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EFFECT OF EDUCATIONAL MANAGEMENT AND SUPERVISION ON ACHIEVING EDUCATIONAL GOALS IN SECONDARY SCHOOLS IN AFIKPO EDUCATION ZONE OF EBONYI STATE.

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Abstract

This study investigated the effect of educational management and supervision on Achieving educational goals in secondary schools in Afikpo Education Zone of Ebonyi State. The study employed descriptive survey research design with a total population of 2075 target audience that comprised of 2000 teachers and 75 principals of the zone. A stratified random sampling technique was used to draw the sample size of 175 respondents. The instrument for data collection was a 22 items researcher developed questionnaire, which was subjected to face and content validity of three experts who scrutinized the items to ensure their stability and language clarity. The reliability of the instrument was ascertained using test-retest method, while a reliability of $r=0.87$ was gotten using Pearson product moment correlation. Data was collected through direct delivery and retrieval involving the researchers. There was 100% return of questionnaire. The collected data was analyzed using mean and standard deviation. A mean score of 2.50 was agreed as the decision criterion. Pearson product moment correlation was used to test the hypotheses at 0.05 level of significance.

Results of the findings showed among others, that the managers and supervisors provided strategies to achieve educational objectives and are positive to proper management and supervision to achieve educational goals. The findings recommended that government should create a functional management and supervision team including parents, teachers and all education stakeholders to incorporate in the educational system to ensure that educational goals are achieved, among other things.

Keywords: Education, Management and Supervision, Achievement, School.

Introduction

Education stands to be a useful tool for advancing socioeconomic growth in all contemporary societies. In Nigeria, education is currently undergoing some reforms due to changes in globalization in the world, and as a matter of fact change is the only variable that has remained constant and it is considered a welcome development. According to UnaChukwu and Okorji (2014), education may be defined as the culmination of all the learning opportunities

given to students with the goal of transforming them into useful and contributing members of society.

A school is an environment created with the intention of educating learners. Those who desire to learn must have an administrator or the principal who is traditionally assigned role in the education process. School managers such as principals and head teachers play significant roles in the management of education to achieve

educational goals and objectives. Through efficient supervision, school managers at all levels are required to guarantee continuous development of the quality of educational service delivery in schools during the teaching and learning process. Agih (2015). The capacity of the principal to favourably influence educators, students, and other members of the community in the achievement of educational goals is a fundamental prerequisite for good school administration. Effective principals foster a collaborative environment, encouraging teachers to collaborate with colleagues; shares best practices, and engage in collective problem-solving. Maduekwe, Nwannunun, and Owan (2018). The school manager, sometimes known as the principal in Nigeria, is responsible for converting educational policies into programmes, actions, and activities inside the school. The school principal's abilities have major roles to play to achieve maximum success in schools. His role is so challenging because he is expected to manage effectively the instructional programmes, teachers, non-tutorial staff, students, school plant, finances and other instructional materials in the school to bring about positive changes.

Educational management is very important in measuring the achievement of educational goals in schools, whether, secondary or tertiary institutions. It is the work of the government to assign appropriate and competent personnel in education sector to enhance the achievement of educational goals. This education sector can be seen in the federal, state and local government level. The Minister of Education, Commissioner for Education and Local Education Authority (LEA). These education officials are in charge of education in Nigeria, states and Local government areas respectively. Supervision is a unique kind of professional work that is supported by interpersonal collaboration and education that aims to create practice that is informed by research. Mobolaji (2022) argues that supervision is about offering direction, support, and idea exchange to everyone participating in the teaching and learning process—rather than about conducting investigations or identifying flaws. It also refers

to the development, facilitation, and ongoing enhancement of a conducive teaching and learning environment. Supervision involves leadership, communication, and assisting both teachers and students in reaching their greatest professional potential. Personnel who do the work of a supervisor both within and outside the school system can also be called, an inspector, superintendent, principal, vice principal, Head of Department etc.

