



Challenges and Prospects of Secondary Education in Nigeria

Bartholomew Ihebom

Department of Educational Management
Faculty of Education

Ignatius Ajuru University of Education, Nigeria
ihebombartholomew@gmail.com

Jarius Ochege Uko

Department of Educational Management
Faculty of Education

Ignatius Ajuru University of Education, Nigeria
jariusuko@gmail.com

ABSTRACT

The paper explained secondary education as the education received after the primary and before tertiary education. It also outlined the goals of secondary education in Nigeria. This paper looks at the challenges of secondary school education in Nigeria as; poor funding, lack of qualified teachers, poor infrastructure, lack of motivation of teachers, overcrowded classrooms, poor management and supervision, dilapidated/obsolete school facilities and equipment, improper placement of teachers, poor research mindedness of teachers, lack of professional training, teacher's poor knowledge of ICT, nepotism in teacher recruitment, politicization of Education, Inadequate instructional materials, curriculum deficiency, examination malpractice, cultism, school exploitation and poor education quality, Poor parental up-brining, heterogeneous systems of education, Instability of staff, low morale of teachers, lack of guidance and counselling functions in school, poor classroom management, its prospect and suggestion for way forward.

Keywords: Challenges, Prospects, Secondary Education, Nigeria.

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INTRODUCTION

Education is the process of imparting valuable knowledge that brings a positive change in behaviour of human beings. It can also be defined as the process of acquiring knowledge through teaching and learning. Education plays a significant role in the development of any nation. This

is why education should be given adequate attention in order to meet the desiring needs and aspirations of the people. Therefore, any nation who intend to develop must recognize education as indispensable tool for national development. Teachers play important role in delivery of instruction and inculcating positive values, skills and knowledge to students.

The Goals of Secondary Education in Nigeria

Secondary education is the education children receive after primary education and before tertiary institution (FRN, 2014). The following are the goals of secondary educations outline in National Policy on education (FRN, 2014).

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status religious or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide trained manpower in the applied science technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages art and culture in the context of world's cultural heritage;
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster national unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others respect the dignify of labour, appreciate those values specified under our broad national goals and live as good citizens;
- Provide technical knowledge and vocational skills necessary for agricultural, industrial commercial and economic development.

Challenges of Secondary School Education in Nigeria

The secondary education in Nigeria has encountered different kind of challenge which has in turn resulted to poor academic performance in the country:

Poor Funding

The secondary education in Nigeria is not adequately funded. This is evident in the poor state of the schools while it is the feeling of educators that education is grossly underfunded, government usually proclaims that education is given priority attention in its annual budget.

The funding of education in Nigeria is done by federal government through ministry of education. The federal ministry of education on the 16th of April 2018 declared that the funding of education at all levels in Nigeria is below the benchmark recommended by the United Nations Educational Scientific and Cultural Organization (UNESCO). While UNESCO's benchmark for funding of education is 15 percent to 20 percent of the national budget and 6 percent of the gross domestic product (GDP), Nigeria has been allocating 7 percent of the national budget to the funding of its education. Since 1999 when democratic governance returned, the annual budgetary allocation to education in Nigeria has been between four percent and 10 percent. In the year 2015, Nigeria's education sector was again allocated much lower than the national budget recommended by the United Nations.

The global organization recommended the budgetary benchmark to nations adequately cater for rising education demands. But, in the proposal presented to the National Assembly, President Muhammadu Buhari allocated only 7.04% of the 8.6 trillion 2018 budget to education. Even the blind can see in the diagram in 1.0, how Nigeria's system of educational funding has degraded in the last few years and the government of the day seem to be reluctant about improving it. Compared to the present situation of the country's exchange rate 7.04% in 2018 is same as 5.94% of 2015.

Figure 1: Funding of education % of GDP of various countries

Country	Funding of education % of GDP
Lesotho	35.33
Cuba	32.21
Saudi Arabia	30.00
Oman	27.44
Namibia	27.04
Sweden	25.98
Denmark	25.69
Finland	24.38
France	23.78
Canada	21.03
UK	19.38
Italy	18.94
Australia	18.14
Poland	18.00
USA	14.44
India	10.32
Ethiopia	9.01
Guinea	8.60
Nigeria	5.94
Sudan	4.58

Source: The work Bank (2015).

Lack of Qualified Teachers

Teachers are very important in any educational system, they are the foundation layers for any developed and developing countries. This is because the quality of teachers determine the quality of teaching and learning in any educational system. First and foremost who is a qualified teacher?

