

EVALUATING FACTORS MILITATING AGAINST QUALITY EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KANO STATE, NIGERIA

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Abstract

The study evaluates factors militating against quality education in public secondary schools in Kano State, Nigeria. The study adopted survey research design. Three research objectives and corresponding research questions guided the study. The total population of public secondary schools teachers is 17,563. The sample of the study was selected using multi-stage stratified sampling technique. The sample of 300 teachers was selected using purposeful sampling technique. The instrument for the data collection was researcher made Questionnaire titled "Factors Militating Against Quality Education Questionnaire" (FMAQEQ). The instrument was validated by five experts and reliability of the instrument was determined using Cronbach Alpha coefficient which yielded the reliability coefficient of 0.85. Data was collected via online Google Form from the teachers' in the selected schools. The data collected were analysed using descriptive statistics Mean and Standard Deviation. It was found that inadequate school infrastructure, shortage of qualified teachers, overcrowded classrooms, inadequate instructional materials, traditional teaching methods, ineffective supervision and inspection, outdated curriculum implementation, poor assessment practices, inadequate laboratories and workshops and poor reading culture are school-based factors militating against quality education. Also early marriage, gender inequality or gender stereotyping, religious misinterpretation, inadequate parental support, low value placed on certificates are cultural-based factors and violence and insecurity, language barriers, large Family Size, low educational awareness, peer influence, media Influence and Poverty are societal-based factors militating against quality education. Recommendations were made based on the findings that there should be public awareness program by Government and Educational stakeholders on quality education for sustainable development.

Keywords: Quality education, Factors, Public, School factors, Cultural factors, and Societal factors.

Introduction

Education is the backbone of any society, laying the foundation for progress and development is necessary for national development. Education is the process through which individuals acquire knowledge, skills, values, attitudes, and understanding. It is both formal and informal, happening in schools, homes, workplaces, and communities. Education is meant to help people develop intellectually, socially, emotionally, and morally so they can function effectively in society and improve their personal and collective well-being. Education is the systematic

process through which individuals acquire knowledge, skills, values, and attitudes necessary for personal development and societal progress. (Ajayi and Ojo, 2019). Education is a lifelong social process whereby cultural values, norms, and knowledge are transmitted from one generation to another, preparing individuals for active participation in society. (Olaniran, 2020). Education is a continuous process of learning, encompassing formal, informal, and non-formal methods, aimed at personal growth and societal advancement. (Dike, and Nnamdi, 2020).

Quality education is often defined through the lens of the United Nations Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education and promotes lifelong learning opportunities for all (Ogunyemi, 2020). According to Adebayo (2021), quality education in Nigeria is characterized by a curriculum that is relevant to the socio-economic context, effective teaching methodologies, and adequate infrastructure. This definition aligns with the views of Ojo and Akintunde (2022), who argue that quality education must also address the diverse needs of learners, including marginalized groups. Federal Ministry of Education Nigeria (2020) describes quality education as an education that is relevant, inclusive, participatory, and meets the UNESCO standards for access, equity, and learning outcomes. Olayemi and Oladipo (2023) define quality education as education that ensures effective teaching-learning processes, provides necessary facilities, and promotes equity and inclusion for all learners.

Quality education is a fundamental right and a cornerstone for national development. In Nigeria, public secondary schools play a pivotal role in shaping the educational landscape. However, the quality of education in these institutions has been a subject of concern, with various factors impeding effective teaching and learning. In recent years, the quality of education in public secondary schools in Nigeria has been a growing concern. Despite the efforts of the government to improve the education system, there are still several factors that militate against the delivery of quality education in these schools. As a result, students are not receiving the education they deserve, and this has far-reaching consequences on the future of the country. This paper aims to evaluate the factors militating against quality education in public secondary schools in Kano State, Nigeria, focusing on schools based factors, cultural based factors, and societal based factors.

1. To examine school-based factors militating against quality education in public secondary schools in Kano State.
2. To discover cultural-based factors militating against quality education in public secondary schools in Kano State.
3. To identify societal-based factors militating against quality education in public secondary schools in Kano State.

The following research questions guide the study

1. What are the school-based factors militating against quality education in public secondary schools in Kano State?
2. What are the cultural-based factors militating against quality education in public secondary schools in Kano State?

