

## PRINCIPALS QUALITY MANAGEMENT STRATEGIES IN ADMINISTRATION OF SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA

**Madu ITU, (PhD)**

*Board/Top Management Committee Secretariat Unit, Department of Administration,  
Federal Medical Centre Yenagoa, Bayelsa State, Nigeria,  
Itumadu@fmcyenagoa.org.ng, itumadu82@gmail.com*

**&**

**Nelson Dumex OGILI, (PhD. Candidate)**

*Department of Educational Administration, Faculty of Education,  
Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria,  
Nelsondumex150@gmail.com*

### **Abstract**

*The study investigated the quality management practices of secondary school administrators in Bayelsa State. A total of 485 principals from Bayelsa State's public secondary schools made up the study's population, and it used an ex-post facto research approach. Because 485 public secondary school principals made up a reasonable portion of the total population, researchers were able to conduct their experiment using the cluster sampling approach. Researchers collected the data using a 32-item structured questionnaire. "Principal Management Strategies for Quality Secondary Education Questionnaire" was the name of the structured questionnaire. A four-point scale was used to develop the instrument: SA = 4, agree = 3, disagree = 2, and SD = 1. The reliability analysis generated a coefficient of 0.731 after the instrument's confirmation. We used the mean score to look at the survey results. Bayelsa State's principals used strategies for quality management in secondary schools, including planning, organizing, staffing, and coordinating. The research concluded that the government should select capable principals who can work closely with educators to accomplish school goals and implement quality management practices.*

**Keywords:** Administration, Management Strategies, Secondary School, Principal and Quality.

**DOI:** 10.58934/jgeb.v5i19.292

### **1. INTRODUCTION**

Education's value has consistently influenced every aspect of society and human effort. Human capital views education as a primary catalyst, enhancing labor productivity, boosting efficiency, and boosting economic output (Ahmed, et al, 2017). Principals are making urgent

efforts to guarantee that secondary school standards match worldwide benchmarks and contribute to national development. Akareem and Hossain (2016) argued education is a vital catalyst for a nation's economic advancement. Principals prioritize enhancements to the educational system, while educational institution administration faces significant pressure to uphold high educational standards for quality management strategies (Zeichner and Bier, 2017).

Borahan and Ziarati (2002) argue that quality management strategies include all the planned and systematic procedures needed to guarantee that a service or product will fulfil the stipulated quality standards to a sufficient degree. Quality management is characterized by its emphasis on prevention, with the overarching goal of avoiding the occurrence of mistakes, poor quality, and waste (Akagwu, 2012). The ability of educational institutions to meet the expectations of people seeking labour in terms of the necessary level of competence in their products was described by Ajayi and Adegbesan (2007) as quality management in education. Quality management strategies are defined by Okebukola (2010) as an all-encompassing statement with the goal of improving the beginning, middle, and end of the educational system. The word signifies the process of ensuring suitability for a certain purpose, as stated by Bandele (2011). Effective administrative processes have broadened the scope of quality management to include academic, administrative, and infrastructural aspects.

In order for administrators to effectively use resources to achieve organisational goals, a wide range of activities are involved in administrative processes (Ogbhnnaya, et al., 2013). These activities include planning, organising, stimulating, coordinating, communicating, and evaluating. Abdulrahman (2016) provided a definition of management strategies process as an organization's set of rules for directing the use of its people and material resources to accomplish its objectives. As a whole, these procedures include organizing, coordinating, motivating, directing, assessing, staffing, and allocating funds. As a means to facilitate his day-to-day duties, the administrator sets up these procedures. These procedures are essential for a school administrator to succeed, and failing to do so could lead to issues.

It is essential to adhere to all administrative procedures in order to accomplish quality management strategies in the education sector in Bayelsa State. Among the many administrative tasks listed above are planning, making decisions, organizing, and coordinating. According to Oboegbulem and Onwurah (2011), planning is when a person, group, or organization decides in advance the methods and strategies to use in order to achieve their

goals. The most important part of planning is figuring out what you need and where to put your resources so you can get it. Planning entails proactively identifying the necessary actions and the methods to carry them out. The limited resources necessitate equitable distribution among all competing sectors, hence intensifying the urgency of resource scarcity. Establishing a framework for the planning process now is critical for ensuring educational excellence.

