



PROPOSAL FOR THE REVIVING OF STANDARD OF EDUCATION IN YOBE STATE

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ABSTRACT

The declaration of state of emergency in Basic and Secondary Education and constitution of the Yobe State Education Appeal Fund Committee by the Executive Governor of Yobe State, Hon. Mai Mala Buni is timely. Yobe State is blessed with human resources with an estimated population of over three million people, record shows that the state has the least number of Accredited Secondary Schools that enroll candidates for Senior School

INTRODUCTION

Yobe state is a state located in North-East of Nigeria, mainly agricultural state, it was created on August 27, 1991, Yobe was carved out of Borno state with capital at Damaturu. There are numerous challenges facing the educational sector in the state which are evident to those that monitor the unfolding events by the day. Even though successive administrations have made several efforts in their own ways to improve the standards, we are still where we are today. The Executive Governor of Yobe State, His Excellency Honorable Mai Mala Buni, out of his foresight saw the need for the declaration of state of emergency in Basic and Secondary Education in the state which he pronounced on the 29th May, 2019 in his inaugural speech “ I hereby declare a state of emergency on primary and secondary education in Yobe, the declaration is necessary to move the state from an educationally disadvantaged state to educationally prosperous one” At the onset, various Committees were constituted to assess the level of decay in the sector with a view to finding solutions. Then, here comes the Yobe State Education Appeal Fund Committee which also demonstrates the administration’s commitments towards the improvement of education in the state. This serves as motivating factor for anyone who has something to offer to brace up and contribute immensely to



certificate Examination (SSCE) in comparison with all the North-East states and a state each from the other 5 Geo-Political zones that are perceived to be on the same level with the state. There is appreciable improvement in SSCE Registration figures where the state registered average number of candidates compared to its contemporaries in the last 6 years. In this paper we tried to analyze the registration and performance of Yobe State candidates that sat for SSCE and made entry requirement into tertiary institutions of learning from 2016 to 2021 compare to North-Eastern states and some selected states in other regions of the country. We look at the major areas of concern in the state and suggest some strategic ways to improve the educational standard in the state.

Keywords: Yobe Emergency, Education, Registration, Performance, Suggestions

this laudable project financially, morally and otherwise. As indigenes of Yobe State and stakeholders in Education Industry, that's why we make the decision to forward our submission.

We used data from the listed State Governments' publications, State Basic Education, Open Education data under Federal Ministry of Education of Nigeria, Nigerian Bureau of Statistics and records from NECO State Offices as at December, 2021

ESSENCE OF EDUCATION

Education is as important as life itself. It starts from cradle to grave as explained by philosophers of education. It is generally understood as a form of learning whereby knowledge, skills and habits are inculcated into the minds of individuals through instructions, training and communication. Education can be Formal or Informal. Informal education is the transfer of knowledge, skills, norms and values to recipient outside an institutionalized setting. Today, education serves as a veritable tool for changing this complex world. Through education, millions of people have been liberated and the world illuminated. Acquisition of quality education increases chances of individuals in the journey of life. The dynamism in human life makes it imminent for one to be well equipped educationally for future challenges which are unpredictable.

