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EVALUATION OF THE IMPLEMENTATION OF SENIOR SECONDARY SCHOOL PROGRAMME IN EDO SOUTH SENATORIAL DISTRICT, EDO STATE

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Abstract

This study evaluated the implementation of senior secondary school programme in Edo South senatorial district, Edo state**.** The study was guided by five (5) research questions and objectives. The study adopted system theory. The evaluation survey research design was adopted in the study. The population of the study compromised of thirty-seven thousand, six hundred and fifteen (37615) respondents. A breakdown showed that teachers have a population of one thousand seven hundred and twenty-six (1726) and students have a population of thirty-five thousand eight hundred and eighty-nine (35889) students in the 2023/2024 academic session. All the population was taken as sample size. The study used both primary and secondary data. The primary source was through the use of checklist and questionnaire that covered qualifications of the teachers, while the secondary data was the students' academic performance. In analyzing the data, frequencies, and percentages were used. The findings revealed that transition from JSS to SS was above average (57%). On the average, the ratio of teacher to senior secondary schools in Edo south senatorial district is 21. It was also found that 37.50% have the required professional qualification. Also revealed is that there is gross inadequacy of infrastructure for teaching and learning and student's academic performance is significantly good with over 70% have average score of 50-100%. Social infrastructure should be provided in the rural areas so that teachers will be willing to be posted to rural schools where there is critical shortage of teachers.

Keywords: Education, evaluation, implementation, school, secondary

Introduction

Evaluation is a broad concept which passes judgement on the worth of all educational outcomes brought about due to curriculum planning and implementation. Planning the senior secondary policy entailed a variety of processes, from the analysis of the present situation, the generation and assessment of policy options, to the careful preparation and monitoring of policy implementation, eventually leading to the definition of the policy. For effective implementation of any education programme certain implementation guidelines as listed by Tsafe (2013) are teachers, their recruitment, education, training, retraining, motivation Also, included in the implementation guidelines are instructional materials, teachers' guide and the senior secondary document for the effective implementation of the senior programme. Educational policy implementation involves the practical execution of public statements and intentions for the realization of set educational goals or objectives and most times could be laced with many challenges (Igabari, 2016).

Evaluation is a continuous process not a periodic exercise. It helps to form value judgment, educational status and achievement of students (Ehiemere,2022). Chigeru (2020) sees evaluation as a systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils achieve instructional objectives. Evaluation involves the use of criteria and standards to determine the degree to which

specific factors achieve accuracy, effectiveness, efficiency or satisfaction. Bhola (2016) defined evaluation as the process of agreeing upon a programme standard; determining whether a discrepancy exists between some aspects of the programme, and some discrepancy information to identify the weakness of the programme. Offorma (2014) explained that evaluation is the process of finding out the strengths and weaknesses of the whole curriculum endeavour. Evaluation in this sense entails the assessment of an educational project, programme, curriculum or policy that might be conducted internally or by an external evacuator.

Evaluation is highly needed in ensuring the effective achievement of stated goals and objectives of the programmes. Olaitan and Ali (2017) is of the view that evaluation is a systematic process of determining the extent to which instructional objectives are achieved in pupils. This ought to be done annually, periodically or retrospectively. The result of evaluation is fed back into each level of activity: studying, planning, interpreting decision-making, execution for appropriate modification of identified errors. Senior Secondary education is a crucial tier in the hierarchy of education in Nigeria. It is the midway between Basic Education (primary 1-6 and Jss1-3) and tertiary schools. It is the form of education that students receive after their nine (9) basic educations and or before their tertiary education. It is intended for pupils between the ages of 14-17. Senior Secondary Education is the budding ground for future professionals as well as the foundation for the discovering and classification of the specific fields of professions. The study was built around System Theory. Systems theory was first introduced in the 1940s by biologist Ludwig von Bertalanffy (von Bertalanffy, 1968). It is a conceptual framework based on the principle that the component parts of a system can best be understood in the context of the relationships with each other and with other systems, rather than in isolation. It involves viewing the school as a complex, interconnected system where various components (e.g., students, teachers, administrators, curriculum, and infrastructure) interact to achieve educational goals. The inputs are the students/candidates seeking or admitted into the senior secondary schools after obtaining their junior secondary school certificate (JSSC), the process is the qualified and experienced teachers and available and functional facilities and the output is the student academic performance which serves a feed-back mechanism to the society. This perspective helps in understanding how changes in one part of the system can affect the entire ecosytem and how to optimize the school's functioning. It was applied to this study because it encourages a holistic approach to problem-solving, promotes collaboration among stakeholders, identifies root causes of issues rather than addressing symptoms, supports sustainable improvements by considering the interconnectedness of all components, and so on.

