



Managing School Administrators' Effectiveness Through Capacity Building Programmes in Secondary Schools of Sokoto State, Nigeria

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Abstract

The study examined the management of school administrators' effectiveness through capacity building training and development in secondary schools in Sokoto state, Nigeria. The study used descriptive survey research design and the population of the study consisted of 161 participants (school administrators). Research Advisor (2006) was used to select sample size of 132, using multi-stage sampling techniques such as deliberate, proportionate and simple random sampling. Self-constructed questionnaire titled: Managing school Administrators. Effectiveness through Capacity Building Questionnaire (MSAETCBQ) to collect data based on four (4) Likert scale rating. Face and content validity of the research instrument was done by jury experts in educational administration and planning, Usmanu Danfodiyo University, Sokoto, Nigeria. The study used test re-test method of reliability for the research instrument through a pilot study conducted and a reliability index of 0.82 was obtained. Descriptive statistics such as mean (\bar{X}), percentages (%), tables and frequency counts were used for the data analysis. The study found that school administrators' regular participation in capacity building programmes updates and enhances their administrative effectiveness. The study recommended that, there is need for government through the Ministry of education to provide adequate funds for regular capacity building programmes for school administrators for improved skills and effective service delivery.

Keywords: Administrators, Effectiveness, Capacity, Building, Programmes

Citation: Muhammad, S. M. and Bolatito, A. O. (2022). Managing School Administrators' Effectiveness Through Capacity Building Programmes in Secondary Schools of Sokoto State, Nigeria. *Kashere Journal of Education*, 3(1): 82-90.

Submitted: 5/2/2022

Accepted: 7/4/2022

Published: 1/6/2022

Introduction

Education lies at the heart of every society. This is because, it plays a significant role in the lives of individuals and in national development. Education is the acquisition of knowledge, the aggregate of all the processes through which a person develops ability, attitude and other forms of behavior with positive values in the society (FGN 2013). Secondary school education is the phase of education students received after primary school and before the tertiary level. It also links primary and tertiary education and also provide opportunity for a primary school graduate to acquire additional knowledge, skills and traits beyond the primary level. Secondary education helps to inspire students with the desire for self-improvement and achievement of excellence, raises a

generation of people who can think for themselves, respect the views and feelings of others and respect the dignity of labour (Federal Republic of Nigeria, 2013).

To achieve the objectives of secondary education, there must be constant and continuous training and retraining of school administrators for effective school administration. School administrators popularly referred to as school principals, the school heads in secondary schools that are at the helm of school administration. Adegbemile, Abdullahi, Nzurumike and Azike (2011) stated that school administrators are chief executives in secondary schools who possessed skills for making right decisions that will be of benefit to school needs and staff development generally in relation to academic performance of

students. Manga (2016) defined school administrators as those individuals who had undergone vigorous educational training with requisite qualification in educational administration and planning for effective management of educational institutions. School administrators can be defined as individuals or groups of individuals with requisite qualification, skills experience and knowledge in administration to direct affairs and school activities towards accomplishment of the stated goals of the schools.

Thus, a high premium is placed on their contributions, because they have a great role to play in the development of the entire educational system and the country at large. Indeed, the quality of the leader is more important than any single factor that determines the success or failure to accomplish set goals in a school. Okoroma (2016) opined that school administrators significantly influence the degree of goals achievement in secondary schools. This means that the effectiveness of the school system depends on how well and best the school administrators blend the conceptual skills, human relation skills, management strategies as well as the technical skills more effectively and efficiently for the realization of positive educational outcomes.

