

**THE STANDARD AND CHALLENGES OF BASIC EDUCATION IN EDO
STATE, NIGERIA.**

By

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BENIN CITY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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SCIENCE EDUCATION**

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CERTIFICATION

We the undersigned certify that the research work was carried out by **Chiedozie ONYEBUCHI Joshua**, with Mat No **EDU2009471** of the Department of Education Management, Faculty of Education, University of Benin, Benin City for the award of B. A (Ed) degree in Political Science.

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DEDICATION

This project is dedicated to the Almighty God, who alone is to be praised for His strength, love, mercy, grace, and provision. He has been incredibly kind and merciful to me as I have worked to complete this project.

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ABSTRACT

This study aimed to investigate the standard and challenges of basic education in Edo state, Nigeria. To achieve this purpose, the following research questions were put forward: What are the key factors influencing the quality of basic education in Edo State? What are the main challenges and barriers faced by schools and education stakeholders in delivering quality basic education in Edo State? How effective are existing education policies and programs in addressing the needs and priorities of students, teachers, and communities in Edo State? What are the long-term socio-economic and developmental impacts of investing in quality basic education in Edo State? Four (4) research questions guided this study.

The population of this study was 7,122 in the 12 schools of Etsako West local government area of Edo state and comprised a sample of 142 respondents which were used for the study and selected through random sampling technique. The study adopted a survey research design for the study and the major instrument used for data collection was questionnaire. The questionnaire was validated, and the reliability was determined through the test-retest method.

The findings of the study revealed that several factors were associated with the challenges in the standard of basic education in Edo state, Nigeria. Solutions were discovered to help overcome and manage these challenges on the standard of basic education in Edo state, Nigeria.

CHAPTER ONE

INTRODUCTION

Background to the Study

It is commonly acknowledged that basic education is a vital component of society's progress and that it promotes social mobility, economic expansion, and general human well-being. It is impossible to overestimate the value of education in Nigeria since it is essential to solving the country's many socioeconomic problems and accomplishing its development objectives. Edo State, Nigeria, is a prominent hub for culture, business, and education in the region. However, the standard of education in many areas of the country, especially Edo State, remains concerning despite significant efforts by the government and other stakeholders.

Edo culture, rooted in the ancient Kingdom of Benin, is characterized by rich artistic heritage, spiritual traditions, social structure, and a strong sense of identity. The Kingdom of Benin, known for its sophisticated political organization and artistic achievements, flourished from the 13th to the 19th century under the rule of divine kings known as the Oba. Despite colonial influence and modernization, Edo culture remains vibrant, with efforts to preserve heritage through festivals, ceremonies, and traditional practices. Today, Edo culture continues to thrive, contributing to Nigeria's diverse cultural landscape and heritage.

Edo State, like many other Nigerian states, has many educational obstacles that affect the standard and accessibility of education for its citizens. Edo State's educational standards are impacted by several variables. Basic infrastructures like classrooms, laboratories, libraries, and restrooms are lacking in many schools in Benin City. Inadequate infrastructure makes it more difficult for teachers to impart knowledge and learn effectively, which lowers educational standards.

The standard of education is greatly influenced by the quantity and caliber of the teaching staff. Edo State lacks competent educators, especially in fields like science, math, and English language. The situation is further made worse by problems including low pay, insufficient training, and teacher absenteeism.

It's possible that the curriculum employed in schools doesn't always reflect the needs of students or the requirements of the contemporary workforce. The curriculum's outdated material and instructional strategies prevent students from gaining the necessary information and skills for success in both their personal and professional lives.

In Edo State, socioeconomic variables including poverty, inequality, and cultural views also affect how well children do in school. Financial limitations prevent many children from low-income families from receiving a high-quality education, and cultural norms may deter some groups especially girls from

continuing their education past a particular point. Despite the existence of education policies at the national and state levels, effective implementation remains a challenge in Edo State. Issues such as corruption, bureaucratic red tape, and lack of accountability often undermine the successful execution of education initiatives, impeding progress in improving the standard of education.

Effective public policies aiming at resolving these issues require an understanding of the fundamental causes of the problems confronting Edo State's education system. To provide insights and suggestions for raising educational standards and fostering inclusive development in the area, this study aims to investigate these issues more thoroughly.

Statement of the Problem

Significant obstacles prevent basic education system in Edo State from carrying out its transformative potential. Inadequate funding is a pointing factor which contributes to the differences in access to high-quality education between urban and rural areas. The absence of basic amenities (such as teaching facilities, sanitation facilities, electricity, water, etc.) in many schools influences the learning environment, limiting students' engagement and participation. Education in critical disciplines is understaffed with qualified teachers which poses a significant

challenge to education systems. An outdated curriculum affects the standard of education and does not prepare pupils for the demands of the modern workforce. Access to education is disadvantaged by poverty and cultural barriers, particularly for underprivileged populations. Implementing education initiatives effectively is hampered by bureaucracy and corruption in the education administrative system.