The Senior Secondary Curriculum prepares students for the West African Senior School Certificate (WASSC), the Nigerian Senior National Examination Council Certificate (NECO) and the '0" Level University of Cambridge International GCE. Students are counselled and guided to identify their career paths based on capabilities and interests. Subject's groupings as in *figure 1* are therefore maintained to capture a variety of career paths with conscious compliance with the national curriculum.

Figure 1: Subject Structure of Senior School.

Compulsory Subjects(SS1-SS3)	**Elective Subjects**		
	Science	**Art**	**Commercial**
1. English Language 2. Mathematics 3. Biology 4. Further Mathematics 5. Economics 6. Literature 7. Computer Studies 8. Library Studies & Reading Culture 9. One entrepreneurship subject	Physics, Chemistry, Technical Drawing, Geography, Agricultural Science, French, Food and Nutrition	C. R. Studies, Government/History, Geography, French, Fine Arts Music, Agricultural Science, Commerce	Financial Accounting, Commerce Agricultural Science, Geography, French, Government
Total Subjects To Be Offered By A Student	**Science Students**	**Arts Students**	**Commercial Students**
SS3	9 subjects including English, Mathematics, Biology	9 subjects including English, Mathematics, Biology	9 subjects including English, Mathematics, Biology
SS2	All compulsory subjects plus any 4 electives	All compulsory subjects plus any 4 electives	All compulsory subjects plus any 4 electives
SS1	All compulsory subjects and all relevant electives in Sciences, Arts, and Commercial categories.		

Source: Ali and Ajibola, (2015).

The following extant studies were reviewed for the study. Alabi (2020) investigated resource availability and implementation of goals in public secondary schools in Edo Central Senatorial District, Nigeria. A descriptive cum phenomenological research design was used. For the descriptive, the population consisted of all the 69 principals and 397 teachers of the 69 public secondary schools in the Senatorial District while for the phenomenological, the population comprised all the final year students in the senior secondary schools (SSS 3 class) in Edo Central Senatorial District. The purposive sampling procedure was adopted to select the principal of each of the two public secondary schools randomly selected from each of the five Local Government Areas in the Senatorial District under study. Ten teachers as well as two students were randomly selected from each of the sampled schools. Thus, a total of 10 principals, 100 teachers and 20 students were used for the study. Two instruments titled "Resource Availability in Public Secondary Schools Descriptive Questionnaire (RAPSSDQ) and Constraint to Resource Provision Descriptive Questionnaire (CRPDQ) were used. They were validated and found reliable at r= 0.78 and r = 0.80 respectively at 0.05 level of significance. Four research questions were raised and only one hypothesis was tested. The first three research

questions were answered descriptively while the fourth research question was answered qualitatively. The hypothesis was tested using inferential statistics of t-test. The results showed that there is high level of availability of non-teaching staff, while there is low level of teaching staff, financial, material and time resources. The result also showed that the level of implementation of goals of secondary education is low.

