



Journal homepage:
<https://www.ijedm.com>

**International Journal of
Educational Management,
Rivers State University.**

Revitalizing the Management Practices of Public Senior Secondary Schools in South-East Senatorial District for Sustainable Development in Rivers State

Dr. Nwovuhoma Ihua-Jonathan

Institute of Education, Rivers State University, Nigeria.

Abstract

The design adopted for the study was descriptive survey design and the population comprised of 52 principals from the 52 public senior secondary schools in the district, with distribution across various local government areas, including Andoni, Eleme, Gokana, Khana, Opobo-Nkoro, Oyigbo, and Tai. The census sampling technique was employed, where all 52 principals from the 52 public senior secondary schools were selected for the study. A 21 self-structured questionnaire titled "Revitalizing the Management Practices of Schools for Sustainable Development Questionnaire" (RMPSSDQ), was employed to gather data. The questionnaire adopted a 4-point Likert rating scale. The instrument was duly validated by experts and a reliability index of 0.84 was established using Cronbach alpha. A criterion Mean of 2.50 was used as a cut-off mark while mean and standard deviation were used to answer the research questions. A t-test inferential statistics was used in testing all null hypotheses at 0.05 level significance. Statistical analysis was done using the statistical package for social science, SPSS version 23. Findings from the study revealed that unified structure of leadership, lack of capacity building for staff, inadequate resource allocation, weak monitoring and evaluation, and none involvement of educational stakeholders in schools were the management practices. Inadequate infrastructure, poor leadership styles, dearth of funds, lack of support from the government and lack of skilled manpower were the challenges of managing schools while lack of capacity building programme for staff, inadequate resource allocation, low stakeholder participation, weak monitoring and evaluation, unified leadership structure and so on should be revitalized. The study recommended amongst all others that the challenges affecting the management in schools in South-East Senatorial District of Rivers State should be identified and looked into and that heads of secondary schools should be trained and retrained on proficiency development.

Keywords: Management, Revitalizing, Rivers State, Senior Secondary Schools, Sustainable Development.

Introduction

Education is a fundamental human right and a key driver for sustainable development globally. The United Nations' Sustainable Development Goal 4 (SDG 4) emphasizes the importance of quality education in achieving sustainable development (United Nations, 2015). It is on this note that Nazar et al. (2018) affirmed that quality education is a vital tool for sustainable development since it tends to make individuals acquire knowledge, skills, and values that are needed to contribute to sustainable development. Nazar et al. (2018) further emphasized that

quality education is indispensable for achieving all the SDGs, as it helps individuals develop critical thinking, problem-solving, and communication skills, among others. In line with SDG 4, the National Policy on Education (NPE) in Nigeria emphasizes the need for education to prepare students for effective participation in the country's development (Federal Republic of Nigeria, 2014). The South-East Senatorial District in Rivers State, Nigeria, hosts numerous public senior secondary schools that play a critical role in shaping the minds of future generations. These schools are expected to provide outstanding education that prepares students for sustainable development. However, important these schools are in providing excellence services to the students and the general populace, they still face innumerable contests that hinder their ability to provide the required educational services required by them for enhanced sustainable development. This background sets the stage for the need to revitalize the management of public senior schools in South-East senatorial District in Rivers State.

As previously noted, despite the significant role these public senior secondary schools play in shaping students' lives, they continue to face numerous challenges. These include inadequate infrastructure, poor leadership and management, low academic performance, and limited resources, among others. Such issues not only compromise the quality of education but also hinder the schools' capacity to foster sustainable development practices. No wonder Pillay and Shipalana (2023) affirmed that lack of essential infrastructure, such as classrooms, libraries, and laboratories, further impedes the creation of a conducive learning environment.

