



PERCEIVED INFLUENCE OF EDUCATION MANAGERS IN FUNDING PUBLIC SECONDARY SCHOOLS FOR QUALITY ASSURANCE IN ANAMBRA STATE, NIGERIA

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Abstract

This study investigated the perception of school managers in funding public secondary schools for quality assurance in Anambra State, Nigeria. Two research questions and two null hypotheses were raised to guide the study. The population of the study comprised 6865 educational managers in the public secondary schools in all six education zones of Anambra State, which consisted of 267 principals and 6598 teachers. A sample of 375 respondents was drawn from the population using Taro Yameni's formula. Multi-stage sampling procedure was used for the determination of the sample used for the study. A 10-item structured questionnaire titled 'Funding Public Secondary School for Quality Assurance Questionnaire (FPSSQAQ)' was used as an instrument for data collection. Mean and Standard deviation were used to answer the research questions, while the t-test was used to test the two null hypotheses at a 0.05 level of significance. The findings of the study revealed that funding had a significant influence on supervision and classroom management for quality assurance of secondary schools in Anambra State. Based on the findings, the researcher recommended that the Government should provide adequate funds for enhancing quality educational supervision in public secondary schools in Anambra State.

Keywords: Perceived Influence, Education Managers, Funding, Public Secondary Schools, Quality Assurance

Introduction

The backbone of any successful educational institution lies in the hands of its managers (principals and teachers). These dedicated individuals play a pivotal role in shaping the academic destiny of students, and ultimately, the future of society. As the custodians of knowledge, school managers are responsible for creating a conducive learning environment, designing engaging curricula, conducting thorough supervision of instruction and ensuring that classroom management is conducive. These education managers are also guardians of quality assurance, tasked with the daunting responsibility of ensuring that their institutions meet the highest standards of academic excellence.

In recent times, the level of success recorded by the educational sector has been closely linked with the availability of funds, which is an indispensable tool. This is because it provides the necessary resources to support the implementation of quality assurance initiatives. Funding serves as the lifeblood for the management and administration of most sectors, including education (Ohamobi et al. 2018). It is based on this that UNESCO recommended that 26% of the annual budget of any nation should be set aside for the administration and management of schools (Muhammad and Bakwai, 2015). Osakwe (2016) opined that funding assists in providing the basic resources needed for teaching and learning and for assurance of quality and excellent service delivery. When funding is mentioned, one immediately thinks of the availability of money for meeting targets. Funding is a form of financial support given for the achievement of set goals, objectives, or programs. Finance needed to carry out activities in the school may be internally or externally generated. The provision of financial resources, typically in the form of money, grants, or investments, to support a specific project, program, or activity is known as funding (Peter, 2015).

Over time, efforts have been made by the governments of various countries to ensure improvement in the level of funding made available for the administration of schools at all levels. In Anambra State precisely, efforts have been made by the government to improve the level of funding and in the provision of infrastructure needed

for effective management of the school, but much is still yet to be desired. The government has encouraged school managers to develop and implement robust supervisory systems, provide regular support and feedback for teachers to enhance their instructional skills and promote students' learning if quality is to be assured, but regrettably, despite efforts to improve quality, schools continue to fall short in ensuring quality education.

Quality assurance is one of the determinants of school effectiveness. Fadokun (2005) defined quality assurance as a program of an institution or a whole education system. Nwanga and Unachukwu (2019) observed that quality assurance refers to the strategies used by administrators to ensure that educational goals are achieved. Osegbue (2025) opined that quality assurance is a process of monitoring, assessing, evaluating, and reporting the quality of all aspects of school life to ensure that acceptable standards are attained, maintained, and improved upon continually. Quality assurance is a way of preventing quality problems and ensuring that high standards are maintained to achieve the stated objective of the organisation (Ohamobi & Anasiudu, 2024). Quality assurance connotes putting in place appropriate structures, motivators, supervision of personnel and materials in order that minimum standards are attained in school (Okafor, 2020). Quality assurance in this study is the process of ensuring that educational programmes, services, and processes meet the highest standards of excellence, relevance and effectiveness. Quality assurance cannot be achieved without effective supervision, as supervision plays a critical role in monitoring, evaluating, and improving the quality of educational programmes and services.

Supervision is one of the key elements of management. Supervision helps to ensure that educational standards are met. It also ensures that teachers are supported and developed, and that students receive a high-quality education. Osegbue et al. (2018) opined that supervision is the process of enhancing the professional growth and development of teachers, which ultimately affects the learning outcomes of students. Supervision, according to Ogunsaju (2012), is a process of helping teachers to improve their instructional practices, which involves observing, analysing, and providing feedback on teaching behaviour. Supervision is a way of stimulating, guiding, improving, refreshing and overseeing certain groups with the hope of seeking their cooperation in order for supervisors to be successful in their task of supervision (Osegbue, 2021). Supervision is essentially the practice of monitoring the performance of school staff, observing the advantages and disadvantages to use befitting and good techniques to ameliorate the deficiencies, while still improving on the advantages, thereby increasing school standards and achieving educational goals. Supervision in the context of this study is a transformative, collaborative, and evidence-based process that empowers educators to reflect, innovate, and excel in their instructional practices. Educational managers need to supervise educational activities to ensure that instructional goals and objectives are being met. Supervision also helps education managers to ensure that students are receiving a high-quality education, needed for meeting global standards (Aladenusi, 2018).

