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SCHOOL ENVIRONMENT AND UPPER BASIC SCHOOL PUPILS' LEARNING OUTCOME IN OSOGBO LOCAL GOVERNMENT AREA OF OSUN STATE, NIGERIA.

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Abstract

The study examined school environment and upper basic school pupils' learning outcome in Osogbo Local Government Area of Osun State, Nigeria. Descriptive research design was adopted for this study. Three research questions were generated with a research hypothesis. The sampled population for this study comprised of five upper basic schools within the local government area, while the sampling technique was simple random sampling, selecting two hundred (200) respondents, forty each from each school. The instrument used for data collection was a self-designed questionnaire and a pro forma. Frequency counts and percentage were used to describe the demographic data of sampled respondents, mean and standard deviation for analyzing the generated research questions, and multiple regression analysis for answering the postulated hypothesis. The findings showed that learning outcome of upper basic school pupils in Osogbo Local Government Area of Osun State was average with a mean score of 58.6%; public primary school environment in Osogbo Local Government, Osun State was favourable (55.5%); the predominant school environment in Osogbo Local Government, Osun State was staff-students relationship and classroom experience; and there was no significant relationship between school environment and learning outcome of upper basic schools outcome in Osogbo Local Government, Osun State. Recommendations were made that school staff should develop with the pupils a good interaction which is helpful in promoting pupils' learning outcome; a well-programmed learning and teaching environment which is conducive enough to achieve effective teaching and learning should be established; well trained and qualified teachers should be employed for teaching in upper basic schools; and schools should be situated in a friendly environment where teaching and learning could take place successfully.

Keywords: Environment, Upper basic pupils, Learning outcome

Introduction

Generally, in the whole world, particularly in Nigeria, education has been considered to be the cornerstone

for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal, (FRN, 2004). Education is very important in any given society. It is a process by which abilities and capabilities of individual are developed. These abilities might be physical abilities, emotional abilities, social abilities and intellectual abilities. It is the actualizing of human potential so that the individual can become something more than what he was before.

According to Ugwuanyi (2003), education is the process established by the society to assist the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully to the development of the society. Bergin and Bergin, (2009) citing Kneller (2000) sees education as a process by which any society through schools, colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. As a result of deregulation in Nigerian education, the system of education has two main interest groups which are – public education and private education. Public education is the pillar or backbone of society which opens the door of equal educational opportunity to all citizens. It is a public owned property which attracts public attention constantly.

Secondary school is the next stage after primary school is completed. It is generally the final stage of compulsory education. Clare Boorn et. al (2010) sees secondary school as a school intermediate between elementary school and college, usually offering general technical, vocational or college, preparatory course, while Collins (2003) refers to it as a school for young people, usually between the ages of eleven and eighteen. As for the National Policy on Education (FRN, 2004) it is the form of education children receive after primary education and before the tertiary stage.

According to Alex Nenge (2018), Junior Secondary school education lasts 3 years (from 12 to 14 years).

The senior school education takes three years (probably from 15 to 17 years of age) when training is received on a rather diversified program aimed at increasing the knowledge of students and their horizons. After completing the course and passing West African Examinations Senior Secondary Schools Certificate Examination (WASSCE), students receive O'Level certificate. The former (also referred to as Upper Basic School) expose students to various subjects of different disciplines in order to broaden the knowledge and skills of the students while the later provides the students with a more specialized career-based subjects.

Environment is a system within which living organisms interact with the physical elements. Hence, school environment is a learning place where the learner learns and interacts with learning facilities in order to be socialized and face the challenges in the society. Agusiegbe (2004) sees environments as consisting of all elements existing around man and which exert some influence on him. These include physical, biological and social attributes. Psychologists see environment as the aggregate of all the external condition and influence affecting the life and development of an organism.

School environment is the thread that connects the multitude of activities on the school. In many respects, this thread is almost invisible; yet everyone experiences its influence. Dudek (2000) opined that it could be said to be the external influences in the school that can influence academic achievement of students irrespective of their intelligent quotient. School environment can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages in order to provide changes, promote choices and activities and for its potential to serve as catalyst to different types of social and affective learning (Okeke, 2001). It has been generally accepted that environment and heredity can hardly be separated from education in influencing achievement, hence a child's life and ability are influenced by nature and nurture. Heredity provides the natural disposition while a healthy environment makes available a window of opportunities to the learner (Ohuche, 2001). The environmental differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the students. This shows that the learning environment and facilities children are exposed to have great influence on their learning outcome.

