

Towards Addressing the Challenges of Quality Education and Educational Inequalities in Nigeria

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Abstract

Education is pivotal for national, social, as well as cultural development and is a vital catalyst for individual growth, thus, every citizen need to have access to it. For education provision to achieve the purported goals, quality teaching and learning must be provided in schools. Nigeria's education sector however faces dual major challenges: inequality of educational opportunities and poor-quality education. The former is connected to the lingering problem facing the country such as insecurity, banditry, kidnapping, poverty, social inequality, secession ideology which continuously shaken the country's cohesion and existence. The latter increases the rate of unemployment, social unrest, brain drain and retards economic growth and development. Addressing these challenges will help the nation to navigate through the present ordeal and cumulate into collective development. Thus, the study adopted a qualitative approach, focusing on the analysis and synthesis of existing literature to explore the causes of both inequality of educational opportunity and poor quality education in the country. The study utilized various data sources, including academic journals and articles, books and book chapters, conference proceedings, government reports and policies, non-governmental organization (NGO) reports and online databases and repositories. The identified causes involved all stakeholders including the government, community, parents, school leaders and teachers, educational agents and students as well. The paper explored encompassing strategies in solving the problem.

Keywords: Education inequality, quality education, public private partnership, teacher training, community engagement, SDG

Introduction

United Nations in 2015 came up with 17 interconnected goals tagged Sustainable Development Goals (SDGs) aimed at making the whole world a comfortable abode for every living being. Goal 4 of the SDG initiative directly targeted at education, 'quality education' (Fafunwa, 2022). Quality education, indeed, is the bedrock of all other SDG goals and upon which their achievement rests. A well-educated population is the one that can drive economic growth, social progress, and cultural advancement (Adeniran & Okpanachi, 2018; Olaniyan,

2023). The time-bound specified for the attainment of the SDG goals is 2030. Nigeria, being part of the United Nations, still lags behind as far as educational sector development is concerned. Quality education in its real context is found wanton, and the quantity available is not accessible to the whole population of the country. Hence, the major challenges of educational sector in the country are accessibility and relevancy (Eli-Chukwu et al., 2023; UNESCO, 2024). Inaccessibility of education and irrelevancy of the content has been attributed to the insecurity currently facing the country (Fafunwa, 2022). The country has lost precious lives to the insurgency, banditry, militancy, and ethnoreligious conflicts whose causes are traceable to the duo problems. Many of those engaging in this social ill are the youth who majorly do not have access to quality education because they live in the remote areas or riverine areas. They lack exposure, basic skills, enlightenment, creative and critical thinking, hence, they can be easily manipulated and lured into evil act. Thus, solving insecurity in the country goes beyond lethal approach (Arikewuyo, 2022). Similarly, irrelevancy of the educational content has led to unemployment. According to National Bureau of statistics, the unemployment rate in Nigeria was 4.2. in Q2 2023 which is an increase of 0.1 from 4.1 recorded in Q1 of 2023 and it is expected to rise further in if necessary actions are not taken (National Bureau of Statistics, 2023).

Therefore, the problem of unemployment has always triggered social unrest and protests in the country such as EndSars, endbadgovernance and host of others. In fact, there has been pressing concerns for the rise of unknown gunmen, who have been responsible for numerous attacks and killings across the country. The factor attributed to this is the rise in the rate of unemployment among youths which is the result of failed educational sector (Adejumobi, 2022). In every social unrest witnessed in the country, billions worth of property were lost, government and private infrastructures were burnt and national cohesion eroded. The only way out is that the content of national education should be coherent with current economic reality and twenty first century requirements and accessible to all (Oxford, 2017, UNESCO, 2019). Economic growth, national development or social advancement is practically impossible without access to education and not just ordinary education but a quality one. An educated individual will possess skills and knowledge necessary for innovation, entrepreneurship, and productivity which will cumulate to economic progress of the nation (UNESCO, 2019, Oguniyi, 2022). A nation that denies her citizens access to education and fails to provide quality education has retarded her growth and