School administrators in a dynamic world requires regular capacity building training programs that would help them keep abreast with the recent developments and educational challenges in the management of secondary schools (Manga, 2016). Acquisition of relevant knowledge, skills, and competence in the field of educational administration and planning is a strategy that can enhance professional school administration (Okenjom, Akoloh, Numoipre & Ihekoronye, 2019). This is to say that viability and effectiveness in school administration can be achieved through constant and regular participation of school administrators in capacity building programmes such as in-source training, workshops, conferences, seminars and professional meetings organized exclusively for school administrators (Adegbimile, Abdullahi, Nzurumike & Azike, 2011). Capacity building according to Azikiwe (2006) is a process by which individuals, irrespective



of sex, are equipped with skills and knowledge required to perform effectively and efficiently for better productivity. It also implies a dynamic process which enables individuals and agencies to develop the critical, social and technical capacities to identify and analyze problems as well as proffer solution to them. Nwazor (2012) described capacity building programmes as the deliberate programmes planned for school administrators to acquire a wide range of competencies, skills and knowledge with which to effectively implement educational policies. These training programmes can help keep them up-dated with contemporary trends in the field of educational administration. It is believed that regular and constant capacity building training for school administrators can enhance and facilitate administrative effectiveness for sustainable accomplishment of the goals of secondary education in Nigeria. Manga (2016) opined that capacity building programmes usually take the form of in-service training, workshops, seminars, refresher courses and on-the-job training with the aim of acquired skills, experience and knowledge needed for effective school administration.

Workshop is a form of training and development organized for school administrators for the purpose of effectiveness and efficiency in the school administration (Bolatito, 2019). Okoroma (2016) sees workshops as a training device used in upgrading professional efficiency in school administrators for better administration of school. Workshops bring school administrators together for the purpose of learning new methods of problem-solving skills through which skills will be employed for effective implementation of educational policies. According to Peretomode and Chukwuma (2014) effective workshop is built around what is practiced and relevant to the need of the learners' perspective. The main objective of workshops is to acquire new knowledge, skills and experience that are related to the work of the participants. Similarly, seminars plays a vital role in the improvement of efficiency and effectiveness of administrators. Seminar involves a group of people coming together to discuss and learn specific techniques and

topics. Suleiman (2015) observed that seminars are highly interactive sessions in which presentations leads a group of participants into discussions about a defined subject matter. He asserts further that seminars also promote and encourage sharing of information among participants and provide them with information and sometimes technological displays encompassing best and most current information relevant to their field. Ochai (2012) maintained that inventing external measures that are designed and established to influence behavior of individuals, groups or organizations in developing capacity is very necessary when expecting a desirable outcome from participants. Several studies were conducted to examine the relevance of continuous capacity building on effective school administration. Muthani (2015) investigated impact of workshops on the administrative effectiveness of school administrators in public secondary schools in Muranga County, Kenya. The study employed a descriptive survey research design with 29 school administrators as participants. Research Advisors (2006) was used to select 20 out of 29 participants and also purposive and simple random sampling techniques was used draw the sample of the study. The study used questionnaire title: Workshop and Administrative Effectiveness of school Administrators' Questionnaire (WAESAQ) to collect data. 0.71 reliability index was obtained using cronbach alpha to maintain internal consistency. Descriptive statistics was used to analyze data collected. The results of the analysis indicated that workshop training programme was found to have positive significant impact on administrative effectiveness of school administrators. The study concluded that regular attendance of workshops would enhance competence in school administration that would facilitate school administrators' administrative effectiveness. The study recommended that government should provide adequate funds to organize regular workshops to enable school administrators acquire skills and experience to improve in school administration.

Similarly, Okenjom, Akoloh, Numoipre and Ihekoronye (2019) investigated capacity



building programme needs for school administrators in secondary schools in cross River State, Nigeria. The study employed descriptive survey research design and the study population consisted of 234 participants (school principals) in Ikom educational zone of cross River state. Disproportionate stratified random sampling technique was adopted for the selection of the participants. Therefore, 150 out of 234 participants were selected as a sample size for the study. Research instrument titled: Capacity Building Programme Needs for School Administrators Questionnaire (CBNNSAQ) was used to collect data. A pilot study was conducted and internal consistency reliability was computed using Cronbach Alpha and a reliability index of 0.82 was obtained. Data collected were analyzed using mean (X) and standard Deviation (SD) to answer the research questions. The study found that government incentives help in motivating school administrators to ensure participation in capacity building programmes for effective school administration. The study recommended that there should be adequate funds provided by government for capacity building programmes for school administrators.

