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Influence of Oil-Multinational Companies Educational Intervention on Quality Delivery of Education for Secondary Schools in Ondo State, Nigeria

Abdulaziz Isiaka

Department of Social Sciences Education, Faculty of Education University of Ilorin, Ilorin, Nigeria.

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ABSTRACT

This study adopted descriptive study, four research questions were formulated and one hypothesis was postulated. Ten schools were purposively sampled, in each school ten students and five teachers were randomly selected making one hundred and fifty respondents. The findings of the study showed that 76.0% and 11.0% of the students described as very true and true. The Oil multinational companies' educational intervention contributes to the quality delivery of education for students in Ondo State secondary schools with the score of 8.0% and 5.0% of students also indicated untrue and very untrue. The findings showed that, 65.0% and 25.0% of the students described as very strong and strong that students are participating in the opportunities provided by oil multinational companies for secondary schools in Ondo state while 4.0% and 6.0% described as poor and very poor. This study gave the following recommendations: Government should show a great concern towards the educational wellbeing of students as this would foster sponsors to support the government in educating students, Secondary school management should ensure a proper platform not necessarily an online platform for the awareness of opportunities provided by oil multinational companies to secondary schools to aid quality delivery of western education.

1. Introduction

Education is an action or process of educating people or of being educated". Education is the field of study that involves teaching and learning in schools or in the four wall of the classroom. Owoeye, (2009). defined Education "as a combination of growth and human development with social legacy. Education can be defined as purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of an

* Corresponding author.

E-mail: abdulaziz.i@unilorin.edu.ng.

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individual to the fullest extent and also to the maximum development of the society in such a way that both enjoy maximum happiness and prosperity (Wes, 2017). The whole country in this scheme received several criticisms especially from northerners who prioritize their belief above formal education which up to date is a dividing line in their interest to formal education compared to those citizens in the western and the southern part of Nigeria who believe that western education is the key to the success. (Owoeye, 2009). The missionaries established mission schools and people became literates in the Roman script. This showcases the impact of amalgamation on the educational development of the country, discusses how the amalgamation led to the acceptance of western form of education hitherto rejected by the Northern Protectorate and analyse the place of Western Education in fostering the making of Nigeria as a modern nation after the 1st world war (Jayeola and Omoyeni, 2014).

Uthman and Mohammed (2018) pointed out that “Secondary education helps to sustain economic development by preparing students for the world of work because students are tomorrow leaders. The quality of education at this level is important because it affects the trainability of youths and has implications for the relevance of education. It is at this level of education that diversified curriculum is needed to cater for the differences of talents disposition, opportunities and future roles of students. Ike, (2017), opined that Secondary education is the link between primary and tertiary education and it’s the unique for the educational development of a child. The knowledge, skills and values which a child acquires during this period will complement those acquired at the primary level. When these are combined, they will prepare such a child for tertiary education. In spite of the important role of secondary education, Ajayi, (2002) reported that western education plays an important role in the future of the youths because it helps a child to know the right thing to do at the right time.

The quality delivery of education in any state or nation is primarily hinged on how effective the teachers are, how equipped they are for the assignment of passing on knowledge, and how the teachers are properly catered for i.e. their welfare accompanied with the students’ access to infrastructures, scholarships, school materials, library, classroom equipment and so on which are the tools geared to speed up the delivery of education in any state. It should be noted that the quality of education of a state or nation is dependent on how education is properly delivered to those who are to receive it (students). Omorwgie, (2005) Scholars, intellectuals, researchers, administrators and educational planners have confirmed that school facilities in Nigerian schools are inadequate and few the available ones are fully used in excess owing to the astronomical increase in school enrolment (Bawalla and Nafiu, 2018).

Ikoya and Onoyase, (2008) claimed that about 26% of secondary schools in Nigeria are in sort of the materials needed to uplift the standard of education to equate it with world standard not until recently that the researches shown that the world bank assisted programme intervene in assisting both students and teachers in various capacities. Ajayi (2002) observes that most of the Nigerian public schools are dilapidated due to inadequate funding while most tertiary institutions

are living on their past glories. These pathetic situations hinder effective teaching and learning.

