

**Major Causes of Declining Quality of Education in  
Nigeria from Administrative Perspective:  
A Case Study of Dekina Local Government Area**

**LES CAUSES PRINCIPALES DE LA DÉGRADATION DE LA  
QUALITÉ DE L'ÉDUCATION AU NIGERIA À PARTIR  
D'UNE PERSPECTIVE ADMINISTRATIVE:**

**UNE ETUDE DE CAS DE LA REGION DE GOUVERNEMENT LOCAL DE  
DEKINA**

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**Abstract:** This paper points out the fact that the problem of declining quality of education is mainly an administrative one. Administrative concepts of educational inspection and supervision used in the analysis of the major causes of declining quality of education in Nigeria: A Case study of Dekina Local Government Area clearly reveals this fact. Just as it is within the domain of the sector of educational inspection and school supervision to establish and maintain quality education in the country, so is it also that adequate educational inspection and school supervision will produce high quality education, while lack of it will produce declining quality education. In this case study, the assumed lack of adequate school inspection and supervision had its variable factors that directly or indirectly make for declining quality of education. These identified variables in the form of : lack of qualified teachers, students'/pupils' attitude to study, library facilities, parental responsibilities, misplaced government priorities and corruption or lack of integrity among some educational stakeholders were x-rayed in both primary and secondary schools in Dekina Local Government Area. With the analysis of the primary data collected, the learners were able to confirm the existence to a high degree of the aforementioned variable factors that make for declining quality of education. The result of the research enabled the learners to provide the conclusions, recommendations and suggestions advanced for further studies.

**Keywords:** Nigeria; Administration; Courses; Education; Inspection; Supervision

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**Résumé:** Cette étude montre le fait que le problème de la dégradation de la qualité de l'éducation est essentiellement d'ordre administratif. Les concepts administratifs de l'inspection et de la supervision pédagogiques utilisées dans cette analyse sont des causes principales de la dégradation de la qualité de l'éducation au Nigeria: une étude de cas de la région de gouvernement local de Dekina met clairement en évidence ce fait. Comme il est dans le domaine du secteur de l'inspection pédagogique et de supervision scolaire pour établir et maintenir un enseignement de qualité dans le pays, ainsi l'inspection pédagogique et supervision scolaire adéquates produiront un enseignement de qualité, tandis que le manque de celles-ci produira une dégradation de la qualité de l'éducation. Dans cette étude de cas, le manque supposé de l'inspection et de supervision scolaire adéquates avait ses facteurs variables qui, directement ou indirectement, provoque une dégradation de la qualité de l'éducation. Ces variables identifiées dans la forme de: manque d'enseignants qualifiés, attitude des étudiants / des élèves vis-à-vis de l'étude, installations dans les bibliothèques, responsabilités parentales, priorités gouvernementales déplacées et corruption ou manque d'intégrité chez certains acteurs de l'éducation ont été examinées de près dans les écoles primaires et secondaires dans la région de gouvernement local de Dekina. Avec l'analyse des données primaires collectées, les apprenants ont été capable de confirmer l'existence d'un degré élevé de facteurs variables ci-dessus qui font la dégradation de la qualité de l'éducation. Le résultat de la recherche a permis aux apprenants de présenter des conclusions, des recommandations et des suggestions formulées pour poursuivre leurs études.

**Mots-Clés:** Nigeria; administration; cours; éducation; inspection; supervision

## INTRODUCTION

The Nigerian school system is increasingly challenged with many complex problems. There is a general outcry that the standards of education are falling and morals flagging. Some blame pupils for this apparent decline in quality of education and moral values. A thoughtful few think 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 their predecessors. 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. This research project intends not to put the blame on the educational policy or on the system. The research does not even think that the children, the parents, the teachers and the poor educational facilities are responsible for the declining of the quality of education in the country. What the research is saying is that the whole blame is on the lack of adequate educational inspection and supervision in our educational system especially at the Primary/Secondary school levels. Besides the educational inspection and supervision factors, the research sees corruption or lack of integrity on the part of some education stake holders as another major factor responsible for the declining quality of education in the country. Two facts concerning education in the country are very evident. These facts are: Only very few are aware of the value/importance of education in the nation's development and only very few are aware of the real magnitude of the declining nature of the quality of education in the country with special reference to selected schools in Dekina Local Government Area. Education is the bedrock of any nation's development. It gives men the tool to navigate their way through the world. What joy parents experience to see their children acquire qualitative education. It is appalling to discover nowadays that quality of Education today most especially in Okura District of Dekina Local Government Area of Kogi State, the case study of this research work is low. The quality of Education from the primary up to the tertiary levels 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. There is no doubt that the quality of our education has evidently fallen generally. Dekina Local Government Area is one of the twenty-one Local Government Areas of Kogi State. It is located in the Eastern Senatorial District with headquarters at Dekina. It is made up of three (3) administrative districts, Dekina, Biraidu and Okura Districts respectively. The Local Government borders Bassa to the West, Omala to the North, Ankpa to the East and Ofu to the South. Presently, the Local Government has 229 primary schools, 29 secondary schools and a tertiary institution. It has Anyigba as the main market and commercial town. The Local Government has other non-tribes which carry business activities in every nook and cranny of the Local Government Area. According to the 2006 population census, the Local Government is estimated to have a population of 450,000.00.

