

## Appraisal on the Factors Affecting Declining Standard of Primary Education Among the Communities of Adamawa State, Nigeria

**Hamidu Mohammed Jada<sup>1\*</sup>, Ali Abdu Giginyu<sup>1</sup>, Muhammad Ali Mutah<sup>1</sup>**

<sup>1</sup> Faculty of Education, Federal University Dutse, Jigawa State, Nigeria

\*Corresponding Author's email: hamid.jada@gmail.com

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Keywords:	Abstract
<p>Standard of primary education and community; educational policy</p>	<p><i>The study assesses the Factors Affecting Declining Standard of Primary Education among the Community of Adamawa State, Nigeria. Education plays an important role in the development of a nation, thus, a nation cannot do without quality education. Primary education is the core of development and progress especially in modern societies. However, the quality of education that helps in ensuring the realization of the aspirations parents hold for their children has fallen below expectation. Therefore, the research investigated the major factors that contributed to the standard of primary education in Adamawa state, Nigeria; this study used Simple Random Sampling in order to ensure that the larger population is well represented. The study involved 1,966 primary schools of Adamawa state and a total of 335 respondents which comprised of 143 school-heads and 192 teachers. Data analysis was conducted using a descriptive analysis technique from the comparison of average questionnaire results based on the variables tested. In general the study indicated that there is positive relationship between school personnel and community in Adamawa state, Nigeria with 3.85 mean score. Finally, the study suggested some of the ways of improving the quality and standard of primary education in Adamawa state, Nigeria.</i></p>

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## INTRODUCTION

### Background of the Study

Education can be referred as a social process for human development, capacity building and maintenance of the society it is also seen as a relevant tool for acquiring skills, adequate knowledge and in order to survive in changing environment (Adepoju & Fabiyi, 2007). Therefore, Adesina, (2011) stated that education is a key to the development of economic, social and cultural as well as intellectual empowerment. He added that, education has the capacity to bring about good personality and attitudinal change, as well as redesign human talent for anticipated development. However, education in Nigerian is an instrument 'par excellence' in promoting National development in which primary school stands as the pillar of education in the world. Stuckey et al., (2013) claimed that the government has stated, in order to achieve human development through education, the educational goals must be in line with the basic needs of the citizens and those of the society, in respect with the realities of our environment and the modern world entirely. Meanwhile, the introduction of Universal Basic Education (UBE) in Nigeria made the primary education compulsory and uninterrupted, which is six (6) years of schooling and in addition to first three years of junior secondary school, making it to be nine years continuous education in the country (Ukpong et al., 2023). Over the years, the Nigerian system of education has recorded so many progresses in terms of physical infrastructure, enrollment rate, as well as the standard and quality of education (Faboyede et al., 2017). So many schools were established ranging from primary schools up to tertiary institutions across the states, and Adamawa state is not an exception (Emmanuel, 2015).

The medium of teaching instruction in the Primary schools is normally the native language in the first three years of schooling, and then change into English in the third year, throughout the years of schooling, since English is the official language in Nigeria (Olanibi, 2021). Given the above, it is safe to say that, primary education is very important especially in the developing countries like Nigeria. The significance of primary education is also located in the United Nations Millennium Development Goals declaration – an achievement of universal access to education by 2015 Adepoju & Fabiyi, ( 2007), with this, therefore, Abdulganiyyi et al., (2022) presents the following intentions of primary education in Nigeria: (1) To develop in the individuals who are intellectually, physically, morally, socially and emotionally sound; (2) To produce individuals that are well-informed and capable of furthering their education to the next level(secondary and university) in order to be of help to the nation building; and (3) To also help individuals who in one way or the other could not further their education to the next level to become useful to themselves and the society at large. However, one of the main aim and objectives of UNESCO, World Bank Assisted Programs as well as the Universal Basic Education commission (UBEC) of Nigeria is to promote qualitative primary education nationwide to the benefit of all children below twelve years. This is aimed at: Inculcating values, norms and attitude that are accepted in the society. The attainment of suitable skills and of intellectual development as well as physical and social competences to equip individuals to be self-reliance and contributes to the development of humanity at large (Ike & Okechukwu, 2015). With this development therefore, Adamawa State Government is now trying to make an effort by setting up a Committee in the Primary Education Board, based on the need to improve primary education in the State, so as to catch up with the National Education goals, since less attention is been paid to primary education in the previous years (Yakubu et al., 2022). It is therefore against this background that the study assessed the Factors Affecting Declining Standard of Primary Education among the Community of Adamawa State, Nigeria.