Ike (2017) Unstable staff, Inadequate classroom accommodations, poorly equipped libraries, laboratories and classrooms, Scarcity and prohibitive cost of book, Poor preparation and malpractices, Exploitation and falling of educational standard, Poor parenting/ guidance, Poverty and fall in standard, Politicization of education, Procurement and servicing of equipment. Biodun (2004) stated that Oil-Multinational companies are oil/petroleum outfits which have their parent headquarters located in the developed countries and then their subsidiaries operating in a number of other countries. The oil multinational companies have a particular department called educational intervention and in one way or the other contributing and uplifting the western education Nigerians (students) with scholarship to study in abroad for professional courses especially those students that hails from oil producing states in Nigeria, such as Ondo, Cross Rivers and so on (Gilberthorpe, 2012)

Akinfolarin, (2017) stated that the following can also be considered as welfare packages for secondary school teachers these includes; Adequate School facilities, Retirement Pension, Motor Vehicle and Allowance, Orientation of Teachers, Insurance Scheme, Housing Loan and Rent Subsidy, Leave and Leave Bonus and Teachers' Professional Development Programs. This theory is based on Abraham Maslow's famous theory on the hierarchy of needs. This theory postulates that the quality of education is affected by the needs of the students, such needs which include good and conducive learning environment, laboratories, well equipped library facilities scholarships and several others. And the catering for these needs will improve the quality of education. This theory also stated that the teachers need will affect positively the delivery of western education and these needs include welfare, good salary scheme, loan, training schemes and several other needs to foster the quality of education. This also relied on this theory by stating the opportunities provided by oil multinational companies educational intervention in meeting the needs of both the teachers and students which include the training of staffs, provision of standard classrooms for conducive learning, scholarship opportunities for students etc.

The major stakeholders in education involve the one who imparts (teachers) and the recipient of it (students). The welfare or accessibility of these duos to necessary tools, incentives, materials and resources play a significant role in determining the quality of education in any geographical area. It is quite unfortunate that these stakeholders are not properly informed of several opportunities provided for them to ensure quality delivery of education. Many of them even think that they are not entitled to these opportunities especially those offered by oil-multinational companies. It quite unfortunate that the discovery of oil and the migration of oil-multinational companies into the nation really affected the region at which they are found; such effect is forest area being reduced which degrades the region's agricultural productivity and water resources, air pollution, land pollution and water pollution associated with oil and gas exploration and production. This has in a way configured and shaped the mindset of many

Nigerians to see no good in what oil-multinational companies can offer them, they only assume that the proceeds from oil and oil-multinational companies are beneficial to the government and those who are in power. There has also been several study on the adverse effect of oil multinational companies which has in a way also informed the citizens of Nigeria that oil multinational companies are not beneficial to the state of the nation but only a few work or study has been conducted on the subject of this study to educate and enlighten the populace about the positive role of oil multinational companies educational intervention especially in the quality delivery of western education for secondary school students in Ondo state. The study is determined to enlighten the populace to see beyond the hazards caused by this oil firms and push forward in maximizing the benefits they also afford us as a nation in the educational sector. This study is also determined to contribute to the identified gap this study intend to fill.

The following research questions are derived to guide the focus of the study.

1. To what extent oil-multinational companies' educational intervention influenced the quality of western education for secondary school students in Ondo state?
2. How has Ondo state secondary school students properly utilized the opportunity provided by oil-multinational companies educational intervention in the quality delivery of western education in Ondo state?
3. What are the roles of oil-multinational companies' educational intervention are playing in assisting the government of Ondo state reduces their annual budget on the educational sector?
4. Have oil-multinational companies' educational intervention being contributing significantly to help Ondo state secondary school teachers play their roles in the quality delivery of western education in the state?

This study attempts to provide answers to the following hypothesis postulated.

Ho₁: Is there a significant effect of oil-multinational companies' educational intervention on the quality delivery of education for secondary school students in Ondo state?