3. What are the societal-based factors militating against quality education in public secondary schools in Kano State?

Literature Review

Education is the process through which individuals acquire knowledge, skills, values, attitudes, and understanding. Education is meant to help people develop intellectually, socially, emotionally, and morally so they can function effectively in society and improve their personal and collective well-being. According to Nwankwo, and Eze, (2021). Education empowers individuals by equipping them with the intellectual and practical skills needed to improve their lives and contribute to national development. Education is a structured process that develops cognitive, technical, and social competencies required for productive engagement in economic, political, and social spheres (Adesina, 2019). Education is the foundation for national development, fostering innovation, critical thinking, and responsible citizenship among learners (Okonkwo, 2022). Education develops human capital by improving the knowledge, skills, and attitudes of individuals, thereby increasing their productivity and economic potential (Yusuf and Bello, 2023)

Quality education is the cornerstone of a successful and prosperous society. It is the key to unlocking one's potential and empowering individuals to contribute positively to their communities. Quality education is often defined through the lens of the United Nations Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education and promotes lifelong learning opportunities for all (Ogunyemi, 2020). According to Adebayo (2021), quality education in Nigeria is characterized by a curriculum that is relevant to the socio-economic context, effective teaching methodologies, and adequate infrastructure. This definition aligns with the views of Ojo and Akintunde (2022), who argue that quality education must also address the diverse needs of learners, including marginalized groups. UNICEF Nigeria (2021) defines quality education as the provision of learning environments, curricula, and teacher support that enable all children to achieve their full potential academically, socially, and emotionally in a safe and inclusive environment. Adewale (2022) views quality education as an educational system that fosters intellectual, moral, and social development while promoting innovation, creativity, and employability. Olayemi and Oladipo (2023) define quality education as education that ensures effective teaching-learning processes, provides necessary facilities, and promotes equity and inclusion for all learners. Nwokolo (2024) explains quality education as the consistent delivery of learning experiences that meet national and international standards while preparing students for economic and civic responsibilities. Abubakar (2025) defines it as education that ensures equitable access, learner-centered pedagogy, skilled teachers, adequate infrastructure, and measurable learning outcomes.

The dimensions of quality education can be categorized into several key areas: access, equity, relevance, and outcomes. Access refers to the availability of educational resources and opportunities for all segments of the population. As highlighted by Eze and Nwankwo (2023), disparities in access to quality education persist in Nigeria, particularly in rural areas where infrastructural deficits hinder educational attainment.

Equity in education is another critical dimension, as it ensures that all learners, regardless of their socio-economic background, have equal opportunities to succeed. Adebayo (2021) emphasizes that addressing gender disparities and providing support for disadvantaged groups are essential for achieving equity in education. Furthermore, relevance pertains to the alignment of educational content with the needs of the labor market and societal expectations. Ogunyemi (2020) posits that a curriculum that integrates vocational training and life skills is vital for enhancing the employability of graduates. Outcomes, the final dimension, refer to the effectiveness of education in achieving desired learning objectives. Ojo and Akintunde (2022) argue that quality education should be assessed not only through examination results but also through the holistic development of learners, including critical thinking and problem-solving skills.

The implications of quality education extend beyond individual learners to encompass societal development. Eze and Nwankwo (2023) assert that quality education is a catalyst for economic growth, social cohesion, and democratic governance. In Nigeria, where educational challenges are intertwined with issues of poverty and inequality, improving the quality of education is essential for fostering sustainable development. Quality education is a fundamental human right and a critical driver of national development. In Nigeria, however, public secondary schools face numerous challenges that compromise educational quality. Despite various government initiatives aimed at improving educational standards, the persistent societal factors affecting public secondary education.

The quality of education in Nigeria has been extensively studied, revealing a myriad of challenges. According to Okwori and Okwori (2020), inadequate funding is a significant barrier to achieving quality education in public secondary schools. They argue that insufficient financial resources lead to poor infrastructure, lack of teaching materials, and inadequate teacher training programs. Similarly, Adebayo (2021) highlights the impact of infrastructural deficits, noting that many schools lack basic facilities such as classrooms, libraries, and laboratories, which are essential for effective learning. Teacher quality is another critical factor affecting educational outcomes. A study by Okeke and Nwankwo (2023) indicates that many teachers in public secondary schools are underqualified and lack the necessary pedagogical skills to deliver quality education. This inadequacy is compounded by low morale and motivation among teachers, often due to poor remuneration and lack of professional development opportunities (Eze, 2023).