It will not be an overstatement to say that if there is any issue which borders, burdens and is most often debated among educational stake holders and generality of Nigerians today, it is the issue of declining quality of education. African News, V.O.A of 15<sup>th</sup> 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. The problem of declining quality of education can be attributed to

**Lack of Adequate Educational Inspection and Supervision:** These are two joint major factors. The outcome of lack of adequate inspection and supervision are for example as a result of the following factors which contribute to the declining quality of Education:

Lack of qualified teachers, instructional materials, library facilities, pupils' attitude towards learning, adequate remuneration to teachers, parental responsibility, misplaced priority and corruption or lack of integrity among some educational stake holders. The research questions that the outcome of lack of adequate educational inspection and supervision pose will therefore be as follows: To what extent has lack of qualified teachers contributed to the declining quality of education?, Has lack of instructional materials contributed to declining quality of education?, To what extent has lack of library facilities affected the quality of education?, To what extent has poor remuneration contributed to the declining quality of education?, Does pupils' attitude towards learning contribute to the declining of the quality of education?, Does lack of parental responsibility contribute to the declining quality of education?, To what extent does misplaced priority by government contribute to the declining quality of education?, and To what extent does corruption or lack of integrity contribute to the declining quality of education?.

The purpose of this research work is to investigate the quality of education in some selected schools in Dekina Local Government Area and proffer solutions. The purpose of the study also includes an investigation into how lack of adequate educational inspection and supervision are the main courses of the declining quality of education. Therefore, the purpose of the study includes the following outcome of the lack of educational inspection and supervision: To look at how lack of qualified teachers contributes to the declining quality of Education, to look at how lack of instructional materials contributes to the declining quality of education, how inadequate library facilities contributes to the declining of the quality of Education, to look at how poor remuneration for teachers contributes to the declining quality of education, to look at how pupils' attitude to learning contributes to the declining quality of education, to look at how lack of parental responsibility contributes to the declining quality of education, to look at how misplaced priority on education contributes to the declining quality of education and to look at how corruption or lack of integrity contributes to the declining of the quality of education.

The scope of the study covered only 10 (ten) selected schools found within the Dekina Local Government Area and the Okura District in particular. So, the research work is limited to Okura District in Dekina Local Government Area of Kogi State, Nigeria.

The study is meant to be beneficial to all stake-holders of our educational system as it would have been if there had been adequate educational inspection and supervision. The following however are

meant to benefit from the research: It will benefit teachers, Government, pupils and students as well as the society at large, educational planners will stand to benefit, the pupils and students will be able to learn effectively and intelligently, the government will try to prioritize education projects by funding them, teachers will improve on themselves by acquiring necessary professional skills even as good remuneration for them is being worked out, the schools will begin to excel in their examinations, the quality of education will be highly improved, corruption will be reduced and some with proven integrity will be raised higher.

The hypotheses of this study are based on the assumptions that there have been lack of adequate educational inspection and supervision exercises in the educational system. And the root effect of this lack of adequate inspection and supervision are the following:

Lack of qualified teachers, instructional materials, inadequate library facilities, inadequate remuneration, poor pupils'/students' attitude to learning, parental responsibility, issue of misplaced priority by government and corruption or lack of integrity among some educational stake holders.

The study is limited to five (5) primary schools and five (5) secondary schools. The research work covers the dimensions of inadequate educational inspection and supervision exercises whose outcome led to lack of qualified teachers, governments misplaced priorities, students'/pupils' poor attitude, inadequate library facilities, poor remuneration for teachers and lack of integrity among some educational stake holders.

