



The administrative performance of secondary school principals in Rivers State: The total quality management perspective

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Abstract

The study examined the administrative performance of secondary school principals in Rivers State: The total quality management perspective. Two research questions and two hypotheses guided the study. The design for this study was the descriptive survey. The population of the study was four hundred (400) principals and one thousand two hundred (1,200) teachers in the state. Stratified random sampling technique was used in choosing a sample of 245 public and 155 approved private senior secondary schools, as well as 60 principals and 100 teachers as respondents. Administrative Performance of School Principals Questionnaire for Total Quality Management (APSPQTQM) was the main instrument used to gather data with a reliability index of 0.94, obtained using the Pearson's Product Moment Correlation Coefficient Formula (r). Instrument was a 4-point rating scale of Strongly Agree (SA = 4 points); Agree (A = 3 points); Disagree (D = 2 points) and Strongly Disagree (SD = 1 point). The instrument was properly validated by experts in the departments of educational management and measurement and evaluation. Mean (\bar{x}), standard deviation and rank order statistics were used to answer the research questions, while the hypotheses were tested with z-test at 0.05 level of significance. Findings emerged from the study: school principals in both public and private secondary schools are moderate in their administrative performance and that to be successful implementing TQM, secondary school principals are concentrating on the key elements to eliminate waste and to improve quality improvement in educational institutions. The study concluded that principals should apply TQM principles in their administrative process and that principals should concentrate on every key element involved in setting up a permanent system to improve quality improvement in secondary schools. The researcher recommended that there is need for principals in secondary schools to initiate internal actions that will encourage the application of TQM principles in their administrative process and that prudent and resourceful principals with other stakeholders in education should concentrate on the elements of TQM to bring about sustainable quality improvement in schools.

Keywords: administrative performance, secondary schools, principals and total quality management

Introduction

The reconstruction period after the civil war was a boost to the growth and development of secondary schools in Nigeria. With a sound economy, new schools were not only built and equipped, but old ones were also renovated and equipped as well. The boarding system was functioning fully and education was at its best. This period was however short-lived. The coming of the Second Republic which led to the proliferation of schools and with the economy seriously suffering from depression, many of those schools were never equipped with facilities, trained teachers were lacking, students enrolment was on the increase, the administration of these schools became a heavy burden on the stakeholders with its attendant declining school performance in all areas. Since then, Nigerian secondary schools have never recovered from this downward trend. This time, quality became secondary to quantity.

The educational system in Nigeria, particularly the secondary schools have witnessed a lot of irregularities in terms of quality. To be in line with the current quality movement, the Nigerian Government adopted a new National Policy on Education in 1977 which focused primarily on quality management, achievement of all its objectives of education at different levels, qualitative education for all and so on. To many, this lofty idea of the Federal Government is still an illusion as much has not been

achieved after several years of policy implementation.

Following the continued agitations for total quality in secondary schools, it became more obvious that genuine changes, innovations, improvement are needed in Nigerian schools to salvage its lost glory. This brought about the introduction of TQM in education. The focus now is to look afresh at what the personnel in education do and how they do it, whether in the classroom or school management. The people who work in the world of education are not immune to these changes. It is essential that all will find ways of translating the Total Quality Paradigm into terms which both work and are acceptable in colleges. TQM in education is all about quality performance in schools. Its central propositions are that variance of performance in the educational system can be measured, studied and reduced. And that all employees must be seen as an asset which appreciates in value through training. TQM is not a top-down management initiative which will be a burden to the educational administrators or teachers. Rather, it is an attempt to change our culture in a positive way, which involves all at every level in the school system.

Approved Private Secondary Schools are established by their owners to contribute to the development of education. These schools are financed by their different proprietors. They have their laws and regulations governing their operations but these must be under the guidance of the

Ministry of Education who monitors their activities. In terms of resources, these schools suffer greatly for they lack qualified personnel, facilities, fund and so on. But the good ones among them try to manage their limited resources as well as embrace any new philosophy such as TQM that will help them to succeed.

On the other hand, public secondary schools are government-owned. These schools are established and financed by the government. All matters relating to these schools are channelled to the appropriate government quarters (Ministry of Education – Post Primary Schools' Board) for immediate action. The secondary schools are many with its attendant challenges and also many personnel working in them. Regrettably, the enrolment figures in these schools are on the increase, its resources are limited compared to the number and size. This leads to poor quality and fallen standard in education. The introduction of TQM in education will not only address these challenges but the present researcher insists that the resources to run these schools must be adequate, of a very high standard and must meet up with global standards if public secondary schools are to be reckoned with their private counterparts in the competitive business of managing schools. In this regard, administrative performance of secondary school principals in the context of TQM and the key elements of TQM in school administration are food for thought in these changing times.

