



Effects of Educational Management on Educational Growth in Nigeria: A Study of Imo State

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ABSTRACT

Management involves the formulation of objectives, the process of planning, organizing, staffing, executing, coordinating, evaluating, controlling, and motivating with view to attain the objectives and final involving to improve the functioning for future. Thus, considering the invaluable roles and contributions of education to meaningful individual, social and national development, it becomes highly imperative that its effective and efficient management by competent administrators should be of utmost national concern. This study seeks to investigate the effects of management on the development of education in Nigeria. To achieve the objective of this study, the ex-post facto research design was adopted as most appropriate to determine the impact of education management on educational growth in Nigeria. Using the simple random sampling (SRS) technique, the researchers sampled 200 staff from the state Ministry of Education, State Secondary Education Management Board, and Alvan Ikoku Federal College of Education, Owerri. The researchers employed questionnaire of the modified four Likert scale of strongly agreed, agreed, disagreed, and strongly disagreed to elicit the vital data needed in the study. The questionnaire instrument was called Educational Management and Educational Growth Instrument (EMEGI). The data collected was analyzed using the Chi-square estimation technique. The result obtained revealed that poor management of the education system is responsible for the declining standard of education in Nigeria. The study then recommended among others the necessity for training and re-training of educational staff at all levels including teachers for higher productivity

Keywords: Management, educational management, educational growth, and Chi-square.

JEL Codes: A12, I12, I125, I128.

INTRODUCTION

Management and administration of education in Nigeria dates back to pre-independence on the introduction of western education by the missionaries. Odediyi, Aina and Soetan (1997) identified various periods in educational management and administration. Nwankwo (1987) assert that the administration and management of education in Nigeria, reflects the earlier impact of the various agencies such as missionaries, British colonial government and Nigeria herself. Each of these agencies left foot print that has guided the educational administration, management and supervision in Nigeria.

At the inception of western education in Nigeria around the 1840s education management and administration was solely in the hands of the missionaries. Within the periods, the colonial administration made an educational ordinance in 1882. Government was not interested in the management and administration of education it only made grants-in-aids available to schools.

The first colonial government intervention in the national education management, control and administration took place in 1887 with promulgation of the first Nigerian educational ordinance between 1887 and 1960, the colonial government and the nationalist played significant roles in the national educational management and administration. There were many educational codes policies, ordinance and commission aimed at proper management and administration of education. The country's nationalists

having recognized the roles of education as an instrument of colonial liberation, played active part in the management and administration of the country's educational system.

At independence in 1960, the management and administration of Nigeria education rest on Nigerians themselves. This period witnessed active participation by non-governmental agencies, communities, individuals, as well as government intervention.

Nigerians got fully involved in the management of education beginning from the time of the Richards constitution of 1946 with the creation of the regional governments who took control of the management and administration of Nigeria education. The most important giant step ever taken in the management and administration of the nation's education took place in 1969 with the convention of the national curriculum conference which led to the provision of the educational document christened national policy on education in 1977 that serves as a guide to the direction of our educational practice. The administration of education in Nigeria, changed between the civilian and the military rules from 1960-1999 when the education industry witnessed several policy inconsistencies and policy somersault.

The Universal Basic Education (UBE) programme was introduced in 1999 as an intervention reform-programme by the Federal government aimed at providing access to, and ensuring quality of basic education throughout Nigeria. The objectives of the UBE programme include:

1. Ensuring an uninterrupted access to 9-year formal education by providing free, and compulsory basic education for every child of school-going age under;
 - i. Six years of primary education
 - ii. Three years of senior secondary education. Providing Early childhood care Development and Education (ECCDE)
2. Reducing school drop-out and improving relevance, quality and efficiency; and
3. Acquisition of literacy, numeracy, life skills and values for lifelong education and useful living.

Important to note, is that poor management is one of the problems affecting the success of the UBE programme in Nigeria. The numerous completed projects of the UBE programme which has been set as a legacy are gradually fading away due to poor management. Many established primary schools by the UBE programme in the states and local governments are deteriorating rapidly due to the handing over of the reins of management into wrong hands, ridiculing the progress of the UBE programme.