### Problem of the Study

A literate is a person has the ability to read, write, speak and understand spoken language on its own need, access to basic education is one of the fundamental human rights. The right to equality

education is already firmly rooted in the Universal Declaration of Human Right and international legal instrument. The right to education is enshrined in section 18 chapter 2 of the Nigerian constitution 1999 and it is contained in section 18 (1). Article 21A of the constitution provides that the state shall provide free and compulsory education to all children from the age of six to 14 years. In 1st March 2022 the Nigerian National Assembly passes bill that seek to make free, compulsory basic education a fundamental right to all citizens. Unfortunately, in Northern part of the country there are many children haven't fully assess to the standard basic education more especially in rural communities, it would help primary education stake holders in finding the ways on how to find the factors and boost the standard of primary education in the study area and Nigeria in general. Based on the aforementioned subject matter this research assessed the Factors Affecting Declining Standard of Primary Education among the Community of Adamawa State, Nigeria.

### **Research's State of the Art**

Primary Education is said to be the pillar for any educational pursuit in one's life for which there is the need for both the Government, schools head, teachers and the community to make spirited contributions to uplift the glory of Primary Education in the State (Kamara, 2020). Having mentioned that, it is no doubt therefore, primary education is the foundation upon which other strata of educational edifice are built upon (Odewale & David, 2019). Adesina, (2011) further lamented that, primary education functions as the initial level of all other educational system through the means of preparing young minds towards the next level of education. It can as well be considered as the most important period in the education of a child. The above discussions clearly indicate the significance of primary education in developing countries and Nigeria at large. However, the area of interest in this study is to look into the reasons of declining standard of primary education in Adamawa state, this is because over the decades, primary education in Adamawa state has recorded some major set-back in educating and fostering discipline to the pupils (Akangbe et al., 2016). It is as well based on the fact that the graduates of the system have not been performing well in the Federal and State Common Entrance Examination, and that some of them can hardly read nor write their names properly. Hence, this research work assessed the Factors Affecting Declining Standard of Primary Education among the Community of Adamawa State, Nigeria.

### **Gap Study & Objective**

The research could be significant to primary school learners who's benefiting from the study especially when their problems relating decline standards of primary education are looked into by policy makers whose aim is to enhance standard of teaching and learning in primary education. The findings could serve as a guide to government in policy formulation and implementation concerning decline standard of primary education in line with the Nigerian National Policy of Education. The study could also help those responsible for teaching and learning in primary education in Adamawa and Nigeria at large i.e. National and State ministry of education, primary Boards, LGEAs, Educational Research and Developments, Educational planners, curriculum developers etc. This could very well lead to appropriate changes in standards of primary education in the study area. Therefore, the findings of the study could be useful in the teaching and learning of primary schools, consequently, the research could also be useful at such instance.

However, a lot of researchers conducted studies on declining standard of primary education in various states of Nigeria and beyond, but there exist no research study on declining standard of primary education in Adamawa state, hence, the focus of this study in line with the above situation is to investigate into the factors that lead to the declining standards of primary education in Adamawa state with special emphasis on the school-heads and teachers. The general objective of the study is to explore the Factors Affecting Declining Standard of Primary Education among the Community of Adamawa State, Nigeria, below are the specific objectives: a) to identify the school head-teacher

relationship; b) to determine the school-community relationship; and c) to assess the teacher-student interaction.

**METHOD**

**Type and Design**

Adamawa state have a total number of 1,966 public Primary schools and 301 private primary schools, a total number of 2,600 teachers and 21 local government area, as such, the study focuses on public primary schools and the sample size is based on the Research Advisor (2006) table of determining sample size, which is 335 respondents involving both the school-heads and primary schools teachers across the state. This research adopted the survey design.

