

**SCHOOL-INDUCED FACTORS AND EDUCATIONAL DEVELOPMENT IN ETCHE LOCAL
GOVERNMENT AREA RIVERS STATE, NIGERIA**

Olugu, Augustina Chinyere
Department of Foundation and Arts Education
Ignatius Ajuru University of Education, Rivers State, Nigeria
emekaolugu@gmail.com, 08036746168

&

Prof. O. A. Uriah
Department of Foundation and Arts Education
Ignatius Ajuru University of Education, Rivers State, Nigeria
oboada.uriah@iaue.edu.ng, 08055456394

ABSTRACT

The study examined how School-Induced Factors affect Educational Development in Etche Local Government Area, Rivers State, Nigeria. The descriptive survey design was adopted for the study. Four objectives and four research questions were formulated. The study's population was 6,692 individuals in 18 public senior secondary schools in the study area. A sample of 310 respondents, comprising 10 principals, 10 vice principals, 80 teachers, and 210 students, was selected using a six-phase sampling from 10 selected public senior secondary schools in 10 cluster classifications. A 36-item self-structured instrument titled "School-Induced Dynamics and Educational Development Questionnaire" (SIDEDQ), with a reliability coefficient of 0.838, was used to collect data for the study. Data were analyzed using mean and standard deviation to answer the research questions. The study revealed grand mean scores of 3.68 and 3.74, indicating how teacher-limited professional training/uneven deployment, funding and community instability, respectively, influence educational development in public secondary schools in Etche Local Government Area. The study concluded that educational development in Etche LGA is shaped by school-induced dynamics like teacher shortages, poor funding, and instability, requiring holistic interventions in leadership, policy, funding, security, and community engagement for sustainable progress. Hence, the study recommended, among others, that the Rivers State Government should develop a comprehensive framework that will strengthen school leadership, support teacher training, and improve infrastructure to create safe, well-funded learning environments. Also, policymakers should implement continuous teacher training programmes and enforce equitable deployment policies to reduce disparities between rural and urban schools.

Keywords: School-induced factors, educational development, Etche Local Government Area

INTRODUCTION

School-induced factors such as leadership, teacher competence, infrastructure, resources, and culture are among the dynamics that can shape educational development. For instance, effective leadership fosters discipline, accountability, and resource management, creating a supportive climate where teachers can deliver quality instruction that enables students to thrive academically. Additionally, infrastructure availability and maintenance, including classrooms, libraries, laboratories, and ICT facilities, as well as teacher development, motivation, and pedagogical skills, have a vital influence on learning quality, student performance, and sustainable educational progress at any school level. Moreover, the interpersonal relationships among administrators, teachers, and students shape the psychosocial environment, either strengthening or undermining academic achievement.

School-induced factors and dynamics remain critical determinants of educational development, particularly in public secondary schools. The internal environment of a school,

comprising leadership quality, teacher competence, infrastructure, instructional resources, and school culture, largely shapes the extent to which desired learning outcomes are achieved. Effective school leadership has been shown to foster discipline, accountability, and proper resource management, thereby creating a climate where teachers can function optimally and students can thrive academically (Leithwood et al., 2020). Similarly, the availability and adequacy of infrastructure, including classrooms, laboratories, libraries, and ICT facilities, play a pivotal role in determining the quality and depth of learning experiences (Adelabu & Akinwumi, 2021).

Teacher-related factors such as motivation, professional development, and pedagogical competence are equally central to sustaining educational progress, as they directly influence instructional quality and student achievement (Akpan & Umobong, 2020). Furthermore, the psychosocial climate of the school, defined by relationships among administrators, teachers, and students, contributes significantly to shaping attitudes toward learning and overall academic engagement (Okeke & Okoye, 2019). When these dynamics function effectively, schools create supportive environments that improve learning outcomes and encourage holistic growth. In contrast, deficiencies in any aspect can cause inefficiencies, hinder student achievement, and impede overall educational advancement.

Schools, as purposeful social organizations, rely on leadership, teacher quality, climate, pedagogy, and resources to shape learning. Global research shows school environment and instructional practices mediate funding impacts, with classroom-level factors, teacher knowledge, pedagogy, assessment, and professional development emerging as critical determinants of student outcomes (König, 2020; Larson, 2020; Mincu, 2022). At the continental level, school-level dynamics intersect with constraints like under-resourcing, teacher shortages, technology integration, weak supervision, and uneven deployment including equity, leadership, and funding issues (Evans, 2021; Hassan, 2022). In Nigeria, five clusters of school-induced factors that shape educational development are: teacher quality and uneven deployment, teacher remuneration and safety concerns, school management and accountability, quality assurance and instructional quality, and funding and school resources/infrastructure shortfalls (Abdullahi & Yakubu, 2021; Ogunyemi & Akomolafe, 2022).