Ordu and Nwamadi-Wosu (2019) evaluated the implementation of Universal Basic Education (UBE) in Rivers State, Nigeria. The study adopted expost-facto design and CIPP evaluation model, three research questions and three hypotheses were formulated to guide the conduct of the study, completion rate, availability of infrastructure and available of textual materials for the students to assure free Universal Basic Education in the three senatorial zones of Rivers State. The population of the study consisted of all the Universal Basic Education schools in three senatorial zones in Rivers State. Multi-stage random sampling procedure was used to sample the 600 teachers and 360 students from the three senatorial zones. Universal Basic Education Evaluation Questionnaire (UBEEQ) with four-point scale, checklist and official record on students' completion rate were used. Data analysis involved mean, standard deviation, simple percentage ANOVA. The findings showed that the objective of UBE may not be achieved since this programme is not effectively implemented. The study provided some evidence of moderate improvement in the availability of textual material in Rivers State since the inception of UBE; the study also revealed that there is improvement in the completion rate in the three senatorial zone of Rivers State. The East recorded the highest completion rate with 79%. Igabari (2016) examined evaluation of implementation of Universal Basic Education in Delta and Edo States. The purpose of the study was to evaluate the extent to which the UBE programme have been implemented and the extent to which location (in terms of urban and rural) of schools is influencing the implementation of the UBE programme with regards to the provisions of these resources. The study was guided by nine research questions and seven null hypotheses tested at 0.05 level of significance. The population of the study was made up of all head teachers of public Primary and Junior Secondary Schools in Delta and Edo States. Simple random sampling technique was used to select a sample of 1,000 school heads, comprising of 600 from Delta and 400 from Edo State. A self-developed instrument consisting of checklists and a questionnaire was used to collect the data. The data collected were analysed using descriptive statistics to answer the research questions and Chi-square test for the hypotheses. The findings showed that the extent of implementation of the UBE programme is low in both states.

Senior Secondary education in Nigeria occupies a central role in the attainment of this as it is the bridge between basic education and tertiary institutions in the country. It therefore significantly plays a crucial role in the development of the nation. However, with the prevailing pictures of how the Senior Secondary education sector has become bedridden by so many problems and challenges such as poor motivation of teachers, lack of modern-day infrastructure (internet), poor funding, poor training and retraining programme and so on. Thus, it is only appropriate that a critical analysis of this section of educational life of students be carried out, hence the need for this study to evaluate the implementation of senior secondary school program with special reference to Edo south senatorial district, Edo state.

Research Questions

To guide the study, the following research questions were raised.

1. What is the level of students' transition from Junior secondary school to Senior secondary school in Edo South senatorial district, Edo State?

2. Are there adequate number of teachers in senior secondary schools in Edo South senatorial district, Edo State?
3. Do teachers in senior secondary schools possess the required professional teaching qualifications in Edo South senatorial district, Edo State?
4. Do the senior secondary schools have adequate infrastructure for teaching and learning in Edo South senatorial district, Edo State?
5. What is the academic performance of senior secondary school students in Edo South senatorial district, Edo State?

Purpose of the Study

The main purpose of the study is an evaluation of the implementation of senior secondary education program in Edo south senatorial district, Edo State. Specifically, the purposes are:

1. To evaluate the level of students' transition from Junior secondary school to Senior secondary school in Edo South senatorial district, Edo State.
2. To assess if there are adequate number of teachers in senior secondary schools in Edo South senatorial district, Edo State
3. To evaluate if teachers in senior secondary schools possess the required professional teaching qualifications in Edo South senatorial district, Edo State.
4. To assess if the senior secondary schools have adequate infrastructure for teaching and learning in Edo South senatorial district, Edo State?
5. To assess the academic performance of senior secondary school students in Edo South senatorial district, Edo State.