Education can be described as an instrument par excellence for ensuring National development. This only be achieved through effective management and administration of education. The provision of management and administration of education system is the responsibility of Government at all level (Local Government, State and Federal Government). In the past few years there have been myriads of administrative problems confronting the educational system in Nigeria. The system has not only witnessed decayed facilities and infrastructures, poor funding, poor quality products, low morale of teacher, inadequate research and development, and the rear absence of on-the-job training. According to Paul Monroe (1913), School management, as a body of educational doctrines, comprises a number of principles and precepts relating primarily to the technique of classroom procedure, and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually with reference to longer and more fundamental principles of psychology, sociology and ethics. The major objective of this study therefore is to investigate the influence of educational management on the development of Education in Imo State.

Research Hypotheses:

1. H_0 : There is no significant relationship between educational management and the quality of education in Imo state.
 H_1 : There is significant relationship between educational management and the quality of education in Imo state
2. H_0 : There is no significant relationship between poor quality educational staff and educational growth in Imo state.
 H_1 : There is significant relationship between poor quality educational staff and educational growth in Imo state.

Literature Review

Conceptual Issues

Management

An institution is an organ of a society, existing to make specific contribution and to discharge specific social function. Management can be best defined or understood in relation to its performance-dimensions and of the demands of performance on it. The emergence of management during the last century may have been a pivotal event of history as it signaled a major transformation of society into a pluralistic structure of institutions of which it is the effective organ. It is described as an organized body of knowledge having universal application. Management is the life-giving dynamic organ of the institutions that it manages. In fact, management and institutions are inversely related, explaining each other to mutual advantage. As such, it is not only culture oriented but also a culture conditioner, as it shapes society and culture. Management, after more than a century of development as a practice as well as a discipline, burst into prominence after the Second World War. Management is a social function and, therefore, resides in society, responding to its traditions, values, customs and beliefs, and to its governmental and political systems. Management, therefore, is people oriented: every managerial success or failure is the success or failure of individuals, of people, of men in an organization who add a real plus value to the entire management operation. Though tasks and procedures are vital, it is the organization of human resources that assume prominence in any management operation. Management has become a phenomenon and has changed the world's economic and social landscape.

Though management started as an American specialty in the hands of a tiny band of true believers, it soon became a worldwide concern. The fruits of management boom reached every country and changed societies, economies and the people themselves. It created awareness towards management tasks and problems leading to discovery of new areas of management, making management all-pervasive.

There are several types of organizations around us, such as formal, informal, social, economic, vocational, administrative, political and educational. An organization is a group of individuals which has its definite objectives to be achieved by the joint efforts. There is a need of management to integrate and to administer. An appropriate use of means and resources is termed as management. The term 'management' in education is related to the following components:

- a. Educational administration
- b. Educational organization
- c. Educational planning
- d. Educational supervision.

The human beings have tried hard to make their lives worthwhile. They have made maximum use of their resources to overcome their problems and difficulties. The use of means and resources for realizing the specific objectives is known as management. The main techniques used in management are: (i) establishing integration between means and resources, (ii) classifying activities and processes, and (iii) determining hierarchy between rights and duties.

Features of Management

The following are the main features of management:

1. It is a process of maintaining quality of environment.
2. It is a branch of knowledge or discipline of taking work from others.
3. Management maintains its own code and conduct. It has ethical considerations.
4. It involves the following processes: (i) Planning, (ii) Formulating objectives, (iii) Organization of tasks, (iv) Appointing workers, (v) Executing or implementing, (vi) Motivating and encouraging workers, and (vii) Evaluation and controlling.
5. It is a process of development.
6. It is an art of taking work from the persons.

Educational Management

The origin of educational management as a field of study began in the United States in the early twentieth century. Development in the United Kingdom came as late as in the 1960s. Herding wrote a book

titled *Practical Handbook of School Management by Teachers*, by which the concept of educational management came into being.