To encourage equitable growth in Edo State and revitalize the education sector, it is imperative that these issues be addressed.

Research Questions

These research questions aim to delve into the complexities of the standard of basic education in Edo State, Nigeria, facilitating a deeper understanding of the challenges, root causes, and potential solutions.

1. What are the key factors influencing the quality of basic education in Edo State?
2. What are the main challenges and barriers faced by schools and education stakeholders in delivering quality basic education in Edo State?
3. How effective are existing education policies and programs in addressing the needs and priorities of students, teachers, and communities in Edo State?
4. What are the long-term socio-economic and developmental impacts of investing in quality basic education in Edo State?

Purpose of the Study

This study's goal is to thoroughly investigate on the framework of the Universal Basic Education (UBE) policy in Nigeria, the standard and challenges of basic education in Edo state, Nigeria. The following goals are the focus of this study:

1. To list and evaluate the main issues facing Edo State's basic education system, such as inadequate facilities, a lack of trained teachers, curricular inconsistencies, socioeconomic access constraints, and difficulties implementing policies.
2. To investigate the underlying causes of these problems by examining the institutional, cultural, and socioeconomic aspects influencing the quality of basic education in the area.
3. To assess how well the nation's and the state's current education policies are addressing the issues at hand and advancing educational equity, excellence, and inclusivity in Edo State.
4. To put forth evidence-based policy suggestions meant to solve the problems noted and raise Edo State's educational bar. To promote sustainable development and social progress in the area, these recommendations will be based on best practices, stakeholder views, and empirical study findings.

By achieving these goals, the study hopes to provide insightful knowledge to the conversation about the standard of basic education in Edo State, which will help shape the creation of focused interventions and programs that will improve the standard, relevance, and accessibility of education for all citizens.

Significance of the Study

For a multitude of stakeholders, this study is of great significance. It advances knowledge and enhances the quality of basic education in Edo State, Nigeria, in the following ways:

This study offers insightful information to local, state, federal and international officials by identifying and evaluating the major issues affecting the quality of basic education. The results can be used to guide the creation of evidence-based policies and changes that will address the concerns raised and improve Edo State's general educational system's quality, accessibility, and inclusion.

The study clarifies the socioeconomic divides and obstacles that impede access to high-quality education, especially for underprivileged populations including girls, kids with disabilities, and low-income families. The study promotes policies and actions that support educational equality, social justice, and equal chances for

all learners, regardless of background or circumstances, by bringing attention to these issues.

The present study provides educators, school administrators, and other stakeholders in education with valuable insights for professional development and capacity building. Through the identification of areas for practice and policy improvements in education, the study equips stakeholders with newfound information, abilities, and efficacy to promote student learning and academic accomplishment.

The results of this study add to our understanding of education reform, policy, and practice—especially in the setting of sub-Saharan Africa. The study's findings and techniques can be used by scholars, researchers, and practitioners working in the disciplines of public policy, education, and development studies to better understand the opportunities and problems facing the education sector.

Through active engagement with civil society organizations, advocacy groups, and local communities, this project aims to promote discussion, cooperation, and joint efforts to enhance educational outcomes in Edo State. Stakeholders can organize support, resources, and partnerships to address the highlighted concerns and create good change in the education environment through community participation and advocacy initiatives.

In essence, this study has the potential to influence practices, policies, and attitudes toward education in Edo State and beyond. It is not only an academic project. It is also a catalyst for positive social change.

Scope and Delimitation of the Study

This research specifically focuses on the standard and challenges of basic education in Edo State, Nigeria. This study is delimited to primary and junior secondary schools in Egor Local Government Area, Edo State.

This study includes a thorough analysis of a number of factors that impact the quality of education, such as inadequate infrastructure, a shortage of teachers, curriculum relevance, socioeconomic barriers, and difficulties implementing policies. These issues are examined in the context of current national and state education policies, with a focus on how they affect educational equity, quality, and inclusivity in Edo State.

While the study aims to provide comprehensive insights into the standard and challenges of basic education in Edo State, it is important to acknowledge certain limitations and delimitations. The study may not adequately represent the distinct dynamics and challenges found in other parts of the nation because it primarily focuses on Edo State, Nigeria. Due to the study's restricted duration, time

and budget restrictions, the study assesses the efficacy of current education policies but may not offer a thorough evaluation of all policy interventions or their results.

Notwithstanding these limitations, the study aims to offer insightful analyses and suggestions to decision-makers, educators, scholars, and other interested parties who want to tackle the problems associated with the standard and challenges of basic education in Edo State.

