MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 05 NO. 8 – JULY, 2024

SCHOOL-RELATED FACTORS AND ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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Keywords:
Administrative Effectiveness, Secondary School, School-Related Factors.

Abstract

This study examined the influence of school-related factors on administrative effectiveness in public senior secondary schools in Kwara State. Descriptive research design was used in the study. The study selected Two hundred and thirty participants from the three senatorial districts in Kwara State as respondents. A researcher- designed questionnaire titled: "School-Related Factors Questionnaire" (SRFQ) and "Administrative Effectiveness questionnaire" (AEQ) guided the conduct of the study. Two research questions and one research hypothesis were stated and analysed using frequency, mean rating and Pearson product moment correlation statistics. The hypotheses formulated was tested at 0.05 level of significance. The findings of the study showed that the level of school-related factors in public senior secondary schools in Kwara State was high with overall mean of 3.63 points A significant relationship existed between school-related factors and administrative effectiveness in public senior secondary schools in Kwara State (Cal p-value =0.000 < set p- value =0.05). Based on the findings of the study, it was stated that more emphasis should be laid on school-related

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factors (classroom management, school facilities for educational practice etc) through regular assessment and procurement of educational facilities to schools. Workshops and retooling exercises should be organised regularly for schools administrators and teachers in order to improve administrative effectiveness.

Introduction

School-related factors and administrative effectiveness are interwoven. According to Barkley (2006), teaching and learning environment ought to implement six functions: viz -a- viz informs, communicate, collaborate, produce, scaffold and manage. Barkley added that conceptually speaking; the school environment refers to the whole range of components and activities within which learning happens. An important determinant of school-related factor is the classroom which is the primary unit for effective teaching and learning to take place. A classroom environment is an essential way to tap a major energy resource, which in turn will motivate teaching and learning among the students. Student's choice is when the students select what they want to read, and reading widely from a variety of sources (Barkley, 2020).

The study of classroom environment is of great significance as learning is the outcome of this environment. As an agent of intellectual stimulation, conducive classroom environment is an important factor in strengthening the students' level of education. This leads to considerable significance to the study of critical issues of classroom teaching. The method of dealing with the class, curricular subjects and the behaviour of the teachers are some of the factors which make the classroom environment favourable or un-favourable, as gratifying or discouraging to the students. The kind of classroom environment in school and among students promotes either a positive or a negative attitude towards their work at school. The negative attitudes are bound to have a strong influence on their academic performance and manifest themselves in undesirable behaviour such as inattentiveness and truancy which in turn further affects their academic achievements. Academic achievement is dependent on school environment as well as home learning environment (Weymer, 2002).

An important determinant of school-related factor is the school facilities for educational practices. Here, the physical setting of education is provided by schools, which is important in determining how students learn, perform academically, and develop holistically. A suitable environment for good educational practices is created by these facilities, which include classrooms, libraries, laboratories, recreation places, infrastructure, and technology (Marimon, 2019). A positive and stimulating learning environment is created by schools that are thoughtfully planned and well-equipped. An increase in students' general engagement with the learning process is achieved by providing large classrooms with suitable lighting, seating, and interactive equipment. Students get the chance to learn and explore firsthand in modern, well-equipped

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laboratories. Facilities for Science, Technology, Engineering, and Mathematics (STEM) studies give students the opportunity to put theoretical ideas into practice, creating a deeper grasp of challenging subjects.

Hence, the missing link in the school-related factors in the area of classroom environment and management and school facilities for educational practice led to the prevalence of dwindling quality of administrative effectiveness. Therefore, there is need to standardize the process of education delivering for better outcome. This study explored the relationship between school-related factors and administrative effectiveness in public senior secondary schools in Kwara State, Nigeria.

Statement of the Problem

School as a social organisation involves various inter-related components and individuals working together toward the same goals with different thinking, capability and ideas. The administrative head is responsible for the management and running of day-to-day operations and business of the school. The learning experiences and results of students are significantly shaped by the classroom environment. The quality and efficiency of the classroom environment in promoting engagement, cooperation, and the best learning circumstances, however, this is not so in the public senior secondary schools in Kwara State used for this study because classroom environment are not conducive enough for teaching and learning to take place (Olatunde-Aiyedun & Ogunade, 2020).

