



Enhancing Quality Education Delivery in Public Secondary Schools in Nigeria: Prospects and Challenges

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Abstract

This paper clearly examined the quality education delivery in Nigeria public secondary schools and a gross development of education from the critical prospective. The concept of quality education was x-rayed and the means which it can be achieved, the purpose and scope of quality education in Nigeria, the primary amid and objectives of quality education, the expectations of education in Nigeria as a mechanized or veritable instrument for impacting credentials that are needed for the development of modern economy. A critical view point is also x-rayed through the examination of today's education to see if it conform or agrees to the actual or main roles of education in Nigeria. A cursory look was also taken on the role of education in the contemporary time. The paper also examined the various factors that enhance quality education, its prospects and challenges in Nigeria. Finally, the paper also made some conclusions and suggestions in achieving quality education delivery in Nigeria, that is, the paper takes a position rather than going into self-exoneration, that all stakeholders and other well-meaning individuals in education should take up the challenge collectively and play their role to the letter.

Keywords: Quality, education, prospect, challenges, delivery, Nigeria.

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INTRODUCTION

Quality education is of crucial important to both private and all round development. Williams (2005) referred to quality education as the education which is production and relevant to the needs of the individuals and the society. This explains that quality education is an education which is effective and efficient in solving personal and societal ills. As it applies in this study, quality education delivery is the provision of the required standard of education in public secondary schools so as to produce the much needed quality students that will contribute maximally to the socio-economic, scientific and technological growth of the nation.

UNICEF (2000) pinpointed the indicators of quality education delivery in educational institution and these include: effective teaching and learning, student's high academic performance, maintenance of minimum academic standard, high level of staff productivity,

efficiency in school operations and proficiency in the provision of services by the school staff.

Achieving quality education delivery in public secondary schools in Nigeria is one of the pertinent issues among others when discussing education growth and development. It is capable of bringing about all round development in the global economy. The only way to achieve this is to encourage teachers to functionally contribute their quote towards economic growth by transmitting the right knowledge and skills to the students. It is for this reasons that the Federal Republic of Nigeria (FRN) stressed that government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curriculum and conform to the National Policy in Education. It further added that the teacher-pupil ratio at this level of education shall be 1:40. This implies that maintaining approved standard in teaching through evaluation of instruction has position implication to the school system most especially if it reflects in the adequacy of school plant

facility as well as the quality and quantity of human resources provided for the actualization of the set goals and objectives. The approve standard for teachers qualification in Junior secondary school in Nigeria are Bachelor Degree in Education (B.ed), Bachelor of Science Education (B.sc(ed), Bachelor of Arts Education (B.A (ed) etc. (Federal Republic of Nigeria 2004). These of it is category of teacher would indeed provide opportunity for enhancing high quality education delivery of teachers in schools.

In evaluating human resource quality education, education delivery, there are two common ways in which it is evaluated. The first is low performance of teachers which is a product of the human resource in ability to perform expectedly the task assigned following standard and specification in relating to outcome. While high performance depends on the human resource ability to creditably perform the task assigned in relating to outcome. However, the measure of assessment is yet to be considered as through measure of assessment because there are no parameters used. Schools organizations are best evaluated using teacher's performance parameters such as punctuality and regularity of teacher's adequate lesson preparation by teachers and lesson delivery and encourage of scheme of work or schedule. Others include efficient student evaluation and prompts completion of students assessment report, performance of students in standardized examination, level of discipline among students, management of classroom instructional activity, and participation of teacher in extra curriculum activities and moral tone of the school. But most importantly, is the fact that the teachers are more productive where there is a strong synergy among the workforce and a germane master/subordinate relationship.

Michael (2013) explains that the performance of school staff is more or less fixed; therefore, a school should replace allow-performing staff with more productive staff to turn productivity since the only central way is through the effective and efficient use of human resource. Human resource quality delivery without doubt change over time, therefore useful and constructive effort can be made through proper coordination to improve a low performing schools overall performance. Quality education delivery should concern all including competences, not one particular cost. It should possibly be about constructing a good building, a playground with enough space, conducive learning environment, competent teachers, well designed instructional material, functional library etc. and in fact all that can make learning absolute.