A qualified teacher is one who is professionally trained in college of education or university to perform a particular job in teaching. This person is trained in the methodology, skills and mastery of subject area by colleges, universities and faculty of education. In Nigeria, the rate of unqualified teachers is very alarming this is because, the political class feel that the best place to dump their political cruelty is in teaching field. During recruitment most of teachers employed are B.Sc holders in other areas, like engineers lawyers and medical laboratories, this therefore affect negatively in the education sector. It is also in line with the publication made by teacher registration council of Nigeria on 5th may 2020 that 300,000 of teachers in Nigerian schools are not qualified to teach.

Teaching is a deliberate and comprehensive profession. It is not supposed to be an all comers affairs that politicians have turned it to. The major reason is political because governors what to please and settle their supporters without minding its implication.

Poor Infrastructure

Many of secondary schools in Nigeria lack good buildings, classrooms, playgrounds, libraries, laboratories, and other educational equipment. These infrastructure constitute the learning environments in schools, where there is inadequate of infrastructure learning is affected. High quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates. School infrastructure is a very significant component in ensuring successful education. Poor building conditions such as leaking toilets, smelly cafeterias, broken furniture, classrooms that are too hot or cold, mouldy walls and falling off ceilings make students feel irritated about their school's norms and expectations. This negative perception of the school condition contributes to high absenteeism and poor academic performance. School buildings that are in good condition and attractive may show the students that someone cares and there is a positive social climate, which in turn may encourage better attendance.

Lack of Motivation of Teachers

Motivation is what energizes, directs and sustains positive behaviour in the classroom, lack of motivation affects teachers' effectiveness and efficiency in the school setting. Many employees in educational organizations, especially teachers, hide their identities in public, unlike other professionals who are happy to be seen as specialists in their fields. Also many teachers want to quit the job as quickly as possible for more recognized and more rewarding ones. A major cause of this attitude is poor motivation. Both the employer and the manager should adopt motivational strategies which could enhance teachers status and job performance. Teachers, like their counterparts in other professions, want to enjoy their rewards on earth Ejiogu in J.B Babalola and A.O. Ayeni (2008). Therefore teachers should be given opportunity for in-service training, research allowance and other incentive for personal growth and development.

Teaching and learning process is not complete when the teachers are not effectively involved and are demotivated. Most teachers are faced with a motivation crisis which has far brought negative implication on learners. Secondary school teachers experience a lot of challenges that affect learner performance through teacher dissatisfaction as the teacher is the center of instruction his satisfaction guarantee high academic performance. Low remuneration, lack of material resources, education polices among other factors are major causes of teacher demotivation.

Lack of motivation Ofoegbu in Babalola and Ayeni (2008) described teacher motivation as those factors that operate within the school system which if not available to the teacher would hamper performance, cause stress, discounted and frustration all of which subsequently reduce student quality output. That is in order to improve performance on the part of students, teachers must be motivated. Ugwu (2005) affirmed that for a worker to live up to expectations, such worker must be motivated teacher can be motivated by realizing the need to regard teachers as the number one worker to be catered for in terms of prompt payment of salaries, promotion and payment of other allowances and remuneration.

Non-motivation of teachers affects their performance when teachers' salaries, allowances and other entitlements are not given to them; they cannot implement the content of the curriculum. For instance, Nigeria union of Teachers (NUT) embarked upon five weeks strike to demand for teacher's salaries structure based on the promise made by the government for the past seventeen years.

Ipaye (2012) argued that the prime motive of men going into a career is to obtain the resources to meet his psychological needs and support family among others. Unfortunately, teachers' monthly take home salaries and allowances are very poor and unattractive and as such cannot sustain them in the face of the rising cost of living.

Overcrowded classrooms

A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching and learning process. In Nigeria secondary education, the burden of overcrowding is overwhelming to the point of having 100 students for one teacher as against the UNESCO benchmark of 35 students per teacher culminating in students learning under trees for lack of classrooms.

Overcrowded classroom does not allow teacher to have enough personal office space for lesson preparation, teaching in a small space is stressful for the teacher, making the teacher to focus more on the work students can complete at their desk instead of group work or team projects that require more space.

Overcrowded classrooms also prevent students from concentrating on the lessons, this is because when students sit close to each other attention is distracted making them have difficulty focusing on the lessons which leads to low academic performance. Overcrowding is one of the most significant issues facing secondary schools and teachers today. This problem is a combination of an increase in population, a shortage of teachers and a decrease in funding which has caused class sizes to soar. Teaching in an overcrowded classroom brings stress and frustration for teachers and students.

Poor Management and Supervision

The federal ministry of education is the ministry directly responsible for all matters concerning education at the federal level. While the state ministry of education shares similar functions as the federal ministry with some exceptions.

