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## **Philosophy of Education and Effective Quality Assurance Monitoring Challenges in Secondary Schools in Osun State**

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### **ABSTRACT**

Philosophy of education is worried about basic assessment of thoughts, issues, Projects and issues in schooling. One way to critically examine school activities in order to maintain standard in all aspects of the school system is through quality assurance monitoring. Through the National Policy on Education (2013), the Federal Government of Nigeria made quality a guiding principle in her educational planning. Optional training is the center stream in the schooling unit which gets ready understudies in Nigeria for advanced education. As a result, secondary school quality assurance monitoring is intended to achieve predetermined goals and objectives. This review analyzed the difficulties of compelling quality confirmation checking in auxiliary schools in Osun State in the radiance of reasoning of training. The study adopts philosophical and descriptive designs. To assist the researchers in carrying out the study, three research questions were formulated. The participants in this study were 385 principals from Osun State's public secondary schools. Due to the relatively small size of the population, the study's sample consisted of all 385 principals of public secondary schools in Osun State. The "Challenges of Effective Quality Assurance Monitoring" (CEQAM) questionnaire was used to collect the data. The research questions were answered using mean ratings. The issue of funding was found to be the primary obstacle to effective quality assurance monitoring in secondary schools in Osun State. In light of the discoveries, it is suggested in addition to other things that administration at all levels ought to give the expected assets to compelling quality confirmation checking in Nigerian schools.

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### **1. Introduction**

The study of education's purpose, nature, processes, and ideals is the focus of education philosophy. Onebunne (2018) says that philosophy of education is the set of ideas, rules, and guidelines used to keep track of how schools should be run. Quality affirmation observing in schools is one of those approaches Central Administration of Nigeria formed to set, keep up with and further develop norms in all parts of the educational system (Public Arrangement on Training, 2013). Quality confirmation observing in schools is an action embraced in training area to guarantee the accomplishment of put forth objectives and targets. In her educational planning, the Federal Government of Nigeria made quality a guiding principle (NPE, 2013). Quality assurance monitoring in schools was established as a result of this government effort to ensure high-quality education in our educational system. Quality assurance enables the

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system to surpass the minimum standard in input, process, and output, as stated in detail by the Universal Basic Education Commission (2020), resulting in the production of a Nigerian child who will be useful to society. It goes past quality control consequently laying accentuation on the nature of the finished results with the assumption that base standard exists. Through supervision, inspection, monitoring, and evaluation, it's all about making sure that our processes, inputs, and outputs are of a high quality. It has the basic role of consistently assessing adherence to public quality norm.

In addition, it requires the assistance of both internal and external evaluators to guarantee enhanced teaching and learning procedures. Without a doubt, quality confirmation observing in schools is a change in perspective from the conventional act of school review to an all encompassing methodology. This is done to ensure that the education system's inputs, processes, and outputs meet established standards in order to enhance education delivery, teacher performance, student achievement, and stakeholder participation (Ogbodo, 2012).

The system review of educational programs in schools to ensure that acceptable educational standards are maintained is known as quality assurance monitoring. According to Ajayi and Akindutire (2007), quality assurance in the education system entails the capacity of schools to meet the expectations of human resource users regarding the quality of skills acquired by their graduates. Omebe (2018) says that quality assurance in education has evolved into an all-encompassing activity that encompasses all policies, procedures, and actions that are used to develop and maintain the quality of education. In addition, quality assurance in schools is linked to accountability, according to Ajayi and Adegbesan (2007), which are both concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, missions, and stated objectives. Ehindero (2004) opines that quality affirmation in schools centers around:

- Learning entry behaviors, traits, and characteristics, including some demographic factors that can hinder or help them learn;
- The qualifications for becoming a teacher, values, pedagogical abilities, professional readiness, subject knowledge, and philosophical orientation;
- The educating educational experience including the construction of the educational plan and learning climate;
- The outcomes, which include instruments that are appropriate and pertinent for evaluating these goals and are defined for various levels in terms of knowledge, skills, and attitudes.

