TEACHERS' PERCEPTION ON THE FALLING STANDARD OF EDUCATION IN SEME AND IDIROKO BORDER TOWNS OF NIGERIA. IMPLICATION FOR COUNSELLING

BY

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Abstract
This study examined teachers' perception on the falling standard of education in Seme and Idiroko border towns of Nigeria: implication for counselling. Five research questions and five corresponding hypotheses guided the conduct of the study. The study adopted descriptive research design. The population of this study consists of all secondary school principals/head teachers and teachers in Seme border town of Lagos State and Idiroko border town of Ogun State. Two hundred and Thirty (230) respondents were randomly selected as sample for this study but at the end of the exercise, only One Hundred Ninety-Six (196) questionnaires were retrieved for data analysis. A structured questionnaire was constructed and administered on the respondents for data collection. The data on the bio-data of the respondents were analyzed using simple percentages, frequency distribution tables; Chi-square (X^2) statistical tool at 0.05 level of significance were used for analyzing the hypotheses raised. The findings of the study were as follows; there is a significant impact of planning and management on the falling standard of education in the border towns of Seme and Idiroko, Nigeria; there is a significant impact of school environment on the falling standard of education in the border towns of Seme and Idiroko, Nigeria; there is a significant impact of teachers' working experience on the falling standard of education in the border towns of Seme and Idiroko, Nigeria; there is a significant impact of teachers' qualification on the falling standard of education in the border towns of Seme and Idiroko, Nigeria; and there is a significant impact of physical infrastructure on the falling standard of education in the border towns of Seme and Idiroko, Nigeria. Some recommendations were made and they are: Nigerian leaders should embrace the UNESCO recommendation for funding education. Adequate funding is required and necessary to maintain both the human and material resources of the education sector; the government should take adequate remuneration and motivation of the teaching staff seriously. A conducive learning and teaching environment through the provision of appropriate, well equipped and adequate laboratories, workshops ,classrooms, libraries, staff offices, as well as good and adequate hostel and classroom accommodation, teaching and learning techniques, and so on, should be taken seriously by both the federal and state governments. Teachers need to be exposed to counselling and guidance programmes as organised by the school counsellor in order to achieve the goal of a sound education as intended.
*Keywords***: *Falling Standard of Education, Planning and Management, Physical Infrastructures, School Environment, Teachers' Qualifications, Teachers' Working Experience.*

Introduction

Education is the greatest force that can be used to bring about change. It is also the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources (Embassy of Federal Republic of Nigeria, Dublin, 2010). It was in this regard that a National Policy on Education was formulated for the country. In recent times, education much more than any other social service in Nigeria has attracted much public discussion. This is because the society and the government are concerned about the quality of its education, since a nation's overall development is inextricably tied to its educational system. Top on the list is the 'seemingly' falling standard of education in Nigeria. This perhaps explains why government has moved from one education structure to another in search of excellence in its products. It would be recalled that Nigeria's education system has changed from the colonial 6-5-2-3 to the erstwhile 6-3-3-4 and now to the 9-3-4 structure.

Despite the fact that the 9-3-4 structure is yet to take off in most States of the Federation, people are beginning to ask for the old 6-5-2-3 structure run from the colonial days to the mid-70s, which according to them produced the "well-baked" Nigerian scholars of yesteryears, whose contribution to national development is seemingly being eroded, instead of being built upon by education's products of today. Thus, there is a general clamour that the standard of education in Nigeria is falling at all levels and calling for remedies. Education plays important roles in the actualization of making an individual self-reliant and developing the nation. Hence, over the years, many schools were opened and the existing ones were expanded in availability of infrastructure, to provide the formal education needed for the secondary education. When the issue of producing qualitative school leavers comes to mind, the need for qualified, efficient, dedicated, experienced and effective teachers cannot be over-looked. However, these schools can achieve nothing without qualitative and efficient teachers, as well as a vibrant and result-oriented school system.