In a study in “the total quality management approach to developing the culture of excellence in secondary schools”, Agih and Christian Epe (2004) ^[1] had highlighted that every organization desires to excel, and that excellent performances are the efforts of people. Ezeocha (1990) ^[7] explained further that the principal is the chief executive of the secondary school who performs a lot of functions. It is important that principals carry out their various responsibilities mainly administrative, supervisory and instructional without fear or favour by virtue of their positions, which is recognised by law. The leader works with the policy framework set by the State Schools' Board and the Ministry of Education in line with the National Policy on Education.

It is true that the principal is in charge but for the secondary schools to attain its goals, all the members have to participate actively in the school administration. The Ministry of Education, Schools' Boards could make the work of the principals more relevant by empowering them with the necessary resources to perform their duties. The observations of Nakpodia (2004) ^[12] is important here:

The desire to enthrone what is usually described as qualitative education is an ongoing one. The principal is at the top of the hierarchy and he is accountable to the schools' Board. Under the principal are the Vice Principals, the Year Heads, Heads of Departments, Subject Heads and Teachers of descending ranks. Each of them has a special skill and training, and at the bottom of the hierarchy are the students (p.89).

It is, therefore, necessary that administrative leaders of secondary schools should be well-groomed in leadership behaviours to function effectively.

Administration of Education includes organization and structure, proprietorship and control, inspection and

suspension, NPE (2014). Denga (1986) ^[6], seems to have further highlighted this, that administration, whether in education, industry or government, refers to a human activity that involves a minimum of four components: the tasks of the various level of formal education have been very carefully written in the National Policy on Education (2014). When the tasks of the social organization are spelled out clearly, they allow for proper evaluation and maximum organizational effectiveness. Others are the formal organization; the workgroup(s) and the leaders.

Ezeocha (1990) ^[7] identified six broad task areas of any secondary school administrator as follows: Curriculum and Instruction; Staff Personnel Management; Student Personnel Management; Physical Facilities Management and School-Community Relations. Due to the complexity of work and tasks demand of the job, the principal has to delegate some duties to members of staff. By so doing, authority in the school is clearly ordered from the principal to all the other positions, through the Vice-Principals, Year Heads, Departmental Heads and so on.

Similarly, Jones and James (1967) in Ezeocha (1990) ^[7] also summarised the critical tasks and roles of the principal as including:

(i) Curriculum and Instruction Management: According to the two scholars above, the prime justification for the position of principal in school administration is to give leadership in the implementation of curriculum and instruction (teaching and learning process). In the application of TQM to teaching and learning, it is mandatory for the continuous review of the curriculum. This should be in line with the principles of TQM. In fact, the researcher adds that the heart of a quality school must be a quality curriculum. This way, the students could cultivate new skills, values, attitudes and competencies that will change their lives in positive ways.

(ii) Staff Personnel Management: Tribus (1993) ^[17] had pointed out that TQM is concerned with how the principals lead the teachers in continuous improvement.

(iii) Student Personnel Management: Total quality management in education focuses first and foremost on identifying and consistently satisfying customers (both internal and external) and their needs. Students at any level are the primary concern of all educational efforts. All the activities carried out within the school system are directed towards developing their personalities to the optimum – Tawari (2003) ^[16]. Others are (iv) School Plant Management; (v) School Financial Management; (vi) The School – Community Relationship Management and (vii) Management of Time and School Vices.

If these tasks are not adequately harmonized with the dwindling facilities, money and students' enrolment figure on the increase, actual teaching and learning in schools will not yield good results.

Similarly, Lucius (1980) in Baridam (2003) ^[3], reiterated further that:

Organizations that fail to adopt the slogan “customers are always right” will be unable to meet the challenges ahead. The present business arena is characterised by customers' frustration, dissatisfaction and indignation because of unfulfilled promises, unrealised expectations and unstated dangers in products they have purchased. There is ample reason to believe that this trend will not

continue for so long, and the slogan – let the buyer beware will soon be replaced by – let the seller beware (p.3).