development. This really reveals in Nigeria production capability. The country is a consumption-based economy which heavily relies on importation (Adejumobi, 2022). Education determines individual social mobility. With academic attainment, individual moves from a social cadre to higher cadre. Education helps in bridging social and economic divides, foster equality and inclusivity (Oloro, 2022). In addition to this, civic engagement is shaped by the level of education received. The inaccessibility of education has led to political apathy, eroded national unity and patriotism (Eli-Chukwu et al, 2023)

In fact, the statistics of educational accessibility and standard of education in Nigeria is pathetic. According to UNICEF, 10.2 million of primary school age children are out of school while 8.1 million who supposed to be in junior schools are also out of school. This represents one in out of three children in the country. The report asserted that 74percent children from the age of 8-14 lack basic literacy and over 1 million girls either dropout in the first or second year or do not attend school at all (UNICEF, 2024). Also, the recent university rankings by the 'Times Higher Education World University Rankings 2025' which evaluated universities in 108 countries based on 18 performance indicators across five key areas: teaching, research environment, research quality, industry, and international outlook. The ranking surveyed 1,907 universities across the world. Pathetically, it is a private university that led the race in Nigeria (Times Higher Education, 2024). This tells more about the situation and condition of our public institutions. Incessant strike action, dilapidated buildings, and unemployability have depleted standard in the public institutions (Fafunwa, 2022). For the nation to stand aright in the committee of nations and continue to stand as a giant of Africa, challenges of inaccessibility to education and irrelevancy of the educational content have to be responsibly addressed. Failure to do so will jeopardize effort to achieve Sustainable development goals, retard national development, increase social unrest and agitation, increase the rate of insecurity and shaken the existence and togetherness of the country. This paper therefore explores the issue of inaccessibility to education and irrelevancy of educational content with the aim of providing necessary recommendations to salvage the system.

Litereature review

Equality of educational opportunities can be regarded as a policy of ensuring no child left behind as regards to educational pursuance (Ogini & Oke, 2022). Children ought to be given equal opportunity to

have access to education and attend school regardless of their parental status, socioeconomic factors, gender, tribe, disability, religion or political affiliation. Each child has to be given chance and opportunity to attend school because this will significantly influence their chances in the labor market, prepare them for democratic citizenship, critical decision making, ethical and healthy lives (Bertoni, 2018). Research shows that there is correlation between education, health, wealth and civic participation. It is as well intrinsically valuable (Fafunwa, 2022).

Several studies have identified different reasons for educational opportunity inequality. Government being the sole controller and provider of education has been identified as one of the factors responsible for inequality of educational opportunity in the country (Okoro, 2022, Olaniyan, 2023). Justice is expected from the side of the government. It requires that government should ensure that all citizens get equal benefits of education regardless of their economic background, ethnicity, gender or disability. However, government has failed in this direction as many remote areas do not get schools that their children can go, disabled children are not duly provided for and the cost of education has shunned many poor people of education (Adejumobi, 2022; Arikewuyo, 2022). In other scenario, government provides better resourced schools to some regions why some areas learn in dilapidated or mushroom classes. Some studies such as (Usman, 2018; Oguniyi, 2022; Fafunwa, 2022) have attributed educational inequality to socio-economic background as poor parents who may not be able to afford school expenses, textbooks, uniform and they therefore divert their students to other life endeavours. Gender based factor is also another factor when some parents deny girls of education believing it has no value to their future career (Usman, 2018; Oguniyi, 2022; Fafunwa, 2022)