Socio-economic factors also play a significant role in the quality of education. According to Nwankwo and Ibe (2024), poverty and socio-cultural beliefs can hinder students' access to education and their academic performance. They argue that in many communities, financial constraints force students to drop out of school or engage in child labor, thereby affecting their educational attainment.

The most pressing factors that affect the quality of education in public secondary schools in Nigeria is inadequate funding. According to a report by the World Bank, Nigeria spends only 0.5% of its GDP on education, which is far below the recommended 26% by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (World Bank, 2020). This insufficient funding leads to a lack of resources, including textbooks, classrooms, and teaching

materials, which significantly hinders the quality of education. As noted by the National Bureau of Statistics (NBS), the lack of adequate funding is a major contributor to the low enrollment rates and poor infrastructure in public secondary schools (NBS, 2020). Moreover, the lack of qualified and motivated teachers is another factor that affects the quality of education in public secondary schools. According to a study published by the International Journal of Education, Training and Development, the teacher-student ratio in public secondary schools in Nigeria is 1:60, far above the UNESCO standard of 1:35 (Ogunsina, 2019). This means that teachers are overworked and unable to give individual attention to students, resulting in a decline in the quality of teaching. Furthermore, the low morale of teachers due to inadequate salaries and poor working conditions further exacerbates the situation, leading to a lack of motivation to deliver quality education.

Another critical factor militating against the quality of education in public secondary schools is the high level of poverty and inequality. According to the United Nations Development Programme (UNDP), Nigeria has a poverty rate of 40%, with the majority of the population living below the poverty line (UNDP, 2020). This means that many students in public secondary schools come from disadvantaged backgrounds, making it challenging for them to access quality education. The lack of resources and basic amenities at home also affects their learning ability and academic performance. This creates a vicious cycle where students from poor backgrounds are unable to break out of the poverty cycle due to the poor quality of education they receive. In addition to these factors, corruption and mismanagement of funds have also been identified as major hindrances to quality education in public secondary schools in Nigeria. According to a report by Transparency International, Nigeria ranks 146 out of 180 countries on the Corruption Perception Index (Transparency International, 2020). This culture of corruption leads to a misappropriation of funds meant for education, resulting in a lack of resources and poor infrastructure in public secondary schools. This ultimately affects the quality of education and further perpetuates the cycle of poverty and inequality (Uche, 2024).

Socioeconomic status plays a pivotal role in educational quality. According to Abubakar and Mohammed (2021), the economic constraints faced by families in Nigeria significantly impact students' access to educational resources, including textbooks, uniforms, and transportation. The authors argue that poverty leads to high dropout rates, as many students are compelled to seek employment to support their families. Similarly, Ibrahim (2022) highlights that the lack of financial support for public schools exacerbates the quality of education, as schools struggle to maintain infrastructure and provide adequate learning materials. The quality of teachers is another critical factor influencing educational outcomes. A study by Yusuf and Aliyu (2020) reveals that many teachers in Nigeria lack the necessary qualifications and training to deliver effective instruction. The authors emphasize that inadequate professional development opportunities contribute to low teacher morale and ineffective teaching practices. Furthermore, Adebayo (2023) notes that the high turnover rate of qualified teachers due to better opportunities elsewhere further deteriorates the quality of education in public secondary schools.

Infrastructure and resource availability are essential for facilitating quality education. According to Bello and Sulaiman (2024), many public secondary schools in Nigeria suffer from dilapidated facilities, overcrowded classrooms, and insufficient learning materials. The authors

argue that these conditions create an unfavorable learning environment, leading to poor academic performance among students. Additionally, the lack of access to technology and digital resources limits students' exposure to modern educational practices, further widening the quality gap. Educational policies and governance structures significantly influence the quality of education. A study by Mohammed and Abdullahi (2021) indicates that inconsistent educational policies and poor implementation strategies hinder the effectiveness of educational reforms in Kano State. The authors argue that a lack of accountability and transparency in the management of educational resources leads to corruption and misallocation of funds, ultimately affecting the quality of education. Furthermore, the absence of community involvement in school governance limits the responsiveness of educational institutions to local needs.

In conclusion, the factors outlined above are some of the major challenges hindering the progress of quality education in public secondary schools in Nigeria. To strive for a better future, it is crucial to address these factors and work towards providing an enabling environment for students to access quality education. As Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." Let us join hands in promoting and improving the education system in Nigeria for a brighter and more prosperous future.