Educational management, as the name implies, operates in the educational organizations. There is no precise definition of educational management because its development has drawn heavily on several disciplines such as economics, political science and sociology. Most of the definitions of educational management which have been offered by writers are partial because they reflect the particular sense of their authors.

Need for Educational Management

The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management, in fact, is basic to the satisfactory functioning of democracy. Sir Graham Balfour writes very aptly, "the purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning." Some suitable, stable elements which are properly motivated and organized in the machinery become necessary to withstand and survive the changes and upheavals caused because of changes of governments. Error of judgement can be retrieved in a farm or factory but these can be fatal when concerned with the moulding of ideas and values of society. An efficient and sound system of educational management is, in fact, the basis of a good democracy.

It is absolutely necessary to evolve an efficient system of educational management at all levels; national, state, local, institutional, so that light of education penetrates in every nook and corner of this country to make the dream of a democratic state a reality as early as possible. Obviously, these things do not come by themselves. They have to be planned: a systematic and permanent system of educational management, with a philosophy and vision, has to be evolved to feel on young democracy with right kind of citizens. Management is not a collection of disjointed tasks; rather it is a seamless wall, in which functions are closely integrated into a process or pattern.

As education is a major area of governmental and public management involving millions of schools, teachers and pupils, it is imperative that it should have an excellent infrastructure in line with socio-political aspirations of a people. Will it, therefore, not be expedient to draw on the gains of management science, with some adjustment here and there, towards the vast potential of this stupendous human activity? The answer to this and similar questions may be found in the succeeding pages where an attempt has been earnestly made by the compilers and editors of this book to synthesize management with teaching-learning.

Management, however, is a single activity, a unity, one continuous process that runs through its elements. The classification of functions is merely to facilitate the identification of areas and steps which are mutually inclusive as well as to promote better organization of resources. As there is ample identity between the functions, aim and objectives of management and those of an educational process, the application of the law of the former to the body of the latter, for mutual benefit of both, may be justified. The management movement must encompass teaching-learning process, as a scientifically designed classroom situation will certainly add to the performance of an educational activity.

Functions of Educational Management

Educational Management has the following functions:

Forecasting

It is a systematic assessment of future conditions by collecting all sorts of information about the present position of the system, its present and expected resources and trying to form a picture in terms of the accepted philosophy in a particular country to arrive at a fruitful forecast.

Decision-making

Decision-making is a key factor in educational management here, as we have to think of generations which will be affected by the policies decided. Having considered various alternatives and consequences of each course of action, a suitable course of action must be determined. Guess work, arbitrary exercise of authority, ill-considered hasty decisions should have no place in educational management. The following points must be borne in mind while deciding that the

1. course of action should be simple and easily understood by all concerned,
2. standards for targets must be laid down, and
3. goal must be clear.

Planning

The plan should be flexible. The very existence of variables and uncertainties make decision-making and planning a necessity. There should be enough scope of change to cater for any unforeseen situations. There are many variables - the priorities may change due to unforeseen circumstances; equipment and grants may not become available as expected; personnel may be posted out or they may proceed on leave; all these variables contributing to the non-implementation of decisions.

Organization

It is the combination of necessary human effort, material equipments in systematic and effective correlation to accomplish the desired results. Under educational administration, we organize:

1. ideas and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement and the like;
2. human beings into schools, classes, committees, groups, school staff, the inspecting staff;
3. material into buildings, furniture and equipment, libraries, laboratories, workshops, museums and art galleries.

Motivation

The involvement in deciding policies and plans help in motivation. The term 'motivation' aims to make the people to be cheerfully willing to do the job we want them to do. Face-to-face communication is quite useful if organization members are to be motivated to do their best. Communication-down, up and across is also of great importance to the motivation of organization members.

Control

Effective control is an important element in educational administration. The administrator must constantly check on their terms and their own performance vis-a-vis the standards laid down. They need to take corrective action to the form of adjustments to the physical environment of work, modification and addition of materials and methods, or abilities and motivation review of the personnel in terms of their spirits.

