

RESEARCH ARTICLE

PRINCIPALS' QUALITY MANAGEMENT STRATEGIES AND SCHOOL ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN IKOT ABASI FEDERAL CONSTITUENCY, IN AKWA IBOM STATE, NIGERIA

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ABSTRACT

The study examined the relationship between principals' quality management strategies and school administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency, Nigeria. In the study, correlational research design was adopted, and the population consisted of 540 teachers in the public secondary schools in Ikot Abasi Federal Constituency. 210 respondents were the sample size used in the study. Simple sampling technique was used to select the schools and respondents. Structured closed ended questionnaire entitled, Principals' Quality Management Strategies Questionnaire (PQMSQ) and "Secondary School Administrative Effectiveness Questionnaire (SSAEQ) were used to collect data. The instruments were tested to established the reliability by subjected to PPMC analysis in order to determine the consistency of the instrument which yielded the indices of 0.81 and 0.79 for PQMSQ and SSAEQ respectively. To answer research questions and to test the hypotheses at .05 level of significance, Pearson Product Moment Correlation analysis was used. Findings from the analysis revealed a significant relationship between principals' quality management strategies and school administrative effectiveness. It was further revealed that principals' quality management strategies such as staff training, process approach and students' focus significantly relate to administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency, Nigeria. It was recommended, based on the findings that principal should prioritize staff training, adopt good process approach and align the activities and the vision of the school to project students' best interest as being the proven factors of quality management strategies, through which purpose of educational goals and objectives are attained.

KEYWORDS

Principal, Quality, School, Managerial, Practices, Administrative, Effectiveness


1. INTRODUCTION

1.1 Background of the Study

Quality management strategy is defined as an improved methods of ensuring school's effective productivity, quality service and a unique workplace culture towards achieving a set standard of education. See quality management as a strategy aiming towards achieving excellence in the operational through collaboration between organization's elements in a Friday (Parveen et al., 2024; Bassey, 2025). This means that quality management comprises of strategies that allows the school system to meet the set standard through promotion of ethical conducts, building a collaborative atmosphere that staff members advocate teamwork, good relationship and adherence to rules and standard in order to ensure the attainment of objectives. This brings about the notion that quality management strategy ensures conducive working environment, where staff strive to be committed towards improving school organizational productivity. In the same vein, maintained that quality management strategies facilitated identification of major critical principles that give rise to the success of organization performance: such as customer focus, quality management of suppliers, employee empowerment; the method of quality management, quality activities, the use of tools, teamwork and development of quality processes and products; continuous improvement and product design (Ahmad et al., 2016). This implies that in quality management strategies or practices, principals major concern or focus is on the students who are the customers of the education system, the quality

of the learning given to the learners, the design of the learning structure, the process through which the learning is delivered and the learning aids used, the environment where the learning is taken place, and the quality of the expected outcome. The principals also look at the quality of the teachers who carry out the implementation the of the learning process and curriculum, their level of expertise in the subject matter and the learning organization or structure and the learning process, their professional training and development, and the method of teaching used to ensure quality outcome. As such, in this context, principals' quality management strategies may be seen from the light of staff training, process approach and vision alignment.

Staff training is seen as a continuous practice of in-service professional development of the teachers organized by the school management to ensure teachers' pedagogical and service improvement towards meeting the set standard in the trending teaching profession and demands. As viewed training programs for being necessary in order to equip teachers and principals with the needed skills for improvement towards successful quality management practice, and that it is the essential tool for meaningful skills enhancement by ensuring clarity of roles, making it to become impactful tied to performance metrics as well as real-world outcomes (Yip, 2024). Deducing from this view, staff training program is a service rendered towards enhancing teachers' effectiveness in teaching-learning profession. This likely help teacher to be equipped with the needed skills and knowledge that may enhance quality outcome in the educational system. It may be that if principals advocate teachers' training

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program as one of the factors of quality management practices, it is likely that principals would meet a high metrics of administrative effectiveness. This training programs seem to create a sense of monitoring and evaluating the performance of teachers' day-to-day activities as an art of continuous process approach towards meeting principals' administrative effectiveness.

