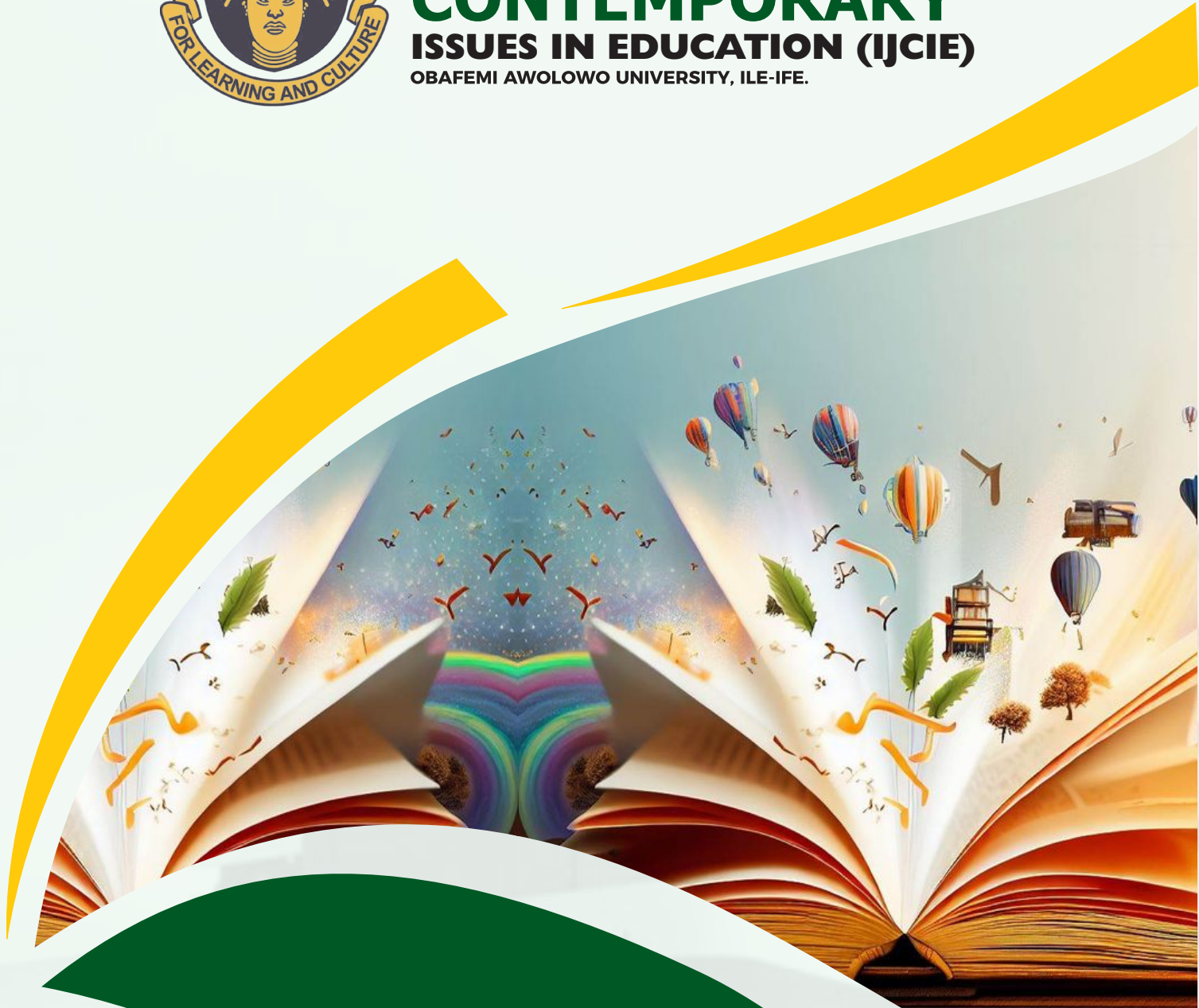




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## PRINCIPALS' ADMINISTRATIVE STRATEGIES AND QUALITY ASSURANCE IN OSUN STATE SECONDARY SCHOOLS, NIGERIA.