The management and supervision of secondary education in Nigeria is done by state ministry of education and its school's board in various states. The school boards are responsible for the management of primary and secondary schools in the state. The National Policy on Education (FRN, 2014) defines the functions of the board as:

- Selection, recruitment and appointment of teachers
- Posting, transfer and discipline of teachers
- Transmission of information in respect to curriculum
- Enrolment
- Quality of educational facilities
- Supervision of schools.

The state and federal also work in synergy through universal basic education commission and state universal basic education board for successful implementation of the UBE programme. To provide quality education requires effective management of the human and material resources in the sector, supervision which is a part of education administration is important if the goals of education will be realized. The supervisors have deviated from the work of correction to victimization of teachers by collecting bribe without correcting the abnormal unethical and disparity in the school system. According to Nnabuo in Aghi (2015), the purpose of instructional supervision are:

- To develop educational goals;
- To control and co-ordinate educational activities;
- To motivate teachers and other staff;
- To solve problems in educational organization;
- To develop teaching professionalism; and
- To evaluate or assess educational outcomes.

In our secondary education, supervision is needed to ensure that individual teacher within the school system had been performing the duties for which he was employed and to improve the effectiveness of teachers so that they could contribute meaningfully to the attainment of the system's goal. The aim of instructional supervision is to improve teaching and learning process for the benefit of the student, teacher and society.

The poor management and supervision of schools has caused much harm to public secondary education in Nigeria leading to booming of private schools business in Nigeria (Ololube, 2019).

Dilapidated/Obsolete School Facilities and Equipment

School facilities can be defined as those things that enable the teacher to do his order work very well and helping the learners to learn effectively. According to Emetarom (2004); educational facilities are material resources in the school which are physical and spatial enablers of teaching and learning which will increase the production of results. Castaldi in Peretmode (2001) concludes that educational facilities are those things of education which enables skillfull teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided.

These school facilities includes science equipment, machineries, furniture, (chairs, tables and book shelves) modern educational hardware and software in the form of magnetic tapes, firms, and transparent stripes. All these school facilities are needed for effective teaching and learning to take place. They are made to enhance the process of teaching.

In Nigeria, most public secondary schools today have these facilities in obsolete or old fashion which is affecting the learning conditions in the schools, therefore the dilapidated nature of these facilities is so alarming that most parents prefer sending their children to private schools where they can be expose to newly facilities in school. Ajayi (1999) also reported that many public schools are dilapidated due to inadequate funding.

The dilapidated facilities in public secondary schools are demoralizing students who want to study some science courses in high institutions. For example students are admitted to study science courses without good laboratories no computer no workshops center no maps charts and cardboards. This will definitely stop their aspiration in further learning if not tickled.

Improper Placement of Teachers

In most secondary schools, teachers are posted to schools and classroom without consideration of their subject area of specialization of discipline, juniors are appointed to head senior teachers without minding the challenge it will pose in the administrative and management of schools. For instance a teacher who studies primary education in the university will be posted to secondary school to teach students in senior secondary subject like biology chemistry and other certificate subjects. This end up creating a vacuum and misconception of subject matter because no teach will give what he or she do not have. Seniority is neglected in appointment of school principals and vice which lead to truancy among the teachers and most times teachers develop negative attitude that impede their administrative and instructional duties which in turn after students in their overt and covert behaviour.

Poor Research Mindedness of Teachers

Another major problem of secondary education in Nigeria today is teachers' poor research attitude or culture, which has dwindle our educational standard leading to intellectual emptiness among our secondary leavers. The society is faced with changes and innovations, for education to address the economic and socio-political needs of the nation teachers must engage in continuous research to improve their practices.

Teachers and students poor attitude to research militate against growth, development and technological advancement of teaching and learning, it is unfortunate that a teacher will teach a particular class for 6 to 7 years with the same lesson note without thinking of improvement. Teachers' involvement in research helps teachers to share with colleagues, experience have expansion of knowledge and discoveries of new (modern) approach of teaching. The poor habitual style on research play upon indiscriminately is the basis for the socio-economic, political scientific and technological advancement of most admired developed nations of the world today. Therefore, poor research mindedness is a very big challenge in the secondary education in Nigeria.

Lack of Professional Training

Teacher professional training is a very important ingredient in making an efficient environment for learners and teachers training is the process of equipping a teacher (both new and old) with the necessary skills required to perform their jobs satisfactorily when teacher are properly trained to do their jobs, their performance will be high. A well trained teacher for instance, is likely to perform better than his counterpart who is not trained to teach his subject. Apart from the training acquired during university programme there are various ways of training teachers to improve their methodology, skills and knowledge. These include: in-service training, conferences seminars workshop, mentoring and school base training.

- In-service training is programme designed for teachers currently in service to upgrade/update their knowledge, skills and qualification. It is also refer as on-the-job training, meaning teachers learn while doing their jobs.

