

# Constraints to Education Development and Way Forward in Nigeria

< Ige Akindele, M><sup>1</sup>, < Fasakin, M.O><sup>2</sup>

<sup>1</sup>Deputy Director, Ministry of Education, Akure, Ondo State, Nigeria

*dele\_divine@yahoo.co.uk*

<sup>2</sup>Principal, Federal University of Technology, Akure Staff Secondary School, Akure, Ondo state, Nigeria

*bisifasakin@yahoo.com*

**Abstract:** The case of education in Nigeria can be likened to a seed that falls among thorns on the soil, such that when it germinates and continues to grow, the growth is abnormal to the extent that it cannot bear good fruits. Since the advent of western education in Nigeria in 1842, all has not been well with it. It has been facing many crises which have not been allowing it to develop. In this paper, the constraints to education development in Nigeria such as: inadequate access to schools, inadequate funding, inadequate and decay infrastructural facilities, inadequate, low quality and non commitment of teachers, poor academic performance of pupils and students, inappropriate curriculum, corruption, among others were examined. To reposition and move the education forward, government, educational institutions' administrators, students, parents, and other stakeholders in education have roles to play. In particular, government needs to allocate more fund to education sector, recruit qualified teachers to curb the present shortage in schools, improve teachers' welfare, train and retrain teachers so that they can cope with new challenges, provide adequate infrastructural facilities in schools, curb corruption as well as examination malpractices.

**Keywords:** constraint, education, development, way forward, Nigeria

---

## 1. Introduction

Education is a panacea to individual's and national development. Economists have long recognized and measured the lifetime benefits of education from improved learning opportunities [1]. Evidence from Surveys [2] confirms that education can reduce crime rate, improve health situation, lower mortality rate, and increase political participation of individual in the society. As regards the crime effect, it has been reported that incarceration and conviction are high among the least educated individuals. Studies [2] also estimated that increasing high school graduation rates by one percent point in 1990 would have resulted to nearly 100,000 fewer crimes in USA thus implying that increase in education would reduce both violent and property crimes in the society. In case of health, educational attainment improves health situation. In this regard, [3] and [4] estimated that additional year of high school improves self-reported health outcomes by 15-30%. It has been argued further that more educated societies tend to be more democratic. [5] estimated that an additional year of schooling increases voter registration and voting in USA with impact ranging from 30-40%.

## 2. Education Concept: Scope and Purposes in Nigeria

The concept 'education' has different interpretations. A school of thought considers it to be the display of good behaviour by an individual either at home or in the public. An educated person is thus he/she who displays high moral etiquette at home and in society. Traits such as: respect of elders at home and in the society, hard work among others, are considered as yardsticks for arriving at the conclusion that an individual is educated. Another school of thought equates education to schooling. In this context, ability to read and write is considered as features of an educated individual. Whichever the way it is viewed, definitions of education in literature can shed more light on what it entails. Education has been defined as: any act or experience that has formative effect on the mind, character, and physical ability of an individual [6]; the process of providing information to an inexperienced person so as to help him/her develop physically, mentally, socially, emotionally, spiritually, politically, and economically [7]; the social mechanism, which is designed to bring about in the person (s) that submitted to it, certain skills and attitudes that are useful and desirable in the society [8]. On the basis of the definitions and those still in literature, education can be described as a process that

leads to the acquisition of knowledge, experience, skills, traits, and values by an individual to enable him/her fit properly into the society in which he/she lives.

Education can be informal, non-formal, and formal in nature. When it is informal, it is organized on individual, family or community level and does not involve a curriculum, formal teaching and learning [9]. Non-formal education consists of functional literacy, remedial, and continuing education outside the formal school system. It is the out- of- school education with no defined age group, rules and regulations, syllabus, certified public examination, and regular certificate [9]. Formal education is acquired in educational institutions, which can be at primary, secondary or tertiary level. In Nigeria, primary education is meant for children of the age of between six and eleven (6-11) years. Secondary education is a continuation of primary education. It is meant for a child of the age of 12 years and divided into three years of Junior Secondary (JS) and three years of Senior Secondary (SS) education. Tertiary education is the climax of formal education and aims at enriching the knowledge and skills of a child beyond the level attained at the secondary level so as to ensure his/her successful living in the society. Such education can be acquired in the universities, polytechnics, monotechnics, colleges of education, schools of nursing, schools of health technology, schools of midwifery, and others of higher status than the secondary [10].