**AKINOLA, OLUWATOYIN BOLANLE**

Department of Educational Management  
Obafemi Awolowo University, Ile-Ife  
E-mail:olubolakinola2@mail.com  
Telephone Number: 08066574524

**AKOMOLAFE, OMOLARA RUTH**

Department of Educational Management,  
Obafemi Awolowo University, Ile-Ife,  
E-mail:akomolafeomolararuth@gmail.com  
Telephone Number: 09019003392

### Abstract

*The study determined the usage of administrative strategies and quality assurance adopted by principals in Osun State senatorial districts. Descriptive research design was used for the study. The population comprised 601 principals and 6,982 teachers in Osun State public secondary schools. Multistage sampling procedure was adopted for this study. The sample was made up of 495 respondents which comprised 45 principals and 450 teachers. From each senatorial district, three Local Government Areas (LGAs) were selected using simple random sampling technique. Five schools were also selected from each Local Government Area using simple random sampling technique. Ten teachers from each school were selected using purposive sampling technique. The teachers selected were those that had been in the schools for a minimum of three years. This was to ensure that they could give accurate information about their principals' use of administrative strategies. Two sets of researchers' constructed questionnaire were used to collect data for the study. The first titled "Principals' Administrative Strategies and Quality Assurance Questionnaire" (PASQAQ) and the second titled: "Administrative Strategies and Quality Assurance" (ASQA). The data collected were analysed using appropriate descriptive statistics to answer research questions raised and inferential statistics to test the formulated hypothesis. The findings showed that delegation (23.8%), coordinating (20.8%), discipline (20%), supervision (17.7%), organising (9.6%), and planning (8.1%) were administrative strategies adopted by principals in*

*schools. It was revealed that the level of administrative strategies adopted by principals was moderate (64.3%). The study concluded that principals' administrative strategies were moderate and are crucial for the enhancement of quality assurance in secondary schools in Osun State. It was recommended that principals in secondary schools should intensify efforts in making sure that school administrators' strategies are used in secondary schools within Osun State.*

**Keywords:** Principals' Administrative Strategies, Quality Assurance, Education Quality, School Supervision.

### Introduction

Education is a tool par excellence in the areas of social, economic and political development in any country which fosters knowledge and acquisition of skills in various aspects of human lives. It therefore suggests that education is the brain behind the societal and personal development. Given its role in boosting labour productivity, efficiency and raising economic output, education is seen as a key factor in the development of human capital which includes the school principal, teachers, students among others (Ahmed *et al.*, 2017).

Principals in schools are the chief executive officers who see to day-to-day activities and the smooth running of the school. Nevertheless, principals seem to be working less to guarantee that the standard of secondary school activities is maintained, particularly through the adoption of school administrators' managerial strategies in an

attempt to enhance quality assurance of schools. So that the school result in eternal examination revealed below. Principals have to prioritize educational system improvement and educational institution administration which is under great pressure to maintain high educational standards in order to accomplish quality assurance (Sabwami, 2025). The strategies that the stakeholders of education adopt including the school heads in assisting the reduction of pressure in the educational sector which hamper expected achievement of quality standard cannot be under estimated.

The Administrative Strategies adopted by secondary school principals are expected to provide enablement for teachers' manifestation of professional competences in the dimension of efficient supervision of instructional delivery, monitoring of school records, assessing of school activities and evaluation of finance and infrastructures aimed at achieving the quality assurance of secondary school educational goals (Kin *et al*, 2019). Some of the strategies adopted by school administrators in this context are planning which involves the forecasting of educational programmes and project in into future organising, human material and money resources into departmentalized structure to inculcate curriculum content into learners, Coordinating which centres on synchronizing organisational resources to work cooperatively to achieve the goals of secondary school education, Delegation of duty to all teaching and non- teaching staff and discipline tactics. These identified principals' supervisory strategies enabled staff to do their work as expected in accordance to the quality standard expected of the teachers in disseminating qualitative learning to students. Performances of students in internal and external examinations indicate whether the level of utilization of principals' administrative strategies are moderately used, highly adopted or used at a low level, particularly in schools for assuring quality education (Osegbue & Ohamobi, 2025).