2. Methodology

This is the descriptive survey study, the population of this study consisted of all teachers and students of secondary schools in Ondo state. While the target population comprised of Ondo central. Ten (10) secondary schools were purposively selected, as a result of this; ten (10) students were randomly sampled in each school, representing the entire population and five (5) teachers were also randomly selected from each school. One hundred (100) respondents that were students and fifty (50) respondents that were teachers making one hundred and fifty (150) respondents for this study. The students that served as respondents were students of SSIII and SSII because they have stayed in school for the period of time, basically science students. The research instrument was a researcher-designed questionnaire titled Influence of Oil Multinational Companies educational intervention on the Quality delivery of Western Education for

Secondary School Students in Ondo State (IOMCEIQ). The instrument used were divided into three categories. Section A, B, and C. Section A consists of the responses from the respondents that were students, indicated and interpreted the outcome of the responses from the respondents which shows as follows; Very True (VT), True (T), Untrue (U) and Very Untrue (VU), Section B of the instrument interpreted the outcome of the responses from the respondents which shows as follows; Very Strong (VS), Strong (S), Poor (P) and Very Poor (VP), while Section C of the instrument interpreted the outcome of the responses from the respondents which shows as follows; True (T) False (F). To ensure the face and content validity of the questionnaire used in this study, the validation of the instrument was done and the advice and suggestions was used to modify the items in the instrument and also to prepare the final draft. Reliability has to do with consistency of the instrument, stability, dependability, and predictability of the test or the degree to which an instrument gives consistent scores when administered a number of times. Therefore, test – retest techniques was done to ascertain the reliability of the instrument. The data collected from the respondents through the questionnaire would be analyzed using descriptive and inferential statistics for analyzing demographic characteristics of each respondent, while t-test was used to test for the hypothesis.

3. Results and Discussion

Research Question 1: To what extent oil-multinational companies' educational intervention influenced the quality of western education for secondary school students in Ondo state?

Table 1. Influence of Oil-Multinational Companies Educational Intervention on the Quality of Western Education for Secondary School Students in Ondo State

S/N	Items	VT		T		U		VU		Mean	SD
		F	%	f	%	F	%	F	%		
a.	Oil multi- national companies educational intervention do contribute to the quality delivery of education for students in Ondo State secondary schools.	76	76.0	11	11.0	8	8.0	5	5.0	3.58	0.84
b.	Oil multi- national companies educational intervention provide infrastructures that enhance the delivery of education for students in Ondo	17	17.0	62	62.0	16	16.0	5	5.0	2.91	0.73

	state.											
c.	Oil multi- national companies educational intervention gives scholarships and grants to students in secondary schools in Ondo state	30	30.0	35	35.0	20	20.0	15	15.0		2.80	1.03
d.	Oil multi -national companies educational intervention provides classroom equipment's and materials (textbook, blackboard, exercise book, computer etc.)	33	33.0	11	11.0	36	36.0	20	20.0		2.57	1.15
e.	Oil multi- national companies educational intervention serves as a resource to education in Ondo state secondary school	50	50.0	13	13.0	24	24.0	13	13.0		3.00	1.13
Criterion Mean = 2.5		Weighted Mean = 2.97										

VT=Very True, T= True, U=Untrue, VU= Very Untrue

Results in Table 1 showed the extent to which the oil-multinational companies educational intervention influenced the quality of western education for secondary school students in Ondo state. It is shown that 76.0% and 11.0% of the students described as very true and true respectively that the Oil multi- national companies' educational intervention do contribute to the quality delivery of education for students in Ondo State secondary schools while 8.0% and 5.0% of students respectively also indicated untrue and very untrue. The mean and standard deviation values for this item are 3.58 and 0.84. Also, 50.0% and 13.0% of the students described as very true and true that Oil multi- national companies serve as a resource to education in Ondo state secondary school while 24.0% and 13.0% respectively described this contribution as untrue and very untrue.

This contribution received mean and standard deviation values of 3.00 and 1.13. Oil multi- national companies provide infrastructures that enhance the delivery of education for students in Ondo state had 17.0% and 62.0% of the students that respectively described it as very true and true while 16.0% and 5.0% described it as untrue and very untrue. As regard giving of scholarships and grants to students in secondary schools in Ondo state, 30.0% and 35.0% described this contribution as very true and true while 20.0% and 15.0% described it as untrue and very untrue. Also, 33.0% and 11.0% of the students described as very true and true that Oil multi -national companies' educational intervention provides classroom

equipment's and materials (textbook, blackboard, exercise book, computer etc.) while 36.0% and 20.0% described this as untrue and very untrue.