**Data and Data Sources**

Research instrument includes Questionnaire, Interview, Observation and Reading. Qualitative research strategy was selected for this study. Quantitative research is a research methodology that seeks to quantify the data and apply on statistical analysis. The aim is to classify the features, count them and also construct statistical models in attempt to explain what is observed. In this approach, the researcher knows clearly in advanced what he is looking for menurut Neill J dalam (McCusker & Gunaydin, 2015).

**Data Collection Technique**

This study uses Simple Random Sampling in order to ensure that the larger population is well represented. In simple random sampling, every individual in the target population has an equal chance of being part of the sample. This requires two steps: Obtain a complete list of the population. Randomly select individuals from that list for the sample. However, the Cronbach alpha for the school-head’s questionnaire is .864 while, the teacher’s questionnaire has .923 as the Cronbach alpha. After all the data have been collected were analyzed and interpreted using the Statistical Package for Social Science (SPSS Version 21) computer software program. Thus, the analysis is done as follows: Pearson R will be used for the above research questions.

**Data Analysis**

This research utilises a descriptive quantitative analysis. Data was collected through the distribution of questionnaires to 143 headteachers and 192 primary school teachers. The data collected encompassed the School Head-Teacher relationships, with the questionnaire viewed from the perspectives of both the headteachers and the teachers. Additionally, the researchers also collected data based on the School-community relationship, where the questionnaire was viewed from the perspectives of the headteachers and the teachers. The subsequent questionnaire pertained to Teacher-students relationships, viewed from the perspectives of the headteachers and the teachers.

The responses generated an average value from the questionnaire results. The average obtained from the questionnaire results was then compared based on the highest and lowest values. The results of this analysis were used to answer the variables causing the decline in basic education standards in the state of Adamawa, Nigeria.

**RESULTS**

**Table 1.** School Head-Teacher relationships (school-heads response)

Variables	SD	D	U	A	SA	Mean
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The principal pays special attention to the teacher's needs for achievement and growth in their career	0 (0)	.7% (1)	9.8% (14)	41.3% (59)	48.3% (69)	4.37
The principal creates new learning opportunities for the teachers with a supportive climate	0 (0)	.7% (1)	9.8% (14)	32.9% (47)	56.6% (81)	4.45
The principal encourages a two-way communication with the teachers	0 (0)	7% (1)	9.8% (14)	32.9% (47)	56.6% (81)	3.52
The principal delegate task as a means of developing teachers	0 (0)	.7% (1)	11.2% (16)	31.5% (45)	56.6% (81)	4.44
The principal emphasizes teachers participation in decision making at the school	9.8% (14)	10.5% (15)	14.0% (20)	29.4% (42)	36.4% (52)	3.72
Alerts teachers to the importance of teaching as a profession	0 (0)	1.4% (2)	9.1% (13)	50.3% (72)	39.2% (56)	4.27
Challenges teachers with high standards of accomplishing their work	4.9% (7)	9.8% (14)	14.7% (21)	31.5% (45)	38.5% (55)	3.94
Encourages team spirit	5.6% (8)	6.3% (9)	9.1% (13)	34.3% (49)	44.8% (64)	4.06
Does not criticize the teachers' mistakes in public	9.8% (14)	18.2% (26)	9.8% (14)	20.3% (29)	42.0% (60)	3.66
Solicits new ideas and creative solutions to problems from teachers	27.3% (39)	20.3% (29)	18.9% (27)	9.1% (13)	24.5% (35)	2.83
Serve as a role model for the teachers to emulate	0 (0)	0 (0)	41.3% (59)	37.1% (53)	21.7% (31)	3.80
Respected by the teachers	6.3% (9)	8.4% (12)	9.8% (14)	25.2% (36)	50.3% (72)	4.04
Trusted by the teachers	7.7% (11)	14.0% (20)	9.1% (13)	23.1% (33)	46.2% (66)	3.86
Give clear stated expectations for the teachers to follow	0 (0)	1.4% (2)	9.1% (13)	0.1% (43)	59.4% (85)	4.47
Encourages teachers to try new approaches in their work	0 (0)	0 (0)	9.8% (14)	30.1% (43)	60.1% (86)	4.50
Get teachers to look at problems from many different angels	0 (0)	3.5% (5)	25.2% (36)	41.3% (59)	30.1% (43)	3.97
Average Mean = 3.99						

