

## EFFECTIVE SCHOOL ADMINISTRATION – PRECURSOR TO ACHIEVEMENT OF EDUCATIONAL GOALS IN NIGERIA

*Irene Uzezi Berezi, PhD*

*Department of Educational Foundations  
Niger Delta University, Wilberforce Island, Bayelsa State*

### ABSTRACT

*The research investigated the effectiveness of school administration as precursor to the achievement of educational goals in Nigeria. To achieve the objectives of the study, two research questions and two hypotheses were formulated to direct the study. The study adopted the descriptive research design and a sample size of 400 respondents comprising of 200 Lecturers and 200 Students were selected from different tertiary institutions in Imo State using the purposeful random sampling technique. A researcher-made questionnaire titled School Administration and Educational Achievement (SAEA) was used as the instrument for data collection. The instrument was subjected to face and content validation by two expert in educational administration and one expert in measurement and evaluation and it was pre-administered in Abia state university. The reliability estimate of the instrument was established through test-re-test reliability method giving a reliability index of 0.87. The mean and standard deviation were the statistical analysis technique adopted to answer the research questions while the z-test was adopted in testing the hypotheses at 0.05 level of significance. The result of the study revealed that effective school administration significantly related to the roles of school administrators and the various skills they engage with, in the achievement of educational goals in tertiary institutions in Nigeria. Based on the findings, it was recommended that school administrators should effectively play their roles in order to enhance academic achievement of students and achieve the stated goals of education in Nigeria.*

**Key Words:** Effective, School Administrator, Educational Goals, Precursor

## **Introduction**

Education is the whole process of transferring skills, values and beliefs through the process of learning to help individuals develop their intellectual, physical, emotional, social and moral capacities.

According to Obizue and Obizue (2018), education should be recognized as an essential aspect of human development that enables individuals to think critically, solve problems, communicate adequately and inhabit with others. Njoku (2016) defined education as a dynamic, lifelong process of social experience and growth that enables individuals to develop the knowledge, skills, values and habits necessary for full participation in society while humanist educators like Jean Piaget Maria Montessori emphasis that the importance of human experience, creativity and self-direction come from educational learning.

The major objectives and goals of education are entrenched in the National Policy on Education of various years and the importance of education is personal development, social justice, civic engagement and economic growth among others (Obizue and Obizue, 2018)

Nnagbo (2016) defined Education as the wheel upon which the growth and development of any nation rotates hence the need for effective school administration for functionality and sustainable development in such a nation and Nigeria cannot be an exception. To achieve all the laudable objectives and set goals of education in Nigeria, it will take the effective and efficient administration of the schools at all levels.

In the words of Obizue and Obizue (2020), School Administration is the act of leadership and management of educational institutions and it involves a range of tasks and responsibilities of planning, organizing, coordinating, staffing, budgeting, controlling and reporting the activities and programs that go on in an educational setting on a daily basis.

Okonkwo (2016) stated that school administrators oversee the day-to-day functioning of schools at every level. They are responsible for overseeing all the administrative duties at schools. A school administrator keeps programmes running smoothly and provides leadership on both ordinary days and in times of crises. Budgets, logistics, disciplinary actions and public relations fall under the purview of the school administrator. For effective school administration, laid down rules and regulations of the school should be effectively maintained. Obizue and Obizue (2020) posited that effective adaptation to the changing society will lead the institution into achieving set goals. It is, therefore, not surprising that there is enormous demand for effective management of public secondary schools. It seems however, that quite a good number of school administrators have not considered their styles of administration as determinants to students' academic performance and in turn the achievement of educational set goals in Nigeria. Students' performance vis-a-vis the attainment of the set goals of education is subject to a number of factors which may include and not limited to the provision of physical facilities, class room size and classroom management, instructional supervision, good school and community relations,

effective school discipline policies, teachers' qualification, experience and competence and overall effectiveness in school administration.