The scholars concluded that an educational administrator with a vision of a learning community, teachers and administration, with the help of the students, will work together to improve the operations of the school. In addition, the present researcher advocates total education of the client (cognitive, affective and psychomotor skills) and should be abreast with the professional ethics and the official rules and regulations stipulated by the government and Ministry of Education regarding the relationships with students, staff and members of the community respectively.

On the key elements of TQM in secondary school administration, Greenwood and Gaunt (1994) ^[9], who highlighted and discussed the Quality Systems: A model for schools to include: a quality policy; an appropriate organizational structure; a quality system; regular customer surveys; an appropriate curriculum design; and a minimal documentary system among others. Many countries in the world today are shifting from an obsolete management paradigm to a more modern management paradigm which spells out quality in all its ramifications. And that, currently, the challenges in the Nigerian educational system particularly in Rivers State can be addressed using Total Quality Management (TQM) technique and its elements to bring about innovative and quality service in our schools.

Critical aspects of TQM in secondary school administration are the key elements which every organization must concentrate on. These according to these seasoned quality gurus – Deming (1986) ^[5], Senge (1990) ^[15], Juran (1988) ^[10], Crosby (1984) ^[4] and Oakland (1990) ^[13], include ethics, integrity, trust, training, teamwork, leadership, recognition, communication among others. To be successful in implementing TQM, the principal and her team must concentrate on the above key elements in their schools. The scholars warn that there are no shortcuts to quality. However, with increased competition, changes in the global market, increased customer consciousness, those who pay the price for quality are achieving them. Some organizations and or institutions are reorientating themselves by liaising with other collaborators to give a new boost to the quality drive.

Similarly, Ahiauzu (1999) ^[2] recognised these important elements as a rational approach in the implementation of the new quality system. The scholar found that another important element in choosing this right approach is getting the top management to demonstrate commitment by being manifestly and undoubtedly seen to be working as a team. All the eight key elements must be ingrained and practised daily. This observation supports earlier findings by Agih and Christian – Epe (2004) ^[1] which showed that the successful implementation of TQM requires a long-term commitment, a firm commitment too, adoption of the key elements of TQM, from a person with considerable authority to champion it. This, they identified as a major problem in our system where continuity is a problem. Policies and programmes change following every change in the political system.

Statement of the Problem

Today's organizations are shifting from traditional ways of doing things to embracing quality circles. Therefore, the

educational institutions must follow this quality initiative movement for which TQM is geared to achieve. Everyone has had experiences of poor quality when dealing with business and or educational organizations. These experiences might involve an airline that has lost a passenger's luggage, has overbooked flights, long delays in airline service, a dry cleaner that has left clothes wrinkled or stained, poor course offerings and scheduling at our college, a purchased product that is damaged or broken, or a pizza delivery service that is often late or delivers the wrong order, students failing massively in internal or external exams among others. The experience of poor quality is exacerbated when employees of the company and or educational institutions either are not empowered to correct quality inadequacies or do not seem to care. The consequences of such an attitude are lost customers and opportunities for competitors to take charge of the market need. The secondary schools manned by these principals must take the lead by implementing TQM and its elements with their teachers to join the global competition which is already evident and requires no explanation and technology because there is so much dependence on technology. We can't afford poor quality. If the principals are dedicated and committed to the TQM course and have 100% loyal customers and no dissatisfaction, provide consistent service delivery and little rework, lead the competition in quality (high sigma) and train the global citizens of today by meeting customers' needs and shareholders' expectations, then, no one can stop talking about TQM that brings continuous improvement in all activities.

Purpose of the Study

The purpose of the study was to assess the performance of school administration and to identify the key elements of TQM in secondary schools in Rivers State.

Research Questions

The following research questions were answered in this study:

1. What is the administrative performance of public and private secondary school principals in Rivers State?
2. What are the key elements of TQM among public and private secondary school principals in Rivers State?

Hypotheses

1. There is no significant difference between public and private secondary school principals on the administrative performance of schools.
2. There is no significant difference between public and private secondary school principals on the key elements of TQM in school administration.

Theoretical Framework

The System's theory propounded by Ludwig Von Bertalanffy in 1968 – forms the framework for this study. Bertalanffy (1968) in Peretomode (1991) defines a system "as a complex of elements standing in interaction". System theory is concerned with the study of the system as a whole. It maintains that instead of dealing separately with the various parts, educational administrators should look at the education system as a whole. This is because the activity of any part of the educational system goes on to affect every other part.