COMPARATIVE ANALYSIS OF YOBE STATE AND SOME SELECTED STATES' POPULATION DENSITY

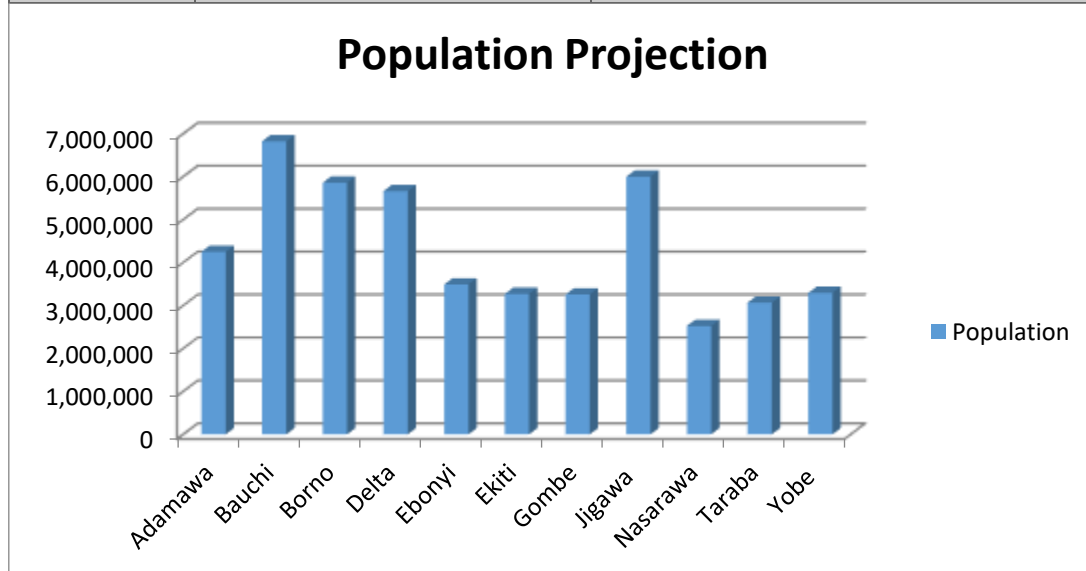
Yobe state is one the states in the North East Geo-Political Zone which comprises Adamawa, Bauchi, Taraba, Gombe and Borno States. It was created in 1991 alongside



Delta, Jigawa and Taraba. To make the comparative analysis more valid, Ebonyi, Ekiti and Nasarawa states that were created in 1996 are added as states under review. These give full representation of all the 6 geopolitical zones with a view to getting an understanding about the supposedly proportion in terms of population and a basis for comparison of number of schools. The National Bureau of Statistics published the 2016 projected populations Ten (10) years after the 2006 census as follows:

Table 1: 2016 projected populations:

S/N	STATE	POPULATION
1.	Adamawa	4,248,436
2.	Bauchi	6,824,314
3.	Borno	5,860,183
4.	Delta	5,663,362
5.	Ebonyi	3,490,383
6.	Ekiti	3,270,798
7.	Gombe	3,256,962
8.	Jigawa	6,000,163
9.	Nasarawa	2,522,395
10.	Taraba	3,066,834
11.	Yobe	3,294,136



Population Density



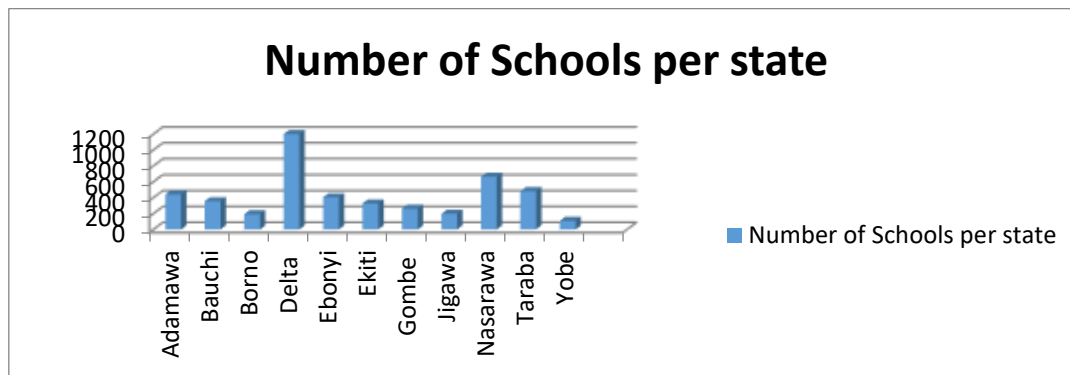
COMPARATIVE ANALYSIS OF NUMBER OF PUBLIC AND PRIVATE SCHOOLS IN YOBE STATE AND SOME STATES THAT ARE AT PAR WITH YOBE STATE

The table below shows a statistics of accredited Secondary Schools that enroll candidates for Senior School Certificate Examination (SSCE) in the Six (6) states of the North East Zone and a state each from all the other Five (5) geopolitical zones in the country. The Senior School Certificate Examination Accreditation exercise is conducted by Examination Bodies like the National Examinations Council, West African Examinations Council and the Business and Technical Examinations Board to ascertain the attainment of minimum standard that a school should have in order to be qualified to present candidates for the examination the bodies conduct.