Government purported huge capital outlay, on human capital formation, and capacity building, for increased job performance for teachers and enhanced school system in Nigeria seem not to be yielding the expected results. Perhaps, government's lip service on enhancement of teachers remunerations, infrastructural development, welfare package (which includes teachers' hazard allowance), and other acclaimed incentives are cosmetic (Eimuhi, 2015). The question in the minds of many Nigerians who believe that educational standard in Nigeria is falling, is whether the falling standard in education is solely due to the educational structure or system that is operationalized, since the government appears to concentrate in changing the system's structure, instead of paying greater attention to strategies for effective and efficient implementation of educational policies and programmes.

People always talk about standards in education with regard to whether it is rising or falling, but the concept of "falling standard of education" (and of course, rising standard of education) according to Bello (2010), is a relative term because there is no well-defined instrument to measure it with utmost reliability and validity. Afemikhe (2007) sees educational standard as having many dimensions and therefore pontifications on its falling (or rising) can be misleading. He also maintained that standards of education has been conceptualized from different perspectives including standards in curriculum, teaching, teacher and student achievement, management, accreditation, among others.

Education is serving the needs of the society and since the society is dynamic, education itself is equally dynamic. Therefore, standards in education will keep changing to suit the changing needs of the individual and those of the society in consonance with the realities of our environment and the modern world (Federal Republic of Nigeria, 2004). Educational system in Nigeria is geared towards maintaining a high standard, quality education, as evidenced from the educational goals stated in the National Policy on Education. For good standard to be maintained, pre-determined guidelines that articulate minimum standards, based on the national educational goals at different levels of education must be attained.

Unfortunately, such minimum standards have not been developed for all levels of education. There are minimum standards for higher institutions like Universities and colleges of Education but not for primary and secondary schools that are the foundational levels of education. This is why educational standards of schools at these levels vary according to states, location of schools (urban-rural) and public-private schools. Equally, there are no uniform standards for schools operations or for assessing school performance (Federal Republic of Nigeria, 2009). When these minimum standards, which must be in accordance with the national goals of education (teaching and learning), are put in place, it will be easier to assess and maintain high educational standards in Nigeria. These minimum standards must be reviewed at least once every six years to meet the global changes in the society.

There is a general assumption that the introduction of guidance and counseling in secondary school systems would enable everybody to appreciate the significance of guidance and counseling in the school system. Egbochuku, cited in Ezenwa (2019) asserts that the aims of school guidance and counseling services are to provide students with opportunities to develop knowledge and appreciation of themselves and others, to develop relationship skills, ethical standards and a sense of responsibility. Ezembu (2011) believes that the standard and quality of our educational system can be measured by the efficiency and functionality of the products turned out by our schools. This has implication for teachers. Hence, Ukeje, in Olarinoye (2011) stated that the quality of education provided in any society and the nature of the change effected by that education are both dependent on the quality of teachers and in effectiveness of their teaching in the schools. Therefore, it is against this background that this work is being undertaken to empirically investigate teacher's perception on the falling standard of education around the border towns of Seme and Idi-iroko, Nigeria: implication for counselling.

Statement of the Problem
Education helps to develop man, who in turn develops the natural resources around him. Nigeria is blessed with natural wealth such as petroleum, iron ore, coal, limestone and human resources and so on. Nevertheless, the country is not yet developed because of the low level or lack of education among an overwhelming majority of the national population. The first step to development is the education of citizens of each country around the world. Nigeria in her attempt to transform the education sector has formulated several education policies. Billions of Naira have been voted to transform the education sector and various policies have shown little improvement. Instead, there is stagnation and degradation with illiteracy and ignorance. This means that the persisting low standard of education after so much input from external assistance and various educational policies could not promote sustainable development in the education sector. Hence, teacher's perception for this falling standard in education in Seme and Idiroko is sought.

