

## THE CHALLENGES FACED BY PRINCIPALS IN ADMINISTERING PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

**Anthonia Ifeoma CHIME**

Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria

[chimelucky@gmail.com](mailto:chimelucky@gmail.com)

<https://orcid.org/0009-0002-7287-421X>

**Bibiana Ambrose UMOREN**

Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria

[bibiumore96@gmail.com](mailto:bibiumore96@gmail.com)

**ABSTRACT:** This study investigated the challenges faced by principals in administering public senior secondary schools in Rivers State. Survey research design was adopted for the study. Four research questions and three hypotheses guided the study. The population for the study comprised the 356 principals of the 356 public senior secondary schools in Rivers State as they respondents. A total of 365 principals were sampled for the study, making a sample size of 365 respondents. Instrument for data collection was a researcher developed instrument tagged; Administrative Problems Encountered by Public senior Secondary School Principals Questionnaire (APEPSSSPQ). The instrument was validated by three experts, two in Educational Management and one in Measurement and Evaluation. All the experts are of the Faculty of Education. The reliability coefficient of the instrument was administered using Cronbach Alpha. The alpha value cluster by cluster was; .75, .78, .76 and .81 for clusters 1, 2, 3 and 4 respectively. The overall reliability was .89 indicating that the instrument was highly reliable for the study. The research questions were answered using mean and grand mean ratings, while the hypotheses were tested using t-test statistics at .05 level of significance. Results of the data analysis indicate that; funding, infrastructural deficit, communication and indiscipline amongst staff and students are some of the administrative problems encountered by principals of public senior secondary schools in Rivers State. Some of the recommendations include; adequate funding and provision of requisite infrastructure for the schools amongst others. Implications of the findings were highlighted and suggestions for further studies were made.

**Keywords:** Administration, Funding, Communication, Infrastructural Deficit, Indiscipline.

Reference to this paper should be made as follows:

Chime, A. I., & Umoren, B. A. (2025). Administrative problems encountered by principals in the public senior secondary school in Rivers State. *International Journal of Leadership, Quality Education and African Development*, 2(3), 344-365.

Copyright © 2025 IJLQEAD

## INTRODUCTION

There are forms and different types of Administrations. Households, workers, Consumers, Firms, Governments undertake one form of Administration or another in the various capacities. They also encounter one form of Administration problems or another. This state of affair applied to education institutions as well. Education is a big business, and like all large- scale business concerns, it requires careful forecasting, planning and co-ordination. In the secondary schools setting the task of forecasting, planning and co-ordination rest squarely on the school heads.

The position of the school heads, by its very nature, demand constant appraisal in the interest of secondary school education in Nigeria. As the Chief Executive, the Principal has the oneness responsibility of ensuring that orderliness and efficiency prevail, especially in the areas of school plants and facilities, students and staff personnel administration, Communication, Finance and Community related issues. This is particularly because, effective mobilization and utilization of these elements in secondary school administration provide significant basis for workable administrative machinery in the educational system in public senior Secondary schools in Rivers State. Anything to the contrary shall invariably generate administrative problems.

Apparently, the administrative procedures in an educational environment may not be written in a handbook, but they exist side by side with everyday decisions. This is particularly because of the recent turn of events in secondary school education and the varied educational goals which secondary School administrators constantly seek to achieve. At secondary school level, the creative principal shall always find things going for him. According to Jay (2007), today's success came from yesterday's creativeness and there will always be a need for the efficient Manager of a going concern who has original ideas to contribute and who keep things running happily and profitable once they have been devised and started.

The practitioners of educational administration include among others, the principals, who are the chief executive in secondary school administration, the Supervisors, who represent the state school Commissions and the inspectors, who act on behalf of the Ministers of education. According to Mgbodile (2010) it is the role of school administrators to "Plan how far the daily activities in the school will go and how to get these fast with minimum expenditure of energy, organize properly by placing teachers in position commensurate with their qualifications, attract enough teachers who are competent in their area of specialization, direct and stimulate his staff as well as appraise, control and evaluate teaching tactics and materials budget by allocating available funds judiciously. Ideally, since administrative productivity is the relationship between the cumulative benefits derived from it after a given period and the corresponding inputs that is, planning, budgeting, investment incurred etc. it is the role of administrator to perform the above responsibilities systematically, carefully and decisively if the educational objectives are to be realized and adequate progress made.

However, it is important to observe the administrative problems as Perceived by all public senior secondary school Principals in Rivers State may vary due to situational factors. This consideration is necessary because, as Mgbodile et al (2007) puts it "The concern for administration whether at the international, National, State, Local or at different school levels, must, for the administrator, be a matter not only of producing blue prints but also of adroitly devising strategies by which they may become realities". Hence, the institution called education is quite a dynamic enterprise, so much that even when all the required financial provisions are made, the necessary infrastructural facilities and services are available and met. Professional and ethical efficiency would still not be as a result of the inherent, almost palpable factors in human errors of omission and commission, economic upheavals school politics etc. These factors may on their own play very decisive roles in determining the administrative problems of public senior secondary school in Rivers State.

### **Statement of the Problem**

The identification of challenges is certainly an important step towards solving problem in educational administration. But no matter the amount of effort put in by the principals', it has

been known that some of them who had initially been term “good” to a certain extent in their administration, but because of human errors or by omission and commission, economic upheavals, school politics, etc. later fall to the lowest esteem than had prevailed at the assumption of office. In most cases, it is noticed that most principals are deeply disillusioned and overburdened with all sort of problems on their job and these makes some of them either to be sacked or terminate their appointment, demoted or asked for compulsory retirement.

### **Purpose of the Study**

The purpose of this study was to investigate the challenges faced by principals in administering public senior secondary schools in Rivers State. Specifically, the study sought to:

- Investigate funding as an administrative problem of public senior secondary school principals in Rivers State.
- Examine infrastructure as an administrative problem of public senior secondary school principals in Rivers State.
- Find out how communication is an administrative problem of public senior secondary school principals in Rivers State.
- Investigate indiscipline as administrative problem of public senior secondary school principals in Rivers State.

### **Research Questions**

The following research questions were formulated to guide the study:

- How is funding an administrative problem of public senior secondary school principals in Rivers State.
- How is infrastructure an administrative problem public senior secondary school principals in Rivers State.
- To what extent is communication an administrative problem of secondary school principals in public senior secondary school principals in Rivers State.
- To what extent is indiscipline an administrative problem public senior secondary school principals in Rivers State.

### **Hypotheses**

The following null hypotheses tested at .05 level of significance were formulated to guide the study:

- Ho1: There is no significant difference between the mean rating of principals on poor funding as an administrative problem confronting Principals public senior secondary school principals in Rivers State.
- Ho2: There is significant difference between the mean rating of principals on infrastructure as an administrative problem confronting principals of public senior secondary school principals in Rivers State.