A reconnaissance survey of the school-induced factors/dynamics that affect educational development in public secondary schools in Etche Local Government Area is evident in Community Secondary School, Igbo-Etche, with no access road, and the front of the gate is littered with oozing refuse that disrupts schooling activities. Also, Community Secondary School Amaji in Omuma Local Government Area, some sections of the building are without a roof, including no toilet and no seats for students in the classroom. Equally, at Community Secondary School Umuajioke, students sit on the floor because of a lack of seats; most classrooms have no board to learn with, including the malfunctioning/non-functional toilet, thereby leading to students defecating around the school compound. The account of school-induced factors in other local governments in Rivers State is as follows: Community Secondary School Agbaise in Akuku-Toru Local Government Area, where students are learning under the tree due to insufficient and unmaintained facilities, which culminated in the closure of the school.

The climax of the school-induced factors was evident in the disruption of schooling processes at Community Secondary School Iriebe, in Obio-Akpor Local Government Area, where the Junior Secondary Section attends school in the morning between 8 am to 12 Noon, while the Senior Secondary Section starts from 12 Noon to 4.30 pm, due to insufficient facilities. Overall, school-induced factors significantly affect educational development in Nigeria. Inadequate infrastructure, insufficient teaching materials, overcrowded classrooms, and poorly trained teachers undermine learning quality and student achievement. Administrative inefficiencies, weak supervision, and limited staff development further hinder effective pedagogy (Hassan, 2022; Ogunyemi & Akomolafe, 2022). Addressing school-induced barriers through improved facilities, teacher training, and effective management is essential for fostering quality education and sustainable educational development in Nigeria (Ajayi & Olowu, 2020; Adeola, 2021).

Deductively, externally propelled factors, such as funding, teacher remuneration, community instability, and school security interact with internal school dynamics, like leadership, instructional quality, teacher competence, motivation, discipline, pedagogical skills, and mentorship, to influence retention, improve classroom practice, instill ethics, and aid examination outcomes, especially in Nigerian schools (Hassan, 2022). Thus, when these dynamics are positively aligned, they enhance enrollment, learning outcomes, and promote holistic development; however, weaknesses in any of these areas often lead to inefficiencies, dropout, declining quality, poor performance, and stagnation in educational growth.

From the foregoing, it suffices to state that the issue of imbalanced teacher-student ratios, inadequate subject specialists, and limited teacher motivation that are ongoing tends to undermine learner-centred approaches. This can affect students' engagement, critical thinking, and overall educational outcomes in present-day Nigeria, including Rivers State, and by extension Etche Local Government Area. This examines school-induced factors apt because it provides valuable insights into the pathways for strengthening and sustaining educational development, particularly within contexts where infrastructural decay, leadership challenges, weak ICT integration, resource limitations, community upheavals, and school safety are threatening the goal of quality education. This is the crux of the study.

Statement of the Problem

Education remains a key driver of human capital and socio-economic progress, yet school-induced factors can hinder the attainment of these developmental goals, even in Etche. Thus, persistent issues such as dilapidated infrastructure, inadequate materials, overcrowding, and poorly equipped laboratories limit effective teaching and learning. Also, teacher quality and teaching methods remain concerns, as many schools lack qualified subject teachers, especially in Mathematics, English, and the Sciences. Equally, outdated pedagogical approaches, limited professional training, weak supervision, and constrained leadership reduce governance effectiveness, resource management, and stakeholder engagement in schools.

The absence of functional libraries, minimal ICT integration, and a lack of co-curricular activities limit students' learning experiences. Poor school climate, environmental disruptions like flooding, bad roads, and community challenges further compound the educational crisis in Etche. These issues cause poor performance, high dropout rates, weak higher education transitions, and skill mismatches. There are no context-specific interventions that are targeted at addressing these school-induced challenges thus making educational quality to continue to decline in Etche Local Government Area. This situation underscores the need for a systematic investigation into how school-induced factors shape educational development in Etche Local Government Area, Rivers State.

