

# **Quality Secondary Education in Nigerian; The Roles of School Administrators for Effective Educational System**

Idowu, Philip Ajewole<sup>1</sup>, and Folawiyo, Jamiu Wahab<sup>2</sup>

<sup>1,2</sup>Department of Educational Management and Business Studies, Federal University Oye-Ekiti, Ekiti State

## **Abstract**

The quality secondary education in Nigeria is an audacious task in the educational system for effective school administrators. The paper is focus on the strategies of school administrators in terms of planning, monitoring, inspecting and quality control in the secondary schools in Nigeria. The paper discusses on the roles of school administrators in terms of quality and standardization of academic achievement, provision of adequate teachers-ratio to students for effectiveness teaching and learning, dissemination of information to teachers and student, improvement on using educational ICT technologies, innovation, research and development among others. The paper recommends on the school administrators should always train teaching and non-teaching staff on effective administration on quality assurance towards educational system, organized intensive workshop, seminars programmes and so on for effective and efficient secondary school administration in Nigeria school system with a view of promoting a cohesive national development and global competitiveness.

*Keyword:* Quality, Quality assurance, education, secondary education, school administrators

## **Introduction**

Education is a common characteristic of human activities in every community. Education has become the aims and objectives that uprising the human being in the way of better life in other to enhance the entire nation and society. Ajewole (2015) noted that a nation without a strong secondary or higher education is a nation without future. Ajimuse (2019) considered education as

the most important instrument for change and national development. However, the importance of education in socio-economic development of a country cannot be overestimated. Education is an attempt to transform the life of people value, norm and cultures in order to develop their experience and skills (John and Agabi 2019).

The widespread recognition of educational system in Nigeria has passed through different dimension from the colonial era to the present time. Nigeria has a nation is very concerned about free educational system to enlightening and strengthen the citizenry for quality education. Despite the adoption of education structures in the 1980s to this 21<sup>st</sup> century, the problem of graduate unemployment was started from secondary levels which was ascribed to be negative productivity of educational quality given to the students before graduation and this problem affecting most of them in the future area of academic specialization across the tertiary institutions in Nigeria.

Akinnaso (2008) and Ajimuse (2019) explained that Nigeria has had five structural shifts since independence 6-6-2-3, 6-5-2-3, 6-5-4, 6-3-3-4 and 9-3-4 of educational system. In addition to this narration, UNESCO (2012) as cited in Usman & Madudili,(2021) stated that quality education in secondary schools has characterized by (i) students who are academic sound in knowledge, well-constructed and ready learn and participate in aspect practices, theories and supported in by their immediate families and societies (ii) providing schools secure environments that are safe, protective and gender-sensitive with adequate resources and infrastructures (iii) proficient of adequate relevant curricula and materials for the acquisition of learning for the students especially in the areas of ICT literacy, e-learning, innovation and entrepreneur skills (iv) provision of trained teachers to the students in classrooms management, stability of academic schools programmes and facilitate e-learning and reduce disparities in secondary school educational system; (v) effective output result that enhance knowledge and good behaviour by these students which will linked to national goals and objective of quality secondary education and positive participation of quality assurance to effective educational system and society.

Usman and Madudili (2021) narrated that Federal Ministry of Education (2014) emphasizes on education quality assurance in Nigeria has a paradigm shift from the former practice of school supervision and inspection to a monitoring and evaluating process that provides a new operative mode of evaluation. This is carried out according to set standards that bring about improvement in

teaching and learning. The strategic aim of quality assurance is therefore to prescribe standards and ensure that inputs, processes and outputs of the system meet these standards.

Despite the adoption structure to reform the quality education in Nigeria has still not yield positive and achievement in provide quality education due to some factors such as inadequate funds, unqualified teaching, poor infrastructures, poor teachers –students ratio, lack of facilities and class work, lack of supervision and monitoring by quality assurance teams to the secondary schools among others. The secondary education has become a link to tertiary institutions in Nigeria. It serves as incubators for nurturing talents and potential younger ones in the society. Secondary education serves as the heritage between the primary and tertiary institutions. Agabi (2019) stated that the importance of providing a secondary education is to good quality education as well as the quality of graduates for tertiary education on quality assurance of educational system and national development. The importance of secondary education in educational system cannot be over underestimated. It is a medium between the primary and higher institutions. In addition to this submission by Ngozi and Chinelo (2019) noted that these types of education is provided in secondary schools, it can be owned by Federal or State government, individual by school administrators in the communities. The author agreed that the secondary school’s education has divided into two phases, the junior categories and senior categories in any communities.