## **EDUCATION SYSTEM WITH ADEQUATE EDUCATIONAL INSPECTION AND SCHOOL SUPERVISION**

### **The Concept of Education**

The concept of education is not something to give a generally accepted definition. For there are so many definitions as there are many authors who tend to define it from their own points of view. Collins concise English dictionary defines education as "the act of or process of acquiring knowledge and the theory of teaching and learning". Kaita (1969) sees it to mean "learning which is training and bringing up". According to Peters (1987), education is a process of socialization, enculturation and transmission of what is worthwhile to those who are committed to it, be the children or adult. This conception implies that those who go through it want to improve themselves. Okafor (1988) sees education as a process of acculturation through which the individual is helped to attain the development of his potentials and their maximum activation when necessary according to right reason and to achieve his perfect self fulfillment. Cremin (1971) defines it as a deliberate systematic and sustained effect to transmit, evoke or acquire knowledge, values, attitudes and skills. For Cater Good, education is the art of making available to each generation, the organized knowledge of the past. Comparing Okafor and Cremin's definitions, we would prefer that of Okafor because it is nearer our own view which sees education as a life long project. Education should be seen as starting from birth and ending at one's death.

### **The Meaning of Quality of Education**

Education is meant to deliver what it ought to deliver (dividends). Any form of Education lacking those dividends, has no quality. According to Professor L.J. Ogbadu in the forward of open secrets of academic excellence, quality education is that its product had sound education which can be defended by its graduate products.

From the foregoing, it could be rightly deduced that, when the degree of excellence in education takes down ward movement, its quality is then said to be falling.

According to an Igala adage, there is a causative reason which led to the drying of the tree branches. It then means, for every effect there is a cause, upon this premise, there are varied causes for the declining quality of education as shown below.

## **The Administrative Concepts of Inspection and School Supervision**

### **Concept of Supervision**

School personnel remain one of the most significant resources in school. Supervision of school personnel is central to the attainment of the goals and objectives of school. The National Policy on Education (NPE) has highlighted in precise terms, the objectives of educational supervision which is “to ensure quality control through regular inspection and continuous supervision of instructional and other educational services” (1981).

There are various definitions of educational supervision. There is the need to state some of them in order to bring out what educational supervision is, its nature and purposes in education. The Good’s Dictionary of education (1945) defined educational supervision as “*all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.*”

To Dodd (1968) and Ogunsanya (1985), Supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their co-operation in order for supervisors to be successful in their tasks of supervision. Other schools of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization (Ogunsaju 1983). The essence of supervision is therefore the monitoring of performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in school. Supervision is thus a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process. We should note that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery more than the pupils in the school. In other to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather than directing.

### **The Purposes of School Supervision**

The major concern of school supervision is the enhancement of the quality of instruction in schools: Harris (1963) perceived supervision as “*what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school in order to directly influence the attainment of the major instructional goals of the school. Supervision has its impact on the learner through other people and things.*”

From the above, the role of supervision will include;

- Deciding the nature and content of the curriculum.
- Selecting the school organizational patterns and materials that will enhance educational growth.
- Improvement of teacher effectiveness.
- Ensuring that teachers are performing their duties as scheduled.
- Improvement of the incompetent teachers.
- Providing a guide for staff development.
- Determining the effectiveness of the teachers’ classroom management.
- Determining the ‘tone’ of the school.
- Determining special abilities possessed by teachers and deciding who to be transferred, retained, promoted or disengaged.

The Head teacher is usually the supervisor within the school. He/She is foremost on instructional leader. However, there are many other managerial activities expected of him/her in the school. It is regrettable that many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators, and managers of personnel and finances, counsellors and disciplinarians for students, liaison with parents and school board Ministry of education, and supervisors of academic areas of the institutions.

In carrying out the role of a supervisor, the head teacher should be visible in all corners and crannies of the school and not hide away in his office all day long. In a school based supervision, according to the Inspector's Manual (2001), the head teacher should:

- Visit teachers in their classes regularly and discuss their observations with them.
- Help both new and experienced teachers with planning their schemes of work and lessons and counsel them regularly;
- Have authority, and use it with the teachers, to set school level objectives, and to determine the school's activities to achieve those objectives.
- Collect teachers' lesson plans regularly and comment on them;
- Be accessible to both teachers and students and listen to their concerns and interact informally with them;
- Trust their teachers and delegate authority to them; and
- Check regularly on the safety and welfare of teachers and students and take care of problem as they arise.

Adhering strictly to the above amount to a systematic and efficient supervision which will result in an effective school characterized by:

- i Excellent achievement by many pupils in examinations,
- ii Excellent performance in games, sports, drama, debates, music, festivals etc,
- iii Well 'behaved' pupils; and
- iv The success of past students.

### **The Concept of School Inspection**

In the Oxford Advanced Learners' Dictionary of current English, the word "Inspect" is defined as:

- (a) "Examine carefully"
- (b) "Visit officially to see that rules are obeyed, that work is done properly etc".

