

Analysis of Factors Responsible for Poor Learning Outcome in Basic Education in Nigeria

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Abstract: Objective: The paper discussed the factors responsible for poor learning outcome in Basic Schools in Nigeria.

Methods: The paper adopted content analysis. Both primary and secondary data were used in the paper. The data were sorted from both print and online publications.

Conclusion: The paper concluded that inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, poor motivation of teachers, political instability, insecurity, negative attitude of government, poor supervision, unavailability of career counsellor in basic schools, poor capacity building programme, overcrowded classrooms and non-usage or poor usage of Mother Tongue are factors responsible for poor learning outcome in Basic Schools in Nigeria.

Recommendations: The federal, state and local government should increase the funding of Basic education in Nigeria. This would help to improve the learning outcome in the schools.

Keywords: Basic Schools, Causes, Learning Outcome. Enrolment, Completion, Basic Education, Poor.

Introduction

Nigerian public basic schools are schools that are maintained at public expense for the education of the children of a local government or state. The aim of establishing primary education is to inculcate permanent literacy, numeracy and ability to communicate effectively, the education has to do with developing the child's speaking, writing and reading skills. While secondary education serve as bridge between basic education and tertiary education, with the aim of preparing the recipient for higher education and for useful living within the society (FGN 2014). Despite the high expectations placed on this level of education by the government of Nigeria, making the basic education free and compulsory, this level of education has witnessed high level of enrolment and completion based on the report of number of students that sat for Junior Secondary Certificate examination yearly but low learning outcome as a lot of students cannot write their names correctly not to say reading.

According to (FGN,2014), Nigeria education is structured into early child care and development age 0-4, basic education age 5-15 which comprises of 6 years of primary education and 3 years of junior secondary education. Education is the basic human right A child's right to education entails the right to learn. Yet, for too many children across the globe, especially in Nigeria, schooling does not lead to learning. Over 600 million children and adolescents worldwide are unable to attain minimum proficiency levels in reading and mathematics, even though two thirds of them are in school, foundational skills in literacy and numeracy are further from grasp. This learning crisis – the rift between the levels of learning children receive and those their communities and entire economies need has reached high level on global scale. (UNICEF 2020). According to Comfort,; Usen; & Ekpeyong, (2013), Basic education is the foundation on which all other levels of education are laid. Such foundation is expected to be strong, reliable and capable of withstanding all forms of pressure – atmospheric, socio-cultural, ethnic and economic pressures. In other words, the relevant providing agencies – governmental and private, should provide all it takes to lay the solid foundation expected at the primary school level of education in Nigeria, for the schools to be the true reflection of what is expected of it.

Around the world, children are deprived of education and learning for various reasons. Poverty remains one of the most obstinate barriers. Children living through economic fragility, political instability, conflict or natural disaster are more likely to be cut off from schooling – as are those with disabilities, or from ethnic minorities. In some countries, education opportunities for girls remain severely limited. Even in schools, a lack of trained teachers, inadequate education materials and poor infrastructure make learning difficult for many students. Others come to class too hungry, ill or exhausted from work or household tasks to benefit from their lessons.

Compounding these inequities is a digital divide of growing concern: Some two thirds of the world's school-aged children do not have internet connection in their homes, restricting their opportunities to further their learning and skills development. Without quality education, children face considerable barriers to employment and earning potential later in

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life. They are more likely to suffer adverse health outcomes and less likely to participate in decisions that affect them – threatening their ability to shape a better future for themselves and their societies. (UNICEF 2020).

According to (FGN 2014), the broad aim of basic education shall be to: inculcation of permanent literacy and numeracy and the ability to communicate effectively; citizenship education as a basis for effective participation in contribution to the life of the society; laying of a sound basis for scientific and reflective thinking; character and moral training and the development of sound attitude; giving the child the opportunities for developing manipulative skills that will enable him function effectively in the society within the limit of his capacity; develop in the child, the ability to adapt to the changing environment; and to provide basic tools for further educational advancement including preparation for trades and crafts of the locality. The above beautiful aims has been defeated has majority of primary school children graduated without showing any evidence of school attendance, pushed automatically to secondary school and continue with the same pattern of absolute illiteracy.

Goenka (2020) submitted that Basic Schooling performs other functions for the child in the following areas:

Nourishes child's physical needs: A basic school is a place where children learn to perform new activities. A child participates in different games and becomes open to more opportunities. The teachers and coordinators in basic schools also teach the child to take care of his/her health and learn important behaviors. As the child slowly adapts to playing games, they learn more about communication, Helping the child in all ways possible.