Additionally, inadequate water and sanitation facilities, poor leadership and management are significant obstacles to effective school administration. In addition, if school principals and administrators lack the necessary skills and training to manage schools effectively, it could lead to inadequate resource allocation as well as poor decision-making the school system. Low academic performance is another challenge facing public senior secondary schools in the district. Students' performance in core subjects like Mathematics, English, Science, Marketing, and Civil Education is below average, hindering their ability to compete with their peers nationally and globally (Pillay & Shipalana, 2023). The limited resources available to schools are another significant challenge. Schools lack the necessary funds to provide essential resources, including textbooks, teaching materials, and technology. This limitation hinders the ability of teachers to deliver effective lessons and students to access quality education. The lack of resources also limits the ability of schools to promote sustainable development practices, including environmental education and community engagement (Coburn et al., 2013). Despite

these challenges, public senior secondary schools in the Southeast Senatorial District have strengths that can be leveraged for sustainable development. Dedicated teachers and staff, strong community support, and existing infrastructure and facilities are assets that can be built upon. Partnerships with local governments, private organizations, and community groups can provide access to funding, resources, and expertise, enabling schools to improve their infrastructure, leadership, and academic performance.

Revitalizing the management of public senior secondary schools in the South-East Senatorial District can create a conducive learning environment that nurtures academic excellence, personal growth, and sustainable development practices. This activity requires concerted effort from not only the school administrators but from teachers, students, parents, and the community at large. It is against this background that the researcher sought to investigate revitalizing the management practices of public senior secondary schools in South-East Senatorial District for sustainable development in Rivers State.

Statement of the Problem

Public senior secondary schools in the South-East Senatorial District of Rivers State are facing critical challenges that hinder their potential to contribute effectively to sustainable development. Despite their pivotal role in shaping the future of students and communities, these schools are burdened by severe infrastructure deficits, inadequate leadership, poor management practices, and limited resources. The resulting low academic performance, coupled with the lack of essential facilities such as classrooms, libraries, and laboratories, undermines the quality of education. Additionally, these challenges prevent the schools from embracing and implementing sustainable development practices that are crucial for fostering long-term educational and community growth. To achieve meaningful and lasting impact, it is imperative to revitalize the management practices within these schools. This will not only improve educational outcomes but also equip students with the skills and mindset needed to contribute to sustainable development goals. Addressing these issues through strategic interventions will help create an enabling environment for academic excellence, socio-economic progress, and sustainable community development in Rivers State. It is against this backdrop that the study aims to examine the revitalization of public senior secondary school management practices in the Southeast Senatorial District for sustainable development in Rivers State.

Purpose of the Study and Specific Objectives

The purpose of this study was to examine revitalizing the management practices of public senior secondary schools in the South-East Senatorial District of Rivers, Specifically the study;

1. Identified the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State.
2. Identified the key challenges affecting the management of public senior secondary schools in the South-East Senatorial District of Rivers State.
3. Examined the management practices that should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State for sustainable development.

Research Questions

1. What are the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State?
2. What are the challenges affecting the effectiveness of leadership and management practices of public senior secondary schools in South- East Senatorial District of Rivers State?
3. What are the management practices that should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State for sustainable development?