Table 2: Number of Public and Private Schools

S/N	STATE	STATE PUBLIC SCHOOLS	STATE PRIVATE SCHOOLS	FEDERAL UNITY SCHOOLS	TOTAL
1.	Adamawa	275	160	03	438
2.	Bauchi	178	175	02	355
3.	Borno	74	114	04	192
4.	Delta	477	941	03	1,421
5.	Ebonyi	232	170	02	404
6.	Ekiti	194	130	03	327
7.	Gombe	140	119	02	261
8.	Jigawa	172	21	03	196
9.	Nasarawa	277	383	03	663
10	Taraba	348	130	03	481
11.	Yobe	49	57	02	108

Number of schools per state





Yobe state has an estimated population of 3,294,137 with a total of 108 secondary schools. This implies that one school serves a cluster of 30,501 populations. For Nasarawa State with a total of 2,522,395 population has 663 schools, it means that one school serves a cluster of 3,804 population while Adamawa State with a population of 4,248,436 has 438 schools, it explains that a school serves a cluster of 9,699 population. The number of schools in Yobe state are grossly inadequate especially in comparison with other sister states as presented in the table above. This shows great insufficiency of secondary schools in the state and calls for immediate concern. This also emphasizes the need for the massive establishment of more secondary schools by the state government. To complement the state government effort, an enabling environment needs to be created for more private sector participation. Community schools also exist in a number of states. It will not be out of point if philanthropists and business tycoons are actively involved in building and maintenance of schools in their communities. Establishment of more secondary schools in the state is very vital considering the number of students in classrooms today. According to the National Policy on Education in Nigeria (Federal Republic of Nigeria, 2004), the Teacher-Student ratio should be one teacher to forty students (1:40) in a classroom. In some of our schools, the teacher-student ratio is up to 1:100 and above. This is because the number of students rises due to the increase in population of the society. This development can constitute a major hindrance to the smooth teaching and learning process.

ANALYSIS OF YOBE AND OTHER STATES' SSCE REGISTRATION FIGURES FOR SIX (6) YEARS, 2016 to 2021.

Table 3: SSCE Registration Figures

REGISTRATION FIGURES							
S/N	State	2016	2017	2018	2019	2020	2021
1.	Adamawa	37,997	37,817	37,306	38,677	38,726	52,824
2.	Bauchi	38,102	41,790	39,814	42,587	38,706	35,149
3.	Borno	13,345	28,018	33,968	37,645	35,583	35,621
4.	Delta	20,239	16,959	18,281	21,401	23,855	21,187
5.	Ebonyi	10,689	10,737	10,067	11,381	11,230	10,734
6.	Ekiti	9,368	11,539	10,219	12,938	15,695	15,064
7.	Gombe	23,034	25,796	24,193	26,836	24,423	22,387
8.	Jigawa	23,522	21,579	27,435	27,070	30,390	33,724