Taire, Osisioma, Nwaukpa and Onyia (2010) observed that the quality of instructional delivery and consequently learning has become so deplorably depleted in Nigeria's schools because the teachers are all equipped and unqualified to prepare and produce quality products.

The above facts concerning poor quality education delivery and consequently the production of poor quality students by school have been attributed to how they manage their human resources for quality education delivery. Ikediugwu (2008) observed that the success of any innovative programme in a curriculum hinges on the ability of teachers to implement the innovation. This is equally in line with the Federal Republic of Nigeria (2004) ascertain that no educational system can rise above the quality of its teachers.

The situation in Nigeriapublic secondary schools is the same in some states such as Delta, Imo, Bayelsa states. The achievement of quality education delivery is however difficult task. But what is needed is the bringing together of resources and allocation through a needed lieradly using adequate procedure and processes. Therefore, this study focuses on the "Achieving Quality Education Delivery in Nigeria Junior Secondary School: Prospects and Challenges.

Conceptual Clarification

This section clarifies the basic concepts in this paper

- Concept of quality education
- Indicators of quality education
- Role of education in Nigeria
- Prospect of quality education
- Challenges of quality education delivery in Nigeria public secondary schools
- way forward in achieving quality education

Concept of Quality Education Delivery

Quality education delivery is the ability to deliver the education services in a timely and efficiently manner using the standard of care and foresight expected of an experienced provider. It is also the acting in accordance with the highest applicable professional ethics, principles and standards. It is the demonstration of commitment to ethical practices and behavior and implementation of these practices through appropriate training and monitoring. Quality education delivery can be said also as the fulfillment of an obligation in a way that pleases the performer and the evaluator. It can also be expressed as the achievement of an assigned task evaluated against current knowledge principle of precision, completeness, cost and speed.

The definition of quality abounds in literature and consequently, there is no generally accepted definition of this concept. According to Nwizu (2011) that quality refer to the degree to which an item or process meets or exceeds the uses' requirements. To Saunders (2001), quality could refers to as the extent to which the product of an organization or the services rendered by an organization sufficiently matches the profile of the product or service expected and need by its users. Ibezim (2004) sees it as an index of evaluation indicating that the outcome of an action, investment or project is deemed satisfactory by both its initiators and beneficiaries.

Examining the above definitions of quality, one can concluded that "Quality is a value judgment relating to the attributes of a service or product concerning its ability to satisfy specified needs. That quality can be assume here as meaning the standard of a product, service, processor but comes in terms of how good or bad they are and it also shows efficiency and importance of a product or service to its users.

It is obvious that several others authors have equally explained it in a different ways. Maduwesi (2005) explains that quality in an educational point of view means a multi-dimensional concept that passes value judgment on the organization and management of learning, the context of learning, the level of learning that has been achieved, the relevance of what is learned to societal conditions and all that transpires in the learning environment. In Hesane Vien, Fadocun (2005) conceptualized quality in education in relation to its efficiency in meeting its goals and its relevance to human and societal aspiration as geared towards individual and national development. This explains that quality in education precisely illustrate that it is a term used to express the worth of education provided by a society to its members and which is expressed in terms of its ability to equip learners with the knowledge, skills and competences necessary for maximum self-development and national development. It is important to note that quality in education is of great importance to both individual and societal development. However, quality is operationally defined in this study as high standard and excellence in the education provided in schools.

UNICEF (2000) defined quality education as educational outcomes that encompass knowledge, skill and attitudes that are linked to national educational goals and positive participation in society. Ezekiel – Hart (2003) maintains that quality education as

signifying the ability of the products of a school to render some very useful services to themselves and to the society, in the same vein, Ibuzor (2006) opined that quality education is a situation where the education offered by society to its members adequately equips them with the required knowledge, skills, attitudes and competences that will enable them develop themselves and contribute immensely to national progress. This implies that quality education succinctly illustrate that the knowledge and skills inculcated to students or learners in schools in such that will enable them improve the quality of lives they live, contribute immensely to national developmental as well as compete favorably with their counter parts in all part of the world.