- Conferences: Teachers attend well organized conferences in relevant areas to develop themselves. Scholarly papers are presented on issues and participants are expected to discuss and contribute to the issues.
- Seminar is a kind of training where the attendees (teachers) are given information of training about a specific topic.
- Workshop is a congress at which a group of teachers engaged in intensive discussion and activity on a particular subject matter or project. This acquaints teachers with new techniques and skills in handling teaching aids.
- Mentoring is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

Mentoring is regarded as one of the best tools for reducing stress and misconception for newly employed teachers, orientation to curriculum and promoting the creation of better norms of collegiality and collaboration (David, 2008).

Since education is very essential for socio-economic and technological advancement of any modern society. Teachers whose main duty is to impart the knowledge and skills need proper training and progressive development to enable them to render the educational service in the most appropriate manner. Thus the quality of teachers and their activities should be of paramount concern to the school administrator. In the teaching profession, performance skills gained through training and long practice is one of the basic assets needed for higher performance among teachers. Less experienced teachers and beginners need coaching and support to gain skills and confidence. New teachers whose teaching experience has not gone beyond internship exercises cannot just be sent to classrooms without proper induction and development, if they are to function well. Mentoring is a new motivational and supervisory device used by organizations to induce high productivity in their staff, especially the new and less experienced ones (Uche, 2006).

School Based Training (SBT): This is a kind of program designed to cascade skills, knowledge and experience acquired through teacher professional development among teachers in a particular school. SBT is organized in the school by teachers to disseminate knowledge acquired through teacher's professional development programme (TPDP). It is a pitiable situation that all the professional trainings outlined above are lacking in our secondary education in Nigeria.

Teacher's Poor Knowledge of ICT

The use of information and communication technology (ICT) is becoming an integral part of education in many parts of the globe (Sala, Kunttoro, & Al-Hawamedal; Leidner & Jarvenpaa in Ololube, 2006a). He posited that some teachers in Nigerian secondary schools find it very difficult to effectively tally their ICT instructional materials such as computers, audio visual aids, slides, video clip, electronic white boards, and electronic conferencing materials and so on, to the goals of their instructional objectives, which instigate information search and attribution formulation.

Brown, Lewis and Harderod in Ololube (2006a,b) affirmed that teachers like any other professional workers need essential tools to do work most excellently, which utilization of ICT is not left behind. But many Nigerian teachers had find it. Challenging to use technology in their classrooms or any other aspect of their teaching and learning process. The possible explanation for this lack of success by teachers is that the use of technology in the classroom has not been

encouraging and teachers are not well trained in using ICT's in teaching as a means for educational sustainability (Ololube, 2006a), this is in line with the speculation in National Policy of Education (2014) by the federal government of Nigeria that Nigeria came late and slow into the use of ICT in all sectors of the nation's existence more especially in teacher education.

The major causes of poor ICT knowledge in secondary education system in Nigeria are: age of the teachers, most teachers employed between 1899 and 1993 feel it is late to be digitally informed. Lack of daily experience also contribute to teachers off improving their digital skills. Resistance is another factor that results to lack of confidence or fear of using ICT (technophobia) for learning. However, most teachers are not convinced of the benefits it can bring to their teaching. The classroom is set to embrace technology's advancement as other work firm have done (Ololube, 2006b).

Nepotism in Teacher Recruitment

Nepotism is a major challenging issue in recruitment of teachers. The nepotism happen among people with political power who show favoritism instead of merit towards friends or relatives by giving them special opportunities and privileges during recruitment. This unfair treatment that has been given to mediocre bastardize our secondary education in Nigeria, because these group of persons go on with the ideology that nothing is done by merit and they introduce it in the system which end up devaluing our education.

Take this example; Tari is a student studying in school. He is smart, intelligent and creative skills. He is enthusiastic in the class as well as in other extracurricular activities. But he is not recognized for the same, while on the other hand, there is another student, Boma, he is comparatively weak in studies, neither can he pay any sport well. But surprisingly, the teacher tends to select Boma over Tari in cases of sports activities. This will not only disturb. Boma but will psychologically affect the perception of others in the school.

Politicization of Education

The politicization of education is another challenge of secondary education in Nigeria today. It show cases in different forms in the educational sector for instance in appointment of school heads, in the ministries of education at state and federal, posting of teachers to juicy schools with high enrollment good accommodation facilities and other social amenities.

Peter (2017) opined that in an attempt for some state governors to meet up with other states they indulge in building or sitting schools in a place without proper consideration of the population of people in that geographical areas. This result into building schools where goats and sheep will occupy due to low population or no body to attend.

