



Application of Management By Objective (MBO) On The Effective Administration Of Universal Basic Education (UBE) Schools' Programme In Makurdi Education Zone Of Benue State, Nigeria

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ABSTRACT

The study assessed the application of MBO in the administration of UBE programme in Makurdi Education Zone. Two research questions and hypotheses guided the study. The aim of the study was to investigate the principals' involvement of teachers in technical decision-making and rationale for teachers' participation in decision-making as they affect administration of UBE schools' programme in Makurdi Education Zone. The researchers adopted survey research design on a population of 700 teachers in the 67 UBE Junior Secondary Schools using a sample of 350 (50%) of the population. A structured questionnaire was administered on the sample and data collected was analyzed using descriptive statistics of mean and standard deviation to answer the research questions. The two research hypotheses were tested at 0.05 levels of significance using Chi-square. The findings revealed that principals' involvement of teachers in decision-making in technical issues and principals' rationale for teachers' participation in decision-making has significant effects on administration of UBE schools' programme. It was concluded that administration of UBE schools' programme in Makurdi Education zone can only be effective and efficient if teachers are given the opportunity to participate in decision-making. An all-inclusive administration is capable of providing unimaginable gains than hardly can be achieved alone.

Keywords: Management by Objective, UBE school's programme, decision making, managerial planning

INTRODUCTION

The structure of Nigerian Education system has experienced series of changes since the National Policy on Education was launched in 1977. The system until 1984 was 6 years of Primary schools, 5 to 7 years of Post Primary Schools, and 4 to 6 years of tertiary education. The system was further restructured in 1985 into what was called the 6-3-3-4 system (Amaghionyeodiwe & Osinubi, 2006).

Following the inception of the Obasanjo led administration in 1999; a Universal Basic Education (UBE) Scheme was launched in 1999. The specific targets of the scheme were toward eradication of illiteracy by the year 2010 and increase adult literacy rate from 57% to 70% by 2003 (FRN, 2004). The launching of UBE programme was subsequently followed by the passage and signing into law of the UBE Act No. 8 on the 8th of August, 2004. The 6-3-3-4 system was then restructured into 9-3-4 system. The primary and Junior Secondary levels of education were then merged into what is known as 9 years Basic Education for the country (Ibuh & Agbe, 2009).

Following the passage of the UBE Act, the Nigerian Educational Research and Development Council (NERDC) was directed by the National Council on Education to restructure and re-align the existing primary and Junior Secondary School Curricula. The aim was to enable the nation to achieve the Millennium Development Goals (MDGs) by 2015 and one of such efforts includes the National Economic Empowerment Development Strategy (NEEDS) which considered education as the key bridge to the future. The federal government in the bid to achieve the MDGs through NEEDS has provided for free compulsory education to all children of school age up to the JSS level irrespective of economic, religious, social and cultural background known as the UBE programme for the nation (FRN, 2004).

The administration of the UBE programme therefore established some special schools for the attainment of the goals of the programme in the country. In the bid to resolve the manpower and infrastructural challenges faced by the UBE programme, some selected primary schools were upgraded for the take-off of the programme. The upgrading of these primary schools into UBE schools necessitated the hasty conversion of the then headmasters/mistresses into principals of such schools without adequate training for the job.

Consequently, these UBE schools seemed to be facing some leadership challenges. The primary school teachers who emerged principals and Heads of Departments in the UBE schools seem to find it difficult to plan, organize and co-ordinate activities expected of the schools. In some cases there are no proper school organizational structures to facilitate effective functioning of these schools. Where such structure exists, there seems to be no clearly defined goals and objectives for the organization and even subordinates. Subordinates in some cases are not properly involved in decision making even on issues that particularly concern them. The activities of some of these schools seem not to be reviewed periodically for the purpose of improvement as required.

The attainment of the noble goals of UBE, to some extent, depends on the style of management adopted by the school administrators. Management is a process which enables organizations to achieve their objectives by planning, organizing and controlling their resources and gaining the commitment of their employees for the purpose of achieving organizational effectiveness while Administration, in a similar vein, entails the execution or implementation of these plans, policies and programmes so as to achieve efficiency (Cole, 2000).

