

## Education in Nigeria: The Impact on Individual and National Development

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**ABSTRACT** The purpose of this paper is to examine the government's efforts on education and its contribution to individual and national development. One of the most important goals of the government in Nigeria in more than a decade has been investing enormously on reforms and initiatives. The aim is to increase access and provide equitable and quality education with the recognition of the value of education for national development and prosperity. Relatively, many of the strategic interventions yielded some positive results, such as the increase in public primary school enrolment by 28 per cent from 1999 to 2006. However, in concomitance to the relative success is the decline in learning outcomes. The situation is compounded by a deficiency in funding, mismanagement, low socioeconomic status, teaching and learning process inhibiting quality education in Nigeria. There is an increasing concern that the quality of education is affecting the development of the nation. The purpose of education is described mostly as providing valuable skills, knowledge and experience for individuals to become productive in the society. A democratic society existence is dependent majorly on its citizen's acquisition of the minimum level of education. Thus, leaders and stakeholders need to work together by strategically investing in education, redoubling efforts on human capital to ensure a sustainable future.

*Keywords:* education, individual, national, government reforms, development

### Introduction

The paper aims to systematically review relevant literature on the growth and impact of education in Nigeria. The paper begins with a brief overview of the history and development of education in Nigeria, it will then describe government reforms, challenges affecting education and suggestions for improvement. Education reform is foremost in most countries of the world and has meant ensuring practices for better efficiency in schooling (Barber and Mourshed, 2007; Mourshed, Chijioke and Barber, 2010). There is a growing literature that recognises the importance of education in sustainable societal development. Mourshed, et al. (2010) asserted that there are few things as essential to the future welfare of our world than the quality of education delivered to children. The importance of education can be both individually and collectively; education plays a significant role in determining individual well-being and is associated more strongly with higher levels of social inclusion, productivity and growth (Schleicher, 2018). The advent of a knowledge society and the higher trend in skill requirements only increase the relevance of education (Schleicher, 2018). In Nigeria, Education is an instrument for national, individual and societal development (Federal Government of Nigeria 2013). Also, Sub-Saharan African countries are striving to improve their human capital in order to be competitive in

jobs and investments in a globalised world (Majgaard and Mingat, 2012). Likewise, the Federal Government has invested enormously on reform initiatives to improve the productivity of its citizens. For example, the National Economic Empowerment and Development Strategy (NEEDS) for economic reform, and the Universal Basic Education (UBE) program which provided nine years of free and compulsory education (primary to junior secondary school) (Oyelere 2011; World Bank, 2013).

These programs were designed to equip individuals with foundational knowledge, skills and competencies in diverse fields to contribute productively, socially and economically to Nigeria development (Adeyemi, Oribabor and Adeyemi, 2012). Despite, significant increases in investment in education and ambitious attempts at reform, the output has not been impressive. During the decade from 1999-2009, the Nigerian government expended more than Naira 1.13 trillion (USD5,676,975,100) in the education sector (Dike, 2002). The introduction of the Universal Basic Education (UBE) increased access to primary education and gross enrolment rates in Nigeria. For example, enrolment in public primary schools rose from 17.9 million in 1999 to 22.9 million in 2006 (28 per cent increase), and a 60 per cent increase in primary school attendance rates (World Bank, 2013). Despite increased access to primary education and gross enrolment, the performance of Nigerian students on international assessment measures has declined. For example, Nigerian student performance at the West African Senior School Certificate Examination (WASSCE) was below average between 2003 and 2013 (National Bureau of Statistics, 2016). Admittedly, several authors have questioned the validity of increasing access to education when the quality is poor. Generally, in determining the quality of education, the emphasis is on student cognitive achievement (Sifuna, 2007). Such an approach seems meaningful when enhancing cognitive achievement is prominent among educational goals and contributes to a student's future productivity (Sifuna & Sawamura, 2010).