Mental Growth of the Child: Apart from helping the child grow physically, basic schools prepare a child for mental behavior. A school is where the child's mind is paid attention to understand what he or she is thinking about. A child's mind is sensitive. It is important to figure out different mental behaviors to help discipline the child. In addition, children in basic schools learn so many different subjects like mathematics, science, culture, history, etc. All these subjects have a direct impact on the child. This helps the child grow mentally, understand different angles of knowledge, and prepares them to act accordingly.

Social Behavior: Apart from developing different kinds of mental and physical traits, children in primary schools are also exposed to learning social behaviors. How is a child supposed to interact with another child? What should a child do when another child showcases bad conduct? This is when a teacher brings out the difference between good and bad behavior. As the child learns how to behave with one another, a kind of bond formation starts to occur. A teacher carefully monitor the interests and behavioral patterns of the child and act accordingly in helping them differentiate between right and wrong. Social behavior development is an important learning phase in a child's life. It aims to develop a child's communication skills and make him/her more confident and bold. Hence, basic schools deeply focus on social skills management from the very first day at school.

Development of the child: Basic schools pay attention to the overall development of the child. It all starts with socializing, learning new skills, and engaging with classmates. As the child gets comfortable, new things are taught. The basic school wholeheartedly contributes to the child's inner and outer development. Under all circumstances, the school will try its best to promote a positive environment for the child to grow, learn, and improve.

Basic schools also focus on internal growth of the child by delving deep into the psyche of the child. As a result, the child matures to become a better human being.

Proper education of the child is a basic tool for effective child upbringing and overall societal development. In recognition of this fact, most nations of the world place much premium on the care and education of the child. Nigeria as a nation at this point in time cannot be credited to have done well in this regard because most government policies and programmes targeted at improving the child's education have not recorded good success. The resent of such was Compulsory Free, Universal Basic Education bill number 66, volume 91. One of the major targets of the bill is to give basic education the needed attention, but much has not been achieved as paper documentation in Nigeria does not imply practical implementation of policies and programmes. The survey carried out by Education Sector Support Program in Nigeria (ESSPIN) in 2014 and 2016 respectively, disclosed that learning outcomes were in general decline across the states in Nigeria. Based on this submission, this paper aimed to discuss the factors responsible for poor learning outcome in Basic Education in Nigeria.

Current Learning Outcome in Basic Education in Nigeria

There are many investigations and reports on learning outcome of Basic school students in Nigeria. For instance, the LEARN Nigeria report of (2016) that sample 2,182 children aged 5 to 15 years in 969 households from two local governments in Kano and Lagos also revealed very low literacy and numeracy attainments. For example, the report indicated that only 10% of all children aged 5 to 15 from the Kano State sample "can read at grade 2 story level while 9 of them cannot read" in Hausa. For numeracy, the survey reported that "only 6.7% of children aged 8 can multiply at grade 2 level while only 45.5% of children aged 15 can multiply at grade 2 level.

Also, follow-up monitoring of learning achievements (MLA) was carried out in 2003 and 2011 (Federal Ministry of Education, 2015) at primary classes 4 and 6. The Universal Basic Education Programme conducted its assessment of learning in 2001 and 2003 (Universal Basic Education Commission, 2007). Also, International development partners also

supported or conducted other learning assessments. Examples include the United States Agency for International Development's (USAID) early grade reading assessments (RTI International, 2011; 2014) and the United Kingdom Department for International Development (DFID) ESSPIN Composite surveys (Cameron, et al 2016). They all agreed on low achievements in both literacy and numeracy over the three MLA assessments.

What is worrisome is that Nigerian children lagged other African children when the results of the 1996 primary 4 assessment were compared with those of 12 other African countries (World Bank, 2003). The 2011 MLA painted a very grim picture of the P4 children's performances that revealed that "the vast majority of the primary four pupils tested scored below 50% in both literacy and numeracy tests. [Literally], barely one in five of the primary four pupils demonstrated the competency expected by the national curriculum for the level of education they are attending. (FME 2016).

World Bank (2017) observed that the quality of basic education, measured in terms of student learning outcomes, is low in Nigeria. According to international standards, children who have completed grade 3 are expected to be fully literate. Yet in Nigeria only 66 percent of public school students can read at least one of three words and 78 percent can add single digits after completing grade 4 (NEDS, 2015). In terms of variation across the States, a test administered to grade 4 pupils as part of the 2013 Service Delivery Indicator (SDI) Survey produced an overall low score of 32 percent, with the two southern states leading the ranking (59 and 54 percent) and the two northern states with significantly lower scores (23 and 20 percent). In addition, pupils in private schools significantly outperformed those in public schools.

