

Research article

# SUSTAINING QUALITY SCHOOL MANAGEMENT AND SCHOOL EFFECTIVENESS IN KOGI STATE BASIC EDUCATION PROGRAMME

Odiba, Isaac Abdul<sup>1</sup>, Baba, Pauline Ann<sup>2</sup>, and Akuh, Esther Amina<sup>3</sup>

1. Odiba, Isaac Abdul, PhD  
Faculty of Education, Kogi State University  
P M B 1008, Anyigba, Kogi State, Nigeria  
E-mail: [drisaacao@yahoo.com](mailto:drisaacao@yahoo.com)

2. Baba, Pauline Ann  
Faculty of Education, Kogi State University,  
P M B 1008, Anyigba, Kogi State, Nigeria  
E-mail: [drannbaba@gmail.com](mailto:drannbaba@gmail.com)

3. Akuh, Esther Amina, PhD  
Faculty of Education, Kogi State University,  
P M B 1008, Anyigba, Kogi State, Nigeria  
E-mail: [aminaeakuh@yahoo.com](mailto:aminaeakuh@yahoo.com)



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

---

## Abstract

This paper focused on sustaining quality school management and school effectiveness in Kogi state basic education Programme. Quality in this paper was conceptualized as serving the purpose of determining graduations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. Management was considered in this paper as the process by which goals are achieved through the collective and cooperative human efforts in a suitable environment. This paper also portrayed effectiveness as the achievement of corporate and organizational goals. The management behavior that are vital to school effectiveness were presented. Strategies for sustaining quality school management and school effectiveness were suggested to include systematic supervision of instruction among others.

**Keywords:** quality, management and effectiveness.

---

## Introduction

It is important to look at some key words in this paper so as to avoid the pitfalls of literary ambiguity in our perception of the focal issues of this paper. Words like quality, the school, management and effectiveness need to be explained. The conceptualization of the term quality is fret with ambiguities, for instance, Arikewuyo in Adegbesan (2010) opined that, quality serves as determination of graduations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. Also Fadokun in Adegbesan (2010) viewed quality from three perspectives viz efficiency in meeting it's goals, relevance to human and environmental conditions, needs and something more that is, the exploration of new ideas, the pursuit of excellence and encouragement of creativity. Quality significantly pertains to changes in the system itself, in the nature of its inputs, objectives, curriculum and technologies in its socio- economic, cultural and political environment. The school is the venue for teaching and learning activities in an educational institution. Suffice one to say that the school is a social system consisting define boundaries within which individuals interrelate and interact in the performance of activities for the purpose of attaining educational goals. Again it is the conglomerate of individuals, personalities, structures, values, interests, needs , activities and programs functioning for the attainment of common goals. Management on the other hand is a pervasive activity that has existed since human beings stayed together in pre- historic times. For the singular fact that present realities are rooted in the past, one can posit that, history is replete with records of meaningful effects of people directed toward the attainment of specific goals. Management according to Odiba(2007), is the process by which goals are achieved through collective and cooperative human efforts in a suitable environment.

From this definition, four elements stand out;

1. Management is a process, which involves the manipulation of certain operations,
2. Management is goal oriented.
3. A collective and cooperative human efforts are needed in administration. The responsibility of eliciting the cooperation of the organizational participants is the major pre occupation of Education managers.
4. Management involves the development of a suitable environment where organizational participants can maximize performance.

School management therefore is concerned with the utilization of adequate resources and the harmonization of relationship and interactions in a suitable environment in order to foster the attainment of the goals of teaching and learning. This suggests that school management has its major attention on procuring resources, articulating fragmented human efforts, optimizing and maximizing performance for the singular purpose of attaining educational goals. This involves management of resources and high degree of accountability on the part of education managers. Effectiveness connotes the achievement of corporate and organizational goals. It shows how an individual is, lexically. It is the management process, the optional organization relationship among five determinants namely, production, efficiency, satisfaction, adequateness and development. School effectiveness is the degree to which employees or the organizational participants in the school attain goals, the selection of which reflects strategic constituencies, self interest of the evaluator and the life style of the organization.