Definition of Terms

Standard: The term “standard” refers to a level of quality or attainment.

Standard of Education: The term “standard of education” refers to the overall quality, effectiveness, and outcomes of the education system, including factors such as academic achievement, learning outcomes, infrastructure, teaching quality, and curriculum relevance.

Challenges: The term “challenge” refers to a difficulty or obstacle that one faces, often requiring effort, skill, or perseverance to overcome.

Basic Education: Basic education in Nigeria typically refers to the foundational level of education provided to children to lay the groundwork for further learning and development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter attempts to evaluate significant results, discussions, and viewpoints in the region. It is reviewed comprehensively towards the main course just according to the following headings:

- The Theoretical Framework
 - Education in Nigeria
 - Basic Education
 - Education in Edo State
 - The Challenges of Basic Education in Edo State
 - Summary of Reviewed Literature
-
- **The Theoretical Framework**

The theoretical framework of the standard and challenges of basic education in Edo State encompasses key theories and concepts relevant to understanding basic education systems, policy, and governance. Integrating these theoretical perspectives and conceptual frameworks, equips policymakers and researchers to

be able to develop a comprehensive understanding of the standard and challenges of basic education in Edo State.

According to the "Human Capital" theoretical framework, education expenditures support the expansion of human capital, which in turn promotes economic development and prosperity. Human capital theory highlights the value of giving all children a high-quality education in the context of Edo State's basic education to increase their future productivity, income, and well-being.

The "Social Reproduction" theoretical framework focuses on the ways that educational systems reproduce and maintain social inequality. This theory emphasizes how socioeconomic position, gender, ethnicity, and geography affect educational outcomes and access in the context of basic education in Edo State. Policies can find methods to advance equity and social justice by looking at how basic education systems either reinforce or subvert prevailing social structures.

The "Policy Implementation" theoretical framework investigates the variables that affect how policy objectives are implemented in real-world situations. This theory aids in our comprehension of the difficulties and complexities involved in putting education policy into practice at the local level in the context of basic education in Edo State. Through a thorough analysis of factors including policy coherence, stakeholder participation, resource allocation, and bureaucratic

processes, policymakers can pinpoint obstacles to successful policy implementation and devise countermeasures.

The "Decentralization and Governance Models" look at how power is distributed, how decisions are made, and how accountability is set up in educational institutions. It is critical to comprehend various governance models and their implications for basic education quality and access in the context of Edo State, where attempts have been made to decentralize education governance through programs like the EdoBEST program. Through an evaluation of the advantages and disadvantages of different governance models, decision-makers can spot chances to improve local capability, independence, and responsibility in the provision of basic education.

The "Community-Based Approaches" theoretical framework for education places a strong emphasis on the value of community ownership, involvement, and participation in the formulation and execution of educational policies. Community-based initiatives can aid in bridging the gap between policy goals and local realities in Edo State's basic education system, guaranteeing that educational policies are pertinent to the local context, culturally sensitive, and responsive to community needs. Through enabling communities to actively participate in school administration, curriculum creation, and teacher recruitment, policymakers can

cultivate a feeling of accountability and dedication to enhancing basic education results.

With the help of this multifaceted theoretical approaches, stakeholders may better understand systemic obstacles, capitalize on institutional strengths, advance social justice and equity, and create evidence-based policy initiatives that enhance educational outcomes.

- **Education in Nigeria**

Education in Nigeria is overseen by the Federal Ministry of Education. School education is largely the responsibility of state (secondary) and local (elementary) governments. The education system is divided into Basic education, Secondary education, and Tertiary education. Basic education typically consists of compulsory six years of primary school and three years of junior secondary school. Secondary education comprises three years of senior secondary school. Tertiary education (usually four to six years, depending on the program of study) includes universities, polytechnics, and colleges of education. This is also known as the 9-3-4 system which was introduced in 2004 to replace the 6-3-3-4 system of education (Efosa & Efosa, 2018).

- **Basic Education**

Before 1976, education policy was still largely shaped by the colonial policy of the British Colonial Period. In 1976, the Universal Primary Education program was established. This program faced many difficulties and was subsequently revised in 1981 and 1990.

After that, the Universal Basic Education (UBE) came as a replacement of the Universal Primary Education, was formed in 1999 and intended to enhance the success of the first nine years of schooling. The UBE involves 6 years of Primary School education and 3 years of Junior Secondary School education, culminating in 9 years of uninterrupted schooling, and transition from one class to another is automatic but determined through continuous assessment. This scheme is monitored by the Universal Basic Education Commission, UBEC, and has made it "free", "compulsory" and a "right" of every child.