A Tertiary institution is an institution of higher level after the secondary education and it consists of the Vice chancellor as the administrator of a university, Rectors for the polytechnics, Provosts for the Colleges of Education as well as the Lecturers, non-teaching staff like the Registrars, Deputy Registrars, Head or Directors of units, Deans of faculties, Heads of departments and students who interact with one other at different levels to accomplish the pre-determined goals of education in the institutions as the case may be. Bukar, Ibi and Abdullahi (2015) emphasize that school administrators are directly involved in influencing the activities of the school personnel which includes staff and students and school as an institution and his effectiveness in doing this is a positive gear towards goal setting and attainment.

Obizue (2016) averred that in Nigerian tertiary schools, the attainment of educational goals is assessed by the success of the overall school programs and activities which somehow culminates in students' performance in various internal and external examinations and general image of the institution. According to Ndebbio (2016), the success of the school administrator can also be seen in the education outcomes of their graduate which can be expressed by their improved standards of living, empowerment to access productive ventures which would lead to improvement in their livelihoods and noticeable contributions to economic development and nation

building. The role of education therefore is not just to impart knowledge but also skills that will enable the beneficiaries to function effectively and acceptably in the society. Therefore, Njoku (2016) contends that, without effective and efficient school administrative skills, there will be no effective students' and staff performance in schools hence the goals of education will be a mere mirage. Even if the school has all the required instructional materials and financial resources, but lacks a competent and effective administrator, the educational outcomes may not be effectively realized.

### **Problem of the Study**

From the onset, the Nigeria government has set some laudable objectives and goals to be attained at every level of education and the whole essence of school administration is to ensure that these goals are positive achieved (Obizue and Obizue, 2018). Unfortunately, today in Nigeria there is seemingly low standard and low quality of education. The educational products especially in the tertiary institutions in the context of this paper has fallen below expectation hence there is every need for conscious and careful evaluation of all the process and exercises of school administration in Nigeria as this will go a long way in ascertaining how academic regulations and instructions are administered and followed.(Bello, Bukar and Ibi, 2016). This is the problem that this study has come to solve and the researcher is of the view that performance of any student should not only be considered from the academic outcomes, but also from other educational outcomes such as the affective

and psychomotor domains in line with how effective or not school administration has been at all times including at classroom level.

Obizue (2016) noted that the success of each student in attaining the specific educational objectives and goals should be judged through the degree of effectiveness of the principals' visionary characteristics and administrative skills in handling the school.

School administrators need to be education mentors with vision (Azunna, 2020). Administrators' experience and level of training on school administration play a vital role in determining their attitudes and approaches as well as problem solving techniques in their schools (Ouri, 2008). School administrators require knowledge and experience in managerial skills (Obizue, 2016). Administrative experience of school managers determines their exposure to learners' disciplinary issues and their familiarity with different disciplinary ways of dealing with issues.

Good decision making is paramount for school administration to be a huge success but this is scarcely found among the present school administrators in our tertiary institutions today (Azunna, 2020).

Every administrative acts, whether it concerns students or staff, requires taking decisions and the principals' capacity in taking proper decision on different emerging issues is one of the most important roles that is very pertinent to school life and will make school administration very effective. Some evidences have shown where school administrator lack the expected decision making and communication skills leading to

poor selection of a course of action from various possibilities. Okonkwo (2016) posited that wise desirable and acceptable leader decisions promote positive work behaviour of subordinates and increase their productivity hence the achievement of the stated goals of education. Decision making is more of information gathering process and communication which involves the cooperation and participation of all school stakeholders.

Another problem is the appointment of unqualified and inexperienced school administrators who may lack the skills for effective school administration which results to adverse situations. Njoku (2006) stated that it will only take an experienced principal to be efficient in school management and to be able to effectively supervise teachers' instructional activities, counsel or advise the students accordingly and handle other administrative duties. The academic qualification of an administrator is vital in the management of academic indiscipline, since administrators with higher academic qualifications may have vast management skills and act as role models to their staff and students but this is no more there in the public schools (Obizue and Obizue, 2020). They further averred that a qualified administrator is competent and will demonstrates high standards in everything including work ethics thereby effectively maintaining academic in a school. According to Uguma and Usani 2016 and Uguma and Ukume, (2019), efficient administration brings about smooth running of all activities of a school setting and positively affects the attitude and performance of both the staff and students.