In Nigeria, education is expected to:

- inculcate national consciousness and national unity;
- inculcate the right type of values and attitudes for the survival of individual and the Nigerian society.
- train the mind in the understanding the world around; and
- enable a child to acquire appropriate skills, abilities, and competencies, both mental and physical, as equipment to live and contribute to the development of the society [10].

### 3. Constraints to Education Development in Nigeria

In Nigeria, the development of education is being hindered by factors, such as:

#### 3.1. Insufficient Access to Schools

In the past, attempts had been made to universalize access to education in Nigeria. In 1955, Western region introduced Universal Primary Education (UPE) programme which increased tremendously, the number and enrolment of schools [11]. In 1957, similar programme was introduced in the Eastern region but collapsed due to inability to fund it appropriately, among other factors [11]. Federal Government introduced the national brand of the UPE programme in 1976, to achieve the same feat. Also, in 1999, Federal Government introduced Universal Basic

Education (UBE) programme to revolutionalise the access to basic education. In spite of these opportunities and the clamouring for education for all the citizens in 2015, access to primary education has not been holistic. Unfortunately, there have been wide disparities between the expected and actual enrolment in schools thus implying that many school-age children are not enrolled in schools. [12] found that the expected enrolment in primary schools in 2009 was 34.92 million but actual enrolment was 24.42 million which indicates a shortfall of 10.5 million. In the case of the junior secondary school, the expected enrolment was 9.27 million but actual enrolment was found to be 3.27 million. Also, out of the 49 million illiterate adults, only 500,000 enrolled in schools thus indicating a shortfall of 39, 500,000. It is noteworthy that a situation where many children of school-age are not having access to education would draw the hands of the clock of the country backward, particularly in her efforts to achieve Education for All and the Millennium Development Goals.

#### 3.2. Insufficient Funding

Fund is very crucial in the education sector. This is because it is used to pay teachers and non teachers' salaries, procure facilities, provide infrastructure, and for other expenses in schools/educational institutions. Successive governments in Nigeria (i.e. at the federal, states, and local levels) have over the years failed to demonstrate their commitment to education in spite of the role it can play in the nation's development. Allocation to the sector has been consistently low [13, 14]. It is disturbing that a country that claims to be the giant of Africa and aims at achieving education for all its citizens in 2015 has not been able to allocate more than 13% of its budget to education sector since the attainment of independence status.

**Table 1:** Allocation to Education in Nigeria by Federal Government: 2000-2013

Year	Educ. All as % of
2000	8.36
2001	7.00
2002	5.9
2003	1.83
2004	10.5
2005	9.3
2006	11.0
2007	8.09
2008	13.0
2009	6.54
2010	6.40
2011	1.69
2012	10.0
2013	8.70

Source: [14].

Data in Table 1 shows that between 2000 and 2013, Federal Government's allocation to education relative to the total budget was between 1.69 % (in year 2011 ) and 13.0% (in 2008). One would have expected higher expenditure on education in view of its stupendous roles in national development.

**Table 2:** Allocation to Education as % of GNP in Selected Countries in Africa: 2006-2009

Country	% of GNP allocated to
Ghana	6.9
Tunisia	6.2
Ghana	6.9
Botswana	10.3
Malawi	6.2
South Africa	8.5
Namibia	5.9
Uganda	8.2
Nigeria	5.8
Togo	5.9

Rwanda	9.0
Gambia	6.0
Guinea Bissau	6.1
Sierra Leone	13.1
Sudan	7.3
Niger	6.1
Burkina Faso	6.4
Liberia	13.2
Congo	9.5

Source: [15].

