

## **FACTORS MILITATING AGAINST QUALITY MANAGEMENT OF SCHOOLS IN EMOHUA LOCAL GOVERNMENT AREA OF RIVERS STATE**

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### **ABSTRACT**

*This study investigated factors militating against quality management of schools in Emohua Local Government Area of Rivers State. It adopted a descriptive survey design. The population of the study which also through census served as the sample consisted of 40 principals and 200 teachers. A 21 items self-developed instrument was validated by management educators and the reliability yielded a coefficient of 0.70. Modified 4-point Likert rating scale of Strongly Agreed (SA) - 4 points, Agreed (A) - 3 points, Disagreed (D) - 2 points and Strongly Disagreed (SD) - 1 point, was adopted. The research questions were answered using descriptive statistics mean and standard deviation. A z-test statistic was used in testing the hypotheses at 0,05 level of significance. The findings showed that poor funding affects quality management, lack of good relationship between the principal and the teachers affects quality management as well as indiscipline. Based on the findings, it was recommended that Government should patronize quality management of schools by making funds available when needed, principals should adopt the spirit of interpersonal relationship in schools and also expel students who violate school rules and regulation after several warnings.*

**Keywords:** Management, Quality, Militate, Factors, Government

### **INTRODUCTION**

Getting things done rightly is a demanding task and requires every tactfulness and conscientiousness. The cognition on what, how and when to carry out a particular responsibility is usually a great concern for every one saddled with the obligation of management. It is worthy to note that, no institution, organisation, firm, parastatal and home can function effectively and efficiently without appropriate management. The type of management strategy adopted may make or mar an organisation since the growth of any organisation is hinged on its management.

Management is a concept practiced remarkably and ignorantly almost by all. Such that it applies even in greetings, household, social life, politics, organisations and psychologically (Boddy, 2017). It's such a universal term that is punned by old and young irrespective of their educational status. Everything further down the sky is associated with management. People speak and practice it with or without realisation. The concept is entwined with all human endeavours. No system as far as humans are concerned can operate without management.

Nevertheless, Kinicki and Williams cited in Boris and Jens (2019) defined management as the effective and efficient quest for organisational goals through integrating people's work by planning, leading, organizing and controlling the organisational resources. Bateman, Snell and Konopaske cited in Boris and Jens (2019) also demarcated management as the process

working with people and resources to accomplish organisational goals. Management is the method of accomplishing organisational goals in a changing environment by balancing effectiveness, equity and efficiency, obtaining the most from limited resources and working with and through other people (Naylor cited in Boris & Jens, 2019). Taylor cited in Thenmozhi (2021) defined management as an art of knowing what to do and doing it in the unsurpassed and appropriate way. Fayol in Thenmozhi (2021) has it that, to manage means to estimate, plan, command, organise, co-ordinate as well as control. In the words of Kimball and Kimball cited in Ullas and Ajit (2019) management comprises all obligations and functions relating to the commencement of an enterprise, its funding, formation of prime policies, the establishment of all essential equipment, the delineation of the overall form of organisation under which the enterprise is to function and the choice of the principal officers. According to John cited in Ullas and Ajit (2019), management is the act of safeguarding, extreme results with a minimum of determination so as to secure maximum contentment for both employer and employee and give the public the best probable service. As stated by Koontz and O'Donnel cited in Ullas and Ajit (2019), management involves the conception and conservation of an internal environment in an enterprise where personalities working collectively in groups can perform proficiently and effectually in the direction of the accomplishment of set goals. As asserted by Amy (2009), management is an organisational procedure that embraces tactical planning, setting objectives, handling resources, developing social and economic resources required to attain objectives and measure outcomes. It is all about recording and storing proofs and data for future use or for others in the organisation. According to Stanley (2016) management is the course of decision making and regulation over the activities of people for the rapid drive of accomplishing pre-determined goals, Thenmozhi (2019) viewed management as a:

- ✓ Process
- ✓ Involves group effort
- ✓ Aims at achieving predetermined objectives
- ✓ Needed at all levels of management
- ✓ Is a profession
- ✓ Comprised of functions such as:
  - ❖ Planning
  - ❖ Organising
  - ❖ Directing
  - ❖ Controlling
  - ❖ Co-ordinating
- ✓ Is an art and science