School environment includes the school building and the surrounding element such as noise, physical plants, temperature and lighting as well as physical or biological factors and the extent these factors encourage students' safety and health (Mick Zais, 2011). School environment can then be seen to include material and human resources, a learning place which consists of the which interaction?. The school environment is both the natural and artificial settings where teaching and learning take place. Balog (2018) refers to learning environment as a major component that affects students learning, this component includes individuals, teaching aids, curriculum and conceptual settings, in which teaching and learning are carried out as deliberately planned.

Mondal (2012), learning environment encompasses classroom surroundings, physical facilities in the classroom and teacher and pupil relationship. Studies on the relationship between learning environment and students' academic achievement have revealed that learning environment determines learners' performance. (Tsayga, 2011). Environment is a very important factor in achieving the goal of any educational programme. People acquire most of their knowledge through the interaction with facilities provided in the environment for learning. Also, learning is influenced by the environment in which people are exposed to and the facilities provided in such environment lead to experience as it is in the words of Piaget (1964) that active interaction with the environment is regarded as the most basic requirement for proper intellectual development.

School location exerts a great deal with one's expectation on students learning outcome. School could be located in the urban or rural area. Schools located in rural area generally inferior to urban schools as schools in rural areas lacked human and material resources needed for success at school. The location of school whether urban or rural affects a child's ability to study and perform at the level expected of him. Oworye (2011) revealed that there is a significant difference between students' academic achievement and aspects of the school environment (rural and urban) in senior secondary school examinations. The researcher also revealed that the graphical location of the school significantly influences students' academic performance. Also, the individual student's academic behaviour is influenced not only by the motivating forces of his home, scholastic ability, and academic values but also by the social pressure applied by the participants in the school setting. Also, differences in

location imply differences in the existence of demographic and socio-economic parameters of the school.

As posited by Cedefop, (2017), Learning outcomes are defined as 'sets of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. Learning outcomes are defined as 'statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence' (Cedefop, 2014). As documented by Cedefop (2016), a student is said to have acquired the required learning outcome if he has achieved learning, creativity and social competence at the end of a learning sequence. Fajola (2008) used the notion of academic self-concept in referring to individuals' knowledge and perceptions about themselves in learning outcome, and convictions that they can successfully perform a given academic tasks at designated levels. Learning outcome could be related to the achievement of competence in the three Bloom Taxonomies which are Cognitive, Affective and Psychomotor Domain.

From the forgoing, one can see that school environment plays a crucial role in students' learning outcome. The problem of poor performance is more pronounced in ill-equipped schools, hence, it has become necessary to find out the influence of school environment on the learning outcome of pupils of upper basic schools in Osogbo LGA, Osun state.

Purpose of the Study

The main purpose of the study is to determine relationship between school environment and upper basic school pupils' learning outcome in Osogbo Local Government, Osun State

Specifically, the study intends to investigate:

1. The learning outcome of upper basic pupils in Osogbo LGA
2. The condition of upper basic school environment in Osogbo LGA
3. The predominant school environment in Osogbo LGA
4. Relationship between school environment and learning outcome of upper basic school students in Osogbo LGA.

Research Questions

The following research questions will guide the study:

1. What is the learning outcome of upper basic school students in Osogbo LGA?
2. What is the condition of upper basic school environment in Osogbo LGA?
3. What is the predominant school environment in Osogbo LGA?

Hypothesis

One null hypothesis was formulated to guide the study and will be tested at 0.05 level of significance.

HO₁: There is no significant relationship between school environment and learning outcome of upper basic students in Osogbo LGA.

Methodology

The study employed a descriptive survey where the opinions of the participants were sought for. This research design was selected because this study intended to check the relationship between school environment and learning outcome of upper basic school students in Osogbo Local Government Area, Osun State. The population of this study comprised all upper basic schools in Osogbo Local Government Area, where 25 (twenty-five) schools were sampled as the targeted population. From this, 8 (eight) students were randomly selected. For this sample, simple random sampling techniques were used to select 200 participants for the study.