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

The 16 variables shown in the Table 1. indicate the relationships between the school-heads and the teachers that lead to the declining standard of primary education in Adamawa state. The variable with the highest mean value out of the 16 variables in the table is; *"Give clear stated expectations for the teachers to follow"* with the mean value of 4.47, followed by; *"Encourages teachers to try new approaches in their work"* with 4.50 as mean value and *"the principal creates new learning opportunities for the teachers with a supportive climate"* with the mean value of 4.45 which shows that there is a significant effect on the relationship between the school-heads and the teachers. The variable with the lowest mean value is; *"Solicits new ideas and creative solutions to problems from*

teachers'' with the mean value of 2.83, followed by ''Does not criticize the teachers' mistakes in public'' with the mean value of 3.66, which shows that there is less effect on the relationship between the school-heads and the teachers.

**Table 2.** Teachers and school-heads relationship (teacher's response)

Variables	SD	D	U	A	SA	Mean
The principal pays special attention to the teacher's needs for	53.1% (102)	24.5% (47)	4.7% (9)	9.4% (18)	8.3% (16)	1.95
The principal creates new learning opportunities for the teachers with a supportive climate	56.3% (108)	21.9% (42)	4.7% (9)	8.3% (16)	8.9% (17)	1.91
The principal encourages a two-way communication with the teachers	50.5% (97)	22.9% (44)	4.7% (9)	7.8% (15)	14.1% (27)	2.11
The principal delegate task as a means of developing teachers	50.0% (96)	29.2% (56)	4.7% (9)	7.8% (15)	8.3% (16)	1.95
The principal emphasizes teachers participation in decision making at the school	52.6% (101)	22.9% (44)	7.3% (14)	8.9% (17)	8.3% (16)	1.97
Alerts teachers to the importance of teaching as a profession	53.1% (102)	22.9% (44)	4.7% (9)	10.9% (21)	8.3% (16)	1.98
Challenges teachers with high standards of accomplishing their work	56.8% (109)	20.8% (40)	4.7% (9)	7.8% (15)	9.9% (19)	1.93
Encourages team spirit	53.6% (103)	24.0% (46)	4.7% (9)	9.4% (18)	8.3% (16)	1.94
Does not criticize the teachers' mistakes in public	54.2% (103)	21.9 (46)	4.7% (9)	10.9% (18)	8.3% (16)	1.97
Solicits new ideas and creative solutions to problems from teachers	1.98 (104)	21.9% (42)	4.7% (9)	11.5% (22)	8.3% (16)	1.96
Serve as a role model for the teachers to emulate	53.6% (103)	22.4% (43)	4.7% (9)	10.4% (20)	8.3% (16)	1.95
Respected by the teachers	54.2% (104)	24.5% (47)	4.7% (9)	9.4% (18)	8.3% (16)	1.97
Trusted by the teachers	53.1% (102)	22.4% (43)	4.7% (9)	10.9% (21)	8.3% (16)	1.93
Teachers uses variety of teaching strategies and learning activities to help their students learn	53.6% (103)	22.9% (44)	4.7% (9)	9.4% (18)	8.3% (16)	1.97



Variables	SD	D	U	A	SA	Mean
The principal does a very good job in getting resources for the school	54.7% (105)	23.4% (45)	4.7% (9)	10.4% (20)	8.3% (16)	1.93
Encourages teachers to try new approaches in their work	53.1% (102)	22.9% (44)	4.7% (9)	9.4% (18)	8.3% (16)	1.94
Get teachers to look at problems from many different angels.	53.1% (102)	22.9% (44)	4.7% (9)	10.9% (21)	8.3% (16)	1.98
Average mean = 1.96						

