

**FACTORS RESPONSIBLE FOR THE DECLINING STANDARD OF  
SECONDARY EDUCATION IN MARU LOCAL GOVERNMENT  
AREA ZAMFARA STATE**

**BY**

**IBRAHIM SAIDU**

**1011403010**

**BELLO AHMAD**

**1120106176**

**BEING A RESEARCH PROJECT SUBMITTED TO THE  
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## CERTIFICATION PAGE

This project has been read and approved as having met part of the requirements for the award of Bachelor Degree in Education of Usmanu Xanfodiyo University, Sokoto, Nigeria.

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Sign  
Dr. G.A Mahuta  
**Supervisor**

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Date

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Sign  
Prof. A'isha M. Isah (Mrs.)  
**Head of Department**

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Date

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Sign  
. A.M. Inuwa  
**Project Coordinator**

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Date

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## **DEDICATION**

We dedicated this project to our beloved parents and families for their patience and understanding during the period of running this programme. May Almighty God grant them with Aljannatul-Firdausi. Amen.

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## **ABSTRACT**

The research study investigated and identified the factors responsible for the declining standard of Secondary Education in Maru Local Government Area of Zamfara state. A self developed questionnaire was used as the instrument for data collection. It was discovered that in adequate number of qualified teachers and professional teachers is responsible for the declining standard of education. Other factors are: Lack of proper guidance to the students by the concerned authority on the procedure of writing examination, in adequate of recommended text books, lack of school laboratories, and lack of school library. It was suggested that government should provide adequate well-trained and professional teachers, allow teachers to go for in-service training for the development of their skills, encouragement of teachers for the participating in WAEC and NECO marking panels, enough instructional materials should be provided, they would enhance good performance and bring about declined standard.





## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

There has been a growing interest in recent years over the performance of students in Nigerian schools and this has generated a lot of concern about standard of education in the heart of many people.

Ukeje (1976) defined education as a process a product and discipline. He maintained that, as a process education is responsible for both the transmission and transformation of the cultural heritage of a people; as a product, it can result in constructive and destructive tendencies and as a discipline, it is concerned with what to teach, how to teach, and the purpose of teaching. Education is a continuous process of learning which begins at birth and continues till death.

A comparative study of the educational development of yester – years and that of contemporary time would portray that there is a great disparity as regard the performance of student at the secondary school level in the past and present. The market is difference in the poor quality and student academic performance in the present day secondary schools in general perfective is seen in education field as the declining in standard of education.

The declining in standard and quality has manifested self in the student poor academic performance in the West African school certificate examination

in general and English and mathematics in particular. Secondary education is the faster of primary education, therefore primary education is taken to be the rudiment of education from all indication, it appears that the rudiment of education is shaky and most pupils who move from the primary schools to the secondary schools are ill-equipped and less competent. In our generation today, many pupils who fall their common entrance examination would conveniently have access into secondary school education without necessarily having the requirements for admission. This made us believe that the weakness in primary education has negative effects on secondary education.

## **1.2 Statement of the problem**

The situation in teaching and learning process in secondary education nowadays has opened door for prolonged argument for people in teaching field. Educationalist and those outside the field to debate on declining standard of education. Education in Zamfara state, particularly in secondary schools have been plagued by a number of Muriel problems such as, lack of qualified teachers, lack of adequate instructional materials, lack of experienced teachers, poor performance of students in WAEC and NECO exams etc. All these issue have led to the decline of standard of education in secondary schools in Zamfara state. It is in recognition to the numerous problems faced by the secondary schools education in the state that this study embark upon in Maru local government area of Zamfara state in order to find out factors responsible

for the declining standard of secondary education in Maru local government area.

### **1.3 Research Questions**

The following research question are design to guide the conduct of the study.

- What causes the decline in the standard of performance in school certificate examination in Maru local government?
- Does teaching experience affect the standard of education in Maru local government
- Who are responsible for the decline in standard of education in Maru Local government area ?
- Does lack of instructional materials affect the declining standard of education in Maru local government area?
- Does teacher's qualification affect the declining standard of education in Maru local government area?

### **1.4 Objectives of the study**

The main thrust of this study is to look into the factors responsible for the declining standard of secondary school education in Maru local government area..

The specific objectives of the study however, include the following:

1. To find out what causes the decline in standard of performance in school certificate examination in Maru local government be determined.
2. To examine how teaching experience affect the standard of education in Maru local government area.
3. To find out those responsible for the decline in standard of education in Maru local government area.
4. To find out whether lack of required teachers qualification affect the standard of education in Maru local government area.
5. To find out whether lack of instructional materials affect the standard of education in Maru local government area.

### **1.5 Significance of the study**

It is hoped that the result of this research will enable the general public to identify factors responsible for the decline in standard of secondary education in Maru local government area. It is also hope that, the study will assist educational planners, teachers, parents community and educational administrators to gain an insight into the problem at hand. It is also hoped the study will assist educational planners, teachers, and educational administrators to have an insight into the problem at hand.

## **1.6 Scope and delimitation**

This study is supposed to cover the whole secondary schools in Maru Local Government, but due to financial constraints and time factors the researchers have limited the work to two schools.

The study focus on factors responsible for the declining standard in secondary school education with special reference to Maru local government. Attention will be given to poor performance of students in West African schools certificate examination.