Mourshed, et al. (2010) asserted that improvement in education is achievable whatever position a system starts. The education system can still make a significant improvement despite the level of student outcomes. The geographical location, cultural formation or income is immaterial, and system improvement is realistic (Mourshed, et al., 2010). Worldwide, to attain excellence in education, the government of high performing systems (e.g., Shanghai-China, Finland, Singapore, Japan) embark on continuous improvement of policies and practices in education to promote the living standards and the prosperity of their people (Organisation for Economic Co-operation and Development, 2011). These countries engage in the selection and maintenance of high calibre of teachers and school leaders, the provision of autonomy and adequate funding for school and curriculum which focuses on higher-order thinking; creativity, problem-solving and, teamwork (Barber and Mourshed, 2007; Caldwell and Harris, 2008; Douglas and Harris, 2008; Mourshed, et al, 2010; Organisation for Economic Co-operation and Development, 2010, 2011; Saarivirta, 2008). The high performing education systems significant efforts are prioritisation on education, promotion of equity in schooling and the commitment to excellence in education (Organisation for Economic Co-operation and Development, 2010).

Nigeria is in West Africa on the Gulf of Guinea and gained its independence in 1960, following British colonial rule, which began in the mid-nineteenth century (Onwuameze, 2013). Nigeria is a federation of 36 states and a Federal Capital Territory – known as Abuja. The 36 states in Nigeria form a second-tier government and are made up of 774 Local Government Areas (United Nations Education and Scientific and Cultural Organisation, 2014). Nigeria is the largest country in

Africa. In 2016, the population was estimated to be 186,988 million (Onyukwu, Clark and Ausukuya, 2017).

Further, 70% of government revenue is from the exports of crude oil, and a drop in the prices of crude oil between 2014-2016 resulted in recession in Nigeria (Endozien, 2017). The effect of the recession was the cut on government expenditure and the decline in various sector of the economy, including education (Onyukwu et al., 2017). It is noteworthy that in 2016, only 8% of the total budget was allocated to the education sector (Nigeria Education Management Information System, 2017). Below United Nations Education and Scientific and Cultural Organisation (UNESCO) 26% prescribe as the budget for education for developing countries (World Bank, 2013).

### **History of education in Nigeria**

The British missionaries introduced Western education in the 1840s (Anyanwu, 2011). The establishment of institutions by the missionaries was for formal education to create better relationships between the colonial rulers and Nigerians, and to secure economic, political, social & religious control (Ololube, 2009). New laws were enacted between 1955 and 1957 in the West, East and North, which expanded enrolment in primary schools (Imam, 2012). Between 1882 and 1950, a significant number of government edicts were introduced to regulate the quality of education in various parts of the country (Mkpa, 2015). The first ordinance about education was promulgated in 1882, and the first government school was opened in 1899 (Ekundayo, 2012). Significant events in the history of Nigeria education that shaped the education sector were; the Ashby Commission in 1959, to identify manpower needs of the country for the next twenty years and the National Curriculum Conference in 1969 to restructure the education system and set new goals at all levels (primary, secondary and tertiary) (Asiwaju, 1972; Ekundayo, 2012; Okorama, 2006). Besides, the National seminar in 1973 with attendance by experts and various interest groups (Imam, 2012), led to the drafting of the first National Policy on Education in 1977, called the 6-5-4 structure of education (i.e., 6 years of primary schooling, 5 years of secondary schooling, 4 years of tertiary education), (Okorama, 2006).

Since 1977, the structure of education in Nigeria has changed severally (i.e., 1981, 1990, 1998, 2004, 2007) to meet the changing needs of Nigeria (Ekundayo, 2012). The current structure came into effect in 2013, the 1-9-3-4 system of education, basic education (ten years which consist of one year of Early Child Care and Development (ECCDE)/pre-primary, six years of primary and three years of junior secondary school), post-basic education (three years) and tertiary education (between four-six years) (Federal Government of Nigeria, 2013).

