

# Quality Management Practices And Principals' Administrative Effectiveness In Public Secondary Schools In Uyo Local Government Area, Nigeria.

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**Abstract:** *The study examined the quality management practices and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa ibom State, Nigeria. to achieve the objective of the study, two purposes were stated, two research questions raised and two research hypotheses formulated to guide the study. The study adopted correlational research design to study the relationship of the constructs. The population consisted of 440 teachers in public secondary schools in Uyo, with the sample size of 210 respondents drawn statistically using Taro Yamene formula. Simple random sampling technique was used for selecting of schools and respondents. Data were collected using a structured closed ended questionnaire entitled, Principals' Quality Management Practices Questionnaire (PQMPQ)" and "Principals Administrative Effectiveness Questionnaire (PAEQ). The reliability of the instruments was established by using the data from test-retest procedure which yielded indexes of 0.82 and 0.78 respectively, showing that the instruments were reliable to be used in the main study. The result of the analysis indicated a positive relationship between quality management practices and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa ibom State, Nigeria. Based on the findings, it was recommended that principal should, for the sake of administrative effectiveness, advocate quality management practices, such as prioritizing students' focus and controlling the activities of the teachers, as this would facilitate attainment of educational goals and objectives.*

## Introduction

### Background of the Study

Quality management practices are seen as the methods used to improve the school's productivity, services, processes, and culture to achieve a set standard and to ensure principals' administrative effectiveness. Waaland in Parveen *et al.* (2024) viewed quality management practice as a comprehensive strategy that aims to achieve excellence in all operational terms of the institution through collaboration between every organization's elements. This means that quality management practice seeks to meet the set standard through building teamwork atmosphere in form of collaboration to ensure that students' needs are met. Quality management practice promotes conducive working climate that every member is committed towards improving the organizational productivity. As Yip (2024) acknowledged that quality management practice is not a one-time event but an ongoing process requiring commitment and adaptation, as well as creating a quality culture in education that hinges on strong leadership commitment and a focus on continuous improvement initiatives. It is the obligation of the principals to show that sense of quality administrative demonstration through leadership commitment to staff improvement in meeting the set standard goals of education. Ahmad *et al.* (2016) acknowledge that quality management practices have facilitated the identification of many critical principles for successful organizational performance: such as customer focus, quality management of suppliers, employee empowerment; leadership, strategic planning among others. Principals quality management practices in this context would be seen in two ways or form thus; quality control measure, and students' focus.

Quality control measure is seen as a process of monitoring, comparing, evaluating and promoting the organization workplace ethical conduct towards meeting a set standard and goals of education. Friday (2025) defined quality control as a process of assessing, monitoring, and measuring the services rendered if it adheres to a predefined set of standards or meets the required qualities laid down for the purpose of meeting the goals and objective of education. This means that quality control measures the agreed standards set in the education system in order to ensure that the products and end result conforms to the quality and set standards. In quality management practice, principals ensure that their schools meet the set benchmarks as believed to bring about the attainment of the set standard in the education system through process of assessing, comparing and monitoring the day-to-day activities of the teachers. It could be that quality control as a practice of quality management helps to facilitate school administrative effectiveness. This is when principals are committed towards ensuring the internal monitoring and evaluation of the school activities and comparing the outcome to the set standards. Feedback from this processes help the principals to ensure teachers' improvement and commitment to their tasks schedule.

For principal administration to be effective, principals need to ensure effective implementation of quality control measure, making it to be a continuous practice that every staff would get used to, and always being alerted over the practice. With this, there is hope and certainty that principals' administration would likely meet it effectiveness. As a manager, to attain effective organization

management, he/she ought to adopt quality control practice as a measure for quality management, as noted by Iroegbu and Etudor-Eyo (2020) that quality control is a management process of ensuring that the production process considers all the possible measures geared towards making sure that the final product is finished and ready to be sold at a set standard. Liking to education, it means that quality control encompasses mechanisms, processes, policies and actions put in place by an institution or head of institution to ensure that the education provided is of high quality, and that this quality is maintained and improved upon. In conclusion, quality management of school demands that principals should put in place policies, measures, or set and agreed standard that geared towards achieving maximum educational goals and objectives. This, if effectively implemented and made it a continuous practice would likely enhance principals' administrative effectiveness as well as customers' focus.