## **Objectives of the Study**

The main objective of this study is to determine the effectiveness of school administration as a precursor in achieving the educational goals in tertiary institutions in Nigeria. The two specific objectives of the study are to:

1. Ascertain the roles of school administrators in effectively achieving the educational goals of tertiary institutions in Nigeria.
2. To x-ray the skills used by school administrator to effectively achieve the educational goals of tertiary institutions in Nigeria.

## **Research Questions**

The following research questions were formulated to achieve the research objective.

- 1 What are the roles of school administrators towards the effective achievement of educational goals of tertiary institutions in Nigeria?
- 2 Which skills do school administrators engage for the effective achievement of educational goals of tertiary institutions in Nigeria?

## **Research Hypotheses**

This study postulated and tested two hypotheses in line the research objectives

- 1 There is no significant relationship between the responses of the lecturers and teachers on the roles of school administrators towards the effective achievement of educational goals of tertiary institutions in Nigeria.

3. There is no significant relationship between the responses of the lecturers and teachers on the skills used by school administrators for the effective achievement of educational goals of tertiary institutions in Nigeria.

## **Methods**

To achieve the purpose of the study, two research questions and hypotheses were formulated to direct the study. The descriptive research design was adopted for the study. A sample size of four hundred (400) respondents involving 200 Lecturers and 200 Students were selected from different tertiary institutions in Imo State, Nigeria using the purposeful random sampling technique. A researcher-structure questionnaire was used as the instruments used for data collection and this instrument was subjected to face and content validation by an expert in educational administration and another expert in measurement and evaluation. The reliability estimate of the instrument was established through test-re-test reliability method. The researcher adopted the mean and standard deviation were the statistical analysis technique to answer the research questions while the z-test was adopted in testing the hypotheses under study at 0.05 level of significance.

## **Results**

### **Research Question 1**

What are the roles of school administrators towards the effective achievement of educational goals of tertiary institutions in Nigeria?

**Table 1: Responses of Lecturers and Students on the Roles of School Administrators towards the Effective Achievement of Educational Goals of Tertiary Institutions in Nigeria.**

S/N	Items	Responses						Remarks
		$\bar{x}_1$	$SD_1$	$\bar{x}_2$	$SD_2$	$\bar{Ax}$	$ASD$	
1.	Day-to-day operations/running of the school including staffing, budgeting, scheduling and facility management	2.7	0.98	2.7	0.98	2.7	0.98	Agreed
2.	Development and implementation of policies that support learning and well-being like discipline, attendance, academic achievement etc.	2.6	0.85	2.5	0.81	2.6	0.83	Agreed
3.	Ensuring safe and secure environment for students staff and visitors	2.7	0.98	2.8	1.04	2.8	1.01	Agreed
4.	Collaborating with stakeholders like teachers, parents, community etc to develop and implement and achieve school improvement	2.8	1.04	2.5	0.81	2.7	0.93	Agreed
5.	Advocating for school needs and interest at local, state and federal levels to secure funding, resources and support for school programs and initiatives	2.6	0.85	2.6	0.85	2.6	0.85	Agreed
		2.7	0.94	2.6	0.90	2.7	0.92	

Where;

$\bar{x}_1$  = mean responses of public schools principals

$SD_1$  = standard deviation of public schools principals

$\bar{x}_2$  = mean responses of public schools teachers

$SD_2$  = standard deviation of public schools teachers

$\bar{Ax}$  = mean of  $\bar{x}_1 + \bar{x}_2$  = Aggregate mean

$ASD$  = mean of  $SD_1SD_2$  = Aggregate standard deviation

The data in table 1 showed that items 1 to 5 recorded mean scores above the criteria mean of 2.50. By this result, both Lecturers and Students of tertiary institutions in Nigeria agreed that items 1 to 5 are the roles that are carried out by school

administrators to effectively achieve the goals of education in Nigerian tertiary institutions. The aggregate mean score of 2.7 which is also above the critical mean score of 2.50 further authenticated the result and therefore implies that effective school administrative roles will lead to the achievement of the set goals of education in tertiary institutions in Nigeria. This findings align with the conclusion of Obizue and Obizue (2020) in their study on the effectiveness in educational administration and its effect on educational achievement in Sub- Saharan Africa that school administrators should be individuals that are academically qualified with requisite practical knowledge, experience and exposure so as to be able to attend to critical issues that will definitely sustain the basic objectives of education at all levels.