Nigeria operates a decentralised system of education under a federal structure. Public education is a joint responsibility of Federal, State, and Local government, inclusive of a private sector, that has become a significant contributor to education (Humphreys and Crawford, 2014). The available record indicates in 2015/2016 academic year, both in the public and private sector, there is 15,270 EC-CDE centre with an enrolment of 4.2 million and 96,901 primary schools. Also, there is a total of 20,313 junior secondary school and 21,688 senior secondary schools with approximately 5.8 and 4.5 million enrolments, respectively (Nigeria Education Management Information System, 2017). Further, the country has 152 universities, 107 polytechnics, 27 monotechnic and 220 colleges in various disciplines (Onyukwu, Clark and Ausukuya, 2017).

The three tiers of government (i.e., federal, state and local) are responsible for the funding and administration of education in Nigeria (Nigerian National Policy of Education, 2004). Also, the Federal Ministry of Education (FME) engages with 20 other agencies in the administration and management of education. For example, the Nigeria Educational Research Development Council (NERDC), National Commission for Colleges of Education (NCCE), The Teachers Registration Council of Nigeria (TRCN), The West African Examinations Council (WAEC), and the Universal Basic Education Commission (UBEC) (Federal Ministry of Education Annual Report, 2013).

### **Educational reforms and initiatives in Nigeria**

Since independence the government of Nigeria in collaboration with international organisations (i.e., United Nations Education and Scientific and Cultural Organisation, 2014, United Nations Children Fund and World Bank), education experts and stakeholders have been focussed on driving large-scale reform initiatives to provide best practice to improve education for sustainable development. Some of these programs are;

- The Universal Primary Education/Universal Basic Education (UPE/UBE) enactment took place in 2004, and its primary aim is for the provision of free, compulsory and universal basic education, including grade one to nine for every school-age child in Nigeria. The UBE program emphasises literacy, numeracy, communication, and life skills such that can lay a solid foundation for lifelong learning and productive contribution to Nigerian society (United Nations Education and Scientific and Cultural Organisation, 2014; (Omosewo, Olorindare and Abimbola, 2012).
- Nomadic Education Program (NEP), introduced in 1988 to increase the participation and accessibility of education to children of nomads, such as nomadic pastoralists, migrant fisherfolk and migrant farmers, who move from place to place in search of green pasture (Adeyemi, et al., 2012; United Nations Education and Scientific and Cultural Organisation, 2014);
- Almajiri Education Program, (AEP), developed in 2011 to address the over 10 million mostly almajiri out-of-school children in Nigeria (United Nations Education and Scientific and Cultural Organisation, 2014);
- Girls Education Program (GEP), developed to encourage girl participation and address low enrolment;
- The Back-to-School Program for Boys, to eradicate the increasing number of boys who were not attending or dropping out-of-school in southern Nigeria;
- The Special Needs Education Program (SNEP), to educate children with special needs through the provision of special needs education within existing public schools;
- The expansion of the Early Child Care Development Education (ECCDE), to join other nations to provide ‘first thousand days of a child’s life and how critical it is for the child’s future’ considering its importance (United Nations Education and Scientific and Cultural Organisation, 2014, p.25).
- Other initiatives were Education Trust Fund (ETF) and the Virtual Poverty Fund (VPF) (a debt relief initiative) for public school facilities, such as

classrooms, water, and sanitation. Also, the 'Vision 2020' by the Federal Ministry of Education. A four-year strategic plan with the sole purpose of providing access to education with equity, quality and relevant skills for the labour market (World Bank, 2013). These initiatives have been implemented to address the challenge of access, equity and quality in education (Federal Ministry of Education Annual Report, 2013).

Notwithstanding, the purpose of these programs is for access, equity and quality of education, scholars have indicated that most of the goals of such programs and initiatives have not been achieved (Omosowo, et al., 2012). For example, in 2013, 10.5 million primary school children or 42 per cent of the primary-aged school population were not attending school, suggesting the goals of UBE to provide free and compulsory basic education to all children were not actualised (UN Special Envoy for Global Education, 2013). Some of the challenges identified for failure of some of these programs were inadequate funding, lack of infrastructure and teaching and learning materials, inefficient workforce (Ekundayo, 2012; World Bank, 2013).