The politicization of education also lead to abandoning of educational projects in half way, thereby making the school compound a place for hooligan and hoodlum for hide out. All these anomalies constitute a serious hindrance to effective educational development and implementation.

Agabi in Adiele, Obasi and Ohia (2017) identified another challenge in the area of politics as poor political and policy climate. This display in forms of infusion of political decisions with technical decision, politicization of knowledge and political instability.

Politicization of knowledge happens when the political class absolutely rejects or changes plans, policies and intentions made by experts just to bring in their views or ideology for desired political interests.

Inadequate Instructional Materials

According to Eya (2006), instructional materials are all forms of information carriers which can be used to record, store, preserve, transmit, concretize or retrieve information for the purpose of teaching and learning. Wale (2006) was of the view that use of teaching aids would make discovered facts glued firmly-to the memory of students.

The importance of instructional materials in teaching learning process cannot be overemphasized. For learning to take place, there is need for the teacher to sensitize pupils senses of seeing, hearing, smelling, tasting and touching through the application of instructional materials (Ajayi, 2004). It is pathetic to note that the instructional materials required for effective teaching and learning in Nigerian schools are grossly inadequate. A situation and policy analysis (SAPA) study conducted in 1992 for primary schools showed that 77% of pupils had no text books at all while 36% had no writing materials. As many as 3% of schools had no chalk, while equipment for science, agricultural science, home economics, arts and craft were lacking in the majority of schools.

Instructional materials such as curriculum modules, textbooks, continuous assessment booklets and introductory technology materials are inadequate in schools. According to Ajayi in Babalola and Ayeni (2009), it is a common knowledge that instructional materials such as radio and television sets and computers are rarely available in most schools. Where instructional materials are inadequate, teachers will be less efficient in instructional delivery and this is affecting the quality of outputs from the school system.

Curriculum Deficiency

The secondary school curriculum in Nigeria is not responsive enough to the needs and aspirations of the people. The importance of the school system to the needs and aspirations of the students and society at large is always questionable bearing in mind the geo-political structure and characteristics of Nigerian environment. It must be emphasized that teachers who are the executors of the curriculum are not usually involved in its design. This usually results in disparity between the contents of the curriculum and what is actually taught.

Examination Malpractice

Examination malpractice according to Olanrewaju in babalola and Ayeni (2009) defined examination malpractice as all unethical practices carried out to influence or enhance the performance of a candidate in an examination process to give some candidates an undue advantage over others in the score or grades assigned to them and in the use of such score or grade.

Malpractice is a willful intention at violation of examination rules and regulations by examinees and examiners alike. One of the dangerous social vices that is present in our secondary education today is examination malpractice. The occurrence of examination malpractice has become a major challenge for all and sundry because it has defeated the purpose

of examination. Normally examination is used to measure and evaluate how much knowledge, skills, facts and principles students have acquired after a given course of instruction and training in relation to other student. Unfortunately, the aim is defeated because of the desire by students to make good result without studying hard.

In Nigeria secondary education, examination malpractice have taken various forms such as impersonation, paper examination leakages, copying from classmates, smuggling prepared notes or answer scripts into examination halls, falsification of results and invigilators aiding abetting cheating through the use of minicomputer and GSM sets.

The problem of examination malpractice has become a canker worm which has eaten deep into our secondary education causes of examination malpractice are:

- Hopeless and frustrating experience of the teaching profession. Teachers at all levels of education are poorly paid, most of them have remained in the job out of frustration. So they get themselves involved in all manner of corrupt practices to make ends meet.
- Poor quality in teaching and learning: In most secondary schools no serious teaching and learning takes place even where something close to teaching takes place, the scheme and syllabus are not completely covered, teachers and students feel morally justified too get involved in malpractice.
- Over emphasis on certificates for admission and employment: Since obtaining of certificates and grade have become major criteria for the admission of students into higher institutions of learning. To improve their chances of gaining admission to the next level of education, students are always involved in cheating during exams. Another factor contributing to examination malpractice is that the grading classification and promotion of workers both in public and private sectors are based on certificates obtained from examination bodies and institutions of learning. To meet up promotion needs, mercenaries are hired to write exams for workers.
- Emphasis on cognitive skill: In Nigeria, the method of assessment for the award of certificates and degrees heavily relies on written work against practical or oral examinations.
- The need to get rich quick: Many Nigerians are suffering form get rich syndrome which made them attached value on materialism. Because of the quest and green on materialism, the people entrusted with the security of examination papers feel no pinch of conscience at selling them to prospective students in order to make quick and easy money.
- Inadequate motivation for teachers: In the past, teachers had a lot of pride in the brilliant performance of their students in examinations but nowadays, teachers have lost that sense of pride because they are no longer satisfied with their conditions of service. The state of affairs has adversely affected the ability of teachers' performance on their job. The students on their part try to make up what they had lost form the teachers by cheating at examinations to get value for their money and the long years spent in school.
- Lack of adequate teaching facilities: Teaching facilities are short in supply for meaningful and effective teaching and learning in our schools today. In most schools teaching aids like textbooks, library and laboratory equipment, classroom, furniture, workshop for introductory technology, chalk, diaries, notebooks for lesson plan and many more, are in short supply. As a result of these shoo tin supply of materials for work, teachers are unable to put in their best and as such students are inadequately prepared for

examinations. This will lead the students to resort to all sorts of malpractices in order to pass examinations.