School facilities play a critical role in producing a favorable and engaging learning environment for students. Yet, there are ongoing challenges linked to the availability, upkeep, and utilisation of school facilities for educational practices because some of these facilities are dilapidated, obsolete and outdated. In addition, for secondary schools attempting to run successfully and make informed decisions, the ineffective and inconsistencies in record-keeping procedures provide substantial obstacles. It is necessary to have a thorough grasp of the problems at hand to design and put into practice techniques that maximize the accuracy, effectiveness, and accessibility of records to address these obstacles. By doing this, schools in the study can improve their overall functionality, uphold compliance, and promote better-informed and effective decision-making processes (Burden, 2020). To promote a mutual and inclusive environment, both staff and students must actively participate in the decision-making processes of educational institutions. However, there might be obstacles and restrictions preventing them from meaningfully participating, which would mean that opportunities for their significant input and original viewpoints would be lost.

Furthermore, It was difficult for administrators to effectively allocate funds, personnel, and supplies in a way that best serves the varied requirements of teachers and students which pose a serious threat to the school administrative effectiveness. Also, a school's

ability to run smoothly might be hampered by poor communication breakdowns between administrators, instructors, students, and parents, which can result in misunderstandings or confrontations.

From the foregoing statements, it can be seen that public senior secondary schools in Kwara State are facing a lots of challenges that needs urgent and prompt action. It is against this that this study examined school-related factors and administrative effectiveness in public senior secondary schools in Kwara State, Nigeria.

Purpose of the Study

i. Examine the level of school-related factors in public senior secondary schools in Kwara State, Nigeria.
ii. Examine the level of administrative effectiveness in public senior secondary schools in Kwara State, Nigeria.
iii. Examine the relationship between school-related factors and administrative effectiveness in public senior secondary schools in Kwara State, Nigeria.

Research Questions

1. What is the level of school-related factors in public senior secondary schools in Kwara State?
2. What is the level of administrative effectiveness in public senior secondary schools in Kwara State?

Research Hypothesis

Ho: There is no significant relationship between school-related factors and administrative effectiveness in public senior secondary schools in Kwara State, Nigeria.

Literature Review

Concept of School-Related Factors

School-Related Factors refer to various elements within a school environment that can impact students' academic achievement, well-being, and overall educational experience. These factors can include both tangible and intangible aspects that contribute to the functioning and effectiveness of a secondary school (Vaknin-Nusbaum, 2023). The physical environment of the school consists of its facilities, resources, and infrastructure. A physical environment that is well-maintained and equipped with comfortable classrooms, libraries, labs, and recreational facilities can improve learning. The range and depth of students' learning experiences are influenced by the curriculum design and instructional tactics used by teachers. All students' requirements can be met by a well-crafted curriculum that offers a variety of learning opportunities and is in line with educational standards.

The school related factors used in the study include: Classroom management, school facilities for educational purpose, effective conflicts resolution, efficient and accurate record keeping and involvement of staff and students in decision. The classroom environment comprises various components that affect the learning outcomes and experiences of students. The physical infrastructure, resources, and spaces within a school that is intended to assist and improve the teaching and learning process. It comprises of touchable objects within the school such as administrative building, classrooms, and libraries (Ralejoe, 2021).

Concept of Administrative Effectiveness in Public Senior Secondary schools

Administrative effectiveness in public senior secondary schools is the ability of school administrators, such as principals and other administrative staff, to effectively and efficiently manage and lead the school towards its goals and objectives. It involves the successful implementation of administrative practices, strategies, and policies that contribute to the overall effectiveness and improvement of the school (Amanchukwu, 2015).

Administrative effectiveness is the capacity of school leaders and administrators to oversee and maximize the use of resources, rules, and procedures in order to accomplish the aims and objectives of the institution. Addressing and enhancing school-related variables requires effective school management. To provide a supportive learning environment, administrators must decide wisely on the curriculum, staffing, funding, and school policies. The participation and support of parents and the community are equally important for administrative performance. To solve issues relating to education, schools with efficient administrations frequently create cooperative connections with community (Aula et al. 2020).