Nigeria's national policy on education specifies that the "language of instruction" for the first three years should be the "indigenous language of the child or the language of his/her immediate environment", most commonly Hausa, Ibo, or Yoruba. English is commonly the language of instruction for the last three years of elementary school. Elementary education covers grades one through six and students are awarded the Primary School Leaving Certificate on completion of Grade 6, based on continuous assessment. Progression to junior secondary

education, which is also compulsory and automatic, laying the groundwork for more specialized learning in the senior secondary years. The curriculum in Junior Secondary School is designed to provide students with a broad-based education across various subject areas. The curriculum aims to develop students' foundational knowledge and skills in preparation for senior secondary education. It lasts three years and covers grades seven through nine, completing the basic stage of education. At the end of grade 9, pupils are awarded the Basic Education Certificate (BEC), also known as Junior School Certificate, based on their performance in final examinations administered by Nigeria's state governments.

The UBE policy, established by the Nigerian government, aims to provide free, compulsory, and quality basic education for all children between the ages of 6 and 15 years. Children from a variety of socioeconomic situations now have better access to elementary and junior secondary education in Edo State, acknowledges to the UBE policy's implementation (Onyukwu et al., 2017).

- **Education in Edo State**

Edo State's elementary and secondary schools use the national curriculum of Nigeria. Majorly, the component of the infrastructural and socioeconomic development of Edo State, is education, and in recent years, there has been a focus

on raising the caliber and accessibility of education. The government offers free basic education, however, there are both public and private (paid) educational options.

The Edo State government in Nigeria is implementing a ground-breaking educational reform program called EdoBEST, or Edo State Basic Education Sector Transformation. Established in 2018, EdoBEST aims to transform the state's basic education system by implementing cutting-edge teaching and learning strategies, upgrading facilities, and raising the standard of instruction given to pupils.

The EdoBEST initiative's key features comprise:

- 1. Professional Development and Teacher Training:** Teachers' professional development and training are given top priority by EdoBEST in order to provide them with the knowledge and abilities required to provide high-quality instruction. Teachers are empowered to embrace learner-centered teaching techniques, use technology in the classroom successfully, and create engaging learning environments through intensive training workshops, mentoring programs, and ongoing professional development opportunities.
- 2. Technology Integration:** The program places a strong emphasis on using technology to improve learning and teaching processes. An EdoBEST Teacher's Tablet, a cutting-edge digital tool (as shown in **Figure 1**) that includes lesson

plans, interactive educational materials, assessment tools, and teacher resources, is placed in every classroom. With technology, teachers will be able to monitor student progress and customize lessons to meet each student's unique learning needs, all while enhancing the interactive, interesting, and accessible nature of learning for all kids.

Additionally, EdoBEST@Home is an extension of the Edo State Basic Education Sector Transformation (EdoBEST) program, which aims to give students access to ongoing learning opportunities outside of the conventional classroom. It was created in reaction to the COVID-19 epidemic, which made the use of distant learning solutions necessary and disrupted face-to-face instruction. With the use of technology, EdoBEST@Home provides students with educational tools and content via digital channels like radio, television, and web portals. Pre-recorded lessons, interactive tests, instructional films, and curriculum-aligned downloadable resources are all part of this effort. With the help of these resources, students can complete their coursework from home even when schools are closed or face other limitations on in-person meetings. EdoBEST@Home seeks to maintain learning continuity and lessen the negative effects of the pandemic on students' academic performance by expanding the reach of education outside of the traditional classroom. It shows the government's dedication to provide all pupils in Edo State, Nigeria, equitable

access to high-quality education and is a proactive solution to the issues presented by the pandemic.

- 3. Collaboration among Stakeholders and the Community:** EdoBEST acknowledges the significance of stakeholder collaboration and the community's involvement in advancing educational reform. The effort aims to cultivate a culture of responsibility, openness, and collaboration by involving parents, community leaders, civil society organizations, and other stakeholders in the education sector. Community involvement not only fosters ownership and sustainability of the effort but also guarantees that educational interventions are relevant to local needs and goals.
- 4. Infrastructure Upgrade:** As part of EdoBEST, schools will get investments to upgrade their facilities, resulting in classrooms (as shown in **Figure 2**) that are comfortable for learning. In order to reach international standards, this includes building and renovating classrooms, libraries, labs, and sanitary facilities. EdoBEST seeks to assist student academic progress and improve the entire learning environment by making improvements to school infrastructure.
- 5. Monitoring and Evaluation:** To determine the impact and efficacy of educational initiatives, the initiative makes use of strong monitoring and evaluation procedures. Through data-driven decision-making, policymakers can monitor advancements, pinpoint opportunities for enhancement, and modify the

implementation plan based on empirical information. Ensuring accountability and openness in the provision of educational services is ensured by routine monitoring visits, assessments, and feedback systems (as shown in **Figure 3**).