To Senge (1990) ^[15], systems thinking is the fifth discipline

which serves as the foundation of the learning organization. Aptly put, “a learning organization is a place where people are continually discovering how to create their reality.” The learning organization constantly expands its capacity to create the future by recognising that the success of any individual depends on the success of others. Deming (1986)^[5], describes organizations as composites of systems designed to meet customer needs. In such systems, processes and tasks are linked together and affect one another.

Systems thinking as it relates to TQM reinforces the need to recognise the interrelationships among the people, processes, and subunits of an organization. In effect, the foregoing analysis tries to establish the harmonization of systems, services, networking of individuals (classes, teachers, students, clubs, parents, supervisors and so on) performing various tasks geared towards the achievement of goals which the TQM technique is all about.

System theory is the ideal theory for educational organizations because the sub-units interact and interrelate continuously for the health of the system. It is important to note that when one system fails to perform, it will affect the entire system. As Deming (1986)^[5] and Juran (1988)^[10] state, more than 80% of the problems are traceable to the system. Therefore, it is the management’s responsibility to take care of these.

At this point, it is clear that the adoption of the system theory as a framework for this study is most appropriate. Its relevance of the system’s approach is based on the following facts: emphasises on task accomplishment (walking the talk and matching words with action at all levels), effective communication with feedback which enhances quality initiative, emphasises on team work towards the achievement of educational goals and it advocates that education should eliminate incompetency and lack of scholarship among staff members. Also, there should be proper attention to details, people-oriented policies and programmes and information is open and shared, cross-functional orientation, build on existing technology and comprehensive feedback.

However, Greenwood and Guant (1994), have warned that

no matter how desirable, essential, this system maybe, it will only be acceptable and useful if it is developed in such a way as to reduce bureaucratic overload, not increase it. It must be emphasized that its efficiency depends on people, who must be trained in its use, and given precise instructions.

Methodology

The design for this study was the descriptive survey which sought to assess the performance of school administration and to identify the key elements of TQM in secondary schools in Rivers State. The population of the study was four hundred (400) principals and one thousand two hundred (1,200) teachers in the state. Stratified random sampling technique was used in choosing a sample of 245 public and 155 approved private senior secondary schools, as well as 60 principals and 100 teachers as respondents. Administrative Performance of School Principals Questionnaire for Total Quality Management (APSPQTQM) was the main instrument used to gather data with a reliability index of 0.94, obtained using the Pearson’s Moment Correlation Coefficient Formular (r). The instrument was properly validated by experts in the departments of educational management and measurement and evaluation. The instrument was divided into two sections - A and B. Section A sought for demographic information while section B elicited information on the variables of the study – the performance of school administration and the key elements of TQM in secondary schools. Mean (\bar{x}), standard deviation and rank order statistics were used to answer the research questions, while the hypotheses were tested with the z-test at 0.05 level of significance. A criterion mean of 2.50 was established.

Results

Research Question 1

What is the administrative performance of public and private school principals in secondary school in Rivers State?

Table 1: Administrative performance by public and private secondary school principals

| S/N | Items Administrative Performance Variable | Public schools N = (86) | | Private schools N = (74) | |
|-----|---|-------------------------|------------------|--------------------------|------------------|
| | | Mean | Rank Order | Mean | Rank Order |
| 1. | Staff personnel record management. | 3.22 | 1 st | 3.31 | 3 rd |
| 2. | Student personnel record management. | 2.42 | 10 th | 2.82 | 10 th |
| 3. | Financial record management. | 2.95 | 7 th | 3.10 | 6 th |
| 4. | Management of students’ academic records. | 2.98 | 5 th | 3.20 | 5 th |
| 5. | School plant management. | 3.00 | 4 th | 3.09 | 7 th |
| 6. | Curriculum and instruction management. | 2.71 | 9 th | 2.94 | 9 th |
| 7. | School-community relationship management. | 3.01 | 3 rd | 3.34 | 1 st |
| 8. | Management of time. | 2.96 | 6 th | 3.05 | 8 th |
| 9. | Management of school vices. | 2.86 | 8 th | 3.22 | 4 th |
| 10. | Instructional supervision management. | 3.12 | 2 nd | 3.33 | 2 nd |
| | Aggregate Mean | 2.92 | | 3.14 | |

Table 1 shows that private secondary schools exhibit moderate administrative performance in all areas examined (see mean scores of responses in table 1). On the other hand, public secondary schools show moderate administrative performance in staff personnel record management (mean 3.22); financial record management (mean 2.95); management of students’ academic record (mean 2.98);

school plant management (mean 3.00); curriculum and instruction management (mean 2.71); school-community relationship management (mean 3.01); management of time (mean 2.96); management of school vices (mean 2.86); and instructional supervision management (mean 3.12); except in students’ personnel record management (mean 2.42) respectively. The aggregate mean of 2.92 for public

secondary schools and 3.14 for private school principals shows clear evidence that private school principals show relatively better performance than public school principals.

