PRINCIPALS' APPLICATION OF TOTAL QUALITY MANAGEMENT STRATEGIES IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN ANAMBRA STATE

BY

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ABSTRACT

The researcher examined the implementation of Total Quality Management (TQM) strategies by principals in the administration of secondary schools within Anambra State. This study employed a descriptive survey design, guided by four research questions and four hypotheses. The study's population consisted of 3,464 teachers from 245 public secondary schools in Anambra State, with a sample comprising 286 teachers (129 males and 157 females), selected through a simple random sampling technique. Data were gathered using a rating scale entitled "Principals Application of Total Quality Management Strategies in the Administration of Secondary Schools Scale" (PATQMSASSS), which included 28 items. The reliability of this instrument was confirmed through Cronbach's alpha, yielding an index of 0.88. The analysis involved mean scores and standard deviations to address the research questions, while an independent sample t-test was utilized to evaluate the hypotheses at a 5% significance level. Key findings indicated that, in the context of administering instructional programs as a TQM strategy, principals primarily support teachers in enhancing teaching and learning activities, monitor classroom engagement, and facilitate opportunities for further skill development. However, they fall short in providing adequate teaching aids and ensuring the effective use of relevant ICT resources by both students and teachers during educational activities. In light of these findings, it is recommended that secondary school principals take measures to improve the provision of teaching aids and ensure the effective utilization of relevant ICT facilities in teaching and learning processes.

Introduction

The aspiration for a high standard of education that adequately prepares individuals for effective living and enhances their contributions to societal growth and development underpins the demand for quality management in the administration of secondary schools. However, achieving quality is unattainable in an environment where the leadership and other stakeholders within the school lack commitment to this goal. The challenge is further exacerbated if the principal lacks the necessary competencies for visionary leadership. Conversely, even when the principal is both qualified and dedicated, the failure of the government to create a supportive environment hinders the ability of principals and their teachers to attain total quality management.

Numerous scholars, including Odo (2020) and Peretomode (2020), have noted that many of the challenges currently faced by educational institutions at various levels can be traced back to issues in management. Emenalo (2021:239) elaborates that these management challenges encompass the upkeep of physical facilities, personnel issues

involving both staff and students, community relations with schools, financial management, oversight of educational programs, as well as problems related to gender and geographical location. Supporting this perspective, Okeke (2020) argues that indicators such as poverty alleviation efforts, anti-corruption initiatives, high school dropout rates, incidents of armed robbery, cult activities, and examination failures reflect a troubling state of educational quality and its administration. This scenario has led to public outcry regarding the declining quality of education within society. Consequently, the necessity for effective management in education is underscored in the Federal Republic of Nigeria's National Policy on Education (FRN, 2022), which asserts that the success of any educational system hinges on proper planning, efficient administration, and sufficient funding—key elements of management. The policy anticipates that these management services will fulfill specific objectives, which include:

a. Provision of efficient administrative and management control for maintenance and improvement of the system.
b. Assurance of quality control through regular and continuous supervision of instructional and other educational services.

Now that the burning desire and consciousness of quality in education has reached its peak, the principals as the head of administrations are expected to conceive, mitigate and carry out their own approaches to quality control and

assurance to prove to the public that they too can deliver a consistent quality service like those in the private sector. These approaches cannot be far from quality management in education.

Quality, as defined by Juran and Gryna (2022), refers to a standard of excellence or goodness that fulfills or surpasses individuals' expectations. Total Quality Management (TQM) is characterized as a purposeful and methodical strategy aimed at attaining suitable quality levels consistently, thereby addressing the needs and desires of individuals. Deming (2020) asserts that it is challenging to envision a scenario in which anything short of total quality is deemed suitable or acceptable in the context of children's education.

Total in Total Quality Management signifies the involvement of every individual and aspect within the organization in the ongoing pursuit of quality enhancement. In this framework, management is defined such that every member of the institution, irrespective of their position or role, assumes responsibility for their own duties. This fosters a collaborative environment where educators, parents, government entities, and the community unite to equip students with the necessary resources to address both current and future academic and societal demands. Consequently, quality management in secondary schools focuses on ensuring that all activities and functions aimed at achieving quality education, as outlined in the National Policy of Education (2020), are upheld. In Anambra State Secondary Schools, effective quality management can only be realized if quality is intentionally integrated into the secondary education services through the careful selection and implementation of Total Quality Management Strategies (TQM) in the planning and administration of these institutions. The appropriate application of TQM strategies will ensure that designs, specifications, and quality control measures are consistently maintained throughout the processes and services delivered to the stakeholders of the secondary school. When successfully executed, this approach will be evident in the outcomes of the schools, establishing them as quality-oriented institutions.