With the potential to greatly raise Edo State's educational standards, the EdoBEST initiative is a daring and cutting-edge approach to educational reform. With a focus on infrastructure upgrades, community participation, teacher training, technology integration, and data-driven decision-making, EdoBEST seeks to revolutionize the basic education sector and open doors for students' socioeconomic advancement and empowerment throughout the state.



Figure 1



Figure 2



Figure 3

Figure 4

- **The Challenges of Basic Education in Edo State**

Numerous studies have looked at the issues affecting Edo State's educational standards in order to better understand the background, complexities, and difficulties surrounding the city's educational system in Edo State, Nigeria. Concerns have been raised about curriculum relevance (Afolabi & Aluede, 2018). Scholars have questioned the alignment of educational content with the needs of students and the demands of the modern workforce. Outdated methods of instruction and curriculum materials may not provide students with the knowledge and abilities needed to succeed in a global economy that is changing quickly.

The quality of education has been found to be substantially compromised by infrastructure limitations (Ogbonna, 2019). Inadequate classroom, library, and lab space impedes efficient instruction and learning, which affects student performance and academic results.

Moreover, the issue is made worse by the lack of skilled teachers (Okojie & Egharevba, 2017). Skilled teachers are hard to come by and keep in many schools, especially when it comes to important topics like science, math, and English language. Low compensation, insufficient training, and teacher absenteeism are

some of the problems that lead to less-than-ideal learning settings and lower academic performance.

Access to high-quality education is further complicated by socioeconomic hurdles, which are especially problematic for underprivileged populations (Oyebade, 2020). Education can be affected by poverty, inequality, and cultural norms, which can worsen social inequality and maintain gaps in educational achievement. Access to high-quality education varies greatly.

- In general, urban areas offer better infrastructure for education, such as internet connectivity, well-equipped schools, libraries, and labs. On the other hand, these amenities are frequently lacking in rural regions, where schools struggle with issues including subpar classrooms, low electrical supply, and subpar sanitary facilities.
- Because urban schools offer greater compensation, more opportunity for professional growth, and close access to urban facilities, they tend to draw in more experienced and skilled teachers. On the other hand, there is a dearth of competent educators in rural schools since they have difficulty finding and keeping qualified teachers.
- A greater variety of educational resources, such as textbooks, instructional materials, and extracurricular activities, are frequently available to urban

schools. Due to financial constraints and logistical issues with distribution and purchase, rural schools might not have access to these materials.

- Computers, internet connectivity, and digital learning materials are all more readily available in urban locations. On the other hand, a lack of these technology resources in remote locations may prevent students from having as much exposure to contemporary teaching methods and digital literacy abilities.
- Rural students may face challenges accessing schools due to long distances, poor road infrastructure, and limited transportation options. As a result, compared to their urban counterparts, pupils in rural areas may have greater absenteeism and dropout rates.

Secondarily considering the difficulties in implementing policy interventions, numerous education-related policies and initiatives have been put into place to deal with these difficulties. But academics have pointed out important implementation issues (Aigbavboa & Thwala, 2018). The efficient implementation of education programs is hampered by bureaucratic inefficiency, corruption, a lack of accountability, and poor resource allocation, which limits the initiatives' potential to improve educational outcomes.

In Edo State's intricate system of education policy and practice, the overall reduction in educational quality is attributed to several factors, including socioeconomic constraints, teacher shortages, curriculum relevance, infrastructure issues, and difficulties implementing policies. This review offers important insights into the obstacles to and prospects for raising the standard of education in the area by combining the best available studies.

Furthermore, specific interventions are needed to address the educational gaps between urban and rural areas. Examples of these interventions include enhancing the quality of education provided by rural schools and putting laws in place to guarantee that educational opportunities are distributed equitably across urban and rural areas.

- **Summary of Reviewed Literature**

The literature study highlights the standard of basic education, highlighting the need for comprehensive and contextually appropriate approaches that cater to the various demands and challenges faced by Edo State neighborhoods, schools, teachers, and students.

In summary, despite obstacles like inadequate funding, poor infrastructure, a shortage of qualified teachers in some areas, and differences in access to high-

quality education between urban and rural areas, Edo State's education sector continues to work to improve both the quality and accessibility of education. In Edo State, education is essential for influencing citizens' futures and advancing the socioeconomic advancement of the region.

CHAPTER THREE

METHODOLOGY

Design of the Study

The research design used the survey research design employing the descriptive approach. This method was deemed appropriate as the study was focused on gathering data from a generic population segment. The survey assisted in gathering information from the defined sample and describing the current state of the population. This was carried out using the study's determined variable. The study design is one in which a group of people or products is investigated by gathering and analyzing data from only a small number of people or items that are taken into consideration to be a representative of the entire group, utilizing a questionnaire. The method's significance in discovering this nature's study is well acknowledged.