Quality assurance is all about stakeholders meeting education standards, either through internal or external quality assurance agents, such as the principals of schools and the state and local supervisors from the ministry of education. Compliance and meeting of educational

standards could only be made possible through principals' administrative strategies adopted by principals in secondary schools (Agustina *et al*. 2022). The level of adoption of usage of the administrative strategies is expected to achieve secondary schools' educational objectives to enhance the quality educational standard (Adeniyi & Akinola, 2020). Quality assurance indicators in this study aims to focus on teachers' effectiveness and students' academic performance. Effectiveness of a teacher could be displayed in the use of administrative strategies such a planning of lesson notes, organising the class and the students, coordinating instruction and the learners, supervising the students' work. Principals that are effective in school seek to plan, organise, coordinate, delegate and supervise the school's human, material and financial resources. School effectiveness therefore is a function of students' academic performance and achievement of objectives of schools at any level.

According to Ebereonwu *et al*. (2025) administrative strategies are the sum of the various planning, organising, stimulating, coordinating, staffing, budgeting, communication, and appraisal processes that assist administrators in using resources to achieve organisational goals. Also, Abdulrahman (2016) opined that an administrative process is a set of processes that deal with how personnel and material resources are used in an organisation to fulfill established goals. These procedures include planning, decision-making, organizing, coordinating, motivating, directing, reviewing, staffing, and budgeting. These procedures are in place to help the administrator with his day-to-day responsibilities.

A study by Mijinyawa *et al*. (2017) however, showed that Osun state secondary students' academic performance in the West African Examinations seems to be deteriorating as measured using percentages, particularly from 2016 to 2024. There was a decline of Osun state secondary students academic and performance in WAEC with 44.45%, 43.50%, and 40.85% in 2016, 2017, and 2018. Improvement was noticed in 2019 May/June WAEC performance as the state recorded 50.16%. But the law of diminishing returns seems to have set in for the state as it descends from 2019's 50.16% to 4.78% in 2020, 32.55% in 2021, and 37.43% in 2022. WAEC

results from 2023 and 2024 show that a significant portion of candidates achieved credit and above in a minimum of five subjects, with English Language and Mathematics. While 43,923 candidates (68%) achieved this in 2024, 34,878 (54%) had credit and above, including English and Mathematics. In 2023, 79.81% of students obtained the required five credits. However, 2024 results showed a decline, with only 72.12% of candidates achieving five credits, including English and Mathematics, with 54% scores. Therefore, with the above and recent scores/ percentages, it makes the influence of principals' administrative strategies on the quality assurance of Osun State secondary schools doubtful and questionable.

Going through the Osun State public secondary school students' performance above. It is obvious that acceptable standard in the quality of education (which is distinction) is yet to be attained. Although a number of reasons seems accountable for this, among which may be deficiency in the use of administrative styles and strategies by school principals which might have affected students' academic performance negatively this performance, the researcher wonders whether the principals use the principals' administrative strategies at all or the administrative strategies are under –utilized especially within the state.

Performance of students in examinations can be attributed to a number of factors which may include provision of physical facilities, finance, classroom size, effective school discipline policies, administrative support, inadequate use of administrative strategies in the planning, organising, coordinating, delegating duties and in supervisory work of principals and teachers. in the school, the poor and ineffective training and retraining programmes, politicization of administrative cadres and effective leadership just to mention a few. This means that sustained effort is needed through the principals' use of administration to achieve integration where all the members of the school are involved and work together with a sense of common purpose of achieving the school's goals. (Bagine, 2022). The issue of quality is uppermost in educational sectors all over the World, that is why stakeholders in education are anxious of the quality of education delivered to secondary

school students because whatever they deliver will produce desirable or undesirable outcomes, that is, lead to achievement or non-achievement of educational goals.

Secondary school education in Nigeria is a link between the primary and tertiary level of education. Secondary school leavers are expected to possess the qualifications that will give them direct access to tertiary education as soon as they complete their secondary education, or become providers of semi-skilled labour in the country. This level of education is meant to prepare students towards useful living within the society if they do not have the privilege to proceed to tertiary institutions. Effective principals' administrative strategies are supposed to enhance the teaching learning processes of school and thus lead to the production of quality output and the achievement of educational objectives of the secondary school level of education. Principals' administrative strategies such as planning, coordinating, organising, delegation of duties, discipline and supervision are expected to enhance quality assurance in schools. However, the report of persistent poor performance of Osun State public secondary school students especially in external examinations and the population of secondary school leavers who are yet to gain access to the tertiary level of education makes the influence of the principals' administrative strategies on the quality assurance of secondary school education doubtful. It was therefore necessary to investigate Osun State public principals' use of administrative strategies and their influence on quality assurance of schools.

