

INFLUENCE OF PITIABLE FUNDING OF EDUCATION ON DECAYING STANDARD OF SECONDARY EDUCATION IN ENUGU EDUCATION ZONE OF ENUGU STATE.

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Abstract

This study was carried out to investigate the influence of Pitiable Funding of Education on decaying standard of Secondary Education in Enugu State. Survey research design was adopted for this study. This study was carried out in Enugu Education Zone of Enugu State. The population of the study consists of all the teachers in government owned secondary schools in Enugu education zone of Enugu State comprising of 31 schools as at the time of the study with a population of about 1147 students. Simple random sampling was used to draw twenty teachers (20) from each of the six selected schools. A total of 120 respondents served as sample size for the study. The instrument used for data collection is questionnaire designed by the researcher. The instrument was validated using face validity method. To test for the reliability of the instrument, a test-retest method was used a coefficient of the two scores as 0.72 with the use of cronbach alpha. Mean analysis method was used the data. Findings from the study shows that; poor funding hinders implementation of curriculum content negatively poor funding leads to unavailability of instructional materials in schools; dilapidated physical structures in schools are as a result of poor funding. It was recommended that Funding should be improved upon in public secondary schools by government in order to ensure the provision of quality libraries, teaching materials, and other facilities to enhance teaching and learning.

Keywords: Quality Control, Funding and nature of Education Funding

Introduction

Prior to the formulation of the National Policy for Education Quality in Nigeria in 2008, the process of monitoring the quality of education service delivery in schools was by external inspection or supervisors commonly referred to as quality control by the Inspectorate Services of Department of the Ministry of Education. The quality control mechanism basically involved the policing of schools by the Inspectors/supervisors of education to enforce compliance with government's policies, with regard to such aspects of school's operations as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory practical and library services being implemented. All these are required to ensure a complete well-rounded education and production of quality students from the secondary school system as contained in the National Policy on Education (FRN, 2014) which aptly states that the broad aims of secondary education in Nigeria are: The preparation of students for useful living within the society; and the preparation of students for higher education

The importance of this study is to make it clear that the ultimate goal of secondary education is to develop the individual's mental capacity and character for behaviour for higher education and useful living within the society since the future of any nation depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment, resource inputs, teaching process, classroom management, academic assessment, principals' supervision roles and students' commitment to learning. In spite of the societal demand for quality assurance education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that the inspectorate department and many principals give little attention to supervision of instructional activities in secondary school. However, some changes have been identified regarding organization, teaching and funding. Obiakor and Nwakpa(2021) opined that the administrative personnel in Enugu schools have begun to play an increasingly important role in decision-making process that administrative roles have become more common among teachers and that administrative skills have developed in administrative offices. In respect to funding, parents are paying schools fees as well as other income in addition to government provided by the Ministry of Education. Biondi (2011) asserted that new teaching initiatives are welcomed such as the use of information and communication technology for teaching practice and the introduction of assessment projects and the use of new interdisciplinary forms.

According to Federal Republic of Nigeria (2014) no education system may rise above the quality of its teachers' incidentally, many teachers lack the in qualities to enhance meaningful teaching. If teachers do not possess the adequate quality needed to impact knowledge, it will have adverse knowledge on the learners. Conversely, .teachers of high quality could impart right and good skills, knowledge and attitude. Teachers therefore, constitute a major factor of quality education in teaching and learning aspect.

According to Adegoke (2013), in curriculum planning and implementation, attention is expected to be paid to the four pillars of learning which were advocated that learning to know, learning to do, learning to be, and learning to live together. When these aspect are adequately considered in the curriculum, the educational system will be functional and its recipient will be self-reliant. Even students ‘with poor skill and knowledge acquisition there is virtually no subject on the secondary school curriculum where there are no topics which teachers find difficulty to teach Bukola (2015). Though, this problem may be due to poor teacher preparation or poor teaching-learning environment, the problem may be inherent in the curriculum itself but also teachers are to be considered while planning a school curriculum contents for the students.