Quality as a concept is multi-dimensional; hence it has been defined differently by stakeholders. Quality, according to Fehintola, (2014) encapsulates the concept of meeting commonly agreed precepts or standards which may be defined by law, an institution, a coordinating body or a professional society. It is the degree with which a product, service, or phenomenon conforms to an established standard, and which makes it to be relatively superior to others (Usman, 2020). Quality assurance is a process of demonstrating per excellence, advancement, accountability of the educators, learners, and society to the educational programmes. Quality assurance ensures that the mechanism input for efficiency, procedures in other to achieved quality control in educational system. However, Harvery (2004) defined the quality assurance an ongoing process of assessing, monitoring, maintaining and evaluating the quality of secondary educational system. Quality assurance in education implies a determination in this concept, it appears that everyone is aware of his/her own part in sustaining and improving the quality of the education system in their institutions (Adina-Petruta 2017).

Bua, and Ivagher (2015) asserted that quality assurance is the concern that accept minimum criteria for quality and standard to achieved in the production of goods and services in the education system is the guarantee of confidence and quality programmes and services run by the school administrators are being maintained through proper roles by the school managers to achieved this narrators, a quality assurance system has to be established by the schools administrators. This is to say, system which a school to have effective school administrators based on input of efforts for improvement quality education in secondary schools. Quality assurance on the other hands by Ajayi and Akindutire (2007) is about consistently meeting produce specialization or getting things right. The author furthers explained that quality assurance in the educational system implies the ability of the school system to meet the expectation of the users in manpower in relation to the quality of skills acquired by their outputs.

School Administrator is an individual who manage the day to-day of the school activities effectively. An effective school administrator acquires quality of leadership with the immediate staff members, students and the society. School administrators make decision on the matter arise in the school setting. The main tasks of the school administrator are to prepare and interpretation of educational policies with quality assurance who administrator the affair pf school system and make sure all academic and administrative activities in school setting as well as ordered arranged. In support of this view by Abdulkareem (2011) stated that a good school administrator is balanced between the quality education through effective implementation of curriculum, quality control, financial resources, routine administration and services.

In addition to these perspectives by Maduabuchi (2012) sees school administrator has director, controller coordinator, problem solvers, and decision makers in an educational school setting. The author reiterated that he/she sets goals and objectives of the schools which in line with national objectives and share responsibilities to the staff according to area of specialization and expertise. Furthermore, an administrator can either be a male or female who champion the course of quality assurance his/her school to ensure an effective school administration and management (Ugochi 2007).

According to Udeani (2023), described the school Administrators as the principals whom are the administrative heads of secondary schools in their communities. They are the individuals which in control of authority at this level of secondary education setting. School administrators are

accountable to the Ministry of Education. They are involved in providing coordinating and directing that take the school system to the deserved level in terms of ensuring of a standardized of effective curriculum, adequate monitoring students, teachers' job performance and encouraging parents' involvement in the educational affairs of their wards. They equally engage in the review of quality assurance policies that affect secondary education. They are also administering school budgets and involved in the all-important functions of academic and administration to enhance quality education in secondary school at all levels.

In secondary education schools, the school administrator is the highest-ranking of school management in the line of authority. He/she report directly to the school board or the group of member founder the school if its private schools setting, but if it is public schools' setting, they will report to the designate authorities in their districts from ministry of education. However, the coordinator of schools in some private schools is being called the head master or head teachers. He/she may serve and saddles with same responsibilities as school administrators. In some school setting, both private and public schools' districts, an individual can function as school administrator or head teacher. In a time of sharing of ideas, settle issues related to schools' progress and decision-making can arise, the school administrator may also be used in reference to other schools within the school such as assistant head teachers, heads of department (HoDs) and others who anticipate in school leadership activities. That is why Adegbesan, (2011) agreed that school administrators are always faced multifaceted problems in some secondary schools with many responsibilities of management functions including adopting the quality assurance and adequate management style that will enhance of qualitative and quantitative of educational outcome in Nigeria secondary schools.