Hypothesis

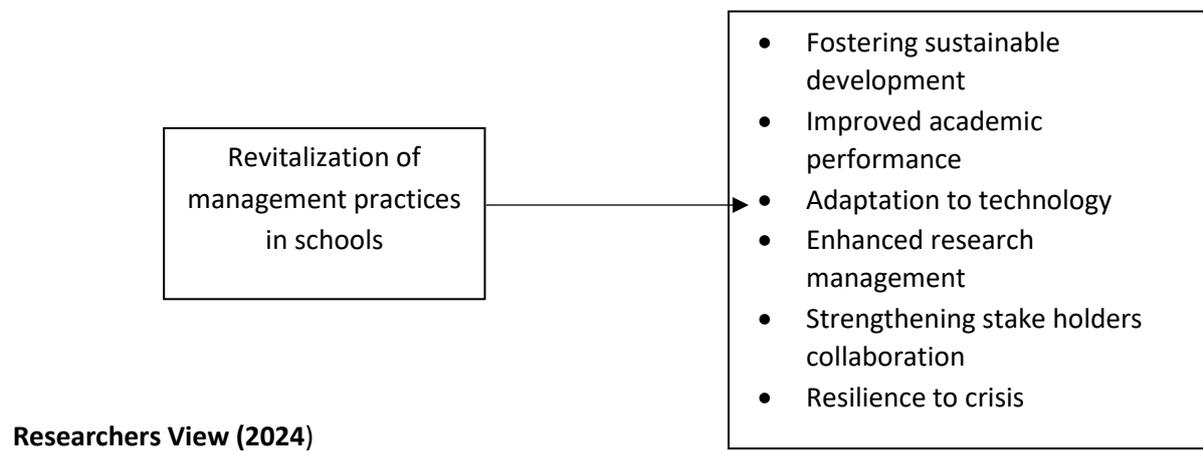
1. There is no significant difference in the mean scores of male and female respondents on the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State.
2. There is no significant difference in the mean scores of male and female respondents on the challenges affecting the effectiveness of leadership and management practices in public senior secondary schools in South- East Senatorial District of Rivers State.
3. There is no significant difference in the mean scores of male and female respondents on the management practices that should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State for sustainable development.

Theoretical Framework

This work is based on the Transformational Leadership Theory introduced by James Burns in 1978 and expanded by Bernard Bass in 1985. The theory posits that effective leaders inspire

followers to exceed expectations through a shared vision, personal growth, and innovation. It emphasizes building trust, fostering intellectual curiosity, and empowering individuals to achieve collective goals. Secondary school management encourages collaborative decision-making, innovative teaching methods, curriculum development, and resource management. This leadership style promotes continuous improvement and adaptation to modern challenges. Transformational leadership revitalizes management by encouraging teacher innovation, fostering collaboration, and setting high expectations. Schools adopting this approach become hubs of academic excellence and sustainable development. Pawar (2016) highlights how transformational leaders inspire exceptional results. Embracing this style enables educators to unlock growth, innovation, and progress. Ultimately, transformational leadership provides a framework for revitalizing education and shaping a brighter future.

Conceptual Framework



Conceptual Clarification

School Management

School management is a deliberate and organized process for achieving educational goals and objectives (Amanchukwu and Ololube 2015). It involves four essential functions: planning, organizing, leading, and controlling resources. For Oyelowo (2000), school management refers to planning, organizing, leading, and controlling resources to achieve educational goals and objectives. Furthermore, Harber et al (2005) viewed school management as an all-inclusive oversight and direction of all aspects of an academic institution, aligning with established policies and goals. It involves coordinating and integrating various components, including

policies, material and human resources, programs, activities, equipment, and facilities, to create a harmonious and productive whole.

Meaning of Revitalizing Management Practices

Sterling, (2010) defined revitalizing management practices in secondary schools as the deliberate process of reviewing, updating, and enhancing existing administrative and operational strategies to improve the overall functioning, effectiveness, and sustainability of school management. This process emphasizes aligning school policies and practices with modern educational goals, technological advancements, and sustainability principles to create a dynamic, inclusive, and efficient learning environment.

Importance of Revitalizing the Management Practices of Schools for Sustainable Development

Revitalizing management practices in schools is imperious to ensure the institutions stand the test of time in terms efficiency and effectiveness. It is on this note that some scholars affirmed the following as the importance of revitalizing the management practices of schools for sustainable development. These include;

Improve Academic Performance: Effective teaching methods, such as project-based learning, encourage hands-on learning and critical thinking. Updating the curriculum to include modern skills like coding and data analysis prepares students for the digital age. This approach enhances student engagement, creativity, and problem-solving abilities (Sasson et al., 2018). By implementing such methods, students become better equipped to excel academically and succeed in their future careers.