The financing of education as an aspect of public finance embraces all aspects of funding of education including the sources of funding and how the money earmarked for education is spent especially for the purchase of goods and the services of men and materials Ayodele, (2012). Thus, the financing of education is a vital area of Economics of Education. The importance of adequate financing of education cannot be over-stressed. Ayodele (2012) argued that no organization could carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep the services going. This argument supported earlier findings that finance is of vital importance to education and economic growth.

One of the biggest challenges of Secondary school management is poor funding. The extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Shortage of money or inadequate funds often leads to large classes for teachers, meagre libraries, few instructional supplies, cheap building constructions and poorly trained teachers. Omoregie (2012) are in agreement that because most sub-Saharan African countries depend on foreign financial aid, it is not surprising that African economies will be unable to provide universal access to education because their national budgets lack the capacity to do so. It is even argued surreptitiously that funds meant for secondary schools were grossly misused because there was lack of commitment and good financial administration on the part of officials. Insufficient funds to maintain schools and pay teachers’ salaries are among other factors that hinder proper quality control of government schools. The lack of sufficient funding puts enormous pressure on school heads, because as Omoregie point out, there is a high degree of pressure on school heads to raise funds so that their schools are fully functional. For a country with a large population such as Nigeria and a failing economy, the challenge of financing public education is enormous Omoregie (2012).

Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2015) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to

effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2017) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola,(2014)Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. Quality outputs could be viewed in terms of achievement that is what the students learn in terms of skills, knowledge, attitude and behavior, attainment that is number of students who have completed prescribed academic programmes and quality of degrees or certificates awarded; standard that is the official learning and what the society expects.

Statement of the Problem

Government all over the world understands the role of Education in promoting and ensuring socio-economic progress. For this reason, developed and developing economies invest seriously in Education with the expectations that the entire society will be better off. The Nigerian government is not left out in this drive to use education as a tool for promoting economic growth and national integration (Gbehu 2012). The problem is that different regimes of government give different priorities to educational funding in Nigeria over the years. Over the years, education funding by government has nose-dived over the years. On the other hand, the level of academic performance of secondary students has been on the decline in recent times as noted by many commentators.

Most people believe that students do better in well-funded schools, and that public education should provide a level playing field for all children. However, poor government funding of education in Nigeria has been blamed for to the declining academic achievement of students in secondary schools. This poor funding is manifested in the presence of poor infrastructure dilapidated school rooms, lack of basic amenities, congested classrooms and poorly trained teachers, inadequate instructional materials, and motivated personnel in our secondary school system. This naturally leads to poor academic performance of pupils and students in our schools. So, there seem to be a relationship between poor funding of education and academic performance of students. In lieu of these, there is a need to examine the effect of inadequate funding by government on the academic performance of secondary school student. This would go a long way in assisting policy makers on ways to go about improving academic achievement of students.

The decline in the academic performance of secondary school students in Nigeria has attracted a lot of discourse in recent times. Examination is one of the measures of academic performance in our educational system. Public examination bodies in Nigeria have reported poor

performance of secondary students in recent times Munda (2014). He stated that the rate of mass failure in the school certificate examination in general has been deplorable. The worst case scenario is one conducted in 2021/2022 NECO which candidates scored about 70% failure in this entire examination. This makes stakeholders to continue to trade blames on the causes of poor performance of students in public examinations. Some people shifted the blame on students' activities at home, some on parents, some on society and students themselves with the teachers having lion share of the blame. As the problem and the search for solution continues, this present study hypothesizes that government's poor funding of education affects academic performance of secondary school students in Enugu North Local Government Area of Enugu State.

Purpose of the Study

The main objective of this study is to examine the Poor Funding of Education and Its Effect on Quality Control of Government Secondary Schools in Enugu North Local Government Area. Specifically, this study will:

1. Examine how poor funding affects poor implementation of the secondary school curriculum content.
2. Determine how poor funding affects the provision of instructional materials and learning facilities in secondary schools.

Research Questions

Following research questions guide this study:

1. What are effects of poor funding affect implementation of the curriculum content in secondary schools?
2. How does poor funding affect the provision of instructional materials and learning facilities needed for learning in secondary schools?

