



International Journal of Institutional Leadership, Policy and Management  
Volume 7, Issue 1, pp. 106-114, 2025.

ISSN: 2735-9220

[www.ijilpm.com.ng](http://www.ijilpm.com.ng)



# FACTORS MILITATING AGAINST PRINCIPALS' QUALITY MANAGEMENT OF SENIOR SECONDARY SCHOOLS IN EMOHUA LOCAL GOVERNMENT AREA OF RIVERS STATE

**Ifeanyichukwu Emmanuel NWABUEZE**

Department of Educational Management

Faculty of Education

University of Port Harcourt, Nigeria

[ifeanyi.nwabueze@uniport.edu.ng](mailto:ifeanyi.nwabueze@uniport.edu.ng)

**Faith Ifeanyichukwu NWABUEZE**

Department of Educational Management

Faculty of Education

University of Port Harcourt, Nigeria

[faithnwabs@gmail.com](mailto:faithnwabs@gmail.com)

---

## ABSTRACT

This study investigated factors militating against quality management of schools in Emohua Local Government Area of Rivers State. It adopted a descriptive survey design. The population of the study consisted of 449 with a sample size of 180 respondents drawn through stratified random sampling. A self-developed instrument was validated by management educators and the reliability yielded a coefficient of 0.70. A modified 4-point Likert rating scale was adopted. The data was analyzed using descriptive statistics of mean and standard deviation. A z-test statistic was used in testing the hypotheses at .05 level of significance. The findings showed that poor funding affects quality management, lack of good relationship between the principal and the teachers affects quality management, as well as indiscipline. Based on the findings, it was recommended that government should prioritize quality management of schools by making funds available when needed; principals should adopt the spirit of interpersonal relationship in schools and also expel students who violate school rules and regulation after first warning.

**Keywords:** Management, Quality, Militate, Factors, Principals' Schools, Rivers State.

Reference to this paper should be made as follows:

Nwabueze, I. E., & Nwabueze, F. I. (2025). Factors militating against principals' quality management of senior secondary schools in Emohua Local Government Area of Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 7(1), 106-114.

---

Copyright © IJILPM 2025.

## INTRODUCTION

Getting things done rightly is a demanding task and requires every tactfulness and conscientiousness. The exigency on what, how and when to carry out a particular responsibility is usually a great concern for every one saddled with the obligation of management. It is worthy to note that, no institution, organisation, firm, parastatal and home can function effectively and efficiently without appropriate management. The type of management strategy adopted may make or mar an organisation since the growth of any organisation is hinged on its management.

Management is a concept practiced unremarkably almost by all such that it applies in greetings, household, social, political, organisational and psychological (Boddy, 2017). It's such a universal term that is punned by old and young irrespective of their educational status. Everything further down the sky is associated with management. People speak and practice it with or without realisation. The concept is entwined with all human endeavours. No system as far as humans are concerned can operate without management.

Nevertheless, Taylor cited in Thenmozhi (2021) defined management as an art of knowing what to do and doing it in the unsurpassed and appropriate way. Fayol in Thenmozhi (2021) has it that, to manage means to estimate, plan, command, organise, co-ordinate as well as control. Kinicki and Williams cited in Boris and Jens (2019) defined management as the effective and efficient quest for organisational goals through integrating people's work by planning, leading, organizing and controlling the organisational resources. Bateman, Snell and Konopaske cited in Boris and Jens (2019) also demarcated management as the process of working with people and resources to accomplish organisational goals. Management is the method of accomplishing organisational goals in a changing environment by balancing effectiveness, equity and efficiency, obtaining the most from limited resources, and working with and through other people (Naylor cited in Boris & Jens 2019). In the words of Kimball and Kimball cited in Ullas and Ajit (2019) management comprises all obligations and functions relating to the commencement of an enterprise, its funding, formation of prime policies, the establishment of all essential equipment, the delineation of the overall form of organisation under which the enterprise is to function and the choice of the principal officers. Management is the act of achieving extreme results with a minimum of determination so as to secure maximum contentment for both employer and employee and give the public the best probable service. As stated by Koontz and O'Donnell cited in Ullas and Ajit (2019), management involves the conception and conservation of an internal environment in an enterprise where personalities working collectively in groups can perform proficiently and effectually in the direction of the accomplishment of set goals. Management is an organisational procedure that embraces tactical planning, setting objectives, handling resources, developing social and economic resources required to attain objectives and measure outcomes. It is all about recording and storing proofs and data for future use or for others in the organisation. Management is the course of decision making and regulation over the activities of people for the rapid drive of accomplishing pre-determined goals, Thenmozhi (2011) viewed management as a:

- Process;
- Involves group effort;
- Aims at achieving predetermined objectives;
- Needed at all levels of management;
- Is a profession;

- Comprised of functions such as:
  - Planning;
  - Organising;
  - Directing;
  - Controlling;
  - Co-ordinating
- Is an art and science

Management as an art involves:

- Procedural skill;
- Tangible results;
- Practical expertise;
- Modified nature;
- Imagination.

Management as a science encompasses:

- General ideologies;
- Disparagingly tested;
- Cause and effect affiliation;
- General pertinency;
- Analytically derived

Quality management is a concept that has remained sacrosanct in every establishment if the predetermined goals must be achieved. It is a determinant factor of success in an organisation and a pivot through which the growth of such organisation is contingent upon. Quality management is the hallmark of any proficient organisation that must remain afloat and stand the test of time. Many organisations have retired to fragments owing to the exhibition of poor-quality management. The efficacy of quality management to the life of any individual, family, society, organisation and nation cannot be reckoned with wherever these attributes are found deficient.

Consequently, quality management is the act of managing all the events and responsibilities that must be accomplished to sustain an anticipated level of distinction. This includes the determination of a quality plan, generating and executing quality planning and guarantying quality control and quality enhancement. Usually, quality management emphasises on long span goals through the execution of long-term inventiveness (Adam & Julius 2020). They equally stated that quality management is the act of controlling diverse events and responsibilities in an organisation to guarantee unswerving conveyance of products and services. It also entails set of strategies that are established by a team to certify that the products and services they produce are of the right values or fit for a definite determination. Carter (2021) described quality management as the act of managing all actions and tasks required to continue a desired level of brilliance. This includes the resolution of quality policy, making quality arrangement and assurance, quality control and quality enhancement.

School management is the process of directing the school towards development through the ideal use of human resources, physical resources, and major ideas that help in attaining all the

objectives of the school and also the proper harmonisation and fine-tuning among themall. In the words of Arockiasamy (2018) school management refers to the administration of the school affairs in the right direction. It is also the piloting of the school affairs towards the anticipated educational plans. It reflects all facets of the school policies, human and material resources, activities and programmes as well as equipment and fit them into a prolific whole. He added that school management inspires the best hard work of the teachers and students. Principals' quality management could be described as the extent a principal's managerial effort brings about enhanced academic performance, effective stakeholder involvement and positive school culture (Bae, Min & Kim, 2021). Principals with quality managerial skills are those who drive a positive school climate, support teachers' professional development and imbibe a collaborative vision that will ultimately lead to students improved performance (Lee & Lim, 2021).

One of the greatest challenges of secondary school management is poor funding. The level of the achievement of educational programmes lies solely on the accessibility of fund. Deficient funding usually primes into unequipped library, lack of teaching aids, inadequate structures and unqualified teachers. Ajayi in Mbonu et al (2022) found funding as a great impediment for countries with low economic development and immense population like Nigeria and it impedes effective management of schools. Inadequate funding for the payment of teacher's salaries and maintenance of school are among the leading factors militating against the quality management of schools. Ibukun in Elujekwute et al (2021) decries that there is an alarming reduction of fund and learning facilities in secondary school system. Onyeneye and Adebgbite still in Elujekwute et al. (2021) lamented that the major problem encountered by principals in the management of schools is unavailability of funds.