Beyond this definition, the main emphasis of inspection is on the improvement of learning and teaching activities in the school. It tends to critically examine and evaluate the school as a place for teaching-learning enterprise. Inspection, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system. Inspection *is always initiated by agents external to the school*. These agents, called Inspectors usually come from either the Federal or the State and the Local Government Inspectorate Services. As earlier mentioned, their focus is on monitoring, evaluating and facilitating the teaching/learning activities in schools. They also ensure that effective and appropriate teaching methods are used. Where deficiencies are observed, they often recommend the use of remedial actions. At the end of inspection visits, reports are usually written to detail identified strengths and weaknesses of the school with appropriate recommendations for improvement.

### **Reasons for Inspecting Schools**

Briefly, these are:

- (a) For the Purpose of getting Government Approval:
- (b) Inspection for Operational Improvement
- (c) Inspection of Schools for Programmes' Recognition.

(d) Inspection of School as a result of Situational Demand

### **Commonly Examined Components of the School System**

During inspection, attention is often focused on a number of the aspects of the school system to ascertain standards. These include organizational structure, achievements, relationship with the immediate community and the public, curriculum delivery, information system and the school climate amongst others. Some of these components will now be expatiated upon as follows:

(a) School Organization

This is the general arrangement of the human and material resources available in the school for the attainment of educational objectives. It is assessed during an inspection by evaluating the length of school year, length of school day, length of class periods, size of classes, student-teacher ratio, relative location of classrooms and other aspects of the school plant, enrolment in school, general school attendance etc, and the inter relationship among them.

(b) School Administration

This is the implementation and facilitation of the programmes and the management of the school resources for the achievement of the school objectives. It includes the examination of issues which are related to Ministry of Education/Teaching service Commission policies, meetings, self evaluation, financial records and reports, internal accounting, auditing of funds, student boarding and/or transportation etc, school records and reports, philosophy, methods and objectives of the school, school community relationships, supervision of school work, supervision of curricular activities etc.

(c) Personnel

Assessment of school personnel includes the examination of number, qualification and certification of teachers, types of non-academic staff available, salaries, the qualification and leadership of the school administrator, present personnel policies of the Ministry and the Teaching Service Commission, In-service training programmes, teachers' punctuality in school, regularity in classes etc.

(d) Pupils

Things to consider under the evaluation of pupils are issues related to admissions, attendance, health and sanitation, promotion, examination, progress reports, grading and reporting system to parents and other agencies, co-curricular activities, student records, discipline etc.

(e) Programmes of Studies

The focus here is the nature and quality or adequacy of the school programmes. This includes graduation requirements, curriculum and/or instruction instructional materials including text books, guidance and counselling, libraries, laboratories, teacher's teaching load, distribution of subjects, subject allocation, regularity of teaching, methods of classroom and or laboratory operations etc.

(f) Plant and Equipment

In assessing school plant and equipment the following are taken account of; site situation and location of school plant, construction of school plant, sanitation, ventilation and general hygienic conditions in the plant, equipment, lighting, administrative space, classroom space, space for co-curricular activities, maintenance services, security services etc.

(g) Other Items

In an ideal school inspection, some of the other areas that are examined include school-community relationship, community use of school plant, space for special programmes (music, art, physical education, community health centre etc) safety regulations, visitations, Parent Teachers Association, Alumni Association etc.

The above list is merely a collection of the type and nature of the issues examined in school inspection. It is by no means exhaustive. Furthermore, issues examined in school inspection may change from time to time depending on changing government policies. For instance, there was a time when inspectors went

into schools to examine Education levy receipts. Now, we also go into schools to find out the number of students who have or have not paid school fees with a view to asking principals to send them out. These are ephemeral issues and their duration is determined by the posture/comfort of the government of the day.

## METHODOLOGY

During the fieldwork, observation, random sampling and structural questionnaires were used for collecting the primary data from 100 respondents. 50 of the respondents were from 5 primary schools while the other 50 were from 5 secondary. One hundred (100) questionnaires were distributed and the response rate was 90%. The research instruments were subjected to scrutiny by research experts in order to establish the validity of the research.

## FINDINGS

The information from the questionnaires administered with reference to the causes of declining quality of education in Dekina Local Government Area are presented below.