Process approach is viewed as a method of investing the available resources towards achieving efficient result or outcome by ensuring certain control measures in order to meet the set goals and objectives of education. Levina *et al.* viewed process approach as the availability of objective dependence on the "output" result on the condition of "input" with mandatory presence of the controlled process characteristics. Whereby process approach oriented towards regulating the process of education on the basis of assessing its condition in line with specially defined quality criteria for all the components of the process itself, as well as the factor that influences final results (Levina *et al.*, 2015). By implication, process approach ensures that the desired outcome is achieved more efficiently when the various activities and resources are well managed as a process. In a more simplified way, viewed process approach as the systematic identification and control of processes within an organization to improve the effectiveness and quality, aiming towards increasing efficiency of the organization and meeting the requirements of the customers (Kucińska-Landwójtowicz *et al.*, 2020). Based on this view, it may be seen that in quality management practices, principals who desire to improve their administration, ought to look at the processes that lead to the attainment of educational goals and objectives as to ensure efficiency and attainment of set standard. Process approach seems one of the major quality management strategies to enhance principals' administrative effectiveness, mostly, when it aligns with the vision and mission of the school.

Vision and mission alignment is seen as one of the practices of quality management that is geared towards the attainment of goals and objectives of a school, mostly, in ensuring principals' administrative effectiveness. When principals communicate the objectives in line with the targeted aim to the staff, he/she put the staff in the right track to meet the school goals. This help staff to see where the principal wants every member to tour towards. Some scholars maintained that when clear vision is communicated by the school leaders it helps in aligning every staff towards a common goal. This vision also need to communicate to stakeholders, guaranteeing everyone on the same page. Vision and mission statements of the school are not just fancy words, these statements guide organization staff to align strategically, promoting stakeholders' engagement, and integration of values. This alignment strategy seems to guarantee the attainment of educational objectives by reinforcing through cultural alignment as well as continuous feedback (Yip, 2024). It is likely that vision and mission alignment as the practice of quality management create an atmosphere of goal oriented climate, teamwork environment and commitment to tasks. When principals are able to make the teachers convince of the target aim or project set to achieve and are able to maintain the organizational conducive work relationship, the attainment of effective administration is likely being made possible. In school system, the vision and mission statement is geared towards students' quality academic achievement. So, the good vision and mission alignment in quality management practice seems to direct focus towards principals' administrative effectiveness.

Administrative effectiveness indicates assessable indices that seem obvious for easy identification and acknowledgement. As described job effectiveness from the extent to which a teacher carries out his teaching responsibility in a way that ensures the attainment of educational goals and objectives (Friday *et al.*, 2024). This means that principals' administrative effectiveness are the resultant outcomes of their daily activities in the school and how they are giving their time to ensures effective planning, coordinating, directing, orderings, controlling and managing among others. From this view, it is believed that principals' administrative effectiveness indicated assessable indices through various metrics beyond ordinary traditional management practices. Since administrative effectiveness in a positive response of the principals, taking prompt action as possible, and when the appropriate reaction is taken by the principal towards guiding and directing the activities of personnel for attainment of a common goal, the administration is therefore, said to be effective. Meanwhile, the definition of administrative effectiveness may be expressed to reflect the dimension in which effectiveness is set to be measurable. This is why noted that the test of effectiveness is the accomplishment of the common purpose of the organization (Otamiri, 2021). To arrive at effectiveness, the principals ought to plan daily

activities, maintain ethical work conducts, understand team members' differences, create an efficient work environment, get the right collaborative software to communicate information, incorporate the right tools for teamwork and seek members' ideas and reward every effort of the team members.

In contrast, further maintained that administrative effectiveness follows principles - not just about getting results (Momoh and Obiweluzor, 2015). The "how" question is also critical as it entails reaching a destination with minimal cost. It may be appropriate to assert that for an administration to be effective, certain needs and rules must be met. In a scenario where little resources are available, but a set standard must be met, ability to meet the set standard with the available resources could be termed effectiveness in school administration. As such, the inability of the principals to meet the stated goals and objective of education makes the principals administration seems ineffective. As seen administrative effectiveness of principals in terms of infrastructural facilities maintenance, school discipline, teachers' performance and students' achievement in schools (Ogundele *et al.*, 2012). This means that for principals' administration to be effective, there should be effective school facilities maintenance, adherence to rules by every staff commitment to work by every member in the school. With these, principals' administration become effective, mostly, when the end goals are met - students' academic positive performance. The principal who is the sole manager of the school, do not need to run the administrative process of the school alone, they need the cooperation of their teaching staff by encouraging one another on their various tasks so as to facilitate and meet enormous day-to-day school tasks and also to ensure implementation of learning and curriculum development collectively, by so doing, administrative effectiveness becomes realistic. Since administrative effectiveness seems to emanate from the quality management of the human and material resources used, therefore, in the context of this study, principals' administrative effectiveness could as well be assessed with the following parameters or practices such as purposeful leadership, division of labor, structured lessons, effective communication, efficient on accurate record keeping, as well as parental and community involvement. This situation, if well manage, may harness principal administration effectiveness. However, administrative effectiveness of some school principals are observed to be moribund. Principals seems to work alone without being assisted by teachers. At some point, principal worn-out due to excess workload. Teachers on the other hand, seem not to know what to do as to enhance school administration process, they seem not to have directions - no vision. All these, among others, may be attributed to principals' poor quality management strategies.