According to Enyi (2016), school organization is an administrative process that involves establishing a framework and assigning workers to certain jobs to achieve specified objectives. The administrator is required to establish a framework for the school, which enables the formation and assignment of roles to individuals through effective organisation, with the aim of achieving specific educational objectives. People often perceive organizing as a process where an administrator divides and classifies tasks into smaller units, then assigns personnel, resources, and authority to these units. By establishing clear roles and duties for both academic and non-academic personnel, principals can organize their schools in a way that minimizes disputes and maximizes productivity.

The principal bears the responsibility of ensuring the effective coordination of the school's human and material resources to achieve their objectives. Nwankwo et al (2011) define coordination as "the process of establishing an organized structure of collaborative effort to enhance the unity of action in pursuit of shared objectives." Meeting instructional objectives in a secondary school necessitates excellent coordination among the many departments, units, and staff members responsible for different duties. The goal of effective coordination in education is to ensure that all group efforts and resources work together harmoniously to accomplish set goals.

Standardised tests administered by outside organisations, such as the West African Examinations Council, demonstrate the high quality of Bayelsa State's educational system. The examination board released a chart that ranked the status of each of the 36 states in the nation, including Abuja, the Federal Capital Territory. Out of a total of 46,385 applications, Bayelsa State ranked seventh with 28,379 submissions. While 61.18% of Bayelsa students earned five credits in math and the English language, 63.94 percent of Abia State students did. (Pulitzer, August 16, 2018). In spite of all these initiatives, the secondary school system in Bayelsa State still seems to be lagging behind its international competitors.

The principals appear to be neglecting their management strategies responsibilities, including planning, organising, and managing school matters, so failing to compete with other schools internationally. Based on the researcher's initial study, there is a lack of literature about the administrative methods used by principals in Bayelsa State secondary schools to ensure quality. Because of this, there is a lack of information on how secondary school administrators may effectively use administrative processes to achieve quality management. In order to find out how principals in Bayelsa State ensure quality, this research set out to examine the administrative procedures they use.

## **2. STATEMENT OF THE PROBLEM**

The management of Bayelsa State's secondary schools is expected to enhance the quality of education so that students may compete globally, not only locally. Due to the principals' adoption of excellent management tactics and processes, the government, parents, and students of Anambra State hope that the secondary schools will provide a high-quality education. In Bayelsa State, secondary schools lack adequate quality management due to principals' inadequate or non-existent use of management practices. This becomes apparent when administrators fail to do things like create a link between leadership and responsibilities, execute sequential plans for school activities, or predict future chores. Consequently, it appears that secondary school students' academic performance has declined, and they are no longer able to compete successfully with their international counterparts due to these factors. Principals' use of administrative processes to ensure quality in Bayelsa State's secondary schools was the focus of this study.

## **3. AIM AND OBJECTIVES OF THE STUDY**

The study's overarching goal is to investigate how principals and other school administrators in Bayelsa State approach managing secondary school quality. More specifically, the research hopes to:

1. Ascertain the methods used by Bayelsa State principals in their strategic planning to provide high-quality secondary education.
2. Ascertain principals' organizing strategies for the achievement of quality secondary education in Bayelsa State

3. To identify the solutions for principals, staff, and people in Bayelsa State that will lead to high-quality secondary education.
4. Find out how principals in Bayelsa State are working together to provide high-quality secondary education.

### **Research Questions**

The following research question were raised to guide the study

1. What are the principals' planning strategies for the achievement of quality education in Bayelsa State?
2. What are the principals' organizing strategies for the achievement of quality secondary education in Bayelsa State?
3. What are the principal's staff personnel strategies for the achievement of quality secondary education in Bayelsa State?
4. what are the principals' coordinating strategies for quality secondary education in Bayelsa State?

## **4. METHODOLOGY**

The study employed an ex-post facto methodology. Four hundred eighty-five principals of secondary public schools in Bayelsa State made up the study's population. There are sixteen educational zones in Bayelsa State. There were 485 principals in Bayelsa State's public high schools. The study's sample size included all 485 principals of public secondary schools. Consequently, the inquiry utilized a cluster sampling strategy since the population size was manageable. The data gathering instrument used was a 32-item structured questionnaire. "Principal Management Strategies for Quality Secondary Education Questionnaire" was the name of the structured questionnaire. A four-point scale was used to develop the instrument: SA = 4, agree = 3, disagree = 2, and SD = 1. The reliability score of the questionnaire was 0.731 on average. Only 354 out of 485 surveys were actually collected. In order to analyse the survey results, the mean score was used. Disagreement arose about item mean scores below 2.5, whereas consensus was reached for values 2.5 and above.