Statement of the Problem

In recent times effective administration of public secondary schools in Nigeria has become a great challenge. The deplorable state of schools and low standard of education in many public secondary schools in Nigeria is said to be the outcome of ineffective administration, poor leadership, mismanagement of resources and poor planning of school activities among other issues. Another problem that characterized Nigerian public secondary is favoritism in the manner of appointment of school administrators into the leadership positions where by politicization, Nepotism and religious callosity as well as, lack of consideration for the professionally trained individual is evident. Although, research efforts have also shown that school administration requires dexterous, adroit and well-grounded and professionally trained individuals in the field of educational administration and planning to effectively handle the school affairs towards goals

attainment. Furthermore, the inability of the government to adequately provide funds for organizing regular capacity building training for school administrators after their appointment into office is said to have contributed to ineffective administration in secondary schools. This and other issues prompted the researchers to investigate whether capacity building training for school administrators can enhance and facilitate effective administration of secondary schools in Sokoto State, Nigeria.

Research Questions

This study was guided by the following research questions.

1. What are the opinions of school administrators on the impact of capacity building seminars on school administrators' effectiveness in secondary schools in Sokoto state Nigeria?
2. What are the opinions of school administrators on the impact of training workshops on school administrators' effectiveness in secondary schools in Sokoto State Nigeria?

Objectives of the Study

The objectives of the study are to find out:

1. The opinions of school administrators on the impact of capacity building seminars on school administrators' effectiveness in secondary schools in Sokoto State, Nigeria.
2. The opinions of school administrators on the impact of training workshop management has improved school administrators' effectiveness in secondary schools in Sokoto State Nigeria?

Theoretical Framework

The theoretical basis of this study was Human Capital theory. The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (2004) postulated that education and training are a form of investment in human beings. The underlying believed that education creates assets in the form of knowledge and skills, which in turn increase the productivity of the work. Schult argued that skilled human resources has been able to acquire these skills as a result of staff development programmes or



investment in the existing human resources through appropriate on the job training both within and outside the organization for example seminars, workshops, conferences and by creating conducive environment through appropriate welfare care like promotion. According to Farrant (1981), human capital theory proposes that people's skills, experience and knowledge are a form of capital and that returns are earned from investment made by the employer or employee to develop these attributes. The human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance Employees' career path prospects. This theory was found relevant to this study, because it laid emphasis on regular and periodic training and re-training of school administrators which was considered as imperative to enhance school administration.

Methodology

The study employed descriptive research design to seek the opinion of the participants (school administrators) on the impact of Capacity building on school administrator effectiveness. The study adopted a descriptive survey research design. The study population consisted of 161 school administrators (school principals) in six (6) educational zones under Sokoto state Teachers Science Board. Research Advisor (2006) was used to select 132 out of 161 participants. Multi-stage sampling technique such as historical, deliberate, proportionate and simple random sampling techniques were used. Deliberate sampling technique was used to select secondary schools in each educational zone. This is because of proximity and familiarly with these schools. Simple random sampling technique was used to select participants (School administrators) in the sampled schools. The sampling technique was used to ensure every participant have equal chance of being selected to avoid biasness. Historically sampling techniques was used to select three (3) out of six (6) educational zones in Sokoto State Teachers Service Board. This sampling technique was used because secondary schools in three (3) selected educational zones have been in existence for over four decades. A proportional sampling

technique was used to ensure equitable distribution of the research instrument (Questionnaire) required in all sampled secondary schools under study.