This also implies that quality education provided in a school system is worthwhile and relevant to the needs of the individual in particular and the nation's socio-economic, political and educational needs in general. The participation of country's citizens in developmental process anchored on the quality of education given to the citizen. That is why Nwizu (2011) argued that the quality of education given to the citizens of a nations, determines their level of participation in the nation's developmental process. The above ideas of quality education have made it crystal clear that the relevance of quality education delivery in public secondary schools cannot be over emphasized. This implies that quality education delivery in public secondary schools has been seen as the vehicle or headway for achieving the goals of education as inculcated in Nigeria's National Policy on Education (2004).

This idea of quality education has also been examined in many ways Coombs (2004) explains that quality education toes not only develop an individual but also empower him to develop his immediate socio-economic environment and contribute immensely to national development. In the same vein, Obanya (2002) opined that quality education is the education that equips individual with the skills and knowledge that will enable them live meaningful and productive life. This has to do with where students are equipped with the knowledge, skills and competences which they need to tackle the diverse socio-economic and technological challenges of the nation. This implies that the objective of quality education delivery in public secondary schools in Nigeria is essentially to produce quality students for national development and thereby achieving the fundamental goal of education in Nigeria and which is to contribute to national development through high level relevance manpower training (FRN,

2004). In another development, education is the bedrock and panacea for national development whether economic, social and technological. That is why Rousseau maintain in Ezewu (1993) that education is the development of the individual from within by interesting with the national environment with the aim of fitting in properly into the society. It is obvious that viewing from the above observation, that the essence of education is to assist the individual to function effectively to unleash his natural potentials. Indeed, education helps the individual to function effectively in the society he is born into or exist.

It is pertinent to note that manpower resource is pivotal to the delivery of quality education in public secondary schools in Nigeria. However, there are needs for this paper to ascertain how public secondary schools manage their human resources in order to deliver the much needed quality education for national development. Apart from quality education delivery departing in manpower, it implies, it also depend on some variables such as funding of school system, adequate staff development and training, motivation and others.

Indicators of Quality Education

Education is meant to help students grow and develop, provide them with desired skills and professional abilities, assist them in acquiring the necessary understandings, concept, values and attitudes to manage future tasks. Quality education helps to equip students with the required knowledge, skill and attitudes. Therefore, there are indicators of quality education in public secondary schools which include:-

- Teacher qualification
- Libraries
- School buildings
- Laboratories
- Number of teachers
- Teachers package (Funding)

Teacher Qualification

It is obvious that teachers, who are academically competent and sound, can produce competent and sound students. This situation can lead to the growth of school system as well as attainment of educational goals and objectives and it is settled in the concept of quality education delivery. Quality education can be measured through the teacher's qualification in line with the teaching profession. The approve standards for teacher's qualification in public secondary schools in Nigeria are Bachelor Degree in Education (B.ed), Bachelor of science education (B.sc(ed), Bachelor of Arts education (B.A.ed) etc. FRN (2004); the use of this

category of teachers is an indicator of quality education delivery in schools. However, it is obvious that in evaluating or assessing quality education delivery, one can talk about for human ways such as how performance of teachers which is a product of the teachers inability to perform expectedly the t ask assigned following standard and specification in relation to outcome. While high performance depends on the human resources ability to creditably perform the task assigned in relation to outcome. More so, the measure of evaluation is yet to be considered as appropriate because there are no parameters used. School organization or institutions of learning are best assessed using teacher's performance parameters such as punctuality and regularity of teachers, adequate lesson preparation by teachers and lesson delivery and coverage of scheme of work or schedule. Other include efficient student evaluation and prompt in completion of students assessment report, performance of students in standardized examination, level of discipline among students, management of classroom instructional activity and participation of teachers in extra curriculum activities and moral tone of the school.