## **1.7 Operational definition of the terms**

- **Factor:** A circumstance contributing to a result
- **Responsible:** Having an obligation to do something and so able to be blamed or credited for it.
- **Decline:** Become smaller, fewer or less decrease or diminish in strength or quality, deteriorate.
- **Standard:** Any norm, convention or requirement.
- **Secondary:** Stage of education following primary education.
- **Education:** Is a term used to refer to knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training or research.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter captures and reviews the existing literature related to the research topic. The chapter will be analyzed under the following sub-themes:

1. The concept of decline of standard
2. Determinants and research for falling standard of education
3. Resolving the problem of falling standard of education
4. Effect of teacher qualification
5. Effect of instructional materials
6. Effect of teaching experience
7. Summary and uniqueness of the study.

#### **2.2 The concept of declining standard**

The new international websites comprehensive dictionary of the English language, encyclopedia edition defined the word decline as “To refuse to accept, comply with, or do something, especially politely”.

Many writers have written concerning declining the concept of declining standard of education in different dimensions. Some agreed that, there is a decline in standard while others disagreed.

To Jayda (1987) The standard of education in Nigeria is declining and is erroneous if one is to consider the general meaning of the concept of education. He further says that the education could be seen beyond its ordinary role in the child's mental development.

To Henry (2002) Government and parents are responsible persons in the declining standard of education in Nigeria.

### **2.3 Determinants and reason for falling standard of education**

Many reasons have been responsible for the decline in standard of education as opined by many government officials and writers opined that the decline is as a result of teacher's non-challent attitude towards their job, where most of them combined teaching with trading.

To Governor Razaki (1985) it is due to incompetence and divided interest and discipline". His view was supported by some people while others did not.

To Fagbami (1988:184) also passed his own views on the falling standard of education which he says; "for the past fifteen years, the academic standard have been adduced for this apparent fall in the standard". He then said, the general public believes that standard have fallen because teachers have not been doing their work as conscientiously as they should. Yet teachers quality has not appreciably improved over the last two decades where as

students population has continued to increase. Enrolment figures were said to be high with about 140,000 teachers (National Teachers Institute, 1976).

He further says “The teaching profession has certainly not been very attractive in this country with the result that many teachers have only used the profession as a way through which other profession will be gotten. He concluded that, the quality of education is unlikely to be very high when many teachers are either untrained or poorly trained, where many teachers have at first opportunity, where those who remained are constantly blamed for results which they are not fully responsible.

To Fagbamigbe (1982) opened that, one of the handicaps of our educational system is teachers poor motivation which resulted into poor incentives from the government and depressed condition of service. Again most secondary school teachers are not qualified enough as to effectively carryout the responsibility left in their hands in order to ensure success and efficiency in school. There is this general belief that the teaching profession requires no special skills, therefore diploma holders, certificate holders, and degree holders in other fields are employed as teachers to man the secondary schools without question.

To Aka (1986) has a contradictory view to that of Governor Razaki. Although Aka, supported Razaki’s view that there is harm when teachers fail to do their jobs, the way it is expected to be done.

Experience had show that most of the secondary schools in Maru local government have few teachers as graduates. Some teachers who studied sciences, either National Certificate of Education (NCE) level or its equivalent are employed to teach English language and other arts subjects, such as Hausa, History and so on. These who studied arts in some cases teach sciences depending on the problem of the school.

According to Aka, about 30 years ago, it was a pride for a father to say, “my son is a teacher; but today it is more or less a social stigma for a man to introduce himself in any social function or societal gathering as a teacher. Teachers today doesn’t tell landlords that they are one, if one mistakenly tell the landlord that he is a teacher, he stands the chance of losing that rental house.

From the foregoing, it would appear that the major causes of the decline in the standard of education are overcrowded classrooms, poor and overcrowd classrooms Poor and haphazard inspection of school by the ministry of education, Lack of related textbooks and instructional materials at all levels of education, as well as Lack of systematic planning at state and local level, Lack of employment for those that pass out with bright result, this make the students to be discouraged in concentrating on their studies while in schools. All these forces have resulted in one major through the declining quality of the standard of our education al system.

## **2.4 Resolving the problem of falling standard**

It is believe that many ways can be used in solving the problems of falling standard of education in Nigeria which will lead to improvement in the system of education.

To talk of teachers, some methods of motivation among workers are attractive salaries, annual leave, promotion opportunities and in service training with aimed of equipping the employee with modern technique of performing his duties. The more enough motivation and incentives are given to the teachers by the concerned authority, there is every possibility that standard education will be maintained by the teachers.

Fagbami (1982) suggested that, teachers that are well trained whose have a sense of mission should be the ones to be employed and deployed to schools and not that of intents during the teaching process. According to him a teacher must be well educated in himself, knowledgeable in his subject, in terms of mastering the subject matter of his subject as well as strategies of teaching his subject. He further viewed that, without trained and knowledgeable teachers, dedicated as well as government consideration teachers salaries and other conditions of the jobs, the sector will be going determinate forever.

The principals have role to play regarding this issues. The principals should find a way of encouraging punctual teachers by given them privileges

of attending seminars, workshops, conferences and other related events in order to make them exemplary to unpunctual staff.

Ayigbe (1986) opined that the utilization of Parents and Teachers Association (PTA) has to be maintained, because, cordial relationship between parents and teachers will pave the ways of joining hands in improving the standard of education.

Base on the above mentioned problems, the following key points can improve the standard of education in our schools:

1. Only professional teachers should teach and untrained teachers should help to become a professional
2. Teachers councils should be improved and maintained for the standardization of the profession
3. Adequate number of trained councilors and inspectors should be provided in all secondary school
4. Teachers privileges and incentives should be given by the government
5. Cardinal relationship and consultation between parents and teachers should be maintain
6. Universities and colleges of education should take up the responsibilities of teachers training re-training of teachers as well as given solutions to various challenges that may cripple the sector

## **2.5 Effect of teaching qualification**

The needs for professionalism in teaching sector should be of real emphasis. This will promote teacher in the formulation and implementation of educational policy in the country. The need of qualified teachers in any particular subject was written clearly in the National Policy on Education revised edition 2004 at Act 70(b) “the minimum qualification for entry into the teaching profession shall be the Nigerian Certificate in Education (NCE).