- Ho3: There is no significant difference between the mean ratings of principals and teachers on communication as an administrative problem of public senior secondary school principals in Rivers State.
- Ho4: There is significant difference between mean ratings of principals and teachers on indiscipline as an administrative problem of public senior secondary school principals in Rivers State.

## **REVIEW OF RELATED LITERATURE**

This chapter deals with views, ideas and recent observations of some expert about principal supervision in public senior Secondary Schools Rivers State. In any organization, establishment or institution administration is the vital organ for ensuring effective and efficient planning, organization control and assessment of the programmes and activities require for the attainment of the set goals. Administration is thus, demanded by all formal organizations, and its increased application in due largely to requirements created by the growth and complexity of rational organizations of which educational institutions are a major part. In its proper use in education, administration is closely related in content to such words as superintendence, supervision, planning, direction, organization, control, guidance and regulation. Besides, referring to the process or activity of managing people and materials, the term is regularly used to designate the person or persons in charge of activity.

### **The Concept of Administration**

The purpose of this sub-section is to identify and review the basic concept underlying the principles and practice of administration but with particular reference to educational administration. Defining administration in relation to education, Mgbodile (2016) said “Administration is a key element for the Direction and achievement of educational goals such as the preparation of school administrators and supervisors, recruitment and training school teachers, curriculum designs and implementation of cost-benefit analysis, management and maintenance of schools”. Ericson, (2010) on his own part, described educational administration as “A relatively new discipline concerned with the management of educational enterprise in communities, region and nations”. To Reisesen, educational administration basically involves knowledge of the structure of educational organizations and the administrative processes related to the management of those organizations.

However, looking at the term administration in general, Walton (2019) said that administration per se is the capacity to co-ordinate many and often conflicting social energies in a single organization so adroitly that they shall operate as a unity. But, Mgbodile (2016) noted that administration has also to do with the art of influencing and promoting human behaviour for the purpose of achieving the defined goals of an organization. From Mgbodile’s point of view, administration can be said to be a veritable instrument for predicting results and influencing outcome. The economic significance of anybody or things having the ability to predict results lied in the fact that firstly, they would aid the process of capital formation and budgeting system. Secondly, they will give rise to new activities or stimulate established ones. Thirdly, they would maintain functional relationships. Supporting the above statement, Walton (2020) opined that the science of administration is a system of knowledge whereby man may understand relationships,

predict results and influence outcome in any situation where men are organized at work together for a common purpose”.

Generally, administration is a hierarchy of subordinate-super-ordinate relationship within an institution. And in this relationship, three- dimension, that is the range of the roles and facilities legitimately included within the interaction, the affectivity dimension that is the distinctive characters of the personal relationship. According to Walton, it is the subordinate-super-ordinate relationship that gives meaning and functional bureaucracy to administrative decisions and policies. Supporting the above view, Harold (2017) had this to say, administration has meaning only when the instructional service is attaining its proper ends. In his own words, Ezeocha (2015) maintained that administration in a broad sense means management; it is concerned with the management of factors of production resources for the achievement of particular ends. Robbins (2020) defined administration as the universal process of efficiently getting activities completed with the other or through people from Robbins point of view, it presupposes that administration works along the same system as management by objectives (MBO). This point was also buttressed by Neman (2011) when he defined administration as the guidance, leadership and control of the efforts of a group of individuals towards some common goal. Simply put, Naman is of view that administration works with and through people and focuses mainly on goal attainment.

Others like Greg (2017), Ozigi (2017) and Nwankwo (2015), agreed that educational administration aims at using both human and Materials include officials of Ministry of Education and Post Primary School Management Board, Principals of Schools, teachers, students and non-teaching staff. To attain appreciable and effective height in administration, certain underlining principles call for mention. These principles, according to Mgbodile (2016) are the humanitarian principle, the prudential principle, the principle of change, the process principle and the executive leadership principle. To Mgbodile and others, the humanitarian principle relates to the issues affecting the general well-being of individuals in the organization. The principle of prudence relates to the ability of employing rational judgment, wisdom, experience, skill, etc., in the management of practice affairs. The principle of change on the other hand, relates to the ability of administrators to develop defensible plans for effecting appropriate changes, even though they may appear pressures for and against change from individual and groups.

The principle of process relates to the operating administrative rules which are vital for the understanding of the function involved in administration. These processes include what is to be done, how it will be done, with what, whom, when and how well done? It also involves decision making. Last but not the least, the principle of executive leadership or unity of command implies that how well each leader can fulfil the leadership potential is related to personal and situational factors as well as to his dynamic interactions with various groups in that situation.

### **The Concept of School Administration**

The aim of this sub-section is to examine the concept of school administration with emphasis on the leadership roles and responsibilities of a school principal. There are certain basic qualities however, very widely according to personal characteristics. Nevertheless, it is expected that a leader with adequate technical skills and modest traits of personality will find most things going for him. Generally, such a leader should have the ability to organize and delegate responsibility and authority successfully. He should also be able to demonstrate that he is not only

knowledgeable in his particular field and profession but also that he is well versed in other areas and has up-to-date general knowledge of events and developments. Hence, be able to express his thoughts and ideas clearly and intelligently.

Agreeing to have observation, Ezeocha (2015) stated that leadership demands a lot of intellectual qualities such as sound judgment, resourcefulness, great sacrifice, broad mindedness, initiative, physical and mental efforts and the ability to foresee and analyse problems and offer possible solutions. Supporting Ezeocha, Spain (2016) contends that leaders are almost supermen who display qualities such as high intelligence, superior scholarship enthusiasm, friendliness, affection for people, and abundance of vitality and nervous energy and a good sense of humour. The list of qualities as purveyed by Spain and Ezeocha are by no means exhaustive. This is because, knowing the goals of his mission, as an administrator, the principal sees for himself a high standard in order to achieve his aims and then makes his own unique and significant contribution to the cause of education. In collaboration with the above postulation, Ruth and Lydia (2016) observed that great leader embodies certain other personal characteristics and attributes such as striking breath and grasp of information, clear and pronounced opinions on particular matters both in and outside their realms of activity, strong confidence in themselves, high level of skill in self-expression, and outstanding willingness to accept responsibility.

Therefore, an administrator is a coordinator who has to organize activities in such a way that things must work smoothly, quickly and effectively. According to Ezeocha (2020), he described the administrator as “Boss”, leaders, head, adviser, problem solver and so forth. He is responsible for administering educational programmes. The society has created schools as basic instruments for producing the kind of citizens it deserves. The smooth running of the school has been placed under his Care and he is believed to be more than professional technician etc. He is actually the engineer of mankind upon who rest much of the responsibilities to fulfil, while at the same time administering educational programme which is in harmony with the constitutional and statutory provisions handed down from the federal and state governments. He is also expected by the community to Okay the laws, rules and regulations.