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

Table 2. shows the relationship between the Teachers and the school-heads in school, the variable with highest mean value among the 17 variables in the table is “the principal encourages a two-way communication with the teachers” with the mean value of 2.11, which indicate that it lead to the declining standard of primary education in Adamawa state, the variables with the lowest mean value are “challenges teachers with high standard of accomplishing their work”, “teachers uses variety of teaching strategies and learning activities to help their students learn”, and “encourages teachers to try new approaches in their work ‘with the mean value of 1.93, which shows less effect on the declining standard of primary education in Adamawa state Nigeria. From the above tables (school-heads and teacher’s responses) the results indicates that from the school-head’s responses, the variables that leads to the declining standard of primary education are; “school-heads do not give clear stated expectations for the teachers to follow”, “school-heads do not encourage teachers to try new approaches in their work” and “school-heads do not create new learning opportunity for the teachers with a supportive climate”. While, in the teacher’s responses, the variable that leads to the declining standard of primary education is; “the school-heads do not encourages two-way communication with the teachers”. Next is the School-community relationship which also comes under the human factors that lead to the declining standard of primary education in Adamawa state, Nigeria.

**Table 3.** School-community relationship (school-heads response)

Variables	SA	D	U	A	SA	Mean
Promote the prevailing values of the community in your school	2.1% (3)	1.4% (2)	0 (0)	8.4% (12)	88.1% (126)	4.79
Work with parents to support students learning	7% (1)	0 (0)	0 (0)	12.6% (18)	86.7% (124)	4.84
Encourages a two-way communication with the community	7% (1)	15.4% (22)	8.4% (12)	1.5% (45)	4.1% (63)	4.02
Create and maintain an orderly, purposeful learning environment	0 (0)	0 (0)	9.8% (14)	8.4% (12)	81.8% (117)	4.72
Create a collaborative learning organization with the community	0 (0)	0 (0)	21.0% (30)	12.6% (18)	66.4% (95)	4.45

Variables	SA	D	U	A	SA	Mean
Builds trust within the local community	0 (0)	0 (0)	0 (0)	11.9% (17)	88.1 % (126)	4.88
Have good relations with the school board/parents	42.0% (60)	23.1 % (33)	3.3% (19)	11.2% (16)	10.5 % (15)	2.25
Make the community to be proud of the school	0 (0)	2.8% (4)	0 (0)	10.5% (15)	86.7 % (124)	4.81
Many parents request for feedback from the principal and teachers as how their children are doing in school	9.1% (13)	11.9 % (17)	6.3% (9)	9.8% (14)	62.9 % (90)	4.05
Can you recognize student's parents on sight	15.4% (22)	31.5 (45)	6.3% (9)	7.7% (11)	39.2 % (56)	4.73
Many parents cares about what grades their children earn	0 (0)	5.6% (8)	7% (1)	8.4% (12)	85.3 % (122)	3.23
Many parents are involved in school activities (fund raising, PTA)	81.8% (117)	14.0 % (20)	0 (0)	3.5% (5)	7% (1)	1.27
Many parents provides a conducive learning environment for their children at home	86.0% (123)	4.9% (7)	0 (0)	8.4% (12)	7% (1)	1.32

Average Mean = 3.79

SD = Strongly Disagree, D = Disagree, U = Undecided, A= Agree, SA = Strongly Agree

The total of 13 variables and the mean value is shown in the Table 3. the variable with the highest mean value is "Builds trust within the local community" which has 4.88 as mean value, followed by; "Work with parents to support students learning" with 4.84 as mean value and "Make the community to be proud of the school 'with 4.81 as mean value, which indicate that these variables have significant mean value on school-community relationship. The variable with the lowest mean value is " Many parents are involved in school activities (fund raising, PTA)" with 1.27 as mean value, and " Many parents provides a conducive learning environment for their children at home" with mean value of 1.32.