Challenges Facing Quality Education in Nigeria

The United Nations Education, Scientific and Cultural Organization (UNESCO) defines quality education as the teaching-learning process that produces knowledgeable, skilled, critical thinkers, creative problem solvers, and lifelong learners (UNESCO, 2017). It is a type of learning that provides students with the right type of knowledge, skills, and values that will enable them to significantly function in society and improve their mental, emotional, social capability leading to personal growth (Oguniyi, 2022). Based on these definitions, every rudiment of quality education is lacking in Nigeria. The reasons are all

encompassing. Some studies such as Adeniran & Okpanachi, 2018; Olaniyan 2023) identified issue of poor-quality assurance in higher institutions, ineffectiveness of teachers (inputs), home, the society, peer group, government and students' attitudes towards learning as the reason for substandard education (Adeniran & Okpanachi, 2018; Fafunwa, 2022; Olaniyan 2023).

Poor quality education or school achievement can also be attributed to poor educational supervision and control, poor funding and inadequate infrastructural facilities (Udoko, 2017; Eli-Chukwu et al, 2023), teacher related challenges such as teacher shortages and inadequate training (Afolabi, 2017), low teacher motivation and morale (Ogunyemi, 2018), limited teacher professional development opportunities (Adeniyi, 2020), inadequate teacher-student ratio (Nwosu, 2019), socio cultural challenges which include Limited parental involvement in education (Adeniyi, 2020), child labor and early marriage (UNICEF, 2019), conflict and insecurity affecting education (Adebayo, 2018) and technology related challenges such as Limited access to technology (Afolabi, 2017), inadequate digital literacy among teachers (Adeniyi, 2020), poor internet connectivity (Ojo, 2020), limited use of technology in teaching and learning (Adebayo, 2018). These cumulative challenges have led to poor outcome of the educational outputs.

Research Questions

The study will address the following research questions

1. Why the need for equality of education?
2. What are the barriers to educational equality?
3. What are the causes of irrelevancy of educational content in Nigeria?
4. What are the solutions to irrelevancy of educational content in Nigeria?

Methodology

This study adopted a qualitative approach, focusing on the analysis and synthesis of existing literature to answer the stated research questions. The study utilized various data sources, including academic journals and articles, books and book chapters, conference proceedings, government reports and policies, non-governmental organization (NGO) reports and online databases and repositories. The data collection involved searching electronic databases, online

libraries, and websites using specific keywords related to the research questions. The data analysis involved a systematic and rigorous process to identify, categorize, and synthesize the existing literature on the inequality of educational opportunity and challenges facing quality education in Nigeria. Relevant data were extracted from different studies using the research questions as a guide.

Results

Research Question 1: Why the need for equality of education?

5. Education is a criterion for job opportunity and a way of reducing unemployment: Education has become a crucial factor in securing job opportunities, and its absence can lead to unemployment. This is supported by various studies (World Bank, 2020; OECD, 2020; International Labour Organization, 2020).
6. Education provides enlightenment on civic responsibility: Education enlightens citizens on their civic responsibilities, fostering patriotism and national development. This is evident in research on global citizenship education (UNESCO, 2019; Council of Europe, 2020).
7. Education refines behavior and contributes to national development: Education refines behavior, enabling citizens to contribute positively to national development and social cohesion. Studies have shown the significance of education in economic development (World Economic Forum, 2020; Brookings Institution, 2020).
8. Education develops talent: Equality of educational opportunities cultivates and develops talents from all sections of the population, promoting overall development. Research emphasizes the importance of inclusive education (UNESCO, 2020; World Bank, 2020)
9. Education enables social mobility and overall welfare improvement: Equality of education enables social mobility, improving overall welfare and reducing social inequalities. Studies have demonstrated the impact of education on social mobility (Brookings Institution, 2020; OECD, 2020).
10. It enables egalitarian society and social equality: Equality of educational opportunities establishes an egalitarian society, promoting social equality and justice. Research highlights the role of education in promoting social equality (UNESCO, 2019; World Bank, 2020)

11. It helps in removing societal prejudice and bias: Education removes societal prejudice and bias, fostering a spirit of togetherness and social cohesion. Studies have shown the effectiveness of education in promoting social cohesion (UNESCO, 2020; World Bank, 2020)

Research Questions 2: What are the barriers to educational equality?