Factors Responsible for Poor Learning outcome in Nigerian Basic Education

The following have been identified as main causes of poor learning outcome in basic education in Nigeria: inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, poor motivation of teachers, political instability, insecurity, negative attitude of government, poor supervision, unavailability of career counsellor in basic schools, poor capacity building programme, overcrowded classrooms and non usage or poor usage of Mother Tongue.

Inadequate Funding

Inadequate funding of basic education in Nigeria is among the factors responsible for poor learning outcome in the public basic schools in Nigeria. This submission is confirmed by Ebong (2006), indicated that financial resources are made of monetary inputs into a system such as the education system. They acts as a lubricant for the system (primary education) and without these financial resources programmes cannot be properly planned and policies implemented. Hitherto, without availability of funds and proper management to carry out any work at the primary level any plans of transformation are bound to fail. Funding issues in primary education plays a crucial role in determining the level of success, development and change. It also helps to direct attention towards the achievement of set goals at all levels of education. Adequate funding entails a timely supply of funds, qualified teachers, administrators and infrastructural facilities to ensure success in any organization. Ogunode, & Abashi (2020), did a study that investigated the challenges facing the administration of Universal Basic schools in Abaji area council of FCT, Nigeria. The result established that their challenges facing the administration of Universal Basic schools in Abaji area council of FCT. The study identified the challenges to include; inadequate fund, corruption (looting of school fund), inadequate infrastructural facilities, inadequate professional teachers, large class size, inadequate of instructional aids, unstable policies, ineffective supervision, challenges of achieving quality and poor motivation of teachers. The study also revealed that respondents agreed the challenges facing the management of primary schools is militating against the achievement of objectives and is responsible for the poor quality of education of primary schools. Ogunode (2020) opined that inadequate funding is a major challenge facing the administration of primary school education in Nigeria. A major challenge facing the primary school education and implementation of the curriculum at this level is funding in the mist of rising demands and cost of education. Ogunode (2020) and Ogunode & Onyekachi, (2021) identified inadequate funding of public universities in Nigeria include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning as factors responsible for inadequate funding in schools while the implications of underfunding of the schools in Nigeria include; inadequate infrastructural facilities, shortage of academics staff, poor quality of education, brain-drain and strike action.

Shortage of Professional Teachers

Shortage of professional teachers in the Basic education is also responsible for poor learning outcome in the Nigerian basic schools. Basic education across the nation is facing the problem of inadequate qualified subject teachers to handle important subjects like mathematics, English language, phonics, basic science and technology, Nigerian language e.t.c, Ogunode (2020) submitted that shortage of professional teachers is also a problem facing the administration of basic education in Nigeria. Many primary schools in Nigeria do not have adequate professional teachers. The class teachers available are not even enough to cater for the number of students in the class. In a situation where a class teacher is saddled with the responsibility of teaching all the seventeen subjects, coupled with large class size, with no assistance, there will be no efficiency, and learning might not take place. Also, the process of recruiting teachers into primary schools is not a well-structured one, making it possible for those without educational background to gain employment to teach in basic schools. The 2018 National Personnel Audit (NPA), conducted by the Universal Basic Education Commission (UBEC), reported, there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary Schools across the nation. At the senior secondary schools, research has it that shortage of professional teachers is a problem facing the Nigerian secondary schools. NEEDS (2014) observes that One Ogunode & Abiola (2021) concluded that inadequate funding, limited teacher education institutions, corruption, lack

of manpower planning, brain-drain and poor motivation are factors responsible for shortage of professional teachers in Nigerian educational institutions.