Students' focus is seen as a method of directing teachers focus on students' center perspective. Yip (2024) noted that the spotlight of student-centered approaches is on active learning techniques and individualized instruction plans, whereby, these loops allow educators to constantly refine their approach, making certain that each student remains engaged and are meeting their learning objectives. This means that students' focus as one of the quality management practices, helps the teachers to always make strategy plans in meeting the needs of the students regardless of their differences in learning ability. Meeting the students' needs therefore means that the set parameters are achieved. Since students are the customers in the educational system, and their needs are prioritized in the school system as the basic focus of the school administration, as such, the quality outcome of students' performance entails the effectiveness of the school principals' administration. In a classroom where students are engaged and lessons are tailored to fit their unique needs shows how much attention the school management desire to achieve quality management. When prioritizing student learning outcomes as the central goal in a school setting and actively involving students in the quality management process is a mechanism to ensure the consistent meeting of the needs and expectations of education goals, thereby enhancing principal's administrative effectiveness. Mango (2025) maintained that the first quality management principle begins with the customer, having a customer focus ensures that your customer receives the benefit of a product or service you are offering. This means that when the principals prioritize students center in school management process, striving to meet the benefits of the students and their sponsors satisfaction, this would communicate to the staff the aim or vision of the principals, as they would act in perfunctory effort, striving to align their tasks towards meeting the aim. With this, the principals' administrative effectiveness is assured

Principals' administrative effectiveness is seen as an ability of the principals to achieve the aim and objectives of school organization through stated set standard. Momoh and obiweleuzor (2015) sees administrative effectiveness as the positive response to administrative efforts and actions with the intention to accomplish stated goals. This means administrative effectiveness has to do with the ability of the administrator to accomplish a common purpose of the education according to set standards. Principals as noted by Bello (2019) are the chief executives of secondary school, saddled with the responsibilities of improving teaching and learning conditions within the classrooms, maintaining school-community relationship, ensuring adequate supply of educational resources to motivate teachers, non-teachers and students so that effectiveness and efficiency is attainable in the system, it is believable that school administration is beyond the deem light towards meeting the goals and objectives of education. Though in contrast, Faruk and Ajadi (2023) maintained that the effectiveness of the school administration, however, depends on personal qualities, interaction with subordinates and the ability to inspire all members of the school community to work together toward the goal of excellent education of all students. In the other hand, administrative ineffectiveness of the principals could be inability of the principals to plan, organize, coordinate the resources, and direct them towards goals and objectives achievement. This further means that for principal to attain administrative effectiveness, several criteria ought to be met such as, ability to plan with the available resources, understanding team members physically and emotionally, creating an efficient work environment, endowing with quality management skills to incorporate team members in the project execution process through collaboration, consultation, and transparency, good leadership style and being skilled on the staff motivation. On this note, it is likely that principals' administrative effectiveness, in a real sense, should embrace the above highlighted indices among others. Effective administration should able to cater for the well-being of the staff members through professional development programs – like workshops, seminars and conferences, it should be able to maintain school facilities – providing the necessary aids towards ensuring that school facilities are in good condition. It should be able to incorporate stakeholders – both community stakeholders, internal and external stakeholders in the process of school administration and decision making and able to control the excesses of the staff and students under their watch.

However, from the researcher's observation, principals' administration is not effective in most schools in Uyo Local Government Area. There seems to be no cooperation among teachers, as well as teachers and the principals in the study area – secondary schools in Uyo LGA. There seems no understanding among the staff and the management that could facilitate teamwork. Staff seems not to be motivated as they are working grudgingly. There also seems to be no professional training for staff, no facilities maintenance culture and strategies. Local community stakeholders seem not to be part of the school administrative process. This also seems to create an issues that leads to malfunctioning of the administrative process, poor school facilities maintenance, dilapidated condition of the school building, insecurity pandemic, lack of workable laboratory and library. This could be attributed to poor principals' community engagement strategies as highlighted in the above background.

This has poses issues on the school stakeholders, parents, local community members and scholars, such that several researches have been carrying out to find solution to the issue, yet, the issue persist. For instance, Mejia (2016) and Madukwe et al. (2019) study revealed negative principals' administrative effectiveness in secondary schools' level. Ogundele *et al.* (2012) carryout a study on Community – School Relations and Principals Administrative Effectiveness of Secondary Schools in Kwara State. The findings however revealed that high significant relationship exist between community school relations and principals' administrative effectiveness, school plant provision and maintenance and instructional development of secondary school. Also, Momoh and Obiweluzor (2015) carried out a study on principals' administrative effectiveness in the implementation of quality assurance standards in public secondary schools in Edo and Delta States. The findings also revealed a significant relationship between administrative effectiveness and implementation of quality assurance standards in the States based on principals' gender and experience. From the above review, the issue of principals' administrative effectiveness is attributed to several factors, one of such is the inexperience in their profession. This has created a gap in knowledge, hence, the study quality management practices and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