1. Socio-economic factor- Inequality of educational opportunity occurs due to the poverty and economic disparity. In Nigeria of today, large number of people cannot afford the exorbitant expenses of education, they therefore deny their children education or the children eventually drop out of school due to economic constraints. Children from poor background may also not have access to quality learning due to incapability to purchase necessary materials (Bertoni et al., 2018; National Bureau of Statistics, 2020; UNESCO, 2019).
2. The cost of education is another barrier. The cost of schooling in the country is not affordable for the poor and only privileged and wealthy people have opportunity of sending their children to school. Some public institutions are run like private schools in term of cost. Geometric increase in the tuition fee and lack of financial assistance from the government shun many students off of the school. The effects of the dichotomy in the community is the high rate of thuggery, criminal activities, armed robberies and other social menace. In addition to this, some courses in universities are specially reserved for the children of the wealthy and elite people, either because of the cost required or connection expected. Students from poor backgrounds are then offered courses that may not contribute to their life or are totally irrelevant to the present global economy. The most pathetic aspect is that if government bursary/scholarship is available only these same rich kids get opportunity to get it (World Bank, 2020; Oladele, 2017).
3. Geographical location- Children in rural or riverine areas do study in poorly equipped schools, lack qualified teachers and supervision but have to compete with the children in urban areas where their schools are well-equipped in the national exams such as WAEC, NECO and JAMB. In some of these remote areas no school is available. In fact, majority of the members of Boko Haram and Bandits who unleashed mayhem on the nation are victims of education inequality as some do not

have access to school (Bertoni et al, 2018; African Development Bank, 2020).

4. Cultural or religion belief- Some people do not consider education necessary either due to their cultural or religion ideology. They therefore shun education entirely (UNESCO, 2019; Adebayo, 2019).
5. Gender disparity- There is an ever persisting wide sex disparity in Nigeria. Girls education especially at higher level of education is not similarly encouraged as boys. Some parents do deny girls access to education as they believe it is a waste of resources. The resultant effect is the girl trafficking, baby factory, high rate of prostitution that have become widespread in our country today (Oye, 2016; UNICEF, 2019).
6. Misconceptions about the outcome of schooling- Some people deprive their wards of education because they believe that at the end of the day, students are unable to get white collar job. This is a parochial understanding of educational outcome (Oladele, 2017).
7. Poor implementation of government policy on equality of educational opportunity (Federal Ministry of Education, 2019).
8. Religion affiliation is another factor for inequality of educational opportunity. Nigeria is divided along religion polarisation. Some religion organisations do establish school covering primary to tertiary institutions. However, these faith-based institutions do not give access to people belonging to another faith to gain admission into their schools. This kind of policy has affected lives of many citizens as this faith based institution may be the only one available in that area (Adebayo, 2019).
9. Negligence of the disabled children- The number of schools available for the disabled children is insignificant compared to the population of those who fall into this category. Apart from this, if they eventually have access to attend, the structures of the school built in our country do not consider disabled students. They find it difficult to navigate within the school premises (Obiakor, & Eleweke, 2014). Thus, children with disabilities do shun education due to the inconvenience. Sadly, they are denied equal educational opportunity like others. In a normal circumstance, in developed countries America, Britain, China or even in some developing countries like South Africa, Malaysia, students or staff with motion impairment have special walkways which make it easy for them to climb the staircase for any activity. They do have unique car parking spaces for those

of them with cars. However, this special consideration and provision are lacking in most of Nigerian institutions.