### **Research evidence of factors affecting education**

Debates on factors that impact on the effectiveness of education in Nigeria show recurrent themes such quality of education and academic achievement, inadequate funding, regional disparities, security issues, socioeconomic status (SES), academic corruption and fraud. However, this list is by no means exhaustive.

#### *Quality of education and academic achievement*

The quality of education has raised questions due to the growing evidence of poor students' learning outcomes (Jones, Schipper, Ruto and Rajani, 2014). Indeed, the method of determining the quality of education varies, but the conventional method of determining the quality of education is the emphasis on student cognitive achievement (Sifuna, 2007). Such an approach seems meaningful when enhancing cognitive achievement is prominent among educational goals and contributes to a student's future productivity (Sifuna and Sawamura, 2010). Further, it is common knowledge that education systems measure the quality of education by participation in international testing programs (Biesta, 2009; Barber and Mourshed, 2007), such as Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), have provided valuable information on the effectiveness of teachers, schools and education systems (Reynolds et al., 2014). These studies result in league tables and enable researchers to continuously investigate the effectiveness of policy and education systems (Barber and Mourshed, 2009; Biesta, 2009; Mourshed et al., 2010; Reynolds et al., 2014). Likewise, in sub-Saharan African there is empirical evidence of such studies (i.e. the Africa Student Learning Index [ASLI], Monitoring of Learning Achievement [MLA], Program for the Analysis of Education Systems of CONFEMEN [PASEC] to discover the types of policies that are effective to improve learning outcomes (Majgaard and Mingat, 2012). Research has identified that higher school achievement is likely to increase lifetime earnings (Majgaard and Mingat, 2012).

Nigeria has participated in similar studies mentioned above. However, student achievement has been unsatisfactory, for example, test scores and index of student learning in primary education conducted in selected sub-Saharan African countries, 1996 – 2009 show Nigeria score on the MLA scale at 28.6. The country ranked 30 out of the 31 countries that participated in the assessment. Similarly, for the period 2003-2013, less than 40 per cent of Nigeria's students achieved five credits and

above, including English and Mathematics in the West African Senior School Certificate Examination (WASSCE) (National Bureau of Statistics, 2016). Equally, the year 2014-2016, student performance was below 40 per cent (Nigerian Education Management Information System, 2017). Writers have suggested that unsatisfactory student performance is a result of poor quality of education, including inadequate funding, political and religious conflicts, ineffective school leadership and poor teaching practices (Adekola, 2007; Aladeselu, 2010; Ejima, 2012; Okonkwo and Tabulawa, 2013).

#### *Inadequate and inaccessible fund*

The funding of the development of education by the Federal government is in two practical ways: annual budgetary provision to the Federal Ministry of Education (FME) and funding through dedicated agencies, such as the Universal Basic Education Commission (UBEC) and TET fund. Moreover, funding for education emanates from private, but unreliable sources, for instance, loans from the World Bank, the African Development Bank and donations from international development partners (Federal Ministry of Education Nigeria, 2013). The funding aims to aid learning and teaching by paying salaries, allowances and benefits to teachers and education managers, building and provision of infrastructure, textbooks and other instructional materials.

Under-funding of education is an on-going challenge in Nigeria. The government has been unable to meet the United Nations Education and Scientific and Cultural Organisation recommended 26 per cent for developing countries. The percentage of Nigeria's GDP allocation for education to achieve Education for All (EFA) and the Millennium Development Goals (MDGs) (World Bank, 2013). Table 1 in shows the percentage of the federal budget allocated to education from 2010 – 2016.

Also, the Federal Ministry of Education Nigeria (2013) indicated that the Federal government provided 38.5 billion Naira as a grant to the 36 states, including the Federal Capital Territory. However, at the time of the report in 2013, only five States from two regions had successfully accessed the funding. The under-utilisation of UBE funds has become a significant challenge in the implementation of basic education in Nigeria (United Nations Education and Scientific and Cultural Organisation, 2014).