**Table 1: Showing the Number of Teachers and their Qualifications from the Selected Primary and Secondary Schools**

School	No.	No. of teachers	M.Sc/M.Ed	%	B.Sc/B.Ed	%	N.C.E	%
Primary	5	100			5	3.0	95	53
Secondary	5	80	4	2	50	28.0	26	14
Total	10	180	4	2	55	31	121	67

SOURCE: FIELDWORK 2009

From the table above, the five selected Primary/Secondary schools have a total 180 teachers, 2% have M.Sc/M.Ed certificates, 31% have B.Sc/B.Ed degrees and finally 67% are holders of N.C.E certificates.

**Table 2: Does Lack of Qualified Teachers Cause Declining Quality of Education**

Response	No. of Respondents	Percentage (%)
Strongly Agree	75	83
Strongly Disagree	15	17
Total	90	100

SOURCE: FIELDWORK 2009

From the above table, it could be seen that, while 83% of the respondents are of the opinion that, lack of qualified teachers leads to declining quality of education, 17% of them have a contrary opinion.

**Table 3: Does Lack of Instructional Materials Contribute to the Declining Quality of Education?**

Response	No. of respondents	Percentage (%)
Strongly Agree	60	75
Strongly Disagree	30	25
Total	90	100

SOURCE: FIELDWORK 2009

The above table shows that, 75% of the respondents agree that lack of instructional materials contributes to the declining quality of education, 25% of them do not agree.



**Table 4: Does Inadequate Library Facilities cause Declining Quality of Education?**

Response	No of respondents	Percentage (%)
Strongly Agree	65	72
Strongly Disagree	25	28
Total	90	100

SOURCE: FIELDWORK 2009

From the table above, 75% of the respondents are of the opinion that, inadequate library facilities cause decline in the quality of education, 28% of them do not have that opinion.

**Table 5: Does Poor Remuneration for Teachers cause Decline in Quality of Education?**

Response	No. or respondents	Percentage (%)
Strongly Agree	85	94
Strongly Disagree	5	6
Total	90	100

SOURCE: FIELDWORK 2009

The above table clearly indicates that, while 94% of the respondents agree that, poor remuneration for teachers causes declining in education quality, only 6% do not agree.

**Table 6: Does Pupils' Poor Attitude towards Learning lead to Declining Quality of Education?**

Response	No. of respondents	Percentage (%)
Strongly Agree	55	61
Strongly Disagree	45	39
Total	90	100

SOURCE: FIELDWORK 2009

Table 6 indicates that, 61% of the respondents are of the notion that, poor pupils' attitude towards learning contributes to the declining quality of education, whereas 39% have a different notion.

**Table 7: Does Lack of Parental Responsibilities contribute to the Declining Quality of Education?**

Response	No. of respondents	Percentage (%)
Strongly Agree	80	87
Strongly Disagree	10	13
Total	90	100

SOURCE: FIELDWORK 2009

The table above shows that, 87% of the respondents agree that, lack of parental responsibility contributes to declining quality of education, 13% do not agree.

**Table 8: Does Misplaced Priority on Education by Government lead to Declining Quality of Education?**

Response	No. of respondents	Percentage (%)
Strongly Agree	75	83
Strongly Disagree	25	17
Total	90	100

SOURCE: FIELDWORK 2009

It is abundantly clear from the above table that, while 83% of the respondents are pointed along the line that misplace government priority on education contributes to declining quality in education, 17% are of contrary opinion.

**Table 9: Does Corruption or Lack of Integrity among some education Stake-holders/Workers contribute to Declining Quality of Education?**

Response	No. of respondents	Percentage (%)
Strongly Agree	88	98
Strongly Disagree	02	02
Total	90	100

SOURCE: FIELDWORK 2009

It is overwhelmingly clear that from this last table (the 9th) that while 98% of the respondents pointed out that corruption or lack of integrity among education stakeholders / workers contribute to declining quality of education, only 2% is of contrary opinion.

## DISCUSSION

From the results of the study, one has been able to find the different opinions of respondents on the factors which are the consequences of lack of adequate school inspection and supervision that cause declining quality of education in Dekina Local Government Area of Kogi State. During the course of questioning, the researcher was able to obtain information regarding the possible causes of declining quality of education which include the following: Lack of qualified teachers, lack of instructional materials, inadequate library facilities, poor remuneration of teachers, poor attitude of pupils towards learning, lack of parental responsibility, misplaced priority of education by government and corruption or lack of integrity among some educational stakeholders/workers. The above factors as the outcome of lack of adequate school inspection and supervision have contributed to declining quality of education. Therefore, let us consider what the experts say concerning what is discovered in the research:

### **The Outcome of Lack of Adequate Inspection and Supervision**

If we are sincere with ourselves, it is now an open secret that some of our schools in the educational system lack adequate inspection and supervision. This defect is more pronounced for schools especially at the rural areas of the country. Besides that, the fact that there are some corrupt members or those who have questionable integrities in the educational system cannot be denied. Now when we have a situation where there is lack of adequate school inspection and supervision together with some corrupt members in the system, the outcome effect or result is that, we will have lack of qualified teachers, lack of instructional materials, poor remuneration of teachers, poor pupils/students' attitudes towards learning, lack of parental responsibility, misplaced government priorities, and corrupt members or lack of integrity among some unscrupulous education stakeholders and workers. These factors which are the outcome of lack of adequate school inspection and supervision contribute a lot to the declining nature of the quality of education especially in some selected schools in Dekina Local Government Area.