Methods

The evaluation survey research design was adopted in the study. The evaluation survey design has the ability to gather data from a large population quickly and efficiently, collect both quantitative and qualitative information, measure complex constructs like attitudes and satisfaction, and provide a structured framework for analyzing feedback. The population of the study compromised of thirty seven thousand, six hundred and fifteen (37615) respondent with teachers have one thousand seven hundred and twenty six (1726) and thirty five thousand eight hundred and eighty-nine (35889) students in one hundred and thirty five (135) senior secondary schools in the seven (7) local government areas in Edo South Senatorial district in the 2023/2024 academic session. For better evaluation, all the population was taken as sample size. The study used both primary and secondary data. The primary source was through the use of checklist and questionnaire that covered qualifications of the teachers, while the secondary data was the students' academic performance in their various third term examinations in 2023/24 third term examination in core subjects (English, and Mathematics) except for SS3 where the second term examination was used. The checklist consisted of the availability of classrooms and laboratory. The questionnaire was on teacher's biodata like academic qualifications. In analysing the data, frequencies, and percentage were used. For research question two, The National Policy on Education (FGN, 2014) 1: 40 for secondary schools so 1:40 was used to decide adequacy/sufficiency of teachers. For research question five, the WAEC pass mark of 40% was used. While for questions one, *the benchmark was 75%*, and research questions three and four, the bench-mark was 50% respectively.

Result

Research Question One: What is the level of students' transition from Junior secondary school to Senior secondary school in Edo South senatorial district, Edo State? The research question was answered using simple percentage.

Table 1

s/n	Name of LGA	JSS3 2022/23 session	SS1 students 2023/23 session	% Transition Rate
1	Egor	4541	2228	0.49
2	Ikpoba okha	6474	4113	0.64
3	Oredo	4909	3541	0.72
4	Orhiomwon	1694	658	0.39
5	Ovia North	2730	1328	0.49
6	Ovia South	1452	429	0.30
7	Uhunmuode	1800	1113	0.62
	Total	**23600**	**13410**	**0.57(Average)**

Source: *Researchers' compilation and Computation 2025; Benchmark is 75%*

The result of table 1 revealed that the average percentage of transition from JSS to SS is 57%. This means that out of every ten graduates of JSS3, approximately six (6) proceed to SS1 while approximately four (4) students do not further to senior secondary. A breakdown of the result revealed that for Egor LGA, out of every ten graduates of JSS3, approximately five (5) proceed to SS1 while approximately five (5) students do not further to SSS. For Ikpoba-Okha LGA, out of every ten graduates of JSS3, approximately six (6) proceed to SS1 while approximately four (4) students do not further. For Oredo LGA, out of every ten graduates of JSS3, approximately seven (7) proceed to SS1 while approximately three (3) students do not further to senior secondary. For Orhiomwon LGA, out of every ten graduates of JSS3, approximately four (4) proceed to SS1 while approximately six (6) students do not further. For Ovia North LGA, out of every ten graduates of JSS3, approximately five (5) proceed to SS1 while approximately five (5) students do not further to senior secondary. For Ovia South LGA, out of every ten graduates of JSS3, approximately three (3) proceed to SS1 while approximately seven (7) students do not further to senior secondary and for Uhunmuode LGA, out of every ten graduates of JSS3, approximately six (6) proceed to SS1 while approximately four (4) students do not further to senior secondary.

Research Question Two: Are there adequate number of teachers in senior secondary schools in Edo South senatorial district, Edo State? In answering this question, simple percentage was used.

Table 2

s/n	Name	No of SS schools	No of male Teachers	No of female teachers	Total No Teachers	Total ss students	Ratio of teacher to students
1	Egor LGA	12	57	154	211	5544	26
2	Ikpoba Okha LGA	20	147	291	438	10433	24
3	Oredo LGA	13	128	285	413	9180	22
4	Orhiomwon LGA	28	154	62	216	2342	11
5	Ovia North LGA	28	132	105	237	3735	16
6	Ovia South LGA	14	52	13	65	1496	23