#### *Regional disparity in education participation*

Despite the increase in national attendance ratio (NAR) in both primary and secondary schools, increase in NAR of primary, from 60% attendance in 2002 to 68% in 2015, including in secondary school, aged 12–17 years (junior and senior secondary schools) a steady increase of 35% in 2003, 44% in 2008 and 56% in 2015, regional disparities persist (National Population Commission and RTI International, 2016). For example, Table 2 indicated a disparity in both attendance and completion rates, suggesting regional disparities in terms of participation in education between the north and the south.

Another level of complexity is an urban and rural disparity. A report by the National Population Commission and RTI International (2016) explained that in 2015, 81% of primary aged children and 70% of secondary aged children attended school in urban areas. This figure is in contrast to 59% and 46% respectively in the

**Table 1***Percentage of the federal budget allocated to education, 2010-2017*

<b>Year</b>	<b>Amount Naira (billions)</b>	<b>Percentage of budget</b>
2010	249.06	7.19
2011	306.30	9.32
2012	400.15	9.86
2013	426.53	10.15
2014	493.46	10.63
2015	483.18	10.75
2016	480.28	7.92

Source: Aja, Eze and Nick, 2014; Nigeria Education Management Information System, 2017

rural areas. Thus, children in urban areas were more likely to attend school than children in rural areas in Nigeria in 2015.

***Gender/cultural bias and access to education***

One of the purposes of the MDGs is to eradicate gender disparities in primary and secondary and the actualisation of gender equality in education in literacy by 2015, with a focus on ensuring girls' full access to and achievement in basic education of good quality. The laudable GEP was established to achieve these goals. The Federal Ministry of Education (FME) has embarked on periodic national campaigns to create awareness to the right of girls to access basic education (Federal Ministry of Education Annual Report, 2013). Consequently, in 2015, National net attendance rates for males were marginally higher than females in primary schools (i.e., 68 per cent male and 67 per cent female) and slightly lower in secondary schools (i.e., 55 per cent male and 57 per cent female (National Population Commission and RTI International, 2016).

Further, in 2013, FME built thirteen new schools, across the nation's geopolitical zones, dedicated to the education of girls (Federal Ministry of Education Annual Report, 2013). Notwithstanding these laudable efforts and achievements, girls/women are not provided with the same preferences and opportunities as their male counterparts in Nigeria (Ololube et al., 2013). These biases have resulted in parents enrolling boys instead of girls or before girls in schools (UN Special Envoy for Global Education, 2013). Besides, early marriage and pregnancy have a significant impact on female attendance, retention and performance in schools; and this is further exacerbated by girls starting school at a later age and reaching the age of marriage before the completion of basic education (UN Special Envoy for Global Education, 2013)

**Table 2**

*Primary and secondary school net attendance rates and completion rates by six geo-political regions in Nigeria, 2015*

Region	Primary		Secondary	
	Net attendance Children 6-11 years	Completion rate %	Net attendance Children 12-17 years	Completion rate %
<b>National</b>	<b>68</b>	<b>72</b>	<b>70</b>	<b>53(JS)</b>
North-central	76	80	58	52
Northeast	45	46	31	30
Northwest	47	53	32	23(SS)
Southeast	85	96	68	75
South-south	83	95	73	73
Southwest	83	92	76	75

Source: National Population Commission and RTI International (2016)

*Note: (1) Net attendance rate refers to the percentage of official primary or secondary school-aged children (6-11 years or 12-17 years in Nigeria) attending primary or secondary school. (2) Completion rate refers to a total number of children graduating from the final year of school regardless of age expressed as a percentage of the population of official primary, junior or senior secondary graduation age. (3) SS refers to senior secondary and JS is junior secondary.*

### ***Weak governance and institutions***

The education system in Nigeria has limited capacity for policymaking, planning, management and monitoring and evaluation (World Bank, 2013). Most of the shortcomings in realising the UBE goals is attributed to institutional issues. The complexity surrounding the formation of the Universal Basic Education Commissions (UBEC) and the State Universal Basic Education Board (SUBEB) has resulted to confusion over roles and jurisdiction across institutions, and institutional rivalry at both Federal and State levels. SUBEBs were established at the State level to manage and implement UBE programs, such as school performance at primary and secondary levels. Roles of stakeholders are significantly undefined; laws enacted are not enforced, and resources necessary to meet standards are not available (UN Special Envoy for Global Education, 2013). There is a weak division of responsibilities, and unclear overlapping roles among the several agencies, with indefinite and sometimes strain relationships between government levels. Accountability lines are not clear, and there is an absence of proper and reliable monitoring and evaluation systems. By implication, it is hard to achieve reliable information on student learning outcomes (World Bank, 2013).