- The need to promote status of the school: The status of every school is more importantly known based on their successful performance in the external examinations. Every school administrator wants the school to make 100% success in examination without considering all other variables that can help the school to achieve that success especially private school owners. They use different means including examination malpractice to make sure they attain such success. The school head indirectly ask the students to contribute for their assistant in the examination. It is common to see the school head collecting money for security, I.D cards, and science practical before examination. These monies are indirectly used to pay those incharge of the examination hall.
- Over-crowded sitting arrangement in examination hall: It has been discussed that over enrolment of students without corresponding facilities could constitute campus crime. This could emanate inform of examination malpractice. Therefore, if the number of students is higher than the seat could accommodate, the students will be compressed in order for them to write the examination. Because of the bad sitting arrangement, the students are given room for girafing or discussion in the examination hall.
- Actualization of parents high expectation: Every parent sent their children or wards to school expecting that the child should come out with a flying colour. Most of the students who could not cope with their studies to meet their parent expectation resort to one form of malpractice or the other.

Consequence of examination malpractices are as follows:

- It reduces the credibility of Nigerian education system and examination bodies.
- Affects the quality of the products of the school system.
- It raises suspicion on the possessor of Nigerian certificates diplomas and degrees as to their creditability and ability to defend the certificates they claim to have acquired.
- It reduces the rating of Nigerian education system.
- Increases the production of mediocre and encourages a cult of mediocrity in the Nigerian society.
- It affects national economic productivity because the system cannot produce the required manpower in all sectors of the economy.
- Generation of false information: Examination malpractice gives fake information about student academic ability. Most times students who are involved in examination malpractice score higher marks than those who do not. In other words, dull student who engage in cheating in examination earn more marks and grade than the bright ones. The admission into higher institution or gain employment opportunity than the brilliant ones. This could be the reason why it is commonly said that examination is not the true test of knowledge.
- Wrong orientation: Since examination malpractice has become a common phenomenon in the school, the students now feel that one cannot pass examination without cheating. This obnoxious syndrome of examination without cheating. This obnoxious syndrome of examination malpractice has became part and parcel of them. It implies that wherever they go for examination cheating is the only solution for them to pass the examination.

- Poor academic performance: Lack of self-confidence and bad orientation about examination lead most students to perform poorly especially where there is stringent and strict supervision of examination.
- Increased level of anti-social behaviour: Examination malpractice which stemmed from student inability to cope with the academic standard of their schools could as well result to anti-social behaviours such as cultism, molestation of school authority, teachers and students (Wali, 2007).

Cultism

It is indicated by Worlu (2007) that over 114 cult groups exists in tertiary institutions in Nigeria. In the case of secondary schools Worlu also revealed that secret cult has spread to secondary and primary schools in communities in the south-south region. Secret cults are said to be agents of murder, arson, victimization and criminality in secondary schools.

Currently these cult groups have changed from cults groups to gang of kidnapers, political hoodlums, terrorist and rapist disturbing the peace and security of the nation. Ezekiel and Adiele (2010) also opined that cult activities had caused negative impact on learning and discipline in the institutions of learning which secondary schools are not excluded. These activities had claimed the lives of students and teachers in very alarming proportion; also divert the attention of students making teaching and learning to be defeated.

The question one may be asking is why do students join secret cult? Some of the reasons why students join secret cults:

- For protection: Most students join secret cult because they want to have maximum protection. Believing that no one will dare them or punish them for any offence.
- To have respect: secret cult members are feared and respected by other students to avoid attract from their members.
- To become popular personality: Because of the unwanted activities they display in the school they identity become common and easy to notice.
- For lust: Some members of secret cult believe that no girl will resist them for sexual relationship.
- To intimidate other students and forcefully collect their money and other belongings.

School Exploitation and Poor Education Quality

Critical examination of schools activities showed that, students are seriously exploited by school heads and teachers in both private and public schools in the name of enrolment and servable fees, this is done in collaboration with the state ministry of education, school boards and other relevant stakeholders in education. Due to high demand of material needs officials from state ministry and other parastatals who are in position to checkmate, inspect monitor and supervise the activities in school system to ensure quality standard, now jointly with school heads to exploit the students.