To Campbell (1990), one of the major legal responsibilities of an administrator is to keep the lay board members informed concerning requirement and prohibitions. Informed boards can then pass local regulations, which the administrator is responsible for enforcing. To fulfil professional responsibilities, the modern administrator must have a well-rounded general education with intense study in the specialized field of educational administration and supervision. It should be understood that a large order of common sense is indispensable. With such equipment, the administrator is ready to move the system towards the overall goal of improving student learning. The capable administrator should imagine, dream and hope, for reaching well-defined goals otherwise, the school system wallows in mediocrity”. For some years now, there has been a tremendous outcry on the so-called falling standard of education or to put it better low achievement scores of students in post primary schools. This is partly attributed to the ineffectiveness of principals, which is consequently to the administrative problem of these principals.

According to Ukeje et al. (2019), the role of the leader is to point the directions, to inspire, to encourage etc. The leader serves as a catalyst and as a control agent. He is the institutions representative to the outside world and its leading salesman. The leader is an innovator, a germinate of ideas, able to see through the complex and confused order and he normally ask the fundamental questions. The leader is the protector of the institution’s essential vales from outside and attack. The leaders attract the trust and support the staff and the public

and guide them to accomplishing the goals of the institution. Ukeje (2016) said that a good leader has eight good abilities that must exist if he or she is to be successful. First, is the ability to work with others: A good leader must be able to draw the support, cooperation and enthusiasm of the people around him. He elicits from them their best thinking and their honest opinions, since he knows that he does not have all the answer. Second, is the ability to think both analytically and intuitively: A leader must understand the complexities of educational, financial and managerial has lost sight of. Thirdly, is the ability to persuade, subordinates can be ordered with maximum commitment and alacrity.

Fourthly, is the ability to communicate effectively: A leader is able to translate ideas into potent vivid concept that are readily accessible to people and that serve to inspire and guide them. The fifth is the ability to operate a political arena. A leader must master the internal politics of his institution or risk being isolated and rendered ineffective. Sixth, is the ability to make decision and conversely not to make decisions: A leader must be able to make decision at the right moment, even when there is substantial risk in the decision. Seventh, is the ability to synthesize: A leader must avoid the temptation to become trapped in details.

The final, is the ability to establish and control a management system. A leader needs a systematic method for administrator that has all these qualities will be an outstanding leader. Basically, leadership is not a matter of passive status, nor does it develop upon a person; simply because he is the possessor of some combination of traits. Further, the leader acquired leadership status through the interaction of the organization in which he participates and demonstrates his capacity for assisting the organization complete its goals. Agreeing to this postulation, Stodgily (2018) said that a person does not become a leader by virtues of possessing a combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the goals and objectives of the organization. From the point of view, of Stodgily, it becomes pertinent to point at the fact that a leader must follow laid down organization goals in exercising his powers, and must also be concerned in terms of the interactions of variables which are in constant flux of change. Actually, what the leader needs to do is to organize his multifarious relationships and attachments to a diversity of groups with skills and tact, and to resolve and allocate to their various positions of importance the numerous big parts which he is called upon successively, and indeed sometimes simultaneously to play - listener, encourages, dissuade, report, watches, judge, critic, decision maker and on occasions, commander (Bryan, 2020).

Talking of the leadership role of helping others to making intelligent choices, it is the believe of Drummond, et al that if a man is to solve his problems by peaceful and rational means, the ideas, attitudes, understandings and skills equal to the task must be developed in the young. It is also their believe that the principal, as a leader, has to furnish leadership in several different areas of responsibility such as leadership of the school staff, leadership in curriculum development, leadership in developing guidance services and activities to the instructional programme; leadership in the community and the profession.

However, most of the qualities which effective principal possess result from interest in the world and the people who inhabit it. It also results from the goals and expectations of the organization or institution where the principal derives his powers and legitimacy. These qualities are in essence, the marks of a mature person who has established for himself patterns of living which will continually support basic human value and lead also to sound emotional growth and intellectual vitality.

In sum, Williams (2014) and Peters (2016) agreed that in both large and small schools the principal must fulfil a professional leadership role that calls for dignity, perception, scholarship, decision, courage and action. They also opined that no one expects educators to plot a perfect educational course for the future but however that the public does expects the educational leader, through the process of critical investigation and scholarly research, to be fully aware of the main stream of social events and trends that will have an impact on the educational programme and its product.

### **The Problems of School Administration**

One of the major teaching issues in Nigerian educational system is the myriad of problems bedridden, the institution vis-à-vis their administrators, personal and professional problems such as orientation to a new school, demands on the principal's time by supervisor boards and teachers, student problems such as conducts, attendance, students organization and activities, students welfare, staff problems such as teachers personal characteristics and health, teachers responsibility, teachers selection and improvements, community problems involving parents, parent-teachers association, the public, operational problems such as funds, facilities and supplies, etc. (Hanford, 2018).

As already stated, one source of headache to educational administration is inadequate formal training of prospective and practicing administrators in educational administration, usually, principals assume their leadership positions without any formal training or orientation. They rely heavily on their previous classroom experiences for administering the school. This idea is obsolete because our schools have assumed a different shape from what they were during the time of the missionaries. For instance, there has been rapid increase in school population and consequent increase in teacher/pupil ratio, and the background of the pupils have become more varied and sophisticated. Also, teachers have become more in number in schools and however have better and more varied qualifications. All these call for a new orientation in school administration and for better and more purposeful training and preparation of principals to equip them with the necessary skills and competence required to administer and run our schools effectively. This is because they are the ones at the apex position in our secondary schools to translate educational policies into concrete behavioural actions.

Castaldi (2019) captured this state of affairs when he said, "We are now on the threshold of an exciting and challenging era in the administration of schools. Recent advances in electronics, teaching devices and automated instructional materials have been so rapid that administrators and partners have yet to realize their full impact. In corroboration with Castaldi, Thorsten (2017) said in far too many situations that the principals are poorly trained for the emerging school curriculum that is rapidly developing. He is given the title of instructional leader, but neither the skills nor breadth and depth of background in each curriculum area to prepare him for the problems he faces today. From Thornsteins postulation, it could be deduced that the scientific revolution for knowledge tended to revolutionize man's attitude to knowledge and generated new and enthusiastic demand for certitude, for production of results that are certain, effective and therefore beyond reproach, hence administration is so deeply ingrained in man daily activities that they are almost involuntary. Politicalization of schools is another problem in educational administration. For instance, every change of government means a significant shift away from the existing educational policy. Bearn 2017 and 2018, the military government paid greater attention to the provision of the educational opportunities at all levels



by financing the UBE programme. It also established unity secondary schools, USS in every state of the federation and virtually owned and financed tertiary and university education, but as soon as the 2019-2013 civilian government came to power, most of the schemes were abandoned. Reacting to the above states of affairs, Baron (2017) stated that National styles of rhetoric can be a useful pointer to the mythologies which dominate, and in some ways bedevil the politics of educational administration viewed from a culture where defence of NPN value system carry heavy weight, emotional and otherwise, to NPP'S, NN'S or UPN'S value system in education.