### Statement of the Problem

Principals' administrative effectiveness is believed to be the pathway for fulfilling and attaining the goals and objectives of education in secondary education level. When principals' administration is effective, there would be a high level of managing available resources and its utilization. There will be an existence of both formal and informal level of interaction with subordinates and the ability to inspire all members of the school community to work together toward the goal of excellent education of all students. Effective administration embraces the welfare of its members - cater for the well-being of the staff members through professional development programs – like workshops, seminars and conferences, maintenance of school facilities – providing the necessary aids towards ensuring that school facilities are in good condition. It also incorporates stakeholders – both community stakeholders, internal and external stakeholders in the process of school administration and decision making and able to control the excesses of the staff and students under their watch. However, the reverse is the case of the principals' administration in most schools in Uyo Local Government Area. There seems to be no cooperation among teachers, as well as teachers and the principals in the study area – secondary schools in Uyo LGA. There seems no understanding among the staff and the management that could facilitate teamwork. Staff seems not to be motivated as they are working grudgingly. There also seems to be no professional training for staff, no facilities maintenance culture and strategies. Local community stakeholders seem not to be part of the school administrative process. This also seems to create an issues that leads to malfunctioning of the administrative process, poor school facilities maintenance, dilapidated condition of the school building, insecurity pandemic, lack of workable laboratory and library. This could be attributed to poor principals' community engagement strategies as highlighted in the above background.

This has poses issues on the school stakeholders, parents, local community members and scholars, such that several researches have been carrying out to find solution to the issue, yet, the issue persist. From the above review, the issue of principals' administrative effectiveness is attributed to several factors, one of such is the inexperience in their profession without recourse to lack of quality management practices – such as quality control mechanism and students (customers') focus. This has created a gap in knowledge, hence, the study quality management practices and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

### Purpose of the Study

The study seeks to examine how quality management practices relate to principals' administrative effectiveness in public secondary schools in Uyo Local Government Area. Specifically, the study will:

1. Determine the relationship between quality control measures and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.
2. Ascertain the relationship between students' focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

### Research questions

1. What is the relationship between quality control measure and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area?
2. What is the relationship between students' focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area?

### Research Hypotheses

H0<sub>1</sub>. There is no significant relationship between quality control measure and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area

H0<sub>2</sub>. There is no significant relationship between students' focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area

## Methodology

Correlational reasech design was adopted in the study. The area of the study was public secondary school in Uyo Local Government Area in Akwa Ibom State, Nigeria. The population of the study consisted of 440 teachers in the study area. The sample size comprises of 210 teachers who were the respondents drawn statistically using Taro Yamene formula. Simple random sampling technique was used to select the schools and the respondents. Two instruments were developed for data collection entitled: "Principals' Quality Management Practices Questionnaire (PQMPQ)" and "Principals Administrative Effectiveness Questionnaire (PAEQ)". The reliability of the instruments was determined using inter item reliability method. This was achieved by carrying out a trial testing of the instrument on 40 respondents (3 principals and 37 teachers) in the schools that were not part of the sample of the study, but were part of the population of the study. PQMPQ and PAEQ yielded reliability indexes of 0.82 and 0.78 respectively. Cronbach Alpha reliability statistics was used for determining the reliability of the instruments. Thereafter, questionnaires were administered to the teachers, within the school hours. The respondents were given enough time to complete the questionnaires so that they can respond freely and objectively. The completed questionnaires were then collected for analysis. Pearson's Product Moment Correlation (PPMC) statistics will be used to answer the research questions and for testing the null hypotheses at .05 alpha level of significance.

## Results:

Research question 1: what is the relationship between quality control measure and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area?

**Table 1: summary of Pearson Product Moment Correlation of relationship between quality control measures and principal administrative effectiveness**

Variables	N	r-val	Remark
Quality control measure	210	.416	Positive relationship
Adm. Effectiveness			

Table 1 shows the relationship between quality control measure and principals administrative effectiveness in public secondary school with r-value of .416 indicating that there is a positive relationship. This means quality control measure as quality management practice help positively on principals' administrative effectiveness in public secondary schools.

Research Question 2: what is the relationship between student focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area?

**Table 2: summary of Pearson Product Moment Correlation of relationship between student focus and principal administrative effectiveness**

Variables	N	r-val	Remark
Student Focus	210	.336	Positive relationship
Adm. Effectiveness			

Table 2 shows the relationship between student focus and principals administrative effectiveness in public secondary school with r-value of .336 indicating that there is a positive relationship. This means student focus as quality management practice help positively on principals' administrative effectiveness in public secondary schools.

## Testing of Hypotheses

H0<sub>1</sub>. There is no significant relationship between quality control measure and principals' administrative effectiveness in public secondary school in Uyo Local Government Area.