It is indicated in Table 2 shows that while Nigeria spent 5.80. % of its GNP on education during the period, Liberia spent the highest (i.e. 13.20%), followed by Sierra Leone (13.1%), Botswana (10.3%), and Congo (9.5)

**Table 3:** Allocation to Education as % of GNP in Selected 20 Countries in the World, including Nigeria, as at year 2012)

S	Country	% budget Allocated to	Rank
1	Ghana	31.0	1 <sup>st</sup>
2	Cote d Ivoire	30.0	2 <sup>nd</sup>
3	Uganda	27.0	3 <sup>rd</sup>
4	Morocco	26.4	4 <sup>th</sup>
5	South Africa	25.8	5 <sup>th</sup>
6	Swaziland	24.6	6 <sup>th</sup>
7	Mexico	24.3	7 <sup>th</sup>
8	Kenya	23.0	8 <sup>th</sup>
9	United Arab Emirates	22.5	9 <sup>th</sup>
10	Botswana	19.0	10 <sup>th</sup>
11	Iran	17.7	11 <sup>th</sup>
12	USA	17.1	12 <sup>th</sup>
13	Tunisia	17.0	13 <sup>th</sup>
14	Lesotho	17.0	14 <sup>th</sup>
15	Burkina Faso	16.8	15 <sup>th</sup>
16	Norway	16.2	16 <sup>th</sup>
17	Colombia	15.6	17 <sup>th</sup>
18	Nicaragua	15.0	18 <sup>th</sup>
19	India	12.7	19 <sup>th</sup>
20	Nigeria	8.4	20 <sup>th</sup>

Source: [16].

It is indicated in Table 3 that while Nigeria spent 8.4 % of its GNP on education during the period, Ghana spent 31.0 (the highest), followed by Cote d Ivoire (30.0%), Uganda (27.0%), and Morocco (26.4). This is an indication that among these countries, Nigeria gives the least priority to education, which is not ideal for sustainable development of the country at this period. It is unfortunate that the low allocation to education in Nigeria has not been enabling it to develop.

### 3.3. Insufficient and decayed infrastructural facilities

School/educational institution needs classrooms, laboratories, workshops, office space, library, and other specialized rooms for impartation of knowledge to pupils/students [17]. Unfortunately, reports [18, 19] indicate that there is gross inadequacy of these in Nigeria at primary, secondary, and tertiary levels. In many schools, classrooms are inadequate for pupils and students while libraries are consulting centres due to lack of modern textbooks, journals, and periodicals therein. A lot of primary, secondary, and tertiary institutions' buildings are dilapidated and unfriendly to pupils/students.

### 3.4. Insufficient, low quality and low commitment of Teachers

The role of teacher in the educational process cannot be under-estimated. [20] admitted that teachers are the fulcrum on which the lever of educational system rests. In the National Policy of Education [10], it is stated that no nation can rise beyond the quality of teachers in the educational system. In spite of the role of teacher in education, educational system in Nigeria is characterised by inadequate teachers [13, 21, 22, 23] and low quality of many of those available in schools [24, 25] Many schools, particularly those in the rural areas, lack teachers in many subjects such as English Language, Mathematics, Sciences such as Physics, Chemistry and others.

### 3.5. Poor Academic Performance of Pupils/Students

There has been increasing trend in failure in examinations in Nigeria. Results of public examinations such as the Senior School Certificate (SSCE), Universities Matriculations Examinations (UME), Polytechnics and Colleges of Education (PCE) Examinations, and others have not been encouraging.

**Table 4:** Performance of Students in Selected Subjects in WAEC Senior School Certificate Examination (SSCE) in Nigeria: 2004-2008 Number