Cooperation

It is required of all the elements, the persons, material and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect. The administration should look into the (a) relations among people, (b) allocation of tasks, and (c) division of labour.

Evaluation

Evaluation is a good way to find out the success or failure of a project. Good measures are required to find out the reasons why it failed or succeeded, which steps in the process were most successful, what should have been done to improve the action and what should be done differently at the next trial.

Recording and Reporting

Recording and reporting are essential elements of educational management which is answerable to the parents, the higher authorities, the society, etc.

Supervision

The purpose of supervision is to bring about a continuing improvement in the instructional programme. Philip W.L., Langfitt and R.M. Cox (1934) write, 'Management executes, directs; supervision advises, stimulates, explains, leads, guides and assists. Both plan, both diagnose, both inspect, but management decides and orders execution, while supervision helps to decide and assist in improving instruction.'

Management exhibits a fine fragment of human creativity striving towards its own kind of perfection in performance and achievement. Management precedes supervision in the sense that some form of organization and some supervision for management of the school are essential before any sound programme of instruction can be instituted. Many of the activities in management have definite supervisory implications, for example, making pupils' programmes of classes, assigning teachers to classes for instruction, arranging for access to or use of library, etc. Management represents the whole

enterprise of school management and supervision represents a portion of what is delegated to others by the managers.

Characteristics of Educational Management

Science as well as Art

Management is a science since its principles are of universal application. Management is an art as the results of management depend upon the personal skill of managers. The art of manager is essential to make the best use of management science. Thus, management is both science and art. It can be said to be an inexact or social science.

Dynamic Function

As a dynamic function, management has to be performed continuously, in an ever-changing environment. It is constantly engaged in the moulding of the enterprise. It is also concerned about the alternation of environment itself so as to ensure the success of the enterprise. Thus, it is a never-ending function.

Practicability

The school management must not be a bundle of theoretical principles, but must provide practical measures to achieve the desired objectives. Whatever objective is decided, it must be made achievable and practicable to avoid frustration.

Distinct Process

Management is a distinct process to be performed to determine and accomplish stated objectives using human beings and other resources. Different form of activities, techniques and procedures, the process of management consists of such functions as planning, organizing staffing, directing, coordinating, motivating and controlling.

Needed at all Levels of the Organization

According to the nature of task and the scope of authority, management is needed at all levels of the organization, e.g., top level, middle level and supervisory level. Like the executive, the lowest level supervisor has also to perform the function of decision-making in way or another.

Group Activity

Management is a group activity. No individual can satisfy all their desires themselves. Hence, they unite with their fellow-beings and works in an organized group to achieve what they cannot achieve individually. Massie has rightly called management as a 'cooperative group'. Management becomes essential wherever there is an organized group of people working towards a common goal. It makes people realize the objectives of the group. It directs their efforts towards the achievement of these objectives.

Universal

According to Socrates, 'Over whatever a man may preside, he will be a good president if he knows what he needs and is able to provide it whether he has the direction of a chorus, a family, a city or an army.' In the words of Henry Fayol, 'Be it a case of commerce, politics, religion, war, in every concern there is a management function to be performed.' Management is required in all types of organizations. Wherever there is some human activity, there is management. The basic principles of management are universal. These can be applied in all organizations, business, social, religious, cultural, sports, educational, politics or military.

System of Authority

Authority to get the work accomplished from others is implied in the very concept of management since it is a process of directing people to perform a task. Authority is the power to compel people to work in a certain manner. Management cannot work in the absence of authority since it is a rule-making and rule-enforcing body. There is a chain of authority and responsibility among people working at different levels of the organization. There cannot be an efficient management without well-defined lines of command or superior-subordinate relationships at various levels of decision-making.

Conformity to the Social and Political Philosophy of the Country

There must be a close connection between management school and the social and political philosophy of a country. It must adjust itself to the impact of new ideals, new patterns and new modes of the society. In

an autocratic country, educational theory and practice will have to be different from that of a democratic country because education is one of the means to achieve social and political objectives. American education is decentralized and democratized whereas Chinese education is characterized by regimentation due to political philosophies of the respective countries. In India, school management has to be democratic because of political democracy in the country.