Aim and Objectives of the Study

The study aimed to examine school-induced factors/dynamics and educational development in Etche Local Government Area, Rivers State, Nigeria. In specific terms, the objectives of the study are to:

1. identify the major school-induced factors affecting educational development in public secondary schools in Etche Local Government Area.
2. assess how teacher-limited professional training and uneven deployment influence educational development in public secondary schools in Etche Local Government Area.
3. ascertain how funding and community instability erupt issues/concerns influence educational development in public secondary schools in Etche Local Government Area.
4. determine the strategic interventions to address school-induced dynamics impeding educational development in public secondary schools in Etche Local Government Area.

Research Questions

The following research questions guided the study.

1. What are the major school-induced factors affecting educational development in public secondary schools in Etche Local Government Area?
2. How do teacher-limited professional training and uneven deployment influence educational development in secondary schools in Etche Local Government Area?
3. How do funding and community instability erupt issues that influence educational development in public secondary schools in Etche Local Government Area?
4. What are the strategic interventions to address school-induced dynamics that impede educational development in public secondary schools in Etche Local Government Area?

Significance of the Study

The study would be beneficial for the following reasons:

1. The findings of the study would provide evidence-based recommendations to the Rivers State Ministry of Education and local education Boards for targeted policy formulation and interventions in school improvement.
2. The study would serve as a guide for stakeholders in undertaking robust and comprehensive educational planning that prioritizes resource allocation to areas most affecting student learning outcomes.
3. The study would highlight specific school-related issues, and the research, which would culminate in promoting greater community awareness, partnership, and involvement in supporting local schools in Etche.
4. The study's insights would help inform continuous teacher professional development programmes tailored to the needs of students in public secondary schools in Etche.
5. The study would make academic contributions that would, in turn, expand the body of knowledge on school-induced factors in rural Nigerian contexts, serving as a reference for future studies.
6. The findings of the study would contribute toward achieving quality education by identifying barriers and practical solutions within the local context, towards achieving the Sustainable Development Goals (SDG 4) in Etche Local Government Area.

Scope/Delimitation of the Study

The study focused on examining school-induced factors/dynamics and educational development in public secondary schools. Geographically, the study was conducted in Etche Local Government Area, Rivers State, Nigeria. Also, the content scope focused on examining the views of school administrators (i.e., principals and vice principals), teachers, and students in the eighteen (18) public senior secondary schools in Etche Local Government Area, Rivers State, Nigeria.

Conceptual Review

School-Induced Factors

School-induced factors refer to those conditions and practices that originate within schools. They are decisive in shaping educational development because they govern how inputs (funding, staffing, materials) are translated into teaching and learning. Core dynamics include instructional leadership, teacher quality and working conditions, pedagogical practice, school climate, organizational routines, and the adequacy of learning resources. When these elements align coherently, schools build the organizational capacity needed to raise achievement and sustain improvement; when they are fragmented or weak, even substantial resource infusions yield limited learning gains (Leithwood et al., 2020).

Major Dynamics of School-Induced Factors

1. **Leadership and instructional focus strongly influence learning.** Effective leaders establish clear visions, develop staff, and restructure processes, indirectly improving outcomes. Professional communities, data-informed cycles, and coherent curricula further enable teachers to translate leadership goals into classroom practice (Darling-Hammond et al., 2017; Leithwood et al., 2020).
2. **Teacher quality and professional learning** are key achievement determinants. Teachers' content knowledge, pedagogy, and assessment practices significantly shape learning. Supportive professional environments accelerate growth, while job-embedded, practice-focused professional development, reinforced through coaching, proves especially effective in sustaining instructional improvement in varying school levels (Darling-Hammond et al., 2017).
3. **School climate and organizational conditions**, trust, safety, collegiality, and coordination mediate policy implementation and engagement. Relational trust and consistent routines foster improved attendance, participation, and achievement, particularly in historically under-resourced schools and disadvantaged communities (Bryk et al., 2017; Wang, 2020).
4. **Resources and infrastructure, facilities, textbooks, laboratories, libraries, and ICT**, enhance pedagogy when strategically applied. Their impact is strongest when paired with targeted instructional supports and teacher development, rather than functioning as stand-alone educational inputs (Glewwe & Muralidharan, 2016; World Bank, 2022).