The instrument adopted for this research work was a self-designed questionnaire and the achievement scores of students (pro forma). The first questionnaire was designed purposely to gather information from the respondents on school environment. The second one elicited information on affective domain of the respondents. The questionnaire was close ended, comprising of Sections A, B and C. Section A comprised of demographic information of the respondents while section B and C comprised items on school environment and students' affective domains respectively. The response format was be a four Likert Scale of SA-strongly agree, A-agree, D-disagree and SD-strongly disagree.

The questionnaire items of the demographic data in section A was analyzed using frequency counts and percentages. Section B was calculated using percentile, mean and standard deviation for the research questions, multiple regression was used to test the hypothesis generated.

Table 1: Demographic Data of the Respondents

Variable	Frequency	Percentages (%)
Gender		
Male	85	42.5
Female	115	57.5
Total	200	100.0
Age		
9-10 years	5	2.5
11-12 years	125	62.5
13 years and above	70	35.0
Total	200	100.0
School Location		
Rural	168	84.0
Urban	32	16.0
Total	200	100.0

Results in Table 1 showed that 200 students participated in the study out of which 42.5% were males and 57.5% were females. Also, 2.5% were 9 to 10 years old, 62.5% were within 11 to 12 years of age, and 35.0% were 13 years and above. Furthermore, 84% were selected from schools located in rural area, while 16% were selected from schools located in urban area.

Answering of Research Questions

Three (3) research questions were answered in this study. Research question 1 and 3 were answered using

Table 2: Learning Outcome of Senior Secondary School Students in Osogbo LGA

Minimum Score	Maximum Score	Mean of the Overall Scies	S.D
32.0	72.0	58.55	7.34

Results in Table 2 show the learning outcome of upper basic school pupils in Osogbo LGA. As shown in the table, the learning outcome of upper basic school pupils in Osogbo LGA was average with a mean score of 58.55% considering the average benchmark of 50%.

Research Question 2: How is the condition of upper basic school environment in Osogbo LGA?

To answer research question 2, students' responses on

Table 3: Upper Basic School Environment in Osogbo LGA

School Environment	Cut of Range	Frequency	Percentage (%)
Favourable	61-94	111	55.5
Unfavourable	28-60	89	44.5
Total		200	100.0

mean and standard deviation, research question 2 was answered using percentage. The outcomes of the analysis are reported in Tables 2 to 4.

Research Question 1: What is the learning outcome of upper basic school pupils in Osogbo LGA?

To answer research question 1, the learning outcome of upper basic school pupils in Osogbo LGA was analyzed using mean statistics with a benchmark cut off score of 50% as shown in Table 2.

school environment in Osogbo LGA were summed and subjected to percentage analysis. The minimum score, maximum score and range score obtainable were 28, 94 and 66 respectively. The range was divided by the two status of school environment (favourable and unfavourable) and the cut off was 33. Respondents with scored from 28-60 were regarded as learning in an unfavourable school environment, while respondents with scores from 61-94 were regarded as learning in a favourable school environment. The result is presented in Table 3.

Results in Table 3 showed the condition of upper basic school environment in Osogbo LGA. As contained in the table, 44.5% of the sampled students learnt under unfavourable school environment, while 55.5% learnt under favourable school environment. This means that upper basic school environment in Osogbo LGA was favourable.

Research Question 3: What is the predominant school environment Osogbo LGA?

To answer research question 3, students' responses on the different school environment in Osogbo LGA were summed and subjected to descriptive statistics of mean. The output is presented in Table 4.

Table 4: The Predominant School Environment in Osogbo LGA

S/N	Items	Mean	Ranking
1	School Physical Structure	2.34	4th
2	Classroom Experience	2.53	2nd
3	School Location	2.50	3rd
4	Staff-students Relationship	2.57	1st

Results in Table 4 showed the predominant school environment in Osogbo LGA. As shown in the table, the predominant school environment in Osogbo LGA was staff-students relationship.

school environment and learning outcome of upper basic pupils in Osogbo LGA.

Testing Hypothesis

HO: There is no significant relationship between

In order to test the hypothesis, responses on school environment and learning outcome of upper basic students in Osogbo LGA were subjected to multiple regression analysis. The result of the analysis is reported in Table 5.

