effective (Puspitarini & Hanif, 2019; Eya, 2006).

Furthermore, the result showed that 93% of the respondents agreed that no teaching and learning facilities exist in their schools, while 7% disagreed. This means that the poor quality of education in public senior secondary schools of Egor Local Government Area of Edo state arises from the unavailability of teaching

and learning facilities. In addition, the results revealed that most students are from the lower and middle classes of society. 97.7% of the respondents stated that students cannot afford textbooks, workbooks, and other learning materials. Poor parental care and grossly deprivation of a child's social and economic needs usually lead to poor academic performance (Ikpuru, 2023; Shittu, 2004). Therefore, the poor quality of education in public senior secondary schools in Egor LGA is still due to the student's socioeconomic background.

Another purpose of the study was to find out if inadequate funding by the government contributes to the problem of poor quality of public senior secondary school Education in Egor Local Government Area. The information gathered showed that there are no provisions for cleaners in the schools because of inadequate funding or subventions, and there aren't equipped libraries. This means that the quality of education in Egor Local Government Area of Edo state is poor because of a lack of funds.

The researcher's field survey also indicated that 88.4% agreed to the fact that the staff/student ratio of 1:50 is not operational in the school they teach, 62.8% agreed that they are unable to give or mark assignments because of the number of students they are made to teach, and 100% noted that they do not know the names of all the students they teach. This is because of the poor student/staff ratio. Therefore, there would be poor teaching and learning processes because the poor student/staff ratio has led to poor classroom management, increasing noise making while classes are on, and hatred for learning.

Overall, the factors identified in this study indicate a multifaceted problem affecting the quality of education in Egor. Addressing these issues requires concerted efforts from government agencies, community organizations, and other stakeholders. Potential strategies could include infrastructural development, teacher training programs, curriculum reforms, and socioeconomic interventions to uplift the community.

Conclusion

The research explored the factors responsible for the poor quality of public senior secondary school education in Egor Local Government Area of Edo State. Given the findings, it was concluded that the poor quality of education, which characterized the senior secondary education in Egor Local Government, was engendered by numerous factors, some of which include inadequate use of instructional materials, unavailability of teaching and learning materials, parents' socioeconomic background, inadequate funding of education by the government, poor students'/staff ratio, lack of teachers' motivation and poor students' attitudes to learning.

Based on the findings of this study, the researcher recommended that the government should make subventions available so that instructional materials and school facilities, which would enhance the teaching and learning process, would be procured. Teachers should endeavor to improvise instructional materials when the desirable materials are not readily available. Parents should prioritize educating their children/wards because it is a potent instrument for social and intellectual emancipation and a tool for national development. Schools should be allowed to find alternative sources of revenue to complement paltry and occasional grants given by the government. Academic and non-academic should be employed to reduce the laboring of existing workers. Teachers should be intrinsically motivated by being passionate about their job. The government should extrinsically motivate teachers through allowances and proper remuneration. Students should value education and strive to do their best by displaying the right attitude. Political leaders should invest more in the educational sector so that the objectives of the national policy on education can be achieved.

Overall, the poor quality of public senior secondary school education in Egor Local Government Area is influenced by a complex interplay of socioeconomic factors, infrastructural deficits, teacher quality, and policy challenges. Addressing these issues demands a holistic approach that encompasses educational reforms and broader socioeconomic development initiatives. Adopting a multi-pronged strategy may enhance the quality of education in the region, fostering a brighter future for the students in Egor LGA.

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