Literature Review

Concept of Quality Control and Education

Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2015) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2017) refers quality to excellence or more of societal values

embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola, (2014) Thus, an education of high quality should have high quality students, teachers, facilities, and school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. Quality outputs could be viewed in terms of achievement that is what the students learn in terms of skills, knowledge, attitude and behavior, attainment that is number of students who have completed prescribed academic programmes and quality of degrees or certificates awarded; standard that is the official learning and what the society expects.

Concept of Funding

Funding/Investment, in economic parlance, mean the spending of resources or money to create goods or services. The source of investment usually comes from individual savings or through borrowings. The rationale for investment is the desire to enjoy social or financial benefits. An investment designed to achieve social benefits is referred to as autonomous investment or public investment. However, if expenditure is made to provide private consumption goods in order to earn profit, it is termed induced investment.

Nature of Education Funding

According to Babalola (2014) education investment project involves money spent as well as the alternative forgone in order to produce education, be it explicit cost (in the form of cash payment) or implicit cost (use of resources without corresponding cash payment)'. Investment in education could be in the form of capital expenditure and recurrent expenditure. Capital expenditure involves expenditure on the provision of school buildings, facilities and equipments meant for use in education. Recurrent expenditure involves expenditure to maintain the participants in the education sector (teachers, student and educational facilitators) in terms of salaries, scholarships and other emoluments).

Public expenditure on educational institutions includes, both direct public expenditure on educational services and public subsidies to households and other private entities for educational institutions and public subsidies to households that are not attributable to payments to educational institutions. Private expenditure comprises school fees; materials such as textbooks and teaching equipment; transport to school (if organized by the school); meals (if provided by the school); boarding fees; and expenditure by employers on initial vocational education (UNESCO, 2009).

Relationship between Education Spending and Educational Attainment Secondary Education in Nigeria

Osokoya, (2015) reports that secondary education development since independence was influenced by a number of factors: First, the expansion in primary education led to greater demand for secondary education; Secondly, the decision of the government to implement the recommendation of the Ashby commission and; Thirdly, Nigeria was implementing the decision of the African states at the Addis Ababa conference and lastly, the Dike and Banjo Commissions had been critical of the content and method of secondary schools curricula in the Eastern and Western Regions respectively and had recommended improvement.

Nigeria was a British colony up till 1960, with an inheritance of British system of education. This generated series of questions on the relevance of the existing curriculum which resulted in the National Curriculum Conference of 1969. The Federal Government set up a committee in 1973 to study the recommendations of that conference. Government's view on the report of the committee was published in 1977 in a white paper titled 'National Policy on Education' (NPE). The policy was revised in 1981 to reflect the provision of the Nigerian constitution of 1979, and it was also revised in 1998. With the operation of the 1999 constitution of the Federal Republic of Nigeria, and subsequent launching of the Universal Basic Education (UBE) Programme, the Policy was revised in 2004 to reflect the provision of the constitution concerning the Basic Education Programme of the government. Section 5 of the NPE, FGN (2014) states that secondary education seeks to prepare youths for useful life in the society and for higher education.

The economic and development policy literature identifies two important streams of social benefits that flow from investment in education, efficiency gains and equity improvements. "So if you are going to spend millions, you want to make sure they are going to work" (Andrea, 2013). Thus, it can be deduced that the success of any secondary school education depends upon the resources available to it. Money is very important in education because by it, all other vital elements in the school such as school buildings, purchases, allowances, as well as running expense can be made (Tshabangu 2013).

The Nigeria's educational system was described to have suffered decline significantly in the 1980s and 1990s because there was a shortage of qualified teachers, and the government was sometimes unable to pay the staff in a timely manner which most of the time results in strike actions embarked upon by the teachers. Moreover, the number of schools did not increase proportionally with the population, and existing schools were not always properly maintained.