### Research Question 2

Which skills do school administrators engage for the effective achievement of educational goals of tertiary institutions in Nigerian?

**Table 2: Responses of Lecturers and Students on the Skills that School Administrators use for the Effective Achievement of Educational Goals of Tertiary Institutions in Nigeria.**

S/N	Items	Responses						Remarks
		$\bar{x}_1$	$SD_1$	$\bar{x}_2$	$SD_2$	$\bar{Ax}$	$ASD$	
1.	Good communication skills	2.9	1.05	2.5	0.81	2.7	0.93	Agreed
2.	Data-driven decision making skill	2.5	0.81	2.7	0.98	2.6	0.90	Agreed
3.	Relationship-building skill	2.5	0.81	2.5	0.81	2.5	0.81	Agreed
4.	Problem-solving skill	2.8	1.04	2.7	0.98	2.7	1.01	Agreed
5.	Strategic planning skill	2.7	0.98	2.6	0.85	2.7	0.92	Agreed
		2.7	0.94	2.6	0.89	2.6	0.91	

This study revealed that the means scores of both principals and teachers are greater than the benchmark of 2.5. This is enough evidence to conclude that the five items in table 2 are the different skills that possessed and engaged by school administrators towards achieving the educational goals of tertiary institutions in Nigeria.

This is further validated by the overall or aggregate mean score of 2.60 still above the 2.5 decision bench mark. The finding of this study is in agreement with the views of Ndebbio (2016) and Zakali, Chudo and Langa (2020) that administrator's experience of school management determines the exposure of learners to disciplinary issues and their familiarity with different disciplinary ways of dealing with issues. The finding of the study also corroborates with the report of Akinnibagbe (2003) who reported that violence and insubordination to administrative staff and teachers do not give conducive learning environment for students to do well in their studies and also poses hindrance to the attainment of educational set objectives.

Yaroson (2006) and Vilton and Andrea (2017) share the view that unrealistic school rules were the cause of indiscipline. Obizue and Obizue (2018) emphasized that rules and regulations are meant to guide and control every activity in the school but when the school administrators lack the necessary skills to enforce these rules, they tend to breed indiscipline and insubordination in schools. Given this postulation, school administration ought to be well skilled in order to achieve the various goals of education.

## Test of the Hypotheses

### Testing hypothesis One

**HO<sub>1</sub>:** There is no significant relationship between the responses of the Lecturers and Students on the roles of school administrators towards the effective achievement of educational goals of tertiary institutions in Nigeria.

**Table 3: Summary of z-test Analysis of the Mean Responses of Lecturers and Students on the Roles of School Administrators towards the Effective Achievement of Educational Goals of Tertiary Institutions in Nigeria.**

Subjects N400	Mean	SD	Df	z-cal	z-critical	Decision
Lecturers	2.7	0.94	378	1.74	1.96	Accepted
Students	2.6	0.89				

Table 3 is the summary of the scores, means, standard deviations and the z-test of difference between the mean responses of tertiary institutions' Lecturers and Students on the roles of school administrators towards the effective achievement of educational goals of tertiary institutions in Nigeria.

The table also showed the z-test calculated value as 1.74 as against the z-critical with a higher value of 1.96. Given these scores, the null hypothesis is hereby accepted. This showed that both Lecturers and Students share the same view concerning the items in table

1 as the roles of school administrators towards achieving the educational goals of tertiary institutions in Nigeria.

### Testing Hypothesis Two

**HO<sub>2</sub>** There is no significant relationship between the responses of lecturers and students on the skills used by school administrators for the effective achievement of educational goals in public schools in Imo State

**Table 4: Summary of z-test Analysis of the Mean Responses of Lecturers and Students on the Skills used by School Administrators for the Effective Achievement of Educational Goals in Public Schools in Nigeria**

Subjects	Mean	SD	Df	t-cal	z-critical	Decision
Principals	2.7	0.94				Accepted
Teachers	2.6	0.90				

Table 4 above is the summaries of the scores, means, standard deviations and the z-test of difference between the mean responses of the principals and teacher of public schools in Imo State on the skills used by school administrators for the effective achievement of educational goals in public schools in Nigeria

In the table, the z-test calculated value is 1.80 while the z-critical remains higher at 1.96. This showed enough reason for the acceptance of the null hypothesis. By this result, it is concluded that both Lecturers and Students profoundly agreed that the items enumerated in

table 2 of the study are the skills used by school administrator in achieving the educational goals of tertiary institutions in Nigeria.