### **Strategies for effective quality assurance in Nigeria secondary schools**

There are many effective strategies are highlighted for assuring quality in Nigeria secondary schools according to Nwakohu, Ajah and Kpee (2021) thus as:

1. **Planning:** is refers to the process on how plan the strategies areas the secondary schools have to be located academic environment and faculties structures on how building the school in the community. Because secondary schools should be in area that suitable for learning and

comfortable for learners with appropriate goals and objectives to be followed within the school system (Ogunsaju, 2006).

2. **Monitoring:** it refers to the process on the programmes, activities and level of effectiveness of teachers, students, communities among others within the school system. The monitoring will make the planning the schools to be achieved, because without monitoring the planning of quality; it will make the effective of quality education abortive (Ehinder, 2001)
3. **Supervision:** usually involves when monitoring is ascertained in the school system. It goes beyond monitoring alone because it will improve the planning, monitoring for effectiveness quality education given to the student and communities.
4. **Inspection:** it involves an assessment of available facilities and physical resources in the secondary schools with view of establishing how far a particular certain school has that prescribed standard (Ayuba, Edozio, & Sobah, 2019).
5. **Quality control:** controlling secondary schools for quality education cannot over underestimate because it is main strategy for establishing quality assurance in the inferior educational system at all level. In the view of Ojedele (2007) stated that quality control is concern to the country on how to improve effectiveness of technological development. It appears that there are needs for secondary educators, school administrators to examine the qualification of teachers, learners by genders, the adequacy of the standard curriculum availability of resources, equipment and infrastructures required numbers as well as the process use of the processes involves in the various skills to ensure high standard of quality education. In another perspective the quality control has become one of the best strategies for quality assurance in the education system at all levels in tertiary institutions which concern to the country advancement and drive towards socio-economic recovery and technological development to all educational sectors in the Nigeria (Olaleye & Oyewole, 2016).

The need for quality assurance in Nigerian schools cannot be overemphasized in order to ensure quality of teaching and learning. In this regard, Adegbesan (2011); Usman & Madudili (2021) enumerated the relevance of quality assurance to the education system in Nigeria to include; serving as indispensable component of quality control strategy in education; ensuring and maintaining high standard of education at all levels; assisting in monitoring and supervision of education; determining the quality of the teacher input; determining the number of classrooms

needed based on the average class size to ensure quality control of education; determining the level of adequacy of the facilities available for quality control and regulating the prudent and judicious utilization of the available financial resources towards achieving the desired result.

### **Roles of school administrators in Nigeria secondary schools**

The roles of school administrator are crucial for reshaping the educational secondary system and enhance functioning of educational schools in Nigeria. The school administrator serves as the school principal, heads of teachers and administrative leaders. He/she responsible for overseeing many aspects of school day to day activities, coordinating all academic and administrative roles and achievement. However, he/she creates enable and adequate conducive learning environment for students, teachers, and communities. The school administrators have multifaceted duties and responsibilities from instructional leadership, curriculum developer to teachers and students, monitoring and supervision in all school activities. The school administrator has significance in fostering educational per excellence in supporting the well-being of teachers, students, and synergized partnerships with the society.

Understanding the roles of a school administrator provides insights into their significant contributions towards creating an effective school administrator in secondary schools. It is responsibility of school administrator to overall the operation of their schools. Some of their roles and duties are delineated in state statutes. He/she became more responsible for effective teaching, learning and other administrative roles in their schools. In particular, their duty to is supervise and monitor all activities going on in the schools with the help of other teachers to enhance teaching practices and methodology. In this regard, the school administrator needs to be more effectively in monitoring, supervising, evaluating, instructing and assisting other teachers as they worked to promote the quality assurance on secondary schools.

The role of school administrators for effective of secondary educational system schools in Nigeria is very sacrosanct. Ayuba, Edozie and Sobah (2019) stated that it is very importance for all schools' administrators to ensure quality assurance in educational system through quality delivery and adequate administrative skills to their professionalism. The authors discussed that the effective school administrative should be concerned about how he/she can manage system designated and allocated to them as well as quality education in their respective secondary schools in Nigeria.

However, they concluded that the effective school administrators should take the responsibilities of determines on how to manage the school and quality education in order to achieved goals of quality assurance output.