A School Administrator therefore is a person who is concerned with formulating and implementing education plans, programmes or policies in an education enterprise. In order to be an effective School Administrator, the individual concern needs to be knowledgeable in the areas of theories, techniques and principles of school administration so as to guide his/her actions, conducts and practices (Asemah, 2010). MBO as a system of management in school organizations is capable of enhancing school performance. According to Jones and George (2006) MBO is a goal setting process in which a manager and each of his or her subordinates are actively involved in the negotiation of specific goals and objectives for the subordinates to achieve and then periodically evaluate the extent to which the subordinate is achieving those goals. Brim (2004) summed it up all that when the parts work in unison the whole works smoothly too.

MBO was introduced by Peter Drucker (1954) which was written about in his book, the practice of management. It was originally designed as a synthesis of three interventions found to increase productivity which includes participative management, goal setting and objective feedback. MBO as a system of management holds agreement about the goals as a critical element so as to secure support on all fronts. It attempts to increase productivity by goals setting and objectives feedback through participative management. The central feature of MBO is that objectives and goals should not be imposed but established and agreed upon through participation of subordinates with superiors.

According to Aniebo (2007) the benefits of emphasizing participative management principle in MBO are enormous. When people participate in making changes, they will readily accept the change. Innovation in education can be successfully managed if participation in decision-making is adopted. He further asserted that when employees are allowed to participate in important organizational decisions, they feel a greater affinity towards the organization. Participation is capable of making subordinates to have goal

commitment. Goal commitment has a positive effect on performance and personal goals are more strongly related to organizational performance than assigned goals (Locke & Latham, 1990).

Somech(2002) state that participative management can help to tap talents, ideas, knowledge and skills of individuals who might not otherwise be included in decision making process. The notion that several good heads are better than one is the guiding principle of participative management. Participative decision-making in schools concern principals' involvement of teachers in technical decision-making, managerial planning process, use of formal structure of decision-making, rationale for teachers' participation in decision-making, and teachers' expertise as they affect effective and efficient administration of UBE schools' programme. The degree of participation, according to Somech (2002) is the extent of involvement of subordinates in the planning process. The degree of involvement has been conceptualized in terms of a continuum: autocratic decision making, information sharing, consultative decision making, and democratic decision making. Autocratic decision making is a style of leadership in which the leader alone determines policy and assigns responsibilities to subordinates without questions. The autocratic leader feels his ideas are the best therefore does not perceive things from the viewpoint of his subordinates (Idoko, 2005).

Information sharing is a degree of involvement where the superior obtains the necessary information from the subordinates and makes decisions on his or her own. Third in the continuum is the consultative decision making. The superior shares the problems at hand with the subordinates, getting their ideas and suggestions. It is by then that decision is taken by the superior which may or may not reflect his or her influence. Democratic decision making is an act of a democratic leader. Decisions affecting the organization are arrived at after due consultations and communication with the subordinates. The leader builds team spirit among his subordinates thereby making them to feel that they are important and acquainted with skills, talents and ideas to offer that could lead to the success of the organization (Asemah, 2010).

Contemporary schools are operating under changing circumstances thereby necessarily becoming more dependent on teachers who are willing to contribute to school, regardless of formal job requirements (Dipaola & Hoy, 2005). The involvement of teachers in managerial planning process tends to improve the quality of decisions. Teachers are better placed to understand work processes and challenges than administrators or policy makers; their participation ensures that better information will be available for making of decisions to facilitate a better performance.

According to Duke and Gansneder (1990) the involvement of teachers in total school governance can serve as a form of "job enlargement" thereby helping to offset the traditional lack of career advancement opportunities and incentives for teachers. Job enlargement is basically about the horizontal extension of jobs or responsibility thereby adding extra tasks of the same level as before. It enables one to increase his or her job variety to a certain extent and as such creating more meaningful tasks.