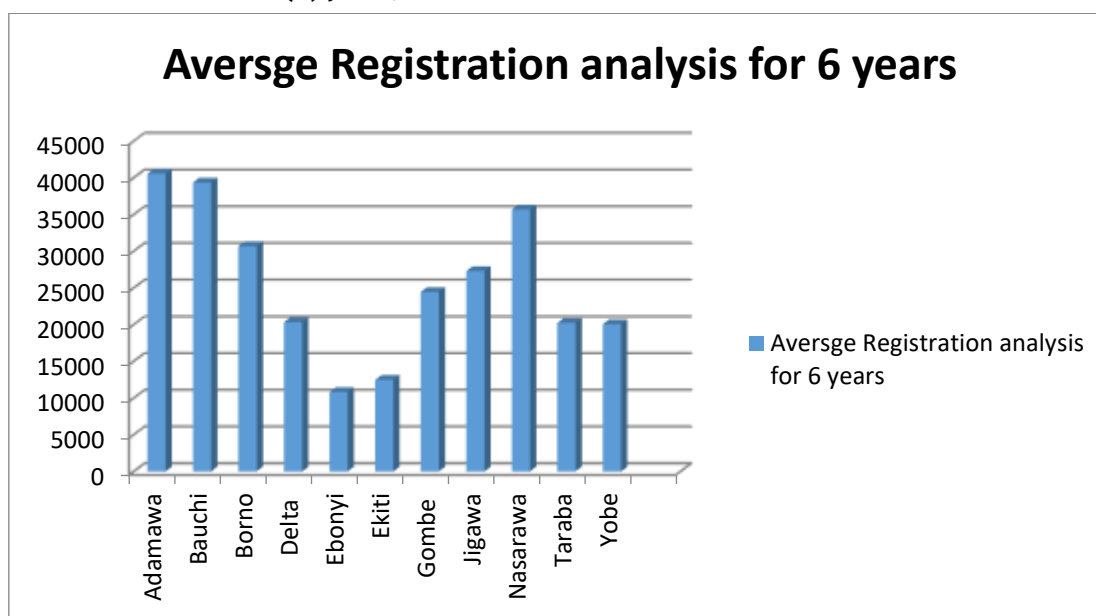
9.	Nasarawa	32,583	36,425	34,570	37,636	39,603	33,284
10	Taraba	19,618	20,180	19,361	21,321	21,616	19,225
11.	Yobe	16,148	17,366	21,482	21,895	20,826	22,568

The table above presents the table which contains registration information for the selected states. The registration information for the year 2016 shows that Yobe state registered 16,148 candidates. This figure is more than the number of candidates that registered in 3 states; Borno, Ebonyi and Ekiti States. Looking at the likes of Nasarawa state that has registered 32,583 in the same year, it suggests a need to double up efforts. The records of 2017 registration were 17,366 which show an increase of 1,218 candidates (7.54%).

In 2018 analysis, Yobe registered 21,482 this has a noticeable increase of 4,116 candidates which represent 23.70%.

The registration figures of 2019, 2020 and 2021 which come in almost the same bracket with 2018 with slight differences; 21,895, 20,826 and 22,568 respectively. This information suggest the need for the state to device means of increasing access to education so that the number of candidates graduating from secondary schools will be proportionate to the state population.

The chart below shows the average SSCE (NECO) registration figures of Yobe and 10 other selected states for six (6) years, 2016 to 2021.



Registration figures



AVERAGE REGISTRATION ANALYSIS FOR SIX YEARS COMPARATIVE ANALYSIS OF YOBE AND OTHER STATES' SSCE (NECO) PERFORMANCE FOR SIX (6) YEARS (2016 TO 2021)

Table 4: Level of Candidates Performance (5 Credits and above including English and Mathematics by State.

Average Performance							
S/N	State	2016	2017	2018	2019	2020	2021
1.	Adamawa	22,517	26,822	24,092	28,909	26,759	35,530
2.	Bauchi	22,295	23,963	35,223	29,989	28,200	23,912
3.	Borno	9,556	17,351	19,804	21,303	22,742	22,640
4.	Delta	16,991	13,374	14,203	16,359	18,592	17,468
5.	Ebonyi	8,877	8,425	8,311	8,804	8,965	9,001
6.	Ekiti	8,231	9,793	9,250	10,746	13,528	11,738
7.	Gombe	10,805	16,977	16,181	19,006	18,096	15,772
8.	Jigawa	11,103	11,880	9,551	14,970	17,609	20,274
9.	Nasarawa	26,362	29,032	27,972	30,899	32,829	23,390
10.	Taraba	13,666	15,139	15,133	17,265	17,780	15,232
11.	Yobe	8,031	10,691	12,423	11,069	13,396	14,988