7	Uhunmuode LGA	21	97	49	146	3159	22
	Total	**135**	**767**	**959**	**1726**	**35889**	**21 (Average)**

Source: *Researchers' compilation and Computation 2025 Benchmark is one(1) teacher to forty (40) students*

The result of table 2 revealed that. This means that one (1) teacher is to twenty-one (21) students in the 2023/24 academic session. This falls within the range approved by The National Policy on Education (FGN, 2014) which prescribed a student-teacher ratio of 1: 40 for secondary schools. It is to state that senior secondary schools in urban areas have more of these teachers while those in the rural areas are suffering from acute lack of teachers as some schools are left with one, two or at most three teachers in some schools in rural areas. Even in the urban areas where most of the teachers are, significant number of them are pilot schools which the government most of the times uses to showcase their achievement while the schools in rural and some urban areas are under staffed with teachers. A breakdown of the result revealed that Orhiomwon LGA has the lowest level of teacher to students' ratio of 1: 11, followed by Ovia Nprth LGA with 1: 16, then Oredo LGA and Uhunmuode LGA with 1: 22, then Ovia South LGA, Ikpoba Okha LGA and Egor LGA with 1: 23, 1:24 and 1:26 respectively.

Research Question Three: Do teachers in senior secondary schools possess the required professional teaching qualifications in Edo South senatorial district, Edo State? The question was answered using frequency, and percentage.

Table 3.

		Local Government Areas								
statue of qualification	**Degree obtained**	**Egor**	**Ikpoba Okha**	**Oredo**	**Orhiomwon**	**Ovia North**	**Ovia South**	**Uhunmuode**	**Total**	**%**
Qualified	B.Sc (Ed)	10	53	41	12	16	8	16	156	24.11 %
	NCE with First degree	32	42	44	27	25	5	13	188	29.06 %
	PGDE	25	48	36	15	15	3	9	151	23.34 %
	M.Ed	11	48	48	18	13	3	11	152	23.49 %
	Total	**78**	**191**	**169**	**72**	**69**	**19**	**49**	**647**	**37.50 %**
Unqualified	HND First Degree without NCE	50	70	56	53	25	10	12	**276**	25.58 %
		47	89	111	66	69	33	53	**468**	43.37 %
	Masters	40	76	69	31	72	13	34	**335**	31.05 %
	Total	**137**	**235**	**236**	**150**	**166**	**56**	**99**	**1079**	**62.50 %**
	Grand Total	**211**	**426**	**405**	**222**	**235**	**75**	**148**	**1726**	**100**

Source: *Researchers' compilation and Computation 2025 : Benchmark is 50%*

The result of table 3 revealed that out of one thousand seven hundred and twenty six (1726) teachers in the 2023/24 academic session, six hundred and fouty seven (647) representing 37.50% have the required professional qualification to teach in senior

secondary school programme, while one thousand and seven nine (1079) representing 62.50% are not professional qualified to teach in senior secondary school programme. A breakdown of the result revealed among those that are professional qualified, one hundred and fifty six(156) representing 24.11% have B.Sc (Ed), one hundred and eighty-eight representing 29.06% have NCE with first degree, one hundred and fifty-one (151) representing 23.34% have PGDE and one hundred and fifty-two (152) representing 23.49% have M.Ed. For those who are not professional qualified, two hundred and seventy-six (276) representing 25.58% have HND, four hundred and sixty-eight (468) representing 43.37% have first degree without NCE and three hundred and thirty-five (335) representing 31.05% have Master without any educational certificate.

Research question Four: Do the senior secondary schools have adequate infrastructure for teaching and learning in Edo South senatorial district, Edo State? The question was answered using frequency, and percentage.Table 4.