Goal-oriented

According to Haimann (1999), 'Effective management is always managed by objectives.' Warren, Massie and Haynes (1961) opine that without objectives management would be difficult, if not impossible. The chief aims of management are economic and social.

It aims to achieve some definite goals or objectives. Group efforts are directed towards the achievement of some pre-determined goals. Management is concerned with the establishment and accomplishment of these objectives.

Intangible

Management is intangible. It can be felt in the form of results but not seen. For example, when we are not able to produce the desired quantity, we say it is the result of the poor management.

Successful Achievement of Desired Objectives

Successful management is one which leads to the successful achievement of desired objectives of education in a particular community, e.g., healthy social living, development of good physical, social, moral, intellectual and aesthetic qualities, and healthy democratic living.

Social Process

Management consists in getting things done through others. Dealing with people management directs, coordinates and regulates the efforts of the human beings in order to achieve the desired results. It is, in this sense, that management is a social process. It has a social obligation to make optimum use of scarce resources for the benefit of the community as a whole.

Factor of Production

Management is not an end in itself. It is a means to achieve the group objectives. It is a factor of production that is required to coordinate the other factors of production for the accomplishment of predetermined goals, just as land, labour and capital are factors of production, and are essential for the production of goods and services.

Flexibility

One of the essential characteristics of successful school management is its flexible character. The management should be dynamic, not static, it should provide enough scope for additions and alterations. The rules and regulations should act as means to an end and not an end in themselves. Dead uniformity and mechanical efficiency is the very antithesis of good management. The framework of management should provide enough scope to the administrator to help the needy student, and the needy teacher, to change the time schedule to suit the weather and to meet any emergency. Flexibility does not mean that the management should be in a fluid condition without any specific norm or standard rules and regulations, creating confusion and chaos at every step. What is meant here, is a proper balance between rigidity and elasticity.

Efficiency

Successful management results in maximum efficiency. This would be possible only when human and material resources are properly utilized—right people at the right place, right work at the right time, and every activity and project is well planned and well executed.

Professional Approach

Management is a profession. It has a systematic and specialized body of knowledge consisting of principles, techniques and laws. It can be taught as a separate discipline or subject. With the advent of large-scale businesses, the management is now entrusted in the hands of professional managers.

Scope of Educational Management

Everything concerned with the education of the child through the agency of the school will be included in educational management.

1. To organize library, museum, hostel, and so on.
2. To maintain the school records.
3. To evaluate pupil achievement.
4. To provide the material equipment, such as building, furniture, farms, laboratories, library, museum and art gallery.
5. To prepare timetable.
6. To maintain discipline.
7. To cooperate with departmental authorities and implementing the orders of the higher educational authorities.
8. To organize guidance service.
9. To prepare the curriculum for the different classes.
10. To organize a systematic co-curricular programme.
11. To supervise schoolwork.
12. To organize exhibitions and museums.
13. To coordinate the work of home, school and community.
14. To provide various auxiliary services such as mid-day meals, school uniform, textbooks, etc.
15. To organize health and physical education.
16. To finance and budget.

Distinction between Educational Administration and Educational Management

Often people take organization and administration as being the same process. In fact, it is not so. As has been described above, organization is only a means for attaining a special objective and is in-built in the administrative system of the school. Good organization enhances the possibility of attaining the desired objectives but it is through effectiveness of the detailed efforts put in through an efficient administration, that success in achieving the objective is gained. As need arises, administrative action is taken to effect the necessary changes in the organization. That is why, it is said that the headmaster of a school, besides being an able administrator, should also be a good organizer, otherwise all the efforts of a good administrator would come to a naught in the case of poor organization. The area of administration is more extensive than that of organization. The school administrator is, in fact, responsible for looking after these aspects, organization and administration. School organization is a structure, the creation and taking care of which constitute the main duties of the administrator.