Table 5: SSCE Performance Percentage

PERFORMANCE PERCENTAGES OF CANDIDATES							
S/N	State	2016	2017	2018	2019	2020	2021
1.	Adamawa	59.25%	71.06%	64.67%	74.86%	70.39%	68.05%
2.	Bauchi	58.51%	57.42%	63.40%	70.51%	72.94%	68.28%
3.	Borno	72.14%	62.14%	58.38%	56.73%	64.12%	63.66%
4.	Delta	83.95%	79.41%	78.10%	76.82%	79.31%	82.99%
5.	Ebonyi	83.04%	79.02%	82.96%	77.75%	80.82%	84.37%
6.	Ekiti	87.86%	85.00%	90.61%	83.17%	86.19%	78.02%
7.	Gombe	46.90%	65.90%	66.91%	70.86%	74.20%	70.58%
8.	Jigawa	47.20%	55.12%	34.83%	55.33%	57.98%	60.71%
9.	Nasarawa	80.90%	79.90%	81.38%	82.27%	83.29%	70.44%
10.	Taraba	69.66%	75.14%	78.23%	81.22%	82.34%	79.29%
11.	Yobe	49.73%	61.76%	57.92%	50.61%	64.40%	66.46%

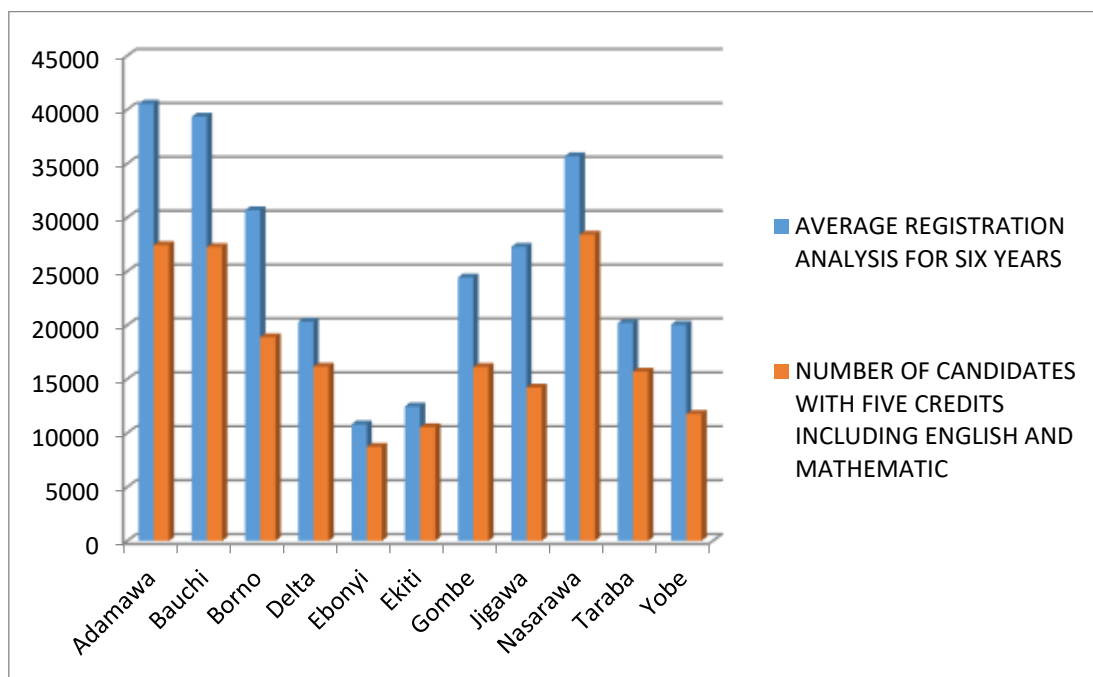


Table 4 and 5 shows performance and performance percentage for the 11 selected states for the period of 6 years.

The performance of Yobe state students that sat for the Senior School Certificate Examination within the period of 2016 to 2021 fluctuates. The percentage of candidates that made 5 Credits and above including English Language and General Mathematics ranges between 8,031 – 14,988 (49.73% - 66.46%) with a total average of 11,766 (21.05%) which is the lowest, though there is little progress made from 2019 to 2021.

This shows that within these 6 years, only half or a little above half of the candidates that sat for the examinations, made the requirement which is not good enough and hence the need for improvement.