Libraries

Onwubiko and Uzoigwe in Mmjim and Umahi (2019) affirmed that the library is an information centre that is located in an organization, institute agency, industry, government agencies, societies, communities and nation etc. to satisfy the information needs of the individual client and the realization of the board goals and objectives of the parent organization/country. This implies that libraries provide headway on how to satisfy patron's needs and preserve information for along and digital places. It is obvious that libraries considering the relevant in the development of education most especially in schools, it can be seen as one of the indicators of quality education. Based on this, there are numerous importances or benefits of libraries as put forward by Lichertman in Mmejim and Umahi (2019). They are:-

- Serve as a knowledge sharing centre and serves as practical role in sharing expensive information.
- Libraries also provide the services of librarians who are expert at finding and organizing information and interpret information needs.
- Libraries help to connect with the researching, thereby enhancing the values of library success.
- Libraries serve social and intellectual role in bringing together people and ideas, thus allowing people with different prospective to

interact in a knowledge space that is both larger and more general than that shared by shared individual or discipline or group.

- Libraries promote hearing as exploration and self-development.
- Libraries provide a social wide programmer that addresses information literary.
- Libraries are knowledge Centre that is dynamic, the librarian, the books and users engage exchanges in an interchange of ideas.
- Libraries are a physical manifestation of the value of an entity.
- Libraries serve cultural role in preserving personal, organization and a nation's memories.
- Libraries are bridge builder to national security and promotion of a national unity in diversity.

Anya (2007) presented the school library as a collection of books specifically cared for by authorized personnel in prescribed, approved accommodation and which provides facilities for its utilization by people who for any reason desire knowledge or its contents. It is a citadel of knowledge. It is a book and non-book materials resources Centre.

School Building

The availability of good school building in our secondary schools are requisite for effective teaching and learning which in effect will manifest in better academic performance of students which is a clear indicator of quality education. An adequate ventilated, specious and properly called classroom building brings about effective teaching and learning which is a prove of quality education. Marplot (2009) explains that school building should be a stimuli and that the classroom with an adequate space and equipment will help teachers concretize teaching and may promote the growth.

Laboratories

Modern teaching and learning can never be effective and efferent without laboratories and then proper utilization. In other words, the importance of laboratories cannot be our emphasized. Laboratories in the nucleus for the development of education. This is why it seen as one of the indicators of quality education. Stone (2006) maintained that laboratories are essential to the teaching of several course is too much dependent on the laboratory provision made for it. Schools rely on the laboratory as a place when they can both watch the teacher's demonstration as well as carry out practicing work themselves.

Number of Teachers (pupils teach ratio)

Number of teacher has to do with pupils-teacher ratio. It is an indicator of quality education in sense that it has to positive implication to the school system. Federal republic of Nigeria (2004) explains that the teacher-pupil ratio at the secondary school level of education shall be 1:40. This implies that maintaining approved standard in teaching through evaluation of instruction brings about effective school system most especially if it reflects in the adequacy of quality human resources and maturing resources provided for the actualization of the set goals and objectives.

Teachers Package

Thus is one of the most important indicators of quality education. Teacher's package can be seen as involving the direction of behavior, the strength of responses and the persistence of the behavior towards identified goals. It is a matter of carrying the teacher and staff of an organization and handling their matters and thereby enhancing school management for higher productivity. This implies that teacher pledge is a conscious effort aimed at inducing, inspiring, encouraging and inciting school staff to action directed towards the accomplishment of quality education teaching in the school. Obi (2003) observed that any institution of learning that has a programme which will help the workers to satisfy their needs and desires will certainly enjoy the workers loyalty, commitment and hand work is the achievement of the organization goals. This implies that, staff of an educational institution can be motivated by adequate and prompt payment of their salaries and allowances.

Role of Education in Nigeria

Ololube (2012) explains that education is any act or experience that has a formative effect on the mind, character or physical ability of an individual (for example, an infant is educated by its environment through interaction with its environment). It is the entire range of experience in life through which an individual learns something new. In course of this paper, our focused is on education through the formal means that rejoin some variables to make it qualitative. That is formal education which involves the training and developing of a population knowledge, skills, mind and character in a structured and certified programmer that takes place in a school setting. It is classroom based and delivered by professional teachers. Therefore the roles of education according to swift in Ezekiel – Hart and Adiele (2010) include:-

- Inculcation of values and standards of the security.
- Maintenance of social solidarity by developing our children as sense of belonging to the society

together with a commitment to its way of life, as they understand it.