There is also the problem arising from the attitude of educational planners themselves consequence upon poor linkage system. Apparently, there is no gain saying the fact that, at present what the colonial masters left has a great departure from what is expected of educational planners. Thus, when educational planners cannot keep education in pace with the dynamic society, its administrators are also handicapped. Consenting to this assertion, Ezeocha (2016) observed, the greatest influence on one educational system is that brought by the dogmatic attitude of our education planners. Either knowingly or unknowingly they have failed to keep education in pace with the dynamic society. The result is that what children are learning now in primary and secondary schools do not bear relevance to life in the society, apart from the inconsistency in the planning schedules, there is also the unequal take-off of planned educational policies and programmes. This lapse however, is the brunt of departmental mollicoddles and this generally compound the problems of the principals who have to wait for directives from 'above' before implementing certain policy decisions. Against this background, Boston (2012) stated that "one of the most important problems facing the educational administrator today is that of ascertaining ways of identifying and administering, controlling and managing ideas, human and non-human resources in the educational environment which affect the outcome of education. To overcome this problem however, Boston recommended the use of a system known as management by objective (MBO). In this system, he contends that levels of personnel get involved in the planning for their areas of responsibility and in the management of the organization.

For Olutola (2014), another of the problem facing educational administration includes bureaucratization of the Ministry of education, religious influences, lack of funds and under streamline of grassroots organization. Supporting Ototola on the problem of lack of funds, Ezeocha (2019) said to operate any system or project without adequate finance is quite an uphill task which could lead to either non-accomplishment or frustration on the job. Ezeocha, (2019) states that what constitutes the most important part of an educational development plan is the fiscal resources to implement the plan. Ezeocha (2018) stated that for any organization or society to function well it must be financially viable. This is because finance is required for the establishment of infrastructures, equipment, salaries, etc.

Ezeocha (2015) maintained that the situation in our society today is just as in most other facet of our national life. Most of our schools are poorly equipped, poorly accommodated and poorly maintained. This arises from the no money explanation usually given by our government even in the most of oil boom which should ensure adequate revenue to this nation. In any enterprise or organization, there is a fundamental need for finance and capital resources for the realization of goals. Whether or not a principal has a bursar, he has the responsibility of seeing to it that adequate financial provision is made in the budget for his school. Sectional and departmental heads are to be notified and consulted about their departmental needs. Ozigi, (2016) stated that it is the responsibility of the principal to see that the allocations in the school

budget are spent according to the directives of the employer and in procedures. A principal is responsible for certain types of revenue collection, such as tuition fees, caution deposits, examination fees, uniform fees, etc., proper accounting procedure laid down by the employer should be followed by the principal. Ezeocha (2018) stated that “the principals have a duty of seeing that essential and basic equipment and materials are provided in adequate quantity and in good time”. He should see to the satisfactory storage of the various items. A good register or all the equipment should be kept and carefully maintained. He should form a good habit of issuing and distributing items for the school.

Apathy towards public schools, inadequate budget for our educational needs, dual administrative control, increasing demand for additional and special curriculum contribute for poor financing in our secondary schools in Rivers State. The result is inability of the leader of such schools to function properly and satisfactorily (Ololube, 2017). Aside from the issue of inadequate facilities and supplies, there is also the nagging problem of community school relations. It is a known fact that most leadership functions of principals are exercised within the schools the school system, but the success or failure of these functions is largely dependent on the general educational environment of the communities and their value system. For instance, the principal of a school may find himself in a community where he is not an indigene in which case he tries to establish a good rapport with the members of that community. These are the members of the parents’ teachers’ association that works with the principal for the up-bringing of their wards.

Ezeocha (2019) further stated that a principal should endeavour to promote school community activities, projects, and community participation in some aspects of school life”. This could be achieved by means of organized visits of places of interest in the community and through the use of community resources”. He should try to maintain regular contact with some outside institutions, industries and educational bodies, which may have an interest in his institution and may like to help in one way or the other, also, the students in the school are members of the community. Therefore, activities in the school must as far as possible reflect the nature and the aspiration of the community.

The principal must get to know the community so well as to be able to make the members interest in what their children are doing. This goes to prove the fact that, the school community relation programme is based on the idea of human worth and dignity. If the secondary school fails to tell the public the truth about the school, in the long run the community will come to lose confidence in the school officials and affairs. A good principal should not allow this type of situation to develop. The importance of a cordial relationship between school and community cannot be over emphasized because it is as old as education itself. Besides, the administrator is beset by myriads of demands that are only tangentially if at all related to instruction and the result is that he becomes pitiably chained to his desk at the expense of other vital issues. Thus, there is demand on the principal’s line by the community or its agents, the supervisors, the school Boards, teachers and students.

Commencing on this issue, Baron (2011) noted that demands rarely arise in a spontaneous fashion in society. For needs to become wants and wants demands, leaders, vanguards or just plain elites of the community have to mobilize and educate their client. To Baron, the community needs to be educated or oriented on their position regarding the duties and authority of administrators, and that of the communities are only a necessary part, not the necessary whole.

In the words of Weigman (2017) observed that local school has acquired general recognition as a community institution, organized and administered with special regard for local constituency, therefore, too much intervention and influence may tend to interfere with major local initiatives and may produce mechanical uniformity in local administration that sometimes creates a climate for mediocrity". Thus, in a situation where mediocre are enthroned at the expense of achievers due to communities tangentially of thought and action can only generate problems and more problems.

### **Poor Communication**

In any formal organization, it becomes necessary to establish channels for communication and participation. Only through adequate communication can members of the organization remain aware of organizational goals and keep clearly in mind how their own work contributes to those goals and understand how the work of others contribute to the goals and make suggestions for the improvement of operational procedures in the organization. The conditions suggested above make it clear that the communication in an organization must flow up, down and across. Culbertson (1988) pointed out that there are many barriers to communication in an organization. These barriers may include the word used in the communication, many of which carry different emotional overtones to different people, or the barrier may rest with the administrator, as the communicator particularly or the barrier may rest with members of the organization as they communicate if their values and motivations are different from those of the communicators.

Erickson (2010) reviewed a number of studies having to do with communication within schools, focusing particularly upon impediments to such communications. Some of these impediments were found in the situation such as hierarchical structure of the school, the large quantity of information needing transmission, the lack of collegial interaction and the cultural influences on interpretation of the messages. Impediments were also found in the persons and included such factors as inept transmission and reception, failure to respond, misplaced quest for power and aversion to threat. Most of the responsibility for removing these impediments to the communication rests with the administrator the principal.