## 5. PRESENTATION OF RESULTS

**Research Question one:** what are the principal planning Strategies for the Achievement of Quality education in Bayelsa state.

**Table:1** Principal planning Strategies for the Achievement of Quality education in Bayelsa State

S/N	Principals Planning Strategies	N	Mean	SD	Decision
1	Establishing a regular school schedule	354	2.61	1.11	Accepted
2	Provision of sufficient information and communication technology resources to improve classroom instruction	354	2.75	0.87	Accepted
3	Supplying adequate classroom furnishings	354	2.68	0.91	Accepted
4	Playing major roles in school curriculum implementation	354	2.70	0.96	Accepted
5	Providing classroom labs with industry-standard equipment	354	2.63	0.97	Accepted
6	Introducing new ideas that will raise the bar for the school's academic performance	354	2.37	0.94	Rejected
7	Using the services of security personnel to guard the school grounds and its inhabitants	354	2.23	0.94	Rejected
8	Upkeep and repair of the school grounds as needed	354	2.23	0.98	Rejected

**Source:** Authors Field Work 2024

The table above shows principal planning strategies for the achievement of quality education in Bayelsa State. From the result, 1-5 were accepted while item 6-8 was rejected. This is because item 1-5 had a mean score above the benchmark of 2.50 while item 6-8 had a mean score below 2.50 bench mark. This means that the secondary school principals and vice principals believe that the following planning strategies are necessary to achieve quality management: preparing the school schedule on time; providing sufficient information and communication technology (ICT) facilities; providing sufficient furnishings for the school, ensuring that the school laboratories are equipped with industry-standard laboratory equipment, and actively participating in the execution of the school curriculum.

**Research Question Two:** what are the principal organizing strategies for the achievement of quality education in Bayelsa state.

**Table:2** Principal organizing strategies for the achievement of quality education in Bayelsa State.

S/N	Principals Organizing Strategies	N	Mean	SD	Decision
1	Creating weekly special assembly programming, such as debate and quiz contests	354	2.37	1.02	Rejected
2	Get everything in order before an external test.	354	2.39	1.01	Rejected
3	Making timely provision of all necessary resources to the test committee for the conduct of internal examinations	354	2.05	1.03	Rejected
4	Setting up a staff meeting for the beginning of every term	354	2.31	0.96	Rejected
5	Giving the go-ahead to the sport master to solicit officiating services from other schools' faculty for the interhouse athletic competition	354	2.31	0.90	Accepted
6	Organising a PTA meeting once each term	354	2.64	0.95	Accepted
7	Before planning a farewell party for graduating students, it is wise to consult with faculty.	354	2.04	0.91	Rejected
8	Ensuring that all parents receive invitations to PTA meetings through their children at school	354	2.43	0.96	Rejected

Source: Authors Field Work 2024

Table 2 shows that all entries were rejected with the exception of item 6. Considering that the mean score of all but one item—6—was higher than the benchmark of 2.50, this is the case. The other items are 1, 2, 3, 4, 5, 7, and 8. This means that holding PTA meetings once a term is the only organising approach that the principal employs.

**Research Question Three:** what are the principal staff -personnel strategies for the achievement of quality education in Bayelsa state.

**Table:3** Principal staff -personnel strategies for the achievement of quality education in Bayelsa State.

S/N	Principals Staff -Personnel Strategies	N	Mean	SD	Decision
1	Taking regular attendance of staff members	354	2.36	0.95	Rejected
2	Urging the Ministry of Education to thoroughly evaluate each applicant's academic, professional, and personal background before to hiring for teaching positions	354	2.40	10.90	Rejected
3	When new employees are assigned to the school, an orientation session is held.	354	2.40	0.90	Rejected
4	Educators' workloads should reflect their areas of knowledge and specialisation.	354	2.53	0.94	Accepted
5	Subject coordinators or department chairs will be responsible for providing teachers with internal supervision.	354	2.25	1.08	Rejected