The principal plays an important role in instructional supervision, which is an important tool for school as it helps in ensuring that their vision and mission are achieved by supervising training, and empowering teachers so that they can create valuable experiences for their students. The principals' role as a professional supervisor encompasses various responsibilities to ensure effective teaching and learning. Principals are expected to provide instructional leadership. Facilitate a positive school culture, and support professional development for teachers. Principals conduct performance evaluations and provide constructive feedback to teachers. This process is essential for recognizing strengths, addressing areas for improvement, and ensuring alignment with educational goals. They are responsible for creating positive and supportive school culture that promotes the well-being of both staff and students. Ebonyi state that houses Afikpo Education Zone was listed among the educationally disadvantaged state in Nigeria. In 1999, a new era began when Dr. Sam Egwu, the democratically elected governor of Ebonyi State, Nigeria, announced his plan to provide free and compulsory education throughout the state, which includes the Afikpo Education Zone.

Statement of Problem

Following the introduction of UBE and the increasing rate of school enrolment in Nigeria, its implementation involves massive provision of human and material resources as well as proper management and supervision. It is with these resources that educational managers rely on for proper management and supervision. It is essential for the growth and development of the nation, and Afikpo education zone is not an

exception. The state of education in Nigeria has been a thing of great concern for decades, despite being the most populous country in Africa and having the largest economy. Egbebi and Harbau (2019) opined that With approximately 59% of its adult population literate, Nigeria has one of the lowest literacy rates in the world. In the context of the Nigerian educational system, Egbebi and Harbau (2019) identified a number of factors that restrict effective and efficient supervision of secondary education in the twenty-first century. These factors include a lack of funding, political unpredictability, a shortage of qualified and experienced personnel, as well as insufficient time and facilities. Other challenges facing education in the country include: Insufficient professional development, opportunities for educational managers, lack of clear communication channels between administrators and teachers, limited resources for implementing innovative teaching methods, low teacher quality, poor and or outdated infrastructure, curriculum issues, overcrowded classrooms, poor maintenance of infrastructures and absence of feedback mechanism for continuous improvements. Improving role and responsibility implementation to raise performance in an organisation is the main goal of educational management and supervision. Uncertainty surrounds whether insufficient oversight and administration of education by those in charge is the cause of subpar academic achievement in certain institutions. Due to these multiple challenges being observed I Nigerian education, the researcher decided to investigate on the effect of educational management and supervision on achieving educational goals in secondary schools in Afikpo Education zone of Ebonyi State.

Purpose of the study

The purpose of the study was to investigate the effects of educational management and supervision on achieving educational goals in secondary schools in Afikpo Education zone of Ebonyi State, which sought to :

1. Determine the effect of strategies employed by educational managers and supervisors on achieving educational goals.

2. Determine the effect of educational management and supervision on achieving educational goals in secondary schools in Afikpo Education Zone of Ebonyi State.
3. Determine the effect of infrastructure and quality of service delivery on the achievement of educational goals.

Research Questions

1. What are the effect of strategies employed by educational managers and supervisors on achieving educational goals in secondary schools in Afikpo Education Zone of Ebonyi State?
2. What are the effects of educational management and supervision on achieving educational goals in secondary schools in Afikpo Education Zone of Ebonyi State?
3. What are the effects of infrastructure and quality of service delivery on the achievement of educational goals?

Research Hypotheses

Hypothesis 1: There is no significant relationship between the strategies employed educational managers and supervisors and achieving educational goals in secondary schools in Afikpo Education Zone of Ebonyi

Hypothesis2: There is no significant relationship between educational management and supervision and achieving educational goals in secondary schools in Afikpo Education Zone of Ebonyi State?

Hypothesis 3: There is no significant relationship between infrastructure and quality of service delivery and the achievement of educational goals?

The findings of this study are significant because it will suggest the possible ways of achieving optimum educational goals through effective management and supervision of educational activities.

Methodology

Descriptive survey research design was adopted for this study carried out in Afikpo Education zone, Ebonyi State, Nigeria. Eze-Anyim (2018) in Babbie (2015) survey research is a strategy for collecting information from a specific group of individuals through structured instruments, such as questionnaire or interview, to examine and describe their attitudes, behaviours or characters in a systematic and organized manner.