### **Lack of Qualified Teachers**

Teachers are those who are professionally trained and equipped to guide the act of instruction. When teachers are ill-equipped and lack the quality of instruction, what they give to pupils will be sordid and the products of such teaching will equally be half-baked and of low quality. Commenting on the quality of teachers that are lacking, Adesina (1977) has this to say that, "other areas of crisis are the constantly declining quality of those we send every year to the class room to train the minds of the nations resulting in low quality of education of teachers who train minds. Equally, harping on the quality of teachers, the SUBEB chairman Stan Okala in Kogi State opined in Graphic Newspaper of 17<sup>th</sup> – 3<sup>rd</sup> December 2008, p95 that teachers inability to make curriculum activities interesting to students and skipping unfamiliar content areas in combination with ineffective interpretation of the curriculum mare student performance. According to Okon (1984), the quality of education will continue to fall among other factors due to

shortage of staff (teaching staff). Leaving no stone unturned, James Oyewole (2009) Education on a Stretcher (Opinion Column) commented that “At the primary school level of education, teachers do little or no teaching and therefore no knowledge is passed after all. What can a teacher who is bereft of knowledge teach? They only cheat their pupils by promoting them to higher classes; in the end they suffer the same sort of maltreatment in different environment.

### **Lack of Instructional Materials**

Instructional materials are those materials that aid or enhance the teaching/learning process. According to Alifa B.O (1994), instructional materials aid teaching and learning. He opined that a school needs adequate audio-visual aids such as maps, charts, television sets, radio, film, etc. for quick understanding of the pupils. Ozigi (1977) expressed the importance of equipment and stressed that pupils’ performance depends very much on school equipment.

Items of school equipment are essential aids to effective teaching and learning; they are teachers’ trade tools. Any school lacking them cannot expect to achieve its main goals, not only should equipment be of good quality, but there should be enough and available all the time for the training of students. John Dewey (1977), a pragmatic experimentalist stressed equally that, “we learn what we do” hence the need for instructional facilities in our schools to aid teaching and learning. Finally, Nwagwu (1978) and Adesina (1980) made the assertion that the education of our children depends directly on the availability of facilities and also conducive environment.

### **Lack of Library Facilities**

Library, according to Ozigi (1977), is an important department of an institution which helps to promote the growth of knowledge and centre of learning. If it is organized and used, it helps professional development. Akinpelu (1974) stressed the role of school library to both the teachers and the learners. Akinpelu (1974) maintained that, the school library is essential and indispensable to the school. The library is an integral part of the school which compensates for inherent text books and other valuable teaching materials. Still, Okon (1984) stressed that, among factors that contribute to falling quality of education is the issue of inadequate facilities.

### **Poor Remuneration for Teachers**

Remuneration refers to the rewards one receives for services rendered to an individual or organizations. Commenting on this issue, Achor (1991) stated that, “poor motivation of teachers arising from more than a generation of poor rewards despite condition of service is largely responsible for our debilitating standard of education; teacher’s rewards are never forth-coming, salaries and wages are denied. Promotion of teachers is only in the air and subjected to political horse riders.

### **Pupils’ Attitude towards Learning**

Education is a two sided coin. The first side is the teaching by teachers and the other second side is the learning side which is to be done by the pupils/students. Pupils’ attitude towards learning affects the quality of education that shows forth from them. According to Callahan J.F (1972), “A person who is emotionally upset, irritated, sluggish, restless, tired, indifferent or saddened is usually not ready to learn as he should. Most school pupils and students today have found themselves in this ugly situation as a result of which they hardly pay attention to learn in the classroom, talk more of doing home exercises and learning on their own. Indiscipline among pupils and students results in low educational quality. Okon (1984) listed inability of the pupils to understand what is being taught in the class, lack of sufficient time for reading and studying cause poor quality education. S.M.O (1984) stated that; the causes of indiscipline are planted in the home by parents, watered in the schools by teachers and harvested by the society at large”.