6	Staff happiness is essential for achieving efficiency, high performance, and contentment in one's work.	354	2.34	1.09	Accepted
7	The ability to delegate tasks to employees in a way that benefits both him and the organization he works for.	354	2.34	1.04	Rejected
8	Facilitating staff development through the promotion of on-the-job training opportunities, such as seminars and workshops, for educators	354	2.53	0.99	Rejected

**Source:** Authors Field Work 2024

According to Table 3, the principal's staff personnel plans only include elements 4, 6, and 8. Teachers should be assigned tasks according to their areas of expertise and specialization. The principal should also make sure that teachers' needs are met so that they can work efficiently and enjoy their jobs. Lastly, the principal should encourage professional growth among teachers by pushing for on-the-job training opportunities like seminars and workshops.

**Research Question Four:** what are the principal coordinating strategies for quality secondary education in Bayelsa state.

**Table:4** principal coordinating strategies for quality secondary education in Bayelsa State.

S/N	Principals Coordinating Strategies	N	Mean	SD	Decision
1	Keeping all educators focused on the school's objectives	354	2.40	0.94	Rejected
2	Managing the operations of various groups in preparation for and execution of school-wide events and programs (e.g., commencement and final ceremonies, inter-house athletic contests, etc.)	354	2.60	0.98	Accepted
3	Keeping both instructors and students present throughout class time	354	2.64	1.00	Accepted
4	The selection of competent educators and the delegation of duties to them.	354	2.36	0.99	Accepted
5	The appointment of teachers to serve as coordinators of student organisations, groups, and clubs is recommended.	354	2.37	1.02	Rejected
6	Regularly convening staff, student parent committee, heads of development, topic coordinators, and other stakeholders at different levels to assess the situation and provide recommendations for improvement.	354	2.32	1.03	Rejected



7	Issuance of questioning to workers detected in any act of indiscipline	354	3.11	0.76	Accepted
8	Visiting each classroom to assess the progress of each kid	354	3.03	0.75	Accepted

**Source:** Authors Field Work 2024

Data on table four showed that items 2,3,7, and 8 were accepted while items 1, 4,5, and 6 were rejected as coordinating strategies practiced by the principal. This is because, the mean score of items 2,3,7and 8 are above the benchmark of 2.50 while items 1,4,5 and 6 are below. This implies that the principal's coordinating strategies encompass measures such as ensuring the presence of both students and teachers in the classroom during lecture periods, monitoring staff members involved in disciplinary issues, and visiting various classes to evaluate student performance.

## **6. DISCUSSION OF FINDINGS**

The results of the study showed that in order to achieve quality management, the principals' planning methods involve carrying out predefined tasks, implementing necessary measures for successful function execution, selecting optimal options, establishing aims and objectives, assessing situational descriptions, delineating task boundaries, defining the organisational mission, devising strategies to surpass competitors, and seeking methods to consolidate human and material resources. According to Manafa (2019), planning serves as a mechanism for exerting control over the future by addressing present issues, implementing suitable solutions, forecasting analogous occurrences, preparing for contingencies, establishing strategic directions, outlining activities, and ensuring a systematic progression toward achieving defined objectives. This study demonstrates that the principals are implementing effective planning techniques to achieve quality management in secondary schools.

Another finding was that the principals' organisational strategies for quality management involve creating a comprehensive list of tasks, grouping people based on their needs, ensuring everyone understands their roles and responsibilities, assigning responsibilities, ensuring everyone is in agreement, coordinating everyone's efforts, categorising everyone's work, and ensuring everyone receives feedback on their performance. Organizing in educational institutions was defined by Enyi (2016) as an administrative process that entails creating a structure and delegating tasks to certain people. He says that no administrator can do their job well without other people's help. The administrator's responsibility includes creating and

assigning roles to individuals through efficient organisation, which lays the groundwork for the school to achieve its educational goals. According to the findings, secondary school administrators are using efficient organizational strategies to guarantee high-quality education.

The study reveals that principals responsible for quality management ensure the assignment of specific roles within projects, the collaboration of material and human resources, the assignment of specific tasks to team members, the direct oversight of classroom activities and the use of superior educational materials, and the correct sequencing of tasks. This aligns with Nwadani's (2008) assertion that a leader must establish strong relationships with teachers to achieve school goals, highlighting the principal as the most crucial component of school administration. The research shows that in order to accomplish quality management in secondary schools, principals use coordinated approaches.

