



## Factors Affecting School Management: Implications for Effective School Administration in Secondary Schools in Bauchi State, Nigeria

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### ABSTRACT

*The study investigated the factors affecting school management: implications for effective school administration in secondary schools in Bauchi State, Nigeria. Two research questions guided the study. The survey design was adopted for the study. The study selected its respondents using simple random sampling technique. A structured 15-items four point rating scale questionnaire titled was developed by the researchers and used to collect data for the study. The data collected were analyzed using mean to answer research questions. The study revealed that most school principals are handling teachers under their watch with less care. Issues related to division of labour are well managed to some extent. With regards to conducive environment the study discovered that despite efforts of some principals in some schools authority is with principal only or some managers' delegates where no money involved. It was recommended school principals should ensure good application of division of labour for effective school administration, principals should ensure conducive school environment for teaching and learning, good human relation gestures should be ensured by school principal to relate well with Teachers under their watch and extent it to students for peace and harmony to reign in our schools, principals and Teachers should ensure discipline of themselves to serve as replica for students to emulate and principals should ensure good human relation policy for effective teacher management.*

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### INTRODUCTION

Education is an important aspects for modernization, scientific and technological development and that is why all nation of the world accord immense priority to education. Nigeria as a nation strives toward the provision of quality and affordable education for its citizens through the guiding principles of (National Policy on Education, 2004). The guiding principles of education in Nigeria is the equipping of every citizens with acquisition of knowledge, desirable skills, attitude and values as well as to enable them derive maximum benefits from the society, and also contribute their quota meaningfully towards the development of the nation at large (Magama, 2015). Secondary school education is

one among the levels of education in Nigeria (Aide, 2007). Secondary school education is part of educational system which children received after primary education before the tertiary level. For school as an organization to achieve its goals, it needs to be managed effectively and efficient. Management is an act of forecasting and planning, to organizing, to command, to coordinate and control (Okumbe, 2018). School management is pointed out as one of the important pillar to ensure effective and efficient running of school for good quality education. Different scholars observed that school management is affected by numerous factors. Umar (2019) stated that application of management principles in school administration

is crucial to the principal to ensure effective school administration.

In spite of the roles of secondary education to socio-economic development, there are various factors affecting the development of secondary schools in Nigeria and Bauchi State in particular such as poor funding, poor educational infrastructure which include inadequate classrooms, inadequate and low quality teachers, and polluted learning environment (Ajayi, 2014). In a school, where these infrastructures and amenities are not well provided, heads of secondary schools efforts to administer schools diligently will be disenchanted. Probable outcomes of this kind of situation comprise unruly and disorderly students, non-literate population and an unresponsive teaching workforce (Ikegbusi, 2014). These hinder the fulfillment of educational objectives. Many schools are not excused from this bitter state of matters. Many are confronted by a constant outburst of rowdy behavior on the part of students, a constant lack of educational amenities as well as an overpopulation of students.

Okeke (2014) sees secondary school administration as involving the provision and maintenance of the necessary manpower to those who teach children with a view to bring about the desired change in the children's behaviour. The school principals face numerous administrative problems which militate against operative running of their schools. These include inadequate and low quality teachers, inadequate funding to maintain schools and paying teachers' salaries, intrusion by parents. Others are lack of accommodation for students, indiscipline behaviours on the part of teachers and students and uncooperative assertiveness of other school staff. Where the heads fail to arrest these situations and problems, the smooth running of secondary school is conceded. Etuk (2007) outlined the following under listed functions of school administration as staff personnel administration, student personnel administration, finance and physical resources, and school community relationship management. The above

fit well with the objectives of this study. Therefore, the study is set to determine the factors affecting school management: implications for effective school administration in Secondary Schools in Bauchi State, Nigeria.