The cause for worry is that students obtain poor results due to the falling standard of education, and become dropouts. Yet, education is the key element for anyone wanting to improve on his/her poor plight, move towards a better future and getting a good job, all for the development of the nation at large. Providing education for all, through attempts such as free schooling, paying salary of teachers and expansion of classrooms has not ended poor performance and school dropouts. Many children are excluded from education because of poverty, conflict, special needs, and gender and so on. Other challenges to making sure all children receive quality education are high numbers of pupils in the classroom and insufficient furniture, which makes it very difficult for the teacher to cater for all students'. Costs associated with education, for example, school fees, school uniforms, personal text books, costs of teaching materials, inadequate water and sanitation supply at the school, need to work or help out at home, an example is looking after ill family members, and helping out on market days are all associated with the falling standard of education in these areas of Nigeria border towns.

The problem under study has to do with an unsatisfactory condition of the educational system operated in Nigeria. The establishment of government schools/community schools has resulted in a situation where some schools were favoured in terms of the provision of rich environment than others. It has been very difficult, if not impossible for government to standardize the school environment. Thus, the environment varies from school to school. Some schools have adequate school buildings, good library with suitable textbooks, good administrative management, professionally qualified teachers, good laboratory equipment as well as good location. While in some schools, little or none of these exists especially at the border towns of Nigeria.

Despite the emphasis on the establishment of guidance and counseling departments by the Ministry of Education in secondary schools, its effectiveness in ensuring standards, discipline and academic performance is not so felt in recent time, due to some of the factors mentioned. The stakeholders in public secondary schools in Nigeria have asked many questions concerning the poor academic performance in the public secondary schools, which may serve as a pointer to finding ways on how it can improve the falling standard of education and achieve educational goals and objectives. The poor performance may be an indicator that the guidance and counseling programmes have not been able to make education system as successful as it should be, hence, the need to do more. Due to the complaints, worries and concerns from the boards of government, educational stakeholders and parents, on the falling standard of education, at the these border towns,this study was carried out to address the issue. Thus, apart from the factors discussed above, the perception of teachers on the failing standard of education in the border towns of Seme and Idi-iroko is therefore important, in order to view the falling educational standard from another perspective, hence, this is a problem that requires serious attention in attaining educational set goals.

Purpose of the Study
The main aim of this study is to examine the teacher's perception on the falling standard of education at the border towns of Seme and Idiroko, Nigeria: implication for counselling.

Research Questions
The following research questions were raised to guide the study:
1. What is the impact of planning and management on the falling standard of education at the border towns of Seme and Idiroko, Nigeria?
2. Does school environment have impact on the falling standard of education at the border towns of Seme and Idiroko, Nigeria?
3. What is the impact of teachers' working experience on the falling standard of education at the border towns of Seme and Idiroko, Nigeria?
4. What is the impact of teachers' qualification on the falling standard of education at the border towns of Seme and Idiroko, Nigeria?
5. What is the impact of physical infrastructure on the falling standard of education at the border towns of Seme and Idiroko, Nigeria?

Hypotheses
The research questions were hypothesized as follows:
1. There is no significant impact of planning and management on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.
2. There is no significant impact of school environment on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.
3. There is no significant impact of teachers' working experience on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.
4. There is no significant impact of teachers' qualification on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

5.   There is no significant impact of physical infrastructure on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Significance of the Study
The findings of this study will be of great academic relevance, as it will add to the existing literature that has tried to project the teachers' perception and standard of education, as none of the existing literature has taken particular interest on the issue under investigation. This study will serve as a guide in decision making and policy implementation on issues that relate to education. In addition, the findings of this study will broaden the knowledge of educational planners and improve the standard of education in Nigeria.

Methodology
This study utilized a descriptive survey design. This is a design in which groups of items or objects are studied, by collecting and analyzing them in order to determine their present state or condition. It helps to have clear view of issues or person's without manipulation in their natural form. This study covered Seme border town in Lagos State and Idiroko border town in Ogun State. The study population comprised all primary and secondary school, teachers, head teachers and principals in Seme border town of Lagos State and Idiroko border town of Ogun State.