Educational Development

Educational development refers to the processes through which education systems enhance their capacity to provide quality learning, promote equity, and contribute to broader societal transformation. It encompasses improvements in access, teaching quality, curriculum relevance, student outcomes, and the institutional frameworks that sustain learning over time. As a multidimensional construct, it goes beyond mere expansion of schooling to include qualitative dimensions such as pedagogy, inclusivity, and the alignment of education with social and economic needs (McCowan, 2015; UNESCO, 2020). A central focus of educational development is learning outcomes as indicators of meaningful skills. Effectiveness is measured through student achievement and engagement, while contextual factors mediate results. Quality of learning strongly influences productivity, growth, and social well-being (Hanushek & Woessmann, 2015; World Bank, 2022).

Measures/Components of Educational Development

1. **Equity and inclusivity** are central to educational development, requiring expanded access for marginalized groups. True progress occurs when all learners, regardless of background or location, achieve minimum proficiency, fostering social justice and reducing inequality (Ainscow, 2020; UNESCO, 2020).
2. **Capacity building in education** entails investing in teacher development, leadership, infrastructure, and assessments. Sustainable development depends on strong teacher capacity and supportive institutional environments that promote collaboration, innovation, and responsiveness to learners' needs (Darling-Hammond et al., 2017).

Educational development extends beyond labor market preparation to fostering civic engagement, ethical responsibility, and social cohesion. It promotes critical citizenship, supports democratic participation, and drives sustainable development (McCowan, 2015). Encompassing expansion, quality improvement, and reform, it produces equitable outcomes, shaped by local contexts yet vital to global goals like SDG 4 (UNESCO, 2020; World Bank, 2022). When leadership, pedagogy, teacher learning, climate, and resources align, schools enhance achievement and narrow learning gaps within supportive systems (Evans & Popova, 2016; Bryk et al., 2017; Leithwood et al., 2020).

Theoretical Framework

The Systems Theory was used to lay the foundation for this study.

Systems Theory

The Systems Theory, proposed by Bertalanffy (1968), views educational institutions as open systems that interact with their environment, processing inputs such as teachers, students, resources, and infrastructure, and transforming them into outputs like academic achievement, skills acquisition, and holistic development. Within this perspective, school-induced factors, including leadership quality, teacher competence, instructional practices, infrastructure, and school climate, function as interrelated subsystems that determine educational effectiveness. When these subsystems align, schools in contexts such as Etche Local Government Area are more likely to achieve developmental goals. Conversely, dysfunction in components such as inadequate resources, poorly trained teachers, or weak leadership undermines the entire system (Hoy & Miskel, 2013; Okeke, 2017).

Evidence from low- and middle-income countries shows that school-level dynamics mediate the impact of broader policy inputs on learning outcomes. Evans and Popova (2016) highlight that structured pedagogy, effective leadership, and teacher development strengthen educational investments in African settings. In Nigeria, improving teacher quality, supervision, and infrastructure remains a crucial lever for raising achievement (Adebayo & Odu, 2021; Nwosu, 2020). Consequently, applying Systems Theory to Etche Local Government Area is relevant given structural challenges like weak funding and uneven teacher deployment. Strengthened leadership, professional support, and resource management can improve coherence and sustainability (Leithwood et al., 2020). Thus, Systems Theory provides a useful lens for analyzing how **internal school dynamics interact with external constraints** to shape educational outcomes in Etche LGA. It underscores the importance of strengthening school-induced factors as part of an integrated approach to improving educational development.

Summary of Literature Review

The review of literature shows that school-induced factors strongly shape educational development, particularly in Etche LGA, Rivers State. Scholars emphasize the importance of internal school dynamics, teacher quality, leadership effectiveness, infrastructure, instructional resources, and school climate in determining student achievement and overall outcomes (Hanushek & Woessmann, 2015; Hattie, 2009). Teacher competence remains central, as effective pedagogy, professional growth, and motivation directly influence learners' ability to acquire knowledge and skills (Darling-Hammond, 2017). In Etche, inadequate staffing and limited training hinder performance. Leadership also plays a critical role, with strong principals fostering accountability and discipline, while weak leadership results in mismanagement and declining quality (Leithwood et al., 2020). Infrastructure and resources, such as classrooms, laboratories, and ICT, dictate meaningful curriculum engagement, yet many Etche schools suffer dilapidation and overcrowding (UNESCO, 2016). School climate further fosters discipline, engagement, and motivation (Cohen et al., 2009). Addressing these factors is vital for improving educational outcomes and promoting sustainable development.