The democratic argument for participative decision making reflects the belief that offering the opportunity to participate in the decision-making of an organization is a moral imperative because individuals have the right to exercise some control over their work and their lives. The democratic perspective of participation is regarded as a value in itself. Having a say in matters relating to one's own work and its context is seen as a right or as an obligation. Participation in decision making is therefore promoted on the basis of ethical arguments for professionalizing teaching and democratizing school workplaces (Murphy and Beck, 1995).

Statement of the Problem

The introduction of UBE Programme and subsequent passage of the UBE Act 2004 by the Federal Government was intended to enable the nation to achieve the MDGs by 2015 through NEEDS which considered education as the key bridge to the future (FRN, 2004). The administration of UBE Programme led to the upgrading of some existing primary schools to UBE schools for the provision of free compulsory 9-year Basic Education to all children of school age. The administration of the UBE schools was vested in the headmasters/mistresses who emerged as principals of those schools. School principals need an in-depth knowledge of the basic principles and practices of secondary school management. This

will enhance their administrative efficiency and effectiveness through the use of established guidelines and procedures in solving day-to-day challenges (Asemah, 2010). The researchers were therefore interested in investigating the principals' involvement of teachers in technical decision-making, and rationale for teachers' participation in decision-making as they affect effective and efficient administration of UBE schools' programme in Makurdi Education Zone

Purpose of the Study

The main purpose of this study is to examine the effects of application of MBO on the effective administration of UBE schools' programme in Makurdi Education Zone. Specifically, the study sought to:

- i. ascertain whether the principals' involvement of teachers in managerial planning process affects the administration of UBE schools' programme;
- ii. find out whether the principals' rationale for teachers participation in decision making affects the administration of UBE schools' programme; and

Research Questions

The following research questions guided the study.

- i. In what ways does the principals' involvement of teachers in managerial planning process affect the administration of UBE schools' programme?
- ii. How does the principals' rationale for teachers' participation in decision making affect the administration of UBE schools' programme?

Research Hypotheses

The following hypotheses were tested at 0.05 levels of significance.

- i. Principals' involvement of teachers in managerial planning process has no significant effects on the administration of UBE schools' programme;
- ii. Principals' rationale for teachers' participation in decision-making has no significant effects on the administration of UBE schools' programme;

METHODOLOGY

The survey research design was used for the research. The population of the study consists of all the 700 teachers in the sixty seven (67) UBE Junior secondary schools in Makurdi Education Zone of Benue State (BN SUBEB, 2012). The researcher used the sample of 350 or 50% of the teachers in twenty five (25) or 37% of the UBE Junior Secondary Schools in Makurdi Education Zone for the study. The instrument used for data collection was a structural questionnaire titled School Administration Participative Decision-Making Questionnaire (SAPDMQ). The twenty five item questionnaire has a four point rating scale with a response mode of Very Great Extent (VGE) = 4 points, Great Extent (GE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point. The questionnaire was given to experts in Educational Management, and Measurement and Evaluation in Benue State University, Makurdi for content validation. The reliability of the instrument was done using Cronbach alpha correlation coefficient which yielded 0.83 results. This was considered high and adequate for the instrument to be used for the research (Emaikwu, 2006). The researchers adopted the face-to-face contact with respondents in the administration of the questionnaire. The descriptive statistics of means and standard deviations was used to answer the research questions. A mean score of 2.50 was adopted as the cut-off point, the minimum agreement level for the items. Inferential statistics of chi-square test was used to test the null hypotheses formulated for the study at 0.05 levels of significance.

RESULT AND DISCUSSIONS

This section deals with the presentation, analysis, interpretation and discussion of findings of the data collected from the research work.

Research Question 1: *In what ways does the principals' involvement of teachers in Managerial planning processes affect the administration of UBE schools' programme?*

Table 1: Means and Standard Deviations of Respondents on Effects of Principals' Involvement of Teachers in Managerial Planning Process on the Administration of UBE Schools' Programme.