Quality affirmation in schools accordingly is supposed to be the capacity of the schools to meet specific models connecting with scholastic matters, staff-understudies' proportion, staff blend by positions, staff improvement, actual offices, sufficient library offices, ampleness of different contributions to the schools concerning quality. Through collaboration with other stakeholders, the goal of national quality assurance monitoring in schools is to guarantee that every child receives a high-quality education. Its goal is to help schools deliver high-quality education and improve student outcomes. Its objective is to establish a common standard across all federation schools. In quality assurance, the following areas must be monitored:

- i. Results from the learning and teaching process.
- ii. The quality of the educational programs offered.
- iii. The effect that management and leadership have on the teaching and learning process (Ogbodo, 2012).

In school quality assurance monitoring, indicators play a crucial role. The quality assurance indices serve as the foundation for school monitoring. Ogbodo (2012) kept up with that contributions to the instructive business decide the quality result of the framework. Any educational program's outcome is determined by how inputs, content, and process interact. The quality affirmation lists in this manner include

:i. Quality of Input Resources: Human resources, such as teachers, students, and other support staff, and physical facilities, such as buildings, laboratory equipment, furniture, books, and research journals, comprise the educational system's input resources. It also includes the financial resources that can be used to carry out school projects..

ii. Quality of Content: An educational system's quality of education is largely determined by the quality of its educational curriculum. The educational program embraces every one of the exercises and encounters that add to the improvement of the students in their scholarly vocation.

Quality of Process: The educational process includes teaching – learning methods, research activities, the school leadership/administration and community services. The teaching – learning process implies the student – teacher interaction. This will be dependent on the teaching methods and pedagogical skills employed by the teacher in the teaching-learning process.

iii Quality of Output: The term "educational output" refers to standards, achievement, and achievement measures. What students actually learn in terms of the knowledge, skills, and attitudes they acquire is referred to as achievement. Accomplishment alludes to the quantity of students who finished the recommended scholastic projects and get the capabilities. The official learning objectives, or standards, are what society expects from students enrolled in a particular educational system. Measures of output include test scores, progression, and pass rates, indicating both internal and external efficiency.

In Nigeria, secondary education is the middle level of education, preparing students for higher education. Every Nigerian student is at this strategic transitional stage in their educational pursuits. Consequently, quality as the benchmark and support of set norm in all parts of optional training can't be compromised. In light of this background, the purpose of this study was to investigate the difficulties associated with efficient quality assurance monitoring in secondary schools in Osun State using educational philosophy.

### ***1.1 Statement of the Problem***

The process and issues of educational practices are critically examined in education philosophy. In the Nigerian education system, one of the most challenging tasks has become implementing efficient quality assurance monitoring in schools. According to scholars such as Anyaogu (2016) and Ogbodo (2012), the difficulty of implementing effective quality assurance monitoring in secondary schools is to blame for the declining standard of education in secondary schools. The difficulties are also accompanied by issues such as inadequate funding, a lack of teacher dedication, and an environment that is not conducive to learning. In light of the imperative of education philosophy, these issues have continued to have a negative impact on students' academic performance in secondary schools in Osun State. As a result, the problem of the study is the need to investigate the obstacles to efficient quality assurance monitoring in secondary schools in Osun State in light of education philosophy

### ***1.2 Purpose of the Study***

In light of education philosophy, the primary objective of the study was to investigate the obstacles to efficient quality assurance monitoring in secondary schools in Osun State. The study's specific objectives were to ascertain: 1. The elements of quality assurance monitoring in Osun State's secondary schools. 2. The obstacles to effective quality assurance monitoring in Osun State's secondary schools. 3. how to overcome obstacles for improved outcomes

### ***1.3 Research Questions***

The following research questions guided the study:

1. What are the components of quality assurance monitoring in secondary schools in Osun State?
2. What are the challenges facing effective quality assurance monitoring in secondary schools in Osun State?
3. How do we tackle the challenges for better result?