Methodology

Research Design

The study employed a descriptive survey research design. This design was chosen because it allows for the collection of data from a large number of respondents with similar features, intending to describe, interpret, and analyze the influence of school-induced factors/dynamics on educational development. The design was considered appropriate for identifying existing conditions, opinions, and practices without manipulating variables in the study.

Area of the Study

The research was conducted in Etche Local Government Area of Rivers State, Nigeria. Etche LGA is located in the north-eastern part of the state and is known for its predominantly agrarian economy. It comprises several rural and semi-urban communities, hosting both junior and senior public secondary schools under the supervision of the Rivers State Ministry of Education. The choice of this area is informed by observed disparities in infrastructural quality, teacher availability, and educational outcomes compared to other Local Government Areas (LGAs) in Rivers State.

Population of the Study

The population of the study comprises the 18 principals, 36 vice principals, 432 teachers, and about 6,210 senior secondary school students in 18 public secondary schools in Etche Local Government Area (Rivers State Ministry of Education, 2024). This brings the total population to 6,692 respondents.

Sample and Sampling Techniques

A total sample of 310 respondents, comprising 10 principals, 10 vice principals, 80 teachers, and 210 students, was obtained through a six-phase multi-stage sampling procedure. In the first phase, cluster sampling was applied to stratify the study area into ten clusters: (i) Okehi, (ii) Ulakwo, (iii) Okomoko, (iv) Umuechem, (v) Igbo-Etche, (vi) Egwi, (vii) Ndashi, (viii) Odugwa, (ix) Chokocho, and (x) Nihi. In the second phase, purposive sampling was employed to select one public senior secondary school from each cluster, giving a total of 10 schools. The third phase involved purposive selection of 10 principals, one from each school, while in the fourth phase, 10 vice principals were randomly selected from the same schools. In the fifth phase, 80 teachers (eight per school) were randomly chosen. Finally, in the sixth phase, quota sampling was used to allocate 21 students to each school, yielding 210 students across the 10 clusters.

Instrument for Data Collection

The data collection instrument was a 36-item self-developed questionnaire titled "School-Induced Dynamics and Educational Development Questionnaire" (SIDEDQ). The SIDEDQ instrument was structured on a four-point Likert scale ranging from "Strongly Agree" (SA = 4 points), "Agree" (A = 3 points), "Disagree" (D = 2 points), to "Strongly Disagree" (SD = 1 point). Furthermore, the SIDEDQ instrument comprised three sections: Section A gathered respondents' demographic data, Section B contained 24 items addressing school-induced dynamics, and Section C included 12 items assessing educational development in public senior secondary schools.

Validity of the Instrument

To establish the validity of the SIDEDQ instrument, it underwent face and content validation by two lecturers, one from Foundations and Arts Education and the other from Educational Management, at Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt. Based on their expert feedback, minor adjustments were made to improve language clarity, ensure item relevance, and enhance logical flow, thereby strengthening content accuracy and aligning the instrument with the study's objectives.

Reliability of the Instrument

The reliability of the SIDEDQ instrument was tested through a pilot study conducted in five public senior secondary schools in Emohua Local Government Area (i.e., outside the study area), involving 50 respondents (5 principals, 15 teachers, and 30 students). The Cronbach Alpha (r_a) method was used to ascertain the reliability or internal consistency of the SIDEDQ instrument, which yielded a reliability coefficient of 0.859, indicating a high level of reliability of the SIDEDQ instrument to be used for the study's data collection.

Method of Data Collection

Both primary and secondary data were collected and utilized in the study. The secondary data were obtained from existing literature, policy documents, school records, and official reports from the Ministry of Education. These sources provided contextual and background information relevant to the study. On the other hand, the primary data were collected through the direct administration of the expert-validated SIDEDQ instrument or questionnaire to the sampled respondents by the researcher and trained research assistants. Out of the 310 copies of the SIDEDQ instrument administered to the respondents (comprising 10 principals, 10 vice principals, 80 teachers, and 210 students), only 292 copies (representing approximately 94% return rate) were validly retrieved and used for the subsequent analysis in this study.

Method of Data Analysis

The data collected at the end of the administration of the SIDEDQ instrument were sorted, tabulated, coded, and analyzed using the descriptive statistics of mean and standard deviation to answer the research questions (with a criterion mean cut-off of 2.5). All statistical analyses were done using the Statistical Package for Social Sciences (SPSS) version 26.

RESULTS

Research Question 1: What are the major school-induced factors affecting educational development in public secondary schools in Etche Local Government Area?