Inadequate Infrastructural Facilities

Infrastructural facilities are key to achieving positive learning outcome in schools. The inadequate of facilities can caused poor learning outcome in schools. The teachers and students needs adequate classrooms, tables, chairs, light, internet services etc to aid teaching and learning in the schools. Asodike, Juliana & Ikpitibo, Clinton (undated) observes that physical facilities play important role in teaching and learning especially at the primary school age when the sense of imagination is still premature. The availability of adequate school building, classrooms, chairs and other facilities are necessary to the attainment of objectives of an educational system. However the increase in primary school enrolment does not have corresponding increase in infrastructural development in the primary schools. A common scene at the primary school environment is that of half completed or dilapidated and overcrowded classrooms lacking basic equipment and facilities with unsightly and unhygienic toilet. Ogunode & Adanna (2022); Ogunode, Yahaya & Musa, (2022); Ogunode, Johnson, & Olatunde-Aiyedun, (2022) and Ogunode (2020) asserted that another problem facing the administration of primary school education in Nigeria is the challenge of inadequate infrastructural facilities. Many primary schools in Nigeria do not have adequate infrastructural facilities. Many parents could not afford to buy textbooks for their pupils and many schools does not have library facilities making proper teaching and learning at that level ineffective as a lot of teaching is done in abstract. Also, the world we are in now has become a global village with the invention of internet facilities, any school lacking such will be backward, ending up producing pupils that would not be able to compete globally. Children also learn better by seeing and hearing using the Audio-Visual equipment like television especially for the lower basic classes. Where these are absent, effective teaching and learning could be hindered and output could be very low. One of the important subjects taught in basic school is basic science, which require some level of experimentation, many of our basic schools does not have this facility, making learning of basic science difficult for the children and in turn, leading to poor learning outcome. Ogunode & Hadi (2021) identified causes of shortage of infrastructural facilities in public primary school in Nigeria to include inadequate funding, corruption, poor maintenance culture, over-population, poor planning and lack of current data.

Poor Motivation of Teachers

Poor motivation of teachers can lead to poor students' academic performance in school. Ogunode (2020) opined that another problem preventing effective administration of basic school in Nigeria is problem of poor motivation. Teachers teaching in the Nigerian basics schools are poorly motivate. Motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different like perception, attitude of everyone is different. For example a person feels hungry, and as a response that particular person eats so the feelings of hunger get diminished. Adelabu (2005) found in Nigeria that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers is that they having low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity of develop their career. Motivation plays an important role in the organization because it increases the productivity of employees and the goals can be achieved in an efficient way. The transfer of basic education from federal government to the state and local government has a lot of implications on the smooth running of basic schools ranging from quality control to funding. Basic school teachers were not only paid good salaries while under the federal government, they were also paid on time. Unlike today, the salaries are not paid on time and there is no uniformity in salaries of the state and federal government teaching staff. Every state pays what she can afford. Sometimes, local government engage on strike action as a result of delay or non -payment of arrears by their employers. This altitude is greatly contributing to lack of interest from primary school teachers and shortage of teachers. Most teachers today, have divided interest in their work. Some teachers supplement teaching with other trades to make ends meet.

Political Instability

Change in government also lead to change in policies which in turn affect the smooth running and implementation of policies meant for promoting quality basic education. Ogunode, Jegede, Ajape (2021) observed that political instability affects implementation of primary school education policies such as capacity building programme. Many policies designed and formulated for the development of primary school education in Nigeria is been frustrated by political instability. Ibrahim, (2018); Ogunode, Jegede, Ajape (2021) and Noun (2012) submitted that the educational system in Nigeria has witnessed various policy enactments and plans. Unfortunately, many of them never saw the light of day. Sometimes, they are implemented but not fully. Many ended up on the papers on which they are prepared and designed either as a blueprint or white-paper. Many well-intended policies in the past were aborted in the process of implementation. This was common during the military rule, when the polity was very unstable because of coups and counter-coups. A new regime of rulers always failed to sustain the implementation of educational policies and programme of their predecessors. Instability of governance did a lot of havoc for a long time in the country. Noun (2012) also observed that different political parties with different visions and manifestos may not implement educational policies and plans in the same way. The situations when

educational policies are not implemented or partially implemented cannot usher in educational development that could aid the realization of national aspirations.