Sample and Sampling Techiniques
The simple random sampling technique was used to select the representatives of this study from the larger population of the study. This technique was used because it ensured that all the schools, principals, head teachers and teachers have an equal chance of being selected to partake in the study. Ten (10) schools were selected by simple random from the study population. The sample of the study was made of 230 respondents, (both male and female); Ten (10) principals/head teachers and Two hundred and twenty (220) teachers were randomly selected from the schools. One (1) principal/head teachers was picked from each of the ten (10) schools in the study and twenty (22) teachers (12 males and 10 females) were randomly selected from each of the schools. However, 120 male and 110 female principals/head teachers and teachers were randomly selected for the study.

Research Instrument
The study made use of a self-designed questionnaire titled Teacher's Perception and Standard of Education Questionnaire (TPSEQ). The questionnaire was divided into two parts A and B. Part 'A' contained items on the bio data of the respondents such as age, gender, name of school and so on Part 'B' contained items such as planning and management, school environment, physical infrastructure, teachers' qualifications, teachers' working experience and falling standard of education as captured in the formulated hypotheses; on a 4 four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The bio-data collected from the respondents were analyzed by simple percentage and frequency counts while the stated hypotheses were tested using Chi-square (X^2) statistical tool at 0.05 level of significance.

Validity of the Instrument
The Teachers' Perception and Standard of Education Questionnaire was subjected to face and content validity.
These were established by experts in the Department of Educational Foundation, University of Lagos.

Reliability of the Instrument
The reliability of the instrument was established through a pilot study on twenty (20) participants at a Secondary School in Badagary, Lagos State. The questionnaire was collected and divided into two (2) comparable halves with even numbered items as one set and odd numbered items as the other set. Each

person scores correlated using Pearson Product Moment Correlation Co-efficiency formula with the aid of Statistical Package for Social Science (SPSS) software. Using Spearman Brown Prophecy Formula, the reliability of the scores were estimated. This helped to determine the internal consistency of the instrument, which gave the co-efficient value as 0.82, which means the values are moderate and this made the instrument reliable for the study.

Data Analysis and Result
The data used in this study was obtained from two hundred and thirty (230) respondents but only one hundred and ninety-six (196) questionnaires were retrieved for data analysis. There were five hypotheses formulated in the course of this research and were tested using Chi-square (X^2) statistical tool at 0.05 level of significance.

Analysis of Research Hypotheses:
Hypothesis One: There is no significant impact of planning and management on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Table 1:   Chi-square (X^2) analysis showing the impact of planning and management on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Variables	X	SD	N	Df	X_{cal}	X_{Tab}	Decision (0.05)
Planning and management	22.25	4.32	196				
				18	46.04	28.87	Reject H_0
Falling standard of education	22.31	4.19	196				

Level of significance 0.05

Evidence from Table 1 shows the result of the test of significant impact of planning and management on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. The X_{cal} value is 46.04 while the X_{Tab} value is 28.87 at 0.05 level of significance given 18 degree of freedom. The stated hypothesis was rejected because the X_{Tab} value is (28.87) is less than the X_{cal} value (46.04). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of planning and management on the falling standard of education around the border towns of Seme and Idiroko, Nigeria.

Hypothesis Two: There is no significant impact of school environment on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Table 2:   Chi-square (X^2) analysis showing the impact of school environment on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Variables	X	SD	N	Df	X_{cal}	X_{Tab}	Decision (0.05)
School environment	19.02	3.19	196				
				24	51.33	36.42	Reject H_0
Falling standard of education	22.31	4.19	196				

Level of significance 0.05

Table 2 shows the result of the test of significant impact of school environment on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. The X_{cal} value is 51.33 while the X_{Tab} value is 36.42 at 0.05 level of significance given 24 degree of freedom. The stated hypothesis was rejected because the X_{Tab} value is (36.42) is less than the X_{cal} value (51.33). Therefore the alternative hypothesis was accepted which states that there is a significant impact of school environment on the falling standard of education around the border towns of Seme and Idiroko, Nigeria.