Year	2004	2005	2006	2007	2008
<b>English Language</b>					
Total Sat	1,020,431	1,064,587	1,154,266	1,252,570	1,348,214
Total Passed	604,371	644,017	769,001	846,209	899,091
Total Failed	383,882	393,201	342,311	379,006	422,686
<b>Mathematics</b>					
Total Sat	1,019,524	1,054,853	1,149,277	1,249,028	1,340,907
Total Passed	633,594	670,582	829,999	917,868	1,086,031
Total Failed	351,512	363,055	286,823	302,774	229,021
<b>Biology</b>					
Total Sat	1,005,894	1,051,557	1,137,181	1,238,163	1,332,737
Total Passed	624,647	689,677	852,171	810,564	798,341
Total Failed	348,890	338,491	261,200	402,148	506,089
<b>Physics</b>					
Total Sat	321,499	344,411	375,824	418,593	453,173
Total Passed	248,849	244,979	305,224	320,969	311,823
Total Failed	61,940	89,150	62,119	88,480	124,420
<b>Economics</b>					
Total Sat	973,611	1,007,710	1,089,355	1,183,154	1,273,178
Total Passed	726,802	781,286	896,216	883,647	1,038,984
Total Failed	216,736	206,654	171,145	270,918	212,481
<b>Chemistry</b>					
Total Sat	327,503	349,936	380,104	422,681	456,993
Total Passed	207,580	243,773	257,093	298,964	319,760
Total Failed	107,318	95,495	114,475	111,322	116,892
Source: [26]					

**Table 5:** Performance Distribution of Candidates in Nigeria by States of Origin (200 and Above): 2010-2012

State	Performance (%)		
	2010	2011	2012
Abia	4.88	4.54	4.97
Adamawa	0.45	0.7	0.25
Akwa Ibom	4.37	5.05	5.62
Anambra	7.59	7.0	6.86
Bauchi	0.29	0.43	0.16
Bayelsa	1.22	1.32	1.84
Benue	2.8	3.4	2.43
Borno	0.27	0.41	0.14
Cross River	1.94	1.78	2.7
Delta	6.84	3.12	7.04
Ebonyi	1.97	1.9	2.1
Edo	4.97	5.0	4.9
Ekiti	3.14	3.4	3.0
Enugu	5.32	5.07	5.91
Gombe	0.35	0.5	0.23
Imo	9.77	8.5	10.99
Gigawa	0.19	0.3	0.2
Kaduna	1.48	1.79	0.97
Kano	1.21	1.55	1.39
Katsina	0.47	0.67	0.43
Kebbi	0.14	0.18	0.11
Kogi	3.14	3.58	3.26
Kwara	3.48	4.29	4.22
Lagos	8.49	3.28	2.79
Nassarawa	0.53	0.73	0.46
Niger	0.50	0.62	0.44
Ogun	6.76	6.62	6.14
Ondo	5.07	5.47	4.56
Osun	6.23	6.53	5.4
Oyo	5.65	6.08	5.16
Plateau	0.86	1.36	0.48
Rivers	3.94	3.81	4.39
Sokoto	0.11	0.17	0.16
Taraba	2.18	0.54	0.23
Yobe	0.12	0.17	0.08
Zamfara	0.10	0.14	0.01

Note: 200 is regarded as pass mark in UTME in Nigeria.

Source: [27].

Data in Table 5 shows an overview of Unified Tertiary Institutions Matriculations Examination (UTME) Performance Distribution across the States in Nigeria, from 2010- 2012. Data in the Table reveals poor performance of candidates accrtoss the 36 States throughout the 3-year period.

### 3.6. Inappropriate Curriculum

The curriculum of education in Nigeria has over the years been subject of criticisms [28, 29]. Arguments against the curriculum have been that it is shallow in contents and

irrelevant to the needs of the society. Little can one wonder why majority of outputs of educational institutions in Nigeria are finding it difficult to get job.

### 3.7. Indiscipline of Pupils and Students

The level of indiscipline of pupils/students in educational institutions in Nigeria, leaves much to be desired. In the past, when the Christian Missionaries were in control of the educational system, the issue of moral was held in high esteem. The Missionaries did everything possible to inculcate high-level discipline in

children alongside Christianity. Today, moral decadence has taken centre stage in educational institutions. At the primary and secondary levels, cases of alcohol consumption, rape, wearing of unauthorized and assorted dresses, smoking of Indian hemp and cigarettes, staying in hostel during lesson, stealing, truancy, are few among the negative attitudes of pupils and students. At the tertiary level, student unrest and cultism have been prevalent [30]. The incessant disruption of academic calendar because of these issues has been a matter of concern to the education stakeholders. It is disturbing to note that in a particular university in Nigeria, student unrest led to the closure of the university fifteen times between 1975 and 1986, which disrupted academic activities where students spent more years before graduation [31]. When closed institutions are re-opened, academic calendars are often compressed while examinations are hurriedly taken thus limiting the period for teaching of students. Due to inadequate training as a result of the persistent cases of student unrest and cultism in the campuses, graduates of tertiary institutions in Nigeria, are now regarded as 'half baked'.