This poses a problem to school management board, parents teachers association (PTA), external stakeholders, teachers, principals themselves and scholars, such that several researches have been carried out to find solution to principals' administrative ineffectiveness, yet, the effort becomes abortive. For instance, conducted a study to quality management practices and principals' administrative effectiveness in secondary schools in Uyo, Nigeria (Friday and Bassey, 2025). The result indicated a positive relationship between quality management practices such as quality control measure and students' focus as it relates significantly to principals' administrative effectiveness in secondary schools in Uyo, Nigeria. Also, conducted a study on principals' administrative practices for effective teachers' job performance in public senior secondary schools in Rivers State, Nigeria (Ukonu and Atukpa, 2025). The findings revealed that principal's administrative practices, such as instructional supervision, transformational leadership styles, and effective communication, significantly enhanced teachers' job performance. From the above review, poor principals' administrative ineffectiveness is attributed to quality control measure, students' focus, poor involvement of teachers in decision making process among others, without recourse to principals' quality management strategies. Hence, the study principals' quality management practices and school administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

1.2 Statement of the Problem

The administrative effectiveness in secondary schools have become the issue of concern in today's education system. In some public secondary schools in Ikot Abasi federal constituency, the state of behaviour of personnel during the official working hour, raise the question whether there are quality management practices. Students loiter the streets during the learning period, some are seen in the school farm, helping their teachers, some will be visiting their homes during school hours, and it is pathetic to see some of this students in school uniforms at the palm wine bars. These are because there is no proper care and attention in students' personnel service on the part of the teachers. Some teachers pay less

attention to the students in their care. Some of the teachers, based on observation, send the students on errand in their respective homes. Furthermore, the students' academic performance is nothing to write home about. Students rarely participate in competitions of any kind against their peers in other schools. Teachers seem not to be committed to their jobs, thereby rendering principals' administration ineffective. This may be hinged on principals' poor management practices (staff training, process approach, and vision alignment).

This poses worries on the mind of the stakeholders in the educational system. Researches have been done to proffer solution to the anomaly, the effort seems abortive and the issue persists. From the above highlighted review in the background, poor principals' administrative ineffectiveness is attributed to quality control measure, students' focus, poor involvement of teachers in decision making process among others, without recourse to principals' quality management strategies. Hence, the study principals' quality management strategies and school administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency, Nigeria.

1.3 Purpose of the Study

The study examined principals' quality management strategies and school administrative effectiveness in secondary schools in Ikot Abasi Federal constituency. Specifically, the study determined the relationship between:

- Staff training and school administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency.
- Process approach and school administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency.
- Vision/mission alignment and school administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency.

1.4 Research Questions

- What is the relationship between staff training and administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency?
- What is the relationship between process approach and administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency?
- What is the relationship between vision/mission alignment and

administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency?

1.5 Research Hypotheses

H0₁. There is no significant relationship between staff training and administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency.

H0₂. There is no significant relationship between process approach and administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency.

H0₃. There is no significant relationship between vision/mission alignment and administrative effectiveness in public secondary schools in Ikot Abasi Federal constituency.

2. METHODOLOGY

Correlational research design will be adopted for the study. This design involves the systematic investigation of the relationships or associations between and among variables, rather than cause and effect conclusion. The study is conducted in Ikot Abasi Federal Constituency in Akwa Ibom South-south Senatorial District of Nigereia. The Area host 25 public secondary schools as at 2023/2024 school year. The population of 540 teachers in the 25 Public Secondary Schools in Ikot Abasi Federal Constituency were used, of which 210 respondents in the 8 selected public secondary schools in Ikot Abasi Federal Constituency participate in the study. Simple sampling technique was used to select schools and respondents. Two instruments were used by the researcher titled: "Principals' Quality Management Strategies Questionnaire (PQMSQ)" and "Secondary School Administrative Effectiveness Questionnaire (SSAEQ)". The reliability of the instruments was established by subjected to PPMC analysis to determine the internal consistency of the instrument which yielded indices of 0.81 and 0.79 for PQMSQ and SSAEQ respectively. The instruments were administered to the respondents within the school hours. Pearson's Product Moment Correlation (PPMC) statistics were used to answer the research questions and for testing the null hypotheses at .05 alpha level of significance.

3. RESULTS

Research Question 1: what is the relationship between staff training and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency?