Table 5a: Model Summary of Relationship Between School Environment and Learning Outcome of Upper Basic Students in Osogbo LGA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.818 ^a	0.33	0.008	1.100

Results in Table 5a revealed that school environment accounted for 0.33 representing 33% of the variation in learning outcome of upper basic students in Osogbo

LGA, with adjusted r square of 0.008 and a standard error of the estimate of 1.100. The significance (p-value) and F-value of the analysis is presented in Table 5b.

Table 5b: Regression Analysis Showing Relationship Between School Environment and Learning Outcome of Upper Basic Students in Osogbo LGA

Model	Sum of Square	Df	Mean Square	F	p-value	
Regression	0.818 ^a	7.958	5	1.592	1.32	0.26
Residual		234.662	194	1.210		
Total		242.620	199			

a. Dependent Variable: Learning Outcome

b. Predictors: (Constant), School Environment

*P<0.05

Results in Table 5b indicated that school environment significantly contributed to learning outcome of upper basic students in Osogbo LGA was seen in the degree of freedom of 5 and 195, with F-ratio of 1.32 that is p-value of 0.26. On the basis of the results, the null hypothesis was not accepted. This means that there was significant relationship between school environment and learning outcome of upper basic

students in Osogbo LGA. The relative contribution of each of the components of school environment is presented in Table 5c.

Discussion of the Findings

One of the results of the findings showed that senior secondary school students learning outcome in Osogbo LGA is on the average with a mean score of

58.6%. As posited by Cedefop, (2017), Learning outcomes are defined as 'sets of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. Learning outcomes are defined as 'statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence' (Cedefop, 2014). As documented by Cedefop (2016), a student is said to have acquired the required learning outcome if he has achieved learning, creativity and social competence at the end of a learning sequence. Arul Lawrence and Vimala, (2012) view academic performance as the knowledge acquired in formal instructional activities usually obtained through a score, grade, average or assessment. Fajola (2008), used the notion of academic self-concept in referring to individuals' knowledge and perceptions about themselves in learning outcome, and convictions that they can successfully perform a given academic tasks at designated levels. Learning outcome could be related to the achievement of competence in the three Bloom Taxonomies i.e. Cognitive, Affective and Psychomotor Domain.

Also, the finding showed that upper basic school environment in Osogbo LGA is favourable (55.5%). This finding is in consonance with the study carried out by Arul Lawrence and Vimala (2012) who carried out a study on the school environment and academic achievement of standard six students, the study reveals that the urban schools have better school environment than rural schools.

School environment can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages to provide changes, promote choices and activities and for its potential for sparking different types of social and affective learning (Okeke, 2001 & Mick Zais, 2011). It has been generally accepted that environment and heredity can hardly be separated from education in influencing achievement, hence a child's life and ability is influenced by nature and nurture. Heredity provides the natural disposition while a healthy environment makes available a window of opportunities to the learner, learners also need safe and healthy environment to grow and learn (Byoung-suk, 2012). The environmental differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the students. This shows that the learning environment and facilities children are exposed to have great influence on their learning outcome.

Furthermore, the study revealed the predominant school environment in Osogbo LGA to be staff-students relationship and classroom experience. This finding was in agreement with Ellerbrock & Kiefer (2010) who reported that trusting, caring, and respectful relationships between students and teachers, provide emotional and cognitive support, and are crucial for students' development. Building a caring relationship includes maintaining a connection and a reciprocated relationship. Teachers can also exist as a bridge between the students and the school. Teachers play a major role in helping the students learn positive, caring attitudes towards their school, including their sense of caring towards their school community. Teachers should also seek to create a supportive environment in which students feel they are important, respected, and cared for.

Conclusively, the study showed that there was no significant relationship between school environment and learning outcome of upper basic students in Osogbo LGA. The finding is in line with study of Olokooba, (2020) who investigated School Variables and Upper Basic Students' Performance in Social Studies in Ilorin, Kwara State, Nigeria, the study posited that School type and school structure are not statistically significant on students' performance in Social Studies in the upper basic schools. Odeh. R. C et al.,

This finding negates Odeh, et al (2015) who investigated the influence of school environment on academic achievement of students in secondary schools in zone "A" senatorial district of Benue State, Nigeria, the study reveals, that school environment has a significant influence on students' academic performance. Maduwesi (1990) referred to teaching and learning environment as the setting, physical and conceptual, in which teaching and learning are carried out as deliberately planned. Learning environment means classroom surroundings, physical facilities in the classroom and teacher-pupil relationship.