The high exploitation of students has drastically decline the educational standard and quality because students no longer see intellectual development as a target rather struggling to pay the fees as a yardstick or parameter to academic excellent. The school heads engaged in mass promotion of students to the next class due to their financial contribution to the schools.

Poor parental up-brining

Parental up-bringing involves nurturing protection, guidance and providing of basic needs for a child up keep for social and biological growth in the society. In order to provide parental care, most parents misuse the opportunities to satisfy their quest by bringing monetary influence in the examination hall which is another way of promoting malpractice in the school. This ugly orientation dwindle the educational, value of a child and society as whole, thereby affect our education negatively.

Heterogeneous Systems of Education

Another major challenge of educational development in Nigeria today is heterogeneous systems of education. Lack of uniformity in the educational system especially the secondary school uses text books in place of curriculum while some use syllabus and others use scheme of work, this brings rearrangement of topics.

The federal government should set uniform pattern of curriculum, syllabus and scheme of work for all the states to adhere for proper teaching and learning process.

Instability of Staff

Most of the teaching staff in Nigeria today are not teaching because they love the profession but because it is a stepping stone to their desired place. The question is what is the cause of instability of staff? It is caused as a result of poor conditions of service of teachers in Nigeria society, the Nigeria government prefers to invest money in road infrastructures, vote money to political position than the teaching staff of the nation. Probably because the child of the political class do not attain the public schools in Nigeria. Most teachers with defined vision will always struggle to acquire more certificate and leave the job for better offer in the universities, in return it affect the secondary education in Nigeria.

Low Morale of Teachers

Poor morality of teachers is a very challenging factor in secondary education in Nigeria. Teachers are the role model in any educational system and no education can rise above the quality of its teachers. The morality of teachers will either make up the students attitude or mar them. In line with Agayi and Oguntoye in Mbayuav (ND) the series of challenges facing the entire educational system in Nigeria such as cult group, cheating in examination, use of drug poor discipline, recurrence poor academic performance among students of public examinations are due to teachers have not been performing their expected jobs. Fadipe (2003) affirmed that teachers apart from students are the most important contributory factor in the educational system. They contribute to the quality of the educational output. Teachers low salary package, lack of promotions and public perception of the job have destroyed the morale of teachers. Since teachers are not motivated, their level of commitment and seriousness may be low, and it affect their job.

Lack of Guidance and Counselling Functions in School

The school is expected to mould the students to be acceptable members of the society. That is, those that will be self-reliant and useful to the society. Guidance and counselling are the only way to assist and make the students make wise choice. Most students are faced with several problems like physical problem, social problem, intellectual problem, emotional problem, behavioural problem and personal problem. The way forward to assist them in correcting these problems through guidance and counselling.

Counselling is a process by which individuals are helped to explore, understand, accept and use their abilities, aptitude and interest to enable them develop into mature, responsible and a fully functioning adults. More specifically, counselling is regarded as the heart of guidance programme, which requires more intimate interaction and relationship with students and aimed at effective positive behaviour change thereby leading to more productive and self-satisfying life.

Guidance is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and in life.

Poor Classroom Management

The classroom climate that exists between student and student and between student and teacher is related to teacher leadership and could affect classroom morale, conduct and discipline. A teacher has the duty and obligation to ensure efficient classroom management. For a teacher to manage the classroom effectively, the teacher must have good skills and characteristics in order to succeed. According to Ajayi in Babalola and Ayeni (2009) effective teaching-learning process cannot be accomplished without good classroom management. What is this classroom management?

Classroom management are some forms of arrangement and co-ordination that go in the classroom. Wherever activities are not organized, there will be confusion and chaos. It is not likely that the activity will be carried out properly. The classroom buildings, students, furniture and facilities all of which must be properly arranged and co-ordinated for the comfort of the learner and for the effectiveness of teaching-learning process.

Classroom management is the method or technique which a teacher uses to ensure that every learner uses available resources and with the aim of achieving the set goals of the school system toward learning. Opposite of the classroom management brings chaos, distraction and learning obstruction in the classroom.

Most times, the causes of poor classroom management are student factor which includes absenteeism, disobedience, fighting, inability to learn, of concentration, leaving seats for no good reason, noise, sleeping.

- Teacher factor: Lack of cordial relationship between teacher and the students, poor mastery of the subject matter, laziness of teacher, poor teaching methods, lack of teacher's authority in the classroom teacher's poor communication skills and inadequate planning and preparation of lessons.
- School factor: Includes large class size, lack of instructional materials, poor students welfare, poor teachers welfare, poor school administration and harsh school environment.