Enhance Infrastructure and Facilities: This is important for creating a conducive learning environment. Renovating and equipping schools with modern facilities fosters a culture of innovation and excellence (Berezi, 2014). Modern facilities promote safety, accessibility, and comfort, allowing students to focus on their academic pursuits.

Strengthen School Leadership and Management: Providing training and development programs for school leaders and administrators is essential for enhancing their skills and knowledge (Tingle et al., 2019). Such conferences offer a platform for leaders to share best practices, learn from industry experts, and develop strategic thinking.

Increase Community Engagement and Participation: Encouraging community involvement in school activities and decision-making processes is vital for building a supportive and engaged community. Establishing a Parent-Teacher Association (PTA) is an excellent way to promote parental involvement. The PTA provides a platform for parents, teachers, and administrators to collaborate, share ideas, and make decisions that benefit the school and students (Ferrara, 2017).

Promote Sustainable Development Practices: Integrating environmental education and sustainable practices into the curriculum empowers students to become eco-conscious citizens. Establishing a school garden and recycling program is a great example of this (Agbor et al., 2023). The school garden teaches students about sustainable farming practices, soil conservation, and the importance of locally grown produce.

Improve Teacher Quality and Retention: Providing ongoing professional development opportunities and incentives for teachers is essential for their growth and excellence (National Education Association, 2015). Offering workshops on innovative teaching methods, such as technology integration and project-based learning, enhances their pedagogical skills.

Enhance Student Safety and Well-being: Implementing safety measures and providing counselling services is crucial for ensuring students' well-being. Installing security cameras and hiring a school counsellor are excellent examples of this. Security cameras deter potential threats and provide a sense of security, while a school counsellor offers emotional support and guidance to students (Sprague & Walker, 2021).

Increase Access to Education: Expanding access to education for marginalized groups is essential for promoting equity and inclusivity. Establishing a scholarship program for girls from low-income families is a great example of this (Smith-Evans et al., 2014). Such initiatives help bridge the gender gap and provide opportunities for girls to pursue their educational dreams.

Types of Management Practices

Management practices in schools involve strategies and actions addressing operational and educational aspects to ensure efficiency, success, and competence. They create a productive environment for teaching and learning, especially in secondary education, where structured management impacts outcomes. Researchers like Akinbola (2020), Ofeogbu (2021), Adebayo (2019), Ogunyemi (2022), and Oluwole (2020) highlighted some major practices. These practices are also observed in public senior secondary schools in the South-East senatorial district. They include;

1. **Unified Structure of Leadership:** Many government secondary schools in Nigeria employ a centralized management system, with the principal as the primary decision-maker. While this promotes swift decision-making, it often excludes input from key stakeholders like parents and teachers, leading to poor accountability. This approach can diminish the effectiveness and efficiency of school policies (Akinbola, 2020).
2. **Lack of Capacity-Building Programs:** Teachers and administrators often lack access to training and professional development programs focused on educational management and resource optimization. This deficiency hampers their ability to manage resources effectively, implement quality education, and foster a positive school environment (Ofoegbu, 2021).
3. **Inadequate Resource Allocation:** Government schools frequently suffer from poor infrastructure, insufficient funding, and outdated materials. These issues stem from inadequate government allocations, leaving many schools in a state of disrepair and ill-equipped to support extracurricular activities or provide modern learning resources (Ogunyemi, 2022).
4. **Weak Monitoring and Evaluation Mechanisms:** Ineffective monitoring prevents schools from identifying underperformance and implementing necessary improvements. This weakens the overall quality of education (Adebayo, 2019).
5. **Low Stakeholder Involvement:** Limited participation from parents and communities in decision-making leads to poor transparency and accountability, hindering school development (Oluwole, 2020).
6. **Technology Management:** Effective integration of digital tools, including learning management systems and cybersecurity, enhances teaching, learning, and administration (Fullan & Langworthy, 2014).
7. **Sustainability Management:** Promotes eco-friendly practices like energy efficiency, waste management, and sustainability education within school operations and curricula (Sterling, 2010).