Management as an art involves:

- Procedural skill
- Tangible results
- Practical expertise
- Modified nature
- Imagination

Management as a science encompasses:

- General ideologies
- Disparagingly tested
- Cause and effect affiliation
- General pertinency
- Analytically derived

Quality management is a concept that has remained sacrosanct in every establishment, if the predetermined goals must be achieved. It is a determinant factor of success in an organisation and a pivot, through which the growth of such organisation is contingent upon. Quality management is the hallmark of any proficient organisation that must remain afloat and stand the test of time. Many organisations have retired to fragments owing, to the exhibition of poor-quality management. The efficacy of quality management to the life of any individual, family, society, organisation and nation cannot be over-emphasized. Wherever this attribute is found deficient, the organization rarely see the light of the day.

Consequently, quality management is the act of managing all the events and responsibilities that must be accomplished to sustain an anticipated level of distinction. This includes the determination of a quality plan, generating and executing quality planning and guarantee, quality control and quality enhancement. Usually, quality management emphasises on long span goals through the execution of long-term inventiveness (Adam & Julius, 2020). According to Corporate Finance Institute (2015) quality management is the act of controlling diverse events and responsibilities in an organisation to guarantee unswerving conveyance of products and services. It also entails set of strategies that are established by a team to certify that the products and services they produce are of the right values or fit for a definite determination. Carter (2021) described quality management as the act of managing all actions and tasks required to continue a desired level of brilliance. This includes the resolution of quality policy, making quality arrangement and assurance, quality control and quality enhancement.

According to Ganesha, Bhatta, Raghaendra, Pradeep, Kumar and Clarice (2012) school management is the process of directing the school towards development; the ideal use of human resources, physical sources, and major ideas that help in attaining all the objectives of the school. Also the proper harmonization and fine-tuning among them all define school management. In the words of Arockiasamy (2018) school management refers to the administration of the school affairs in the right direction. It is also the piloting of the school affairs towards the anticipated educational plans. It reflects all facets of the school policies, human and material resources, activities and programmes equipment and fit them into a prolific whole. He added that school management inspires and motivates teachers and students. However, quality management in secondary schools is not enjoying a smooth sail as precipitated by verifiable clustered flotsam like poor funding, indiscipline, insecurity, poor teacher/students relationship and what have you.

### **Poor funding**

One of the greatest challenges of secondary school management is poor funding (Ogba & Igu, (2014). They opined that the level of the achievement of educational programmes lies solely on accessibility of fund. As subscribed by Keller (2012) deficient funding usually primes into unequipped library, lack of teaching aids, inadequate structures and unqualified teachers. He also posited that: funding is a great impediment for countries with low economic development and immense population like Nigeria; and inadequate funding for the payment of teachers' salaries and maintenance of schools are among the leading factors militating against the quality management of schools.

### **Principal/Teacher Relationship**

A peaceful coexistence among school heads and their subordinates ensures quality management. A coarse atmosphere attracts strife, rivalry and contempt. When the principal is in harmony with the teachers, the management of the school will be smooth because quality management can only be achieved through collaborative effort. The mode by which the

principal relates with his or her teachers has a negative or positive impact on the productivity level of the teachers (Adeyemi, 2010). In fact, Ogba and Igu (2014) pointed out that teachers should be obliged the opportunity to lay their complaints to the principal and acquire backing.

### **Indiscipline**

One of the major problems encountered in schools by principals is nothing but indiscipline. It has plagued deep into the school system such that its remedy is yet to come by. Indiscipline is a disruptive attitude exhibited by teachers and students alike that go contrary to the rules and regulations guiding the school.

### **STATEMENT OF PROBLEM**

Education is the bedrock of development in every nation. No economy succeeds without education and as such, it should be given paramount attention. The attainment of the basic objectives of the Nigerian National Policy on Education as contained in the National Policy on Education (NPE, 2004) is tantamount to the quality management of schools. For education to take its due course, government must rise to their responsibilities by providing the necessary requirements for schools to function appropriately.