Models for Measuring Administrative Effectiveness in Secondary Schools

The assessment of numerous facets of school leadership, administration, and organisational processes makes measuring administrative performance in secondary schools challenging and multifaceted (Omorobi, 2020). According to Cheng (2022), measuring administrative success in secondary schools can be done using a variety of models and techniques. Several popular models and techniques are listed below among others:

i. **Balanced score card**: A balanced set of Key Performance Indicators (KPIs) in several areas, such as financial management, student outcomes, teacher satisfaction, and community participation, is used in the balanced scorecard model to measure administrative success. It offers a thorough analysis of academic performance.

ii. **Management by Objective**: Setting Specified, Measurable, Attainable, Relevant, and Time-bound (SMART) targets for school administrators is a key component of the Management by Objectives (MBO) approach. The accomplishment of these goals serves as the benchmark for measuring effectiveness.

iii. **Performance-Based Evaluation**: The efficiency of school administrators can be judged by how well they perform in particular areas, such as staff development, budget management, and student accomplishment. Regular performance appraisals and comments are frequently involved in this.

iv. **Benchmarking**: By evaluating their operations and performance against those of other similar schools or academic institutions, schools can gauge the efficiency of their administrative operations. Benchmarking identifies areas that require improvement.

v. **Customer feedback**: Collecting opinions from a range of stakeholders, including as students, parents, teachers, and community members, can provide important information about the efficiency of an administration. Focus groups and surveys are frequently utilised for this objective.

vi. **Cost Benefit Analysis:** Another method of gauging performance is to perform a cost-benefit analysis of administrative choices and resource allocation. This entails determining if resources are utilised effectively to produce desired results.

vii. **Leadership Assessments:** Standard leadership evaluation methods or questionnaires can be used to gauge a leader's effectiveness. These instruments frequently assess a person's capacity for inspiring and motivating others as well as their communication and leadership abilities.

Community involvement and collaborations: The degree of involvement with the local community and the success of collaborations with outside groups or stakeholders can both be used to gauge the effectiveness of a program.

Methodology

This study is descriptive in nature; the research technique provides the opportunity to determine the relationship that exists between school-related factors and administrative effectiveness in public senior secondary schools in Kwara State. The population of the study comprised all 384 secondary schools registered in Kwara state out of which stratified random sampling technique was used to select based on the existing three senatorial districts in the state. Ten schools were selected from each senatorial district, making a total of 30 schools. The total population of teachers and principals in all the selected schools were 450 and 30 respectively. Subsequently, the Krejcie and Morgan table was used to determine the sample size of 217 teachers and 30 principals as participants in the study.

Table 1

Sample of Schools, Teacher and Principals

State	No of Schools	Sample of schools	Population of Teachers	Sample of Teachers	Population of Principals	Total Participant
Kwara	384	30	450	217	30	247
Total	384	30	450	217	30	247

Source: Fieldwork (2024)

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A researcher-designed instrument titled: "School-Related Factors and Administrative Effectiveness Questionnaire" (SRFAEQ) was used to elicit information from the participants. The instrument consists of three sections A, B and C. Section A contains the demographic data of respondents while section B contains 15 items on school-related factors in the areas of classroom environment and school facilities for educational practices. On the other hand, section C which was on administrative effectiveness was tested using effective conflicts resolution, effective and accurate record keeping and involvement of staff and students in decision making from the teachers and principals in the sampled schools.

Lecturers in the Department of Educational Management and Counseling and experts in the area of Educational Measurement and Evaluation in and outside the Faculty of Education, Al-Hikmah University, Ilorin, and University of Ilorin, Ilorin- Kwara State validated the questionnaire designed for this research work. These experts in the cadres of senior lecturers, readers and professors examined the questionnaire and ensured that they were suitable for the information required.

Test re-test method was applied through a pilot test undertaken to ascertain the reliability of the questionnaire. The instrument was administered twice within a time interval of two weeks on 50 teachers drawn from five public senior secondary schools in Osun State. The data collected were subjected to Pearson Product-Moment correlation statistics which yielded 0.78 coefficient. The instrument was adjudged reliable. A total of 247 copies of the questionnaire were distributed across the sample schools out of which 230 copies were well filled and returned to advance the study.

Data gathered on school-related factors and administrative effectiveness in public senior secondary schools in Kwara State were statistically analysed, using Statistical Package for Social Sciences (SPSS) version 20.0. Descriptive statistics of frequency and mean rating were used to answer the research questions raised in the study. Pearson product-moment correlation statistic was used to test the research hypothesis formulated at 0.05 level of significance. The mean rating of responses on level of the school-related factors was: Mean: 0.00 - 2.49 = Low, 2.50 - 4.00 = High.