Research Method

The study evaluates factors militating against quality education in public secondary schools in Kano State, Nigeria. The study adopted survey research design. The target population of the study is all the secondary schools teachers in public secondary schools in Kano State. The total is 17,563. The sample of the study was selected using multi-stage stratified sampling technique. Twenty (20) schools were selected; the schools selected are both from urban and rural area. The sample of 300 teachers was selected using purposeful sampling technique.

The instrument for the data collection was researcher made Questionnaire titled "Factors Militating Against Quality Education Questionnaire" (FMAQEQ). The instrument consists of five likert scale of Strongly agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). The instrument was validated by five experts in English Language, Test and Measurement Evaluation and Curriculum Studies. The experts validated both content and face validity of the instrument. The instrument was pilot tested on the population which are not part of the study to determine the reliability coefficient. The reliability of the instrument was determined using Cronbach Alpha coefficient and it yielded the reliability coefficient of 0.85. This makes the instrument reliable for data collection.

Permission was obtained from the principal of the selected secondary schools for data collection, after the permission a structured online Questionnaire using Google Form was distributed to teachers in the selected schools through WhatsApp group and through direct contacts with school administrators explained the academic purpose of the research. Data collection took place for four weeks through online.

The data collected were analysed using descriptive statistics (Mean and Standard Deviation) to answer the research questions. The criteria mean of 3.00 and above was used to agree for an item in the Questionnaire but less than 3.00 is to disagreed with the item in the questionnaire.

Results

Research Question One: What are the school-based factors militating against quality education in public secondary schools in Kano State?

Table 1: School-Based Factors Militating Against Quality Education N = 300

SN	School-Based Factors	Mean (X)	SD	Decision
1	Inadequate School Infrastructure	3.49	1.18	Agreed
2	Shortage of Qualified Teachers	3.79	1.01	Agreed
3	Poor Teacher Motivation	3.61	0.93	Agreed
4	Overcrowded Classrooms	3.50	1.23	Agreed
5	Inadequate Instructional Materials	3.75	0.99	Agreed
6	Traditional teaching methods	3.45	1.01	Agreed
7	Weak School Leadership	3.68	1.08	Agreed
8	Student Indiscipline	4.31	4.48	Agreed
9	Ineffective Supervision and Inspection	3.75	1.05	Agreed
10	Outdated Curriculum Implementation	3.68	1.07	Agreed
11	Poor Assessment Practices	3.49	1.18	Agreed
12	Inadequate Laboratories and Workshops	3.79	1.01	Agreed
13	Poor Role Models	3.61	0.93	Agreed
14	Poor Reading Culture	3.50	1.23	Agreed
15	Lack of Career Guidance	3.75	0.99	Agreed
16	Lack of Access to Technology	3.45	1.01	Agreed

Table 1 above shows school-based factors militating against quality education, it was discovered that inadequate school infrastructure, shortage of qualified teachers, poor teacher motivation, overcrowded classrooms, inadequate instructional materials, traditional teaching methods, ineffective supervision and inspection, outdated curriculum implementation, poor assessment practices, inadequate laboratories and workshops and poor reading culture are school-based factors militating quality education in the study area

Research Question Two: What are the cultural-based factors militating against quality education in public secondary schools in Kano State?

Table 2: Cultural-Based Factors Militating Against Quality Education N = 300

SN	Cultural-Based Factors	Mean (X)	SD	Decision
17	Early Marriage	4.31	4.48	Agreed
18	Gender Inequality or Gender Stereotyping	3.57	0.98	Agreed
19	Religious Misinterpretation	3.45	1.09	Agreed
20	Cultural Practices	3.80	0.96	Agreed
21	Inadequate Parental Support	3.96	0.911	Agreed
22	Cultural Restrictions on Girls' Mobility	3.70	0.89	Agreed
23	Low Value Placed on Certificates	3.56	0.79	Agreed
24	Religious Extremism and Mistrust of Western Values	3.60	0.93	Agreed
25	Preference for Islamic/Traditional Education over Western Schooling	3.80	0.96	Agreed
26	Poor Parental Perception of Education	3.96	0.911	Agreed

Table 2 above shows cultural-based factors militating against quality education, it was discovered that Early Marriage, Gender Inequality or Gender Stereotyping, Religious Misinterpretation, Inadequate Parental Support, Cultural Restrictions on Girls' Mobility, Low Value Placed on Certificates, Religious Extremism and Mistrust of Western Values, Preference for Islamic/Traditional Education over Western Schooling and Poor Parental Perception of Education are cultural-based factors identified that is militating quality education in the study area

Research Question Three: What are the societal-based factors militating against quality education in public secondary schools in Kano State?