Indiscipline is a majorproblem encountered in schools by principals. It has plagued deep into the school system such that its remedy is yet to come by. Indiscipline is a disruptive attitude exhibited by students that goes contrary to the rules and regulations guiding the school. No wonder Okeke et al. (2023) saw indiscipline among students and teachers, poor funding, insufficient physical facilities and incessant teachers transfer as some of the factors that fraughtedprincipals' efforts in proper management of the school. Olorunsola and Bello (2018) consented that disruptive behaviour of students is a serious factor that affect school management. A fraction of teachers in public secondary schools are not committed to the duties they signed in for thereby amounting to indiscipline among students. They also attested to the fact that,the principal's inability to enforce discipline among students is an enormous managerial deficiency.Students' indiscipline is a serious threat to the school principals and can bring about deterioration in academic standard (Torubel & Omemu in Okeke et al., 2023).

### **Statement of the Problem**

Education is the bedrock of development in every nation. No economy succeeds without education and as such, it should be given paramount attention. The attainment of the basic objectives of the Nigerian national policy on education as contained in the National Policy on Education of (FRN, 2014) is tantamount on the quality management of schools. For education to take its due course, government must rise to their responsibilities by providing the necessary necessities required for schools to function appropriately.

Most schools lack the basic facilities such as adequate school plant, desks, blackboard/whiteboard, library, laboratory and computers. Perfectly, these facilities enhance the teaching and learning process. Retrospectively, teachers are not given the due consideration needed as a

result of lack of promotion, poor salary, none payment of promotion arrears. The inappropriate management of schools in recent times is quit appalling. Majority of the school heads are concerned about the money they make out of their office without minding that the students entrusted in their hands are the future leaders.

### **Aim and Objectives of the Study**

This study is aimed at evaluating factors militating against quality management of schools in Emohua Local Government Area of Rivers State. Specifically, it tends to:

- Examine how poor funding affect quality management of schools in Emohua Local Government Area of Rivers State; and
- Assess how student's indiscipline affect quality management of schools in EmohuaLocal Government Area of Rivers State.

### **Research Questions**

- How does poor funding affect quality management of schools in Emohua Local Government Area of Rivers State?
- How does student's indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State?

### **Hypotheses**

- There is no significant difference between the mean value of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.
- There is no significance difference between the mean value of principals and teachers on how student's indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State

## **METHODOLOGY**

This study adopted a descriptive survey design. The population was made up of 449 teachers and principals. A sample of 40% was drawn which gave a total of 449 respondents (26 principals and 164 teachers) using stratified random sampling technique. The instrument for study was a self-structured questionnaire titled "Factors Affecting Quality Management of Schools Questionnaire (FAQMSQ) which was patterned after the modified 4-point Likert's rating scale. The data was analysed using descriptive statistics of mean and standard deviation. The criterion mean of 2.50 was used as a yardstick for decision making on each item. Any score up to 2.50 and above was accepted and any below was rejected. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

**Research Question 1:** How does poor funding affect quality management of schools in Emohua Local Government Area of Rivers State?

Table 1: analysis of mean ratings of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State

S/N	How does poor funding affect quality management of schools?	Principals		Teachers	
		Mean	Decision	Mean	Decision
1.	Government disburses huge sum to run the school annually.	2.35	Disagree	2.39	Disagree
2.	Principals are unable to fix leaking roofs due lack of fund.	2.63	Agree	3.28	Agree
3.	There are no desks for students to sit on.	2.59	Agree	2.76	Agree
4.	Principals run the school from internally generated funds.	2.47	Disagree	2.22	Disagree
5.	Principals run the school from their own pocket.	2.09	Disagree	2.16	Disagree
<b>Aggregate mean</b>		<b>2.42</b>		<b>2.36</b>	<b>Disagree</b>

The data in table 1 showed the mean scores of how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State. For principals, items 1,4 and 5 with their mean scores of 2.35 and 2.47 are below the criterion mean of 2.50, while items 2 and 3 with mean scores of 2.63 and 2.59 are above the criterion mean. Likewise, for teachers, items 1,4 and 5 with mean scores of 2.39 and 2.22 and 2.16 respectively are below the criterion mean, while item 2 and 3 with a mean score of 3.28 and 2.76 are above the criterion mean. The aggregate mean of 2.42 for principals and 2.36 for teachers are both below the criterion mean. This showed that poor funding affect quality management of schools in Emohua Local Government Area of Rivers State.