- Transmission of knowledge, which comprises the social heritage
- Development of new knowledge
- The provision of literacy and numeracy and specialized training for occupational competence leading to personal fulfillment and social contribution.
- Inculcate the desired behavior pattern for diverse roles to the society
- Develop a literate society capable of responding to the technological demands of modern world.
- Provide knowledge and information about new feet and method
- Quicken discovery that is, provide new techniques which will bring about change.
- Stimulate new inventions in diverse areas such as information, communication, commerce etc.
- Encourage democratic participation through the teaching of verbal skills and the development of individual's ability for rational thinking.
- Expansion of student's intellectual horizons.
- The production of patriotic citizens through three teaching of subjects such as social studies, history and geography etc.
- Education is agent of upward mobility in society.
- Education is also an agent of socio-cultural change and reform.
- It helps in separating children from parent and in taking care of them while their parents are away to the office, business or trade. The school keeps the children away and safe for regular and reasonably prolonged periods of the day, the week and the years.
- It provides opportunities for children to become acquainted with a wider and more diverse circle of friends than they would otherwise reach.
- It saves as a useful marriage market for young attitude because they sometimes choose their mates from amongst their educational peers.
- It is also a means by which the supply of labour is reduced.

For our educational system to survive, quality must provide all our activities relating to the realization of our educational aims and objectives. For all these mentioned manifest and latent functions of education to be realistic, the quality of our educational system must be pursued vigorously, and various actors in the educational sector must be activated.

Prospects of Quality Education

The essence of quality education in public secondary schools in Nigeria is to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration under the auspices of Universal Basic Education (UBE) a regulatory agency of public secondary schools. The quality of education is a major policy challenge facing the public secondary schools in Nigeria. Evidence from a variety of source shows that education quality in public Junior Secondary School is weak and need urgent improvement. Learning center In Public secondary schools are modest.

Quality education brings about knowledge, skills and attitudes that are linked to national education goals and positive participation in society. That is why Ezekiel-Hart (2003) argued that quality education as simplifying the ability of the product of a school to render some very useful services to them and to the society. They also implies that quality education helps or will help to equip learners with the required knowledge skills, attitudes and competencies that will enable them develop themselves and contribute in no measure to national progress. Quality education is the anchorage for the survival of the educational system in Nigeria; therefore it must be pursued vigorously.

Quality education can stimulate new invention in diverse areas, quicken discovery which will help in the development of our society. Without quality education in the system, there is bound to be stagnation in the system. Quality education if actually sustained will bring about democratic participation through the teaching and development of individual's ability for rational thinking. It helps in securing the people towards political participation, develops in the people attitude and feelings towards the political system and increases their perception about their individual political value in the society. Blake more and cookery in Ezekiel-Hart and Adiele (2010) see the process as involving the following.

- i. Learning how the political system works
- ii. Developing teachings about the system, which could be either positive or negative.
- iii. The development of attitude about one's competence or lack of it to partake actively in politics.

All these as mentioned about can be achieved through quality education in the school system.

Quality education can bring about the achievement of national economic development. It is against this backdrop that the Federal republic of Nigeria (2004) described education as an instrument par excellent for national development. Government providing quality education aim at pursuing the goal of economic development by inculcating healthy and desirable life habit, production of skilled labour force needed for economic development, inculcation and nationalistic ideas and sense of patriotism needed in national development process. It is for this reason that some indicators of quality education for example teaching qualification, school building, number of teachers (Pupils-teacher ratio), libraries, laboratories, are also indicator of national development.

Quality education can bring about reshaping of culture and introduce changes which part of the heritage of succeeding generations, it act as a custodian of all forms of culture which enhances the survival of the society.

Challenges of Quality Education in Nigeria

Quality education delivery is faced with the following challenges which include.