Classroom management is a quality assurance technique used by education managers to achieve quality education in schools. Mohammad (2015) viewed a classroom as where teachers create an enabling environment for students to know how to use the available time and resources, and also cooperate with their classmates to achieve quality learning and effective classroom management. Osegbue et al. (2022) defined classroom management as the process of creating and maintaining a positive and productive learning environment, where students feel safe, supported, and motivated to learn. Similarly, Eziuzo(2014) asserted that effective classroom management refers to the actions teachers take to create an environment that supports academic achievement and promotes social growth. This study sees classroom management as the dynamic and intentional process of crafting a transformative learning space, where teachers orchestrate a harmony of routines in order to foster students' engagement.

However, the learning environment has deteriorated so much in public secondary schools in Anambra State that parents, policy makers and other stakeholders began to wonder the cause. In most cases, many so-called public secondary schools are seen without a roof, doors and windows, chairs, desks, and furniture. Little wonder, then, that all those who can afford private schools run away from government schools, thereby resulting in the commercialisation of education in the country. It is against this background that the researcher is investigating the perception of education managers in funding public secondary schools for quality assurance in Anambra State, Nigeria.

Objectives of the Study

The main purpose of this study is to investigate the perception of education managers in funding public secondary schools for quality assurance in Anambra State. Specifically, the study sought to:

1. Ascertain school managers' perception of funding on supervision of public secondary schools for quality assurance in Anambra State.
2. Find out the school managers' perception of funding on classroom management of public secondary schools for quality assurance in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the school managers' perception of funding for supervision of public secondary schools for quality assurance in Anambra State?
2. What is the school managers' perception of funding on classroom management of public secondary schools for quality assurance in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance.

1. There is no significant difference in the mean rating of perception of principals and teachers of funding on supervision of public secondary schools for quality assurance in Anambra State.
2. There is no significant difference in the mean rating of perception of principals and teachers of funding on classroom management of public secondary schools for quality assurance in Anambra State.

Methodology

A descriptive survey design was adopted for the study. Nworgu (2015) described descriptive survey design as a research design where a group of people or items are studied by collecting and analysing data from only a few people deemed to be representative of the entire group. The population of this study comprised 6865 education managers (267 principals and 6598 teachers in Anambra State. The sample size of 375 was determined using Taro Yaman's formula, while a multi-stage sampling procedure was used to select the samples. The Instrument for data collection was researcher researcher-developed 10-item questionnaire titled "Funding Public Secondary Schools for Quality Assurance Questionnaire" (FPSSQAQ). The questionnaire has sections: Section A and Section B. Section A contains demographic data of the respondents, while Section B has two clusters that address the research questions.

The questionnaire was structured by the researcher on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was subjected to validation by three experts, two in Educational Management and one in Measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. To ensure the reliability of the instrument, a trial test was carried out with 20 school managers in Enugu State. The data collected were determined using the Cronbach Alpha coefficient, which yielded an index of 0.83, indicating that the instrument was reliable. The instrument was administered to the respondents through a direct delivery approach to enable the researcher to have a satisfactory return rate. Mean and standard deviation were used to analyse the research questions, while t-test statistics were used to test the null hypotheses at a 0.05 level of significance.

Results

Research Question One: What is the school manager's perception of funding for supervision of public secondary schools for quality assurance in Anambra State?

Table 1: Mean and Standard Deviation ratings of the respondents of funding on supervision of public secondary schools for quality assurance in Anambra State.

S/N	Item Description	Principals		Teachers		Decision
		X	SD	X	SD	
1	Adequate funding is essential for effective instructional activities in secondary schools	3.39	0.49	3.34	0.46	Agree
2	Funding constraints often hinder the conduct of regular supervision of the secondary school programme	3.28	0.51	3.24	0.48	Agree
3	Funding influences the rate at which supervisors offer professional services	3.23	0.51	3.26	0.47	Agree
4	Funding influences the supply of current information to the Ministry of Education	3.32	0.50	3.27	0.47	Agree
5	Adequate funding would significantly improve the quality of supervision in secondary schools.	3.35	0.50	3.30	0.47	Agree
	Cluster Mean	3.31	0.50	3.28	0.47	Agree

Table 1 showed that items 1-5 have mean scores ranging from 3.23 to 3.39, which is above the criterion mean score of 2.50 used for decision making. This implied that the respondents agreed that funding has a significant influence on supervision for quality assurance.

Research Question Two: What is the school manager's perception of funding on classroom management of public secondary schools for quality assurance in Anambra State?

Table 2: Mean and Standard Deviation ratings of the respondents of funding on classroom management of public secondary schools for quality assurance in Anambra State.