Population of the Study

The population of this study has a population of 100 various stakeholders involved in the education sector in Edo State, Nigeria. These stakeholders represent diverse perspectives and roles within the education system and are integral to understanding the challenges and opportunities on the standard of basic education education. The population of the study includes but is not limited to:

- School Administrators (principals, headteachers, and other administrative staff)
- Teachers (private and public schools)
- Parents and Guardians of students
- Students (primary, secondary, and tertiary)

Sample and Sampling Technique

The sample for this study will consist of 100 selected group of participants representing various stakeholders involved in the education sector in Edo State, Nigeria. The sample will be selected based on their relevance to the research questions and objectives, ensuring that diverse perspectives and voices are represented within the study.

Research Instrument

As an instrument for research, a questionnaire will be used to collect information on the standard and challenges of basic education in Edo State, Nigeria. The questionnaire will supplement the insights gained from other qualitative methods and offer an organized basis for gathering responses from a significant number of participants.

Validity of the Instrument

The instrument's validity was established by its expert judgment. Regarding this, the instrument's content was validated after the data collection was given a structured questionnaire. Draft copies of the instrument were given to the researchers' supervisor and other experts in the faculty of education at the University of Benin (UNIBEN) after analysis and the corrections I made were reflected in the questionnaire.

Reliability of the Instrument

The test re-test process was used to assess the instrument's reliability. Twenty copies of the instrument were initially given to respondents in this interview who do not belong to the target group. The identical instrument was re-administered to the same group of respondents after a period of two weeks. Then, using Pearson's Product Moment Correlation Coefficient in Statistics, the responses on the two occasions were correlated to produce the reliability index, which was assigned a value of 0.72.

Method of Data Collection

The questionnaire will be distributed to a varied group of stakeholders involved in the education sector in Benin City, including government officials, school administrators, teachers, parents, students, civil society representatives, and community leaders. Depending on the preferences and accessibility of the participants, the questionnaire may be given electronically, via mail, or in person. Participants will receive detailed instructions on how to fill out the questionnaire and send it back within the time frame provided.

Method of Data Analysis

Standard deviation (S.D.) and mean (\bar{x}) were used to examine the data to answer the study objectives. Standard deviation was also employed for analysis. A mean response of more than 2.50 was considered as Agreed, while a mean response of less than 2.50 was regarded as disagreed.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter includes the data collection and analysis for the study, which aims to study to identify the underlying reasons to the standard and challenges of basic education in Etsako West Local Government Area, Edo State, Nigeria. The information was taken from sampled schools. The descriptive statistics statistical approach, percentage, and frequency count were employed to analyze the data to meet the goals of the research.

PRESENTATION OF RESULTS

Research Question 1; what are the factors influencing the quality of basic education in Edo State?

Table 1: Mean and Standard deviation of the factors influencing the quality of basic education in Edo State

S\N	Factors	X	SD	Decision
1	Existing education policies and programs are effective in addressing the needs and priorities of students, teachers, and communication in Edo State.	3.10	0.30	Agree
2	Socio-economic factors, including poverty, unemployment, and inequality, has an impact on the quality of basic education in Edo State.	3.05	0.22	Agree
3	Infrastructure, such as school buildings, classrooms, and facilities, plays a role in determining the quality of basic education in Edo State	3.35	1.02	Agree
4	There are effective mechanisms in place for monitoring and evaluating educational programs and policies in Edo State	3.50	0.61	Agree
5	The overall quality of basic education in Edo State meets your expectation	3.49	0.77	agree

Table 1, indicates that respondents mean in the five (5) items on school environment related challenges were 3.10, 3.05, 3.35, 3.50 and 3.49. All these are above 2.5 indicating they agree that the schools lack basic amenities, lack of conducive environment have made it difficult to teach practical in schools, teachers in Edo State do not have access to technological facilities and schools in Edo State do not have basic amenities.

Research Question 2: What are the main challenges and the barriers faced by schools and education stakeholders in delivering quality basic education in Edo State?

Table 2: Mean and Standard Deviation of the main challenges and the barriers faced by schools and education stakeholders in delivering quality basic education in Edo State

5	Shortage of quality teachers a major challenge for basic education in Edo State	3.25	1.02	Agree
6	Lack of instructional materials (e.g., textbooks, teaching aids) is a significant problem in your school.	2.85	1.04	Agree
7	The use of technology in education is adequately integrated and supported in basic education	2.00	0.59	Disagree

	schools in Edo State.			
8	Significantly issues are with student attendance and retention in basic education schools in Edo State.	3.15	0.67	Agree
9	Security concerns or incidents affect the learning environment and quality of education in your school.	3.63	0.68	agree

Table 2, indicates that the means teachers in Edo State have shortage of quality teachers (3.25), and lack of instructional materials (e.g., textbooks, teaching aids) (2.85), but the use of technology in education is adequately integrated and supported in basic education schools in Edo State (2.00), and there significantly issues with student attendance and retention (3.15) and Security concerns or incidents affect the learning environment and quality of education in the school (3.63)

Research Question 3; How effective are existing education policies and programs in addressing the needs and priorities of students, teachers, and communities in Edo State?