10. Inequality of education due to cultural differences. The most pronounced form of education in the Southwest and eastern part of the country is western education while the northern part of Nigeria focuses more on Islamic education (Sebastine et al, 2015). However, the graduates from the former can easily get government job and become well to do while the latter is not formally recognised. Then, the idea of no to education arises. To create equal opportunity, both have to be recognised, supported even if modifications will be done. This will help in reducing number of unemployment, insecurity, banditry and others (Sebastine et al, 2015; World Bank, 2020).

Research Question 3: What are the causes of irrelevancy of educational content in Nigeria?, 2019).

1. Inadequate budgetary allocation/under funding: Quality education can only be achieved through adequate financial support as infrastructural and manpower needed are all dependent on fund available. United Nations (UNESCO) has stipulated that all countries should allocate 26 percent of their budgetary allocation for to education in order to increase education accessibility (UNESCO, 2019). A cursory look at national budget allocation for education shows that Nigeria falls short of the threshold. The shortage of funds has led to deficiency in the number of staff, poor infrastructural facilities, poor research, ill equipped library, lack of development in ICT and problem of novelty and creativity (Afolabi, 2020).
2. Poor Teachers Remunerations: Salary and other entitlements given to teachers are so meager that teachers are unable to meet ends meet. This does not only demotivate them but also affect their productivity (Oladele, 2017). The most pathetic part is that this meager payment is not paid regularly, most times, teachers have to go on strike to demand for their due. Teachers have problem in getting regular promotion as at when due, even when they do, it is sometimes tagged promotion without pay long as this persists, no quality or relevant education will be expected. Due to this, teachers have been demoralised in providing their best for the students learning. They exhibit lackadaisical attitude in the school and extral effort needed from them to support the

students academic is not provided (Adeniyi, 2022). According to the findings of quality or relevant education is only guaranteed when teachers contribute both formal and informal or extral role in the school.

3. Policy Summersault and Inconsistency in Educational Programme: Flexibility and change are novelty but ability to sustain and maintain the change process is more important. Different educational policies have been made in the country but they are abruptly neglected with no proper evaluation of what has been achieved or challenges faced during the implementation. The UPE programme hitherto adopted was not evaluated before the new UBE was announced (Daura & Audu, 2015). Each political dispensation has one unique idea and ideal with no recourse to the policy on ground. 2009 agreement that Jonathan administration made with ASSU was rejected by the new government. Hence, the process of the negotiation begins afresh. In the face of this policy inconsistence in the country, quality education will be eroded and tutors who will make the learning relevant will lose enthusiasm and interest in meaningful teaching (Adebayo, 2019)
4. Poor Infrastructural Facilities: Nigerian schools, primary, secondary and tertiary institutions are faced with ill-equipped libraries, teaching materials and laboratories, if at all they are available. Students in some schools learn under dilapidated buildings, sit on bare floor because of unavailability of chairs and tables, playfields, school farms, computers, workshops for practical training are all things of past. In tertiary institution, institution revitalization has always been the bone of contention between ASSU and the government and reason for the incessant strikes. Quality or relevant education depends on the availability of infrastructural facilities, what quality will be given to science students with no laboratory or equipment, how can leaning be relevant to students who learn mechanical or computer engineering without workshop, of what relevant is theoretical knowledge without practical (UNICEF. 2019)
5. Corruption: The bane of Nigerian society has been identified as corruption, greediness and avarice. Institutions of learning are not excluded in this plague. Funds allocated to educational sectors either from the local, state or federal government are being embezzled, syphoned, mismanaged or diverted. Minister, Vice Chancellors, principals, and

headmasters are all found culpable in the act. Admission racketeering is another manifestation of corruption in Nigerian educational institutions, qualified students are sometimes denied admission because they lack 'back up and godfather (World Bank. 2020). As long as this continues the premise or foundation upon which quality and relevant will be built is shallow already. Apart from institutions of learning, educational agencies JAMB, NUC, TESCOM, SUBEB shouldered with responsibility of ensuring quality and relevant education are also guilty of the ungodly act, not long ago we heard bizarre news of snake swallowing educational fund from JAMB office (UNICEF, 2019).