Methodology

The study adopted a descriptive survey design. The population was 52 principals from public senior secondary schools across Andoni, Eleme, Gokana, Khana, Opobo-Nkoro, Oyigbo, and Tai local government areas. Due to the manageable population size, a census sampling

technique was employed, involving all 52 principals. Data were collected using a self-structured 21-item questionnaire titled Revitalizing the Management Practices of Schools for Sustainable Development Questionnaire (RMPSSDQ), rated on a 4-point Likert scale: Strongly Agreed (SA-4), Agreed (A-3), Disagreed (D-2), and Strongly Disagreed (SD-1). Two experts in measurement and evaluation validated the instrument, establishing a reliability index of 0.84 through Cronbach’s alpha. Data analysis used a criterion mean of 2.50 for decision-making, with mean and standard deviation answering all research questions while a t-test was employed to test null hypotheses at a 0.05 significance level. Statistical analysis was performed using SPSS version 23.

Data Analysis and Result

Answers to Research Questions

Research Questions

Research Question One: What are the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State?

Table 1: Descriptive statistics of mean score and standard deviation of males and females on management practices in public senior secondary schools in the South-East Senatorial District of Rivers State.

S/N	Statement: Management practices include;	Male = 20		Female = 32		\bar{X} of \bar{X}_2	remark
		\bar{X}	SD	\bar{X}	SD		
1	Resource allocation	3.35	0.01	2.61	0.12	2.98	Agreed
2	Stakeholders’ involvement	3.00	0.30	2.73	0.33	2.86	Agreed
3	Unified Funding	3.26	0.41	2.84	0.14	3.05	Agreed
4	Resource allocation	3.66	0.11	3.00	0.16	3.33	Agreed
5	Monitoring and evaluation	3.40	0.23	3.21	0.21	3.31	Agreed
6	Crisis Management	3.68	0.14	3.33	0.33	3.51	Agreed
7	Unified leadership structure	3.33	1.00	3.48	0.41	3.40	Agreed
8	Technology Management	2.96	1.01	3.01	0.11	2.98	Agreed
	Aggregate Mean	3.80	0.45	3.48	0.54	3.64	Agreed

Table 1 above shows the management practices in public senior secondary schools in South East Senatorial District for sustainable development in Rivers State. From the table, the respondents had 3.80 and 3.48 for male and female respectively. However, with an aggregate mean of 3.64 which is above the cut-off mean of 2.50, it shows that respondents agreed that

items 1-8 on the table are the management practices in public senior secondary schools in South East Senatorial District.

Research Question 2: What are the challenges of managing public senior secondary schools in South East Senatorial District in Rivers State?

Table 2: Descriptive statistics of mean score and standard deviation of males and females respondents on the challenges of managing public senior secondary schools in South East Senatorial District in Rivers State.

S/N	Statement	Male=20		Female=32		\bar{X} of	Remark
		\bar{X}	SD	\bar{X}	SD	\bar{X}_2	
	Challenges of managing schools.						
9	Inadequate Infrastructure	2.86	0.41	2.61	0.10	2.74	Agreed
10	Poor leadership	3.00	0.43	2.63	0.26	2.82	Agreed
11	Lack of motivation	3.21	0.33	2.68	0.33	2.94	Agreed
12	Insufficient fund	3.33	0.10	3.32	0.34	3.22	Agreed
13	Lack of support from government	2.48	0.26	3.33	1.00	3.00	Agreed
14	Insufficient resources	2.96	0.38	2.91	1.62	2.93	Agreed
15	Lack of skilled manpower	3.00	0.41	2.84	1.01	2.92	Agreed
	Aggregate Mean	3.00	0.15	2.90	0.66	2.95	Agreed

Table 2 shows the challenges of managing public senior secondary schools in South East Senatorial District in Rivers State. From the table, it was revealed that both respondents agreed that items 9-15 are the challenges of managing public senior secondary schools in South East Senatorial District with a mean score of (3.00) and (2.90) for both male and female respondents respectively. However, the aggregate mean of (2.95) revealed that both respondents had an agreement that items 8-14 are the challenges of managing public senior secondary schools since the aggregate mean is greater than the criteria mean of 2.50.

