

**THE IMPACT OF MANAGEMENT BY OBJECTIVES ON THE
ADMINISTRATIVE EFFECTIVENESS OF PUBLIC SECONDARY SCHOOLS IN
IBADAN NORTH LOCAL GOVERNMENT AREA OF OYO STATE**

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Abstract

The study examined the joint and relative impacts of elements of management by objectives on the administrative effectiveness of public secondary schools in Ibadan North Local Government. A descriptive survey design method was adopted. A sample of 472 (30% of the total population) respondents was selected through simple random sampling technique. Data were collected through impact of management by objectives scale ($r=0.83$) and administrative effectiveness questionnaire ($r=0.76$). Two hypotheses were tested and data analyzed through multiple regression analysis. The five elements of management by objectives which constituted the independent variable jointly predicted administrative effectiveness of the respondents ($R=0.8954$). Precisely, the predictors contributed 77% (adjusted $R^2 =0.7655$) to the variance of the criterion variable. Also, each of the independent variable significantly ($P<0.05$) predicted the dependent variable. Based on the findings, it was recommended that management of secondary schools should integrate and adopt management by objectives principles and practices so as to facilitate administrative effectiveness of their schools.

Keywords: *Management by objectives (MBO), Administrative effectiveness, public secondary schools, Ibadan North Local Government.*

Introduction

The importance of secondary education as a link between primary and tertiary education is reflected in the broad aim of secondary education as preparation for useful living within the society and for higher education. The underlining principle here is that secondary schools should be able to provide quality education to all those who can benefit from it. It is to expose the school leavers to become creative, critical, and to provide them with opportunities to acquire reasonable skills among other benefits. However, as laudable as the objectives of secondary education seem to be, there are indications that the achievements of these goals are being jeopardized due to some administrative problems. Research has shown that some secondary school principals lack leadership competencies, resulting in low quality of instruction, indiscipline among staff and students (Aina, 2011). Indications such as: accountability problems among the administrators, teachers and the students, curriculum and supervision problems, objectives setting problem, inability to initiate changes into the system, problems arising from delegation of duties, unilateral decision making, disciplinary problems among the teachers and students, just to mention but a few, are some of the clear cut evidences or indicators of the problems that have besieged secondary school administration in Nigeria. Okebukola (2008) noted that at no other time in the history of secondary education in this country have the school administrators been faced with such multitudes of challenges that came their way today. There is no doubt that the multiplicity of these problems had serious implications for school administration. It must be stressed that education cannot be an instrument par excellence for achieving national development where secondary education is not effectively managed to accomplish its aims and objectives. According to Ajayi (2002) and Omoregie (2005), secondary education in Nigeria is riddled with crises of various dimensions which combine to suggest that the system needs urgent attention.

Administrative effectiveness in secondary schools is the extent to which the school principal harmonizes material, human resources and policies available to him to achieve the goals of the school. It is the ability of school principals to apply innovative, organizational and management strategies and make the most efficient use of resources – not only money but also time and expertise in their schools in order to

accomplish school objectives. However, without the requisite competencies such as the ability of school administrators to set achievable participatory objectives (participatory management style) and set out clear individual roles and responsibilities, problems will be experienced. School administrators who do not possess these competencies would not be able to achieve effectiveness in school administration.

The diagnosis of Nigeria education sector showed that greater proportion of secondary school administrators do not have the necessary administrative strategies/tools to exhibit these competencies (Federal Ministry of Education, 2005). According to Olaleye (2001), in the hope of increasing individual production and contribution towards the achievement of the objectives of secondary education in Nigeria, managers have resorted to many different approaches. They have tried to get commitment and hard work through economic pressure and rewards, sought greater production by teaching the workers the best or the most efficient ways to do a job according to the situation at hand, tried to motivate their employees into a sense of well-being, hoping that their comfort would produce a desire to contribute. All these approaches had some success, but none succeeded totally in injecting enough of that element of vitality and adaptability into organizational life to allow it to thrive and remain viable in this age of change and socio technological turmoil. This motivated the researchers to embark on investigation into what improvement result oriented management techniques such as Management by Objectives (MBO) could bring to the improvement of secondary school administration.