Hypothesis Three: There is no significant impact of teachers' working experience on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Table 3: Chi-square (X^2) Analysis showing the impact of teachers' working experience on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Variables	X	SD	N	Df	X_{cal}	X_{Tab}	Decision (0.05)
Teachers' working experience	24.75	4.64	196				
				19	48.11	30.14	Reject H_0
Falling standard of education	22.31	4.19	196				

Level of significance 0.05

The table 3 shows the result of the test of significant impact of teachers' working experience on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. The X_{cal} value is 48.11 while the X_{Tab} value is 30.14 at 0.05 level of significance given 19 degree of freedom. The stated hypothesis was rejected because the X_{Tab} value is (30.14) is less than the X_{cal} value (48.11). Therefore the alternative hypothesis was accepted which states that there is significant impact of teachers' working experience on the falling standard of education around the border towns of Seme and Idiroko, Nigeria.

Hypothesis Four: There is no significant impact of teachers' qualification on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Table 4: Chi-square (X^2) analysis showing the impact of teachers' qualification on the falling standard of education at the border towns of Seme and Idiroko, Nigeria

Variables	X	SD	N	Df	X_{cal}	X_{Tab}	Decision (0.05)
Teachers' qualifications	24.44	4.51	196				
				14	42.09	23.68	Reject H_0
Falling standard of education	22.31	4.19	196				

Level of significance 0.05

Table 4 shows the result of the test of significant impact of teachers' qualification on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. The X_{cal} value is 42.09 while the X_{Tab} value is 23.68 at 0.05 level of significance given 14 degree of freedom. The stated hypothesis was rejected because the X_{Tab} value is (23.68) is less than the X_{cal} value (42.09). Therefore the alternative hypothesis was accepted which states that there is a significant impact of teachers' qualification on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Hypothesis Five: There is no significant impact of physical infrastructure on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Table 5: Chi-square (X^2) analysis showing the impact of physical infrastructure on the falling standard of education at the border towns of Seme and Idiroko, Nigeria

Variables	X	SD	N	Df	X_{cal}	X_{Tab}	Decision (0.05)
Physical infrastructure	22.10	3.87	196				
				20	47.22	31.41	Reject H_0
Falling standard of education	22.31	4.19	196				

Level of significance 0.05

Evidence from Table 5 shows the result of the test of significant impact of physical infrastructure on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. The X_{cal} value is 47.22 while the X_{Tab} value is 31.41 at 0.05 level of significance given 20 degree of freedom. The stated hypothesis was rejected because the X_{Tab} value is (31.41) is less than the X_{cal} value (47.22). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of physical infrastructure on the falling standard of education at the border towns of Seme and Idiroko, Nigeria.

Discussion of Findings

Through the research work, the questionnaire was distributed among primary and secondary school principals, head teachers and teachers. The data collected was analyzed and the following findings were identified in order to investigate the teacher's perception on the falling standard of education at the border towns of Seme and Idiroko, Nigeria: implication for counselling. **Research table 1 investigated** that there is a significant impact of planning and management on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. Most public schools are not adequately equipped with the infrastructure that can promote good standard of education. This is largely due to the poor planning and management of the resources made available to school administrators. Strategy for education policy implementation is a vital stage in educational policy formulation. The planning stage comes between policy formulation and implementation. According to Okoroma (2000), the problem of policy implementation is traceable to the planning stage that comes immediately after policy formulation. In addition, Owuamanam, (2005) noted that the inadequacy of infrastructural facilities is one of the major problems facing the Nigerian education system. Nwadiani, (2012) is also of the opinion that infrastructural facilities in public schools in Nigeria are inadequate leading to poor utilization.

Research table 2 investigated that there is a significant impact of school environment on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. The achievement recorded by students taught by trained teachers might be because of exposure of trained teachers to various pedagogical skills in teaching methodology. The result is in agreement with the findings of George (2004); Huang and Moon, (2009) and Abe, (2014). They all discovered that school environment affects teachers' qualifications. The result is also in agreement with the submission of Seweje and Jegede (2005) that the ability of teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skills acquired. It is also in agreement with the findings of Akinsolu (2010) who asserted that availability of qualified (trained) teachers determines the performance of students in school. In addition, experienced teachers are less dictatorial in classroom and are open to correction.