### **Lack of Parental Responsibility**

Parents are the custodians of children and the first instruction a child receives is from the home. It is the responsibility of parents to provide the basic needs of their wards. These basic needs are those essential needs which could be physical, emotional, biological and social interaction; the lack of which leads to misbehaviour among children. On the part of parents, Nuns (1981) noted that, in the olden days, parents devoted their time for their children studies but, recently parents have little or no time to look at their children's school work collaborating on this point, the researchers equally believe that, it is due to the pressure of work to counter the resent global economic melt down. According to Adesina and Tinuke (1981) in their cost and benefit analysis of education in Nigeria, highlighted that "increase in enrolment in our schools without matching it with other facilities are responsible for low quality education. They give the following statistics to buttress their points of ever increasingly primary school enrolment over the years.

Years	Pupils enrolment
1960	2,913
1964	2,890
1971	3,895
1973	4,747
1975-80	11million

In addition, Government for years has paid lip service to educational issues as only 0.9% of the national income is dedicated to education what therefore ensures non-payment of teacher's salaries where and when payment occurs, it is irregular and often delayed.

Opinionated along this line, Achor (1991) stated that poor motivation of teachers arising from more than a generation of poor rewards despite conditions of service is largely responsible for our debilitating quality of education. Teachers' rewards are never forth- coming, salaries and wages are denied, promotion of teachers are only in the air and subjected to political horse riders.

### **Government Misplaced Priorities**

This refers to the factors which the government of the day regards to be more important than others. For instance it would be a misplaced priority if the government thinks more of the oil sector and the salaries of politicians than education and the agricultural sectors. This is because Education is the bedrock of any nation wishing to develop and the agricultural sector will be needed to feed the nation. Even within the Educational sector, governments have in the past placed more emphasis on the possession of certificates especially grammar school certificates at the neglect of the technical and commercial school certificates. This is another misplaced priority. More misplaced priorities could include: the approval to import toothpick, the importation of many introductory technology equipment to our schools when there were not enough trained or qualified Nigerians to handle them. The imitation of Britain our colonial masters when the stage of our economic development is not the same with theirs is wrong. Priority should be given to developing our own educational concepts, and technology. Another area of government misplaced priority is in the area of inconsistencies in educational programme and systems which are changed from term to term without proper execution to the core. What results from such inconsistencies is frequent changing of educational curriculum which affects text books used by pupils as they are often changed. Before children could read and understand and get used to a particular book, they are changed, this brings confusion to both the teacher and learners. Hence the half-baked teaching and learning today in our educational systems which results in low quality educational experience. Substantiating this point, the editorial column of the News Watch July 1990, highlighted the pitiable condition of our educational system thus, that if nothing is done to alleviate the suffering of students in our institutions of higher learning, our educational systems will collapse. This is due to the fact that institution of higher level are in shambles and reduced to glorified secondary schools while the primary school pupils squat like that of Islamic training – with Koranic teachers and their pupils.

### **Corruption or Lack of Integrity among some Educational Stake-holders/Workers**

This is one of the major factors that contributed to the declining of the quality of education. In some rural area schools, it was easy to notice that some stake holders which included the school inspectors, school supervisors or principals or head teachers, teachers and non-tutorial workers were not honest people. Hence, acts of dishonesty were found in the areas of over enrollment of students through kick backs, embezzlement of funds meant for school projects by government, absenteeism in schools and work place and the existence of ghost workers in the educational system. As for school inspectors and supervisors, the story of lack of integrity is the same. Some unscrupulous inspectors would merely get to the head teachers'/principals' office to ask for fat envelopes and food or bush allowance and go home without actually inspecting the schools. Some principals/the school supervisors instead of doing their school work took to the laissez-affair method of administration. Because of the existence of political god fatherism, some principals (supervisors) lost their power to act when teachers/non-tutorial workers misbehaved. The existence of immoral behaviour together with all the acts of indiscipline like examination malpractice, embezzlement of government funds and ghost workers are all forms of lack of integrity in our educational systems-----No wonder the state government this year, 2009 undertook screening exercise for all sectors / levels of education in Kogi State.