6. Lack of Patriotism and Professionalism among Teachers: Sacredness of teaching profession is being desecrated by many a teacher including professors. At the lower level, teachers employed to teach left the students unattended to and engage in petty trading during the school hours. At the upper level, often we hear sex for grades from those that the nation handed over the future of our next generation to. Lackadaisical attitude to work, engaging in examination malpractice, poor teaching methods and other unprofessional acts characterized our professionals in the citadels of learning. Poor and unserious students can get undeserved mark as long as they know how to get their ways (Sebastine, 2015)
7. Parental factor: There is poor parental care generally in the society. Some children in the school are ill-mannered, pampered by their parents and thus making the duty of teachers more tedious. Many parents come to school to deal with teachers because they fear beat their beloved sons and daughters (Bertoni, 2018). Sometimes, parents pressurize school management to give double promotion to their undeserved children and arrange machinery to help their children in the examinations. At the other hand, some poor parents fail to provide necessary materials for their wards making comprehension of lessons taught more difficult (Adeniyi, 2022)
8. Poor Supervision:- Unlike in the olden days, there is no proper supervision for teaching activities again in our schools. When it is done, it is a merry making affair between the supervisor and teachers. Of course, supervisors come for entertainment and every activity met is satisfactory. No comment for improvement (Oye. 2016)

9. Curriculum Mismatch:- Despite efforts made in indigenizing educational curriculum, there is still a lot to do as most of contents in our curriculum are still alien to our immediate environment. Contents in the Science subjects, especially, are not driven from immediate environment making the subjects a frightful one for the students (Fafunwa, 2020)
10. Insufficient Funding for Research:- Research funding enables innovation, but Nigerian educational institutions struggle to secure funding (UNESCO, 2019).
11. Lack of Technology Integration:- The integration of technology in education enhances learning outcomes, but Nigerian schools lack adequate technological infrastructure, limiting students' access to digital resources (Adebayo, 2019).
12. Inadequate Teacher Training:- Teachers require continuous training to stay updated on best practices, but opportunities for professional development are scarce (Oladele, 2017).
13. Poor Student-Teacher Ratio:- Overcrowded classrooms hinder effective teaching and learning (Bertoni et al., 2018).

Research Question 4: What are the solutions to challenges facing quality education in Nigeria?

1. Increase in the investment in Education: Shortage of fund is at the forefront of educational challenges in the country. Quality education and effective learning can never be achieved if sufficient resources is not allocated in the national budget for educational sector. Government should therefore increase educational allocation in the budget. Government should also woo both local and international investors to support government efforts (Brookings Institution. (2020).
2. Curriculum Reform: Most of the course content in Nigerian citadels of learning are bequeathed to us by the colonial master making it alien to our indigenous environment. Thus, as a way forward, government should create a committee to review the curriculum to suit the indigenous needs and ensure it is embedded with the appropriate skills and competencies required in the contemporary society.
3. Teacher Training and Development: The teacher training program needs to be upgraded and reformed. Soft skills, ICT, leadership and other twenty first century skills have to be included in the program. This will serve as capacity building for our various educators (UNICEF, 2020).