Anuforo (2007) sees teaching as a process of transmitting knowledge, information, skills, values and other aspects of human culture from one generation to another. It is process of initiating young members of the society into the way of life of their community, and equipping them with the knowledge and skills required for performing certain roles in the society. Muhammad, (2012) emphasized that, qualified teacher must have the skills training and qualification for the teaching his major subject. Finally, qualified teachers we mean such teachers that attended training and acquired a teaching qualification such as: Nigerian Certificate in Education (NCE), or Bachelor of Education (B.A.Ed).

## **2.6 Effect of instructional materials**

Instructional materials can be seen as didactic materials; things which are suppose to make learning possible (Obanya, 1989).

Abdullahi (1982) said, teaching materials are tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. Isola (2010) referred to them as objects or devices which help the teacher to make lessons much clearer to the learner.

Nwankwo, (1983) said teaching aids help greatly by appealing to different senses, tend to facilitate learning. Mayason (1969) pointed out that, if the learning process is to be successful, textbooks and materials are desirable. Fadauye (1972) stated that, there is no teaching when learning is not taking place, it has been proved beyond a reasonable doubt that, students generally tend to remember much of what they do, some what they see, hear and less of what they hear only. Anuforo (2007) sees instructional materials as channels through which messages; information, ideas and knowledge are conveyed and disseminated.

Lastly, availability of teaching materials will develop the interest of teachers to ensure that the lesson should be understood by the students. And will help the teacher to impart the central knowledge of each topic to the students rather than less non-central.

## **2.7 Summary and uniqueness of the study**

Lastly, from the related literature given in this chapter, the declining standard of secondary education and the educational sector as a whole was as a result of poor incentives to teachers, government attitude, parents and students



laxity towards education. All these factors are responsible for the declining standard of education.

From the foregoing, it appears that most of our educationalist neglected some areas that causes poor performance of students in which this study will concentrate on how it affect the student performance. These include, lack of employment for most of the people as well as problems caused by parents of the pupils. This study is unique, because, to the best of our knowledge, none have ever written on the declining aspect such as this one.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology that was used in conducting this study. The chapter presents the research design, population of the study, sample and sampling technique, instrumentation, validity of the instrument, reliability of the instruments, method of data collection and method of data analysis.

#### **3.2 Design of the study**

This research essentially used simple descriptive survey design. This is to make it easy to describe issues or variable under investigation. Descriptive survey according to Salawu (2012), it can be used to know if a relationship actually exists between variables but does not indicate its causation.

#### **3.3 Population of the study**

The population of this research cover of this research covers all secondary schools in Maru local government area Zamfara state. The braking down of the total number of schools in the local government is presented in table one.

total population of this study is 13 secondary schools with 507 teachers and 23977 students. The population comprised both males and

females teachers with different qualifications ranging from NCE, Diploma, HND, BSC, B.Ed in various disciplines. One of the schools is science based; one is Arabic school, while others are Arts and social science

**Table 1. Population of the study.**

| S?N          | TYPES OF SCHOOLS        | NUMBER OF SCHOOLS | OWNERSHIP | TEACHERS POPULATION | STUDENTS POPULATION |
|--------------|-------------------------|-------------------|-----------|---------------------|---------------------|
| 1            | Science school          | 1                 | ZSSTEB    | 53                  | 2564                |
| 2            | Arts and Social science | 11                | ZSTSB     | 423                 | 2,0403              |
| 3            | Arabic school           | 1                 | ZSAB      | 31                  | 1,010               |
| <b>Total</b> |                         | <b>13</b>         |           | <b>507</b>          | <b>23,977</b>       |

**Source: 2014 Staff and Student list under Ministry of science And Technology, Zamfara state teachers service board, and Arabic and Islamic education board.**

### 3.4 Sample and sampling techniques

In Maru local government area there are 13 secondary schools, out of these 2 have been selected to serve as the research samples. Senior secondary schools were selected using random sampling method in order to have a proportional representation.

### 3.5 Research instrument

The principal instrument used in this study questionnaire. The questionnaire was designed by the researchers. the construction of the questionnaire was carefully done, to make sure that it cover a wide range of factor in closed

structure forms which required respondent to take relevant information from the alternative answers given. The questionnaire consists of 2 parts. part A asks information about bio data of the teachers and students. The second part elicited information about factors responsible for the declining standard of secondary education in Maru local government area. The questionnaire meant for teachers and students was mainly insisted on closed structure type which requires the respondent tick relevant information. The respondents were asked to read each item carefully and indication ( ) in :

Strongly agree (SA) - 5

Agree (A) – 4

Strongly disagree (SD) -3

Disagree (DA) – 2

Undecided (UD) - 1

### **3.6 Validity of the instrument**

The questionnaire was given to the researcher's supervisor to make critical observation regarding the contents and its suitability as an instrument for the collection of data, and the supervisor after critical scrutiny observation confirmed the validity of the instrument.

### **3.7 Reliability of the instrument**

The reliability of the instrument was measured first using a pilot study. A pilot study was conducted in which the questionnaire was administered to one secondary school not sampled for the study. A test – retest method of reliability was used with an interval of two weeks in order to establish the stability of the questionnaire over time. After correlating the first and second responses using person product moment correlation co-efficient formula index of 0.82 was gotten which shows that the instrument is reliable to conduct the data collection.