Arikewuyo (2004) he explained that the qualitative education roles which must be done by school administrators thus as:

- i. Quality and standardization of academic achievement.
- ii. Supervision and monitoring the quality of educational system.
- iii. Provide adequate teachers- ratio to students.
- iv. Dissemination of information to teachers, parents and students.
- v. Improvement of using ICT on e-learning and technologies devices for teaching methodology.
- vi. Improvement on innovation, researches and development.
- vii. Proficiency on guidance and counseling units with effective administrative skills.
- viii. Given the teachers and students suitable learning environment.
- ix. Adequate classroom and laboratories facilities for secondary schools' students.
- x. Efficient infrastructures and material resources for educational secondary schools.

In order to achieves all these strategies and roles of school administrators in secondary schools. The federal government should allocate magnanimous allocations to secondary schools throughout the educational systems at all level especially secondary schools because it is landmark and ladder to all tertiary educational institutions in Nigeria. Unfortunately, Akinnaso (2008) and Ajimuse (2019) affirmed that less than eight percent of Nigeria's national budget is allocated to educational opposed to UNESCO recommendation of twenty-six percents which even affect the school administrators could not be effective in their responsibilities in secondary schools in Nigeria educational system.

### **Conclusion**

Based on this study, it shows that the school administrators should always have plan for quality assurance in their secondary schools include preparation foe effective educational curriculum, availability of adequate lesson plans, lessons notes, teaching aids, proficient of school time tables for all learners, provision of ICT facilities to enhance e-learning, adequate classrooms, laboratories, equipment's, well equipment material resource for students. The school

administrators should enhance quality assurance in their secondary schools by making proper arrangements for internal and external examinations by making all efforts to ensure adequate materials when the school wants to conduct examinations. The school administrators should monitor and organizing all educative activities and programmes in the school include: debates, end of the year parties, PTA meetings, quiz competitions, among others. The school administrators should ensure every teaching and non-teaching staff in secondary schools by working together towards the attainment of schools' goals and objectives. The school administrators should supervise and ensuring that all programmes in the school has committees during school events and activities such as inter house sport competitions, sendoff ceremonies among others.

### **Recommendation**

The following recommendations are pertinent for effective school administrators on quality secondary education in Nigeria.

1. The school administrators should train teaching and non-teaching staff on effective administration skills on quality assurance toward educational system.
2. He/she should organize an intensive programme on workshops, seminars, for effective secondary educational system.
3. The federal and state government should make sure the quality assurance on secondary schools is effective by providing adequate funding allocation and quality control.
4. The federal and state should appoint qualified school administrators to the schools either rural or urban areas so that the students can be productive and proactive to the society.
5. The federal and state government should enforce quality assurance teams to ensure all school administrators adhered to the rules and regulations, strictly follow current curriculum, and discharges their responsibilities to secondary school educational systems.
6. School administrators should imbibe the practices of quality control and involves all teaching and non-teaching staff on decision making.
7. Parents and community should always participate by enhance their support for effectiveness quality secondary system in their society.
8. School administrators should ensure that both teaching and non-teaching staff synergize to make sure all students in secondary schools are effective by participating in local and international quiz, competitions, debates, among others.

9. School administrators should develop new innovation, vocational programmes which will enhance the teachers and students should be more effective and productivity on quality secondary educational system.
10. School administrators should always implement policies concern the quality assurance on secondary schools in their various capacities.

## References

1. Abdulkareem, A. (2011). *Management of education facilities in Nigeria secondary school: The roles of administrators and inspectors*. Education Studies and Research Group.
2. Adegbesan, S. O. (2011). Establishing quality assurance in Nigerian educational system: Implication for educational managers. *Journal of Education Research and Reviews*, 6(2), 147–151.
3. Adina-Petruata. (2017). The importance of quality in higher education in an increasingly knowledge-driven-society. *International Journal of Academic Research in Accounting, Finance and Management Science*, 2(1), 120–127.
4. Agabi, C. O. (2019). Assuming education quality for effective human resources development. *Journal of Management and Human Resources Research*, 5(1), 1–10.
5. Ajayi, I. A., & Akindurite, I. O. (2007). The unresolved issues of quality assurance in Nigeria universities. *Journal of Sociology and Education in Africa*, 6(1), 17–22.
6. Ajewole, I. P. (2015). The 21st century higher education: Why do we consider ICT? *Al-Hikmah Journal of Education*, 2(1), 163–174.
7. Ajimuse, M. S. (2019). Quality assurance issues in managing higher education in Nigeria: Problems and prospect. *Nigeria Journal of Educational Administration and Planning*, 19(15), 348–357.
8. Akinnaso, N. (2008, November 13). The politics of educational declines. *The Punch Newspaper*.
9. Arikewuyo, M. O. (2004, January 12–15). *Effective funding and quality assurance on the Nigeria education system* [Paper presentation]. 1st National Conference of the Institute of Education, Olabisi Onabanjo University, Ago Iwoye, Nigeria.