However, the issue of adequate information is not high on the principals list of problems. Their most pressing difficulties, as several surveys have shown are typically on financial, then political and governmental, sometimes interpersonal and only occasionally educational. The problem of access to needed information seems to be lower level for most of them, a level of persistent, chronic problem such as one's own physical stamina, the allocation of time and the adequacy of the administrative staff. All these conditions affect the solution of financial, political and educational problems, but administrators tend to view them as secondary. Sequel to above, communication is imperative for school organization. Without it, social organization cannot function. Schools need to keep the right hand knowledgeable about the left. They require systematic means of collection, organizing and sharing information; it is his function to monitor the communication process to make certain that it performs at the optimum level. For communication to be effective the principal must:

- Decided the best approach to share the information;
- Find the right way to say exactly what he means quite clearly;
- Listen and try to understand what the recipient of the message is saying;

- Verify and double-check whether his intended meaning is clear to his listeners; and follow-up by evaluating the effectiveness of his message.

Many staff meeting that is ruined and antagonistically generated was resulting from poor communication skills. Here the government teacher complains that the principal can never understand, the biology master complains that the principal will never listen to other people's view, the chemistry teacher is disturbed because the principal says one thing and does the other, and the mathematics teacher is amused by verbosity and pedantry of his principal, all of which goes to confuse the listener. The implication is clear, through effective communication skills, we will have good job satisfaction and consequently the quality of instructor in our schools. The concept of communication is rooted in the philosophy that exchange of views and discussion among work groups. Individuals are the cornerstone of effective activities within secondary schools

### **Financial Management in School in Nigeria**

Financial management in Nigerian secondary schools is pivotal to institutional effectiveness, yet it faces significant structural constraints. Secondary school principals are charged with preparing budgets, collecting internally generated revenue (such as tuition, examination, and uniform fees), consulting with departmental heads, and ensuring compliance with state accounting procedures.

A well-constructed school budget aligns resources with planned programmes, accommodates instructional needs, and projects realistic revenue sources, rather than merely covering personnel or building expenses. In practice, however, principals in many Nigerian states report challenges with over-reliance on government funding, underestimation of school needs, and inadequate attention to facility maintenance costs.

Empirical studies across several states reinforce the critical role of budgeting and expenditure control. In Bayelsa State, research by Koroye and Okuro (2024) revealed that principals implement strategies such as budgeting planning, expenditure control, revenue generation, resource allocation, transparency, and accountability to enhance effective administration. Regression analysis demonstrated a strong positive relationship between budgeting practices and school performance. Similarly, Shittu et al. (2025) in Kwara State found that principals' budget planning, monitoring, controlling, and record-keeping significantly predicted junior-secondary school performance on academic and extracurricular dimensions. Higher engagement in financial planning correlated with better institutional outcomes.

Oyo State offers additional confirmation: a quantitative study demonstrated that principals' budget planning, monitoring, controlling, and record-keeping practices significantly relate to secondary school performance. These practices included involving bursars in planning and implementation, highlighting their impact on educational quality.

Challenges remain widespread. In Ondo State, principals reported perception barriers including delayed fund releases, lack of training, and low compliance with financial legislation. This suggests that professional development and legal clarity are essential to strengthen financial administration. Odok et al. (2023) in Cross River State similarly found that principals lacked autonomy due to bureaucratic lags and legal constraints affecting the execution of school financial duties.

Effective principals demonstrate skills in financial planning, budgeting, monitoring, accounting, and auditing. Such competencies significantly influence teaching quality and

institutional leadership outcomes, as shown in Calabar Education Zone research. Taken together, Nigerian secondary school financial management depends heavily on the principal's ability to engage systematically in financial planning, resource allocation, and expenditure control. These capacities are essential to mitigate constraints posed by insufficient government funding, unreliable demographic data, and legislative ambiguity. As the evidence shows, strengthening principals' budgeting and financial competencies has direct implications for school effectiveness, accountability, and overall performance.

### **Qualifications of the Principals in Nigeria**

In Nigeria, the qualifications of secondary school principals remain a pivotal issue for school effectiveness. Despite policy frameworks emphasizing academic and professional credentials, actual appointments often rely heavily on seniority and teaching experience rather than formal training in educational administration.

According to Nigeria's education leadership profile, aspiring principals are expected to hold at least a Bachelor's degree in Education (B.Ed.), or a degree supplemented by a postgraduate diploma (PGDE/PDE) to enter management roles. Moreover, research underscores the importance of completing training programmes specifically in school administration ideally at institutions like the National Institute for Educational Planning and Administration (NIEPA), although such requirements are not uniformly enforced.

Empirical studies show that teaching experience, typically a minimum of ten years, has historically been the primary criterion for promotion to principalship roles, while administrative qualifications remain secondary or informal. Arikewuyo (2009) articulates concern over this practice, advocating mandatory leadership courses before assuming such roles, a change not yet reflected in policy.

A study conducted in Enugu State demonstrated that higher educational qualifications significantly improve principal effectiveness, particularly in instruction supervision and staff management. Another nationwide assessment found that graduate degrees are rarely considered for principal selection, though they positively influence school outcomes and leadership quality. Effective principals are expected to possess, along with motivational and interpersonal abilities necessary for school administration success. School leadership frameworks emphasize that principals should also understand school finance, curriculum, instructional supervision, and national educational goals.

Although Nigerian regulations theoretically require both academic and professional education credentials for school leadership, the actual selection process remains predominantly based on teaching experience and seniority, with formal administrative training notably lacking. Evidence (Ololube, 2017) indicates that principals with higher educational qualifications and professional training perform more effectively in instructional and managerial capacities. There is a clear consensus in research that updated the National Policy on Education to mandate administrative certifications, alongside teaching credentials, would yield better school performance and governance.

### **Indiscipline among Staff and Students in Nigeria**

Indiscipline remains a pervasive challenge in Nigeria's secondary education sector, affecting both staff and students and undermining instructional quality and school climate. Student

misconduct such as truancy, lateness, vandalism, bullying, examination malpractice, and defiance of authority is widely documented as a major barrier to effective learning (Nwogu et al., 2025)

According to Nwogu et al. (2025), frequent truancy, vandalism, bullying, and disrespect for authority significantly disrupt school operations and contribute to poor academic outcomes. They identify lack of parental supervision, inadequate teacher oversight, and peer pressure as key contributors to these behaviors. Another study highlights that students from homes with firm behavioral control and high religiosity demonstrate lower levels of indiscipline compared to those from lax homes and low religiosity backgrounds, underscoring the impact of the home environment on school behavior (Abang et al., 2024).

Further analysis shows that indiscipline is often rooted in societal and institutional shortcomings. Over-crowded classrooms, poor school environments, teacher frustration, and inconsistent discipline systems increase the occurrence of misconduct. Traditional corrective techniques in Nigerian schools are frequently punitive and reactive, yielding resentment rather than compliance. Positive discipline approaches focused on root causes and respectful problem-solving are proposed as more effective alternatives.