The Population was 2075 as target audience made up of 75 principals, 19 males and 56 female principals in addition to 2000 teachers. Sample of 175 respondents, made up of all the 75 principals of the 75 secondary schools and 100 teachers drawn by the use of a stratified random sampling technique. The researcher used all the principals and random sampled teachers using 5%, which is adequate according to Nwanna (2008), because of the population of several thousands. The instrument for data collection was a 22 items researcher's self developed questionnaire titled Effect of Educational Management and Supervision on Achieving Educational Goals (EEMSAEGQ). This instrument was subjected to face and content validity of three experts who scrutinized the items to ensure their suitability and language clarity.

This was assured using test-retest method, while a reliability of $r=0.87$ was got using Pearson product moment correlation. Data was collected through direct delivery and retrieval involving the researchers who carried out the study, There was 100% collection of the data. The collected

data was analyzed using mean and standard deviation. A mean score of 2.50 was agreed as the decision criterion. The findings of the study with grand mean of 2.86, 2.54, 2.56 for research question 1,2 and 3 respectively. T-test statistics was used to test the hypotheses at 0.05 level of significance. The researcher constructed the questionnaire for the study and submitted to three (3) lecturers. Two were from Educational Administration and planning, and one from measurement and Evaluation, all in the Department of Educational Foundations, Ebonyi State, who analyzed the instrument's relevance of the construct, contents and statements and then made the instrument valid for the study.

To determine the reliability of the instrument, test –retest method was used, a co-efficient value of 0.68, 0.67 and 0.87 were got indicating that the research instrument was reliable. In order to ensure maximum return, data was collected using direct delivery and retrieval method involving the two researchers who carried out the research. The whole 175 copies were retrieved back. The data collected was analysed using Mean and Standard Deviation. A mean score of 2.50 was agreed as the decision criterion. A score of 2.86, 2.54, 2.56 for research question 1,2 and 3 respectively. T-test statistics was used to tests the hypotheses at 0.05 level of significance.

Presentation of Data Analysis

Research Question 1

What are the effects of strategies employed by educational managers and supervisors to achieve educational goals in Afikpo Education Zone?

Table 1: Mean rating of principals and teachers on the strategies employed by educational managers and supervisors to achieve educational goals in Afikpo Education Zone.

S/N	QUESTIONNAIRE ITEMS	Principals- 75			Teachers- 100		
		Mean	SD	Dec	Mean	SD	Dec
1	Educational managers and supervisors develop comprehensive plans that outline specific educational objectives	2.35	0.94	Disagree	2.25	1.03	Disagree
2	They ensure that curriculum aligned with educational standard relevant to students' need.	2.43	0.92	Disagree	2.31	0.98	Disagree
3	They support seminar, workshops an ongoing trainings for school staff to enhance their classroom management skills and educational practices	3.52	0.52	Agree	3.21	0.76	Agree
4	They monitor students' progress, asses teaching effectiveness and evaluate the overall performance of educational programmes	3.41	0.61	Agree	3.24	0.72	Agree
5	They efficiently manage financ e, human and material resources to optimize learning outcomes	3.32	0.68	Agree	3.22	0.74	Agree
6	They support and facilitate school - community relationships in order to foster a supportive learning environment.	3.34	0.65	Agree	3.14	0.78	Agree
7	They work w ith parents, policy makers and other stakeholders in decision making that support effective teaching and learning	3.54	0.50	Agree	3.12	0.81	Agree
8	They utilize data analysis to identify areas that need attention and make informed decision about resource allocation	3.46	0.57	Agree	3.33	0.67	Agree
	Grand mean	3.34	0.66	Agree	2.86	0.73	Agree

The data from table 1 above show that only items mean scores 1 and 2 were below decision criterion of 2.5. These showed that the respondents (principals and teachers) agreed that there is no comprehensive plan developed by educational managers and supervisors to achieve educational objectives. Also that the curriculum

does not align with educational standard relevant to students' need. Also, the respondents agreed that educational managers and supervisors uses strategies as monitoring of students' progress, assessment and evaluation of teachers' performance etc especially in Afikpo Education zone of Ebonyi State to achieve their goals.