### **3.8 Method of data collection**

The researchers personally visited all selected secondary schools for easy distribution and collection of data and to be ensuring the instrument gets to twenty (20) teachers and fifty (50) students at the right time so that Clarification and additional information is given. The filled questionnaires were collected on the spot so as to ensure complete return of the questionnaire without lost.

### **3.9 Method of data analysis**

The data collected were tailed that determined the frequencies which were converted to percentage and presented in tabular form. The essence of using this statistical method is to enable readers to read and understand the

results as they are provided using a clear and simple description of phenomenon.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

The chapter presents the data generated and is analyzed and discussed in order of research questions formulated for this study.

#### 4.2 Research question one

On what causes the decline in standard of performance in school certificate examination in Maru Local Government Area?

Analysis of the research question was made and presented in Table 2.

Table 2: poor performance in school certificate examination in Maru Local Government Area

| S/No | Item statement  | SA  | A   | SD  | DA | UD | TOTAL |
|------|---|-----|-----|-----|----|----|-------|
| 1.   | Student lack proper guidance on the procedure of writing examination              | 51% | 30% | 15% | 4% | 0% | 100%  |
| 2.   | Students are not taught in accordance with WAEC and NECO syllabuses               | 45% | 40% | 10% | 4% | 1% | 100%  |
| 3.   | Students does not pass their examination with five credit and above               | 60% | 25% | 8%  | 7% | 0% | 100%  |
| 4.   | Teachers are not attending WAEC and NECO making centers to see how things is done | 70% | 15% | 5%  | 6% | 4% | 100%  |
| 5.   | Teachers are not competent and qualified to deliver a classroom lesson            | 41% | 30% | 20% | 7% | 2% | 100%  |

Item 1 in table 2 majority of the participant (51%) stated that student lack proper guidance on the procedure of writing examinations. Item 2 in the table shows that, majority of the participant (45%) were of the view that student are not taught best on WAEC and NECO syllabuses. Item 3 in the table stated that (60%) students do not pass their examination with five credit and above. Item 4 the table indicated that, majority participants (70%) were of the opinion the teachers are not WAEC and NECO making centers to see how things is done. Item 5 in the table respondents (41%) are strongly agreed that teachers are not competent and qualified to deliver a classroom lesson.

#### 4.3 **Research question two**

On whether lack of teaching experience affect declining standard of education in Maru Local Government Area?

Analysis of the research question was made and presented in table 3.



Table 3: lack of teaching experience affect declining standard of education in Maru Local Government area

| S/No | Item statement  | SA  | A   | SD  | DA  | UD | TOTAL |
|------|---|-----|-----|-----|-----|----|-------|
| 1.   | Teachers correctly delivered their daily lesson plan in class room  | 10% | 11% | 62% | 12% | 5% | 100%  |
| 2.   | Teachers travel extensively for gaining experience on their respective subject                                    | 15% | 9%  | 51% | 21% | 4% | 100%  |
| 3.   | Teachers always go through WAEC and NECO syllabuses for teaching their students in accordance with the regulation | 21% | 12% | 53% | 13% | 1% | 100%  |
| 4.   | Teacher correctly handle the continuous assessment of students  | 49% | 23% | 20% | 8%  | 0% | 100%  |
| 5.   | The door of teachers are opened in participating in extracurricular activities if needed                          | 53% | 16% | 11% | 20% | 0% | 100%  |

Item 1 in table 3 shows that majority of the respondents (62%) strongly agreed that teachers are correctly delivered their daily lesson plan in classroom. Item 2 in the table shows that, majority of the participant (51%) stated teachers are not travel extensively for gaining experience on their

respective subject. Item 3 in the table shows that most of the respondent (53%) study that teachers does not always go through WAEC and NECO syllabuses for teaching their students in accordance with the regulation. Item 4 in the table indicated that, majority of respondents (49%) strongly agreed that teachers are correctly handle the continuous assessment of the students. Items in the table shows that, majority of the participants belief that the door of the teachers are opened in participating in extra-curricular activities if needed.

#### 4.4 **Research question three**

On who is responsible for the declining standard of education in Maru Local Government Area?

Analysis of the research question was made and presented in table 4.

Table 4: Who is responsible for the declining standard of education in Maru Local Government Area

| S/No | Item statement            | SA  | A   | SD  | DA  | UD | TOTAL |
|------|---------------------------|-----|-----|-----|-----|----|-------|
| 1.   | Parents are responsible   | 30% | 15% | 51% | 04% | 0% | 100%  |
| 2.   | Government is responsible | 72% | 19% | 6%  | 2%  | 1% | 100%  |
| 3.   | Teachers are responsible  | 40% | 7%  | 50% | 3%  | 0% | 100%  |
| 4.   | Community are responsible | 61% | 30% | 9%  | 0%  | 0% | 100%  |
| 5.   | Students are responsible  | 8%  | 3%  | 79% | 9%  | 1% | 100%  |

Item 1 in table 4 shows that, the respondents (51%) strongly disagreed that parents are responsible for the declining standard of education in their area. Item 2 in the table shows that, (72%) of the respondent were of the view that, government are the responsible for the declining standard of education in Maru Local Government Area. Item 3 in the table shows that, (50%) the respondent believe that teachers are not the responsible for the declining standard of education in their local government. Item 4 in the table shows that, most of the participants study that (61%) community are the head responsible for the declining standard of education in Maru Local Government Area. Item 5 in the table show that, majority of the respondent (79%) strongly disagreed that, student are the responsible for the declining standard of education in Maru Local Government Area.