Table 3: Means and standard deviation of how effective existing education policies and programs in are addressing the needs and priorities of students, teachers, and communities in Edo State.

9	Existing education policies and programs are effective in addressing the needs and priorities of students, teachers, and communities in Edo State	2.1 0	0.5 3	Disagr ee
10	Political interference impacts the quality and delivery of basic education in Edo State.	2.3 5	0.5 9	Disagr ee
11	There are adequate professional development opportunities for teachers in Edo State.	3.1 5	0.6 7	Agree
12	Assessment and evaluation practices effectively ensure learning outcomes and accountability in basic education institutions in Edo State.	1.8 6	1.0 5	Disagr ee
13	Insufficient funding is a significant barrier to delivering quality basic education in Edo State.	3. 55	0.6 9	agree

Table 3 states that, Existing education policies and programs are not effective in addressing the needs and priorities of students, teachers, and communities in Edo

State (2.10), Political interference does not impacts the quality and delivery of basic education in Edo State (2.35), although there are adequate professional development opportunities for teachers in Edo State (3.15) Assessment and evaluation practices does not ensure learning outcomes and accountability in basic education institutions in Edo State (1.86). The insufficient funding is a significant barrier to delivering quality basic education in Edo State. (3.55).

Research Question 4; What are the long-term socio-economic and developmental impacts of investing in quality basic education in Edo State?

Table 4: Means and standard deviation of what are the long-term socio-economic and developmental impacts of investing in quality basic education in Edo State.

14	Investing in quality basic education can lead to improved economic growth in Edo State.	3.03	0.86	agree
15	Quality basic education can reduce crime rates in Edo State in the long term.	3.55	0.69	agree
15	Quality basic education can foster innovation and entrepreneurship in Edo State	3.63	0.68	agree

16	Investing in quality basic education can lead to a more informed and engaged citizenry in Edo State.	3.49	0.77	agree
17	Quality basic education can enhance cultural and social cohesion in Edo State	3.63	0.68	Agree

Table 4, states that, investing in quality basic education can lead to improved economic growth in Edo State (3.03), Quality basic education can reduce crime rates in Edo State in the long term (3.55), Quality basic education can foster innovation and entrepreneurship in Edo State (3.63) Investing in quality basic education can also lead to a more informed and engaged citizenry in Edo State (3.49) while quality basic education can enhance cultural and social cohesion in Edo State (3.63)

DISCUSSION

The findings from the research question 1 reveals that the respondents accept that Basic Technology teachers need tools to impact on the learners, The respondents agree that Basic Technology teachers do not teach practicals because of lack of conducive environment. The respondents agree that lack of amenities make the

teaching of Basic Technology difficult and teachers in rural location lack social amenities. This finding is supported by Olajide S, O, Olanipekun B.V and Obafunmilay. A O. (2021) who noted that good school environment and facilities are crucial to students' academic performance in Basic Science and Technology likewise, Umunadi (2011) noted that lack of facilities and equipment was a significant problem in the Nigerian Education system.

The findings from research question 2 showed that most teachers in Edo State have shortage of quality teachers to teach Basic Technology, teachers in Edo State lack instructional materials but the use of technology in education is adequately integrated and supported in basic education schools in Edo State, there are also significantly issues with student attendance and retention, Security concerns or incidents affect the learning environment and quality of education in your school. This is also collaborated by the findings of Eriba and Iwanger (2018) who found out that poor motivation of teachers among others are the major challenges faced by teachers teaching basic technology in Nasarawa State of Nigeria.

The findings from research question 3 revealed that, existing education policies and programs are not effective in addressing the needs and priorities of students, teachers, and communities in Edo State, the political interference does not impact the quality and delivery of basic education in Edo State and the insufficient funding

is a significant barrier to delivering quality basic education in Edo State. This is supported by Uzongulu (2013) who pointed that lack and shortage of facilities and consumables with which to carry out effective practical works in the school workshop is among the factors militating against effective Technical Vocational Education and Training programs.

The findings from research question 3 revealed that, investing in quality basic education can lead to improved economic growth in Edo State, quality basic education can reduce crime rates in Edo State in the long term, Quality basic education can foster innovation and entrepreneurship in Edo State, investing in quality basic education can also lead to a more informed and engaged citizenry in Edo State and finally quality basic education can enhance cultural and social cohesion in Edo State. Also, this is supported by Uzongulu (2013) who pointed that lack and shortage of facilities and consumables with which to carry out effective practical works in the school workshop is among the factors militating against effective Technical Vocational Education and Training programs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter includes the study's summary, the conclusions reached from the analysis of the data collected, the outcome, and recommendation.