**Research question 2:** How does student's indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State?

Table 2: Analysis of mean ratings of principal and teachers on how student's indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State

S/N	How does student's indiscipline affect quality management of schools?	Principal		Teacher	
		X	Decision	X	Decision
6.	Teachers are afraid of going to school as a result of student's disruption.	2.38	Disagreed	2.27	Disagreed
7.	Principals avoid punishing defaulting students in other not to be harmed.	2.14	Disagreed	2.38	Disagreed
8.	Students harass teachers and principals in school sometimes.	2.78	Agreed	2.56	Agreed
9.	Students are 100% law abiding.	2.35	Disagreed	2.22	Disagreed
10.	Students contribute meaningfully to the development of the school.	3.10	Agreed	2.99	Agreed
<b>Aggregate mean</b>		<b>2.44</b>	<b>Disagreed</b>	<b>2.48</b>	<b>Disagreed</b>

The data in table 2 showed the mean scores of how students indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State. For principals, items 1.2 and 4 with their mean scores of 2.38, 2.14 and 2.35 are below the criterion mean of 2.50, while items 3 and 5 with mean scores of 2.78 and 2.54 are above the criterion mean. Likewise, for teachers, items 1,2 and 4 with mean scores of 2.27, 2.38 and 2.22 respectively are below the criterion mean, while item 3 and 5 with a mean score of 2.56 and 2.99 are above the criterion mean. The aggregate mean of 2.44 for principals and 2.48 for teachers are both below the criterion mean. This showed that students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State.

**Hypothesis 1:** There is no significant difference between the mean value of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.

Table 3: z-test analysis of the significant difference in the mean value of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State

Category	N	Mean	SD	Df	p	z-cal.	z-crit.	Decision
Principals	400	26.07	1.59	698	.05	0.46	1.96	Accepted
Teachers	300	25.05	1.65					

The data in table 3 showed that principals had a mean and standard deviation of 26.07 and 1.59 while teachers had mean and standard deviation of 25.05 and 1.65 respectively. The z-calculated value of 0.46 is less than the z-critical value of 1.96 at a degree of freedom of 698 and at 0.05 level of significance. Therefore, the null hypothesis of no significant difference is accepted. This infers that, there is no significance difference in the mean value of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.

**Hypothesis 2:** There is no significant difference between the mean value of principals and teachers on how student's indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State

Table 4: z-test analysis of the significance difference in the mean value of principals and teachers on how student's indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State

Category	N	Mean	SD	Df	p	z-cal.	z-crit.	Decision
Principals	400	29.14	1.74	698	.05	0.49	1.96	Accepted
Teachers	300	26.16	1.56					

The data in table 4 showed that principals had a mean and standard deviation of 29.14 and 1.74 while teachers had mean of 26.16 and 1.56 respectively. The z-calculated value of 0.49 is less than the z-critical value of 1.96 at a degree of freedom of 698 and at 0.05 level of significance. Therefore, the null hypothesis of no significant difference is accepted. This infers that, there is no

significant difference in the mean value of principals and teachers on how student's indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State.

## **DISCUSSION OF FINDINGS**

### **How does poor funding affect quality management of schools in Emohua Local Government Area of Rivers State?**

The study showed that poor funding affects quality management of schools in Emohua Local Government Area of Rivers State. Ajayi in Mbonu et al (2022) found funding as a great impediment for countries with low economic development and immense population like Nigeria and it impedes effective management of schools. The findings of the study revealed that inadequate funding impedes quality management of public senior secondary schools in Rivers State.