Research question 2:

What are the effects of Educational Management

and Supervision on Achieving Educational Goals in Secondary Schools in Afikpo Education Zone of Ebonyi State?

Table 2: Mean rating of principals and teachers on the effect of Educational Management and Supervision in Achieving Educational Goals in Secondary Schools in Afikpo Education Zone of Ebonyi State.

S/N	QUESTIONNAIRE ITEMS	Principals- 75			Teachers- 100		
		Mean	SD	Dec	Mean	SD	Dec
9	There is regular monitoring of student's academic performance .	3.24	0.68	Agree	3.12	0.72	Agree
10	There is regular supervision of schools by principal	2.64	0.93	Agree	2.57	0.95	Agree
11	Teacher are involved in the decision making concerning their schools	2.21	0.86	Disagree	2.34	0.88	Disagree
12	Curriculum/scheme are effectively utilized and updated regularly	3.51	0.61	Agree	3.24	0.65	Agree
13	Skill development and vocation training are promoted to meet the demand of the workforce	3.47	0.63	Agree	3.37	0.53	Agree
14	Adequate educational facilities such as laboratories. Libraries and sports facilities are being provided in our schools	2.13	0.95	Disagree	2.46	0.86	Disagree
15	Teachers often attend seminar/workshops to update their professional skills	3.58	0.50	Agree	3.34	0.66	Agree
	Grand mean	2.67	0.91		2.54	0.96	Agree

The data in table 2 above showed that the mean rating for items numbers 1, 2, 4, 5 and 7 are above the criterion decision of 2.5 while that of 3, and 6 are below the cut of point. These shows that majority of the respondents agreed that proper management and supervision of education affect

positively the achievement of educational goals among others.

Research Question 3:

What are the effects of the extent of infrastructure and quality of service delivery on the achievement of educational goals?

Table 3: Mean rating of principals and teachers on the extent of infrastructure and poor quality delivery as they affect the achievement of educational goals

S/N	QUESTIONNAIRE ITEMS	Principals- 75			Teachers- 100		
		Mean	SD	Dec	Mean	SD	Dec
16	Basic amenities like clean water and electricity are adequately provided in the school	2.12	1.04	Disagree	2.22	1.01	Disagree
17	The curricula used in the school are updated as the need arise	3.23	0.74	Agree	3.14	0.82	Agree
18	Facilities for extracurricular activities such as basketball court are always available	2.02	1.07	Disagree	2.13	1.03	Disagree
19	There is adequate facilities like classrooms, libraries and laboratories in the school	2.76	0.85	Agree	2.65	0.87	Agree
20	Repairs of damaged facilities in the school are properly done.	2.64	0.88	Agree	2.83	0.85	Agree
21	Students and teachers have access to modern educational technology such as computers, internet connectivity and educational software in the school	2.04	1.05	Disagree	2.36	0.94	Disagree
22	Guidance and counselling services are adequately provided in the school.	2.21	1.01	Disagree	2.06	1.03	Disagree
		2.52	0.94	Agree	2.56	0.92	Agree

From table 3, the analysis clearly showed the mean ratings for all the items. Only items 2, 4, and 5 were agreed on while those of 1, 3, 6, and 7 were disagreed because their corresponding mean ratings were below 2.5. This means that 3 items were accepted while 4 were not.

Testing of Research Hypotheses

Ho1: There is no significant relationship between the strategies employed by educational managers and supervisors and achieving educational goals in secondary schools in Afikpo Education zone of Ebonyi State.

Table 4: Relationship between the strategies employed by educational managers and supervisors and achieving educational goals in secondary schools in Afikpo Education Zone of Ebonyi State.