#### 4.5 **Research question four**

On whether instructional materials affect learning in Maru Local Government Area?

Analysis of the research question was made and presented in table 5

Table 5: Lack of instructional materials affect learning in Maru Local Government Area

| S/No | Item statement   | SA  | A   | SD  | DA  | UD | TOTAL |
|------|--|-----|-----|-----|-----|----|-------|
| 1.   | Most of recommended textbooks for subjects are available in the school           | 18% | 6%  | 53% | 21% | 2% | 100%  |
| 2.   | The school laboratory is ill-equipped  | 23% | 7%  | 47% | 23% | 0% | 100%  |
| 3.   | Teachers make careful utilization of instructional materials                     | 29% | 15% | 50% | 5%  | 1% | 100%  |
| 4.   | Teachers improvise instructional materials in their lessons where the need arose | 20% | 15% | 49% | 8%  | 8% | 100%  |
| 5.   | The school library is ill-equipped   | 10% | 6%  | 61% | 23% | 0% | 100%  |

Item 1 table 6 shows that, majority of respondents (53%) are strongly disagreed about the availability of recommended textbook in the school. Item 2 in the table shows that, majority of the respondents (47%) strongly disagreed that the school laboratory is ill-equipped. Item 3 in the table shows that, majority of the participant believe that, teachers are not make careful utilization of instructional materials. Item 4 in the table stated that, majority of the respondents (49%) believe that teachers does not provide instructional materials in their lessons where the need arose. Item 5 in the table shows that, majority of our respondents (61%) strongly disagreed that school library is ill-equipped.

#### 4.6 **Research question five**

On whether teacher's qualification affect the declining standard of education in Maru Local Government Area.

Analysis of the research question was made and presented in table 6.

Table 6: Teachers qualification affects the declining standard of education in Maru Local Government Area

| S/No | Item statement  | SA  | A   | SD  | DA  | UD | TOTAL |
|------|---|-----|-----|-----|-----|----|-------|
| 1.   | Teachers in our school are qualified to efficiently assess students performance                             | 9%  | 8%  | 53% | 6%  | 0% | 100%  |
| 2.   | Teachers are supposed to go back to school to further their studies   | 61% | 14% | 20% | 5%  | 0% | 100%  |
| 3.   | Teachers in our school have mastered their subject areas of specialization                                  | 11% | 6%  | 53% | 21% | 9% | 100%  |
| 4.   | Unqualified teachers in our school are given opportunities to pursue professional teachers training college | 62% | 18% | 18% | 2%  | 0% | 100%  |
| 5.   | Teachers are ready to resolve the declining standard of education   | 71% | 17% | 12% | 0%  | 0% | 100%  |

Item 1 in table 6 shows that majority of the respondent (56%) were of the view that, teachers are qualified to efficiently assess student performance.

Item 2 in the table indicated that majority of respondents (61%) strongly agreed that, teachers are supposed to go back to school to further their education. Item 3 in the table shows that respondents, whose percentage is 53 (53%) were opinion that, teachers has not mastered their subjects' area of specialization. Item 4 in the table shows that majority of the respondent (62%) strongly agreed that, unqualified teachers are given opportunities to pursue professional teachers training college. Item 5 in the table shows that majority of our respondents (71%) viewed that, teachers are ready to resolve the declining standard of education.

#### **4.7 Summary of the findings**

- 1) The study shows that there was declining standard of education in Maru Local Government Area.
- 2) The study shows that, lack of qualified and experience teachers affect the declining standard of education.
- 3) It was also shows by the study that, government is responsible for the declining standard of education in Maru Local Government Area.
- 4) The study has indicated that, lack of instructional materials affect learning in Maru Local Government Area.
- 5) The study shows that, qualified teachers were enough in secondary schools in Maru Local Government Area.

#### 4.8 Discussion of findings

The answer to research question one shows that in table 2 item 1 responses (51%) strongly agree that student lack proper guidance for writing examination. Furthermore participants (45%) stated that students are not taught with WAEC and NECO syllabuses. While (60%) strongly agreed that students do not pass their examination in item 4 in the table (70%) respondents strongly agreed that teachers are not attending WAEC and NECO making centers. In item 5 in the table respondent strongly agreed that teachers are not competence and qualified to deliver a classroom lesson.

In other hand, in item 1 table 2 respondent (30%) agreed that student lack proper guidance of writing examination. In table 2 item 2 respondents (40%) agreed that, student are not taught in accordance with WAEC and NECO syllabuses. In table 2 item 3 respondents (25%) agreed that student does not pass their examination with five and above credit. In item 4 table 2 respondents 15% agreed that, teachers are not attending WAEC and NECO making centers. In table 2 item 5 respondents (30%) agreed that, teachers are not competence and qualified to deliver a classroom lesson.

It also highlight that, the respondent (15%) strongly disagree that, students lack proper guidance of writing examination. In table 2 item 2 respondents (10%) strongly disagreed that students are taught in accordance with WAEC and NECO syllabuses. In item 3 table 2 respondents (8%) strongly disagreed that; student does not pass their examination with five



credits and above. In table 2 item 4 respondents (5%) strongly disagreed that, teachers are not attending WAEC and NECO making centers. In item 5 in table 2 respondents (20%) strongly disagreed that, teachers are not competence and qualified to deliver a classroom lesson.