Table 1: summary of Pearson Product Moment Correlation of relationship between staff training and principal administrative effectiveness			
Variables	N	r-val	Remark
Staff Training Adm. Effectiveness	210	.271	Positive relationship

Table 1 shows the relationship between staff training and principals administrative effectiveness in public secondary school with r-value of .271 indicating that there is a positive relationship. This means staff training as quality management practice help positively on principals'

administrative effectiveness in public secondary schools.

Research Question 2: what is the relationship between process approach and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency?

Table 2: summary of Pearson Product Moment Correlation of relationship between process approach and principal administrative effective ness			
Variables	N	r-val	Remark
Process approach Adm. Effectiveness	210	.161	Positive relationship

Table 2 shows the relationship between process approach and principals administrative effectiveness in public secondary school with r-value of .161 indicating that there is a positive relationship. This means process approach as quality management practice help positively on principals'

administrative effectiveness in public secondary schools.

Research Question 3: what is the relationship between vision alignment and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency?

Table 3: summary of Pearson Product Moment Correlation of relationship between vision alignment and principal administrative effectiveness			
Variables	N	r-val	Remark
Vision Alignment Adm. Effectiveness	210	.199	Positive relationship

Table 3 shows the relationship between vision alignment and principals administrative effectiveness in public secondary school with r-value of .199 indicating that there is a positive relationship. This means vision alignment as quality management practice help positively on principals' administrative effectiveness in public secondary schools Testing Null

Hypotheses

H0₁. There is no significant relationship between staff training and principals' administrative effectiveness in public secondary school in Ikot Abasi Federal Constituency.

Table 4: Correlational Analysis of relationship between staff training and principal administrative effectiveness N=210

Variables	df	r-val.	p-cal.	Remark
Staff Training	1			
Adm. Effectiveness	209 208	.271	.000	Significant

The entry in table 4 reveals the r-value of .271 with its corresponding p-cal of .000 which is less than the .05 level of significance with 208 degree of freedom. Therefore, the null hypothesis which claims no significant relationship between staff training and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency is rejected. Hence, there is a significant relationship between

staff training and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

HO₂: There is no significant relationship between process approach and principals' administrative effectiveness in public secondary school in Ikot Abasi Federal Constituency.

Table 5: Correlational Analysis of relationship between process approach and principal administrative effectiveness. N=210

Variables	df	r-val.	p-cal.	Remark
Process Approach	1			
Adm. Effectiveness	209 208	.161	.019	Significant

The entry in table 4.1.5 reveals the r-value of .161 with its corresponding p-cal of .019 which is less than the .05 level of significance with 208 degree of freedom. Therefore, the null hypothesis which claims no significant relationship between process approach and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency is rejected. Hence, there is a significant relationship between

process approach and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

HO₃: There is no significant relationship between vision alignment and principals' administrative effectiveness in public secondary school in Ikot Abasi Federal Constituency.

Table 6: Correlational Analysis of relationship between vision alignment and principal administrative effectiveness N=210

Variables	df	r-val.	p-cal.	Remark
Vision Alignment	1			
Adm. Effectiveness	209 208	.199	.004	Significant

The entry in table 6 reveals the r-value of .199 with its corresponding p-cal of .004 which is less than the .05 level of significance with 208 degree of freedom. Therefore, the null hypothesis which claims no significant relationship between vision alignment and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency is rejected. Hence, there is a significant relationship between vision alignment and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

Also, the study findings revealed that staff training molds the personality of teachers such that their attitudes are reshaped, their habits are reformed and their personalities are reconstituted (Kazmi, 2011). This implies that during staff training program, teachers' attitudes are bended to meet the ethical conduct of the formal organization standard. It is this reshaping behavior of the teachers that results to a significant relationship between staff training and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

4. DISCUSSION OF FINDINGS

4.1 Staff Training and Principals' Administrative Effectiveness

The result on Table 4 which indicate r-val. of .271 revealed that there is a significant relationship between staff training and principals' administrative effectiveness. In testing hypothesis one, since p-cal. of .000 is less than .05 level of significant, the null hypothesis was rejected and alternative accepted. Thus, a significant relationship between staff training and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency was established. This result coming out this way may be attributed to the fact that in quality management strategy, training of staff is a pathway to ensuring quality input in the educational activities and process, equipping teachers with needed skills and improving their professionalism. It is this improvement of skills that results to a significant relationship between staff training and principals' administrative effectiveness in public secondary schools. Also, the results could be attributed to the fact that when principal ensures staff training as a factor of quality management towards ensuring administrative effectiveness, this helps staff to understand their responsibilities and how to attend them judiciously. It is this unique knowledge of job descriptive understanding that results to a significant relationship between staff training and principals' administrative effectiveness in public secondary schools. This result is in line with findings that staff training provides opportunity for teachers to improve their knowledge, skills, and performance in line with the goals and values of the school organization and in relation to the interests and needs of the students and the common goals of the education (Awogbami et al., 2021). This implies that when teachers are trained, they would be equipped with the pedagogical skills and shared knowledge of the school administration. It is this equipped skills of the school administration that result to a positive and significant relationship between staff training and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