Presentation of Results

Table 2: *Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.78	.78	50

Source: Field Survey, 2024

Table 2 shows the reliability of the questionnaire used for the survey research. This shows the Cronbach's alpha of 0.78 that is 0.78 is closer to 1 which is an indication that the

questionnaire used for the research work is highly reliable. Hence, further analysis can be done on the result obtained from the field.

Table 3: *Response Rate*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Retrieved and Completed	230	93.1	93.1	93.1
	Un-retrieved	17	6.9	6.9	100.0
	Total	247	100.0	100.0	

Source: Field Survey, 2024

Table 3 shows the response rate of the respondents. The table reveals that out of a total of 247 questionnaires administered, 230 questionnaires were answered and returned which represent 93.1% response rate, while 17 (6.9%) were un-retrieved. The implication is that there is a high response rate of validity of the findings.

Demographic Information

The data collected were analyzed in this section represents the variables of focus for the study and background information of the respondents that were actively involved in the study. The demographic information in which data were collected and analysed includes gender, service status, educational qualification, and years of experience which are presented on tables as follows:

Table 4: *Demographic Attribute of Respondents*

Gender	Frequency	Percentage
Male	95	41.3
Female	135	58.7
Total	**230**	**100.0**
Service Status		
Principal	30	13.0
Teacher	200	87.0
Total	**230**	**100.0**

Source: Author Computation, 2024

The table presents the demographic attributes of respondents participating in this study, detailing their gender, and service status. Regarding gender distribution, the respondents are predominantly female, with 135 out of 230 participants, accounting for 58.7%. Male

respondents constitute 41.3%, totaling 95 individuals. This significant gender disparity indicates a higher representation of females in the sample. In terms of service status, the majority of respondents are teachers. Specifically, 200 respondents, or 87.0%, are teachers, while 30 respondents, or 13.0%, are principals. This indicates that the survey primarily captures the perspectives of teachers rather than school principals.

Research Question One: What is the level of school-related factors in public senior secondary schools in Kwara State.

Table 5: *Level of School-Related factors in public senior secondary schools in Kwara State*

S/N	STATEMENT	SA	A	D	SD	Mean	Rank
1	The teacher has adequate classroom management skills that facilitates teaching and learning	154	76	-	-	3.67	High
2	There is proper coordination of students' in the school that support administrative effectiveness in secondary school.	140	80	10	-	3.57	High
3	The teachers and students are well organized in the school thereby facilitate teaching and learning.	161	64	5	-	3.68	High
4	The parents are comfortable with the classroom management techniques used by their teachers	170	50	10	-	3.70	High
5	The school gives room for professionalism in the management of the classrooms	95	130	5	-	3.39	High
6	In the classroom, the teacher successfully establishes clear guidelines and expectations.	140	90	-	-	3.60	High
7.	To accommodate the varied needs of the students, the instructor modifies her teaching methods.	154	76	-	-	3.67	High
8	Are the school facilities easily accessible to all students and staff members?	160	60	10	-	3.64	High
9	How do school facilities impact teaching and learning experiences?	160	70	-	-	3.70	High
10	In your opinion, how do the availability and quality of school facilities affect the overall academic performance of students?	154	76	-	-	3.67	High

11	Are there any budget constraints or challenges that hinder the improvement of school facilities?	164	66	-	-	3.57	High
	Overall Mean					3.63	

Key: Overall mean: 0.00 - 2.49 Low, 2.50- 4.00 High.

From Table 2, the overall mean was 3.63. This implies that the level of school-related factors in public senior secondary schools in Kwara State was high.

Research Question two: What is the level of secondary school's administrative effectiveness in public senior secondary schools in Kwara State?