## **2. Method**

The elucidating review research configuration was utilized for this review. According to Mba & Udegbe (2012), descriptive research design is a type of research in which data are collected and analyzed from a small number of people or items that are thought to be a representative sample of the entire group. Because the study gathered information from 385 public secondary school principals in Osun State to investigate the difficulties of quality assurance monitoring in secondary schools in Osun State in light of education philosophy, this design was ideal for

use in this study. This study's sample consisted of 385 principals from Osun's public secondary schools. State. Due to the relatively small size of the population, the study's sample consisted of all 385 principals of public secondary schools in Osun State. Information were gathered with specialists created poll named "Difficulties of Compelling Quality Confirmation Observing" (CEQAM).

The first section of the questionnaire was the introduction and asked for information about the respondents' current situation. Section two involved 15 things that were coordinated under 3 areas to be specific the parts of value affirmation checking, the difficulties of compelling quality confirmation observing and techniques to handle the difficulties of powerful quality affirmation checking. On a four-point scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1), respondents were asked to express their opinions. Three specialists in the Department of Educational Foundations and Counsellng, University of Ilesa, Ilesa. Osun State approved the instrument. The split-half test was utilized for reliability. The reliability of the three instrument sections was evaluated using Pearson product moment correlation coefficients of 0.76, 0.78, and 0.80, respectively. Mean ratings were used to answer the three research questions for data analysis. The decision rule was that any mean score above 2.50 was considered to be agreeable, and any mean score below 2.50 was considered to be disagreeable. The rating scale was a 4-point scale

**3. Results**

**Research Question One:** What are the components of quality assurance monitoring in secondary schools in Osun State?

**Table 1:** Mean rating of respondents on the components of quality assurance monitoring in secondary school in Osun State

N – 385 Public Secondary school principals in Osun State

S/N	Items on the Components of Quality Assurance Monitoring	School Principals x (mean)	Decision
1	In quality assurance monitoring, internal and external evaluation are involved.	4.00	Strongly Agree
2	All learners are involved in the process of quality assurance evaluation.	3.88	Strongly Agree
3	Quality assurance evaluation is carried out openly with those being evaluated.	3.20	Agree
4	Quality assurance evaluators use the same standards known to all stakeholders.	3.30	Agree
5	School improvement is the target of quality assurance monitoring.	3.90	Strongly Agree

Results in table 1 showed that all the items have mean ratings above the cut-off point of 2.50. The table also showed that statements in item 1, 2, and 5 were responded positively in strong agreement. Statements in items 3 and 4 were responded positively in agreement. Hence, all the respondents agreed that statements in items 1, 2, 3, 4, and 5 are the components of quality assurance monitoring in secondary schools in Osun State.

**Research Question Two:** What are the challenges facing effective quality assurance monitoring in secondary schools in Osun State?

**Table 2:** Mean rating of respondents on the challenges facing effective quality assurance monitoring in secondary schools in Osun State.

N – 385 Public Secondary school principals in Osun State

S/N	Items on the Challenges Facing Effective Quality Assurance Monitoring	x (mean)	Decision
6	Problem of funding is one of the challenges facing effective quality assurance monitoring.	4.00	Strongly Agree

7	Lack of trained quality assurance evaluators is another challenge facing effective quality assurance monitoring.	3.90	Strongly Agree
8	The use of old teaching methods poses a challenge to effective quality assurance monitoring.	3.88	Strongly Agree
9	Poor instructional materials is a challenge facing effective quality assurance monitoring.	3.40	Agree
10	Poor physical facilities is also a challenge facing effective quality assurance monitoring.	3.20	Agree

Results in table 2 revealed that all the items have mean ratings above the cut-off point of 2.50. The table also revealed that the respondents strongly agreed with statements on items 6, 7, and 8 while agreed with the statements on items 9 and 10. Hence, they agreed that statements on items 6, 7, 8, 9 and 10 are the challenges facing effective quality assurance monitoring in secondary schools in Osun State.

**Research Question Three:** How do we tackle the challenges for better result?

Table 3: Mean rating of respondents on how do we tackle the challenges for better result.