Consequently, the management of teachers is a shared function of the Federal, State and Local governments and two agencies (SUBEB) and Teacher Boards. As a result, multiple bodies/agencies are involved in the management of teachers, and

the deployment of teachers has become a challenge as teachers are unevenly distributed between rural and urban areas (World Bank, 2013). This shortfall has a direct effect on the teaching and learning process (UN Special Envoy for Global Education 2013).

#### *Academic corruption and fraud*

A report published by the Transparency International in 2016 scores Nigeria low on the global “Corruption Perception Index”, placing Nigeria at 136<sup>th</sup> among 176 countries (Onyukwu, et al., 2017). Further, Bretag (2013) highlighting the dishonesty in education in Nigeria and the resultant broader social corruption, suggested that academic fraud is at all levels of the education system. Moreover, academic misconduct ranging from cheating during an examination to impersonation, including, falsifying academic records, paying for grades/certificates with gifts, money or sexual means, threatening examiners and assaulting invigilators (Bretag, 2013). The issue of academic fraud has resulted in the questioning of the quality of Nigeria qualifications (Bretag, 2013).

Omotola (2013) reflected that academic corruption is manifested mostly during hiring, promotion and tenure decisions and influenced by nepotism, cronyism and discrimination, which can impact on the quality of education. The writer explained that the Ministry of Education and other education bodies and institutions such as National University Commission responsible for quality control and assurance at different levels of education are compromised significantly and it is a reflection of in-depth institutional weaknesses. Also, Omotola (2013, p.186) stated: ‘the institutional weaknesses are largely a reflection of the general weaknesses of institutions of governance in the wider political system.’

#### *Security issues*

One of the greatest threats to security in Nigeria and development is an insurgency. The insurgency across the country intensified the developmental challenges already faced by the nation. The resultant effects are the destruction of lives and properties, including disruption of social, economic and educational activities in various part of the country especially in the north and north-east (Awortu, 2015; Onuoha, 2012). The return to democratic rule in 1999 resulted to ethnoreligious crises with the emergence of agitations from different quarters, placing demands on the federal government such as Niger Delta militancy, Boko Haram, MOSSOB, OPC and recently fighting between farmers and Fulani herdsmen (Awotu, 2015). For example, ‘Boko Haram’ insurgency has destabilised the northern parts of Nigeria and created a general sense of insecurity among the population (Mark, 2013). Between 2009 and 2012, about 1,157 people died by the hands of Boko Haram (Awotu, 2015). Most parents are sceptical in releasing their female children to attend schools away from their homes due to fears of child kidnapping and sexual assault (UN Special Envoy for Global Education 2013). Thus, security has become a fundamental issue for the Federal government and has affected activities in the education sector, especially in northern Nigeria (World Bank, 2013).

#### *Socioeconomic status*

Nigeria is rich with resources as a nation. However, due to economic mismanagement and corruption, the country has strived continuously to provide for its citizens (Okonkwo and Tabulawa, 2013). Nigeria has a policy of free basic education to achieve the goal of MDG, which states “Ensure by 2015 all children, with special emphasis on girls, children, in difficult circumstances and from ethnic minorities,

have access to complete, free and compulsory primary education of good quality". However, the reality is that basic education is not free, costs include, examination fees, uniforms and textbooks and poverty remain one of the key constraints to progress in improving access to basic education (UN Special Envoy for Global Education 2013). Poverty challenge has left parents favouring education for the boy child than the girl because schooling for girls depends in no small extent on family income (UN Special Envoy for Global Education 2013).