Teacher and principal indiscipline are equally problematic. Poor working conditions, lack of promotion, inadequate professional training, and societal neglect contribute to misconduct such as absenteeism, negligence, and failure in instructional leadership (Oghuvbu, 2006). The decline in teacher discipline impacts students' respect for authority and sets a poor behavioral model. The negative outcomes are multifaceted. Indiscipline leads to a disrupted learning environment, increased teacher stress and attrition, poor student academic performance, and reduced institutional effectiveness.

Addressing the issue requires a comprehensive approach. Schools need clear behavior codes, teacher training in classroom management, collaborative discipline policies involving parents, and an emphasis on positive corrective strategies. Research suggests that building partnerships with parents and reinforcing home expectations can improve student behavior significantly (Abang et al., 2024).

## **METHODOLOGY**

This research was survey research. According to Odo (2019) survey research method is a specific research method employed by the researcher to study the sociological and psychological variables that relate to people, vital facts of people, their belief and opinions. This type of survey called sample survey studies both large and small group/population of universe, be selecting and studying samples chosen from the population to discover the relative incidence, distributions and inter-relations of sociological and psychological variables.

This study was carried out on public senior secondary schools Rivers State, three hundred and Fifty six (356) public senior secondary schools. The population for this study includes all three hundred and fifty six (356) principals of public senior secondary schools Rivers. The sample size for the study were the three hundred and fifty six (356) principals. The researcher used an open ended questionnaire to elicit responses from the respondents. The Questionnaire were administered to all the respondents; three hundred and fifty six (356) principals. The questionnaire covered the four major problem areas as articulated in chapter one of this work. The questionnaire is an open ended type in that the respondents were controlled within a four

point rating scales of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

In order to ascertain the validity of the instrument used for this study, the researcher gave the questionnaire to some specialists in the field of Educational Administration who critically examined the instrument's relevance, clarity and effectiveness to school administration. After some criticism by these experts, irrelevant items were replaced with relevant items. The amendments and correction gave rise to the final draft of the instrument used for the study. The reliability coefficient of the instrument was administered using Cronbach Alpha.

The instrument used for data collection is the questionnaire developed by the researcher on administrative problems encountered by secondary school principal's questionnaire (APESSPQ) in Rivers State public Secondary School. The questionnaire was administered to the respondents by hand, and collected immediately after completion by the respondents. This method ensured hundred percent (100%) returned of the questionnaire distributed to the respondents. The data collected were analyzed using mean method. The decision rule was that any score that is below 2.5 should be regarded as negative while from 2.5 upward should be regarded as positive.

## PRESENTATION AND ANALYSIS OF DATA

**Research Question 1:** How is funding an administrative problem of public senior secondary school principals in Rivers State?

Table I: Mean rating of respondents on how is funding an administrative problem of public senior secondary school principals in Rivers State public

| s/n | Items   | Mean | SD   | Remark |
|-----|---|------|------|--------|
| 1   | My school is inadequately financed  | 2.75 | 0.47 | Agree  |
| 2   | The Government hardly make enough fund available for the running of school administration | 2.98 | 0.00 | Agree  |
| 3   | Irregularity of fund affects school administration  | 2.90 | 0.21 | Agree  |
| 4   | Non-payment of staff entitlements in time creates problem in school administration        | 3.29 | 0.25 | Agree  |
| 5   | The school Bursar makes the management of the school fund cumbersome                      | 3.00 | 0.22 | Agree  |

Table I shows mean rating of 2.75, 2.98, 2.9, 3.29 and 3 recorded for items 1,2,3,4 and 5 respectively. This is indicative of the fact that respondents agree to these items seeking to find out how is funding an administrative problem of public senior secondary school principals in Rivers State?

**Research Question 2:** How is infrastructure an administrative problem of public secondary school principals Rivers State?

Table 2: Mean rating of respondents on how is infrastructure an administrative problem of public senior secondary school principals in Rivers State

| s/n | Items  | Mean | SD.  | Remark |
|-----|--|------|------|--------|
| 6   | My school is not equipped with enough chairs and tables for student and teachers | 3.10 | 0.23 | Agree  |
| 7   | My classroom is inadequately Air conditioned                                     | 2.70 | 0.20 | Agree  |
| 8   | The building in my school are old and non-functional                             | 2.70 | 0.20 | Agree  |
| 9   | My school lack well equipped library and laboratory facilities                   | 2.60 | 0.20 | Agree  |
| 10  | My school lack equipped playing environment for student.                         | 3.20 | 0.24 | Agree  |

Table 2 shows mean rating of 3.10, 2.70, 2.60, and 3.20 respectively were computed for items 6,7,8,9 and 10 respectively. This revealed that the respondents agreed to all the items seeking to find out how is infrastructure an administrative problem of public senior secondary school principals in Rivers State.

**Research Question 3:** How is communication an administrative problem of public senior secondary school principals in Rivers State?

Table 3: Mean rating of respondents on how is communication an administrative problem of public senior secondary school principals in Rivers State

| s/n | Items   | Mean | SD.  | Remark |
|-----|---|------|------|--------|
| 11  | Misunderstanding often results between principals, teachers and students as a result of poor communication between them | 2.76 | 0.24 | Agree  |
| 12  | Poor communication skills of the principal pose an administrative problem in your school                                | 2.79 | 0.20 | Agree  |
| 13  | Ineffective communication link between the students and staff poses a problem in your school                            | 3.10 | 0.23 | Agree  |
| 14  | Poor communication facilities is a Problem in your school administration  | 2.97 | 0.21 | Agree  |
| 15  | Nonchalant attitudes of Government and Board Official possess problems to your administration                           | 3.1  | 0.23 | Agree  |

Table 3 shows mean ratings of 2.76, 2.79, 3.1, 2.97 and 3.1 respectively were computed for items 11,12,13,14, and 15 respectively. This revealed that the respondents agreed to all the items which seek to find out how is communication an administrative problem of public senior secondary school principals in Rivers State?

**Research Question 4:** How is indiscipline an administrative problem of public senior secondary school principals in Rivers State?



Table 4: Mean rating of respondents on how is indiscipline an administrative problem of public senior secondary school principals in Rivers State

| s/n | Items   | Mean | SD.  | Remark |
|-----|---|------|------|--------|
| 16  | Examination malpractice emanates disciplinary problem in school administration                  | 3.10 | 0.23 | Agree  |
| 17  | Gang formation among staff and student creates administrative problem                           | 3.10 | 0.23 | Agree  |
| 18  | Student immorality create problem in school administration                                      | 2.76 | 0.21 | Agree  |
| 19  | Truancy and absenteeism among staff and student poses indiscipline in the school administration | 2.97 | 0.21 | Agree  |
| 20  | Abuse of office by principals and staff create problem in administration of secondary schools   | 2.80 | 0.21 | Agree  |

Table 4 shows mean ratings of 3.10, 3.10, 2.76, 2.97 and 2.80 respectively were computed for items 16,17,18,19, and 20 respectively. This revealed that the respondents agreed to all the items which seek to find on how is indiscipline as an administrative problem public senior secondary school principals in Rivers State.