Basic education in Nigeria according to the Federal Ministry of Education (2004) is the type of education provided for duration of 9 years comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory. It shall also include adult and non-formal education Programmes at the primary and junior secondary education levels for the adults and out of school youths. Sustaining Quality School Management and School Effectiveness in Basic Education. The topic of this paper shows that there exist a level of quality in school management and effectiveness that must be sustained in the Basic Education Programme. The United Nations Educational Scientific and Cultural Organization (1998) assumes that the issue of quality is inherent in any educational organization since quality entails, all functions and activities like teaching, academic Programme, research and scholarship, staffing, pupils, buildings, facilities, equipment, service to the community and the academic environment. By this therefore the issue of quality in education entails the totality of a phenomena that permit adequate planning and implementation directed towards the achievement of the set goals and standards in education. The fundamental goal of school management serves as a road map to the school manager. According to Odiba & Aku (2005), the goals of school administration include the following;

1. Implementation of educational policies for the realization of the goals of education,
2. Procurement of adequate and qualitative human and physical resources for effective and efficient discharge of management instructional duties;
3. Establishment and maintenance of suitable environment for teaching and learning process to occur;
4. Integration and enhancement of organizational members for the maximization of output;

5. Monitoring and evaluating performance in relation to goal achievement
6. Achievement of educational goals.

Following religiously the process of management and or the functions of management would provide the best pathway to sustaining quality school management and school effectiveness in basic education. The management function of the school administrator often referred to as the administration behaviour is vital to effective school management. Some of these include;. Planning: to plan means to study the future and arrange a course of action for operation. By this therefore, the school head is expected to plan the educational activities in the school system. The school head sets his/her objectives, schedule what to do, how, when and how long to generate material resources, ideas, sufficient options and possibilities, develop a program of activities, procedures and devices for achieving results. Okeke (1989), posited that planning as a rational process is concerned with social goals, means and ends, processes and controls. The failure and ineffectiveness of the school administrator is dependent on the planlessness of the school head. Failing to plan therefore, means planning to fail.

Organizing: this refers to the process of establishing relations among the components of an organization for the purpose of harvesting all talents in the achievement of organizational objectives. In this token a school is said to be experiencing effective management when the right amount of skills, time, money and materials are economically utilized. An effective manager decodes what job to be done and the responsibilities attached to each one.

. Coordinating: A further aspect of the administrative process for effective school administration is coordinating. Coordinating is a process of fitting together the various groups and operations. Coordinative process could be achieved in the words of Odiba (2007) through the combination of the following:

1. Appointment of powerful overall leader that would ensure that common policies are followed.,
2. Regular progress meeting of the heads of department, subject specialists and educational administrators;
3. Providing clearly defined policies and communicating them to all concern;
4. Having functional officers that could door ate the supply and maintenance of plant , human and material resources.
5. Organizing inter- departmental training , seminars, workshops;
6. Having a sound organization
7. Setting up committees for achieving coordination
8. Encouraging good morale in the system.

. Staffing: this is an important segment of school management. Proper staffing will improve the quality of school management. Man power planning and requisition is paramount to effective performance in the system. Odiba(2004) posited that in the determination of staff, the school manager should be aware of the following:

1. The growth in the size of the school system
2. Expansion in educational plans,
3. Growth in income security of personnel
4. Growth in the demand for teachers and other staff,
5. Flexibility in the compensation procedures
6. The effects of professional organizations and unions.
7. The growth in the influence and control of state universal basic education board and other agencies as per the issue of recruitment, selection and promotion of staff.

Suffice one to say that the quality and quantity of staff in any giving system can make or mare the entire organization. Thus, it could be adduced that the manpower structure of the school is an important determinant of it effective administration.

. Reporting: this concerns the communication procedure in the organization. This is chiefly concerned with the circulation of information among all the people and units involved in an establishment. Communication is the life blood of any organization without which the aims of the organization would be far from being achieved. This therefore presupposes that without communication in the school system, there would be no effective school management. The school administrator's environment is essentially verbal. Talking takes first rank in discussions related to school policies in staff meetings, conferences, committees and other for of verbal communication. Again school managers engage in writing, composing letters, notes to parents and other printed materials published by the school.

. Budgeting: budgeting is an indispensable instrument for effective school management. This is the last hope that has turned out to be the only weapon of survival for educational institutions and school administration. A budget is the guide to the future. It is an instrument for planning and a decision model for the management of the school. Since resources are scarce, the limited resources are expected to be well managed to ensure the achievement of the organizational goals.

Budgeting as an instrument for effective school administration serves the following purposes:

1. To implement educational policies and actual educational programs.
2. To determine the effectiveness of school activities through the process of evaluation.
3. To identify needs, control expenditure and accountability
4. To identify future expectations for judging actual performance
5. To set objectives ,targets and plan a head trough appropriate strategies
6. To identify key elements in the management of funds, facilities and personnel.

. Evaluating: it is important to evaluate the whole activities of the organizational participants in the school system for effectiveness. According to Odiba (2007), evaluating is an important base for the establishment or review of the various policies of educational institutions by teachers, students, educational administrators, parents, boards of education, citizens, individuals and groups who have association with the school system. The goals of evaluation in any given organization is to:

1. Secure the basis for making judgment through acquisition of facts, skills and attitudes that are necessary for individuals and group decisions.
2. Promote social understanding within the organization.
3. Ensure continuous ,effective and improved operation
4. Test new approaches to problems and conduct pilot studies in the consideration of which achievement can be affected.