## **Conclusion**

Owing to the findings in this study, the researcher concludes that it takes qualified and experienced school administrators who know their core responsibilities and the necessary skills to render effective services towards the achievement of set educational goals of tertiary institutions in Nigeria.

## **Recommendations**

Based on the findings the following were recommended;

1. The government should try to be engaging well qualified and experienced individuals as school administrators in order to achieve stated goals of tertiary education in Nigeria
2. School administrators should play their roles effectively in order to enhance academic achievement of students and also achieve the stated goals of tertiary education in Nigeria.
3. School administrators should make efforts to improve and update themselves by undergoing some professional and proficiency training for effectiveness and efficiency in their duties

4. The government should ensure close-ties in monitoring and supervising school administrators in their duties to ensure effectiveness and educational goal achievement.
5. The government should punish erring school administration without any form of hesitation or partiality as this will serve a deterrent to others.

## References

- Akinnibagbe, A. (2003). The Relationship between Leadership and Follower in Role Performance and Satisfaction. *The Leader. Leadership and Organizational Development Journal*, 28 (1), 4-19
- Azunna, A.C. (2020). Educational Administration and Educational Achievement in Nigeria. *Nigerian Journal of Educational Administration and Planning*. 4(10), 123-133
- Bello, S., Bukar, I. and Ibi, M. (2016). Supply and Utilization of ICT Facilities for Sustainable Educational Development. *Journal of Contemporary Educational Research*, 2 (6), 19-34.
- Bukar, I. Ibi, and Abdullahi, A. (2015). Assessment of Community Support to School Process in Secondary Schools: *Maiduguri Journal of Education Studies*, 8 (1) 151-162.
- Ndebbio P.C. (2016) *Educational Management and Planning: the Reality*. Benin, Gosh Publications Ltd.
- Njoku, A.M. (2006). The Effect of Effective Educational Administration and Supervision in Nigerian Sustainable Development. *International Journal of Education and Contemporary Studies*, 16(2), 344 - 356
- Obizue, M.N. (2016). The Effective Leadership Attitudes of the School Administrator. *Journal of Education Leadership Policies*, 3(2), 199 - 211
- Obizue. M.N. and Obizue E.C. (2018). *Inclusiveness in Entrepreneurship Education*. A Tool for Sustainable Development in Nigeria. *Journal of Research and Development in Education (JORDE)* 5(2), 191 -211
- Obizue. M.N. and Obizue E.C. (2020). Effectiveness in Educational Administration and Its Effect on Educational Achivement in Sub- Saharan Africa. *International Journal of African Educators*. 10(3), 244 – 258
- Okonkwo, F.K (2016). *Human Resource Management*, Britain. Hypee Publishers

- Ouri, J.N. (2008). *Principals' and Students' Attitudes towards Guidance and Counseling and Maintenance of Discipline in Schools*. Unpublished Ph.D Thesis, Nairobi: University of Nairobi.
- Uguma, V. and Usani, H. E (2016). Correlation between Times of Studies, note taking on Students' Performance in English Language. *Journal of Educational Foundations*, 6, 264-272.
- Uguma, V. and Ukume, G. D. (2019). Strategies in Teaching and Language Learning. *Prestige Journal of Education*, 2(1) 158-163.
- Yarosan, M.C. (2004). Strategies for curbing indiscipline in Nigerian secondary schools. *Journal for Education of Today* 8, 90-108.
- Zakali, M.K., Chudo, K.K. and Langa, U. (2020). Educational Planning: Tool for Achievement of Sustainable Development Goals. *International Journal of Education and Contemporary Studies*. 15(4), 239 -250