**3.8. Examination Malpractice**

In Nigeria, examination malpractice is a demon with more than a thousand faces' due to its persistence despite the efforts to curtail it. It is a menace that has been rearing its head at every attempt of the conduct of Senior School Certificate Examinations, Unified Tertiary Institutions Matriculations Examinations, among other public examinations [32, 33, 34, 35]. It is even common during the conduct of internal examinations in schools.[33]. The cases of malpractice at the lower education levels had resulted to the permeation of low quality candidates into the

tertiary institutions. Olamusi [36] lamented that the universities and other tertiary institutions in Nigeria are complaining that candidates admitted on the basis of high grades in the Senior School Certificate Examination (SSCE) are being asked to withdraw due to academic incompetency and the resultant inability to understand lectures. The menace is also prevalent at the tertiary level. The menace has reduced the quality of graduates of educational institutions and the value of certificates.

**3.9. Inappropriate Planning and Implementation**

Nigeria's initiative at planning dates back to 1946 when a ten year Development and Welfare Plan was launched. Since then, educational plan has been a component of the Development Plans of 1962-1968, 1970-1974, and 1975-1980 among others. In spite of the educational planning attempts in Nigeria, the country is yet to reap much dividends from its planning efforts. One argument against educational planning efforts in Nigeria is the unreliability of data and information on which such plans are based. Implementation of plan has been another issue of concern. Many individuals who are saddled with the implementation of plans in Nigeria have been partial, selfish, and dishonest. Money meant for implementing educational plans are considered as national cake.

**4. Wastage**

Wastage has been a clog in the wheel of progress of education in Nigeria. In spite of the fact that many children of school-age are not having access to schools, many pupils/students are repeating classes and dropping out of schools.

**Table 6:** Grade Repetition and Dropout Rates in Nigeria in 2008

	School Grade					
Background Characteristics	1	2	3	4	5	6
	<b>Repetition Rates</b>					
<b>Sex</b>						
Male	2.6	2.3	1.7	1.3	1.1	5.6
Female	2.5	2.1	2.3	2.1	1.4	3.5
<b>Residence</b>						
Urban	2.3	2.1	2.5	1.8	0.8	4.4
Rural	2.7	2.3	1.7	1.7	1.5	4.7
	<b>Dropout Rates</b>					
<b>Sex</b>						

Male	0.4	0.2	0.3	0.4	0.4	10.3
Female	0.5	0.2	0.3	0.4	0.6	12.9
<b>Residence</b>						
Urban	2.3	2.1	2.5	1.8	0.8	4.4
Rural	2.7	2.3	1.7	1.7	1.5	4.7

Source: [37]

As indicated in Table 6, the least repetition rate was recorded in grade 5 (for both male and female) while the highest was in grade 6 (5.6% and 3.5%) for male and female respectively. As regards the dropout rate, the highest rate was in grade 6 (10.3% and 12.9%) while the least was in grade 2 (0.2% for both sexes). It is evident from these data that wastage is prevalent in primary education, being part of basic education in Nigeria, inspite of the efforts to achieve Education for All and millenium Development goals in Nigeria.

#### 4.1. Corruption

This has crept into virtually all aspects of the country's economy where education is having its share of it. Money meant for educational programmes are often diverted into private coffers by some of those in power. In Nigeria, government money is regarded as 'national cake'. As such, every individual wishes to cut his/her share of the cake. According to [38] Statistics, Sub-Saharan Africa ranked the most corrupt region in the world with 90% of the Countries scoring below 50% out of 100%. The most corrupt country out of the list in Africa was Zimbabwe, Burundi, Chad, Sudan and Somalia. Cases of misappropriation of education funds in Nigeria are thus rampant in Newspapers, Radio, and Television. For example, a report in the Nation of Friday, 7<sup>th</sup> March, 2008 indicates that between 2005 and 2006, some states in Nigeria, diverted the sum of N3.3 billion out of the N54.7 billion released for the development of primary education nationwide. Situation like this will not give room for development of education.