Research Question 3: What are the management practices that should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State for sustainable development?

Table 3: Descriptive statistics of mean score and standard deviation of males and females respondents on the management practices that should be revitalized in public senior secondary schools in South-East Senatorial District in Rivers State.

S/N	Statement	Male=20		Female=32		\bar{X} of \bar{X}_2	Remark
		X	SD	X	SD		
	Management practices that should be revitalized						
16	Financial	2.61	1.14	2.53	0.03	2.57	Agreed
17	Management Stakeholders	3.00	0.10	3.00	0.42	3.00	Agreed
18	Engagement Human	3.10	0.21	3.10	1.00	3.10	Agreed
19	Resource Management Collaborative	2.64	0.31	2.61	1.21	2.62	Agreed
20	management Crisis	3.41	0.33	2.74	1.41	3.08	Agreed
21	Management Sustainable	2.66	0.41	2.81	0.01	2.74	Agreed
	Aggregate	2.90	0.41	2.79	0.68	2.85	Agreed

Table 3 above shows the management practices that should be revitalized in public senior secondary schools in South-East Senatorial District in Rivers State. From the table, the male respondents have a mean score of (2.90), while the female respondents had a mean score of (2.79). However, an aggregate mean of 2.85 shows that both respondents agreed that items 16-21 are the management practices in South-East Senatorial District since the aggregate mean is greater than the criteria mean of 2.50.

Test of Hypotheses

HO1: There is no significant difference in the mean scores of male and female respondents on the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State.

Table 4: Independent sample t-test in the mean rating of male and female respondent on the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State.

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Male	20	3.80	0.49	50	1.489	0.094	Accept
Female	32	3.48					

Alpha level= 0.05

The result of hypothesis test in table 4 shows the independent sample t-test on the mean rating of male and female respondent on the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.489 with a corresponding p-value of 0.094 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.094) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result, therefore reveal that there is no significant difference in the mean rating of the respondents on the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State.

HO2: There is no significant difference in the mean scores of male and female respondents on the challenges affecting the effectiveness of leadership and management in schools in South-East Senatorial District of Rivers State.

Table 5: Independent sample t-test in the mean rating of male and female respondent on the challenges affecting the effectiveness of leadership and management of public senior secondary schools in South- East Senatorial District of Rivers State.

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Male	20	3.00	0.40	50	1.638	0.092	Accept
Female	32	2.90					

Alpha level= 0.05

The result of hypothesis test in table 5 shows the independent sample t-test on the mean rating of male and female respondent on the challenges affecting the effectiveness of leadership and management of public senior secondary schools in South- East Senatorial District of Rivers State. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.638 with a corresponding p-value of 0.092 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.092) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result, therefore reveal that there is no significant difference

in the mean scores of male and female respondents on the challenges affecting the effectiveness of leadership and management in schools in South- East Senatorial District of Rivers State.

HO3: There is no significant difference in the mean scores of male and female respondents on the management practices that should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State for sustainable development.

Table 6: Independent sample t-test in the mean rating of male and female respondent on the management practices that should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State.

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Male	20	2.90	0.54	50	1.859	0.098	Accept
Female	32	2.79					

Alpha level= 0.05

The result of hypothesis test in table 6 showed that the independent sample t-test on the mean rating of male and female respondent in the management practices that should be revitalized in public senior secondary schools for sustainable development in the South-East Senatorial District of Rivers State. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.859 with a corresponding p-value of 0.098 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.098) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result, therefore reveal that there is no significant difference in the mean scores of male and female respondents on the management practices that should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State.