### **Solutions and Recommendations for each Inadequate Inspection and Supervision Factors**

To every problem, there is solution. In the case of this, our research project, we know that the major cause for the declining quality of education is the lack of adequate school inspection and supervision. Lack of adequate school inspection and supervision is the source of all the factors responsible for the declining quality of education in Nigeria. In fact, if there had been adequate school inspection and supervision, the question or factors of lack of qualified teachers, lack of instructional materials, poor remuneration to teachers, pupils' / students' poor attitude towards learning and lack of parental responsibility would not exist or at least be drastically reduced. So, the first and foremost solution and recommendation here, is that the rate of school inspection and supervision be highly increased. Adequate school inspection and supervision should be put into the hands of men and women of proven integrity. According to the concept of school supervision just presented, if there had been adequate supervision, the schools in question would be efficient and effective in their undertakings. Infact, if such were adequately supervised and inspected, there will be characterized by:

- i. Excellent achievement by many pupils in examinations.
- ii. Excellent performance in games, sports, drama, debates music festivals etc.
- iii. Well behaved pupils and
- iv. The success of past students.

Since the outcome of lack of adequate school inspection and supervision are the factors responsible for the declining quality of education, only these factors shall be considered in this research. Various scholars have proffered various solutions and recommendations to those factors that cause low quality education in the society. According to B.O. 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. Stan 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 Ajai (1981), the use of instructional aids in teaching any 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. Ozigi (1977) 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. According to B.O. Ukeje (1992), the teaching profession is a unique one. Ray Ekpu (2009) 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 pupils' 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. S.O. Omale (2006) 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 Rass, (1975) "the summum bonum" is a suitable place for study. On the issue of lack of parental responsibility, parents should be highly responsible towards their wards. According to R.L. 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 instill 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. Finally, 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 20<sup>th</sup>, 2009, Professor Fafunuwa 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. Alifa B.O. (1994) recommended frequent and periodic inspection of educational programmes / activities which are not properly done till now. Prime among the need for it, is to reduce if not totally eliminate the "bad eggs" in the educational system whose multiplicity will not enhance the productivity

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **Summary**

The researcher has investigated into the causes of declining quality of education in both primary and secondary schools from administrative perspective based on the concepts of educational inspection and school supervision. In the course of the research, a review of related literature was first carried out after the historical background in which the view of scholars / authors on the causal factors was looked into with solutions to them recommended.

The study relied not mainly or entirely on primary data. To this end, questionnaires were designed and distributed to relevant respondents. Data were analyzed by tabulation with the use of simple percentage. The result proved that the problem of declining quality of education is an administrative one based on lack of adequate educational inspection and school supervision.

### **Recommendations**

In view of the findings from the study, the study recommendations are presented to the State and Local Government for consideration and necessary action. It is the positive view of the researchers that, if the

recommendations are implemented, they will improve the quality of education in both primary and secondary schools in Dekina Local Government Area of Kogi State.

- (i) Government should embark on massive recruitment of qualified teachers to serve in both primary and secondary schools in Dekina Local Government Area of Kogi State, apart from training of those in the field.
- (ii) Instructional materials/library facilities should as a matter of urgency be provided and supplied to both primary/ secondary schools to facilitate teaching and learning activities.
- (iii) Teachers should be handsomely rewarded through good and mouth watering salary package. The general conditions of their services should be improved to enhance productivity.
- (iv) Pupils must change their poor and lackadaisical attitude towards learning. They should be properly supervised and motivated by parents and teachers to learn with enthusiasm both at school and at home respectively.
- (v) Parents should be more concerned about the education of their wards. They should provide balanced food, text books and good clothing (school uniform) to their children.
- (vi) Government should from now reprioritize its policies so that education should take nothing less than 40% of the GNDP as against the present 0.9% so that the whole educational sector can be restructured, financed and positioned for improved academic performance.
- (vii) Above all, Government should select men and women of honest and proven integrity for the posts of school inspectors and supervisors. It is when there is adequate school inspection and supervision that effective and efficient schools would emerge or revive with improved quality education.

## **Conclusion**

In conclusion, based on the data collected and its analysis so far, the major causes of declining quality of education in both primary and secondary schools in Dekina Local Government Area of Kogi State can be drawn thus: Without iota of doubt, it is clear that there is generally a decline in the quality of Education in the Dekina Local Government Area, therefore, all stakeholders including government, school inspectors and supervisors, parents, pupils and the private sector are to put up combined effort to work together untiringly to stem the tide of academic decline in order to bring sanity to the educational sector.

## **SUGGESTION FOR FUTURE STUDIES**

The research work into the major causes of declining quality of education in Dekina Local Government Area of Kogi State is not exhaustive, we therefore make suggestions for further studies in the following areas not adequately covered in this study:

1. Effective way of selecting hard working and honest school inspectors and supervisors,
2. Effective way of funding education generally,
3. Modern instructional materials to enhance teaching /learning,
4. Modern ways of improving/motivating pupils/students to learn more,
5. Re-prioritizing government policy in favour of education,
6. Effective way of checking corrupt practices in the educational system.
- 7.

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