S/n	LGA	No of Schools	Computer(s)	%	Internet	%	Adequate Chairs &Desks	%	Laboratory	%
1	Egor	12	1	8	0	00	5	42	3	25
2	Ikpoba Okha	20	2	17	0	00	11	55	4	20
3	Oredo	13	3	25	1	8	10	77	5	38
4	Orhiomwon	28	2	17	0	00	11	39	3	11
5	Ovia North	28	0	00	0	00	13	46	3	11
6	Ovia South	14	0	00	0	00	7	50	2	14
7	Uhunmuode	21	0	00	0	00	9	43	3	14

Source: *Researchers' compilation and Computation 2025 Benchmark is 50%*

The result table 4 revealed that there is gross inadequacy of infrastructure for teaching and learning in Edo South senatorial district, Edo State. A breakdown of the result revealed that only 8% of schools in Egor LGA, have computers, 17% of schools in Ikpoba Okha have computers, 25% have computers for Oredo, 17% have computers for Orhiomwon and non for Ovia, North, Ovia South and Uhunmuode. Apart from one (1) senior secondary school representing 8% have internet in Oredo, other senior secondary schools in other LGAs have no internet service. In terms of adequate chairs and desks, 42% of schools in Egor LGA, have adequate chairs and desks; 55% of schools in Ikpoba Okha LGA, have adequate chairs and desks; 77% of schools in Oredo LGA, have adequate chairs and desks; 39% of schools in Orhiomwon LGA, have adequate chairs and desks; 46% of schools in Ovia North LGA, have adequate chairs and desks; 50% of schools in Ovia South LGA, have adequate chairs and desks and 43% of schools in Uhunmuode LGA, have adequate chairs and desks. In terms of laboratory, 25% of schools in Egor LGA have laboratory; 20% of schools in Ikpoba Okha LGA have laboratory; 38% of schools in Oredo LGA have laboratory; 11% of schools in Orhiomwon and Ovia North LGA have laboratories and 14% of schools in Ovia South and Uhunmuode LGA have laboratories.

Research question Five: What is the academic performance of senior secondary school students in Edo South senatorial district, Edo State? The question was answered using frequency, and percentage.

Table 5

SSS	Score	Oredo	Ovia South	Egor	Ovia North	Orhonmwon	Ikpoba Okha	Uhunnmwonde	Total	%
SSI	0-39	375	81	49	25	32	305	114	981	7.45%
	40-49	981	99	368	378	129	532	262	2749	20.87%
	50-100	2176	244	1802	921	472	3102	701	9418	71.51%
	Total	**3532**	**424**	**2219**	**1324**	**633**	**3939**	**1077**	13148	100.00%
SS2	0-39	207	38	33	83	46	154	78	639	4.88%
	40-49	784	161	253	304	107	769	221	2599	19.86%
	50-100	2565	267	1745	987	567	2909	789	9829	75.12%
	Total	**3556**	**466**	**2031**	**1374**	**720**	**3832**	**1088**	**13067**	100.00%
SS3	0-39	87	47	26	73	61	76	130	500	6.10%
	40-49	407	139	214	213	219	456	164	1812	22.12%
	50-100	1580	396	1031	712	654	1784	558	6715	81.97%
	Total	**2074**	**582**	**1271**	**998**	**934**	**2316**	**852**	**9027**	100%

Source: *Researchers' compilation and Computation 2025: Benchmark is 40%*

The result of table 5 revealed that the senior secondary school students in Edo South senatorial districts recorded a significant academic success because in SS1 71.51% have score range of 50-100% average score in Mathematics and English language. While for SS2 had 75.12% and SS3 had 81.97%. A breakdown of the result reviled that in SS1 students with average score of 0-39 had 7.45%, 40-49 average score had 20.87% and 50-100 had 71.51%. For SS2, students with average score of 0-39 had 4.88%, 40-49 average score had 19.86% and 50-100 had 75.12%. and for SS3, students with average score of 0-39 had 6.10%, 40-49 average score had 22.12% and 50-100 had 81.97%.