Item No.	Item Description	VGE (4)	GE (3)	LE (2)	VLE (1)	Mean	ST.D	Remark
1.	Teachers' involvement in regular briefings and meetings enhances administration of UBE schools' programme.	259	78	13	0	3.70	0.53	Accepted
2.	Teachers' involvement in investigation and discipline of students improves administration of UBE school programme.	168	156	26	0	3.41	0.62	Accepted
3.	Teachers' involvement in budgeting, and allocation of materials and equipments to departments improves administration of UBE schools' programme.	104	155	39	52	2.74	1.01	Accepted
4.	Involvement of teachers in selecting departmental heads affects administration of UBE schools' programme.	91	103	91	65	2.44	1.08	Not accepted
5.	Teachers' involvement in planning and implementation of extra-curricular programmes affects administration of UBE schools' programme.	129	117	65	39	2.85	1.01	Accepted
Cluster mean and standard deviation.						3.12	0.95	Accepted

Source: Field work, 2016

Table 1 showed that respondents rated items 1 to 5 with the mean ratings of 3.70, 3.41, 2.74, 2.44 and 2.85 with the corresponding standard deviations of 0.53, 0.62, 1.01, 1.08 and 1.01 respectively. Based on the cut-off point of 2.50 which means acceptance; the respondents agreed that teachers' involvement in regular briefings and meetings enhances administration of UBE schools' programme; teachers' involvement in investigation and discipline of students improves administration of UBE school programme. Furthermore, the respondents agreed that teachers' involvement in budgeting, and allocation of materials and equipments to departments improves administration of UBE schools' programme; and teachers' involvement in planning and implementation of extra-curricular programmes affects administration of UBE schools' programme. The cluster mean of 3.12 with the standard deviation of 0.95 is above the cut-off point of 2.50. This implies that the principals' involvement of teachers in managerial planning process has effects on the administration of UBE schools' programme.

Research Question 2: *How does the principals' rationale for teachers' Participation in decision making affect the administration of UBE schools' programme?*

Table 2: Means and Standard Deviations of Respondents on effects of Principals' Rationale for Teachers Participation in decision making on the Administration of UBE Schools' Programme.

Item No	Item Description	VGE (4)	GE (3)	LE (2)	VLE (1)	Mean	ST.D	Remark
6.	Principals' reasons for involving teachers in decision-making affect administration of UBE schools' programme.	104	129	65	52	2.67	1.03	Accepted
7.	Involvement of teachers in improving decision quality affects administration of UBE schools' programme.	78	194	39	39	2.78	0.88	Accepted
8.	Involvement of teachers in decision-making so as to encourage acceptance of the decision enhances administration of UBE schools' programme.	143	155	52	0	3.26	0.69	Accepted
9.	Involvement of teachers in decision making for purpose of improving principals' work efficiency enhances administration of UBE schools' programme.	168	130	52	0	3.33	0.72	Accepted
10.	Involvement of teachers in decision-making for purpose of increasing teachers' commitment enhances administration of UBE schools' programme.	155	169	26	0	3.37	0.62	Accepted
Cluster mean and standard deviation						3.13	0.83	Accepted

Source: Field work, 2016

Table 2 showed that respondents rated items 6 to 10 with the mean ratings of 2.67, 2.78, 3.26, 3.33 and 3.37 with the corresponding standard deviations of 1.03, 0.88, 0.69, 0.72 and 0.62 respectively. Based on the cut-off point of 2.50 which means acceptance; the respondents agreed that involvement of teachers in improving decision quality affects administration of UBE schools' programme; involvement of teachers in decision-making so as to encourage acceptance of the decision enhances administration of UBE schools' programme. Furthermore, the respondents agreed that involvement of teachers in decision making for purpose of improving principals' work efficiency enhances administration of UBE schools' programme; involvement of teachers in decision-making for purpose of increasing teachers' commitment enhances administration of UBE schools' programme. The cluster mean of 3.13 with the standard deviation of 0.83 is above the cut-off point of 2.50. This implies that principals' rationale for teachers' participation in decision making has effects on the administration of UBE schools' programme.

Testing of Hypotheses

The following hypotheses were tested using the chi-square goodness of fit to find out the application of MBO on the effective administration of UBE school programme in Makurdi.

Hypothesis 1: Principals' involvement of teachers in managerial planning process has no significant effects on the administration of UBE Schools' programme.

