STANDARD OF EDUCATION IN KADUNA STATE SECONDARY SCHOOLS VERSUS EDUCATION ADMINISTRATION OF SCHOOLS IN NIGERIA

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Abstract

Formal Education has been accepted as instrument of stability, and social change. The goal of any education is to mould the individual so that he becomes useful to himself and the community at large. To this end, the type of instruction received by the individual is very important to the achievement of these goals. Educational administration is therefore the process that is concerned with using methods, principles and practice to establish, develop and execute this goal in educational instructions. This paper examines whether the standard of education is falling or not and has discovered that though the performances have been consistently poor over the years, there were no apparent patterns to indicate a fallen standard in secondary education in Kaduna state.

Introduction

The use of education as an instrument par excellence for effecting national stability, growth and development is familiar phenomenon in many countries and especially Nigeria.

Every society desires evaluative and functional education. And many nations have placed faith in education on the strength of the assumption that it changes an individual for better and make him an effective functional member of that society. Therefore, as far as 1900, education had been regarded as a great investment by the State to make a living (Briggs, 1930). Osokoya (1994) commemorate this statement when he alluded to education as promoting national unity, removing social inequalities, providing individual happiness, training for vocational competence, producing both middle and high level manpower for economic development, public morality, self-realization and civilized behaviour.

Education is defined by Fafunwa (1974) as the aggregate of all processes by which a child develops the ability, which are positive values to the society in which he lives. Through education the culture is transmitted in terms of continuity and growth for imparting knowledge into young ones to ensure social control and guarantee self-direction.

The totality of human development is therefore brought about by education. This development encompasses the cognitive, psychomotor and affective domains of knowledge (Igunnu, 1999).

It is in this light that the federal government devotes large sums of financial resource into education every year by allocating a lion share to it from the annual budgetary allocation. In doing this, the country has a well-laid out objectives which education must achieve and this is spelt out in the National Policy on Education. The five main national objectives (NPE, 1998) are the building of:

1. A free and democratic society.
2. A just and egalitarian society.
3. A united, strong and self-reliant nation.
4. A great and dynamic economy.
5. A land of bright and full opportunities for all citizens.

In consequence, the quality of instruction at all levels has to be oriented towards the following values:

(i) Respect for the worth and quality of the individual.
(ii) Faith in man's ability to make national decision.
(iii) Moral and spiritual values in interpersonal and human relations.
(iv) Shared responsibility for the common goal of the society.
(v) Respect for the dignity of labour and,
(vi) Promotion of the emotional, physical and psychological heals of all children.

The Objectives of Educational Administration.

The National Policy on Education gave the objectives of educational administration, planning and supervision as:

1. To ensure adequate and effective planning for all educational services.
2. To provide efficient administrative and management and movement of the system.
3. To ensure quality control through regular inspection and conscious supervision of instructional and other educational services.
4. To provide adequate and balanced financial support for all educational services.
5. To accomplish these objectives government has established a Federal Inspectorate Service; and Education of Planning section in the Federal Ministry of Education.

Nwakwo, (1981) spell out 5 broad functions of educational administration in Nigeria. Such functions are:

- Programme Planning and Implementation.
- Provision and Maintenance of Funds and Facilities.
- Obtaining and Development of Personnel.
- Curriculum Development and Programme of Instruction.
- Student Personnel Services and,
- Maintenance of effective interrelationships with the community and external agencies.

Therefore, the essence of educational administration is to make sure that all that are needed for effective teaching-learning processes are continually provided and that the totality of a child developed through constant monitoring evaluation. In doing this every aspect of schooling will be standardized and qualitative.

There is an outcry over the years that the standard of education is falling at an alarming rate. A standard is defined by the Oxford Advanced Learners Dictionary (1980), as the degree of excellence required for a particular purpose. It constitutes the zone of acceptability of any process/product or programme based on a given criteria. Flanggen (1951:698) defined standard as desirable or desired level of attainment preferably expressed in terms of outcomes of instructions. Ajimoko (1976) expressed the view as that high or low standard of education associated with most pupils from a particular school. Onimisi (2003) quoting Coombs (1985) described standard (equality) of education as dealing with the issue of relevance, validity, functionalism and efficiency of an education system in the achievement of national goals and expression at a particular point in time of the minimum acceptable quality. A careful examination of these varied views about standard would undoubtedly reveal certain salient points namely:

1. That while some educationists view standard basically from an instructional outcome perspective, others viewed it from an ultimately achievable goals perspective.