Most schools lack the basic facilities such as adequate school plant, desks, blackboard/whiteboard, library, laboratory and computers. Perfectly, these facilities enhance the teaching and learning process. Regrettably, teachers are not given the due consideration needed as a result of lack of promotion, poor salary, none payment of promotion arrears. The inappropriate management of schools in recent times is quit appalling and seem to be resulting from the lackadaisical attitude of government towards teachers. Majority of the school heads are now more concerned about the money they make out of their office to the detriment of the students entrusted in their hands. It is on this premise that the researcher wants to find out the true factors militating against quality management of schools.

### **AIM AND OBJECTIVES OF THE STUDY**

This study is aimed at evaluating factors militating against quality management of schools in Emohua Local Government Area of Rivers State. Specifically, it tended:

1. To find out how Poor funding affect quality management of schools in Emohua Local Government Area of Rivers State.
2. To determine how principal/teacher relation affects quality management of schools in Emohua Local Government Area of Rivers State.
3. To assess how students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State.

### **Research Questions**

1. How does poor funding affect quality management of schools in Emohua Local Government Area of Rivers State?
2. How does principal/teacher relation affect quality management of schools in Emohua Local Government Area of Rivers State?
3. How does students' indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State?

### **Hypotheses**

1. There is no significance difference between the mean values of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.

2. There is no significance difference between the mean values of principals and teachers on how principal/teacher relationship affects quality management of schools in Emohua Local Government Area of Rivers State
3. There is no significance difference between the mean values of principals and teachers on how students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State

**METHODOLOGY**

This study adopted a descriptive survey design. The population was made up of 240 teachers out of these principals are 40 while teachers are 200. From this a sample of 10% was drawn which gave a total of 700 respondents (400 principals and 300 teachers) using stratified random sampling technique. The instrument for study was a 21 items self- structured questionnaire titled ‘Factors Affecting Quality Management of Schools Questionnaire (FAQMSQ) which was patterned after the modified 4-point Likert’s rating scale of Strongly Agreed (SA) - 4 points, Agreed (A) - 3 points, Disagreed (D) - 2 points and Strongly Disagreed (SD) - 1 point. The research questions were answered using descriptive statistics mean and standard deviation. The criterion mean of 2.50 was used as a yardstick for decision making on each item. Any score up to 2.50 and above was accepted and any below was rejected. While z-test was used to test the hypotheses at 0.05 level of significance.

**Research Question 1**

How does poor funding affect quality management of schools in Emohua Local Government Area of Rivers State?

**Table 1. Analysis of mean ratings of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.**

S/No	How does poor funding affect quality management of schools?	Principals			Teachers			$\bar{x}$	$\bar{x}$
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision		
1.	Government disburses huge sum to run the school annually.	2.35	1.12	Disagreed	2.39	1.11	Disagreed	2.37	
2.	Principals are unable to fix leaking roofs due lack of fund.	2.63	1.17	Agree	3.28	1.24	Agree	2.96	
3.	There are no desks for students to sit on.	2.59	1.14	Agreed	2.76	1.15	Agree	2.68	
4.	Principals run the school mainly from internally generated funds.	2.50	1.12	Agreed	2.59	1.11	Agreed	2.51	
5.	Principals leave schools on time	2.69		Agreed	2.73		Agreed	2.71	
	Aggregate mean	2.55			2.75				

The data in table 1 showed the mean scores of how poor funding affect quality management of schools in Emohua Local Government Area of Rivers State. For both principals and teachers, item 1 with mean scores of, 2.35 and 2.39 below the criterion mean of 2.50 showed that the government does not adequately fund schools. Items 2 to 5 with their various mean, 2.63, 2.59, 2.50 and 2.69 respectively for principals and 3.28, 2.76, 2.52 and 2.73

respectively for teachers above the criterion mean showed that poor funding has adverse effect on both the school management and plant in schools in Emohua Local Government Area of Rivers State.

**Research Question 2:** How does principal/teacher relationship affect quality management of schools in Emohua Local Government Area of Rivers State?