Research table 3 investigated that there is a significant impact of teachers' working experience on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. A teacher's years of teaching, experience is one of the teachers' qualifications indicators that are believed to be a significant

determinant of students' academic performance. The finding is in line with the study of Ademulegun (2001) that greater teaching experience will produce students with higher achievement. Studies have shown that inexperienced teachers are typically less efficient than the experienced teacher is. Studies have found a positive relationship between teachers' effectiveness and their years of experience as an efficient teacher positively influences students' academic achievement (Agharuwhe, 2013). However, there is the need for caution in Nigeria about the experience. Many teachers may have been in the teaching profession for over twenty years without properly developing himself or herself for years. This category of teachers may not be able to cope with the new trends in education. The subject curriculum is changing almost every year as the whole world is changing with technology. Therefore, it is better to say there is a positive relationship between experience and student achievement when there is adequate teacher professional and academic development that is in line with current trends. Teacher's qualifications make positive effect on academic achievement.

Research table 4 investigated that there is a significant impact of teachers' qualification on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. The finding of the study is in line with Chinelo (2011), who opined that reasons adduced for the falling standard of education in Nigeria include decline in competence and commitment of teachers. Another striking reason for this sharp difference between the two investigated groups is students' poor reading culture. Today, over 70% of students at any level of our educational ladder do not know how to read, whether for pleasure or for academic purpose. Reasons for this has been linked to distraction and wrong application of information and communication technology devices and high cost of books. This finding is in agreement with the findings of Yara (2009) and Abe (2013). This result may be due to the manner of interaction between the teachers and the students that possibly resulted into the unconscious learning of behavior from the teachers by the students. The finding also revealed that a moderate and positive significant relationship exist between teachers abilities and students' academic performance (grade points) in biology.

Research table 5 investigated that there is a significant impact of physical infrastructure on the falling standard of education around the border towns of Seme and Idiroko, Nigeria. Akinkugbe, (1994) revealed that everywhere you look, primary, secondary, special, technical, tertiary institutions, there is abundant evidence of crippling inertia, criminal neglect and a pervasive decay in value and standard. The quality and quantity of facilities, has impact on educational outcomes, as well as the well-being of students and teachers. This perhaps necessitated the interest by many scholars, researchers, administrators and educational planners in this area. The consensus among them is that educational facilities in Nigerian public schools are inadequate due to astronomical increase in school enrolment. In a study carried out by Ikoya and Onoyase (2008), it was found that only 26% of secondary schools across the country have school infrastructure in adequate quality and quantity. Ajayi (2000) also reported that many public primary schools are dilapidated due to inadequate funding while many tertiary institutions are living in their past glories and have been described as "Glorified Secondary Schools' as a result of the grossly inadequate facilities in that level of education.

Implication for Counselling
The finding of the study have some implications for counselling. Counsellors need to focus on the teachers as well as the students to ensure that teaching and learning takes place in schools in order to improve the standard of education through the introduction of guidance programmes by the school counsellor.

Another implication is in respect of the social nature of professional development. It was argued that higher thinking processes needed for optimal professional practices are inherently social and start at the interdental level between and among people. Hence, for professional development to be realized, the

teacher should participate in social activities and groups. The counsellors should therefore ensure that teachers are involved in social activities within the school and among students.

There is also the counselling implication that concerns the importance of external support or follow-up scaffolding after experiencing professional development. Like learning, professional development is a continuous and never-ending process. The teachers need in-service training after they have gone through professional development and when they are placed in their sociocultural instructional contexts.