2. That the issue of standard is based on the assumption that certain identifiable goals have to be achieved and standard on this case specifies the level of excellence in performance required to attain its goal. That standard must be related to the socio-economic political and philosophical environment in which it is formulated and implemented.

3. That standard is multidimensional. The Nigerian education system has been criticized for operating without its own standard, but with a borrowed standard from its own domineering colonial master. A school system is adjudged effective and of acceptable standard only to the extent that it meets the expectations, needs and aspirations of the people it is purporting to serve. The Nigerian educational system attempts to maintain standards or quality through the process of supervision and instruction. These processes are consciously planned and directed at resources.
Is the standard actually fallen?

There are quite a number of observers who feel that the standard of education is falling even in the absence of any scientific evidence to support such claims. This perception was confirmed in an interview with New Watch of January 8, 1998 where the then minister of education Professor Jibril Aminu was quoted to have said that there was no scientific but only circumstantial evidence that the standard of education has fallen. Evidence however about

and in the literature showing an overall poor academic performance in science related subjects to pupil examination among Nigeria youths. Osfolahan (1986) in a review of a year's (1980-1985) students' result in West Africa School Certificate Examination (WASCE) in science subjects (Agriculture, Biology, Chemistry and Physics) observed a high rate of poor performance. In a recent survey to find the position of students' performance, Aremu (1997) reviewed a three-year (1989-1991) WASCE result complied by the West African Examination Council (WAEC). The results of the table reveals that the failure rates high and alarming. For instance, in 1990 less than 5 percent of the total number of 49,065 candidates who sat for Chemistry obtained between the grade level of distinction 1 (A1) and credit 6. There is an observation of high failure rates in schools subject as exemplified by the mentioned reports reveals the aims of secondary education on the hand and the board national objectives on the other.
Table I: Relative Performance Examination 1998-1991 of Candidates in Science Subject at the Senior School Certificate

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>Total No. of Candidates that Sat</th>
<th>Grades 1-6(%)</th>
<th>Grade 7-8(%)</th>
<th>Fail 9(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agric. Sc.</td>
<td>1989-90</td>
<td>63,699</td>
<td>12,751 (20.9%)</td>
<td>25,790 (40.5%).</td>
<td>25,149(39.5%).</td>
</tr>
<tr>
<td></td>
<td>1990</td>
<td>92,775</td>
<td>24,716(26.64%)</td>
<td>35,703 (38.56%).</td>
<td>32,276 (34.78%).</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>220,221</td>
<td>48,174 (21.87%)</td>
<td>72,218 (33.30%)</td>
<td>98,705 (48.02%)</td>
</tr>
<tr>
<td>Biology</td>
<td>1989</td>
<td>87,710</td>
<td>10,379 (11.8%)</td>
<td>19,552 (22.3%)</td>
<td>57,779 (65.9%)</td>
</tr>
<tr>
<td></td>
<td>1990</td>
<td>105,107</td>
<td>18,550 (17.54%)</td>
<td>35,703 (38.56%)</td>
<td>53,723 (51.11%)</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>285,690</td>
<td>72,938 (25.54%)</td>
<td>82,270 (28.79%)</td>
<td>130,442 (45.65%)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1989</td>
<td>35,705</td>
<td>3,862 (10.5%)</td>
<td>9,522 (26.7%)</td>
<td>2,232 (62.5%)</td>
</tr>
<tr>
<td></td>
<td>1990</td>
<td>49,065</td>
<td>2,276 (4.63%)</td>
<td>13,812 (28.9%)</td>
<td>35,628 (72.61%)</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>116,526</td>
<td>12,117 (10.39%)</td>
<td>23,585 (20.24%)</td>
<td>80,824 (69.36%)</td>
</tr>
<tr>
<td>Maths</td>
<td>1989</td>
<td>28,524</td>
<td>2,710 (9.5%)</td>
<td>7,688 (26.9%)</td>
<td>18,126 (63.0%)</td>
</tr>
<tr>
<td></td>
<td>1990</td>
<td>42,890</td>
<td>9,193 (21.43%)</td>
<td>13,768 (32.10%)</td>
<td>19,929 (46.46%)</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>96,742</td>
<td>17,037 (37.61%)</td>
<td>28,601 (29.56%)</td>
<td>51,104 (52.82%)</td>
</tr>
</tbody>
</table>

Source: WAEC Office Minna.