- Political interference
- Inadequacy of fund
- Inadequacy of professional library
- Inadequate training of school administrator and teachers.
- Inadequate staff maturation
- Moral laxity among staff

Political Interference

This means under involvement of government in the Recruitment, promotion and transfer of staff in the school system. Most frequently, the politician take the centre stage in deciding on the importance professional issues in the system, shading circling the professional in the system. The professional are left in the dark. This sometime, leads to total failure in the system.

Inadequacy of Fund

This means insufficient fund (money) to carry out some important or crucial project that will encourage quality education delivery such as procurement and training of staff. Barikor (2006), Mbaram (2008) and Ezeife (2011) are of the view that inadequacy of fund to finance the vital areas of the school administratively hampered the effectiveness and efficiency of school.

Inadequacy of Professional Libraries

This has to do with insufficient professional libraries for the professional development of staff. Ezeife (2011) maintained that for the system to work (quality education). The professional libraries must be in place

and adequate. This implies that the presence of professional libraries will boast and accelerate quality education delivery through human resource in the system.

Inadequate training of school administrator in human resource management

Ogunsaju (2004) maintained that different educators, the school administrator need professional training to enable discharge his duties to meet the required standard (quality education) the Absence of adequate training could lead to low quality education.

Inadequate Staff Motivation

This is seen as the one of the major problems of quality education delivery in Secondary Schools in Nigeria. When the staff are not given much needed intentional that will encourage them to do more work or exhibit their professional to enhance productivity; Such as increment in salary and allowances, adequate teaching and learning facilities.

Moral laxity among Staff

This has to do with when the school administrator and teachers are bankrupt morally as against their professional ethics. This range from truancy and other misconducts which negative affect the quality education delivery in the system. Nyebuto (2007) maintained that these negative attributes contributes greatly to the in effective (poor) performance of the earners. It slows down the achievement of quality education delivery in the school system.

Way forward in achieving Quality Education

Several attempts have been made by researchers on possible ways of mitigating the challenges and improving the level of quality of education in secondary schools in Nigeria. Some of the possible ways (solution) are presented below:-

Training and Development of Teachers in the system

To bring about quality education delivery in the system, training and development becomes critical for all school administrators, teachers. It is only a trained and developed school administrators and teachers that can evaluate strength and weakness of individuals, staff and give effective feedback. Adeboye (2000) opined that the school administrator has to play a major task in the school, which is the management of resources. He further explained that the school administrator should be conversant with universal principles of managing resources. It is parturient to understand that investment in training and development is an ingredient to quality education delivery. Akinleye (2001) and Commeyas (2003) maintained that training and development of teachers improves teachers teaching skills while

students learn better in the hands of teachers who have the current skills and managerial acumen.

Ogunsaju (2004) explained that different educators need different training that there are types of training available to educators or school administrators which include:

- Induction needs
- Extension needs
- Refreshment needs
- Conversion needs
- Professional needs

Above are some of the means of encouraging professional staff growth that is teaching manpower resources to enhance quality education.

Adequate Teacher Motivation

Staff motivation in school system is a major force for staff satisfactory job performance and productivity. Motivation has effect on work output in quantity and quality. In the school system, it is the teaching staff that holds the efficiency of quality education delivery that gives the school its academic standard and image motivation appears to be the most crucial factor because the efficiency of the organization images on how motivated the teachers are. It is a well-known fact that teaching manpower resources in our secondary schools are not motivated and it's has a negative impact on the quality education delivery. This can be seen in the area of irregular payment of salaries, delay of promotion, poor classroom, environment and inadequacy of physical infrastructure.

Understanding curriculum development and implementation

Ogusaju, (2004) explained that a curriculum contain many other kinds of intentions such as what aspects of learning students should develop, the means of evaluation to be used to asses learning, the criteria according to which students will be admitted to the

programme, the materials and equipments to be used, and the qualities required of teachers, if involves intention to promote learning. This implies that the issue of curriculum development and implementation is a vital strategy in ensuring quality education delivery in schools.