For decades now, the quality of administration in the secondary schools, in Nigeria has generated a lot of controversies among stakeholders in education. There are complaints

on both the quality of input and output of the secondary schools. Many blame what they term progressive deterioration of the schools in conduct and in academics, on the quality of school administration being provided by the principals. Consequently, the common parameters which the public applies in the measurement of quality of administration include, the records of quality of services from the school, violence and crime rates in the secondary school, discipline among staff and students, quality of performance in the school certificate and other examination results, relationship of the school with its host community and the administrative styles of the principals.

Educational institutions fundamentally depend on human beings rather than machines to create, shape, direct, and manage their operations. Okeke (2020) emphasized that effective and efficient performance in education necessitates a leader with strong managerial skills. The quality and atmosphere of schools are significantly influenced by their principals. As the chief executives and leaders, they bear the responsibility of executing the administrative processes involved in planning, organizing, directing, implementing, and evaluating various school activities, including instructional programs, student services, staff management, and facility administration. Recognizing that the attainment of quality education largely hinges on these responsibilities, the implementation of Total Quality Management is essential for organizational integrity and renewal. Consequently, every school, irrespective of its location, requires a leader to guide and inspire the workforce; otherwise, the institution risks devolving into a chaotic amalgamation of individuals and machinery.

Hence, the issue of gender is considered in this study. Gender as used in this study implies the composition of male and female. In this study the influence of gender on principals' application of Total quality management strategies in the administration of secondary-' schools in Anambra State is considered. Durosaro and Xuhu (2022) study revealed that male and female secondary school students differ greatly in their opinion. Ogunlade and Akeredolu (2022) findings also revealed among others that gender significantly influenced vocational aspirations of the Students. Looking at the above findings, it is clear that the situation regarding to the influence of gender is unclear. This study will try to clear this uncertainty.

The principals, regardless of gender, are anticipated to articulate both the vision and mission statements. Consequently, effective administration is unattainable if the principals, who are expected to offer the necessary leadership, lack a clear vision for their schools. The vision held by the principals is crucial in implementing total quality management strategies within their institutions, ultimately leading to the achievement of optimal desired outcomes.

Purpose of the Study

The purpose of this study is to find out principals' level of application of Total quality management strategies in the administration of secondary schools in Anambra State. Specifically, the objectives of the study are to:

1. Find out secondary school principals TQM strategies in the administration of instructional programme in secondary schools in Anambra State,
2. Ascertain TQM strategies principals apply in staff-personnel management in secondary schools in Anambra State,

Research Questions

The study was guided by the following research questions:

1. What are the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Anambra State?
2. What are the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Anambra State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significant to guide the study.

HO$_1$: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Anambra State.

HO$_2$: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Anambra State.

Analysis

The result of data analysis are summarized and presented. The presentation is done according to research questions and hypotheses.

Answers to Answers to Research Questions

Research Question One

What are the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State?

Table 1: Mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State?

S/N	Item Statement	Male Teachers' n=129			Female Teachers' n=157		
		$\dot{X}$	SD	Decision	$\dot{X}$	SD	Decision
1	Assist teachers to enhance teaching and learning activities	3.02	93	Agreed	3.13	81	Agreed
2	Monitor classroom activities.	2.87	1.04	Agreed	2.63	1.15	Agreed
3	Provide opportunities for teachers' further skill development programmes.	2.57	1.14	Agreed	2.58	1.15	Agreed
4	Improvise for adequate teaching aids.	1.56	.80	Disagreed	1.38	.65	Disagreed
5	Ensure enough time for teaching	3.02	.95	Agreed	3.20	.73	Agreed

S/N	Item Statement						
	and learning activities.						
6	Maintain adequate use of relevant ICT facilities by students and teachers in teaching and learning activities.	1.40	.63	Disagreed	1.37	.63	Disagreed
7	Sponsor entrepreneurial skill development programmes for students in the school.	1.50	.85	Disagreed	1.58	.91	Disagreed
	Mean of Means	**2.28**			**2.27**		

The result in table 1 shows the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State. It was discovered that items 1, 2, 3 and 5 were agreed upon by both male and female teachers because their mean scores were above the criterion mean of 2.50, but items 4, 6 and 7 were disagreed since their mean scores were below the criterion mean of 2.50. Their mean of means are 2.28 and 2.27 for male and female teachers respectively. The conclusion is that in the administration of instructional programmes using TQM strategy by secondary school principals in Anambra State, they assist teachers to enhance teaching and learning activities, monitor classroom activities and provide opportunities for teachers' further skill development programmes. But they fail in the improvisation of adequate teaching aids, maintaining adequate use of relevant ICT facilities by students and teachers in teaching and learning activities and also fail in sponsoring entrepreneurial skill development programmes for students in the school.