In other hand in the table 2 item 1 respondents (4%) disagreed that student lack proper guidance of writing examination. In item 2 in the table respondent (4%) disagreed that, students are not taught in accordance with WAEC and NECO syllabuses. The table in item 3 respondents (7%) disagreed that, students does not pass their examination with five credits and above. In item 4 in the table respondents (6%) disagreed that, teachers are not attending WAEC and NECO making centers. In the table item 5 respondents (7%) disagreed that teachers are not competence and qualified to deliver a classroom lesson.

Its also in table 2 item 1 respondent (0%) undecided that, student lack proper guidance on the procedure of writing examination. In table 2 item 2 respondents only (1%) undecided that, students are not taught in accordance with WAEC and NECO syllabuses. Item 3 in the table respondents (0%) undecided that, students does not pass their examination with five credits and above. In table 2 item 4 respondents (4%) undecided that, teachers are not attending WAEC and NECO making centers to see how things is done. Item 5 in the table respondent (2%) undecided that, teachers are not competent and qualified to deliver a class room lesson.

The answer to research question two shows that, lack of teaching experience affect the declining standard of education. Because respondents in table 3 item 1 (10%) strongly agreed that, teachers are correctly deliver daily lesson plan in classroom. Item 2 in the table respondents (15%) strongly agreed that, teachers travel extensively for gaining experience on their respective subject. It also in table 3 item 3 respondents only (21%) strongly agreed that, teachers always go through WAEC and NECO syllabuses for teaching their students in item 4 in the table respondents (49%) strongly agreed that, teachers are correctly handle the continuous assessment of students. In item 5 in the table respondents (53%) strongly agreed that, the door of teachers is opened in participating in extracurricular activities if needed.

In other hands, the respondent (11%) agreed that, teachers are correctly deliver daily lesson plan in classroom. In table 3 item 2 respondents (9%) agreed that, teacher travel extensively for gaining experience on their respective subject. In item 3 in the table participants (12%) agreed that, teachers always go through WAEC and NECO syllabuses for teaching their students. In item 4 respondents (23%) agreed that, teachers are correctly handling the continuous assessment of students. In item 5 in the table respondent (16%) agreed that, the door of teachers are opened in participating in extracurricular activities if need.

It also in table 3 item 2 respondent (62%) strongly disagreed that, teachers are correctly deliver daily lesson plan in class room. Item 2 in the table respondents (51%) strongly disagreed that, teachers travel extensively for gaining experience on their respective subject. Item 3 in the table respondent (53%) strongly disagreed that, teachers always go through WAEC and NECO syllabuses for teaching their students.

Item 4 in the table respondents (20%) strongly disagreed that, teachers are correctly handle the continuous assessment of students. Item 5 in the table respondents (11%) strongly disagreed that, the door of teachers are opened in participating in extracurricular activities.

In other hands, the respondents in table 3 item 1 (12%) disagreed that, teachers are correctly deliver daily lesson plan in classroom. Item 2 in the table respondent (21%) disagreed that, teachers travel extensively for gaining experience on their respective subject. Item 3 in the table respondent (13%) disagreed that, teachers always go through WAEC and NECO syllabuses for teaching their students. In item 4 table 3 respondents (8%) disagreed that, teachers are correctly handle the continuous assessment of student. In item 5 in the table respondent (20%) disagreed that, the door of teachers are opened in participating in extracurricular activities.

It also in that table item 1 respondent (5%) undecided that, teachers are correctly deliver daily lesson plan in classroom. In item 2 in the table respondents (4%) undecided that, teacher's travel extensively for gaining

experience on their respective subject. Item 3 in the table respondents (1%) undecided that, teachers always go through WAEC and NECO syllabuses for teaching their student. Item 4 in the table respondent (0%) undecided that, teachers are correctly handling the continuous assessment of student. In item 5 of the table respondent (0%) undecided that, the door of teacher are opened in participating in extracurricular activities.

The answer to research question three shows that, government are the responsible for the declining standard of education in Maru Local Government Area. For the reason that, respondents (30%) strongly agreed that parents are responsible. Item 2 in the table respondents (72%) strongly agreed that, government is responsible. Item 3 in the table respondents (40%), strongly agreed that, teachers are responsible. In item 4 in the table respondents (61%) community are responsible. Item 5 in the table respondent (8%) strongly agreed those students are responsible.

In other hand, in table 4 item 1 respondents (15%) agree that, parent are responsible. In item 2 in the table participant (19%) agreed that, government is responsible. In item 3 in the table respondent (7%) agreed that, teachers are responsible. It also item 4 in the table respondents (30%) agreed that community are responsible. In item 5 in the table respondents (3%) agreed that students are responsible.

It also in table 4 item 1 respondents (51%) strongly disagree that parents are responsible. Item 2 in the table participants (6%) strongly disagree

that, government are responsible. Item 3 in table 4 respondents (50%) strongly disagreed that, teachers are responsible. In item 4 in the table respondents (9%) strongly disagreed that, community are responsible. In item 5 in the table respondents (79%) strongly disagreed that, student are responsible.

In other hand at table 4 item 1 respondent (4%) disagreed that, parents are responsible. In item 2 in the table respondent (2%) disagreed that government are responsible. In item 3 in the table respondents (3%) disagreed that, teachers are responsible. In item 4 in the table respondents (0%) disagreed that community is responsible. Item 5 in the table respondent (9%) disagreed that students are responsible.

It also in table 4 item 1 respondent (0%) undecided that, parents are responsible. Item 2 in the table respondent (1%) undecided that, government are responsible. In item 3 in the table respondents (0%) undecided that, teachers are responsible. Item 4 in the table respondents (0%) undecided that, community are responsible. In item 5 in the table respondent (1%) undecided that, students are responsible.