Table 1: Mean and standard deviation on the major school-induced factors affecting educational development in public secondary schools in Etche Local Government Area

S/N	The school-induced factors affecting educational development in public secondary schools include:	N = 292		Decision
		Mean	SD	
1	Leadership quality	3.74	0.47	Agree
2	Teacher competence in using the relevant curriculum	3.71	0.49	Agree
3	Instructional delivery technique/method	3.77	0.45	Agree
4	Infrastructural facilities	3.80	0.44	Agree
5	Funding	3.75	0.48	Agree
6	School climate and safety	3.78	0.45	Agree
Grand Mean		3.76	0.46	Agree

Decision Rule: If Mean $\geq 2.50 \rightarrow$ *Agreed*. Then, if Mean $< 2.50 \rightarrow$ *Disagreed*.

Table 1 shows that the mean rating and standard deviation on the major school-induced factors affecting educational development in public secondary schools in Etche Local Government Area include: infrastructural facilities ($\bar{x} = 3.80$) in item 4, school climate and safety ($\bar{x} = 3.78$) in item 6, instructional delivery technique/method ($\bar{x} = 3.77$) in item 3, funding ($\bar{x} = 3.75$) in item 5, leadership quality ($\bar{x} = 3.74$) in item 1, while the least was teacher competence in using the relevant curriculum ($\bar{x} = 3.71$) in item 2. Furthermore, the grand mean score of 3.76 indicates that items 1-6 relate to major school-induced factors affecting educational development in public secondary schools in Etche Local Government Area.

Research Question 2: How does teacher-limited professional training and uneven deployment influence educational development in public secondary schools in Etche Local Government Area?

Table 2: Mean and standard deviation on how teacher-limited professional training, and uneven deployment influence educational development in public secondary schools

S/N	How teacher limited professional training and uneven deployment influence educational development includes:	N = 292		Decision
		Mean	SD	
1	Lack of training affects teachers instructional quality	3.58	0.52	Agree
2	Teacher shortfall affects the teaching of core subjects like mathematics, English Language, sciences, etc. in schools	3.72	0.48	Agree
3	Teacher lack of training lead to producing students being ill-prepared for the labour market or higher education	3.63	0.50	Agree
4	Disparity of teachers in rural and urban areas affects the smooth conduct of the teaching-learning process	3.74	0.46	Agree
5	Uneven posting of teachers affects uniform curriculum implementation in schools	3.73	0.47	Agree
6	Shortage of teachers suppress the capacity of schools to attract qualified staff, grants and maintain infrastructure	3.69	0.49	Agree
Grand Mean		3.68	0.49	Agree

Decision Rule: If Mean $\geq 2.50 \rightarrow$ *Agreed*. Then, if Mean $< 2.50 \rightarrow$ *Disagreed*.

Table 2 shows that the mean rating and standard deviation on how teacher-limited professional training and uneven deployment influence educational development in public secondary schools in Etche Local Government Area include: disparity of teachers in rural and urban areas affects the smooth conduct of the teaching-learning process ($\bar{x} = 3.74$) in item 4, uneven posting of teachers affects uniform curriculum implementation in schools ($\bar{x} = 3.73$) in item 5, teacher shortfall affects the teaching of core subjects like mathematics, English Language, sciences, etc. in schools ($\bar{x} = 3.72$) in item 2, shortage of teachers suppresses the capacity of schools to attract qualified staff, grants, and maintain infrastructure ($\bar{x} = 3.69$) in item 6, teachers' lack of training leads to producing students who are ill-prepared for the labour market or higher education ($\bar{x} = 3.63$) in item 3, while the least was the lack of training affects teachers' instructional quality ($\bar{x} = 3.58$) in item 1. Furthermore, the grand mean score of 3.68 indicates that items 1-6 relate to how teacher-limited professional training and uneven deployment influence educational development in public secondary schools in Etche Local Government Area.

Research Question 3: How do funding and community instability erupt issues that influence educational development in public secondary schools in Etche Local Government Area?