Candidates' performance



Average registration analysis for six years number of candidates with five credits including English and Mathematics

SWOT ANALYSIS

SWOT Analysis is a strategic planning and management technique used to help a person or an organization identify Strengths, Weaknesses, Opportunities and Threats related to business competition or project planning. For the purpose of this proposal, the analysis is



aimed at providing relevant information that will help the committee to take appropriate decisions on this laudable project.

STRENGTHS

The Strengths of Yobe State are identified in the number of human resources it has (see Table 1) and the population of candidates that enroll for SSCE every year (see Table 3) which was observed to have steadily increased from 2016 to 2021. This avails the state the power to compete favorably with its contemporaries.

WEAKNESSES

The Weaknesses of the state are observed in the limited number of secondary schools (see Table 2) which brings about too much congestion of learners in classrooms. The performance of candidates graduating from secondary schools is not too encouraging due to the fact that it is an average of 58.48% of them that make entry requirements into tertiary institutions (see Table 4) and the fate of the almost half of them remains uncertain.

OPPORTUNITIES

The state stands a better chance to change the status quo and improve the situation. It has all it needs to succeed. This may be visible in the concern and commitment displayed by the present administration with regards to Education. The declaration of state of emergency in Basic and Secondary Education, constitution of various committees including the Appeal Fund Committee is a pointer.

THREATS

Unless immediate deliberate plans are made and necessary actions taken the future of the state will be at stake.

STRATEGIES FOR IMPROVEMENT

- 1. ENSURING PROPER IMPLEMENTATION OF THE NATIONAL CURRICULUM ON BASIC AND SECONDARY EDUCATION AND PROPER GROUPING OF SUBJECTS IN SCHOOLS**

Acquisition, proper monitoring, and implementation of the National Curriculum for all classes will avail the state of the opportunity to be on the same page with all



other states as well as examination bodies. The subjects taught in some of our Nursery schools are not meant for them. Curriculum will help us eliminate this and others. Subjects are supposed to be grouped into departments for easy administration and development of the teachers. Each department should be headed by a HOD and all of them should be answerable to the Vice Principal Academics. After this is achieved, the Continuous Assessment Committee comes into being to be headed by the Vice Principal Academics, all the HODs should be members, and the guidance counselor of the school should also be a member while the examination officer should serve as the secretary. A lot could be attained with this.

2. DECONGESTION OF THE OVERPOPULATED SCHOOLS

Many of our schools are too congested with a very large number of learners in classrooms. This constitutes a major hindrance to the smooth teaching and learning process. A particular secondary school has more than 6,000 students and more than 100 teaching staff. This is too large for the available infrastructure to handle. We can have short term and long term approaches to this. Short Term Approach This will involve the upgrading of many of our UBE schools to run senior secondary classes in their present locations. Since most of the UBE schools use primary schools in the afternoon, there may be enough classes to use for the Senior Secondary. If this is accepted, then more graduate teachers should be posted and a 13 provision for laboratory be made after which the school should apply for SSCE Accreditation to the relevant examination bodies at the right time. This will automatically increase the number of schools, decongest the existing schools majority of which are boarding houses, this will also reduce the cost of running schools aside from other numerous advantages. Since all the schools will be day schools, there is a tendency of getting increased enrolment as many parents who do not want their wards to study away from them will seize the opportunity. Long Term Approach There should be future plans for building more schools that even the UBE schools that use primary schools in the afternoon should have their own buildings. This will provide the opportunity to study in the morning which is more ideal.

3. PROPER PLACEMENT AND DEPLOYMENTS OF MANPOWER

There are employees on the payroll of Yobe State government working with local government and various MDAs with relevant qualifications who can be deployed



to classrooms. Some of these employees have potentialities which could be better utilized in schools. They should be identified and deployed where appropriate.