On the basis of his study, the main functions of an administrator have been identified as school management, organization, coordination and general direction. Therefore, an administrator has to undertake organizational work also, such as allotment of duties to teachers who have been appointed with the needs in view and arranging the routine in such a way so as to get the maximum value from the equipment. The ability of the administrator lies in directing and coordinating the physical and human factors in the school in such a way as may help in imparting best possible education to the children. It would thus be evident that organization and administration are not only intimately inter-connected but are also inter-dependent.

In conclusion, Education must function through a definite organization of structure of plans, procedures, personnel, material, plant and finance. The level of operation is at all times dependent upon the quality, technical skill, and idealism of the personnel who, through their attitude and daily effort breathe life into mechanics of structure.

Similarity between Administration and Management

Administration in a business organization is the policy-making sector. The level of organizational operation is mainly concerned with laying down of the broad objectives to be achieved by the organization. The phase of business enterprise which concerns itself with the overall determination of the

major policies and objectives is, generally, called administration. Its management part consists of all those functions and people who have to strive for the achievement of these objectives. Management, then, is the executive function that concerns itself with the carrying out of the administrative policy laid down by administrators. Thus, administration refers to the force which forms policies and lays down objectives, whereas the management is the force that leads, guides and directs the organization in the accomplishment of these goals. Management is a social process, responsible for the effective and economical planning and regulation of the operations of the organization. It consists of a number of sub-functions such as planning, decision making, implementing plans and decisions, guiding other employees, integrating and motivating them, supervising the personnel, managing conflicts, and so on. *Ministration* literally means caring for someone or something. It suggests doing things useful, needful and helpful. The prefix *ad* simply adds emphasis to what is meant by *ministration*. Hence, administration can be interpreted as a complex set of interrelated functions, serving activities, caring responsibilities and facilitating operations. Interpreted in this context, educational administration would mean getting things done, following through and enforcing the rules and regulations in educational organizations. It is a support and facilitating mechanism for complex and multipurpose educational organizations. It is the instrumentality for the realization of goals, policies and purposes of education. It is action-oriented in the sense that in order to achieve educational goals actions are initiated and controlled by educational administration. The terms 'educational management' and 'educational managers' have been used to mean 'educational administration' and 'educational administrators', respectively.

Despite the above distinction, this distinction is not found in most organizations. Hence, the two terms are used interchangeably. Stephen J. Knezevich, in his book *Administration of Public Education*, says, 'Management and administration are considered synonymous. Management is the term preferred in writing outside education. In recent years educators have come to accept management as a desirable rather than demeaning term.' Both mean getting things done through people. Both imply coordination and supervision. Both use knowledge and beliefs that supply a broad basis for determining solutions to organizational problems.

Theoretical Review

Scientific management theory

This is a theory of management that analyzes and synthesizes workflows. Its main objective is improving economic efficiency, especially labour productivity. It was one of the earliest attempts to apply science to the engineering of processes and to management. Scientific management is sometimes known as **Taylorism** after its founder, Frederick Winslow Taylor.

Taylor began the theory's development in the United States during the 1880s and '90s within manufacturing industries, especially steel. Its peak of influence came in the 1910s; Taylor died in 1915 and by the 1920s, scientific management was still influential but had entered into competition and syncretism with opposing or complementary ideas.

Although scientific management as a distinct theory or school of thought was obsolete by the 1930s, most of its themes are still important parts of industrial engineering and management today. These include: analysis; synthesis; logic, rationality, empiricism, work ethic, efficiency and elimination of waste, standardization, of best practices, disdain for tradition preserved merely for its own sake or to protect the social status of particular workers with particular skill sets; the transformation of craft production into mass production, and knowledge transfer between workers and from workers into tools, processes, and documentation.

The Human Capital Theory

Studies of investments in human beings or investment in the productive capacities of individuals were aptly referred to by Mary John Bowman (1966) as "The human Investment Revolution". This revolution heralded the birth of the human capital theory which was first formulated by the Theodore W. Schultz in 1960, and later developed by Gray S. Becker in 1962. The pioneering efforts of the two Scholars are documented in Schultz (1963), Becker (1964).