### **Statement of the Problem**

School Management has been a major concern to stakeholders in educational. Some secondary school principals lack leadership competencies, resulting in low quality of instruction, indiscipline among staff and students. Some principals have been receiving blame for mismanagement of resources under their watch. These problems reoccur from time to time and transform into major challenges leading to teacher's low morale due to poor job satisfaction. School managers have many roles to play in school management such as coordination of school activities in order to achieve school objectives. Principals require the effort of teachers to achieve such goals (Aina, 2011). Furthermore the researcher observed that teachers often complain of lack of prompt payment of salaries and inadequacy of the salary to meet their personal needs, in addition they are often confronted with inadequate teaching materials, lack of accommodation, lack of conducive school environment for teaching and learning, lack of division of labour, lack of human relation and discipline among others. To this ends this study aims at assessing the factors affecting school management: implications for effective school administration in secondary schools in Bauchi State, Nigeria.

### **Research Questions**

The following research questions were set to guide the study:

1. To what extent do principal apply division of labour to school management?
2. To what extent do principal maintain conducive environment to school management?

### **METHODOLOGY**

The study employed descriptive survey design. The population of the study comprised 324 principals from secondary schools in Bauchi

state. Purposive sampling technique was adopted for the study. The study was guided by two research questions questionnaire was used for data collection. The instrument was validated by three experts, corrections made by these experts were effected in the final copies. The questionnaires were administered with the help of research assistants. The data collected from

the respondents were analyzed using Statistical Package for Social Science (SPSS) to compute the mean response to answer the research questions.

## RESULT AND DISCUSSION

The results of the study were presented in the following Tables below;

**Table 1:** Mean rating on principal extent of applying division of labour to school management

Items	Mean	Remarks
The principal shares work with his teachers	3.70	Agreed
In our schools work is allocated to few teachers	3.45	Agreed
The principal shares work with loyalist only	3.49	Agreed
The principal dislikes division of labour	3.52	Agreed
The principal ensures division of labour	3.44	Agreed
All department in my school perform well	3.34	Agreed
No division of labour in my school	3.63	Agreed

**Sources:** Field Work, 2022

Results in Table 1 show the mean response of principal extent of applying division of labour to school management. The table revealed that all the items had their mean values ranged from 3.33 – 3.70 and they were above the

cut-off point of mean 2.50 indicating that all the items were agreed by the respondents as the division of labour applied by school principals in school management.

**Table 2:** Mean rating on the extent to which principal maintain delegation for conducive environment to school management

Items	Mean	Remarks
Conducive school environment is satisfactory in my school	3.71	Agreed
Principal ensures good school maintenance	3.54	Agreed
School desks and chairs are properly managed	3.44	Agreed
Classes are poorly managed	3.31	Agreed
School fields are not maintained	3.41	Agreed
Teachers are involved in school maintenance	3.46	Agreed
Environmental sanitation is ensured	3.31	Agreed
Staff room is in good condition	3.28	Agreed

**Sources:** Field work, 2022

Results in Table 1 show the mean response of principal extent of maintaining delegation for conducive environment to school management. The table revealed that all the items had their mean values ranged from 3.28 –

3.71 and they were above the cut-off point of mean 2.50 indicating that all the items were agreed by the respondents as the extent to which principals maintained delegation for conducive environment to school management.

## CONCLUSION

It was discovered from the study that most school principals are handling teachers under their watch with less care. Issues related to division of labour are well managed to some extent. With regards to conducive environment the study discovered that despite efforts of some principals in some schools authority is with principal only or some managers' delegates where no money involved.

## RECOMMENDATIONS

1. School principals should ensure good application of division of labour for effective school administration.

2. Principals should ensure conducive school environment for teaching and learning.
3. Good human relation gestures should be ensured by school principal to relate well with Teachers under their watch and extent it to students for peace and harmony to reign in our schools.
4. Principals and Teachers should ensure discipline of themselves to serve as replica for students to emulate.
5. Principals should ensure good human relation policy for effective teacher management.

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