Idris (2023) analysed the interplay between quality assurance practices and teacher productivity in the context of public secondary schools in Lagos State, Nigeria. The study adopted a qualitative approach through a collection of secondary data. The findings revealed that well-designed quality assurance mechanisms, such as mentoring, teacher training programme, and ongoing professional development, significantly contribute to teachers' effectiveness, job satisfaction, and student academic performance. It therefore means that investment in professional development boosts the academic performance of students

Ensuring quality in schools require managerial / administrative stratagems.



Buttressing this Amafuele and Okoli (2022) investigated principals' administrative strategies for the attainment of quality assurance in secondary schools in Anambra State. The study adopted a descriptive design using a quantitative method, using a survey. The population comprised 262 public secondary school principals in the study area. The population of principals was used as the sample size since the population size was manageable. The study indicated a positive correlation between principals' administrative strategies and the quality assurance of schools. The findings revealed that principals adopted organizing, planning, and coordinating strategies for quality assurance in secondary schools (Amafuele & Okoli, 2022). It was suggested that competent and certified principals who would be able establish relationship with his teachers in the attainment of school goals and achievement of quality assurance are to be recruited into schools.

In an attempt to enhance quality assurance in schools through the adoption of administrative strategies. Osegbue and Ohamobi (2025) found that there was no significant relationship between principal administrative strategies and quality assurance of schools since principals' use of decision-making, planning and motivational techniques in Delta State's public secondary schools was low. The study concluded that principals need to strengthen their administrative strategies use in schools to achieve quality assurance needed to meet global standard. Therefore, principals need rigorous training to enhance their productivity in schools.

Emenike and Ezenwagu (2022) discovered that there was a positive and moderate significant association between principals, delegation of authority, and communication process, in Imo State secondary schools. Also, there was no substantial association between principals' leadership behaviours and teachers' organizational citizenship behavior in secondary schools in the study area. It was advised that principals in secondary schools in should properly monitor teachers' instructional delivery, while improvement should be made in the use of instructional materials that are compatible with the objectives.

Ayeni (2017) found a significant relationship between teachers' classroom

management and quality assurance of schools in terms of school effectiveness and academic performance. It was recommended that the government should employ adequate number of qualified teachers to reduce instructional workload to a manageable level. Also, government in collaboration with the parents-teachers association and other development partners should provide adequate learning facilities and materials that would improve classroom management and students' learning outcomes in secondary schools.

Since it is important to ensure that students are exposed to education of high quality and the major role of level of adoption of principals' administrative strategies is to improve effective teaching and learning coupled with the vital role of teachers' efficiency; it becomes necessary to ascertain the frequency of principals' administrative strategies on quality assurance of secondary schools.

Therefore, this paper investigated the level of adoption of principals' administrative strategies for the enhancement and maintenance of quality assurance in Osun State secondary schools, hence this study.

### Objectives of the Study

The following objectives were raised to guide the study:

- i) identify the administrative strategies adopted by principals in Osun State secondary schools.
- ii) determine the level of usage of administrative strategies adopted by principals in Osun State secondary schools;
- iii) investigate the influence of the principals' administrative strategies on quality assurance in Osun State secondary schools.

### Research Questions

The following questions were raised to guide the study:

- 1) What are the administrative strategies adopted by principals in Osun State secondary schools?
- 2) What is the level of principals' use of administrative strategies in Osun State public secondary schools?

### Hypothesis

This hypothesis was formulated and tested at 0.05 level of significance. Principals' administrative strategies have no significant influence on the quality assurance of secondary schools in Osun State secondary schools.