10. Ayuba, T. B., Edozie, K., & Sobah, O. C. (2019). Quality assurance and effective school record management in Nigeria secondary schools. *Nigeria Journal of Educational Administration and Planning*, 19(15), 39–46.
11. Bua, F. T., & Ivagheri, E. D. (2015). *Basic issues in educational management*. Sextox Publisher.
12. Ehindero, S. (2001). *The pitfalls of UPE and the need to enhance quality in the implement of Universal Basic Education* [Paper presentation]. National Workshop on UBE, Faculty of Education, University of Ilorin, Kwara State, Nigeria.
13. Federal Ministry of Education. (2014). *The national education quality assurance policy*. NERDC Press.
14. Fehintola, J. O. (2014). Teachers' characteristics as correlates of students' academic performance among secondary school students in Saki-West local government area of Oyo State. *Journal of Educational and Social Research*, 4(6), 459–468.
15. Harvey, L. (2004). *Analytic quality glossary quality research intervention*. Quality Research International. <https://www.qualityresearchinternational.com/glossary>
16. John, L., & Agabi, C. O. (2019). Managing secondary education for quality: A case study for improving quality of labour supply in a developing economy. *Nigeria Journal of Educational Administration and Planning*, 19(5), 1–15.
17. Maduabuchi, M. A. (2012). Occupation, stress factors among secondary schools' principal in Abaa State, Nigeria. *International Journal of Educational Planning and Administration*, 1(1), 17–27.
18. Ngozi, S. O., & Chinelo, P. A. (2019). Principals perception of quality assurance indices for improvement of public secondary schools education in Enugu Education Zone of Enugu State. *Nigeria Journal of Educational Administration and Planning*, 19(5), 153–165.
19. Nwakohu, B. N., Ajah, G. U., & Kpee, G. G. (2021). Managing educational facilities for quality assurance and continuous improvement of public secondary schools in Rivers state. *Nigeria Journal of Educational Administration and Planning*, 19(5), 104–120.
20. Ogunsaju, S. (2006). *School management and supervision*. Clean Nut Publishers.

21. Ojedele, P. K. (2007). *Vocational technical education in Nigeria, issues and challenges* [Paper presentation]. International Conference of the Nigeria Association for Educational Management, Administration and Planning (NAEPA), University of Lagos, Nigeria.
22. Olaleye, F. O., & Oyewole, B. K. (2016). Quality assurance in Nigerian university education: The role of the National University Commission (NUC) as a regulatory body. *International Journal of Academic Research in Business and Social Science*, 6(12), 160–169.
23. Udeani, J. N. (2023). Principals' application of personnel management skills for effective human relations and staff security in secondary schools in Enugu State, Nigeria. *Godfrey Okoye University International Journal of Education*, 3(1).
24. Ugochi, C. (2007). *Enhancing the instructional supervisory skills of principals of secondary school*. Moke Social Publishers.
25. UNESCO. (2020, March 4). *Education: From disruption to recovery*. <https://plus.google.com/+UNESCO>
26. UNESCO. (2012). *Education webmaster: World conference on higher education framework and action*. <http://www.jyu.fi/unesco2003/conference.htm>
27. Usman, M. (2020). Youth banditry in Northern Nigeria: An eagle eye on the security and socio-economic impacts. *Lapai International Journal of Politics*, 6(1), 10–20.
28. Usman, Y. D., & Madudili, G. C. (2021). Quality assurance in Nigeria's education system: Prospect and challenges. *EduLine: Journal of Education and Learning Innovation*, 1(1), 422. <https://doi.org/10.35877/454RI.eduline422>

Received: Aug 16, 2025

Accepted: Oct 30, 2025

Published: Apr 01, 2026

Quality Secondary Education in Nigerian; The Roles of School Administrators for Effective Educational System," authored by Philip Ajewole Idowu, and Jamiu Wahab Folawiyo, is licensed under a Creative Commons Attribution 4.0 International License and Published by ICERT.