Insecurity

The insecurity in Nigeria is affecting the students' academic performance especially in the Northern part and south eastern part of Nigeria. Insecurity is one of the major problems facing the administration of primary schools in Nigeria. Effective administration of basic education in Nigeria is frustrated by the insecurity challenges facing the country especially the Northern part of the country (Ogunode, 2020). Many Basic schools have been closed down. Educational officers cannot travel to areas where they are supposed to travel to for administrative functions because of insecurity challenges (Ogunode & Chijindu, 2022). One of the most insecurity challenges facing the country is the Boko Haram group. The militant group, Boko Haram, has carried out violent attacks in the north-eastern parts of Nigeria. Thousands of Nigerians have been killed, and many more have been forced to flee their homes. Schools have been the primary target of the attacks. Since 2011, Boko Haram, whose name means 'Western Education is Forbidden, has expanded its attacks to the direct target of schools. It has resulted in the killing and abduction of hundreds of teachers and students and the destruction of school buildings and teaching materials. As a result of increased attacks on education, all schools in Borno State were closed from the 14th March 2014, and roughly 253,000 children were out of school in the 2013–2014 school years (Borno SUBEB). By the end of 2014, Adamawa, Yobe and Borno State Universal Basic Education authorities have reported a total of 338 schools destroyed. Also, at least 196 teachers and over 314 learners killed and more than 276 learners abducted. The situation has further fuelled the perception of schools as 'danger zones' and threatens the gains achieved by targeted school enrolment drives in northern Nigeria (Thisday, 2018). World Bank (2017) reported that today, Nigeria continues to face several security challenges. Though an army offensive in late 2015 drove Boko Haram from much of the territory it held in the North East zone, the militants periodically strike back with suicide bombings and attacks on civilians. In parallel, as the Sahel and farms encroach on pastures and grazing areas, conflicts between herdsmen and farmers have intensified across Nigeria's "middle belt". All this activities is preventing effective planning of secondary schools in the country. Ogunode & Fatima (2021) concluded that disruption of school administration, learning loss due to school closure, low enrolment, retention and completion rate of Basic school programme, reduction in manpower, disruption in academic calendar of Basic school, killing of students, delay in development or progress of girl-child education as well as delay in development of Basic education were identified as the effects of insecurity on administration of Basic schools in Northern Nigeria.

Negative Attitude of Government

The attitude of state and local government towards the administration of basic education in their respective states and local government councils is not encouraging. Where political office holder decided to be embezzling money meant for community development instead of carrying out such program meant for improving the quality of education in the area, learning outcome will be low. Our politicians and stakeholders do not register their children on public basic schools but rather use public money to send their children to very expensive private schools or outside the country, leaving the badly funded, Poorly equipped schools for the poor citizens that cannot afford private education. Vanguard (2022) reports that the Federal Government, through the Minister of education lamented that some governors of Northern states are "destroying" education at the primary school level through bad policy. According to Minister of education said "The way our primary schools are...and I would like to say this about governors, especially in the northern states. It is as if they are looking for power to destroy education at the primary school level, except for a few. "I don't think there's any governor who has any good story to say about primary education and nomadic education, the Federal Government is only making intervention."

Poor Supervision

Poor supervision of basic schools in Nigeria is also responsible for the poor learning outcome in the public basic schools. Ogunode (2021) and Ogunode (2020) submits that the problem of poor school supervision by the respective school administrators have also contributed to the challenge facing the administration of basic schools. Many school administrators do not effectively supervised the basic schools under their watch. The Nigerian government recognized the need to monitor not only the financial management of the school, but also the teaching of students. Educationists at the Ministries of Education both at the federal and the state levels have set up quality control divisions in their respective ministries to ensure that quality education is maintained. It has been established that quality and standard could be maintained in the educational institutions through regular inspection and continuous supervision of instruction in the schools. Supervision and inspection have been identified as very germane to the day-to-day activities of educational institutions (National Open University of Nigeria, 2009). Community where a school is located and parents can complement the efforts of government in the provision of basic things like blocks of classrooms, textbooks, and other teaching materials to enhance teaching and learning in such schools. Where there is no cordial relationship between the school, community and parents, those help might not be rendered and learning outcome would be low. Ogunode, Olatunde-Aiyedun, & Akin-Ibidiran (2021) identified inadequate supervisors, inadequate supervision materials, insecurity, logistics problem, inadequate funding and poor capacity development of supervisors are the challenges preventing effective supervision of universal basic education programme in Kuje Area Council of FCT, Nigeria.

Unavailability of Career Counsellors

Counsellors are very important in school services, as they render such services ranging from registration of new pupils to career guidance, mentoring and observing children to know where they can fit into in career choices, helping them know

whether to proceed to senior secondary schools or technical colleges. Where counsellors are absent, the above might not be achieved, leading to poor learning outcome. Ohunene, Audu, & Ogunode (2021) identified inadequate funding, lack of working tools, inadequate infrastructural facilities, insecurity problem, poor supervision, teaching of large classes, and negatives attitude of students towards Counsellors, negative relationship between counselors and school administrators, poor motivation and poor capacity development of supervisors are the challenges facing Counsellors working in public primary schools in Nigeria.