Table 1 does not show a steady decline in students' achievement in the various science subjects. It was only in Biology that a steady decline was noticed over the years.

Table 2: Categories of Students SSCE Results 1992-2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>5+E+M</th>
<th>5+E-M</th>
<th>5-M</th>
<th>5 Credit and Above Irrespective of Subjects</th>
<th>% Pass with Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>32,552</td>
<td>49</td>
<td>38</td>
<td>96</td>
<td>240</td>
<td>423</td>
</tr>
<tr>
<td>1993</td>
<td>17,803</td>
<td>163</td>
<td>163</td>
<td>114</td>
<td>133</td>
<td>550</td>
</tr>
<tr>
<td>1994</td>
<td>17,075</td>
<td>39</td>
<td>54</td>
<td>61</td>
<td>144</td>
<td>298</td>
</tr>
<tr>
<td>1995</td>
<td>17,625</td>
<td>144</td>
<td>61</td>
<td>72</td>
<td>138</td>
<td>415</td>
</tr>
<tr>
<td>1996</td>
<td>19,258</td>
<td>85</td>
<td>97</td>
<td>166</td>
<td>456</td>
<td>804</td>
</tr>
<tr>
<td>1997</td>
<td>20,601</td>
<td>150</td>
<td>202</td>
<td>195</td>
<td>400</td>
<td>947</td>
</tr>
<tr>
<td>1998</td>
<td>19,472</td>
<td>584</td>
<td>237</td>
<td>386</td>
<td>200</td>
<td>1407</td>
</tr>
</tbody>
</table>

Source: Education Resource Centre: Kaduna.

Key
5 - 5 Credit
E - English
M - Mathematics
5 + E + M (At least five credits including English and Maths)
5 + E - M (At least five credits including English but without credit in Maths)
5 + M - E (At least five credits including Maths but without credit in English)
5 - E - M (At least five credits but without in both English and Maths)

Looking at Table 2, four categories of students SSCE results from 1992-2001 were tabulated. The first category was students with admissible results that is 5 credits and above. The other categories of students were
those that could be admitted into science-based course only. This is because this group of students has at least 5 credits including Maths but with no credit in English.

The fourth groups are those set of students who passed with at least 5 credits except in English and Mathematics. These are students who needed remediation.

The admissible group, i.e. students that have 5 credits and above including English and Mathematics do not follow a particular pattern.

Looking at the table, the first category of students that is 5 + E + M and above are the students considered to have fully passed without remediation. Looking at the trend of passes in this group from 1992 to 2001. The standard of education cannot be described as having fallen.

### Table 3: Trend in Performance from 1992-2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>5 + E + M</th>
<th>% Trend</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>12,552</td>
<td>49</td>
<td>0.39</td>
<td>Indeterminate</td>
</tr>
<tr>
<td>1993</td>
<td>20,501</td>
<td>60</td>
<td>0.29</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>13,389</td>
<td>48</td>
<td>0.36</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>17,803</td>
<td>163</td>
<td>0.92</td>
<td>Down Trend</td>
</tr>
<tr>
<td>1996</td>
<td>17,625</td>
<td>144</td>
<td>0.82</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>17,075</td>
<td>39</td>
<td>0.23</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>19,258</td>
<td>85</td>
<td>0.44</td>
<td>Systematic recovery with appreciable improvement</td>
</tr>
<tr>
<td>1999</td>
<td>&gt; 21,496</td>
<td>111</td>
<td>0.52</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>20,601</td>
<td>150</td>
<td>0.73</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>19,472</td>
<td>584</td>
<td>3.00</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows the trend of the performance is SSCE results from 1992 to 2001. It has shown that from 1992 to 1994 the trend was indeterminate and from 1995 to 1997 it was a downward trend whereby the standard can be said to have fallen but from 1997 to 2001 there was a systematic recovery with appreciable improvement.