N – 385 Public Secondary school principals in Osun State

S/N	Items on strategies to tackle the challenges for better result.	x (mean)	Decision
11	Required resources should be provided to ensure effective quality assurance monitoring.	4.00	Strongly Agree
12	Quality assurance evaluators should be trained to ensure effective quality assurance monitoring.	3.90	Strongly Agree
13	Appropriate teaching methods should be adopted to ensure effective quality assurance monitoring.	3.80	Strongly Agree
14	Adequate instructional materials should be provided to ensure effective quality assurance monitoring.	3.40	Agree
15	Adequate physical facilities should be provided to ensure effective quality assurance monitoring.	3.30	Agree

In the results shown in Table 3, all the items have mean rating above 2.50 indicating that strategies stated in the items should be used to tackle the challenges facing effective quality assurance monitoring in secondary schools in Osun State for better result.

### 3.1 Discussion

In response to the first research question, 385 school principals in Osun State agreed on the components of quality assurance monitoring in secondary schools: all learners are involved in the process of quality assurance evaluation, quality assurance evaluators use the same standards that are known to all stakeholders, school improvement is the goal of quality assurance monitoring, and quality assurance monitoring involves both internal and external stakeholders. This result was in line with the quality assurance monitoring models that the Universal Basic Education Commission (2020) discovered, such as students' participation, transparent evaluation, a single standards scale,

school improvement, and school self-evaluation and external evaluation. As a result, the components of quality assurance monitoring in secondary schools in Osun State were consistent with these quality assurance monitoring models. In response to the second research question, principals in Osun State agreed that poor physical facilities, outdated teaching methods, inadequate instructional materials, and a lack of qualified quality assurance evaluators are among the obstacles to effective quality assurance monitoring in secondary schools.

This tracking down proposed that to accomplish adequacy in quality confirmation observing in schools, the difficulties confronting successful quality affirmation checking should be dissected and their suggestions uncovered. This is in accordance with the investigation of Ajayi and Adegbesan (2007) and Omebe (2018) which found that examination of value affirmation observing and its difficulties clears way for instructive turn of events. Thus, it is through this examination that arrangements are proposed to the difficulties of compelling quality confirmation checking in optional schools in Osun State.

According to the responses to the third research question, school principals in Osun State agreed on the strategies for addressing the difficulties of effective quality assurance monitoring in secondary schools, which included providing the necessary resources, training quality assurance evaluators, adopting appropriate teaching methods, and providing adequate instructional materials and physical facilities.

This finding ought to be executed in light of the fact that training is the bedrock of public turn of events and supportable monetary development. In the expressions of Ogbuagu (2021) training is a course of social reorganization and change. The education of its citizens must be a top priority for any nation that wants to rise above poverty. For sustainable national development and economic growth, therefore, the difficulties of effective quality assurance monitoring at all educational levels should receive the highest priority.

#### **4. Conclusion**

This study's findings call for serious government action at all levels and from education industry stakeholders. School improvement is aided by effective quality assurance monitoring in secondary schools. The positive output of the school, which is infused with the instrumental values of cultivating productive citizens for sustainable development, demonstrates the school's potency more clearly. In secondary schools in Osun State, effective quality assurance monitoring is difficult. It's possible that quality assurance monitoring in secondary schools in Osun State won't be effective unless the strategies for overcoming the obstacles are adopted and put into practice. As a result, educational philosophers believe that the above-mentioned strategies should be adopted and put into action by Nigerian government at all levels to address the challenges of effective quality assurance monitoring in schools.

#### **4.1 Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Government at all levels should provide the required resources for effective quality assurance monitoring in Nigerian schools.
2. Quality assurance evaluators should be trained to ensure effective quality assurance monitoring in Nigerian schools.
3. Regular quality assurance monitoring in Nigerian schools should be encouraged to maintain set standard in all aspects of the schools system.

#### **4.2 Limitations of the Study:**

The ideas of educational philosophy may be used superficially or inconsistently in practice since many educators and administrators may not have received formal training in the subject. This lack of understanding made it more difficult to include philosophical frameworks into quality assurance procedures, which compromised the study's capacity to fairly evaluate their effects.

#### **4.3 Suggestions for Further Research**

To fill the gap missing in the study, the study therefore suggested that future studies should examine how integrating particular philosophical stances (such as existentialism or pragmatism) affects school quality assurance results over the long run.

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