### Methodology

This study employed a descriptive survey research design. This approach was considered suitable because it enabled the researcher to assess and describe the usage of administrative strategies adopted by the principals in Osun State secondary schools. The population comprised 7,583 that made up of 601 principals and 6,982 teachers in Osun state secondary schools. Multistage sampling procedure was used to select respondents. The Sample consisted of 495 respondents having 45 principals and 450 teachers. Three Local Government Areas (LGAs) were selected using simple random sampling technique from each senatorial district. Five schools were selected from the sampled Local Government Areas to allow for equal chances of representation using simple random sampling technique. Ten teachers from each school were selected using purposive sampling. These are teachers who must have been in the school for a minimum of three years, working with the principal. This was to ensure that they could give accurate information about their principals' use of administrative strategies. Two sets of researchers' constructed questionnaires were used to collect data for this study. The first is titled Principals' Administrative Strategies and Quality Assurance Questionnaire (PASQAQ), and the second is titled Administrative Strategies and Quality

Assurance (ASQA). The instruments were validated by experts, assuring both face and content validity of the instruments.

The reliability of the instruments was ascertained through test-retest measure of reliability at two two-week intervals. A reliability index of 0.75 was obtained for PASQAQ and 0.80 for ASQA.

All the questionnaires given to the principals were returned and useful for analysis, while out of 450 copies administered to teachers, only 395 were valid for use (87% were valid for analysis).

### Results

This paper presents the reports of the findings of this study. The closed-end structured questionnaire was employed to obtain information on the influence of principals' use of administrative strategies on quality assurance in Osun State public secondary schools, Nigeria. The results are presented as follows:

**Research Question 1:** What are the administrative strategies adopted by principals in Osun State secondary schools?

To answer this question, teachers and principals' responses to the items on principals' administrative strategies were scored and categorised into each strategy according to the instrument. In order to identify the strategy being employed by each principal, the scores of the strategies were further subjected to Cluster analysis, after which the frequency of each strategy was found. The results are presented in Tables 1 and 2.

**Table 1: Distribution of Teachers' Perception of Principals' Administrative Strategies**

| Principals' Administrative Strategies | F   | %    |
|---------------------------------------|-----|------|
| Delegation                            | 94  | 23.8 |
| Planning                              | 32  | 8.1  |
| Supervision                           | 70  | 17.7 |
| Discipline                            | 79  | 20.0 |
| Organising                            | 38  | 9.6  |
| Coordinating                          | 82  | 20.8 |
| Total                                 | 395 | 100. |

Table 1 showed the result of the administrative strategies being employed by principals according to their teachers. 23.8% of the

principals adopt the delegation of duties strategy, followed by 20.8% who adopt coordinating strategy, 20.0% of the principals adopt discipline

strategy, followed by 17.7% of the principals who adopt supervision strategy. 9.6% and 8.1% of the

principals adopt organising and planning strategies respectively.

**Table 2: Distribution of principals' administrative strategies**

| Principals' Administrative Strategies | F  | %     |
|---------------------------------------|----|-------|
| Delegation                            | 1  | 2.2   |
| Discipline                            | 34 | 75.6  |
| Organising                            | 1  | 2.2   |
| Planning                              | 7  | 15.6  |
| Coordinating                          | 1  | 2.2   |
| Supervision                           | 1  | 2.2   |
| Total                                 | 45 | 100.0 |

**Source:**Field survey (2021).

Table 2 showed the result of the administrative strategies being employed by principals as rated by the principals. From the table, majority of the respondents (75.6%) of the principals adopt

discipline strategy, 15.6% adopt planning strategy, while 2.2% of the principals adopt delegation, organising, coordinating and supervision strategies respectively.

**Table 3: Combined Influence of Principals' Administrative Strategies on Inequality Assurance of Secondary Schools in Osun State.**

| Model |              | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|-------|--------------|-----------------------------|------------|---------------------------|--------|-------|
|       |              | B                           | Std. Error | Beta                      |        |       |
| 1     | Constant)    | 3.121                       | 3.593      |                           | 0.869  | 0.390 |
|       | Planning     | -0.026                      | 0.106      | -0.015                    | -0.247 | 0.806 |
|       | Organising   | 0.256                       | 0.350      | 0.068                     | 0.730  | 0.470 |
|       | Coordinating | 0.256                       | 0.131      | 0.291                     | 1.957  | 0.058 |
|       | Discipline   | 0.565                       | 0.215      | 0.238                     | 2.623  | 0.012 |
|       | Supervision  | 0.541                       | 0.211      | 0.319                     | 2.560  | 0.015 |
|       | Delegation   | 0.254                       | 0.314      | 0.111                     | 0.810  | 0.423 |

a. Dependent Variable: Quality Assurance

Table 3 showed the combined influence of the administrative strategies of principals on quality assurance of secondary schools in Osun State. It shows that planning, organising, coordinating and delegation had no significant influence on quality assurance, while only discipline and

supervision had positive and significant influence on quality assurance in Osun State secondary schools. This can be interpreted to mean that an increase in combined use of discipline and supervision will lead to increase in quality assurance in Osun State secondary schools.