However, given the weighted mean of 2.97 as against the criterion mean of 2.50, it can be concluded that the oil-multinational companies have influenced the quality of western education for secondary school students in Ondo state to a moderate extent. Research Question 2: How has Ondo state secondary school students properly utilized the opportunity provided by oil-multinational companies educational intervention on the quality delivery of western education in Ondo state?

Table 2. Students' Utilization of the Opportunity provided by Oil-Multinational Companies Educational Intervention on the Quality Delivery of Western Education in Ondo State

S/N	Items	VS		S		P		VP		Mean	SD
		F	%	f	%	F	%	F	%		
a.	Students are participating for the opportunities provided by oil multi-national companies educational intervention for secondary schools in Ondo state.	65	65.0	25	25.0	4	4.0	6	6.0	3.49	0.83
b.	Students enjoy free scholarships from oil multi-national companies educational intervention in secondary schools in Ondo state	6	6.0	66	66.0	18	18.0	10	10.0	2.68	0.74
c.	Students participate in the welfare programmes provided by oil multi-national companies	24	24.0	15	15.0	34	34.0	27	27.0	2.36	1.12
d.	Students enjoy classroom equipment and materials provided by oil multi-national companies	39	39.0	18	18.0	22	22.0	21	21.0	2.75	1.18
e.	Students receive support system from oil multi-national companies educational intervention to boost their learning.	58	58.0	16	16.0	12	12.0	14	14.0	3.18	1.11
		Criterion Mean = 2.5 Weighted Mean = 2.89									

VS=Very Strong, S= Strong, P=Poor, VP= Very Poor

Results in Table 2 showed the Ondo state secondary school students utilization of the opportunity provided by oil-multinational companies educational intervention on the quality delivery of western education in Ondo state. As shown in the result, 65.0% and 25.0% of the students described as very strong and strong respectively that students are participating in the opportunities provided by oil multi-national companies for secondary schools in Ondo state while 4.0% and 6.0% described as poor and very poor. This item has mean and standard deviation ratings as 3.49 and 0.83. Also, 58.0% and 16.0% of the students described as very strong and strong that students receive support system from oil multi-national companies to boost their learning while 12.0% and 14.0% described this as poor and very poor.

The mean and standard deviation rating for the item are 3.18 and 1.11 respectively. Students enjoy classroom equipment and materials provided by oil multi-national companies educational intervention has 39.0% and 18.0% of students that described this as very strong and strong while 22.0% and 21.0% described this as poor and very poor with mean of 2.75 and standard deviation of 1.18. Students enjoy free scholarships from oil multi-national companies' educational intervention in secondary schools in Ondo state had a mean and standard deviation value of 2.68 and 0.74. In addition, 6.0% and 66.0% of the students respectively described this as very strong and strong while 18.0% and 10.0% described it as poor and very poor.

Students participate in the welfare programmes provided by oil multi-national companies had a mean and standard deviation value of 2.36 and 1.12. Also, 24.0% and 15.0% described this as very strong and strong while 34.0% and 27.0% described it as poor and very poor. The weighted mean of 2.89 obtained showed that Ondo state secondary school students utilized the opportunity provided by oil-multinational companies in the quality delivery of western education in Ondo state to a moderate level. Research Question 3: What are the roles oil-multinational companies' educational intervention are playing in assisting the government of Ondo state reduces their annual budget on the educational sector?