## **7. CONCLUSION/RECOMMENDATION**

The authors in the paper derived the conclusion from the study that students would be able to compete on a worldwide scale if principals effectively plan, organize, and coordinate in order to improve quality management. In light of the study's findings, the researchers proposed that:

1. School administrators have to seek methods to consolidate human and material resources.
2. The motivation of teachers is vital and should be frequently conducted by principals to optimize teachers' effectiveness, hence enhancing student success.
3. The duties and responsibilities of the staff working under them should be delegated by the principals.
4. In order to accomplish school goals and guarantee excellent management, the government should only hire principals who are qualified and who are able to build strong relationships with their teachers.

## REFERENCES

- Abdulrahaman, M. (2016). Principals' administrative process strategies for the achievement of quality management in secondary schools in Kogi State (Doctoral dissertation).
- Ahmed, A., Arshad, M. A., Mahmood, A., & Akhtar, S. (2017). Neglecting human resource development in OBOR, a case of the China–Pakistan economic corridor (CPEC). *Journal of Chinese Economic and Foreign Trade Studies*.
- Ajayi T, & Adegbesan, S.O. (2007). *Quality management in the teaching profession*. Akure: Olushola printing press.
- Akagwu, R. R. (2012). Quality management: An instrument for achieving qualitative and functional education objectives of vision 2020-20 in Nigeria. In Ekuje, F.T. (ed.) Vocational and Technical Education as a Tool for Achieving Vision 2020-20 in Nigeria. Ankpa, Roma Communications
- Akareem, H. S., & Hossain, S. S. (2016). Determinants of education quality: What makes students' perception different? *Open review of Educational Research*, 3(1), 52-67.
- Bandele, S.O. (2011). Quality management for security assurance in Nigeria. *Nasher Journal*, 9(2) 1 – 7.
- Borahan, N.G. & Ziarati, R. (2002), Developing quality criteria for application in the higher education sector in Turkey. *Total Quality Management*, 13(7) 913 – 926.
- Encyclopedia of Education (2002). *Teacher leadership: Principles and practices*. A paper for The National College for School Leadership. Nottingham, England.
- Enyi, G. S. (2016). *Introduction to teaching profession and professional development of teachers in Nigeria*. Enugu: JIU Publishers.
- Federal Republic of Nigeria (FRN, 2004). National policy on education. Lagos: Federal Government Press.
- Manafa, I. F. (2019). Assessment of planning practices of principals for effective school administration in secondary schools in Anambra state, Nigeria. *Global Journal of Education, Humanities and Management Sciences (GOJEHMS)*, 1(1), 8 - 15

- Nwadani, C. (2008). Problems of quality in secondary education. *Journal of Educational Management*, 5, 120 – 128.
- Nwankwo, I. N., Locye, C. O., & Obiorah, A. C. (2011). Democratic leadership in handling disciplined problems in schools: Implications for quality management in teachers' preparation. *Review of Education Journal*, 22(1), 76, 85.
- Nworgu, B.G. (2006). *Educational research basic issues & methodology*. Nsukka: University Trust Publishers.
- Oboegbulem, A. I, & Onwurah, C. (2011). *Organization and management of education: A Nigerian perspective*. Nsukka: Great A.P Express publishers ltd.
- Ogbonnaya, N.O, Oboegbulem, A.I., Onwurah, C.U, & Enyi, D. (2013). *Fundamentals in educational administration and planning*. Nsukka: Chuka Educational Publishers
- Okebukola, P. (2010). Fifty years of higher education. Trends in quality management. *A paper presented at the International Conference on the 50th Independence Anniversary at Abuja 27 – 29 September, 2010.*
- Vanguard Newspaper (2019 August 16). Edo maintains 3rd position in 2019 WAEC performance ranking. Available at: <https://www.vanguardngr.com/2019/08/edomaintains-3rd-position-in-2019-waec-performance-ranking/>
- Zeichner, K. M., & Bier, M. (2017). Opportunities and pitfalls in the turn toward clinical experience in US teacher education 1. In *The struggle for the soul of teacher education* (pp. 197-223). Routledge.