**Table 2. Analysis of mean ratings of principals and teachers on how principal/teacher relationship affect quality management of schools in Emohua Local Government Area of Rivers State.**

S/N	How principal/teacher relationship does affect quality management of schools?	Principals			Teachers			
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision	$\bar{x}$
6.	When Principals are antagonistic, teachers put in their best.	2.19	1.10	Disagreed	2.27	1.15	Disagreed	2.23
7.	Teachers are respectful to an uncaring principal	2.33	1.17	Disagreed	2.38	1.19	Disagreed	2.36
8.	Teachers are respectful to principal with empathy.	2.72	1.24	Agreed	2.66	1.21	Agreed	2.69
9.	With harsh principal teachers are always punctual and regular to school.	2.27	1.12	Disagreed	2.42	1.14	Disagreed	2.35
10.	Principal work in collaboration with teachers to achieve goals	3.19	1.28	Agreed	2.59	1.33	Agreed	2.89
	Aggregate mean	2.54			2.46			2.50

The data in table 2 showed the mean scores of how principal/teacher relationship affect quality management of schools in Emohua Local Government Area of Rivers State. For principals, items 6, 7 and 9 with their mean scores of 2.19, 2.33 and 2.27 are below the criterion mean of 2.50. While items 3 and 5 with mean scores of 2.52 and 3.09 are above the criterion mean. Likewise, for teachers, items 1,2 and 4 with mean scores of 2.27,2.38 and 2.42 respectively are below the criterion mean. While item 3 and5 with a mean score of 2.66 and 2.59 are above the criterion mean.

The aggregate mean of 2.48 for principals and 2.46 for teachers are both below the criterion mean. This showed that principal/teacher relationship affect quality management of schools in Emohua Local Government Area of Rivers State.

**Research question 3:** How does students’ indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State?

**Table 3. Analysis of mean ratings of principal and teachers on how students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State.**

S/N	How does student's indiscipline affect quality management of schools?	Principal			Teacher			$\bar{x}$ $\bar{x}$
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision	
11.	Teachers are discouraged of going to school as a result of students' disruption.	2.78		Agreed	2.27		Disagreed	2.78
12.	Principals avoid punishing defaulting students in other not to be harmed.	2.64		Agreed	2.38		Disagreed	2.66
13.	Students harass teachers and principals in school sometimes.	2.78		Agreed	2.56		Agreed	2.67
14.	Students are law abiding.	2.35		Disagreed	2.22		Disagreed	2.29
15.	Teachers now enter class to fulfil all righteousness	3.10		Agreed	2.99		Agreed	3.05
<b>Aggregate mean</b>		<b>2.73</b>		<b>Disagreed</b>	<b>2.64</b>		<b>Disagreed</b>	<b>2.69</b>

The data in table 3 showed the mean scores of how students indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State. For principals, items 11, 12, 13 and 15 with mean scores of 2.78, 2.64, 2.78 and 3.10 respectively for the principals and 2.77, 2.68, 2.56 and 2.99 respectively for the students. While item 14 with mean score of 2.35 for their principal and 2.22 for the teacher are below the criterion mean.

The aggregate mean of 2.73 for principals and 2.64 for teachers which gave a weighted mean of 2.69 are above the criterion mean. This showed that students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State.

**Hypothesis 1:** There is no significance difference between the mean values of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.

**Table 4. z-test analysis of the significance difference in the mean value of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.**

Category	N	$\bar{x}$	SD	DF	P	z-cal	z-crit
<b>Principals</b>	40	26.07	1.59	238	0.05	0.46	1.96
<b>Teachers</b>	200	25,05	1.65				Accepted

The data in table 4 showed that principals had a mean and standard deviation of 26.07 and 1.59 while teachers had mean of 25.05 and 1.65 respectively. The z-calculated value of 0.46 is less than the z-critical value of 1.96 at a degree of freedom of 238 and at 0.05 level of significance. Therefore, the null hypothesis of no significance difference is accepted. This infers that, there is no significance difference in the mean value of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State.

**Hypothesis 2:** There is no significance difference between the mean values of principals and teachers on how principal/teacher relationship affects quality management of schools in Emohua Local Government Area of Rivers State.

**Table 5. z-test analysis of the significance difference in the mean values of principals and teachers on how principal/teacher relationship affects quality management of schools in Emohua Local Government Area of Rivers State.**

Category Decision	N	$\bar{x}$	SD	DF	P	z-cal	z-crit
Principals	40	25.17	1.79	238	0.05	0.34	1.96
Teachers	200	22,10	1.85				

The data in table 5 showed that principals had a mean and standard deviation of 25.17 and 1.79 while teachers had mean of 22.10 and 1.85 respectively. The z-calculated value of 0.34 is less than the z-critical value of 1.96 at a degree of freedom of 238 and at 0.05 level of significance. Therefore, the null hypothesis of no significance difference is accepted. This infers that, there is no significance difference in the mean value of principals and teachers on how principal/teacher relationship affects quality management of schools in Emohua Local Government Area of Rivers State.