4.2 Process Approach and Principals' Administrative Effectiveness

The result on Table 5 which indicate r-val. of .161 revealed that there is a significant relationship between process approach and principals' administrative effectiveness. In testing hypothesis one, since p-cal. of .019 is less than .05 level of significant, the null hypothesis was rejected and alternative accepted. Thus, a significant relationship between process approach and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency was established. This result coming out this way may be attributed to the fact that process approach allows principal to check the resources used in the system, how effective they are and how functional they are to bring expected result. It is this functional and effectiveness of the resources - human and material resources that results to a significant relationship between process approach and principals' administrative effectiveness in public secondary schools. This finding affirmed findings that in process approach, desired result is achieved more efficiently as the various activities and related resources are managed as a process (Levina et al., 2025). This implies that when inputs are of good state, well-managed, the desired outcome would be made manifest. It is this well-managed input that results to a significant relationship between process approach and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

In the study, findings revealed that process approach build a new organizational culture founded on a specifically defined principles which includes trust and cooperation among employees and teamwork as it improves and develops quality education in a soft way (Sulkowski et al., 2016). This implies that process approach creates and implement order of formal organizational culture that allows for quality educational delivery. It is this implementation of school working culture that results to a positive and significant relationship between process approach and principals' administrative effectiveness. It could be concluded that process approach as factor of quality management practice enhance principals' administrative effectiveness in public secondary schools in Ikot Abasi

Federal Constituency.

4.3 Vision Alignment and Principals' Administrative Effectiveness

The result on Table 6 which indicate r-val. of .199 revealed that there is a significant relationship between vision alignment and principals' administrative effectiveness. In testing hypothesis one, since p-cal. of .004 is less than .05 level of significant, the null hypothesis was rejected and alternative accepted. Thus, a significant relationship between vision alignment and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency was established. This result coming out this way may be attributed to the fact that vision alignment allows teachers, students and principal to be on the same page, where everyone knows the ultimate goals, objectives of the school and the steps to get it done. It is this knowledge of working on the same page that result to a positive relationship between vision alignment and principals' administrative effectiveness in public secondary schools. This further implies that vision alignment creates room for all the stakeholders to work together to achieve a common goal and objective of the school. It is this room of working together for achievement of a common goal that results to a significant relationship between vision alignment and administrative effectiveness in public secondary schools. This result affirmed findings that leaders who prioritize vision alignment approach in quality management practice often experience more cohesive, motivated and high-performing educational environment (Yip, 2024). This implies that principal who uses vision alignment approach as strategy of ensuring quality management approach, promotes the culture of cohesion that facilitates in high quality performance. It is this cohesive culture that results to a significant relationship between vision alignment and principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

Also, study on vision alignment in total quality management: effort to improve the quality of education in the industrial revolution, findings revealed the role of alignment of vision in total quality management by educational leader who only not able to formulate a vision and strategic steps forward but also able to improve the quality of education through application of quality management practice (Prestyadi, 2019). This implies vision alignment as factor of quality management practice by the principal ensures formulation of achievable vision and strategic steps towards where every staff endeavor to adhere in ensuring attainment of educational objectives and goals. It is this adherence of teachers to strategic vision and steps where every teacher works towards achievement that results to positive and significant relationship between vision alignment and principals' administrative effectiveness in public secondary schools. Therefore, it could be concluded that vision alignment as factor of quality management practice enhance principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency.

5. CONCLUSION

The study examined principal quality management strategies and school administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency. The quality management practices used in the study are staff training, process approach and vision alignment. The study revealed that staff training, process approach and vision alignment significantly relate to principals' administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency, Akwa Ibom State, Nigeria. It was concluded based on the findings that principals' quality management strategies relate significantly to school administrative effectiveness in public secondary schools in Ikot Abasi Federal Constituency, Nigeria.

RECOMMENDATION

- Training of staff should be prioritized, as this would ensure healthy process approach for the realization of educational goals.
- The practices and activities of the staff should align with the vision and mission statement of the school, as this would ensure effective administrative process and attainment of goals of the education.

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