#### *Inadequate infrastructure, teaching materials and teachers*

The Federal government has undertaken initiatives to address inadequacies with physical and human resourcing of education in Nigeria (UN Special Envoy for Global Education, 2013). However, the quality of education is affected by inadequate infrastructure, teaching materials and poorly qualified teachers (Adeokola, 2007; Ojedokun and Aladejana, 2012). For example, Ojedokun and Aladejana (2012) asserted students were taught in poor quality learning environments which lacked essential equipment and teaching materials, negatively affecting teaching and learning processes (Ojedokun and Aladejana, 2012). Besides, the national recommended student/classroom ratio for primary and junior secondary (JS) is 35:1 while in senior secondary (SS) is 40:1 and yet, in 2012 and 2013, actual student/classroom ratio for primary and JS was 49:1, 44:1 and 62:1, 57:1 respectively. In the same vein, the actual ratio for SS was 50:1 and 48:1 for both years (Federal Ministry of Education Nigeria, 2013). This large number of students in the classroom suggests overcrowded learning environment and inadequate infrastructure.

In Nigeria, as part of the government's efforts and commitments towards the achievement of the EFA goals by 2015, it was proposed that as a quality indicator, 100% of teachers at the basic education level should possess the Nigerian Certificate in Education (NCE), as the minimum teaching qualification (United Nations Education and Scientific and Cultural Organisation, 2014). The lack of qualified teachers and subject specialists was seen to impede the quality of education. Available statistics indicate that the percentage of qualified teachers in the education system for the 2015/2016 academic year is 69.2 for junior secondary and 70.5 per cent for senior secondary. Further, it is a common practice in sub-Saharan African and particularly in Nigeria that the teaching and learning process is centred on the rote and teacher-led citation (Okonkwo and Tabulawa, 2013). In the study of Davidson (2014), teachers were observed to spend over 70% of the lesson time lecturing, instructing and modelling lesson, which suggested more of teacher talk and less of student talk. Hattie (2003) asserted that the most significant impact on student achievement is the teachers. Azigwe, Kyriakides, Panayiotou and Creemers (2016) agree and suggested that an integrated approach to teaching should be adopted, as factors associated with both direct and active teaching approaches were found to correlate with student achievement. Creemers and Kyriakides (2012) have identified eight teaching behaviours that are found to be related to learning performance. Nevertheless, teacher quality and performance are severe issues in the country (Ekundayo, 2012; Okonkwo & Tabulawa, 2013).

#### **Conclusion and Recommendation**

Overall, the Federal Government of Nigeria in conjunction with international organisations such as World Bank and United Nations Education and Scientific and Cultural Organisation are making efforts to improve the educational standard in order to empower individuals for human development and the world of work. Policy formu-

lation and best practice advocacy mostly inherent in the education system. On the contrary, researchers have suggested that the quality of education in Nigeria is low. One of the significant conclusions about the history and improvement of education in Nigeria is a conscientious movement for the prioritisation of education per se has not existed. These challenges are impeding on the actualisation of the objectives of education in Nigeria. This paper has emphasised the importance of quality education in Nigeria for individual and national development. Also, the significance of government policy and actions in promoting educational achievement and productive society.

The research on education effectiveness provides insight on factors affecting the attainment of educational goals and strategies relevant to improve teaching and learning in Nigeria. This paper serves as a base for future research, preferably longitudinal studies to investigate government policy on education, teaching, and learning to improve schooling experience and the quality of education in the country.

The government has to initiate structures to tackle poor teaching and learning processes, regional disparities, mismanagement and corruption, poverty. Also, to achieve quality education, government and all stakeholders are to provide support measures, resources, accountability, pre-service training, professional development and learning, pedagogy, assessment and feedback, creating an environment conducive for learning to thrive. Improvement of the education system is sustained when school outcome is characterised by low dropout rates and absenteeism, higher student achievement, teacher satisfaction and school overall quality. Leaders and stakeholders need to work together, redoubling efforts to achieve a genuinely universal and transformative agenda. Also, seek global partnership to address these educational issues that are threatening growth and development of individuals and the country. These recommendations are possible ways to ensure a sustainable future and a dignified life for everybody.

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