Research Question 2

What are the key elements of TQM among public and private secondary school principals in Rivers State?

Table 2: The key elements of total quality management by public and private secondary school principals.

| S/N | Items Key Elements of TQM Variable | Public schools N = (84) | | Private schools N = (74) | |
|-----|--|-------------------------|------------------|--------------------------|------------------|
| | | Mean | Rank Order | Mean | Rank Order |
| 11. | A quality policy. | 3.14 | 5 th | 3.12 | 6 th |
| 12. | An appropriate organizational structure. | 3.17 | 3 rd | 3.37 | 3 rd |
| 13. | Ethics. | 2.98 | 8 th | 3.04 | 9 th |
| 14. | Integrity. | 3.15 | 4 th | 3.25 | 4 th |
| 15. | Trust. | 2.99 | 7 th | 3.07 | 7 th |
| 16. | Training. | 3.12 | 6 th | 3.23 | 5 th |
| 17. | Teamwork. | 2.53 | 10 th | 2.77 | 10 th |
| 18. | Leadership. | 2.81 | 9 th | 3.05 | 8 th |
| 19. | Recognition. | 3.57 | 1 st | 3.60 | 1 st |
| 20. | Communication. | 3.39 | 2 nd | 3.55 | 2 nd |
| | Aggregate Mean | 3.08 | | 3.21 | |

Table 2 shows the analyses of results on assessment of implementation of the key elements of TQM in school administration of public and private secondary schools in four core areas in school administration (see mean scores 3.14 and 3.12; 3.17 and 3.37; 3.15 and 3.25 and 3.12 and 3.23). The results in table 2 show that both public and private secondary school principals are implementing the key elements of TQM. However, items on recognition (3.57 and 3.60), communication (mean 3.39 and 3.55) ranked 1st and 2nd positions see mean scores of responses and the interpretation in table 2). Other areas are: (see mean scores

2.98 and 3.04; 2.99 and 3.07; 2.53 and 2.77; 2.81 and 3.05) respectively. From the aggregate mean of 3.08 for public schools and 3.21 for private schools respectively, the researcher confirmed that secondary school principals are moderately implementing the key elements in school administration.

Hypothesis 1

There is no significant difference between public and private secondary school principals on the administrative performance of schools.

Table 3: Public and private secondary school principal’s administrative performance of schools

| S/N | Categories | N | Mean | S. D | Df | z-value | 2-tailed sig. | Sig. level | Remarks |
|-----|-----------------|-----|------|------|-----|---------|---------------|------------|---------|
| 1. | Public schools | 86 | 2.92 | .55 | 158 | 1.586 | .013 | 0.05 | Sig. |
| 2. | Private schools | 74 | 3.14 | .54 | | | | | |
| | | 160 | | | | | | | |

Table 3 shows that at 158 degrees of freedom and 0.05 level of significance, the calculated z-value yielded 1.586 which was significant at .013. Since this significant level is lower than .05, at which the hypothesis is tested, the null hypothesis is accepted. We, therefore, uphold the null hypothesis that there is no significant difference between public and private secondary school principals in their

administrative performance.

Hypothesis 2

There is no significant difference between public and private secondary school principals on the key elements of TQM in school administration.

Table 4: Public and private secondary school principal’s implementation of TQM key elements

| S/N | Categories | N | Mean | S. D | Df | z-value | 2-tailed sig. | Sig. level | Remarks |
|-----|-----------------|-----|------|------|-----|---------|---------------|------------|---------|
| 1. | Public schools | 82 | 3.08 | .41 | 152 | 1.547 | .017 | 0.05 | Sig. |
| 2. | Private schools | 72 | 3.21 | .44 | | | | | |
| | | 154 | | | | | | | |

Table 4 indicates that at 152 degrees of freedom and 0.05 level of significance, the calculated z-value yielded a z-value of 1.547 which was significant at .017. Since this 2-tailed significant value is lower than .05, we conclude that the difference is significant. Apparently, the null hypothesis is accepted. The researchers, therefore, withhold the null hypothesis that there is no significant difference between public and private school principals on their implementation of TQM key elements in secondary schools.