Table 3. Teachers' Perspectives of the roles Playing by Oil-Multinational Companies Educational Intervention in Assisting the Government of Ondo State

S/N	Items	VT		T		W		VW		Mean	SD
		F	%	f	%	F	%	f	%		
a.	Oil multi-national companies educational intervention do contribute in the quality delivery of education for students in Ondo State secondary schools	26	52.0	18	36.0	4	8.0	2	4.0	3.36	0.80

b.	Oil multi- national companies educational intervention provides infrastructure that enhance the delivery of education for students in Ondo state	9	18.0	29	58.0	12	24.0	-	-	2.94	0.65
c.	Oil multi- national companies educational intervention gives scholarships and grants to students in secondary schools in Ondo state	19	38.0	22	44.0	4	8.0	5	10.0	3.10	0.93
d.	Oil multi -national companies educational intervention provide classroom equipment's and materials (textbook, blackboard, exercise book, computer etc.)	14	28.0	26	52.0	6	12.0	4	8.0	3.00	0.86
e.	Oil multi- national companies educational intervention serves as a resource to education in Ondo state secondary school	17	34.0	24	48.0	5	10.0	4	8.0	3.08	0.88
Criterion Mean = 2.5		Weighted Mean = 3.10									

VT=Very True, T= True, U=Untrue, VU= Very Untrue

Results in Table 3 showed the roles playing by oil-multinational companies educational intervention in assisting the government of Ondo state in reducing their annual budget on the educational sector. As shown in Table 3, 52.0 and 36.0% of the teachers described as very true and true that Oil multi- national companies do contributing on the quality delivery of education for students in Ondo State secondary schools while 8.0% and 4.0% described this as untrue and very untrue. This item has mean of 3.36 and standard deviation of 0.80. Similarly, 38.0 and 44.0% of the teachers described as very true and true that Oil multi- national companies give scholarships and grants to students in secondary schools in Ondo state while 8.0% and 10.0% described this as untrue and very untrue.

This item has mean of 3.10 and standard deviation of 0.93. Oil multi- national companies serve as a resource to education in Ondo state secondary school was described as very true and true by 34.0% and 48.0% of the teachers while 10.0% and 8.0% described this as untrue and very untrue. Also, 28.0 and 52.0% of the teachers described as very true and true that the Oil multi -national companies

provide classroom equipment's and materials (textbook, blackboard, exercise book, computer etc.) whereas, 12.0% and 8.0% described as untrue and very untrue with mean of 3.00 and standard deviation of 0.86. Oil multi- national companies provide infrastructure that enhance the delivery of education for students in Ondo state had 18.0% and 58.0% of teachers that described it as very true and true, 24.0% described as untrue while none of the teachers described it as very untrue. This item has mean value of 2.94 and standard deviation of 0.65. The weighted mean of 3.10 indicates that teachers described as significant the roles that oil-multinational companies playing in assisting the government of Ondo state in reducing their annual budget on the educational sector. Research Question 4: Have oil-multinational companies being contributing significantly to help Ondo state secondary school teachers play their roles in the quality delivery of western education in the state?

Table 4. Teachers' Assessment of Contributions of Oil-Multinational Companies' Educational Intervention towards helping the Ondo state Secondary School Teachers

S/N	Items	True		False	
		F	%	F	%
a.	Teachers participate in grants provided by oil multi - national companies educational intervention for secondary school students in Ondo state	42	84.0	8	16.0
b.	Teachers are beneficiaries of welfare programme provided by oil multi- national companies educational intervention for secondary school students in Ondo state	33	66.0	17	34.0
c.	Teachers are participating in the trainings, workshops and empowerment programme provided by oil multi- national companies educational intervention for secondary school students in Ondo state	32	64.0	18	36.0
d.	Teachers are motivated by oil multinational companies educational intervention to enhance teaching and learning of secondary school students in Ondo state	33	66.0	17	34.0
e.	Oil multinational companies educational intervention have done so much to assist Ondo state government in promoting teachers welfare and quality education for students	36	72.0	14	28.0

Results in Table 4 showed teachers' assessment of contributions of oil-multinational companies educational intervention in helping the Ondo state secondary school teachers play their roles in the quality delivery of western education in the state. It is shown that 84.0% of the teachers confirmed that teachers participate in grants provided by oil multi -national companies educational intervention for secondary schools in Ondo state, 72.0% confirmed that Oil multinational companies have done so much to assist Ondo state government in promoting teachers welfare and quality education for students; 66.0% described it as true that teachers are beneficiaries of welfare programme provided by oil multi- national companies in secondary schools in Ondo state; 66.0% also described it as true that teachers are motivated by oil multinational companies to enhance teaching and learning in secondary schools in Ondo state while 64.0% of the teachers are also of positive opinion that teachers participate in

the trainings, workshops and empowerment programme provided by oil multinational companies for secondary schools in Ondo state. Indication is clearly shown from the results that the oil-multinational companies have contributed significantly in helping the Ondo state secondary school teachers play their roles in the quality delivery of western education in the state.