**Table 4.** School-community relationships (teacher's response)

Variables	SD	D	U	A	SA	Mean
Promote the prevailing values of the community in your school	5% (1)	2.1% (4)	0 (0)	0 (0)	97.4% (187)	4.91



Create and maintain an orderly, purposeful learning environment	0 (0)	2.6% (5)	0 (0)	0 (0)	97.4% (187)	4.92
Create a collaborative learning organization with the community	1.6% (1)	.5% (1)	0 (0)	0 (0)	97.4% (187)	4.92
Builds trust within the local community	(3) 1.6	1.0% (2)	0 (0)	0 (0)	97.4% (187)	4.90
Have good relations with the school board/parents	% (3)	2.1% (4)	0 (0)	0 (0)	97.4% (187)	4.91
Make the community to be proud of the school	.5% (1)	0 (0)	0 (0)	0 (0)	97.4% (187)	4.89
Work with parents to support students learning	2.6% (3)	1.6% (3)	0 (0)	0 (0)	97.4% (187)	4.91
Encourages a two-way communication with the community	(5) 1.0	2.1% (4)	0 (0)	0 (0)	97.4% (187)	4.91
Can you recognize student's parents on sight	% (2)	1.0% (2)	0 (0)	1.6% (3)	97.4% (187)	4.95
Many parents cares about what grades their children earn	.5% (1)	2.1% (2)	0 (0)	(3) 0	97.4% (187)	4.91
Many parents are involved in school activities (fund raising, PTA)	0 (0)	1.6% (3)	0 (0)	(0) 1.0	97.4% (187)	4.94
Many parents provides a conducive learning environment for their children at home	.5% (1) 0 (0) 0 (0)	1.0% (2)	0 (0)	% (2) 1.6% (3)	97.4% (187)	4.95
Average mean = 4.91						

SD = Strongly Agree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

The above Table 4. the relationship between the school and the community as the host of the school. The variables with the highest mean value among the 12 variables is "Many parents provides a conducive learning environment for their children at home" and "Can you recognize student's parents on sight" with mean value of 4.95, which indicates significant mean value and as well lead to the declining standard of primary education in Adamawa state. The variable with the lowest mean value is "Builds trust within the local community" with the mean value of 4.90, which indicate less significance.

Comparing the tables above (school-heads and teacher's responses) it is clear that the variables leads to the declining standard of primary education in Adamawa state under the school-heads response are three, namely; "school-heads do not builds trust within the local community", school-heads do not work with parents to support students learning" and "school-heads do not make the

community to be proud of the schools''. While, in the teacher's response, the variables that leads to the declining standard of primary education in Adamawa state are 'many parents do not provides a conducive learning environment for their children at home'' and '' most teacher cannot recognize student's parents on sight''.

**Table 5.** Teacher-students relationships (school-heads response)

Variable	SD	D	U	A	SA	Mean
So many teachers in your school encourages students to seek extra schoolwork so that they can get better grades	24.5% (35)	11.9% (17)	0 (0)	.7% (1)	62.9% (90)	3.65
So many students in your school try hard to do better school work	3.5% (5)	0 (0)	0 (0)	8.4% (12)	88.1% (126)	4.77
So many of the students in your school are capable of getting A+ and A's in their exams	39.9% (57)	30.1% (43)	0 (0)	2.1% (3)	28.0% (40)	2.48
So many teachers are encouraging students who do not have efficient resources to further their education	16.1% (23)	25.2% (36)	0 (0)	20.3% (29)	38.5% (55)	3.39
I am committed towards the intellectual development of the students	0 (0)	0 (0)	.7% (1)	0 (0)	99.3% (142)	4.98
I am not willing to help students learn regardless of academic	100% (143)	0 (0)	0 (0)	0 (0)	0 (0)	1.00
I can perform in my career, if the school board is sympathetic when I have problems with uncontrollable student	(0) (0)	0 (0)	0 (0)	100% (143)	0 (0)	5.00
I am dedicated to making a difference for students culturally and ideologically in the school	7% (1)	0 (0)	0 (0)	18.2% (26)	81.1% (116)	4.79
I am willing to develop personal time with students	3.5% (5)	16.1% (23)	.7% (1)	20.3% (29)	59.4% (85)	4.16
I am able to influence how well students learn	3.5% (5)	3.5% (5)	16.1% (23)	22.4% (32)	54.5% (78)	4.20
I am able to manage difficult and unmotivated students to learn	8.4% (12)	2.8% (4)	16.1% (23)	5.6% (8)	67.1% (96)	4.20