Research Question Two

What arc the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State?

Table 2: Mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo state

S/N	Item Statement	Male Teachers' n=129			Female Teachers' n=157		
		$\dot{X}$	SD	Decision	$\dot{X}$	SD	Decision
8	Ensures that adequate staff are provided for improved students' academic performance	3.16	93	Agreed	3.17	.92	Agreed
9	Encourages	2.60	1.15	Agreed	2.64	1.12	Agreed

	teachers to attend workshops, and conferences for better teaching						
10	Allows teachers a measures of authority in doing their duties towards better academic performance of students	2.62	1.19	Agreed	2.68	1.21	Agreed
11	Principal identities what motivates his staff to teach well	2.69	1.12	Agreed	2.65	1.13	Agreed
12	Makes the teaching environment conducive to teachers	2.92	1.02	Agreed	3.01	.99	Agreed
13	Ensures and maintains high morale and job satisfactions among teachers	2.80	1.11	Agreed	2.75	1.13	Agreed
14	Involves teachers in management decisions and administration of the school	2.82	1.18	Agreed	2.84	1.18	Agreed
	Mean of Means	**2.80**			**2.82**		

The result in table 2 shows the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State. It was shown in the table that all the items (8, 9, 10, 11, 12, 13 and 14) were agreed by both male and female teachers. The mean of means for -the table are 2.80 and 2.82 for male and female teachers respectively. The conclusion from the table implies that the principals apply the following TQM strategies in staff-personnel management in secondary schools in Imo State; adequate staffing, encourage teachers to attend professional development programmes, allow teachers a measure of authority in tasking, motivates staff, maintains high morale and job satisfaction, and involve teachers in decision making.

Test of Hypotheses

Hypothesis One

HO_1: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State.

Table 5: t-test Analysis for Hypothesis One

Gender Decision	n	$\dot{X}$	S.D	df	t_{cal}	t_{tab}
Male Fail to	129	15.95	2.405			
Female Reject Ho	157	15.87	2.102	284	0.27	1.96

Table 5 displayed the t-test significant difference between the mean ratings I male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State. sing descriptive statistics of mean, standard deviation and degree of freedom of 4, it was indicated in the table that the t-calculated value of 0.27 is less than the -tabulated value of 1.96, which led to the decision of failing to reject the null hypothesis. The conclusion is that there is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State.

Hypothesis Two

HO₂: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State.

Table 6: t-test Analysis for Hypothesis Two

Gender Decision	n	$\dot{X}$	S.D	df	t_{cal}	t_{tab}
Male Fail to	129	19.62	3.115			
Female Reject Ho	157	19.75	3.168	284	0.34	1.96

Table 6 displayed the t-test significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State. Using descriptive statistics of mean, standard deviation and degree of freedom of 284, it was indicated in the table that the t-calculated value of 0.34 is less than the t-tabulated value of 1.96, which led to the decision of failing to reject the null hypothesis. The conclusion is that there is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State.

Summary of Findings

From the analyses above, the following findings were made:

1. In the administration of instructional programmes as a TQM strategy, the principals only assist teachers to enhance teaching and learning activities, monitor classroom activities and provide opportunities for teachers' further skill development programmes. But they fail   in the   improvisation of adequate teaching aids,

maintaining adequate use of relevant ICT facilities by students and teachers in teaching and learning activities and also fail in sponsoring entrepreneurial skill development programmes for students in the school.

2. Principals apply the following TQM strategies in staff-personnel management in secondary schools in Anambra State; adequate staffing, encourage teachers to attend professional development programmes, allow teachers a measure of authority in tasking, motivates staff, maintains high morale and job satisfaction, and involve teachers in decision making.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The secondary school principals should ensure that they improvise adequate teaching aids, maintain adequate use of relevant ICT facilities by students and teachers in teaching and learning activities and also sponsor entrepreneurial skill development programmes for students in the school.

2. The principals should not relent in handling students' classroom problems towards improved performance and also endeavour to organize intermittently, seminars and workshops for students to widen their knowledge of the world around them.

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