**Hypothesis 3:** There is no significance difference between the mean value of principals and teachers on how students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State

**Table 6. z-test analysis of the significance difference in the mean value of principals and teachers on how students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State.**

Category Decision	N	$\bar{x}$	SD	DF	P	z-cal	z-crit
Principals	40	29.14	1.74	238	0.05	0.49	1.96
Teachers	200	26,16	1.56				

The data in table 6 showed that principals had a mean and standard deviation of 29.14 and 1.74 while teachers had mean of 26.16 and 1.56 respectively. The z-calculated value of 0.49 is less than the z-critical value of 1.96 at a degree of freedom of 238 and at 0.05 level of significance. Therefore, the null hypothesis of no significance difference is accepted. This infers that, there is no significance difference in the mean values of principals and teachers on



how students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State.

## **DISCUSSION OF FINDINGS**

How does poor funding affect quality management of schools in Emohua Local Government Area of Rivers State?

The study showed that poor funding affects quality management of schools in Emohua Local Government Area of Rivers State. This is in agreement with the findings of Amadi (2016) who carried out a study on the impediments to the quality management of public senior secondary schools in Rivers State. The findings of the study revealed that inadequate funding influences quality management of public senior secondary schools in Rivers State.

The test of hypothesis on table 4 showed that There is no significance difference between the mean values of principals and teachers on how poor funding affects quality management of schools in Emohua Local Government Area of Rivers State. The teachers disagreed that: Government disburses huge sum to run the schools, principals run schools from internally generated funds and some principals run from their own pocket. This implies that schools cannot be managed effectively without adequate funding.

### **How does principal/teacher relationship affect quality management of schools in Emohua Local Government Area of Rivers State?**

The study showed that principal/teacher relationship affects quality management of schools in Emohua Local Government of Rivers State. This is in agreement with the findings of Maurice (2009) who in her study revealed that principal/teacher relationship can affect performance outcome. Sirotnik cited in Maurice (2009) also asserted that, it is the interaction patterns that exist between teachers and administrators that greatly determine the effectiveness of the school

The test of hypothesis on table 5 showed that There is no significance difference between the mean values of principals and teachers on how principal/teacher relationship affects quality management of schools in Emohua Local Government Area of Rivers State. This implies that, any school where there is coercion and strife between the head and the subordinates will definitely experience challenges in management.

### **How does students' indiscipline affect quality management of schools in Emohua Local Government Area of Rivers State?**

The study showed that students' indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State. This is in agreement with the findings of Ogba and Igu cited in Ikgbusi and Iheanacho (2016) who carried out a study on factors militating against effective administration of secondary schools in Anambra State. The findings of the study revealed that students' indiscipline raises great challenge to the school heads and also results in decline in academic standard and lack of authority to provide discipline thereby, fostering problems for school heads in their administration.

The test of hypothesis on table 6 showed that There is no significance difference between the mean values of principals and teachers on how students indiscipline affects quality management of schools in Emohua Local Government Area of Rivers State. This implies that principals of schools dominated by indiscipline can hardly concentrate in piloting the school's affairs and also students' indiscipline in schools is a threat to quality management of schools.

## **CONCLUSION**

Based on the findings of the study, it is apparent that quality management of schools cannot be a sole responsibility of the principal alone rather, it is a collaborative effort of the principal, teachers and students. Some of the factors militating against quality management of schools as revealed by the study is: poor funding, principal/teacher relationship and students' indiscipline. No principal can manage a school effectively without adequate funding considering the essentiality of fund to any organisation. A principal can be called a good manager or administrator when he has good rapport and conducive working atmosphere with teachers and students. No management can achieve any result as far as quality management is concerned in the face of students' indiscipline.

## **RECOMMENDATIONS**

The following recommendations were made based on the findings of the study:

1. Government should patronize quality management of schools by making funds available when needed.
2. Principals should adopt the spirit of interpersonal relationship in schools.
3. Principals should expel students who violate school rules and regulation after several warnings.

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