Lack of Teachers and Student Support Partnership

Teachers are often the first contacts that parents and family members have with the school. Teachers play a critical role in creating learning environments that support the students' needs as they become actively involved in their own learning. Teachers and student support teams provide services directly and indirectly to students.

The role of teachers and student support teams include:

- Treating students with dignity, kindness and respect;
- Informing parents about matters related to educating their children;
- Serving on the school partnership council;
- Providing assistance to teacher representatives on the council;
- Supporting the school partnership council;
- Promoting a collaborative model of decision making;
- Communicating information to colleagues;
- Listening carefully to parents;
- Providing a learning environment where the challenges of new learning are accepted. .

PROSPECT FOR SECONDARY EDUCATION IN NIGERIA

- Government and the private sector should allocate more financial resource to secondary school educational development;
- Government and private school owners should employ qualified teachers with educational background or qualification;
- More finance should be given to school infrastructure;
- Teachers should be motivated through their remuneration and other incentive that will boost their drive;
- Government should maintain UNESCO bench mark of 35 students per teacher to avoid overcrowded classrooms;
- Schools board school inspectors and ministry of education should ensure effective management and supervision of schools;
- Government and school management bodies should regularly maintain school facilities and replace those that are worn out or dilapidated;
- Teachers area of specialization should be considered before posting of teachers to schools;
- Teachers should engage more in carry out research for improvement;
- Teachers should be given opportunity for professional training that will enhance their skills;
- ICT knowledge should be one of the criterion for selection and promotion of teachers;
- Nepotism should be avoided in teachers recruitment;
- Politicization of education should be avoided or stop;
- Serviceable fees and online enrolment should be through bank to avoid exploitation in the school;

- School curriculum should be reviewed to suit the social trend in education and innovation;
- Government should emphasize less on paper qualification and encourage skills orientation to reduce examination malpractice;
- To eradicate cultism, government should establish strong law enforcement agents against cult activities;
- Guidance and counselling personnel should be deployed in secondary schools for correction and vocational guide;
- Homogeneous system of education should be maintained for uniformity purpose in teaching and learning;
- Teachers should show high level of discipline.

CONCLUSION/SUGGESTION

To eradicate and correct some of these challenges facing the secondary education in Nigeria, the federal and state government, policy makers in education, schools board must work in synergy to see that the anomalies are taken care of. Further, special consideration should be given to Nigeria educational institutions in order to achieve the stated goals of education in national policy on education. All secondary schools should be provided with uniform curriculum, adequate school equipments and facilities for comprehensive teaching and learning.

Also, government should motivate teaching profession by constantly mobilizing teachers for workshop, conference, seminar and school base training that will enhance their professional competency. Finally, the federal government, state and non-governmental organization should see education as the way forward for societal growth and development. Meaningful investment on education will advance the nation's economy and technology.

Education in Nigeria should not be allowed for government alone to manage, private sector and other non-governmental bodies like NGO's should be incorporated. All levels of government in the federation should provide adequate fund for proper management of educational institutions in Nigeria. This is necessary since poor funding cannot employ and pay workers, mobilise schools with equipments and facilities needed for quality education. Dilapidated facilities should be properly refurbished, broken roof repaired and instructional materials should be properly maintained. The school programmes should be planned to meet the needs of the child and also prepare him or her to be a useful citizen in the society. The curriculum should be built on skills that will provide the students opportunity to become functional in the global economy. Use of information communication and technology should be strongly encouraged to put our students on equal footing with their counterparts globally. There should be less emphasis on paper qualifications and more emphasis should be on how to enrich students with the necessary skills that will foster them cope with the change and innovations in educational system.

Classroom management cannot be achieved with indiscipline, so discipline been one of the oldest classroom management tools is required if the objectives of teaching and learning must be achieved. Teachers should know that discipline occupies the central position better pupils and teachers in the school setting. Since pupils are drawn from various homes and are subjected to the same learning environment within the confine of the classroom, the command of discipline resides mainly in the teacher who should serve as a role model for the pupils. The teacher should initiate tone for the class, which will constitute discipline and indiscipline in the class.

In addition, professionalization of education should be encouraged through employment of qualified teachers, school inspectors and area inspectorate officers to meet up UNESCO recommendation as cited in (Robert-Okah, 2005). Also guidance/counsellor's should be generously deployed to schools to help in solving disciplinary problems, especially disciplinary problems that concern teachers and students in order to maintain peace and harmony in the schools.

Finally written examination should not be the only way to evaluate students learning outcomes because it increase the quest of exam malpractice, more practical skills should like using of computer, creativity and other vocational skills should be considered in measuring the learning performance of students.

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