Table 3: Mean and standard deviation of how funding and community instability erupt issues that influence educational development in public secondary schools in Etche Local Government Area

S/N	How funding and community instability erupt issues that influence educational development in public secondary schools in Etche Local Government Area include:	N = 292		Decision
		Mean	SD	
1	Poor funding results in the absence of functional libraries and laboratories for students' learning	3.78	0.45	Agree
2	Funding shortfalls affect engaging and remunerating quality teachers to anchor co-curricular activities in schools	3.72	0.49	Agree

3	Insufficient funding increases the non-maintenance and deterioration of infrastructure in schools	3.77	0.46	Agree
4	Poor funding affects the tackling of environmental disruptions like flooding, bad roads, and community challenges that can cause educational crises	3.70	0.49	
5	Security incidents like kidnapping, community unrest, etc., can disrupt school attendance and access	3.73	0.48	Agree
6	Communal crisis leads to a poor and unsafe school climate that is unconducive to teaching and learning	3.74	0.47	Agree
Grand Mean		3.74	0.47	Agree

Decision Rule: If Mean $\geq$ 2.50 $\rightarrow$ Agreed. Then, if Mean $<$ 2.50 $\rightarrow$ Disagreed.

Table 3 shows that the mean rating and standard deviation of how funding and community instability erupt issues that influence educational development in public secondary schools in Etche Local Government Area include: poor funding results in the absence of functional libraries and laboratories for students' learning ($\bar{x}$ =3.78) in item 1, insufficient funding increases the non-maintenance and deterioration of infrastructure in schools ($\bar{x}$ =3.77) in item 3, communal crisis leads to a poor and unsafe school climate that is unconducive to teaching and learning ($\bar{x}$ =3.74) in item 6, security incidents like kidnapping, community unrest, etc., can disrupt school attendance and access ($\bar{x}$ =3.73) in item 5, funding shortfalls affecting engaging and remunerating quality teachers to anchor co-curricular activities in schools ($\bar{x}$ =3.72) in item 2, while the least was poor funding affects the tackling of environmental disruptions like flooding, bad roads, and community challenges that can cause educational crises($\bar{x}$ =3.70) in item 4. Furthermore, the grand mean score of 3.74 indicates that items 1-6 relate to how funding and community instability erupt issues that influence educational development in public secondary schools in Etche Local Government Area.

Research Question 4: What are the strategic interventions to address school-induced dynamics that impede educational development in public secondary schools in Etche Local Government Area?

Table 4: Mean and standard deviation on the strategic interventions to address school-induced dynamics that impede educational development in public secondary schools in Etche Local Government Area

S/N	The strategic interventions to address school-induced dynamics that impede educational development in public secondary schools in Etche Local Government Area include:	N = 292 Mean SD		Decision
1	Effective funding of the educational sector in line with UNESCO's 26% benchmark	3.78	0.45	Agree
2	Assigning competent and professional leadership/administrators to schools	3.71	0.49	
3	The government willingly instituting legislatively-backed community participation in school management	3.73	0.48	Agree
4	Providing physical security like police set-up and technology-based security systems like drones, CCTV, etc., in schools	3.75	0.46	
5	Periodic and scheduled maintenance of school infrastructures like classrooms, laboratories, etc.	3.74	0.47	Agree
6	Instituting democratic governance structures in schools	3.79	0.44	Agree
Grand Mean		3.75	0.47	Agree

Decision Rule: If Mean $\geq 2.50 \rightarrow$ Agreed. Then, if Mean $< 2.50 \rightarrow$ Disagreed.

Table 4 shows that the mean rating and standard deviation on the strategic interventions to address school-induced dynamics that impede educational development in public secondary schools in Etche Local Government Area include: instituting democratic governance structures in schools ($\bar{x} = 3.79$) in item 6, effective funding of the educational sector in line with UNESCO's 26% benchmark ($\bar{x} = 3.78$) in item 1, providing physical security like police set-up and technology-based security systems like drones, CCTV, etc., in schools ($\bar{x} = 3.77$) in item 3, funding ($\bar{x} = 3.75$) in item 4, periodic and scheduled maintenance of school infrastructures like classrooms, laboratories, etc. ($\bar{x} = 3.74$) in item 5, while the least was assigning competent and professional leadership/administrators to schools ($\bar{x} = 3.71$) in item 2. Furthermore, the grand mean score of 3.75 indicates that items 1-6 relate to the strategic interventions to address school-induced dynamics that impede educational development in public secondary schools in Etche Local Government Area.