Self-constructed questionnaire titled: Managing School Administrators Effectiveness Through Capacity Building Questionnaire (MSAETCBQ) was used for collect data. The questionnaire has two sections A and B. Section A contains demographic information of the participants, while section B has 10 items constructed base on research questions. Four (4) Likert scale rating was used to measure participants' responses. These include Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which was coded 4,3,2,1 respectively. The research instrument was validated by experts in Educational Administration and Planning in the Department of educational Foundations, Usmanu Danfodiyo University Sokoto State, Nigeria. Based on their advice, some items in the questionnaire were modified, reconstructed and restructured to ensure suitability of the



language, adequacy and relevance of the items in addressing the research questions. Their correction, input and suggestions were adjusted to have face and content validity. To determine the reliability of the research instrument, a pilot study was conducted within an interval of three weeks using test retest method of reliability. Reliability index was computed using Cronbach Alpha and a reliability index of 0.82 was obtained. Data collected was analyzed using descriptive statistics such as percentage (%) mean (X), tables and frequency counts.

Result

This section presented the result of the study.

RQ1: What are the opinions of school administrators on the impact of capacity building seminars on school administrators' effectiveness in secondary schools in Sokoto state Nigeria?

This research question was answered and presented in Table 1

Table 1: Opinions of Participants on Impacts of Capacity Building Seminars on School Administrators Effectiveness in Sokoto State Nigeria.

S/N	Item statements	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Seminar are trainings that helps school administrators to update their knowledge, skills and experience for administrative effectiveness	108	83%	22	17%
2.	Seminars are trainings that build the capacity of school administrators for effective application of management concepts in day to day school activities for effective school administration	117	90%	13	10%
3.	Capacity building seminars are opportunities for school administrators to engage in interaction that breeds new ideas which enhances administrative effectiveness	110	86%	20	14%
4.	Regular attendance of seminars by School administrators help expand their administrative capacity and competency for effective school administration.	106	82%	24	18%
5.	Capacity building seminars enable school administrators to acquire necessary skills and experience required for effective school administration	120	92%	10	8%
Mean (X)		112	87%	18	13%

Source: Field Survey, 2021

Table 1 indicated managing school administrators' effectiveness through capacity building seminars. Item 1 indicated that 83% of

the participants agreed that Seminar are trainings that helps school administrators to update their knowledge, skills and experience

for administrative effectiveness while 17% of the participants disagreed with the opinion. Item 2 indicated that 90% of the participants' agreed that Seminars are trainings that build the capacity of school administrators for effective application of management concepts in day to day school activities for effective school administration while 10% of the participants disagreed with the opinion. Item 3 indicated that 86% of the participants agreed that Capacity building seminars are opportunities for school administrators to engage in interaction that breeds new ideas which enhances administrative effectiveness while 14% of the participants disagreed with the opinion. Item 4 indicated that 82% of the participants agreed that regular attendance of seminars by School administrators help expand their administrative capacity and competency for effective school administration, while 18% of the participants disagreed with the opinion. Item 5 indicated that 92% of the participants



agreed that Capacity building seminars enable school administrators to acquire necessary skills and experience required for effective school administration while 8% of the participants disagreed with the opinion. The above analysis indicated that majority of the participants representing 87% agreed that capacity building training programme normally organize for school administrators mainly to acquire more skills, experience and knowledge needed to improve day to day school activities to enhance administrative effectiveness, while 13% of the participants disagreed with the opinion.

RQ2: What are the opinions of school administrators on the impact of training workshops on school administrators' effectiveness in secondary schools in Sokoto State Nigeria?

The question was answered and presented in table 2.

Table 2: Opinion of Participants on the Impact of Training Workshops on School Administrators' Effectiveness in Secondary Schools in Sokoto State

S/N	Item statements	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	School administrators' continuous participation in workshops enable them improve on skills required for effective school administration.	97	75%	33	25%
2.	Regular and periodic participation in workshop training is essential for school administrators to update and enhance their skills and competence in school administration.	102	78%	28	22%
3.	Regular participation in training workshops help expose school administrators to better leadership style to direct teachers towards accomplishment of stated goals.	109	84%	21	16%
4.	Regular participation in training workshops can enable school administrators learn new methods of solving administrator problem for effective school administration.	112	86%	18	14%
5.	Workshops are organized mainly to improve and enhance capability and competency of school administrators for effective school administration.	89	68%	41	32%
Mean (X)		102	78%	28	22%