4. MANPOWER DEVELOPMENT

Destruction of education starts from attaching no value to teachers and downgrading them in society. Teachers deserve the best as all other professionals are their products. There is a need to increase teachers' remuneration with a view to making the profession more attractive. Special incentives should be arranged for teachers in rural areas. Capacity building/training and retraining of teachers is supposed to be a continuous process. On-the-job and off-the-job training are key. On-the-job-training Sometime in December 2019, I submitted a proposal on "a pragmatic approach to training and retraining of teachers" with more emphasis on on-the-job training to the Honourable Commissioner, Yobe State Ministry of Basic and Secondary Education for consideration. This may suffice the present time. See Appendix VII. 14 Off-the-job training this will involve taking employees outside their station for workshops, seminars, symposia and other forms of training aimed at increasing their productivity and output. There is a special package for this which is to start from all the Principals, Vice Principals, HODs down to all the teachers.

5. ENGAGING MAJOR STAKEHOLDERS

Major stakeholders in the education industry have key roles to play in the resuscitation of the standard of Education in the state. The state has a lot to gain from relevant NGOs, NECO, NABTEB, NBAIS, JAMB, NERDC and the likes. NECO maintains one (1) Marking Venue in Yobe State which is inadequate, WAEC and NABTEB have none. There is urgent need to address this.

6. IMPROVEMENT ON INFRASTRUCTURE

This has to do with establishment of more schools and renovation of the existing ones. A lot of boarding schools are on the verge of extinction in the country due to numerous challenges facing the system. Attention should be paid more to Day Schools. They are comparatively cheaper and easier to maintain. After identifying the need to build new and renovate the existing schools, The Appeal Fund Committee should encourage individuals and donor agencies to pick individual project(s) to execute.

7. TALENT HUNT

There are a lot of talents in the teachers and students that are yet to be harnessed or discovered this will be of great benefits to the system. There is need to provoke



interest and pose challenges in teachers to help in fixing the system. It can come in form of competition to author books in various disciplines, subject the books to anti-plagiarism check and reward the winners. Students The potentialities of students could be explored, harnessed and nurtured across the three (3) educational domains; Cognitive, Affective and Psychomotor. In the area of sports, there are activities that require less resource to train students on and can benefit them even after leaving school. Short put Javelin, Discuss, High jump, Long jump etc. The talents can be tapped from many angles.

8. VOCATIONAL AND TECHNICAL EDUCATION

In 2011, the Federal Government of Nigeria introduced 34 new subjects in the Senior Secondary School Curriculum which are called Trade and Entrepreneurship subjects. The idea behind them is to equip students with functional skills that can generate employment for them. In the same vein, Vocational and Technical Schools should be equipped to bring out talented young entrepreneurs. Vocational teachers can be sourced from within and outside the state for proper instruction.

9. CREATING OPPORTUNITIES FOR THE SCHOOL-OUT

Especially the girl-child, some are married off at completion of primary school, JSS 2 or 3. Provision should be made to bring them back to schools even as married women. Women Day Secondary Schools can cater for their needs if established. Temporarily, Primary Schools that are not used for UBE program can serve.

10. ADULT EDUCATION/MASS LITERACY

Special program can be designed for the adults that did not have the opportunity of going to formal school during their school age. A special program of two (2) years for primary school can be introduced in the evening for the business class after market or other jobbers. Similar program can also be introduced for secondary school. There should be plan to fully integrate them into formal system of education in future.

CONCLUSION

From 2016 to 2021, the performance of Yobe State candidates that sat for SSCE and made entry requirement into tertiary institutions of learning is at the average of 58.48%. Little progress was noticed between 2019 and 2021 as 2020 and 2021 recorded 13.79% and 2.06% increase for each of the preceding year. Major areas of concern include the need for the implementation of National Curriculum on Nursery, Primary and Secondary Schools for



uniformity. Proper grouping of subjects into departments will ease administration in schools and yield more results. A short and long term approaches were suggested for Decongestion of schools to ensure seamless teaching and learning process. There may be employees on the state government payroll with relevant qualifications that can be deployed to teach. Manpower Development is key in increasing the productivity of an average worker. On-the-job and off-the-job trainings were recommended. Major stakeholders in the education industry have contributions to make in the resuscitation of the standard of education in the state. Relevant NGOs, NECO, WAEC, NABTEB, JAMB, NBAIS, etc should be engaged.

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