In all, the stakeholders in education should be involved or be at the forefront of performance appraisal and the school heads should be greatly involved in this process.

Strategies for sustaining quality school management and school effectiveness in Basic Education. Strategies abound for sustaining quality school management and school effectiveness in Basic Education. The following may serve as a miracle drug for quality sustenance in our educational sector generally and basic education specifically.

Systematic supervision: Supervision of instruction is the process of bringing improvement in instruction by working with those who are working with pupil. Again supervision of instruction is an activity in which people by way of stimulating interest in teachers and pupils, help to improve teaching and learning situations in educational institutions. The school managers need adequate supervision more than anyone else. The practice where much attention is given to the classroom teachers instead of the school heads is not proper. If the head is sick, it affects the entire system. The supervisor in the LGEAs should not assume that the abilities of the school heads need no further professional growth and development. Since school administration is an ongoing process, it's constant supervision is vital. There is need to improve on the current model of educational inspection practice which was inherited from the colonial that has remained unchanged despite the changing circumstances in the country.

According to the road map for Nigerian education sector in NPE (2009),the model has been described as ineffective, inefficient, too expensive and seemingly irrelevant, as it is non collaborative, diagnostic rather than remedial, does not inspire quality consciousness and lacks power of independence to sanction erring proprietors and school operators. The modern school supervision should be embraced in our educational institutions. Those involved in the business of supervision according to Nwaogu (1980) possess the following personal characteristics:

1. Ability to win respect and confidence in others
2. The qualities of imagination and sensitivity
3. A high degree of enthusiasm
4. A feeling of adequacy
5. A sense of originality
6. A sense of humour
7. A sense of relative value
8. A habit of sincerity

9. A sense of resourcefulness
10. Skill in leadership.

A good relationship exist between instructional supervision and school management. In fact the two function together in all educational institutions. Generally, instructional supervision exists for such reasons as facilitating curriculum planning, determining means to take care of individual differences, suggesting measures of stimulating and improving professional growth and development. Above all systematic supervision allows room for developing techniques to improve teaching methods and procedures.

Staffing: staff that have personal stake and expertise should be engaged in the management of our schools. It is strange to appoint a pharmacist to perform the duties of a medical doctor in our hospitals. In the same vein not all education graduates are qualified to be appointed as school heads. Only those who have their degrees in Educational management are the most suitable, if the quality of school management is to be sustained. The overall training of those who had degrees in Educational Management bordered on school supervision, education law, educational administration, and planning school - community relationship to mention but a few examples.

Training and Re-training of school heads: there is need to train and re- train the staff that are put in- charge of our schools. Training and re training of school heads improves performance. The training could be through regular workshops and seminars where professionals in educational management are engaged in the training process. In-service program opportunities could be granted to all qualified and deserving staff in the basic education Programme. Training opportunities guarantee effective and efficient performance of the workforce. Information and Communication Technology training should be meted out to education managers so as to keep them abreast with the current trends in educational management.

Funding: funding is an ingredient for the actualization and realization of educational objectives. Suffice one to posit that, no matter how appetizing an educational policy might look like, the realization of its objectives depend on the funds committed to the realization of its Programme. Our government is trying her best yet her best has not met the UNESCO 36% budgetary allocation to the development of education. In conclusion therefore, all hands must be on deck to ensure the entrenchment of quality school management and school effectiveness in our basic education. The education managers must, as much as possible cultivate the attitude of totally performing the aforementioned functions for the purpose of entrenching quality in our school management.

## References

- [1] Adegbesan,S.O(2010),Establishing quality assurance in Nigerian education system. Educational Research and Review 5(7) 380- 384
- [2] Federal Ministry of Education (2004). National policy on Education. Lagos.NERDC.
- [3] National policy on Education(2009). Road map for Nigerian Education sector. Lagos NERDC.
- [4] Nwaogu, J. I. (1980). A guide to effective supervision of instruction in Nigerian schools. Enugu. Fourth Dimension publishers.
- [5] Odiba, A. I. (2004), The place of teacher education in manpower Development. Journal of knowledge Review 9(6) 49-54.
- [6] Odiba, A. I & Aku, C. A (2005). Understanding classroom management and organization. Ankpa: marble creation
- [7] Odiba, A.I (2007). Classroom Management and Organization. The Teachers guide. Kaduna. Euneeks & Associate .
- [8] Okeke, B. S. (1989). Educational Planning in Nigeria - a Social Process approach. Lagos. Joja Educational Research and publication ltd.
- [9] UNESCO (1998). Higher education in the 21st century: vision and mission. World declaration on higher education for the 21st century. Paris.