Discussion of Findings

Management practices in public senior secondary schools for sustainable development in South-East Senatorial District of Rivers State

The finding of this study revealed that the respondents agreed that items 1-8 are the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State. These management practices aim to ensure success, efficiency, and competence while promoting a productive and enriching environment for teaching and learning. This finding of this study is in line with Akinbola (2020); Ofeogbu, (2021); Adebayo, (2019); Ogunyemi (2022) and Oluwole, (2020) who affirmed that the management practices in schools include; unified structure of leadership, lack of capacity building for staff, inadequate resource

allocation, weak monitoring and evaluation as well as none involvement of educational stakeholders in schools. The result of hypothesis therefore revealed that there is no significant difference in the mean rating of the respondents on the management practices in public senior secondary schools in the South-East Senatorial District of Rivers State.

Challenges affecting the effectiveness of leadership and management in schools in South-East Senatorial District of Rivers State

The finding of this study revealed that the respondents agreed that items 9-15 are the challenges affecting the effectiveness of leadership and management in schools in South- East Senatorial District of Rivers State. These challenges include inadequate infrastructure, poor leadership styles, dearth of funds, lack of support from the government as well as lack of skilled manpower. This is in line with Pillay and Shipalana (2023) who affirmed that lack of essential infrastructure, such as classrooms, libraries, and laboratories, further impedes the creation of a conducive learning environment. This finding is also in line with Coburn et al., (2013) who aver that lack of resources also limits the ability of schools to promote sustainable development practices, including environmental education and community engagement. The result of hypothesis 2 revealed that there is no significant difference in the mean scores of male and female respondents on the challenges affecting the effectiveness of leadership and management in schools in South- East Senatorial District of Rivers State.

Management practices that should be revitalized in public senior secondary schools for sustainable development in the South-East Senatorial District of Rivers State

The finding of this study revealed that the respondents agreed that items 16-21 are management practices that should be revitalized in public senior secondary schools for sustainable development in the South-East Senatorial District of Rivers State. These management practices that need revitalization for sustainable development include; lack of capacity building programme for staff, inadequate resource allocation, low stakeholder participation, weak monitoring and evaluation, unified leadership structure and so on. Revitalizing these management practices could create a conducive learning environment that nurtures academic excellence, personal growth, and sustainable development practices. This is in line with Sasson et al., (2018) who opined that revitalizing approach enhances student engagement, creativity, and problem-solving abilities. The results of hypothesis 3 revealed that there is no significant difference in the mean scores of male and female respondents on the management practices that

should be revitalized in public senior secondary schools in the South-East Senatorial District of Rivers State.

Conclusion

Revitalizing management practices in organizations helps to ensure that organizations such as the public senior secondary schools adapt to societal changes, high-tech improvements, and environmental challenges. It adopts a culture of continuous improvement and prepares students to prosper in a swiftly developing world.

Recommendation

1. The government and heads of secondary schools should identify the various types of management practices and work towards revitalizing them for sustainable development.
2. Challenges affecting the effectiveness of leadership and management in schools in South-East Senatorial District of Rivers State should be identified and looked into.
3. Heads of secondary schools should be trained and retrained on proficiency development.

Reference

- Adebayo, S. (2019). *Challenges of Educational Leadership in Nigerian Secondary Schools: A Focus on Public Senior Secondary Schools*. Nigerian Journal of Educational Administration, 6(3), 45-60.
- Akinbobola, O. (2020). *Management Practices and Their Effect on Secondary School Performance in Nigeria*. Journal of Educational Management, 12(2), 102-118.
- Agbor, C. N., Elisha. O. D., & Onnoghen U. N. (2023). Environmental education and socio-economic issues in the Niger Delta. *International Journal of Scientific Research in Education*, 16(1), 27-42.
- Amanchukwu, R. N., & Ololube, N. P. (2015). Excellent school records behaviour for effective management of educational systems. *Human Resource Management Research*, 5(1), 12-17.
- Bush, T. (2003). *Theories of Educational Leadership and Management*. Sage Publications.
- Berezi, I. U. (2014). Modernization of school facilities: A path to global education excellence in Bayelsa State. *International Journal of Education and Evaluation*, 10(1), 205-217.
- Brimley, V., Versteegen, D. A., & Garfield, R. R. (2015). *Financing Education in a Climate of Change*. Pearson Education.