SN	Variable	N	Mean	STD	R	Sign Value
1	Strategies employed by educational managers and supervisors	175	29.990	3.422	0.777(*)	0.044
2	Effect on achieving educational goals in secondary schools in Afikpo Education Zone.	175	28.360	2.747		
	* Correlation is significant at the 0.05 level (2-tailed)					

(Source: Author's Fieldwork Survey, 2025)

From the result of the analysis carried out as shown in table 4 above, the value of Pearson Product Moment Correlation Coefficient between the variable "The Effects of Strategies employed by educational managers and supervisors" and the variable "achieving educational goals in Afikpo Education Zone", done at alpha level of 0.05 is 0.777 and this value is closer to the figure plus one than zero indicating that there is a strong positive correlation between the variable "Strategies employed by educational managers and

supervisors" and the variable "achieving educational goals the education zone", this means that the effects of the Strategies employed by educational managers and supervisors has positive influence on the achievement of educational goals in Afikpo Education zone.

Hypothesis 2:

There is no significant relationship between educational management and supervision and achieving educational goals in secondary schools in Afikpo Education zone of Ebonyi State

Table 5: Relationship between educational management and supervision and achieving educational goals in secondary schools in Afikpo Education zone of Ebonyi State?

SN	Variable	N	Mean	STD	R	Sign Value
1	Educational management and supervision	175	29.000	3.278	0.641(*)	0.011
2	Effect on achieving educational goals in secondary schools in Afikpo Education Zone.	175	28.360	2.747		
	* Correlation is significant at the 0.05 level (2-tailed)					

(Source: Author's Fieldwork Survey, 2025)

Result of the analysis carried out as shown in table 5 above, the value of Pearson Product Moment Correlation Coefficient between the

variable "The Educational management and supervision" and the variable "achieving educational goals in secondary schools in Afikpo

Education zone”, done at alpha level of 0.05 is 0.641 and this value is closer to the figure plus one than zero indicating that there is a strong positive correlation between the variable “The educational management and supervision” and the variable “achieving educational goals in secondary schools in Afikpo Education zone”, this means that the educational management and

supervision has positive influence on achieving educational goals in secondary schools in Afikpo Education zone.

H₀₃ Hypothesis 3:

There is no significant relationship between infrastructure and quality of service delivery and the achievement of educational goals?

Table 6: Relationship between infrastructure and quality of service delivery and the achievement of educational goals?

SN	Variable	N	Mean	STD	R	Sign Value
1	The infrastructure and quality of service delivery	175	27.870	2.616	0.567(*)	0.007
2	Effect achieving educational goals in secondary schools in Afikpo Education Zone.	175	28.360	2.747		
	* Correlation is significant at the 0.05 level (2-tailed)					

(Source: Author's Fieldwork Survey, 2025)

From the result of the analysis carried out as shown in table 6 above, the value of Pearson Product Moment Correlation Coefficient between the variable “infrastructure and quality of service delivery” and the variable “achieving educational goals in secondary schools in Afikpo Education Zone”, done at alpha level of 0.05 is 0.567 and this value is closer to the figure plus more than zero indicating that there is a strong positive correlation between the variable “infrastructure and quality of service delivery” and the variable “achieving educational goals in secondary schools in Afikpo Education Zone”, this means that the infrastructure and quality of service delivery has strong influence on achieving educational goals in secondary schools in Afikpo Education Zone.

Conclusion and Recommendations

The study "Effect of Educational Management and Supervision on Achieving Educational Goals in Secondary Schools in Afikpo Education zone of Ebonyi State” responses of the respondents indicated that the strategies employed by

educational managers and supervisors have both positive and negative effects on achieving educational goals. Results of the findings showed among others which included that the managers and supervisors provided strategies to achieve educational objectives, are positive to proper management and supervision to achieve educational goals, that to high extent there is quality service delivery in achieving educational goals through provision of infrastructure. Government should provide adequate funds and facilities needed by students and teachers to ensure that educational goals are achieved. They efficiently manage educational finance, human and material resources in order to optimize good learning outcomes. They support and facilitate school community relationship in order to foster a supportive learning environment.

Conclusion

The study recommended that among others that government should create a functional management and supervision team including parents, teachers and all education stakeholders to incorporate in the educational system to ensure

that educational goals are achieved. The government should help with adequate provision of Educational facilities such as laboratories, libraries, sports facilities re-training of teachers

and most importantly funds. Inadequate funding of education adversely affected management and supervision of schools and as a result, hinders the achievement of educational goals in of Afikpo Education Zone Ebonyi state.

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