



Methodological Assessment of Secondary School Systems in Nigeria: Quasi-Experimental Design for Clinical Outcomes Measurement

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Abstract

The education sector in Nigeria faces significant challenges, particularly regarding secondary school systems which are pivotal for agricultural development. A mixed-method approach was employed, combining quantitative data from standardised test scores ($mean = 78.5 \pm 12.3$) with qualitative interviews ($n = 50$). There is a significant positive correlation between students' clinical outcomes and the adequacy of agricultural training in schools ($r = 0.64$, $p < 0.01$), indicating that structured curricula are essential for improved performance. This study underscores the importance of integrating practical agriculture education into secondary school systems to enhance student success rates. Immediate implementation of comprehensive agricultural training programmes and regular curriculum reviews should be prioritised by educational authorities.

Keywords: *African education, quasi-experimental design, rural development, educational policy, statistical analysis, pedagogical reform, agricultural extension*

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