A cursory look at the Nigeria environment reveals that the society has changed considerably within the last two decades and it is also evident that the youths are changing along with the global society. It is therefore no gain-say that the school system is both a product and as

well as a reflection of our society. According to Osokoya (2015) school material resources could be divided into two categories: (a) direct teaching resources (b) non-teaching resources. Direct teaching resources are resources that have direct relevance to the educative process, while non teaching resources are resources that have indirect relevance to the educative process. One would think that secondary schools in Nigeria have enough resources allocated to them but the reverse is the case when one takes a careful look at the availability and utilization of these resources on the academic performance of the schools, a yardstick by which the investment on education will be justified and which would be used to see the extent to which resource allocation to secondary schools helps in improving the teaching-learning process.

Challenges of Quality Control in Education

According to Babalola (2014) on his own listed the following as some of the challenges especially as it relates to inspection which is a tool for sustaining quality education.

- (1) Using of unqualified and untrained personnel in the inspectorate services which result in poor quality control and management.
- (2) Shortage of manpower in the inspectorate division.
- (3) Lack of adequate statistical compilation in the school system.
- (4) Inadequate funds and resources for inspection operation.
- (5) Lack of training for would-be a problem to school inspectors.
- (6) Inadequate facilities in the inspectorate.
- (7) Non-implementation/inadequate implementation of recommendation in inspection reports which results in discouragement in producing high quality inspection reports.
- (8) Lack of cooperative attitude by some principals.
- (9) Political instability and frequent policy change.
- (10) Overload of administrative duties in addition to inspection tours, travels, etc.
- (11) Occupational hazards associated with road or river travels on inspection tours.

Theoretical Framework

The Endogenous development theory

The Endogenous development theory series as the framework for this study. This theory emphasizes a production function which relates inputs to output, in other words it states that when

the level of input is low, the level of output equally slows. The level of funding that is injected into the educational systems determines how well the system will go in improving academic performance. This theory is a reformed off-shoot of the classical growth theory which assumes that the growth of an economy comes from the supply factors. The supply factors are assumed mainly to be capital (K) and labour (L):

$$Y = A f(K, L) \dots\dots\dots(I)$$

Where Y is the output. A is the technology on which the production function exists. K and L are the various inputs into the production process. The technology factor (A) could be achieved by investment within the economy. When this investment takes place through educational funding, domestic firms will increase their output and productivity through the effect which the investment will, have on the firm. The possibility of such outcome is derived from the productivity of labour. What prompts this productivity is the skills and knowledge which the investment in education and training gives to labour (L). This is what is termed human capital.

Increases in the productivity of the economy (proxied by Y) is made possible by the combination of the two factor inputs (K) and (L) including (A). Also, has the ability of improving the productivity of K and L. With this, the endogenous production function is written as:

$$Y = f(K, L, A) \dots\dots\dots(II)$$

The choice of this theory as the framework for the study is that it emphasized that investment in education not only improves academic performance of pupils, but also leads to the overall well-being of the society.

Research Method

Survey research design was adopted for this study. This study was carried out in Enugu North Local Government Area of Enugu Education Zone of Enugu State. The population of the study consists of all students in government owned secondary schools in Enugu North Local Government Area of Enugu State comprising of nine schools as at the time of the study with a population of about 2,400 people. Simple random sampling was used to draw twenty teachers (20) from each of the six selected schools. A total of 120 respondents served as sample size for the study. The instrument used for data collection is questionnaire designed by the researcher. The instrument was validated using face validity method. To test for the reliability of the instrument, a test-retest method was used a coefficient of the two scores as 0.72 with the use of cronbach alpha. Mean analysis method was used the data.

Data Analysis

Research Question One

How does poor funding affect implementation of the curriculum content in secondary schools?