**Hypothesis One:** There is no significant difference between the mean rating of principals and teachers on poor funding as an administrative problem confronting principals of public senior secondary school principals in Rivers State.

Table 5: t-Test analysis of the difference between the mean rating of principals and teachers was computed and the result is shown below.

| S/N | Group     | N  | X    | SD   | DF. | Level of significant | t-cal. | Table of t-Value | Decision |
|-----|-----------|----|------|------|-----|----------------------|--------|------------------|----------|
| 1   | Principal | 22 | 2.61 | 0.24 | 118 | 0.05                 | 0.36   | 1.47             | Accept   |
| 2   | Teacher   | 98 | 2.54 | 0.27 | 96  | 0.05                 | 0.24   | 1.26             | Accept   |

Table 5 presents the t-test analysis of the difference between the mean rating of principals and teachers. From the table, it is indicated that the calculated t-value is 0.36 at 118 degree of freedom and 0.05 level of significant since the calculated t-value of 0.36 is less than the table t-value of 1.47; the first null hypothesis ( $H_{01}$ ) of the study is accepted. The researcher draws the conclusion that there is no significant different in the mean rating of principals and teachers on students' indiscipline as administrative problem to principals of public senior secondary school principals in Rivers State?

**Hypothesis Two:** There is a significant difference between the mean ratings of principals and teachers on infrastructure as administrative problems confronting principals of public senior secondary school principals in Rivers State.

Table 6: t-test analysis of the difference between the mean ratings of principals and teachers was computed and the result is shown below

| S/N | Group     | N  | X    | SD.  | DF  | Level of significant | t-cal. | Table of t-Value | Decision |
|-----|-----------|----|------|------|-----|----------------------|--------|------------------|----------|
| 1   | Principal | 22 | 3.09 | 0.23 | 118 | 0.05                 | 2.89   | 1.96             | Reject   |
| 2   | Teacher   | 98 | 3.02 | 0.26 | 86  | 0.05                 | 2.24   | 1.36             | Reject   |

Table 6 presents the t-test analysis of the difference between the mean rating of principals and teachers. From the table, it is indicated that the calculated t-value is 2.89 at 118 degree of freedom and 0.05 level of significant since the calculated t-value of 2.89 is greater than the table t-value of 1.96, the second null hypothesis ( $H_{O2}$ ) of the study is rejected. The researcher draws the conclusion that there is no significant different in the mean rating of principal and teachers on infrastructure as administrative problem confronting principals of public senior secondary school principals in Rivers State.

**Hypothesis Three:** There is no significant difference between the mean rating of principals and teachers on communication as administrative problem confronting principals of public senior secondary school principals in Rivers State.

Table 7: t-test analysis of the difference between the mean ratings of principals and teachers was computed and the result is shown below

| S/N | Group      | N  | X    | SD   | DF  | Level of significant | t-cal. | Table of t-Value | Dec    |
|-----|------------|----|------|------|-----|----------------------|--------|------------------|--------|
| 1   | Principals | 22 | 2.93 | 0.29 | 118 | 0.05                 | 0.41   | 1.47             | Accept |
| 2   | Teachers   | 98 | 3.25 | 0.23 | 92  | 0.05                 | 0.29   | 1.36             | Accept |

Table 7 presents the t-test analysis of the difference between the mean rating of principals and teachers. From the table, it is indicated that the calculated t-value is 0.41 at 118 degree of freedom and 0.05 level of significant since the calculated t-value of 1.47; the third null hypothesis ( $H_{O3}$ ) of study is accepted. The researcher draws the conclusion that there is no significant different in the mean ratings of principals and teachers on communication as administrative problem confronting principals of public senior secondary school principals in Rivers State.

## DISCUSSION OF FINDINGS

Research question one sought to find how is funding an administrative problem of public senior secondary school principals in Rivers State. From the results of the findings in Table 1, it was observed that lack or inadequate provision of fund is one of the major problems militating against principals in performing their administrative responsibilities in Rivers State.

Research Question two sought to identify how infrastructure is an administrative problem of public senior secondary school principals in Rivers State. From the findings the respondents responded positively to the items on Table 2. Their response indicated total agreement with all

the items in Table 2. This proves the fact that lack of funds is among the problems principals in Rivers State encounters.

Research Question 3 sought to know how communication is an administrative problem of public senior secondary school principals in Rivers State. The items in Table 3 sought to find how communication is an administrative problem of secondary school principals of public senior secondary school principals in Rivers State. From the findings in Table 3, it was obvious that communication problems is one of the major factors militating public senior secondary school principals in Rivers State, in performing their roles as the school administrators.

Research Question 4 sought to know how indiscipline is an administrative problem of public senior secondary school principals in Rivers State. The findings of the study as showed in table 4 revealed that the respondents agreed to all the items which seek to find on how is indiscipline an administrative problem public senior secondary school principals in Rivers State.

### **Implication of the Study**

The state government and all stake holders in the educational sectors should ensure there is adequate provision for fund for the running of schools this will along to improve the standard of public senior secondary school principals in Rivers State. Secondly the school should be well equipped with modern infrastructure and learning facilities to ensure a conducive environment for learning. If infrastructure is not adequate it will make the school environment un-conducive for learning and therefore hampers learning activities that take place in the school. If nothing is done to improve the communication link between the principals, staff and students of public senior secondary school principals in Rivers State, there is bound to be misunderstand among them and this in no small way will have negative effect in administration of Secondary Schools in the Area. From the results of the findings, it could be inferred that indiscipline among staff and students of secondary schools in Rivers State is among the problems confronting effective administration of secondary schools. The government should supervise and monitor the attitude of staff and students to checkmate the high rate of indiscipline so as not to lead to a total breakdown of the entire system.

### **Recommendations**

From the results of the findings of the study the researcher made the following recommendations:

- The state government and the stake holders in educational sector should make fund available for secondary school principals in Rivers to carry out their administrative responsibilities effectively.
- The state government should provide infrastructure and renovate existing ones from time to time.
- Workshops/symposium should be organized for the principals of secondary school to improve their communication and public relationship skills with their staff, students and the society at large.

- The state government should set up a supervising board to checkmate indiscipline among secondary schools' staff and students in Rivers State.