- Coburn, C. E., Penuel, W. R., & Geil, K. E. (2013). *Practice partnerships: A strategy for leveraging research for educational improvement in school districts*. William T. Grant Foundation.
- Epstein, J. L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*.
- Federal Republic of Nigeria. (2014). *National Policy on Education*. NDERC.
- Ferrara, M. M. (2017). Understanding family engagement through the focus of the national standards for family-school partnerships: Secondary preservice teachers' perspectives. *School Community Journal*, 27(2), 145-166.
- Fullan, M., & Langworthy, M. (2014). *A Rich Seam: How New Pedagogies Find Deep Learning*.
- Harber, C., & Davies, L. (2005). *School management and effectiveness in developing countries: The post-bureaucratic school*. A&C Black.
- Leithwood, K., & Jantzi, D. (2008). *Linking Leadership to Student Learning*. Educational Administration Quarterly.
- Mintzberg, H. (1994). *The Rise and Fall of Strategic Planning*. Harvard Business Review.
- National Education Association. (2015). *Providing ongoing professional development*. NEA.
- Nazar, R., Raima, R., Al Mamun, A., & Hossain, M. A. (2018). Role of quality education for sustainable development goals (SDGs). *International Journal of Social Sciences*, 4(2), 486-501.
- Ogunyemi, M. (2022). *Resource Management in Public Senior Secondary Schools: Implications for Educational Quality in Nigeria*. Educational Research and Reviews, 15(4), 234-250.
- Ofoegbu, F. (2021). *Leadership and Management Challenges in Nigerian Secondary Schools*. Journal of Educational Policy and Practice, 8(1), 78-95.
- Oluwole, D. (2020). *Stakeholder Participation in School Management: The Case of Nigerian Public Senior Secondary Schools*. International Journal of Education and Development, 18(1), 33-47.
- Oyelowo, O. (2000). *Educational management*. University Press
- Pawar, A. (2016). Transformational leadership: inspirational, intellectual and motivational stimulation in business. *International Journal of Enhanced Research in Management & Computer Applications*, 5(5), 14-21.

- Pillay, R. M., & Shipalana, M. L. (2023). The effects of school infrastructure on curriculum policy implementation. *International Journal of Social Science Research and Review*, 6(8), 167-182.
- Sasson, I., Yehuda, I., & Malkinson, N. (2018). Fostering the skills of critical thinking and question-posing in a project-based learning environment. *Thinking Skills and Creativity*, 29, 203-212.
- Smith-Evans, L., George, J., Goss Graves, F., Kaufmann, L. S., & Frohlich, L. (2014). Unlocking opportunity for African American girls: A call for action for educational equity. *Thurgood Marshall Institute: Education Equity No. 1*
- Sprague, J. R., & Walker, H. M. (2021). *Safe and healthy schools: Practical prevention strategies*. Guilford Publications.
- Sterling, S. (2010). Learning for Resilience in Sustainable Education. *Environmental Education Research*.
- Smith, D., & Riley, D. (2012). School Leadership in Times of Crisis. *International Studies in Educational Administration*.
- Tingle, E., Corrales, A., & Peters, M. L. (2019). Leadership development programs: Investing in school principals. *Educational Studies*, 45(1), 1-16.
- United Nations. (2015). Sustainable Development Goals: Report on Goal 4: Quality education. United Nations Publications, 12-25.