The questions are:-

- Are schools using the current national policy on education?
- Are copies available to the teachers?
- Are copies of national curriculum available in schools?
- Are school implementing the curriculum fully or partially to enable the students understand and appreciate our values, beliefs, near innovation and developmental needs?
- Is the curriculum used in confirming with WAEC/NECO/NTRC curriculum guidelines?

(Ogusuju, 2004), All these pertinent questions must be answered in order to enhance quality education delivery in public secondary schools in Nigeria.

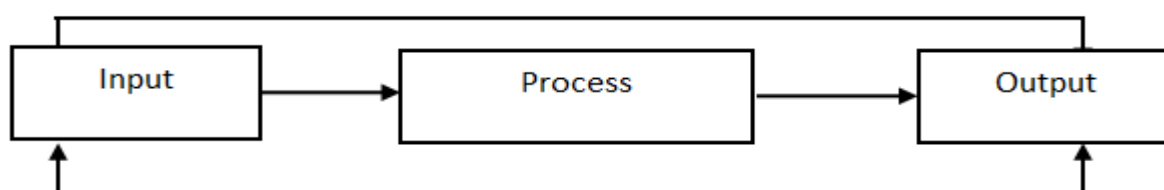
Quality control for school improvement:

Quality control for school improvement is a major strategy in enhancing quality education delivery in a school system. It is the means of ensuring academic excellence and directing all efforts towards the achievement of set standard, educational plans, programmes and objectives in school. To prevent further collapse of academic standard in schools, quality control becomes necessary.

Ogunsaju, (2004), identified three stages of quality control which include:-

- i. Setting standard of satisfactory performance
- ii. Checking results to see how they compare with standards.
- iii. Taking correction actions where actual results do not meet the standards.

The diagram depicts the quality control process



The input, process and output must be of high quality and there is need for feedback.

Source: Anyanwu [1].

Adequate Funding

This has to do with Government ensuring adequate funding for all aspect of school management. Such as school plant, management, human resource management. Fund can be meaningfully be deployed to infrastructural development such as construction of classroom, large hall, perimeter fences, professional development of teachers for further training and attending conferences and workshops. The funds can also be used for procurement of teaching materials, such as teaching aids, laboratories and computers, procurements of books for the library and maintenance of school van and generator.

School Communication

Ibara (2010) explained that communication is the exchange of information and transmission of meaning, which is broadly intended to ensure performance at all levels that results in the implementation of decisions and the achievement of organizational goals. It is believed that good or effective communication brings about harmony and quality education delivery in school system. In advancing towards quality education in our school system, the aspect communication must not be overlooked; this is because according to Awujo in Okai (2013) that communication brings about instruction, direct, control and evaluates performance of organizational members. It is a vehicle for the school administrator to control the activities of teachers, such as rewarding, behavior and performance, issuing order, reviewing and evaluating performance.

CONCLUSION

The paper is anchored in achieving quality education in public secondary schools in Nigeria. It is clear that every institutions of learning gear towards achieving quality education, reasons being that a national cannot grow without quality education. Quality of education is a concept used to express the worth of education provided by a society to its members and which expressed in terms of its ability to equip learners with the knowledge, skills and competencies necessary for maximum self-development and national development. Quality education has some many indicators such as teacher's qualification, availability of equipped libraries, laboratories, teachers package, school buildings etc. some time, the quality education could be hampered by some many factors such as poor funding, inadequate staff motivation, political interference etc. The role of education was view on both latent and manifest function. Obviously, a country with quality education grows faster in areas like science and

technology, democracy, eradication of illiteracy, ignorance and poverty.

Suggestions

The following suggestions are made:-

- Government should allocate more funds into the system and ensure that the funds are properly used for the purpose.
- Government should employ or recruit capable and quality personnel who are professional to regulate the activities of education.
- Government should from time to time review the state of our education system through the auspices of ministry of education to ascertain the level of our educational achievement.
- Government should advance towards quality education through training and development of teachers.
- Government should motivate the actors in educational sectors, such as the teachers, school administrators, students etc. and that could be done through prompt promotion of teachers, and administrators, providing a conducive environment.
- In theme of school plant, the government should put in place good structures, a befitting classrooms and other instructional facilities that will accelerate teaching and learning

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