Summary

The researcher conducted the study to identify the underlying reasons to the standard and challenges of basic education. To fulfill the study's objectives, the research questions were created and examined. Using a questionnaire, data from one hundred and forty-two (100) pupils in the Etsako West Local Government Area, Edo State, Nigeria were collected. The collected data were analyzed with descriptive statistics. A 50% criterion was applied to draw a conclusion.

Major Findings

These findings, which emphasize the need for comprehensive policy reforms, improved resource allocation, and community engagement to improve educational outcomes and promote socioeconomic development in the region, are underscored by the multifaceted nature of Edo State's basic education opportunities and challenges.

The quality of Edo State's basic education has been found to be significantly influenced by several factors, including infrastructure, socioeconomic status, community involvement, curriculum relevance, and teacher quality.

Socioeconomic barriers, curriculum relevance, teacher shortages, inadequate infrastructure and instructional materials, student attendance and retention issues, and inadequate funding were identified as the main obstacles that Edo State's schools and education stakeholders had to overcome in order to provide high-quality basic education.

The efficacy of current education policies and initiatives—such as the EdoBEST initiative—in meeting the needs and goals of communities, educators, and students in Edo State was evaluated.

Investing in quality basic education was found to have potential long-term impacts on economic growth, poverty reduction, employment, social mobility, health outcomes, crime reduction, gender equality, innovation, civic participation, governance, and cultural cohesion in Edo State.

Conclusion

The challenges facing the standard of education in Benin City, Edo State, Nigeria, are multifaceted and interconnected. Infrastructure deficiencies, teacher shortages, curriculum relevance, socio-economic barriers, and policy implementation

challenges collectively contribute to the decline in educational quality. To address these issues, policymakers, educators, and stakeholders must collaborate to formulate evidence-based policies, invest in infrastructure, enhance teacher training, and promote equitable access to education. By prioritizing these efforts, Benin City can foster inclusive development and empower its citizens through quality education.

Engaging local communities, civil society organizations, and advocacy groups is crucial. By mobilizing support, resources, and partnerships, stakeholders can collectively address education challenges and advocate for positive change.

Investing in teacher training, professional development, and capacity building is essential. Empowering educators with relevant skills and knowledge enhance their effectiveness in supporting student learning.

Continued academic research and scholarship are vital. Scholars, researchers, and practitioners should explore innovative solutions, evaluate policy effectiveness, and contribute to evidence-based practices in education.

Policymakers must adopt a long-term vision. Sustainable improvements require strategic planning, consistent implementation, and a commitment to addressing systemic issues.

These conclusions emphasize the need for collaborative efforts, informed policies, and a holistic approach to elevate the standard of education in Benin City.

Recommendation

Concise recommendations for improving the standard of education in Benin City, Edo State, Nigeria.

1. Enhancing Teacher Training and Retention:

- **Invest in Professional Development:** Implement comprehensive professional development programs for teachers. These programs should focus on enhancing pedagogical skills, subject expertise, and classroom management techniques.
- **Competitive Salaries and Incentives:** Offer competitive salaries and incentives to attract and retain qualified teaching staff. Address issues related to low remuneration and provide performance-based rewards.
- **Mentoring and Support:** Establish mentorship programs where experienced teachers guide and support newer educators. This promotes continuous learning and improves teaching effectiveness.

- **Address Teacher Absenteeism:** Implement measures to reduce teacher absenteeism, ensuring consistent classroom presence and student engagement.
- **Teacher Training and Professional Development:** Inadequate teacher training and professional development programs contribute to the shortage of qualified teaching staff. Addressing this gap through targeted training and support can enhance teaching quality and student learning outcomes.

By prioritizing teacher training, support, and retention, Benin City can create a conducive learning environment and elevate the overall standard of education. Let me know if you need further elaboration or additional recommendations.

2. Community Engagement and Stakeholder Participation:

Engaging local communities, parents, and other stakeholders is crucial for effective policy implementation. Community involvement fosters ownership, accountability, and sustainable solutions to education challenges.

3. Inclusive Education Practices:

Policies should prioritize inclusive education practices that accommodate diverse student needs, including those with disabilities. Ensuring accessible

learning environments and tailored support promotes equity and educational success.

4. Monitoring and Evaluation Mechanisms:

Establishing robust monitoring and evaluation mechanisms helps track policy effectiveness. Regular assessments allow policymakers to make data-driven decisions, adjust strategies, and address emerging issues promptly.

Holistic approaches are essential for improving the standard of education in Benin City.

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