Another implication concerning the mutual benefits is that of participating in the internship or practicum for both mentoring and mentored teachers, through sharing the instructional problems and challenges with one another. The teacher participants are provided with an opportunity to reach inter-subjectivity. In this regard, participation being either implicit or explicit would involve the learner and tutor in a collaborative process whereby the learner's current level of understanding is linked to a new level, through the intervention and efforts of the school counsellor.

In conclusion, counselling skills therefore must be properly adopted and applied to enhance the teachers' job for efficient productivity made manifest in the students.

Conclusion
This study has shown that adequate planning of education is not enough to turn around the educational sector but to implement accurately planned programmes, particularly as it relates to infrastructural development in public schools. Government at all levels must quit playing lip service to the development of public schools if they want the nation to be relevant in the comity of nations. In addition, the ambience of the school can propel teachers to improve or attain higher qualifications. This should be encouraged by government, and teachers must be willing to unlearn, learn and re-learn so that public school students who are the products can be competitive in the labour market. Qualified teachers if properly motivated can influence positively on the students in public schools. For instance, a master's degree holder teaching in a public school and not well paid or motivated can abandon his duty to engage in other businesses just to make ends meet. Managers of public schools in Nigeria must see as urgent the need to cater for teachers so that they can deliver professionally and in an excellent manner, which will have a direct impact on the learning outcome of the student. The working experience of teachers can also impact positively on teacher-student relationship.

Managers of education at all levels should ensure that teachers working experience is improved upon. This will help to protect the students from any form of exploitation, bullying, harassment and so on. Instead, a good working experience will influence positively on the relationship between the student and the teacher in public school. Finally, good public schools are essential ingredients that can propel national development in Nigeria. Lack of quality public schools has constrained Nigeria to import almost all the essential commodities needed for her daily survival. Interestingly, Nigeria had experienced quality public schools before the Nigeria civil war and incessant military incursion into governance. Those glorious days can be reclaimed more especially now that we have democratic governance. There should be proper funding of our educational sector, this will go a long way to rebuild our value system and improve the quality of our students and their acceptability all over the world. This stability will reduce our security challenges, thus, saving huge amount of wasted money going into the security sector. Teachers' perception for the falling standard of education around the border towns of Seme and Idiroko, Nigeria, is by this research, based on planning and management, school environment, teachers' working experience, teachers' qualification and physical infrastructure.

Recommendations

Based on the findings of this study and the conclusions reached above, this paper offers the following recommendations:

1. Nigerian leaders should embrace the UNESCO recommendation for funding education. Adequate funding is required and necessary to maintain both the human and material resources of the education sector.

2. Adequate remuneration and motivation of the teaching staff should be taken seriously by the government. The teaching staff represents the agents of change and facilitators of knowledge. More so, a conducive learning and teaching environment through the provision of appropriate, well equipped and adequate laboratories, workshops ,classrooms, libraries, staff offices, as well as good and adequate hostel and classroom accommodation, teaching and learning techniques, and so on should be taken seriously by both the federal and state governments.

3. School curricula/programmes need to be relevant to the changing trends, and be able to meet the needs of industries, society and the international community. School authorities such as the principal and teachers must ensure that school curricula are well organised to form a well-rounded child.

4. Effective and consistent supervision and monitoring of the school system to confirm their level of compliance to quality assurance and to identify and eliminate poor qualities or misfits.

5. The entry point of all University staff and students must undergo a meritocratic process. The teachers should be properly interviewed, while the non-academic staff should be qualified for the positions they are seeking, while students should pass the external JAMB and internal aptitude test before admission.

6. Government should ensure periodic supervision, accreditation and reaccreditation of the school system. This will enhance the sustainability of the infrastructures and standard of education.

7. There should be synergy between higher education provider and employers of labour. This will help graduates to acquire employable skills.

8. Policies should be made based on research findings instead of individual interests. Government should encourage research to find solutions to some of the lingering problems in the educational sector.

9. Government should ensure healthy labour markets to absorb graduates being turned out from institutions of higher learning. This will make students to be more committed to learn. Government should as a matter of urgency create the enabling environment that will allow for job creation.

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