Source: Field Survey, 2021

Table 2 indicated managing school administrators through workshops. Item indicated that 75% of the participants agreed that school administrators' continuous

participation in workshops enable them improve on skills required for effective school administration while 25% of the participants disagreed with the opinion. Item 2 indicated

that 78% of the participants' agreed that regular and periodic participation in workshop training is essential for school administrators to update and enhance their skills and competence in school administration while 22% of the participants disagreed with the opinion. Item 3 indicated that 84% of the participants agreed that regular participation in training workshops help expose school administrators to better leadership style to direct teachers towards accomplishment of stated goals, while 116% of the participants disagreed with the opinion. Item 4 indicated that 86% of the participants agreed that Regular participation in training workshops can enable school administrators learn new methods of solving administrator problem for effective school administration while 14% of the participants disagreed with the opinion. Item 5 indicated that 68% of the participants agreed that Workshops are organized mainly to improve and enhance capability and competency of school administrators for effective school administration. While 32% of the participants disagreed with the opinion. The analysis above indicated that majority of the participants representing 78% agreed that school administrators need regular and periodic participation in workshops to acquire more skills, knowledge and experience needed to solve administrative problems, as well as, expose to modern leadership style use to diligently direct subordinates towards accomplishment of stated goals, while 22% of the participants disagreed with the opinion

Discussion of the Findings

First finding indicated that school administrator regularly attendance of capacity building Seminars provides continuous improvement and enhancement of administrative skill and experience for effective school administration. This means that regular attendance of capacity building seminars enhances administrative effectiveness of school administrators. This finding corroborated with Adegbemile, Abdullahi, Nzurumike and Azike (2011) who found that regular participation of school administrators in capacity building training enable them to improve by acquiring more skills, Knowledge and experience required for



effective school administration. Similarly, the finding was in tandem with Ayeni (2015) who found that capacity building training programmes periodically organized for school administrator's updates administrative skills for improved administrative effectiveness. The finding from this study also agreed with Okenjom, Akoloh, Numoipre and Ihekoronye (2019) who found that capacity building training programmes frequently organized for school administrators update their skill and knowledge to keep them abreast with current development and trend in school administration and this exposure would improve their administrator efficiency on the job.

Second finding indicated that workshops training programme periodically organized for school administrators update and enhances their professional and administrative effectiveness on the job. This finding was in consonance with Sergiovanni and Elliot (2000), Watton (2005) and Kpela (2005) whose studies confirmed that workshop organization and attendance has a significant influence on administrative skill of school administrators according to them, workshop are important indices for staff development and they are used as an aspect of staff development programme. The use of workshop is for the professional growth and development of staff. Similarly, finding of this study agreed with Akiyele (2007) who found that frequent workshop attendance enable school administrators interact with experts and professionally trained individuals in the area of educational administration and planning to share ideas and knowledge that would make them to be more productive on the job. Ayeni (2015) also pointed that regular participation in workshop and other staff developmental programme expose school administrators to new techniques of solving administrative problems, and directing subordinated towards goals accomplishments.

Conclusion

Regular training and development programme has become prerequisite and indispensable for school administrators to upgrade and update their administrative skill and experience required for execution of functional school

administration. This could be achieved through periodic organizing capacity building training programme for enhancement and improvement administrative capacity and competency needed to achieve the goal of school administration. Also, capacity building training programme would enable school administrators get acquainted with and keep them abreast with contemporary development in the job of school administration. The study concluded that regular attended workshop would make school administrators acquired for better application of administrative skill and experience required for better application of administrative concept in day to day activities for effective school administration.

Recommendations

The following are the recommendation of this study.

1. The government through the Ministry of education should ensure that capacity building seminars are regularly organized for school administrators' in order to enhance their skills and competence necessary to facilitate effective school administration.
2. The government through the Ministry of education should regularly organize workshop training programmes for professional growth and development of school administrators. because regular participation in training workshops would enable school administrators to acquired skill, knowledge and capacity to face administrative challenges as the need arises

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