Average Mean = 3.87

SD = Strongly Disagree, D = Disagree, U = Undecided, A=Agree, SA = Strongly Agree,

The Table 5. shows the teacher-students interaction that leads to the declining standard of primary education in Adamawa state. Out of the 11 variables in this group, the highest mean value is “I can perform in my career if the school board is sympathetic when I have problems with uncontrollable student” with 5.00 as mean value followed by “I am committed towards the intellectual development of the students” with the mean value of 4.98, which indicates that there a significant relation between the teachers and the students. The variable with lowest mean value is “I am not willing to help students learn regardless of academic” with 1.00 as mean value, which indicates less effect.

**Table 6.** Teacher-student interaction (teacher’s response)

<b>Variables</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
So many teachers in your school encourages students to seek extra schoolwork so that they can get better grades	0 (0)	1.6% (3)	0 (0)	89.6% (17)	8.9% (172)	4.86
So many students in your school try hard to do better school work than their classmates	15.6% (30)	7.3% (14)	0 (0)	77.1% (148)	0 (0)	4.15
So many of the students in your class are capable of getting A+ and A’s in their exams	23.4% (45)	2.1% (4)	0 (0)	74.5% (143)	0 (0)	4.00
So many teachers are encouraging students who do not have efficient resources to further their education	2.1% (4)	.5% (1)	0 (0)	97.4% (187)	0 (0)	4.90
I am committed towards the intellectual development of the students	1.6% (3)	1.0% (2)	0 (0)	97.4% (187)	0 (0)	4.90
I am not willing to help students learn regardless of academic difficulties	59.9% (115)	40.1% (77)	0 (0)	0 (0)	0 (0)	1.40
I can perform in my teaching career if the principal is sympathetic when I have problems with uncontrollable student	2.6% (5)	8.9% (17)	0 (0)	88.5% (170)	0 (0)	4.80
I am dedicated to making a difference for students culturally and ideologically in the school	1.0% (2)	1.6% (3)	0 (0)	97.4% (187)	0 (0)	4.91
I am willing to develop personal time with students outside the classroom	.5% (1)		0 (0)	97.4% (187)	0 (0)	4.91
I am able to influence how well students learn	1.6% (3)	2.1% (4)	0 (0)	97.4% (187)	0 (0)	4.90
I am able to manage difficult and unmotivated students to learn	9.9% (19)	1.0% (4)	0 (0)	88.0% (169)	0 (0)	4.54

Variables	SD	D	U	A	SA	Mean
I am able to affect student's academic performance	1.6% (3)	10.4% (20)	0 (0)	88.0% (169)	0 (0)	4.62
I am able to control the enforcement of students' actions	1.6% (3)	1.0% (2)	0 (0)	97.4% (187)	0 (0)	4.90
I am able to make my students learn better	2.1% (4)	.5% (1)	0 (0)	97.4% (187)	0 (0)	4.90
over a period of time	.5% (1)	2.1% (4)	0 (0)	97.4% (187)	0 (0)	4.91
My subject matter competence helps to improve students' learning						
Average mean = 4.50						

SD = Strongly Agree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

The above Table 6. the frequency distribution of the teacher-student interaction that lead to the declining standard of primary education in Adamawa state Nigeria. The variables with the highest mean value are "My subject matter competence helps to improve students' learning", "I am dedicated to making a difference for students culturally and ideologically in the school" and "I am willing to develop personal time with students outside the classroom" with the mean value of 4.91, which indicate that it lead to the declining standard of primary education in Adamawa state. The variable with the lowest mean value is "I am not willing to help students learn regardless of academic difficulties" with the mean value of 1.40 which shows less contribution to the declining standard of primary education in Adamawa state Nigeria. The above tables show the variables that lead to the declining standard of primary education in Adamawa state. Two variables were outlined in the school-head responses, which are; "lack of support from the school board" and "lack of commitment towards the intellectual development of the student". Whereas, the teacher's responses table stated three variables that lead to the declining standard of primary education in Adamawa state, namely; "My subject matter competence helps to improve students' learning", "I am dedicated to making a difference for students culturally and ideologically in the school" and "I am willing to develop personal time with students outside the classroom".