Table 3: Societal-Based Factors Militating Against Quality Education N = 300

SN	Societal-Based Factors	Mean (X)	SD	Decision
27	Language Barriers	3.68	1.08	Agreed
28	Violence and Insecurity	4.31	4.48	Agreed
29	Weak School–Community Relationship	3.75	1.05	Agreed
30	Large Family Size	3.68	1.07	Agreed
31	Community Neglect	3.49	1.18	Agreed
32	Low Educational Awareness	3.79	1.01	Agreed
33	Peer Influence	3.92	0.99	Agreed

34	Corruption	3.89	0.97	Agreed
35	Social Conflicts	3.96	0.911	Agreed
36	Media Influence	3.70	0.89	Agreed
37	Poverty	3.56	0.79	Agreed

Table 3 above shows societal-based factors militating against quality education. It was discovered that Violence and Insecurity, Language Barriers, Large Family Size, Low Educational Awareness, Peer Influence, Media Influence, Corruption, Weak School–Community Relationship and Poverty are societal-based militating against quality education in the study area.

Discussion of the findings

The study evaluates factors militating against quality education in public secondary schools in Kano State, Nigeria. It was discovered that inadequate school infrastructure, shortage of qualified teachers, poor teacher motivation, overcrowded classrooms, inadequate instructional materials, traditional teaching methods, ineffective supervision and inspection, outdated curriculum implementation, poor assessment practices, inadequate laboratories and workshops and poor reading culture are school-based factors militating quality education in the study area. This study is agreement with Bello and Sulaiman (2024), many public secondary schools in Nigeria suffer from dilapidated facilities, overcrowded classrooms, and insufficient learning materials. The authors argue that these conditions create an unfavorable learning environment, leading to poor academic performance among students. Additionally, the lack of access to technology and digital resources limits students' exposure to modern educational practices, further widening the quality education gap.

It was also discovered that Early Marriage, Gender Inequality or Gender Stereotyping, Religious Misinterpretation, Inadequate Parental Support, Cultural Restrictions on Girls' Mobility, Low Value Placed on Certificates, Religious Extremism and Mistrust of Western Values, Preference for Islamic/Traditional Education over Western Schooling and Poor Parental Perception of Education are cultural-based factors identified that is militating quality education in the study area. This study is agreement with Ibrahim (2022) who highlights that the lack of financial support, early marriage, traditional education over Western education and low values on certificate influences quality of education in Nigeria.

Furthermore, It was discovered that Violence and Insecurity, Language Barriers, Large Family Size, Low Educational Awareness, Peer Influence, Media Influence, Corruption, Weak School–Community Relationship and Poverty are societal-based militating against quality education in the study area. This study is agreement with UNDP, (2020) stated that Nigeria has a poverty rate of 40%, with the majority of the population living below the poverty line. This means that many students in public secondary schools come from disadvantaged backgrounds, making it challenging for them to access quality education. The lack of resources and basic amenities at home also affects their learning ability and academic performance. This creates a vicious cycle where students from poor backgrounds are unable to break out of the poverty

cycle due to the poor quality of education they receive. Similarly Uche (2024) stated that culture of corruption leads to a misappropriation of funds meant for education, resulting in a lack of resources and poor infrastructure in public secondary schools. This ultimately affects the quality of education and further perpetuates the cycle of poverty and inequality.

Conclusion

Quality education is a vital component of Nigeria's development agenda, with far-reaching implications for individuals and society as a whole. Quality education is also fundamental right and a critical component of national development. In Nigeria, particularly in Kano State, the quest for quality education in public secondary schools has been fraught with numerous challenges like inadequate school infrastructure, shortage of qualified teachers, poor teacher motivation, overcrowded classrooms, early marriage, gender inequality or gender stereotyping, language barriers, and large family size. These challenges not only hinder the academic performance of students but also affect the overall educational landscape of the region.

Recommendations

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

- To address these challenges Government should ensure that all students have access to quality education.
- Government and Stakeholders in education should provide necessary facilities to enhance quality education.
- There should be awareness program by Government and Educational stakeholders on quality education for sustainable development.
- Future research should focus on developing targeted interventions that address these factors and promote sustainable improvements in the educational landscape of Kano State.

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