#### 4.2. Inappropriate Policies and Implementation and Policies Somersault

Nigeria is a country where many educational policies abound. Since the advent of western education in Nigeria, many educational policies have been formulated and implemented, in an attempt to provide thrust for the educational system and achieve its objectives holistically. In spite of this, the educational system cannot profit from these policies. A lot of problems can be diagnosed in Nigeria's efforts at policies formulation and implementation. Among these are; unstable policies, a situation where government in power changes or cancels educational policies even though they are laudable. There is also the issue of inappropriate policies as a result of errors in their formulation. At the crux of the matter is policies implementation. Many policies in Nigeria even though are good, have not been properly implemented due to lack of fund, corruption among those in charge, political interference among those in charge, among others, just to mention few.

## 5. Way Forward

In view of the role of education in individual's and national development and the identified causes of its low development in Nigeria, it is imperative that efforts should be made to combat the challenges of education. Solving the problems of education in Nigeria, is however a task for all the education stakeholders but particularly, the parents, educational institutions' administrators, government, students, educational planners and policy makers. To achieve this feat, the following measures are recommended:

### 5.1. Adequate Funding of Education

Government should allocate more funds to education. It would not be too much if 26% of the national budget is allocated to the sector, in view of the role of education in national development. This would even be a compliance with the UNESCO minimum funding standard.

### 5.2. Increased Access to Schools

In view of the need to increase the access of the citizens to education in Nigeria, in line with its effort to achieve education for all the citizens in 2015. More primary and secondary schools should be established while enrollment should be maximised in the established schools.

### 5.3. Recruitment of Teachers

In view of the role of teachers in educational process and the present dearth in schools, more teachers should be recruited and posted to schools, particularly in the core subjects. Efforts should also be made to improve the quality of teachers in schools. This can be achieved if the deadline for upgrading the qualification of teachers to the minimum standard (i.e. NCE) is extended by another five years. There should also be in-service training of those teachers in stock, to improve their competency. Sponsoring teachers to seminars, workshops, and conferences can be another way to achieve improved quality of the teachers.

### 5.4. Motivation of Teachers:

In as much as lack of motivation has been identified as one of the causes of negative attitudes of teachers in schools, Government should give priority to teachers' welfare. Of recent, Federal Government approved Enhanced Salary Package (i.e. 27.5% Salary Increase) for teachers in

Nigeria. Unfortunately, many states are yet to implement this package. Government at the state levels, thus need to pay this package to encourage teachers towards improved performance. Teachers in the difficult and rural areas can also be motivated through the payment of additional allowance by Government.

### 5.5. Curbing Corruption:

It is not a gainsaying that much of the financial resources meant for educational development in Nigeria had been diverted through corruption. It has thus become imperative for this menace to be eradicated in Nigeria. Government should therefore introduce stern measures aiming at stemming the tide of corruption in the country. Erring individuals and government officials should be punished to serve as deterrent to others. There should be proper tracking of the resources to the education sector and educational institutions to ensure proper and adequate accountability.

### 5.6. Regular Review of Curricula

Education curricula should be reviewed regularly in order to promote critical and relevant learning.

### 5.7. Curbing Examination Malpractice

Government should strictly enforce the laws against examination malpractice in Nigeria. Those caught in the act, should be punished to serve as deterrent to others. Teachers, being role models to students should however refrain from being involved in examination malpractice. Parents also owe it a duty to inculcate high level moral training on their children so that they can refrain from examination malpractice in schools.

### 5.8. Curbing Indiscipline of Pupils/Students in Schools

Educational institutions' administrators should ensure high-level discipline in their domains. At the tertiary level, issues of student unrest and cultism should be eradicated.