4. **Public-Private Partnerships:** Nigeria government can adopt PPP strategy to develop educational sectors. Government can collaborate with different stakeholders in the ownership, management and coordination of schools so that there will be effective monitoring, supervision and efficiency. This partnership can be with Alumni, Parents, investors or company. This will actually solve supervision problem that has been the bone of effective teaching and learning in our schools.
5. **Public enlightenment and stringent policy:** Parents have to be enlightened on the negative consequences of rushing their students academic pursuits beyond their age and mental capacity. Nigeria government, like Finland, should make stringent policy on the age a student should be in a class or sit for national exam, this will help in solving students inability to learn effectively due to the age related factor which affects the quality of education received.
6. **Financial and moral incentives:** All efforts to salvage educational sector and improve learning will be in jeopardy and wasted if teachers are not well cared and catered for. The economy reality shows that government has to improve teachers' and lecturers' welfare. Salary needs to be paid on time and fringe benefits and bonuses have to be given to them to boost their morale. The national awards given to some rich or influential people in the country has to be extended to outstanding tutors in the country, this will serve as incentives and encourage people who have lost interest in the teaching job.
7. **Creation of corruption free environment -** Embezzlement or mismanagement of educational fund, awarding undue grades to students due to favouritism, lackadaisical attitude in the school, admission racketeering and other unethical practices in the school should be seriously dealt with. This can be done by awarding different punishments for the offences ranging from sacking, demotion and even jailing. This will deter culpable personnel and will cleanse our educational sector from the mess(Adeniyi, 2022)

Recommendations

The following points are general recommendations for expanding educational access and ensuring quality education:

1. Government should make inclusive education policies that will address disparities and promote equal access to

- education regardless of ethnic or religion affiliation, socioeconomic status or disability. The policy should ensure everyone has access and is entitled to quality education without any hindrance or disturbance (UNESCO, 2020).
2. Introduction of nomadic education programme to take care of the cattle rearers' children or children living in riverine areas. This will help in curbing menace of banditry, kidnapping and even farmer-herders crisis in the country.
 3. Creation and disbursement of special allocation to educational backward or disadvantaged states in order to catch up and correct the imbalance
 4. Introduction of student loan so that students from poor background can successfully pay their dues
 5. Creation of adult education program so that adult literacy will be achieved in the country. This should cover all the grassroots of the country. The initiative will ginger patriotism, improve economic welfare, health care and political participation.
 6. Effective supervision of education should be timely conducted in the rural areas and qualified teachers should be provided for them.
 7. Content of education should be reviewed to match indigenous environment and suitable for the current economic situation in order to become an appealing one to the students
 8. Free online learning (youtube, social media, TV and radio) should be created and provided by all higher institutions in the country
 9. Punishment should be meted on any institution or individual that engages in any discrimination policy that erode the right of equality from the weaker sections of the society
 10. Sincere efforts should be made to provide compulsory education to all the children
 11. Scholarship should be provided in lieu of loan from primary to higher education level on merit
 12. Education should be made tuition free from primary and secondary levels
 13. Free text books and writing materials should be supplied at the primary and secondary stage
 14. Other financial assistance such as free transport and hostel can still be added to make education more cheaper

15. State and local governments should also provide bursary to the student from various constituencies.
16. Enlightenment of public on the advantages accruable from educational pursuance.
17. Free or subsidized education should be given to the disabled, less privileged people and disadvantaged communities.
18. Incentives should be allotted to teachers teaching in the remote or riverine areas to encourage teaching personnel teaching there and entice others.
19. Federal and state government can pay the WAEC or NECO fee so that students who drop out because of the exam fee can be assisted.
20. Loan without interest can be provided to students in higher institutions of learning. This will encourage massive enrollment and put a stop to the rate of drop out.
21. Develop Al majiri system of education in such a way that the students from these schools can learn formally, have access to school materials, uniform and food. Vocational training should be added so that graduates from this system can fend for themselves and be useful to the community.

Conclusion

Education is undoubtedly the vehicle for eco-social development at national level and is a vital catalyst for individual growth. Every citizen should therefore be given opportunity to have access to it. For education to adequately achieve its purpose, quality teaching and learning must be provided. In Nigeria certain factors hinder both equality of educational opportunity and quality education. This paper has succinctly identified the challenges hampering both issues and way forward of overcoming these obstacles have been provided. It is believed that if these challenges are adequately and strategically addressed, transformative power of education in unlocking both individual and national potentials will be blown out and the country will witness unprecedented development in economic, social, political and all the sectors in the country.

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