**Research Question 2:** What is the principals' level of use of administrative strategies in the study area?

To answer this question, scores obtained from teachers and principals' responses to the items on principals' administrative strategies were subjected to descriptive statistics, such as frequency and percentages were used for analyses as presented in Tables 4, 5, 6 and 7.

**Table 4: Distribution of Teachers' Perception of Principals' use of administrative strategies**

| Distribution              | Score  |
|---------------------------|--------|
| Number of Respondents (N) | 395    |
| Mean Score $\bar{x}$      | 100.97 |
| Standard Deviation (SD)   | 19.77  |
| Minimum Score             | 57     |
| Maximum Score             | 143    |

**Source:** Field survey (2021).

Data obtained from the categorization were analysed with the use of frequency and percentage and the result is as presented in Tables 4, 5, 6 and 7.

**Table 5: Levels of Principals' Administrative Strategies**

| Principals' Administrative strategies | F   | %     |
|---------------------------------------|-----|-------|
| Low                                   | 66  | 16.7  |
| Moderate                              | 254 | 64.3  |
| High                                  | 75  | 19.0  |
| Total                                 | 395 | 100.0 |

**Source:** Field survey (2021).

Table 5 showed the level of principals' administrative strategies as perceived by teachers of secondary schools in Osun State. The table indicated that the majority (64.3%) of the principals demonstrate a moderate level of

administrative strategies, 19.0% demonstrate a high level of administrative strategies, while 16.7% demonstrate a low level of administrative strategies.

**Table 6. Distribution of principals' perception of their use of administrative strategies**

|                           |        |
|---------------------------|--------|
| Number of Respondents (N) | 45     |
| Mean Score ( $\bar{x}$ )  | 117.04 |
| Standard Deviation (SD)   | 13.83  |
| Minimum Score             | 81     |
| Maximum Score             | 144    |

**Source:** Field survey (2021)

Table 6 indicated that the minimum and maximum score obtained were 81.0 and 144.0 with a mean ( $\bar{X}$ =117.04) and standard deviation ( $SD = 13.83$ ). On the scale, scores that ranged between the minimum obtained score and the mean score minus one SD (81-100) were regarded as 'low' level of administrative strategies, while scores greater than the mean minus one SD but lesser than the mean plus one

SD (101-129) were taken as 'average' level administrative strategies and scores that ranged between the mean plus one SD and the maximum obtained score (130-144) were regarded as 'high' level administrative strategies. Data obtained from the categorization were analyzed with the use of frequency count and percentage and the result is as presented in Table 4

**Table 7: Levels of Principals' Administrative Strategies**

| Principals Administrative Strategies | F  | %     |
|--------------------------------------|----|-------|
| Low                                  | 3  | 6.7   |
| Moderate                             | 23 | 51.1  |
| High                                 | 19 | 42.2  |
| Total                                | 45 | 100.0 |

**Source:** Field survey (2021)

Table 7 Table showed that many (51.1%) of the principals demonstrate a moderate level of administrative strategies, 42.2% demonstrate a high level of administrative strategies, while only 6.7% demonstrate a low level of administrative strategies.

The hypothesis formulated was tested using Regression analysis.

The results showed that delegation (23.8%), coordinating (20.8%), discipline (20%), supervision (17.7%), organising (9.6%), and planning (8.1%) were administrative strategies adopted by principals of Osun State Public Secondary schools. The study also showed that the level of administrative strategies adopted by principals was moderate (64.3%). The results further showed that delegation ( $\beta=0.225$ ,  $p<0.05$ ), coordinating ( $\beta=0.381$ ,  $p<0.05$ ), discipline ( $\beta=0.002$ ,  $p<0.05$ ), supervision ( $\beta=0.003$ ,  $p<0.05$ ), organising ( $\beta=0.351$ ,  $p<0.05$ ), and planning ( $\beta=0.545$ ,  $p<0.05$ ) were predictors of quality assurance of secondary schools in Osun State.