Discussion of Findings

The findings from Table 1 indicate that leadership quality, teacher competence, instructional delivery, infrastructural facilities, funding, and school climate are significant determinants of educational development in public secondary schools in Etche Local Government Area, with a grand mean of 3.76. This suggests that educational progress is not the result of isolated factors but rather the interplay of leadership, teaching practices, and enabling school environments. Strong instructional leadership has been linked to improved teacher performance and student learning outcomes (Hallinger, 2020). Likewise, adequate infrastructure and safe school climates are associated with enhanced learner or student engagement, ethics, and achievement, especially in resource-constrained settings (Kaleem & Aftab, 2022).

The results in Table 2 reveal that inadequate professional training and uneven deployment of teachers negatively influence educational development, with a grand mean of 3.68. The lack of continuous training limits teachers' instructional quality, while disparities in deployment between rural and urban areas contribute to uneven curriculum delivery and systemic inequities. This supports research demonstrating that sustained professional development significantly enhances teacher effectiveness and student outcomes (Darling-Hammond et al., 2017). Additionally, inequitable distribution of teachers has been widely recognized as a major challenge in Sub-Saharan Africa, impeding equitable access to quality education (Akyeampong, 2019).

Table 3 highlights that poor funding and community instability, such as insecurity and communal unrest, pose major barriers to educational development, with a grand mean of 3.74. Insufficient funding not only limits access to quality teachers and instructional resources but also exacerbates infrastructural decay. Moreover, instability from security threats disrupts teaching and learning, creating unsafe climates that discourage attendance. These findings align with evidence that financial underinvestment and school insecurity significantly undermine students' academic achievement in fragile contexts (Benson et al., 2019). Similarly, community crises and instability have been shown to heighten educational inequalities, especially in rural African regions (Suleiman, 2021).

Table 4 emphasize that strategic interventions such as improved funding, professional leadership, community participation, infrastructural maintenance, physical security, and democratic governance are necessary to address school-induced challenges in Etche LGA, with a grand mean of 3.75. This indicates strong stakeholder consensus that holistic, systemic reforms are required to enhance school effectiveness. Prior studies highlight that increased funding in line with UNESCO's recommendations, alongside participatory governance, is critical for sustainable educational development (UNESCO, 2021). Furthermore, effective school leadership combined with institutionalized accountability mechanisms has been found to foster innovation and organizational improvement in schools (Leithwood et al., 2020).

CONCLUSION

The analysis reveals that educational development in Etche Local Government Area is strongly shaped by internal school factors, teacher-related challenges, funding inadequacies, and community instability. Leadership quality, teacher competence, instructional methods, infrastructural facilities, funding, and school climate were all identified as central drivers of learning outcomes, underscoring the interconnected nature of school-induced dynamics. However, teacher shortages, inadequate professional training, and uneven deployment continue to undermine the quality of instruction and curriculum delivery, thereby limiting students' preparedness for higher education and the labour market. Similarly, poor funding and community-related crises, including insecurity and environmental challenges, create barriers that not only weaken the quality of educational infrastructure but also threaten the stability of teaching and learning processes.

The findings further emphasize that addressing these challenges require holistic and strategic interventions. Stakeholders strongly supported measures such as increased funding in line with global benchmarks, the assignment of competent school leaders, and the institutionalization of democratic governance and community participation in school management. Equally, security provisions, the regular maintenance of infrastructure, and the use of technology in safeguarding schools were recognized as vital for sustainable educational progress. In conclusion, the study demonstrates that tackling school-induced factors in Etche Local Government Area, Rivers State, demands coordinated efforts across leadership, policy, and community engagement to create stable, equitable, and well-resourced learning environments capable of driving long-term educational development.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were proffered.

1. The Rivers State Government should develop a comprehensive framework that strengthens school leadership, supports teacher training, and improves infrastructure to create safe, well-funded learning environments.
2. Policymakers should implement continuous teacher training programmes and enforce equitable deployment policies to reduce disparities between rural and urban schools.
3. The government should ensure that increased and sustained educational funding, combined with coordinated security measures, is adopted to stabilize school operations and ensure a safe, conducive learning climate.
4. The government of Rivers State should incorporate a holistic policy that institutionalizes democratic governance in schools, ensures transparent funding aligned with global standards, and integrates technology-based security systems to safeguard learning spaces.

Contributions to Scholarship

1. The study demonstrates that educational development is shaped by the interplay of financial resources, socio-political stability, and interconnected school dynamics, which collectively influence student achievement and institutional outcomes.
2. The study further advances that systemic and participatory reforms, alongside effective resource allocation, teacher training, and equitable deployment, can mitigate structural barriers and foster sustainable educational development.

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