

Improving Educational Standard Using Effective and Efficient Administration of the Secondary School System in Nigeria

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Abstract—The quality of student's performance has for umpteenth time been an area of consideration by looking the results released yearly by the West African Examination Council (WEAC), and the National Examination Council (NECO). The culmination is the recently released 2014/2015 WAEC results where over 70% of the students who sat for the examination failed. They failed to make five credits, mathematics and English language inclusive, according to the exam body. This made the research to find out who is responsible for this low standard and quality performance, and focus on how to improve this standard using efficient and effective administration of the secondary schools, since it is the path to the all levels of educational systems. Impediments to the low standard are outlined, solution proffered and administrative techniques that principals can use it to improve upon this are suggested to ensure that only qualified professionally trained/skilled personal be made the secondary school principals.

Keywords— Administration, Education, Effective, Nigeria.

I. INTRODUCTION

Education is a sound investment that is expected to enhance the economic growth of individuals (Bamisaye, 2004). It is a known fact that education is a strong factor of social mobility. This means that education has the ability to influence a person's future economic status in a society. Unfortunately, this important sector is faced with myriad of problems, ranging from poor funding, poor quality of teachers, with dilapidated structures. These and many more are the problems facing the Nigerian educational sector. The failure of quantity to match quality is pitiable aspect of Nigeria's educational system since 1960 which Hansel (2012) described it as "growth without development". The woeful performance of our students in West African examination council (WAEC) has been a sources of worry to many parents and other stake holders in the sector. Following the release of WAEC November/December 2014 results, the statistics shows that over 70% of students who sat for the examination failed. They failed to make five credits, mathematics and English language inclusive, according to the exams.

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The WAEC Head National Office of the Council, Charles Eguridu, revealed that out of the 241,161 candidates who sat for the exams, only 72,522 scored five credits with two key subjects, giving a pass rate of 29.27 percent. To do justice to the topic therefore, the paper examines some concept such as educational standard, system effectiveness and efficiency in administration and secondary education. It would then examine the national goals for education, the causes of low standard in secondary education, and has well suggest the practical administrative ways to be used by principals to improve quality of performance in the secondary school system.

II. NIGERIAN EDUCATIONAL SYSTEM

Education is indispensable to individuals and society, for without it there would be loss of all the accumulated knowledge of the ages and all the standard of conduct (Kpolovie, et al., 2011). Education is a component of the entire system called Nigeria. It is an integral part of the supra system, just as we have the agriculture, health and banking sectors (Hansel, 2012).

Educational system can be regarded as the hierarchical structure of the individualized activities, which are organized in the various institution such as primary, post primary (secondary) and tertiary institutions (Aremu, et al., 2000).

III. NIGERIAN CURRENT EDUCATIONAL POLICIES

The need for national policy on education came about as a result of the 1996 National Curriculum Conference which was attended by cross-section of Nigerians. The following are the national educational policies, as stated in National Policy on Education (FGN, 2005:4-5), which are derived from the national philosophy.

1. The lifting of the suspension order on open and Distance Learning Programmed by Government.
2. Revitalization and expansion of National Mathematical Centre (NMC).
3. Introduction of information communication technology (ICT) into the school curriculum as second official language.
4. Repositioning science, technical and vocational education in the scheme of national education optimum

performance.

5. Establishment of teacher's registration council (TRC).

IV. NIGERIAN SECONDARY EDUCATION

Secondary education normally takes place after primary education and may be followed by higher or vocational training (Ajagun, 2000). Also Ashikhia (2010) defined secondary education as the second stage traditionally found in formal education, beginning at the age of 11 to 13 and ending usually at age of 15 to 18. Secondary education has a part to play in educational development, because majority of personnel graduate from secondary school are not necessarily from the university (Aremu, et al., 2003).

V. CAUSES OF MASS EXAM FAILURE IN NIGERIA

A lot of mass failures in various examinations are now been recorded yearly. As stated earlier, the recent 2014 WAEC result have shown that over 68% of the 1.6 million candidates have failed either mathematic or English-which are requisite for getting admission into any tertiary institution in Nigeria as against 65% and 60% In 2012 and 2013 respectively.

Also, about 8.4% of the results were nullified. Even the traditional NECO that a student passes with flying colors is now comatose.

The NECO 2014 result shows that over 52% failed in either mathematics or English. The following are among the major problems, as stated by Ashikhia, (2010).