S/N	Item Description	Principals		Teachers		Decision
		X	SD	X	SD	
6	Adequate funding enables teachers to acquire the necessary resources needed for effective classroom management	3.23	0.52	3.17	0.48	Agree
7	Insufficient funding hinders teachers' ability to maintain a conducive learning environment in the classroom	3.27	0.52	3.25	0.48	Agree
8	Availability of funds directly impacts the availability of teaching aids	3.08	0.53	3.16	0.49	Agree
9	Adequate funding promotes schools utilising staff with strong expertise to provide collaborative consultation to teachers experiencing difficulties with classroom management	3.02	0.54	3.04	0.50	Agree
10	Funding constraints limit teachers' ability to implement innovative classroom management strategies.	3.02	0.54	3.10	0.50	Agree
	Cluster Mean	3.12	0.78	3.67	0.49	Agree

Table 2 showed that items 6-5 have mean scores which are above the criterion mean score of 2.50 used for decision making. The cluster mean of the teachers is greater than that of the principals. This implied that the respondents agreed that funding has a significant influence on classroom management for quality assurance.

Hypothesis 1: There is no significant difference in the mean rating of perception of principals and teachers on the influence of funding on supervision of public secondary schools for quality assurance in Anambra State.

Table 3: Summary of t-test on the difference between the mean rating of principals and teachers on their perception of funding on supervision of public secondary schools for quality assurance in Anambra State.

Variable	N	Mean	SD	df	t-cal	t-crit	Sig	Remark
Principals	173	3.31	0.50	373	0.472	1.96	0.05	Accepted
Teachers	202	3.28	0.47					

Table 3 presents the mean score of principals to be 3.31 with a corresponding standard deviation of 0.50, while the mean score of teachers was 3.38 with a standard deviation of 0.47. The calculated t-value of 0.472 was lower than the critical t-value of 1.96. Therefore, the hypothesis was accepted. This suggests that there is no significant gender difference in the mean rating on their perception of funding for supervision of public secondary schools for quality assurance in Anambra State.

Hypothesis 2: There is no significant difference in the mean rating of perception of principals and teachers on their perception of funding on classroom management of public secondary schools for quality assurance in Anambra State.

Table 4: Summary of t-test on the difference between the mean rating of principals and teachers on their perception of funding on classroom management of public secondary schools for quality assurance in Anambra State.

Variable	N	Mean	SD	df	t-cal	t-crit	Sig	Remark
Principals	173	3.12	0.53	373	-0.257	1.96	0.05	Accepted
Teachers	202	3.14	0.49					

Table 4 presents the mean score of principals to be 3.12 with a corresponding standard deviation of 0.53, while the mean score of teachers was 3.14 with a standard deviation of 0.49. The calculated t-value of -0.257 was lower than the critical t-value of 1.96. Therefore, the hypothesis was accepted. This suggests that there is no significant gender difference in the mean rating on the role of funding on classroom management of public secondary schools for quality assurance in Anambra State.

Summary of Findings

Based on the analyses of data from the study, the following findings were made:

1. Most of the respondents agreed that there is no significant difference between principals' and teachers' perceptions of funding on classroom management for quality assurance in public secondary schools in Anambra State.
2. The majority of the respondents agreed that there is no significant difference between principals' and teachers' perceptions of funding on supervision for quality assurance in public secondary schools in Anambra State.

Discussion of Findings

The results in Table 1 showed that school managers' perception of funding for supervision of public secondary schools for quality assurance is high. This is so because the researcher observed that adequate funding is essential for effective instructional activities, while Funding constraints often hinder the conduct of regular supervision. The researcher also observed that Funding influences the rate at which supervisors offer professional services. This view is in line with Osegbue and Nnubia (2020), who stated that supervision enables education managers to monitor their performance and make data-driven decisions, which will improve instructional services. This suggestion is in line with Ayeni (2011), who opined that the gross decrease in funding of education in Nigeria has led to poor supervision and maintenance. However, Giofiye (2016) maintained that though education funding is grossly inadequate but the little fund made available is being syphoned by corrupt government officials and some education managers.

The results in Table 2 also revealed that their perception of funding for classroom management of public secondary schools for quality assurance is high. This is evident in the assertion of the respondents who opined that adequate funding enables teachers to acquire the necessary resources needed for effective classroom management, and that insufficient funding hinders teachers' ability to maintain a conducive learning environment in the classroom. This view corroborated the contentions of Abdrahaman (2014), who observed that insufficient funding of schools leads to poor quality output. The researcher further observed that adequate funding promotes schools utilising staff with strong expertise to provide collaborative consultation to teachers experiencing difficulties with classroom management. Finally, the researcher observed that Funding constraints limit teachers' ability to implement innovative classroom management strategies.

Conclusion

From the findings of this study, it can be concluded that inadequate funding, poor supervision, and ineffective classroom management are major challenges facing public secondary schools in Anambra State, resulting in a decline in the quality of education and academic performance of students.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The government should provide adequate funds for enhancing quality educational supervision in public secondary schools.
2. The government should provide enough funds needed by the teachers to implement innovation in the classroom.

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