Poor Capacity Building Programme

Inservice training and continuous education programme is an integral part of teaching service, an adage says ‘ you cannot give what you don’t have’, inadequate training of teachers to teach in basic schools leads to low learning output displayed by the students. Mcbrown & Ogunode, (2022) submitted that problems militating against effective capacity building programme in Basic schools in Nigeria include inadequate funding, corruption, lack of accurate data on teachers, unstable policies, political instability and insecurity.

Overcrowded Classrooms

The ratio of students to teacher in our basic schools is about ratio 1:100 which is against the standard set by United Nation of 1 : 30, In an overcrowded classroom, teacher will not be able to take care of children’s individual differences, assignment would not be properly checked and it would also be difficult to teach effectively thereby leading to low learning outcome Ogunode & Ndubuisi (2021) and Ogunode (2020) observed that administrators of basic schools across the country are worried by the high enrolment of pupils into the basic schools causing inadequate infrastructural facilities and teaching of large classes due to inadequate space. The National policy on education reported from their major finding that 100% of the teachers agreed that there is high enrolment with inadequate infrastructure. According to the school records the teacher student ratio is 1:100, this shows that there is high population with inadequate classrooms. The student-teacher ratio of 10:1 is out of context in the school setting, indicating that this is unachievable. The table below shows the pupils-teachers ratio of different countries compare to Nigeria situation.

Poor Usage of Mother Tongue

Language is defined as a tool for communication that consists of a set of sounds and written symbols, which are used by people for talking or writing. Mother tongue is described as the first language a child is exposed to from the time of birth and this language is first naturally acquired by humans. It is associated with the language that a child parents use to communicate with them. In a situation where the parent do not speak their mother tongue to the child and the teachers in schools are not proficient in teaching effectively with the English language, the child’s learning outcome will be low, even if the child understand a concept, the child would not be able to express him/herself confidently in writing (Musa, 2018).

Conclusion

This paper looked at the factors responsible for poor learning outcome in Basic Education in Nigeria. The paper concludes that inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, poor motivation of teachers, political instability, insecurity, negative attitude of government, poor supervision, unavailability of career counsellor in basic schools, poor capacity building programme, overcrowded classrooms and non-usage or poor usage of Mother Tongue are the factors responsible for poor learning outcome in Basic Education in Nigeria.

The Way Forward

Having mentioned the causes of poor learning outcome above, the following can help to increase the learning outcome in basic schools in Nigeria:

1. The federal, state and local government should increase the funding of Basic education in Nigeria. This would help to improve the learning outcome in the schools. And autonomy of Local Government should be granted: Local government is saddled with the responsibility of taking care of LEA schools, the local government should be given autonomy so as to properly fund lower basic i.e primary 1-6 that is in their care with proper monitoring by the state government.
2. Qualified teachers, quality and productive teachers who can meet the challenges of teaching and learning in the 21st century should be employed.
3. Standard library should be built, this could be achieved by the effort of PTA, NGO and the community.
4. Internet facilities should be provided in the schools to enable them have access to information useful for this day teaching and learning. Also, children learn better through hearing and seeing, audio-visual equipment should be provided in our basic schools to enhance teaching and learning.
5. Irregular /late payment of Salaries: The educational sector should be well funded and local government should be made autonomous and well supervised by the state government to ensure prompt payment of salaries and allowances so that teachers would be able to put in their best in impacting knowledge thereby improving output.

6. Nigerian people should hold their leaders responsible and enforce they patronise public schools so as to know the dilapidated level of our basic educational structure and be enforced to do all that is applicable.
7. Career counsellors should be employed to offer counselling services for the basic school students.
8. Adequate training should be given regularly to teachers, they should be encouraged to further their education and also take up diploma courses in computer and information technology so as to help the children learn and be able to compete with their counterpart globally.
9. Basic Science laboratories should be provided and well equipped for the teaching of basic science in basic schools.
10. Parents should be given proper orientation on the need to speak their mother tongue to their children. With the complexity of our society today, children can no longer be taught basically with mother tongue in schools therefore it is now the responsibility of the parent to speak their language at home which will invariably affect the understanding of the concepts being taught in the school.
11. Nigerian languages should be taught alongside English language in basic schools for proper understanding of English concepts.
12. More standard classroom blocks should be built across our basic schools and more qualified and productive 21st century teachers should be employed to cater for the problem of overcrowding thereby providing serene environment for proper teaching and learning
13. Nigerian government in all sincerity should solve the problem of insecurity across the nation so that the children that are already out of school and those attending schools in fear can concentrate and do well in their academic pursuit.

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