**Table 3: Correlational Analysis of relationship between quality control and principal administrative effectiveness N=210**

Variables	df	r-val.	p-cal.	Remark
Quality Control	1			
	209	.416	.000	Significant
Adm. Effectiveness	208			

The entry in table 3 reveals the r-value of .416 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 quality control measure and principals' administrative effectiveness in public secondary schools in Uyo local government Area is rejected. Hence, there is a

significant relationship between quality control and principals' administrative effectiveness in public secondary schools in Uyo local government Area.

**H0<sub>2</sub>:** There is no significant relationship between student focus and principals' administrative effectiveness in public secondary school in Uyo local government Area.

**Table 4.1.6: Correlational Analysis of relationship between student focus and principal administrative effectiveness N=210**

Variables	Df	r-val.	p-cal.	Remark
Student focus	1			
	209	.336	.000	Significant
Adm. Effectiveness	208			

The entry in table 4.1.6 reveals the r-value of .336 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 student focus and principals' administrative effectiveness in public secondary schools in Uyo local government Area is rejected. Hence, there is a significant relationship between student focus and principals' administrative effectiveness in public secondary schools in Uyo local government Area.

### Summary of Findings

1. There is a positive relationship between quality control measure and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area
2. There is a positive relationship between student focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

### Hypothesis Finding

1. There is a significant relationship between quality control measure and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area
2. There is a significant relationship between student focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area

### Discussion of the Findings

#### Quality Control Measure and Principals' Administrative Effectiveness

The result on Table 3 which indicate r-val. of .416 revealed that there is a significant relationship between quality control measure 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 quality control measure and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area was established. This result coming out this way may be attributed to the fact that quality control allows for conscious efficiency and appropriateness of the teachers shared tasks, the delivery quality and how it aligns with the set standard. It is this standard setting and the consciousness instill on the teachers over their tasks that result to a significant relationship between quality control measure and principals' administrative effectiveness in public secondary schools. This result is in line with Alfolabi and Ayuba (2020) findings that quality control facilitates the implementation of the various learning program aimed at improving teachers' productivity and efficiency in the school system. It is this improvement of teachers' productivity that result to significant relationship of principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

Also Loadman (2019) findings revealed that quality control helps principals to examine teachers' activities according to a set of standard, taking appropriate action to deal with deviation outside permitted tolerance. This implies that quality control strategy helps teachers to stay on track and in line with educational set standard. It is this conscious adherence to set standard that result to positive relationship between quality control measure and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

#### Students' Focus and Principals' Administrative Effectiveness

The result on Table 4 which indicate r-val. of .336 revealed that there is a significant relationship between students' focus 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 students' focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area was established. This result coming out this way may be attributed to the fact that student focus in the quality management practice allows teachers to make strategic plans and steps in meeting the needs of the students through a set parameter. It is this meeting of students' needs that result to a significant relationship of administrative effectiveness in public secondary schools. This finding is in line with Birch-Jensen (2020) findings of



their study on the role of customer focus in quality management, which revealed that focusing and understanding customer needs is fundamental for being able to deliver high quality products, and services and as a result, maintain and improve customer satisfaction. This implies that when student needs are being prioritized, the teachers and the management pay more attention on how to get the students and their parent satisfied through quality and high-performing outcome or results. It is this paying of attention for quality outcome that result to a positive and significant relationship between student focus and principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

In contrast, Samuel and Ekanem (2022) study on total quality management practices on customer satisfaction: problem and challenges perspective in University of Benin, Nigeria, revealed that building on existing knowledge of total quality management practices, policymakers could formulate policies to guide and satisfied customers. This implies that with the knowledge and adherent to student focus in quality management practices, principal would be able to make policies that allows for students and parents satisfaction of their service, hereby, ensuring attainment of educational objectives. It is this customers' satisfaction to service rendered by the school management that result to a significant relationship between students' focus and principals' administrative effectiveness in public secondary schools. It therefore, could be concluded that students' focus as quality management practice relate significantly to principals' administrative effectiveness in public secondary schools in Uyo Local Government Area.

## Conclusion

Based on the findings of the study, it is concluded that quality management practices relate to principals' administrative effectiveness in public secondary schools in Uyo Local Government Area. The study found out that quality control measure and students' focus significantly relate to principals' administrative effectiveness in public secondary schools in Uyo Local Government Area, Akwa Ibom State, Nigeria.

## Recommendation

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

1. Principal should, for the sake of administrative effectiveness, advocate quality management practices, as this would facilitate attainment of educational goals and objectives.
2. Students' needs should be prioritized in the school practices, as this would help the school to satisfy their customers and promote effective education system.

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