The answer to research questions four shows that, lack of instructional materials affect the declining standard of education in Maru Local Government Area. Because respondent in item 1 (18%) strongly agreed that, most of the recommended textbooks for subject are available in the school. Item 2 in the table respondent (23%) strongly agreed that, the school laboratory is ill-equipped. Item 3 in the table respondents (29%) strongly

agreed that, teachers make careful utilization of instructional materials. In item 4 in the table respondent (20%) strongly agree that, teachers provide instructional materials in their lessons where the need arose. Items in the table respondent (10%) strongly agreed that, the school library is ill-equipped.

In other hand, respondent in table 5 item 1 (6%) agreed that most recommended textbook for subject area available in the school. In item 2 in the table respondents (7%) agreed that, the school laboratory is ill-equipped. In item 3 respondents (15%) agreed that, teachers make careful utilization of instructional materials. Item 4 in tables respondents (15%) agreed that, teachers provide instructional materials in their lessons where the need arose. Item 5 in the table respondents (6%) agreed that, the school library is ill-equipped.

It also in table 5 item 1 respondent (53%) strongly disagreed that, most of the recommended textbook for subject are available in the school. Item 2 in the table respondents (47%) strongly disagreed that, the school laboratory is ill-equipped. Item 3 in the table respondents (50%) strongly disagreed that, teachers makes careful utilization of instructional materials. In item 4 in the table respondents (49%) strongly disagreed that, teachers provide instructional materials in their lessons. In item 5 in the table respondents (61%) strongly disagreed that, the school library is ill-equipped.

In other hand in the table item 1 respondent (21%) disagreed that, most of recommended textbooks for subject are available in the school. Item 2 in

the table respondent (23%) disagreed that, the school laboratory is ill-equipped. Item 3 in the table participants (5%) disagreed that, teachers make careful utilization of instructional materials. In item 4 respondent (8%) disagreed that, teachers provide instructional materials in their lessons. Item 5 in table respondent (23%) disagreed that, the school library is ill-equipped.

It also in the table 5 item 1 respondent (2%) undecided that, most of the recommended textbooks for subject are available in the school. Item 2 in the table respondents (0%) undecided that, the school laboratory is ill-equipped. Item 3 in the table respondent (1%) undecided that, teachers make careful utilization of instructional materials. Item 4 in the table respondent (8%) undecided that, teachers provide instructional materials in their lessons. Item 5 in the table respondent (0%) undecided that, the school library is ill-equipped.

The answer to research question five shows that, lack of qualified teachers affect the declining standard of education in Maru Local Government Area. For the reason that table 6 item 1 respondent (9%) strongly agreed that, teachers are qualified to efficiently assess student performance. In item 2 in the table respondent (61%) strongly agreed that, teachers are supposed to go back to school to further their education. Item 3 in the table respondent (11%) strongly agreed that teachers has mastered their subject area of specialization. Item 4 in the table respondent (62%) strongly agreed that, unqualified teachers in our school are given opportunities to pursue professional teachers training

college. Item 5 in the table respondent (71%) strongly agreed that, teachers are ready to resolve the declining standard of education.

In other hand, in the table item 1 respondent (8%) agreed that, teachers are qualified to efficiently assess student performance. Item 2 in the table respondent (14%) agreed that, teachers are supposed to go back to school to further their education. Item 3 in the table respondent (6%) agreed that teachers has mastered their subject area of specialization. In item 4 respondent (18%) agreed that, unqualified teachers are given opportunities to pursue professional teachers training college. Item 5 in the table respondent (17%) agreed that, teachers are ready to resolve the declining standard of education.

It also in table 6 item 1 respondent (53%) strongly disagreed that teachers are qualified to efficiently assess student performance. Item 2 respondent (20%) strongly disagreed that teachers are supposed to go back to school to further their education.

Item 3 respondent (53%) strongly disagreed that, teachers has mastered their subject area of specialization. Item 4 in the table respondent (18%) strongly disagreed that unqualified teachers are given opportunities to pursue professional teachers training college. Item 5 in the table respondent (12%) strongly disagreed that, teachers are ready to resolve the declining standard of education.



In the other hand, item 1 in the table respondent (6%) disagreed that, teachers are qualified to efficiently assess student performance. Item 2 in the table respondents (5%) disagreed that, teachers are supposed to go back to school to further their, education. Item 3 in the table respondent (21%) disagreed that, teachers has mastered their subject area of specialization. In item 4 respondents (2%) disagreed unqualified teachers are given opportunity to pursue professional teachers training college. Item 5 in the table respondent (0%) disagreed that, teachers are ready to resolve the declining standard of education.

It also in table 5 item 1 respondent (0%) undecided that, teachers in our school are qualified to efficiently assess student performance. In item 2 table 5 respondent (0%) undecided that, teachers are supposed to go back to school to further their education. In item 3 in the table respondent (9%) undecided that, teachers has mastered their subject area of specialization. In item 4 respondent (0%) undecided that are given opportunities to pursue professional teachers training college. In item 5 in the table (0%) undecided that, teachers are ready to resolve the declining standard of education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents the summary of the entire work, conclusion drawn from the study and offer recommendation for further research.

#### **5.2 Summary of the work**

Chapter one provided the background to the study. The central objective was to find out the factors responsible for the declining standard of secondary education in Maru Local Government Area Zamfara State.

In chapter two, review of related literature was made. The concept of declining standard, determinants and reasons for the falling standard of education, resolving the problem of falling standard and its effects on teachers qualification, effect of instructional materials were all discussed in the chapter.