Table 3: Chi-square Test of the Effects of Principals' Involvement of Teachers in Managerial Planning Process on the Administration of UBE Schools' Programme

Responses	Observed Frequencies	Expected Frequencies	df	P	X ² calculated	X ² critical	Decision
Effects	272 (77.7)	175 (50)	1	0.05	53.77	3.84	significant
No Effects	78 (22.3)	175 (50)					

Values in parentheses are percentages, df=1, x²cal. = 53.77, x²crit. =3.84, p=0.05>0.00

Table 3 showed that descriptive and inferential statistics of percentages and chi-square were used to test the null hypothesis. 77.7% of the respondents agreed that the Principals' involvement of teachers in managerial planning process has effects on the administration of UBE schools' programme; while 22.3% disagreed. Table 3 also showed that chi-square calculated value of 53.77 is greater than the critical chi-square value of 3.84 checked at 0.05 levels of significance and at 1 degree of freedom. The null hypothesis is therefore rejected. This implies that Principals' involvement of teachers in managerial planning process has significant effects on the administration of UBE Schools' programme in Makurdi Education Zone.

Hypothesis 2: Principals' rationale for teachers' participation in decision-making has no significant effects on the administration of UBE schools programme

Table 4: Chi-square Test of the Effects of Principals' Rationale for Teachers' Participation in Decision-Making on Administration of UBE Schools' Programme.

Responses	Observed Frequencies	Expected Frequencies	df	p	X ² calculated	X ² critical	Decision
Effects	285 (81.4)	175 (50)	1	0.05	69.14	3.84	significant
No Effects	65 (18.6)	175 (50)					

Values in parentheses are percentages, df=1, x²cal. =69.14, x²crit. =3.84, p=0.05>0.00

Table 4 showed that descriptive and inferential statistics of percentages and chi-square were used to test the null hypothesis. 81.4% of the respondents agreed that the Principals' rationale for teachers' participation in decision-making has effects on the administration of UBE schools' programme; while 18.6% disagreed. Table 4 also showed that chi-square calculated value of 69.14 is greater than the critical chi-square value of 3.84 checked at 0.05 levels of significance and at 1 degree of freedom. The null hypothesis is therefore rejected. This implies that the Principals' rationale for teachers' participation in decision-making has significant effects on the administration of UBE schools' programme in Makurdi Education Zone.

DISCUSSION OF FINDINGS

The first finding showed that principals' involvement of teachers in managerial planning process has significant effects on the administration of UBE schools' programme. This finding lends credence to the study by Westhuizen (2010) that those employees who reported greater levels of freedom for participation in decision-making were generally more satisfied with their jobs. The educational implication of this finding is that principals should view and accept teachers as partners in education whose roles are not only limited to teaching but also in ensuring effective administration of the day-to-day activities of the schools.

The second finding shows that principals' rationale for teachers' participation in decision-making has significant effects on the administration of UBE schools' programme in Makurdi Education Zone. This finding supports similar work on participative management done by Somech (2002). These reasons are principally for the purpose of improving decision quality, encouraging acceptance of decisions, improving work efficiency, and increasing teachers' commitment. The educational implication of this finding is that

principals, apart from being democratic, should embrace participative decision-making, so as to achieve productivity, efficiency in administration and teaching or other valued organizational results.

CONCLUSION

Based on the findings of this study it was concluded that administration of UBE schools' programme in Makurdi Education zone can only be effective and efficient if teachers are given the opportunity to participate in decision-making. An all-inclusive administration is capable of providing unimaginable gains than hardly can be achieved alone.

RECOMMENDATIONS

In light of the findings of the study, the following recommendations are made:

- i. Principals should view teachers as partners in the total development of the school system and deserved to be carried along even in the managerial planning process. This will provide an opportunity for them to be part and informed about decisions concerning the administration of the school.
- ii. Principals should ensure the establishment of formal structures for decision-making in schools like parents – Teachers Association, academic committee and disciplinary committee with clearly defined communication procedures. This can help in strengthening the administration of the schools.

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