- A. Lack of quality education, educators learning and teaching environment. The teachers are half-beaked graduates are also product of corrupt teachers and schools. The environment is not favorable for learning. Twenty students par twenty foot square room.
- B. Lack of well and proper examinations standard. Different schools with different curriculum. WAEC standard, NECO standard e.t.c.
- C. Lack of robust and articulated orientation for the students. Many students do not know the format of UTME, NECO etc. The thought it was like their ordinary school exams.
- D. Effect of social networks and media. Even during the time of examination, one will still see students on line whether on face book, twitter, and 2go etc. People from thirteen years are allowed to register on these networks. Instead of them facing their books, they eventually ended up on face book. While they are supposed to go to class, they spend their times on 2go.

VI. THE ROLES OF STAKEHOLDERS IN THE IMPROVEMENT OF QUALITATIVE SECNDONARY EDUCATION IN NIGERIA

They are many stakeholders in education each of whom needs to play his role effectively in order to help our children learn better and reach their fullest potential (Ojerinde, 2004).

A. *Students*

- Value education and want to learn.

- Stand firmly by what is right and wrong from parents and teachers.
- Respect authority and have a sound sense of civic responsibility.

B. *Parents/Grandparents*

- Support schools in their effort to educate the child.
- Take ultimate responsibility for the upbringing of their children and set good examples for them to follow.

C. *Teachers*

- Care deeply for the character and moral development of students by word and example.
- Moderate, challenge and help students find the potential within themselves.

D. *Principals*

- Are effective translators of educational policies into practice interpreting and applying these appropriately to suit school condition.
- Facilitate sharing of vision with parents and students.

E. *Community*

- Welcomes and encourages our young to be involved in the life of the community.
- Upholds and transmits the right values and altitudes to our young.

VII. ADMINISTRATION IN NIGERIAN SECONDARY SCHOOLS

Administration as stated in the new standard Encyclopedia Dictionary, is the group of individuals who are in charge of creating and enforcing rules and regulations, or those in leadership positions who complete important tasks. According to Ibiam (2007), a principal is at the helm of affairs at the secondary school level. Thus, his role in the administration of the school to improve high quality cannot be over emphasized. He needs to adopt series of administrative strategies that are result and goal oriented. In the same vein, educational administration is also a comprehensive effort intended towards the achievement of some specific educational objectives and it also deals with educational practices. There are two variables that determine the success of any administration (Ibliam, 2007). These are effectiveness and efficiency. Efficiency is the ability of the system to carry out its programmes at the least cost. Effectiveness is how the system is able to achieve its stated objectives.

For quality to be achieved in our secondary schools therefore, principals needs to:

- Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They should help to define and promote high expectations. They should attack teacher isolation and fragmented effort.
- Effective principals also encourage continual professional learning. They should emphasize research-based strategies to improve teaching and learning and initiate discussion

about the instructional approaches, both in terms and with individual teachers.

- Principals also need to approach their work in a way that will get the job done.
- They should urge teachers to work with one another and with administration on a variety of activities including developing and aligning curriculum, instructional practices, and assessment; problem solving; and participating in peer observations.
- Principals should keep a cordial relationship between the school and the community. He can even know how the community appraises the school and the students' academic and disciplinary problems can jointly be tackled.

VIII. RECOMMENDATIONS

- ✓ Administration is very important variable in the achievement of goals. Only personal with professional skills in the educational administration and planning should be made principals.
- ✓ In the area of procurement of facilities, quantity and quality should determine the procurement of facilities and the user departments be allowed to make an input. This will also improve standard and quality of instruction given in the school.
- ✓ For effective administration and standard, teachers must be trained and re-trained to achieve good result. There must also be regular staff meeting with school heads to discuss how to move the school forward.
- ✓ Truancy must be thoroughly checked on the part of both teachers and students.

IX. CONCLUSION

The paper justified the topic by stressing the importance of secondary education and its position in improving manpower need for the country. During the course of discussion, administration and educational system etc. were treated. It also mentioned that the principals are heads and their roles in the achievement of quality secondary education cannot be overemphasized. With reference to WAEC & NECO 2014 results, the paper discussed the issue of standard and quality from the definition given of the former. At the end, it mentioned out some practical administrative strategies that would enhance the secondary schools standard in Nigeria.

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