The central thesis of the human capital theory is that the process of spending on healthcare, education, job search, information retrieval, migration, and in service training, by individuals, organizations or public authorities in a conscious investment activity guided by anticipated future returns.

The major premise of the human capital theory is that human capital in the form of knowledge and skills acquired through education; and good health acquired through healthcare and nutrition makes individuals more productive, and making individuals more productive makes them more employable, and making them more employable guarantees them more future incomes.

The human capital theory attempts to explain the demand for education by arguing that investment in human capital improves productivity and more productivity means more future incomes, individuals to enable them earn more future incomes will seek to invest in human capital by demanding education. The greater the investment in human capital, the greater the productivity and therefore the greater the future income, individuals will demand for higher education to guarantee much higher future incomes.

The adoption of the capital theory and model of development by the Nigerian government was responsible for the massive expansion of the education system in Nigeria since after independence in terms of both supply of education (that is, establishment of educational institutions and the provision of facilities in them) and the demand for education (that is, school enrolments).

Empirical Review

Khajayeva, and Abisheva (2016) in their study, "The importance of leadership and management in education system" adopted the descriptive research method to examine the importance of leadership and management and discusses their roles in education system. The importance of leadership and management provide the basics for building and involving in education. They concluded that leadership and management in education system play pivotal role. Since leadership and management in education is not developed on relevant level. It is believed that the best practice is an experience that has already been used. Practicing management and leadership qualities in education system gives good results in your work and you can take it in your practice. Leadership and management are directly related to the development, as they bear positive change, to move forward, the internal development of human system. They opined that education system must necessarily be planned, organized, controlled, and lead; and that to grow, we need to use some experience, but changes occur when we make a transformational change, changing something completely.

Yanling Jin (2014) studying the modern education management system and educational management quality control measures and other content in the study titled "Educational administration management system and modern education management on the perspective of modern information technology" concluded that Educational management system developers and designers in the actual work process in-depth educational administration should fully take into account the system's effectiveness, practicality, science and rationality. The Senate managers and workers need continuous development and improvement of existing educational management system based on the actual development of the school development, the more mature data mining techniques and statistical analysis techniques introduced to the college's educational management system which constantly develop the information management capacity of the existing management and establish the norms of scientific management, constantly strengthening standardized management system construction.

Udey, Ebuara, Ekpoh, and Edet (2009), in their study 'Management and administration of Nigerian education system: problems, challenges, and the way forward' investigated educational management and administration in Nigeria by highlighting on some of the problems facing Nigeria education leadership. The paper further discusses the challenges and the way forward in the Nigeria's education system, especially in the areas of relevance, equity, quality and standard. To achieve the objectives, the paper uses ex-post facto survey design to explore opinions on the management and administration of the educational institutions. Using stratified random sampling technique, 250 staff was drawn from a population of 1389 and from three (3) educational institutions, universities, the polytechnic and colleges of education across the country. Data was collected using a questionnaire instrument called educational management and administration instrument (EMAI) Data collected were statistically treated using population t-test (test of

one sample mean) and one way analysis of variance (ANOVA). Result obtained revealed that exploitation, inadequate staff training; poor parenting/guidance and poverty accounted for a fall in standard of education. The paper recommended that there is need for adequate training and re-training of all education managers and provision of sufficient fund for the sector.

METHODOLOGY

This study was carried out in Imo State, southeast geo-political zone of Nigeria, and the sample was drawn from the state Ministry of Education, State Secondary Education Management Board, and Alvan Ikoku Federal College of Education (A.I.F.C.E.), Owerri. With the aid of Educational Management and Educational Growth Instrument (EMEGI) the relevant data was elicited from the study sample employing simple random sampling technique. The EMEGI was validated by an expert from Measure and Evaluation Department, A.I.F.C.E. Owerri who after necessary adjustments and due validation process found the EMGEI very reliable before granting the researchers the permission to administer the EMEGI on the Sample of the Study.