Conclusion

In conclusion, the study investigated school environment and upper basic school pupils' learning outcome in Osogbo local government area of Osun State, it revealed that learning outcome of senior secondary school students in Osogbo LGA was average with a mean score of 58.6%. The study also revealed that the Senior secondary school environment in Osogbo LGA was favourable to promoting students' learning outcome. The predominant school environment in Osogbo LGA is staff-students' relationship and classroom experience. Also, it was discovered that there is no significant relationship between school environment and learning outcome of upper basic students in Osogbo LGA.

Recommendations

Based on the findings of this study, the following recommendation were made:

1. Teaching and non-teaching staffs in schools should develop with the students a good interaction which is helpful in promoting students' learning outcomes.
2. A well-programmed learning and teaching environment which is conducive enough to achieve effective teaching and learning should be established.
3. Well trained and qualified teachers should be employed in secondary schools
4. Schools should be situated in a friendly environment where teaching and learning take place successfully.

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LOW QUALITY OF TERTIARY EDUCATIONAL SYSTEM IN NIGERIA : A THREAT TO SUSTAINABLE DEVELOPMENT

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Abstract

Quality education is the most powerful weapon a nation can give her people, and this can be used for self-enlightenment and sustainable development. One of the aims of quality tertiary education is to equip one with capability, skills to interpret things rightly and apply the information garnered in real life scenarios. In Nigeria today, the opposite is the case in our tertiary institution, because of the low quality of education which has affected the training of quality manpower for economic growth and sustainable development. In view of the above, this paper focuses on low quality of tertiary education system in Nigeria which serve as a threat to sustainable development. It identifies those challenges and causes of low-quality education in our tertiary institution that has affected development over the years. These among others include inadequate funding, strike, examination malpractices, lack of qualified and passionate lecturers, poor supervision of teaching activities, attitudes of lecturers to work, poor implementation of educational policies and brain drain. It is recommended that to prevent all these challenges and to improve the quality of tertiary education in Nigeria, enabling environment should be created for staff through improved conditions of service, providing adequately equipped libraries, well-furnished facilities, increase in the salary structure and deserving benefit to limit brain drain; accreditation exercises in tertiary institutions should be strengthened, qualified internal quality assurance and monitoring units to enhance good quality delivery. This study indicates the fact that once quality education is assured, the outcome of it is development.

Keywords: Low Quality, Tertiary Education, Quality, Sustainable Development, Challenges

Introduction

Education is the foundation of growth, human development and the backbone of every nation, and legacy a country can give the younger generation. Any

state that leaves the bulk of her citizen uneducated can be said to be ill-prepared on various fronts such as economic growth and competitiveness, physical safety, intellectual capacity, global awareness, employability, national unity and cohesion. Education is seen as an important sector in the development and transformation of any nation. For education to drive development and social transformation, requires a major investment in the provision of its quality at both Macro and micro levels (Uwa, Lanrewaju & Ojeme, 2014).

According to the Federal Government of Nigeria (NPE, 2013), the goal of tertiary education encompasses the development of relevant high levels of manpower, the intellectual capacity of individuals, and acquisition of physical and intellectual skills. These goals of tertiary education are pursued through a variety of programmes such as certificate, diploma, degree and postgraduate (Oyebade & Dike, 2013). Unfortunately, the practice of tertiary education in Nigeria has not met the expectations of the above goals and objectives which result in the low quality of education that has contributed negatively to the number of unemployable graduates been sent to the labour market yearly from our institutions. The low quality in the tertiary institutions emerged as a result of failure from all stakeholders involved in the educational sector, such as the government and its agencies, parents, students, lecturers and among others.

To achieve education that will provide all learners with capabilities they required to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being (VVOB's, 1978). The quality given to education must depend on the characteristics of learners (healthy, motivated students); Processes (competent teachers using active methodologies); Content (relevant course content/ curricula) and System (good governance and educationists) (Ali & Aaleen, 2014). However, for