## REFERENCES

- Abang, K. B., Owan, V. J., Ojini, R. A., Otu, B. D., Anagbogu, G. E., & Beshel, C. A. (2024). Indiscipline among senior secondary school students: The contributions of home behaviour control and religiosity. *Psychological Science and Education*, 29(2), 76-95.
- Akinola, O. B., & Adebakin, A. B. (2016). Principals' graduate qualification and secondary school effectiveness in Nigeria. *Asian Journal of Education and e-Learning*, 3(1), 31-39.
- Appointment procedures and administrative competencies required of principals (n.d.). *Academic PDF on school leadership*.
- Arikewuyo, M. O. (2009). Professional training of secondary school principals in Nigeria: A neglected area in the educational system. *Florida Journal of Educational Administration & Policy*, 2(2).
- Attadrib. (2025). *Principals' budget management practices and secondary school performance in Oyo State, Nigeria* (Vol. 24(1)).
- Baron, J. B. (2011). *Educational leadership and community relations*. Routledge.
- Baron, J. B. (2017). *Politics and administration in education*. Routledge.
- Bearrn, T. (2017). *Military and civilian educational policies in Nigeria*. University Press.
- Bearrn, T. (2018). *The evolution of Nigerian education policy*. University Press.
- Boston, R. (2012). *Management by objectives in educational administration*. McGraw-Hill.
- Bryan, W. L. (2020). *Leadership and organizational behaviour*. McGraw-Hill.
- Campbell, R. F. (1990). *Introduction to educational administration* (6th ed.). Allyn & Bacon.
- Castaldi, B. (2019). *Educational facilities: Planning, modernization, and management* (4th ed.). Macmillan.
- Culbertson, J. A. (1988). *Barriers to communication in educational organizations*. Allyn & Bacon.
- Drummond, J., Foster, L., & Trotter, G. (2018). *Educational leadership in theory and practice*. Routledge.
- Eniang-Esien, O. E., & Ekpenyong, O. (2021). Principals' financial management skills and quality of public secondary education in Calabar Education Zone. *IRE Journals*, 5(4).
- Ericson, T. (2010). *Principles and practice of educational management*. McGraw-Hill.
- Ezeocha, P. A. (2015). *Educational administration: Theories and practice*. Enugu, Nigeria: Optimal International.
- Ezeocha, P. A. (2015). *Educational administration: Theories and practice*. Optimal International.
- Ezeocha, P. A. (2015). *Educational administration: Theories and practice*. Optimal International.
- Ezeocha, P. A. (2016). *Principles of educational leadership*. Magnet Business Enterprises.
- Ezeocha, P. A. (2018). *School administration and finance*. Optimal International.
- Ezeocha, P. A. (2019). *Contemporary issues in educational management*. Magnet Business Enterprises.
- Ezeocha, P. A. (2020). *Principles of educational leadership*. Magnet Business Enterprises.

- Ezeugwu, D. U., & Nebo, P. O. (2024). Higher educational qualification as determinant of principals' effectiveness in Enugu State secondary schools. *Nigeria Journal of Educational Leadership and Management*, 8(2).
- Greg, O. (2017). *Management of education: Concepts and applications*. Stirling-Horden Publishers.
- Hanford, J. (2018). *Challenges in educational leadership*. Harper & Row.
- Harold, L. (2017). *Educational leadership and administration: Concepts and practices*. Routledge.
- Ige, A. M. (2023). Principals' perception of challenges of effective financial management in public secondary schools in Ondo State. *Int. J. Adv. Multidiscip. Res. Stud.*, 3(3), 1087-1091.
- Jay, M. (2007). *Creativity and innovation in school leadership*. Tonad Publishers.
- Koroye, T., & Okuro, G. (2024). Financial management strategies and effective administration of public secondary schools in Bayelsa State, Nigeria. *Nigeria Journal of Educational Leadership and Management*, 8(2).
- Mgbodile, T. O. (2010). *Fundamentals in educational administration and planning*. Magnet Business Enterprises.
- Mgbodile, T. O. (2016). *Fundamentals in educational administration and planning* (Revised ed.). Magnet Business Enterprises.
- Mgbodile, T. O., Alu, B. E., & Eya, P. E. (2007). *Educational administration and management: Theories and practice*. Magnet Business Enterprises.
- Neman, J. (2011). *Public administration and management: Theory and practice*. Sage.
- Nwankwo, J. I. (2015). *Educational administration: Theory and practice*. Spectrum Books.
- Nwogu, G. A., Ajewole, I. P., Balogun, B. N., Utoware, J. D. A., Olajide, I. O., Adieme, G. F., ... Togunloju, T. (2025). Impact of indiscipline on students' academic performance and school management strategies in Nigerian public secondary schools. *Ianna Journal of Interdisciplinary Studies*, 7(2), 123-135.
- Odo, M. A. (2019). *Introduction to educational research methods*. Cheston Agency.
- Odok, et al. (2023). *Financial management practices and institutional effectiveness in public secondary schools in Ikom Education Zone, Cross River State, Nigeria*. GJER.
- Oghuvbu, E. P. (2006). Indiscipline among teachers: Causes and influence on school administration in Nigeria. *ERIC Document*.
- Ololube, N. P. (2017). *Educational management, planning and supervision: Model for effective implementation* 2<sup>nd</sup> edition. Pearl Publishers.
- Olutola, A. D. (2014). *Educational management and supervision in Nigeria*. Evans Brothers.
- Ozigi, A. O. (2016). *A handbook on school administration and management*. Heinemann Educational Books.
- Ozigi, A. O. (2017). *A handbook on school administration and management*. Heinemann Educational Books.
- Peters, T. J. (2016). *Leadership: Essentials for school heads*. HarperCollins.
- Robbins, S. P. (2020). *Management* (15th ed.). Pearson.
- Ruth, A., & Lydia, K. (2016). *Leadership dynamics in education*. Routledge.
- Secondary school principalship: Competencies and roles (n.d.). *ResearchGate summary*.
- Shittu, A. A., Sheu, M. A., Olaifa, A. S., Faruk, Y. A., & Alao, M. I. (2025). Principals' budget management practices: A predictor of public junior secondary school performance in

- Kwara State, Nigeria. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(1), 48-58.
- Spain, R. (2016). *Qualities of effective leaders in education*. Sage Publications.
- Stogdill, R. M. (2018). *Handbook of leadership: Theory, research, and managerial applications* (updated ed.). Free Press.
- Thorsten, R. (2017). *Instructional leadership in the 21st century*. Routledge.
- Ukeje, B. O. (2016). *Educational administration: Theory and practice*. Fourth Dimension Publishers.
- Ukeje, B. O., Akabogu, G. C., & Ndu, A. (2019). *Educational administration*. Fourth Dimension Publishers.
- Walton, J. (2019). *The art and science of administration*. Routledge.
- Walton, J. (2020). *Principles of administrative science*. Routledge.
- Weigman, P. (2017). *Community participation in school governance*. Pearson Education.
- Williams, R. (2014). *The principalship: A reflective practice perspective*. Pearson Education.