administrative performance by principals, further buttresses on the general performance of their schools. It revealed that the private school leaders ranked first and the public-school leaders came second. This is not a very comfortable situation since majority of the people send their children to the public schools for learning. This research finding is in line with the observation of Agih and Christian-Epe (2004) [1] who report that every organization desires to excel and that excellent performances are the efforts of people. Still, in support of this finding, Ezeocha (1990) [7] reports that leaders work with the policy framework set by the State Schools’ Board and the Ministry of Education in line with

Discussion

The result of this research from responses of teachers on the

the National Policy on Education to achieve quality results in schools. However, Nakpodia (2004) ^[12] reports that though the principals are in charge, for the secondary schools to attain its goals, all the members have to participate actively in the school administration as a team.

In spite of the result of this finding, there is need for improvement in their administrative practice, basic areas of operation and for all to learn from their day-to-day mistake to improve on the concept. It behoves on the principal to encourage the virtues of responsibility, commitment, hardwork, critical thinking, system building, a new way of life, customer analysis, creativity, perseverance, diligence, among others in the staff which all must attain through success. It also implies that when this is done, teachers will be more dedicated in their duties. However, school leaders who do not apply these principles and or virtues in today's administrative settings will be less productive, static and will lag seriously in the quality drive. More emphasis should be on stakeholders' commitment and participation in the administrative process in schools and constant training of school members should be a continuous process to produce quality results.

Another finding of the study is that there is no significant difference between public and private secondary school principals on administrative performance schools. This finding agrees with Agih and Christian-Epe (2004) ^[1] who highlighted that a typical secondary school is made up of a group of personnel-staff and students (a team) who are desirous to achieve tangible goals. School principals are moderate in their administrative performance. The principals of private schools are slightly more active in their administrative performance than in public schools.

Evidence from the result of the study revealed that the implementation of the key elements of TQM in school administration influence overall performance in the school. Apparently, the study found that there was no significant difference between public and private school principals on the implementation of key elements of TQM in school administration. The study however discovered that principals of private schools implement the key elements of TQM in their operations and programmes than those of public schools. This finding serves to confirm assertions by the stakeholders in education that private secondary schools are more focused in terms of trying to be very relevant to the changing needs of the society. However, for principals of public schools, regular training across a variety of tasks, high investment in human capital, through seminars, workshops, can positively contribute more in their implementation of the key elements of TQM in schools.

It was discovered that organizations especially the education industry who implement the key elements of TQM are always successful. Not only does TQM elements encompass the entire organization, but it is the compass showing the way, for it stresses better service quality which is customer-driven. This position agrees with Greenwood and Gaunt (1994) ^[9] that the challenges in the Nigerian educational system particularly in Rivers State can be addressed using TQM technique and its elements to bring about innovative and quality service in our schools. Also, Deming (1986) ^[5], Senge (1990) ^[15]; Juran (1988) ^[10], Crosby (1984) ^[4] and Oakland (1990) ^[13], confirm that when TQM and all of its elements are implemented properly, TQM is like a well-built house. It's solid, strong and cohesive. Ahiauzu (1999) ^[2] recognises these key elements as a rational approach in

the implementation of the new quality system which must be championed by getting the top management to demonstrate commitment to it. The researcher echoes that prudent and resourceful principals should be properly selected so that a change effort is managed by capable hands.

However, Agih and Christian-Epe (2004) ^[1] warn that the successful implementation of TQM, adoption of TQM key elements require a long term commitment from top management down otherwise there will be a lot of allowable errors and rework which is costly. Also, identified is continuity which is a problem in our political and educational system which affect policies and programmes.

Implications

The following are the implications of the results of the study:

1. School leaders will improve further in their administrative performance to enhance the efficiency, effectiveness and productivity of secondary schools in today's changing world.
2. School leaders given the necessary support, encouragement to implement the key elements of TQM in schools and who work cooperatively with their staff and students will enjoy lifelong careers, network opportunities, have opportunities to get involved, and healthy quality competitive adventure in the educational system.

Conclusion

Based on the findings of the study, the researcher concluded that principals should apply TQM principles in their administrative process and that school leaders should concentrate on every key element involved in setting up a permanent system to improve quality improvement in secondary schools.

Recommendations

1. There is need for principals in secondary schools to initiate internal actions that will encourage the application of TQM principles in their administrative process.
2. Prudent and resourceful principals with the stakeholders in education should concentrate on the elements of TQM to bring about sustainable quality improvement in schools.

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