### 5.9. Continuation of Good Education Policies and Effective Implementation of Education Policies

Government should ensure that laudable policies of past government are not cancelled. If possible, these can be modified to ensure continuity in governance.

## 6. Summary and Conclusion

Education is light to an individual and nation. Its roles in this regard makes it imperative for it to be acquired. Successive governments in Nigeria have over the years been showing the desire to adopt education for its citizens due to its benefits. This is demonstrated through funding and provision of other needed resources as well as institution of policy framework for its growth and

development. Certain factors are however undermining the development of education in Nigeria. In this paper, factors such as insufficient funding, infrastructural decay, teachers, poor planning and implementation, inappropriate education policies and implementation among others were examined. The paper also discussed measures for tackling the constraints such as adequate funding, provision of infrastructural facilities and teachers among others. It thus needs not be overemphasized that Education needs complete turnaround in Nigeria for it to meet global challenges and achieve its goals. Stakeholders in it need to rise up to the challenges, change the course of events and put education in a right footing, which is the only way to sustainable development. In spite of these constraints, education can develop in Nigeria if they are tackled decisively.

## References

- [1]. Card, D. "The causal effect of education on earning", in O. Asemfether and D. Card (Eds) Handbook of Labour Economics, 3, part A, 1801-1863,1999
- [2]. Lochner, L. "The Production benefits of education, crime, health and good citizenship", in Lochner, L., and Moretti, E. (2004). The effect of education on crime: Evidence from prison estimates, arrests and self reports. *American Economic Review*, 94 (1), 155-189, 2011
- [3]. Mazumder, B. "Does education improve health: A reexamination of the evidence from compulsory schooling laws". *Economic Perspective*, 2, 16, 2008
- [4]. Oreopoulos, P. "Estimate average and local average treatment effect of compulsory education when compulsory schooling laws really matter". *American Economic Review*, 96(1), 15
- [5]. Dee, T.S. "Are there civic returns to education"? *Journal of Public Economics*, 88 (9 -10), 1697, 2004-1720
- [6]. Chukwuemeka, P.C. "Competency based Biology Teacher Education Programme: Implications for Science education sector reforms in Nigeria". Paper presented at the 52<sup>nd</sup> Science Teachers Association of Nigeria (STAN) Conference, held at Akure, Nigeria, 2011
- [7]. Offorma, G.C. "Girl-Child Education in Africa". Keynote address at the Conference of the Federation of the University Women of Africa, held in Lagos, Nigeria, 2009
- [8]. O'Connell, J. "Education and nation building in Africa". London Press, 1965.
- [9]. Aghenta, J.A. "Human Resource Development in Nigeria: The Process, Problems and Prospects". Lecture delivered to students of College of Education, Agbor, Delta State, Nigeria, 1999
- [10]. Federal Republic of Nigeria. "National Policy on Education (Revised)". Abuja, Nigeria: Federal Government Press, 2004
- [11]. Adesina, S. "Planning and educational development in Nigeria". Lagos, Nigeria: Educational Industries Limited, 1997