### Discussion of Findings

The study determined the principals' administration in Osun State secondary schools and identified principals' administrative strategies, which include planning, organising, coordinating, discipline, supervision and delegation of duties. Both teachers' and principals' perspectives on the influence of principals' administrative strategies on quality assurance in Osun State secondary schools were sought. The result of the study showed that the level of the principals' administrative strategies on quality assurance of schools in terms of students' academic performance and school effectiveness in Osun State secondary schools was to a moderate extent.

Research question one was raised to address the administrative strategies being adopted by the principals. According to teachers, the most adopted administrative strategies by principals include delegation, coordinating, discipline and supervision, while majority of principals in their own view adopt discipline strategy most, followed by planning, while other administrative strategies are averagely adopted.

Research question two was raised to

address the level of principals' adoption of administrative strategies. According to teachers, the majority of principals use administrative strategies moderately, while in principals' view, most of them use administrative strategies moderately. This finding concurs with (Emenike and Ezenwagu 2022). Emenike and Ezenwagu (202) in their study found that there was a moderate level of principals' administrative effectiveness in public secondary schools, whereas, high level of administrative effectiveness among principals was found in private secondary schools in the study area. This could be as a result of the high level of supervision and discipline, which may be available in private schools but are less available in public secondary schools.

Also, the research hypothesis raised in the study sought to examine the influence of principals' administrative strategies on quality assurance of schools. According to teachers, planning strategy, organising strategy, coordinating strategy and delegation of duties have significant and positive relationships on quality assurance of school as the significant levels are less than 0.05 threshold acceptable in Social Science, while discipline and supervision strategies have no significant influence on schools' quality assurance as the significant levels are greater than 0.05. However, it was also found in the combination of the strategies that organising and coordinating have significant and positive influence on schools' quality assurance, while discipline and supervision both have significant but negative influence on schools' quality assurance. The meaning of this according to the teachers is that the use of discipline and supervision by principals will lead to decrease in the quality assurance of schools. Hence, adopting discipline and supervision on the part of principals will not yield successful school administration but hamper the administration and operations of the school system. This corroborates the findings of Amafuele and Okoli (2022), that revealed moderate and positive correlation in the use of principals' administrative strategies and quality assurance of schools. However, the use of discipline and disciplinary measures do not have significant influence on school performance especially teachers' performance in the school system. Discipline



should however be the last resort if other administrative strategies have been used but proved abortive. Moreover, in principals' perspectives, each of the administrative strategies (i.e. planning, organizing, coordinating, discipline, supervision and delegation of duties) has significant and positive influence on quality assurance of schools as the significant levels for each of the administrative strategies were less than 0.05 threshold. Invariably, this means that the adoption of each of the administrative strategies will lead to increase in quality assurance in school, although the teachers empirically showed that discipline and supervision will not.

Also, the combined influence of all of the administrative strategies in principals' perspectives shows that only discipline and supervision have significant and positive influence on quality assurance, while other administrative strategies do not. The meaning of this is that principals found discipline and supervision strategies the most effective and efficient in ensuring quality assurance in schools.

Hence, it is interesting to note from the findings of this study that teachers count discipline and supervision administrative strategies as offensive and inadequate for quality assurance of schools, while principals found the same strategies as the most important and effective strategies for ensuring quality assurance in schools.

### Conclusion

The principals' administrative strategies (delegation, coordinating, discipline, supervision, organising, and planning) had positive influence on quality assurance of secondary schools in Osun State. The study concluded that principals' administrative strategies were moderate and are crucial for the enhancement of quality assurance in secondary schools in Osun State

### Recommendation

Based on the findings of this paper, the study recommended that policymakers should make policies on whole school inspection, supervision, and evaluation of the frequent use of principals' administrative strategies adopted at all levels of education, so that quality education.

Also, principals in secondary schools should intensify efforts to ensure that encompassing administrative strategies are frequently used in Osun State secondary schools.

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