Chapter three presented the methodology that was used in collecting data for the study. Research design, population of the study, sample and sampling techniques, research instrument, validity of the Instrument, reliability of the instrument, method of data collection, and method of data analysis were made in the study.

Chapter four presented and analyzed the data that was generated for the study. This study found that factors responsible for the declining standard

of secondary education are; lack of qualified and professional teachers, lack of teaching experience, lack of instructional materials, and poor performance in school certificate examination, are main factors responsible for the declining standard of secondary education.

### **5.3 Conclusion**

This research has clearly exposed the factors responsible for the declining standard Secondary education in Maru local Government area being traceable to teachers, parents, school administrators, as well as inconsistency in government policy on education and findings. Also, this study concluded that, the factors responsible for the declining standard of secondary education in Maru Local Government Area Zamfara state. However these problems could be solve through good planning and strategies.

### **5.4 Recommendations**

Base on the finding of this study, the following recommendations were provided:

1. Teachers with right qualification and professional knowledge should be recruited for continuation of standard education.
2. Teachers should use appropriate teaching materials during teaching.
3. Enough instructional materials should be provided by the state to enable teachers use them judiciously.

4. There should be provision of in-service training to the teachers to further their education.
5. Teachers should be participated in the WAEC and NECO marking panels.

### **5.5 Suggestions for further research**

The following are given for further research:

1. A similar study could be attempted in other parts of the country for comparison purposes.
2. The study could be repeated after three – four years to see weather there have been any improvement or not in the factors responsible for declining standard of education.

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## APPENDIX I

Department of Educational Foundations,  
Faculty of Education and Extension services  
Usmanu Danfodiyo University, Sokoto.

Dear Sir/Madam

**FACTOR RESPONSIBLE FOR THE DECLINING STANDARD OF  
SECONDARY EDUCATION IN MARU LOCAL GOVERNMENT  
AREA ZAMFARA STATE**

This questionnaire is designed to obtain your opinion on the above topic. The information you are to provide shall be treated in strict confidentiality. Your kind cooperation is therefore highly appreciated.

Please tick ( ) the option that agrees with your view. Thank you .

Yours faithfully,

**Ibrahim Sa'idu      1011403010**

**Bello Ahmad      1120106176**

## APPENDIX II

### FACTORS RESPONSIBLE THE DECLINING STANDARD OF SECONDARY EDUCATION; QUESTION (FRDSSEQ)

#### SECTION A I BIO DATA OF TEACHERS

1. Name
2. School
3. Sex
4. Age
5. Qualification
6. Year(s) of experience
7. Subject taught
8. Please tick the appropriate response that suits you.

| A  | <b>On what causes the decline in standard of performance in school certificate examination in Maru local government area.</b> | SA | A | SD | DA | UD |
|----|---|----|---|----|----|----|
| 1. | Student lack proper guidance on the procedure of writing examination  |    |   |    |    |    |
| 2. | Students are not taught in accordance with WAEC and NECO syllabuses   |    |   |    |    |    |
| 3. | A student does not pass their examination with five credits and above.  |    |   |    |    |    |
| 4. | Teachers are not attended WAEC& NECO marking centre to see how things are done.   |    |   |    |    |    |
| 5. | Teachers are not competent and qualified to delivered a class-room lesson   |    |   |    |    |    |
| B. | <b>On whether lack of teaching experience affect declining standard of education in Maru local government area.</b>           |    |   |    |    |    |
| 6. | Teachers are correctly delivered daily lesson plan in class-room  |    |   |    |    |    |
| 7. | Teachers travel extensively for gaining experience on their respective subject.   |    |   |    |    |    |
| 8. | Teachers always go through WAEC & NECO syllabuses for teaching their students in accordance with the regulations              |    |   |    |    |    |



|           |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|
| 9.        | Teachers are correctly handle the continues assessment of students.  |  |  |  |  |  |
| 10.       | The doors of teachers are opened in participating in extracurricular activities if needed                          |  |  |  |  |  |
| <b>C.</b> | <b>On who responsible for the declining standard of education in Maru local government area</b>                    |  |  |  |  |  |
| 11.       | Parents are responsible  |  |  |  |  |  |
| 12.       | Government is responsible  |  |  |  |  |  |
| 13.       | Teachers are responsible   |  |  |  |  |  |
| 14.       | Community are responsible  |  |  |  |  |  |
| 15.       | Students are responsible   |  |  |  |  |  |
|           | <b>On whether instructional materials affect learning in Maru local government area</b>                            |  |  |  |  |  |
| 16        | Most of recommended text books for subject are available in the school.  |  |  |  |  |  |
| 17        | The school laboratory is ill-equipped  |  |  |  |  |  |
| 18        | Teachers make careful utilization of instructional materials   |  |  |  |  |  |
| 19        | Teachers provide instructional materials in their lessons where they need arose.                                   |  |  |  |  |  |
| 20        | The school library is ill-equipped   |  |  |  |  |  |
| <b>E</b>  | <b>On whether teachers qualification affect the declining standard of education in Maru local government area.</b> |  |  |  |  |  |
| 21        | Teachers in our school are qualified to efficiently asses students.  |  |  |  |  |  |
| 22        | Teachers are supposed to go back to school to further their education  |  |  |  |  |  |
| 23        | Teachers in our school has mastered their subject area of specialization   |  |  |  |  |  |
| 24        | Unqualified teachers are given opportunity to pursue professional teachers training colleges.                      |  |  |  |  |  |
| 25        | Teachers are ready to resolve the declining standard of education.   |  |  |  |  |  |