- [12]. Adiukwu, M.U. "Nigeria Country's Report in Post-Basic S & T Education". Paper presented at the International Council of Associations for Science Education (ICASE) at Abuja, Nigeria
- [13]. Federal Ministry of Education. "Statistics of education in Nigeria: 1999-2005. Abuja, Nigeria: Federal Government Press, 2007
- [14]. Central Bank of Nigeria "Statistical Bulletin". Abuja, Nigeria: Federal Government Press, 2013
- [15]. United Nations Development Programme "Human Development Report", 2012.
- [16]. World Bank (2012), cited in Kpolovie, P.J and Obilor, I E. "Adequacy-Inadequacy: Education funding in Nigeria". Universal Journal of Education and General Studies, 2(8): 239-254, 2013
- [17]. Monehin. O.B. "The University and the Development of Nigeria Society". Paper delivered at the universities' stakeholders' forum at Abuja, Nigeria, 2003
- [18]. Nwadiani, M. "Dystrophies in higher education: Nigerian experience". *Higher Education Review*, 31 (3), 17-26, 1999
- [19]. Okebukola, P. "The state of university education in Nigeria. Abuja, Nigeria; National Universities Commission, 2002
- [20]. Eduese, E.D. "Teachers: The issue of quality, quantity and cost in Nigerian secondary Schools". *Journal of All Nigerian Conference of Principals of Secondary Schools*, 4 (2), 1996
- [21]. Asikhia, O.A. "Students and Teachers Perception of the causes of poor academic performance in Ogun State secondary Schools, Nigeria; Implications for counseling for national development", *European Journal of Social Science*, 13(2): 229-241, 2010
- [22]. Akani, O. "Resources for Effective Implementation of UBE in Nigeria: Challenges and Remedies". Paper presented at the 53rd Conference of Science Teachers Association of Nigeria, held at Akure, Nigeria, 2012
- [23]. Ugwu, A.N. "Current Issues on Implementation of Senior Secondary School Science Curriculum in Nigeria". Paper presented at the 49 The Science Teachers association of Nigeria (STAN) Conference, held at Yenagoa, Nigeria, 2008.
- [24] Okorodudu, R.I. "Innovations in teaching and learning". *The Educational Psychologist*, 5(1), 2-12, 2011
- [25]. Federal Republic of Nigeria "The State of Education in Nigeria". Abuja, Nigeria: Federal Government Press, 2009
- [26]. West African Examinations Council (WAEC), in Federal Republic of Nigeria. Abstract of Statistics, 2009
- [27]. Joint Admissions and Matriculations Examinations , in an Address presented on the courtesy visit of Zonal Coordinator to Honourable Commissioner of Education, Ondo State on November, 2012.
- [28]. Saint, W., Hartnett, T.A., & Strassner, E. "Higher education in Nigeria: A status report". *Higher Education Policy*, 16, 259-281, 2003
- [29]. Akerele, W.O. "Managing Nigeria Higher Education in the 21<sup>st</sup> Century". Paper Presented at the 12<sup>th</sup> general Assembly of Social Sciences Academy of Nigeria, held at Abuja, Nigeria, 2001
- [30]. Ige, A.M., and Olowolabi, S. "Student Unrest in Tertiary Institutions in Nigeria: Causes and Remedies". *Journal of Educational Research and Development*, 4 (3): 137-146, 2010
- [31]. Baikie, A. "Management of Authority and Student Relationship under University's Autonomy". Paper presented at the 3<sup>rd</sup> National Training Programme for Senior University Managers (NAPTSUMA III), 2001
- [32] Olatubosun , J "Examination malpractice in secondary schools in Nigeria: What sustains it?" *Eur. J. Educ. Stud.* 1(3):101, 2009
- [33]. Awe, R. "Curbing Examination Malpractices in Post-Primary Schools in Ondo State". Paper presented at a Workshop for Principals, Teachers and Students by Ondo State Ministry of Education, Nigeria, 2004
- [34]. Adeyemi JA, Ige AM "Examination malpractices in Nigeria educational system: Causes, effects and way out". *J. Clin. Couns. Psychol.* 8(1):59, 2002
- [35]. Azuka N.G., Alutu., & Aluede, O. "Secondary schools student's perception of examination malpractices and examination ethics". *Journal of Human Ecology*, 20(4): 295-300, 2006
- [36]. Olamusi, O.A. "Enhancing Discipline in the Conduct of Examination: A Challenge to Principals and Teachers". Paper presented at the seminar organized by Ministry of Education and Youths Development of Ekiti State, Nigeria, 1998
- [37]. Federal Government of Nigeria "Demographic and health surveys". Abuja, Nigeria. Federal Government Press, 2008
- [38]. Transparency International "International Corruption Perception Index", 2012.
- [39]. The Nation, 2008, 7<sup>th</sup> March,).

### Authors' Profiles

Ige Akindele, M. (B.ED. M.ED, PhD),

Deputy Director,

Ministry of Education,

Akure, Ondo State, Nigeria

**Fasakin, M.O (B.ED, M.ED, PhD)**

Principal,

Federal University of Technology, Akure Staff Secondary School,

Akure, Ondo State, Nigeria