Data Analysis

Data obtained through the EMEGI was analyzed using the Chi-square (χ^2) estimation technique. The choice of chi-square was largely informed by the nature of the data obtained and its suitability was further reinforced by the easy of manipulation data using the chi-square. Chi-square formula is given as:

$$\chi^2 = \frac{\sum(O - E)^2}{E}$$

where:

- Σ = Summation
- O = Observed frequency
- E = Expected frequency
- χ^2 = Chi-square

Decision Rule

Accept null hypothesis (H_0) if the calculated chi-square value is less than the critical value at 5 percent level of significance (that is, accept H_0 if $\chi_{cal.}^2 < \chi_{0.05}^2$) otherwise, reject H_0 and accept H_1 .

Test of Hypotheses

Hypothesis One

H_0 : There is no significant relationship between educational management and the quality of education in Imo state.

H_1 : There is significant relationship between educational management and the quality of education in Imo state.

Table 1: Educational management and quality of education

Responses	Observed frequency	Expected frequency
SA	70	50
S	80	50
D	32	50
SD	18	50
	200	200

Source: Field work, 2018

Table 2: Calculated Chi-square for table 1

Responses	O	E	O - E	(O - E) ²	(O - E) ² /E
SA	70	50	20	400	8.00
A	80	50	30	900	18.00
D	32	50	-18	324	6.48
SD	18	50	-32	1024	20.48
					52.96

The tabulated chi-square ($\chi_{0.05}^2$) with degree of freedom (DF) = n-1 at 5 percent level of significance = 7.81473.

Inference

Since the calculated chi-square χ_{cal}^2 value of 52.96 is greater than the critical $\chi_{0.05}^2$ value of 7.81473 at 5 percent level of significance with degree of freedom (DF) 4 – 1, we therefore, reject the null hypothesis (H_0) that there is no significant relationship between educational management and the quality of education in Imo state and accept the alternative hypothesis (H_1) that there is significant relationship between educational management and the quality of education in Imo state.

Hypothesis Two

H_0 : There is no significant relationship between poor quality educational staff and educational growth in Imo state.

H_1 : There is significant relationship between poor quality educational staff and educational growth in Imo state.

Table 3: Poor Quality of Educational Staff

Responses	Observed frequency	Expected frequency
SA	80	50
S	80	50
D	25	50
SD	15	50
	200	200

Source: Field work, 2018

Table 4: Calculated Chi-square for table 3

Responses	O	E	O - E	(O - E) ²	(O - E) ² /E
SA	80	50	30	900	18.00
A	80	50	30	900	18.00
D	25	50	-25	625	12.50
SD	15	50	-35	1225	24.50
					73.00

The tabulated chi-square ($\chi_{0.05}^2$) with degree of freedom (DF) = n-1 at 5 percent level of significance = 7.81473.

Inference

Since the calculated chi-square χ_{cal}^2 value of 73.00 is greater than the critical $\chi_{0.05}^2$ value of 7.81473 at 5 percent level of significance with degree of freedom (DF) 4 – 1, we therefore, reject the null hypothesis (H_0) that there is no significant relationship between poor quality educational staff and educational growth in Imo state and accept the alternative hypothesis (H_1) that there is significant relationship between poor quality educational staff and educational growth in Imo state.

CONCLUSION

The findings of this study revealed that there is significance relationship between education management and the quality of education; hence the falling standard of education is significantly associated with the poor educational management in the Nigeria. This finding collaborates Khajayeva and Abisheva (2016) that leadership and management in education system is pivotal to its growth process. This study also revealed that there is significant relationship between poor quality of educational staff and educational growth in Nigeria thus, collaborating Udey, Ebuara, Ekpoh, and Edet (2009) that exploitation, poor staffing, inadequate training of staff among others account for the fall in the standard of education in Nigeria.

RECOMMENDATIONS

This study recommends as following:

1. Priority must be given to expertise knowledge and experience in all aspects of the educational system, because education must be planned, organized, controlled and be led as this features define effective management.
2. Competent hands must be the sort-after when recruiting staff in the education system, and adequate training and retraining of staff is a sine qua non for educational growth.

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