The test of hypothesis on table 3 showed that there is no significant difference between the mean value of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State. The teachers disagreed that: Government disburses huge sum to run the schools, principals run schools from internally generated funds and those principals run schools from their own pocket. This implies that schools cannot be managed effectively without adequate funding.

### **How does student's indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State?**

The study showed that students indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State. This is in agreement with the findings of Torubel and Omemu in Okeke et al. (2023) who asserted that students' indiscipline is a serious threat to the school principals and can bring about deterioration in academic standard based on his study on factors militating against effective administration of secondary schools in Anambra State. The findings of the study revealed that student's indiscipline raises great challenge to the school heads and also results in decline in academic standard and lack of authority to provide discipline, thereby fostering problems for school heads in their administration.

The test of hypothesis on table 4 showed that there is no significant difference between the mean value of principals and teachers on how students indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State. This implies that principals of schools dominated by indiscipline can hardly concentrate in piloting the schools' affairs, and also student's indiscipline in schools is a threat to quality management of schools.

## **CONCLUSION**

Based on the findings of the study, it is apparent that quality management of schools cannot be a sole responsibility of the principal alone rather, it is a collaborative effort of the principal, teachers and students. Some of the factors militating against quality management of schools as revealed by the study are: poor funding, and student's indiscipline. No principal can manage a school effectively without adequate funding considering the essentiality of fund to any



organisation. Finally, no management can achieve any result as far as quality management is concerned in the face of student's indiscipline.

## Recommendations

The following recommendations were made based on the findings of the study:

- Government should prioritize quality management of schools by making funds available when needed.
- Principals should expel students who violate school rules and regulation after first warning.

## REFERENCES

- Adam, B. & Julius, M. (2020). *Quality Management*. Investopedia.com/terms/q/quality-management.asp
- Arockiasamy, S. (2018). School management. drarockiasamy.wordpress.com.
- Bae, S., Min, K., & Kim, H. (2021). Effects of Principal leadership on teachers job satisfaction: Focused on teacher empowerment and instructional leadership. *Journal of Educational Administration*, 59(1), 99-118.
- Boddy, D. (2017). *Management -An introduction* (7<sup>th</sup> edition). Harlow: Pearson Education.
- Boris, K. & Jens, G. (2019). HR Governance: A theoretical introduction. Reseachgate.net/publication/32609797-The- concept- of -management.
- Carter, M. (2021). *Quality Management: Guidelines and Resources* Management help.org/operationsmanagement/relationship.htm.
- Elujekwute, E. C., Okigbo, F., & Elujekwute, L. A (2021). Influence of funding on the management of secondary schools in South-East States of Nigeria. *International Journal of Management, Social Sciences, Peace and Conflict Studies*, 4(1), 169-191.
- FRN (2014). *National policy on education*. NERDC Press.
- Lee, K., & Lim, C. (2021). Transformational leadership and teacher job satisfaction: The mediating role of teacher professional development. *Journal of Educational Administration*, 59(2), 58-67.
- Mobonu, O. A., Obi, N. C. I., Muoto, R. C., & Anagor, N. A. (2022). Factors militating against management of public secondary schools in Anambra State in new normal. *COOU Journal of Educational Research*, 7(1), 316-326.
- Okeke, N. L., Obilo, P.U. & Okonkwo, E. C. (2023). Factors influencing school principals effectiveness in public secondary schools in Akwa South Local Government Area, Anambra State. *Unizik Journal of Educational Research and Policy Studies* 16(1). <http://sjifactor.com/pasport.php?id=21363>.
- Olorunsola, E. O., & Bello, F. A. (2018). Administrative challenges and principals' managerial effectiveness in Ogun State public secondary schools. *International Journal of Educational administration and Policy Studies*, 10(5), 48-55.
- Thenmozhi, M. (2021). *Management concept and fundamentals*. Nptel.ac.in/content/storage2/courses/122106031/slides/1\_1s.pdf
- Ullas, C. D.&Ajit, K. M. (2019). *Management concepts and practices*. Dceutkal.ac.in/syllabus/management-concepts-practices.pdf