Discussion

This study has evaluated the implementation of senior secondary school programme in Edo south senatorial district, Edo state. From the findings, it was clear that transition rate or level is not sufficient because the benchmark was 75% while the result was 57%. This means that almost half of the students from JSS do not transit to SSS programme. This is in contrast to Mathew, Lami and Ejah (2022) who investigated relationship among public, private costs and transition of Junior Secondary Schools (JSS) students in Federal Capital Territory (FCT) Abuja and its implications on human capital development in Nigeria and found that FCT JSS to SSS recorded only 73.78 percent transition rate with 26.22percent drop-out

All, the study found that the teacher to students' ratio is very good as the standard is 1-40 as specified by National Policy on Education (FGN, 2014). However, this is on the average. A deeper look, revealed that most of the teacher are in the urban areas and pilot

schools while rural schools are facing acute shortage of teachers. This study is in contrast to the study of Alabi (2020) who found that there is low level of teaching staff (teachers). The result of question three revealed that there are inadequate professional teachers in senior secondary schools in Edo south senatorial district, because the percentage of qualified teachers was below 50%. This is in line with UBEC (2024) survey which indicated that there is a shortage of 194,876 teachers in public primary schools across Nigeria. This finding is also in line with Ehiaguina and Anolu (2023) who examined Demand and Supply of Teachers in Public Senior Secondary Schools in Edo State, Nigeria and found that 4,328 teachers are needed; but only 1,863 teachers are available to teach in 298 public senior secondary schools in Edo State

The result table 4 revealed that there is gross inadequacy of infrastructure for teaching and learning in Edo South senatorial district, Edo State. However, in terms of Chairs & Desks, Oredo, Ikpoba-okha and Ovia South have adequate Chairs &Desks, while in terms of internet and laboratory, all the senior secondary school have inadequate internet and laboratory. This is consonance with the study of Ekundayo (2010) who pointed out that in most of the nation' s secondary schools, teaching and learning take place under a most unconducive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives. According to Azubuike, (2007), the level of dilapidation in the schools is monumental. Libraries lack current and well-balanced stock that is capable of meeting the information needs of teachers and students, teaching and laboratory materials are also in short supply. In the view of Olawale (2010), the facilities in our educational institutions are too poor to be compared with other societies of the world. And lastly, the result of table 5 revealed that the senior secondary school students in Edo South senatorial districts recorded a significant academic success in-spite of inadequate infrastructure, and inadequate professional teachers. However, maybe due to sufficient teacher to students ratio is the reason behind the students' academic performance. This is in contrast to the study of Gegeleso and Ayodele (2023) who examined secondary school student's academic performance self-esteem and school environment: an empirical assessment from Nigeria and found that self-esteem levels, academic achievement levels, and respondents' perceptions of the school environment were all below average for secondary school pupils

Conclusion

Senior secondary education serves as a critical bridge between basic and tertiary education in Nigeria. The study revealed that the level of implementation of senior secondary education in Edo South Senatorial District is mixed. While student academic performance and the transition rate from JSS to SS are above average, challenges persist. Professional teacher availability is inadequate, particularly in rural and non-pilot schools, leading to acute shortages. Infrastructure such as computers, internet access, and laboratories is insufficient, and teachers remain concentrated in urban areas. Although the teacher–student ratio is relatively good, the uneven distribution of teachers and poor facilities in rural schools hinder effective implementation.

Recommendations

1. The State Government should provide essential social services such as hospitals, electricity, and internet facilities in rural communities to encourage teachers to accept postings and remain there.
2. Rural schools should be equipped with the same level of infrastructure as pilot schools to reduce teacher and student migration to urban areas.

3. Adequate facilities—including laboratories, computers, and internet services—should be provided to enhance teaching and learning, particularly in this era of Artificial Intelligence (AI).
4. Only professionally qualified teachers should be recruited into the teaching sector, avoiding appointments based on political patronage.
5. Teachers should be adequately motivated through improved salaries and incentives so that their contributions are valued in tangible ways during their service.

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