Hypothesis Testing

H₀₁: Is there a significant effect of oil-multinational companies' educational intervention on the quality delivery of education for secondary school students in Ondo state.

Table 5. Test of Significant Effect of Oil-Multinational Companies' Educational Intervention on the Quality Delivery of Education for Secondary School Students in Ondo State (t-value = 2.5)

Participants	Variable	N	Mean	SD	SEM	T	df	P
Students	Perceived Contributions	100	3.72	.40	.04	30.46	99	.000
Teachers	Perceived Contributions	50	3.87	.71	.10	13.67	49	.000

Results in Table 5 showed that students and teachers' mean assessment values on the contributions of the oil-multinational companies educational intervention on the quality delivery of education for secondary school students in Ondo state is significantly different from the test value of 2.5. For instance, $t(99) = 30.46$, $p = .000$ for the students and $t(49) = 13.67$, $p = .000$ for the teachers. This therefore implies that there a significant effect of oil-multinational companies in the quality delivery of education for secondary school students in Ondo state.

Discussion of Findings

The findings from this study revealed that oil-multinational companies' educational intervention have influenced the quality of western education for secondary school students in Ondo state to the moderate level, and contributed to quality delivery of western education of the secondary school students in Ondo state. The oil multinational companies' educational intervention also utilized the opportunity provided by oil multinational companies educational intervention. This is in line with view of Uthman and Mohammed [(2018) who stated that the educational intervention of multinational companies has contributed immensely to the quality of education for students in Nigeria and prepared them for tomorrow's leader. This study also from its findings from teacher in Ondo state secondary schools who are part of the academic stakeholders in the delivery of western education that there has been a significant help from the oil multinational companies' educational intervention in reducing the state annual budget as well a deliberate effort by the oil multinational companies to aid them carry out their responsibility effectively and efficiently. This is in line with Ajayi (2002) said that multinational companies' educational intervention at the secondary school prepare students for tertiary education across board. The findings also revealed that there

was a significant effect of oil-multinational companies' educational intervention on the quality delivery of education for secondary school students in Ondo state. This is in line with view of George (2017) who stated that the multinational companies' educational intervention cut across both on quality delivery of educational facilities and infrastructural development.

4. Conclusion

It can be concluded from the results of this study that lack of awareness and no proper platform to effectively communicate the role played by oil multinational companies educational intervention on the quality delivery of education for both teachers and students in Ondo state secondary schools had a toll on the outcome of the research, however, it is apparent that the quality delivery of western education in Ondo state secondary schools is highly influenced by oil multinational companies educational intervention. Meanwhile, this opportunity has help many students in choosing their carriers. Some of them have graduated from various institutions in abroad studied professional courses, such as medicine, law, nursing and engineering.

Recommendations

Based on the findings of this study, the following recommendations were made, Secondary school management should ensure a proper platform not necessarily an online platform for the awareness of opportunities provided by oil multinational companies to secondary schools to aid quality delivery of western education. Government should ensure that help provided by the oil multinational companies is well portrayed to schools and not withheld from reaching them. Second, The educational sector should be encouraging those in rural areas by ensuring that they are also beneficiaries of opportunities provided by oil multinational companies educational intervention. The study was majorly conducted in the outskirts of the state and as deduced from the result of the rural areas that have an inclusion in the government's agenda towards quality delivery of western education but more can be done to give all students and teachers the same privilege either they are schooled or working in the urban area of the state or the rural part. Government should also show a great concern towards the educational wellbeing of students as this would foster sponsors to support the government in educating the students. It has been noted that the way a man values what belongs to him is how others too would see it with him, it is therefore needed that the government especially Ondo state should show their concern for the educational sector.

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