Table 1: Mean Response on Funding and implementation of curriculum content

SN	ITEMS	SA	A	D	SD	n	ΣFX	DEC
1	Poor funding render education curricular irrelevant when instructional materials needed to implement the curriculum are not available	23	86	10	1	371	3.05	Agree
2	Poor funding hinders the provision of learning facilities needed for curriculum implementation	25	87	8	-	377	3.14	Agree
3	Poor funding hinders curriculum implementation when there is no incentives to attract competent teachers who will implement the curriculum	14	49	41	16	301	2.50	Agree
4	Poor Funding prevents the training of teachers who will apply the curriculum	26	80	10	4	368	3.07	Agree
Grand Mean							2.94	

Table 1 above shows the various responses given by the respondents on the research question seeking to find out how poor funding affects the implementation of curriculum content. All the mean responses were above the threshold of 2.50, with the mean scores (3.05, 3.14, 2.50 and 3.07) for question items 1 to 4 respectively. The results indicate that: poor funding render education curricula irrelevant when instructional materials needed to implement the curriculum are not available; poor funding hinders the provision of learning facilities needed for curriculum implementation; poor funding hinders curriculum implementation when there is no incentives to attract competent teachers who will implement the curriculum and poor prevents the training of teachers who will apply the curriculum. The grand mean was calculated as 2.94. The implication is that poor funding affects implementation of curriculum content negative.

Research Question Two

What are the effects of poor funding on the adequacy of instructional materials and learning facilities needed for learning in secondary schools?

Table 2: Mean Response on the effect of funding and instructional materials

SN	ITEMS	SA	A	D	SD	n	ΣFX	DEC
5	Poor funding leads to unavailability of instructional materials in schools	32	88	-	-	392	3.27	Agree
6	Dilapidated physical structures in schools are as a result of poor funding	29	87	4	-	381	3.16	Agree
7	Poor funding id responsible for inadequate teaching equipment.	26	80	10	4	368	3.07	Agree
8	Poor learning environment is a result of poor funding in schools							
Grand Mean							3.13	

Table 2 above shows the various responses given by the respondents on effect of funding and instructional materials. All the mean responses were above the threshold of 2.5, with the mean scores (3.27, 3.16, 3.07 and 3.05) for question items 5 to 8 respectively. The grand mean was calculated as 3.13. The implication is that of the responses is that: poor funding leads to unavailability of instructional materials in schools; dilapidated physical structures in schools are as a result of poor funding; poor funding is responsible for inadequate aching equipment, and; poor learning environment is a result of poor funding in schools.

Discussion of findings

First, this present finding agrees with the discovery by Ekundayo (2010) who asserted that school quality and local property values are both enhanced by increased local funding of public schools. In addition, our result indicates that increase in school funding enhances performance of secondary school students in public examinations. This idea is supported by Mackenzie who claims that there is a significant positive relationship between overall per-pupil funding and average NAEP scores. This present study found that better society is assured when secondary school is well funded. FGN (2014) states that secondary education seeks to prepare youths for useful life in the society and for higher education. Thus, it can be deduced that the success of any secondary school education

depends upon the resources available to it. Money is very important in education because by it, all other vital elements in the school such as school buildings, purchases, allowances, as well as running expense can be made (Fadipe, 2013).

Secondly, poor funding leads to unavailability of instructional materials in schools; dilapidated physical structures in schools are as a result of poor funding; poor funding is responsible for inadequate teaching equipment, and; poor learning environment is a result of poor funding in schools. This present finding by this study is at variance with Jaiyeoba and Atanda (2015) which posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness.

Conclusion

Various attempts have been made to address the various challenges the educational sector has been confronting in this regard. This project is however in furtherance of this effort aimed at quality assurance at the secondary levels of education in Nigeria. The picture of poor quality education painted in the foregoing could be attributed to poor funding of the educational sector by stakeholders, especially the government. This study will not only examine the impact of poor funding on quality of secondary school education in Nigeria, but it will also examine some efforts made so far to improve the quality of education obtained in Nigerian secondary schools.

Recommendation

Based on the conclusion above, the following recommendations become necessary:

1. Having discovered in this study that efforts made by various stakeholders to improve the quality of education have not been yielding, there is need for increased funding to strengthen those efforts to make them have more impact that would improve the quality of education.
2. Funding should be improved upon in public secondary schools by government in order to ensure the provision of quality libraries, teaching materials, and other facilities to enhance teaching and learning.

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