Table 3 is not too different from Table 1 where both row 7 and 8 showed similar results. Row 7 showed the number of candidates who passed with at least 5 credits irrespective of the subjects. The trend for 1992-1994 was indeterminate as shown on Table 1 with 423, 503, 373 respectively and downward trends from 1995-1997 with 505, 415 and 298 respectively but the fall was not beyond the 3 years. There was a systematic recovery from 1999-2001 and significant improvement in the SSCE results. Variables that affect the standard of education.

There are many forces that affect the standard of education, which the administrator should be aware of in order to tackle them. The various factors that have been alluded by Abimbola (1977) and Aremu (1991) as militating against students' performance, teaching-learning process and educational administration are some of these forces which can be divided broadly into

1. Parental forces
2. School forces
3. Government forces
4. Student forces
5. Societal forces

**Parental Forces**

Many parents don't tram their children in the act of hard work and when their children fail they find ways of procuring WACP results for them to go to the university or other tertiary institutions. The students pushed along doing the same thing parents do by buying over their teachers for marks. They often employ other brilliant students to write for them so that when they actually graduate, their outputs are usually substandard falling short of expectation.

**Schools' Forces**

Inability to remove environmental problems from children right from primary school in public schools often affects many children in such a way that they find it difficult to do well in
English language which is the language of instruction. This lack of mastery in English has profound implication in understanding other subjects. The learning then becomes a struggling exercise. This later in life affects the student productivity in the labour market.

The school has been bedeviled by over population, which reduces the attention that would have been given to each student and effective teaching/learning process. There are also inadequate facilities, chemical, instructional materials and spaces.

Also in some tertiary institutions strike has become the order of the day with the semester period being shortened so that graduates of these institutions become half-baked to the extent that graduates of Nigerian universities can no longer get admission for higher degree directly abroad without having to go through vigorous examination.

**Governmental Forces**

Over-emphasis on certificate for employment has continually put excessive pressure on the youth in this country. The attitude of the government has not however been positive as most public/government institutions are not properly funded and facilitated, books and other instructional materials are always in short supply. This attitude has killed the morale of lecturers and discourages research and exploration to the extent that teachings are done more theoretically. Also, there are other corrupt practices and mismanagement at every level of educational enterprise. All these issues water down the quality of education.

At primary school level because of Universal Basic Education Scheme (UBE), teachers are produced through crash programs. Those ones that are produced know very little about the subject matters; principles of education and teaching themselves. The resultant effect is that the foundation becomes weakened which would eventually affect the output of the graduate who cannot express themselves in good clear English.

**Student Factors**

Some of the students get entangled in one form of vices or the other. Some of them have joined bad gangs, turning themselves into armed robbers, other to the occult, yet others to hard drugs and others to some forms of immoral acts.

**Conclusion**

Education plays a vital role in equipping the individual with skills and knowledge needed to transform the economy. In this regard the quality of instruction given to the child in primary, secondary and tertiary institution is very critical to the development of the nation's economy. The poor performance of a child will affect that brighter tomorrow and will undermine the attainment of this goal. Most times the society tends to shift the blame of the poor performance and decline of education on the teachers mainly. The leaders, policy makers and grownups in this country should realize that when a culture becomes lightly disorganized, the people sense of security, moral and purpose of life becomes damaged. Reflecting back to the era of traditional education system, there were peace and tranquility in the educational scene. The present educational system is characterized with violence and requires urgent attention so as not to collapse totally. A new commitment to attaining of excellence in education cannot be over emphasized. This paper subscribes to the fact that standard of education in Nigeria would rise to a maximum when the necessary machineries are put in place and also when we agree that education is the business of all.

**Recommendations**

Based on the foregoing discussion the following recommendations are necessary:

1. Special attention should be given to primary, secondary and tertiary education in order to provide a conducive instructional environment.
2. Students should be encouraged to be more goal oriented in their pursuit of education.
3. Teachers should be innovative in the fact of insufficient infra structural facilities so as to make the school more interesting and challenging for both the weak, average and brilliant students.
4. Communities should be more concerned about the type of education offered to their citizens, and parents should endeavor to show more interest in their children's movement, the companies they keep the progress they are making in their studies.
5. Class work and examination results should not be made the only yardstick for measuring performances.

References