Table 6

Level of Administrative Effectiveness in public senior secondary schools in Kwara State

S/N	STATEMENT	SA	A	D	SD	Mean	Rank
1	An effective conflict resolution leads to a constructive and harmonious environment at work and in school.	140	80	10	-	3.57	High
2	It's important to establish a strong connection between people by resolving issues through mutual understanding.	170	60	-	-	3.74	High
3	Successful dispute resolution enhances cooperation and teamwork.	140	90	-	-	3.74	High
4	In order to achieve unbiased conflict resolution, it may be helpful to engage the services of a neutral third party.	160	60	10	-	3.61	High
5	Conflicts are settled by trying to reach solutions that benefit both parties whenever possible.	164	60	6	-	3.65	High
6.	Accurate record-keeping aids in preventing communication blunders and misconceptions.	154	76	-	-	3.69	High
7	Effective decision-making occurs inside an organization when records are kept properly.	162	68	-	-	3.67	High
8	The institution's capacity to keep up effective record-keeping procedures may be	165	65	-	-	3.70	High

	hampered by a lack of resources and training.						
9	Keeping precise records can accelerate and reduce the time spent on administrative duties.	172	58	-	-	3.72	High
10	In order for records to represent the most recent information, they are regularly updated and kept current.	174	56	-	-	3.75	High
11	Making decisions with input from staff and students leads to more informed choices.	154	76	-	-	3.76	High
12	The knowledge and insight of the staff members aid in making wise and useful decisions.	165	65	-	-	3.67	High
13	It is important that students have a say in decisions that directly impact their educational experiences.	170	50	10	-	3.72	High
14	It might be difficult to make decisions by balancing different viewpoints and beliefs.	174	56	-	-	3.70	High
15	The institution values and takes into consideration the input and ideas of staff and students when making decisions.	170	50	10	-	3.76	High
	Overall Mean					3.69	

Key: Overall mean: 0.00 - 2.49 Low, 2.50- 4.00 High.

From Table 3, the overall mean was 3.69. This implies that the level of administrative effectiveness in public senior secondary schools in Kwara State was high.

Research Hypothesis: There is no significant relationship between school-related factors and administrative effectiveness in public senior secondary schools in Kwara State, Nigeria.

Table 7

School-Related Factors and Administrative Effectiveness in public senior secondary schools in Kwara State

Variable	N	Mean	SD	Df	Cal. r-value	p-value	Decision
SRF	**230**	**3.67**	**0.47**				
				228	**0.893**	**.000**	**Significant**
AE	**230**	**3.72**	**0.45**				

P-value: 0.05, SRF: School-related Factors, AE: Administrative Effectiveness, SD: Standard Deviation, df: Degree of Freedom.

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Table 4 shows that the calculated P-value (0.000) is less than the set p-value (0.05) for 228 degrees of freedom. Thus, the null hypothesis is rejected. This implies that a significant relationship existed between School-Related Factors and Administrative Effectiveness in public senior secondary schools in Kwara State.

Discussion of Findings

The level of school-related factors in public senior secondary schools in Kwara State was high. Arop et al (2018) conducted a study on the Management of school related variables and teachers' job effectiveness in secondary schools in Calabar South Local Government Area of Cross River State. It was found that; managing class size, school management style, and school location has a significant influence on teachers' job effectiveness respectively in Calabar South Local Government Area of Cross River State. It was stated amongst others that; school principals should ensure that they adopt a more contingent management style where different situations will warrant the use of different technique; and the recommended teacher-pupils' ratio of 1:35 should be maintained.

In another study conducted by Oredein and Opatunde (2023) themed *Decision-making Skills and Public Senior Secondary Schools Principals' Administrative Effectiveness in Oyo State, Nigeria.* The study compared the relationship between decision-making skills and administrative effectiveness of principals in public senior secondary schools in Oyo State, Nigeria. The role of school principals is crucial in creating an environment that fosters effective teaching and learning, and their decision-making skills have a significant impact on the overall functioning and success of the school.

Conclusion

The findings of the study showed that the level of school-related factors in public senior secondary schools system in Kwara state was high. A significant relationship existed between school-related factors and administrative effectiveness in public senior secondary schools in Kwara state. School-related factors is a concept designed to improve the administrative effectiveness in public senior secondary schools in Kwara state is yet to help in transforming the schools in line with the education reforms and consequent goal achievement.

Recommendations

Sequel to the findings of the study, it was recommended that:

i. More emphasis should be laid on school-related factors (classroom management, school facilities for educational practice etc) through regular assessments and procurement of educational facilities to schools.
ii. Workshops and retooling exercises should be organized regularly for schools administrators and teachers in order to improve administrative effectiveness

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