## DISCUSSIONS

The following recommendations are derived from this study and have implications for school improvement, especially the public primary schools in Adamawa state Nigeria, and it is recommended that future interventions and efforts should take the following factors into considerations. The recommendations are presented as follows; Recruitment, training and school-head's leadership development, School-heads' power and autonomy, Decision-making in public primary schools of Adamawa state, Academic supervision and evaluation of teachers, Teachers' professional development opportunities, Teacher's professional status with sound career path, Teacher-student contact hour and school-time, Parental involvement and communication with stakeholders (Mahmoud, 2023). The study might be useful to conduct a new study on school effectiveness that would evaluate different public primary schools situated in different location across the state; indeed it would be also helpful to compare the declining standard of primary schools between the rural and urban schools both within and between public and private schools (Alalwan, 2020).

The factors comprises of; school-heads, teachers, students and the community, The findings from the analysis of the responses of both the school-heads and the teachers in line with the research questions of the study helps in achieving the goal of the study, which is to identify the factors that contributes to the declining standard of primary education in Adamawa state, Nigeria (Ahmad, 2021; Ngole, 2021). These findings have several significant implications for the government and the school-heads and teachers as well as the students and the community at large (Alvarez, 2023). The result of the findings outlined some of the factors that contributed much to the declining standard of primary education in the state. Therefore, in order to address this situation properly based on the above findings, the government needs to be fully involved in collaboration with the ministry of education and the primary school board in proffering solutions by looking carefully into the problems (Ayeni, 2022; Ukpabio, 2023). However, it is the duty of the government to invest more into educational section especially the primary schools, since they serve as a foundation of the educational system (Shaturaev, 2021; Jain et al., 2021). The government should also look into the issue of corruption that exist in those schools, in order not to waste resources through mismanagement of the school funds by some few individuals. Programs on resources management should be organized for the school-heads and the teachers, in order to be able to handle school resources properly (Olaivar, 2023). Perhaps, by doing so, the resources meant for the schools would be safe.

## CONCLUSION

This study assessed the Factors Affecting Declining Standard of Primary Education among the Community of Adamawa State, Nigeria, it is original in nature, the research find out the factors affecting the declining standard of primary education, in Adamawa state, Nigeria. This study assessed the Factors Affecting Declining Standard of Primary Education among the Community of Adamawa State, Nigeria, it is original in nature, the research find out the factors affecting the declining standard of primary education, in Adamawa state, Nigeria and thus to answer four key research questions concerning the declining standard of primary education in Adamawa state.

The study covered public and private schools in Adamawa state, Adamawa state have a total number of 1,966 public Primary schools and 301 private primary schools, a total number of 2,600 teachers and 21 local government area, as such, the study focuses on public primary schools and the sample size is based on the Research Advisor table of determining sample size, which is 335 respondents involving both the school-heads and primary schools teachers across the state. The study focused on impact of radio programmes on adoption of agricultural Practices among farmers in Jigawa Central Senatorial District, Jigawa State Nigeria in terms of identifying the radio agricultural programmes being aired by radio stations in Jigawa Central Senatorial District, Jigawa State, determine the contents covered by the radio agricultural programmes in Jigawa Central Senatorial District, Jigawa State, determine the convenient of the time the radio agricultural programmes are being presented/aired to farmers in Jigawa Central Senatorial District, Jigawa State, assess the impact of the radio agricultural programme on adoption of agricultural practices in Jigawa Central Senatorial District, Jigawa State and examine the challenges militating against the utilization of radio agricultural programmes in Jigawa Central Senatorial District, Jigawa State.

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