Fife (2003) defines management by objectives(MBO) as an individual target-based system of compensation that assigns to each involved subject a set of targets to reach within a given working period (typically a year) and specifies some extra rewards (prizes) contingent to the fulfillment of these targets . It involves coming together of both the superior and subordinate to jointly identify objectives, define individual major areas of responsibility in terms of results expected and use these objectives and expected results as guide for operating the units and assessing the contribution of each of its members. Liu (2009) sees it as a participative system of managing in which managers look ahead for improvements, set performance objectives at the beginning of a time period, develop actions and supporting plans and, ensure

accountability for results at the end of the time period. In MBO, the superiors bring specific goals and measures for the subordinate to a meeting with this subordinate, who also brings specific objectives and measures that he or she sees as appropriate or contributing to better accomplishment of the job. Together, they develop a group of specific goals, measures of achievement, and time frames in which the subordinate commits himself or herself to the accomplishment of those goals.

The subordinate is then held responsible for the accomplishment of the goals. The manager and the subordinate may have occasional progress reviews and re evaluation meetings, but at the end of the set period of time, the subordinate is judged on the results that he or she has achieved. He or she may either be rewarded for success by promotion or salary increases or be fired, transferred to a job that will provide needed training or supervision. Whatever the outcome, it will be based on the accomplishment of the goals which the subordinate had some part in setting and committed himself or herself to achieving. The technique assists administrators to gain an increased ability to help subordinates develop by being able to see better, the strengths and weaknesses of employees in operations on a specific objective. It is an approach that teaches both the subordinates and super ordinates to try to anticipate change, define clear and specific objectives, and to delineate concrete measurements that will tell them when the goals and objectives set are achieved. Among the key elements of management by objectives captured in this work that studies such as Ofojege (2010) have shown to be relevant and could be beneficial in achieving continuous improvement in school administration are: participatory management, delegation of authority, periodic review of objectives, evaluation of performances, and organizational reward system. Thus, MBO combines fundamental elements of administration such as participatory management style, delegation of authority, evaluation of performances, organizational reward system and review of objectives.

Participatory management is an approach to leadership that leads to reduction in the power differential between superiors and subordinates (Oguntoye, 2002). It will allow employees to gain a wider view of the organization. At specific intervals, the leader/manager and each of his/her subordinates get together to set objectives which the

subordinates expect to achieve within the next specified period. This agreement is based on the full understanding of the assignment by the subordinate but the constraints within the organization are dictated by its policies and the leader's mission. Once the agreement has been sealed, it becomes the basis for evaluation. Delegation of duties and authority is an agreement between a subordinate and his or her leader, with some authority and support from the leader. This enables the subordinate to commit himself/herself fully to the attainment of set objectives and to utilize his/her initiative if necessary. The subordinate in turn (now as leader) sets objectives with each of his/her own subordinates along the same line. Lack of delegation practices often leave people frustrated, unmotivated, while the manager remains overworked (Ijaiya, 2000). The subordinate sets out appropriate mechanisms and devices to ensure attainment of the objectives before and not later than the scheduled time jointly agreed with the leader.

Evaluation of performances deals with a joint session between a leader and his/her subordinate to review the results obtained by the subordinate as compared with the agreed targets. Rewards are based on the evaluation. If there are shortcomings, steps are taken to remove such cogs in the wheel of attainment of objectives. It is the systematic assessment of the performance of employees and to understand the abilities of a person for further growth and development. Ogunyinka (2000) sees appraisal as the process of determining the merit, worth or value of an activity. Performance appraisal provides important and useful information for the assessment of employee's skill, knowledge, ability and overall job performance.

Furthermore, review of objectives emphasizes that an organization is not static, objectives set can also be said not to be static. Changes in objectives means that objectives priorities are periodically re examined to accommodate changes in internal and external environment (Eriba, 2008). This could be intermediate or final review. The purpose of the intermediate review is to determine progress and identify problems that stand in the way of accomplishing objectives (Arikewuyo, 2004). The final review is to determine the level of objective accomplishment.

Reward may be defined as material and psychological returns for performing activities in any organization. Reward does not only include financial returns; it also involves many non financial benefits

like achievements, recognition, status, prestige, value, accomplishment, etc(Armstrong, 2007). Employees' performance can be improved by the use of properly designed reward system. Attaching reward to roles in a school system, can serve as motivation for the accomplishment of the goals and objectives behind those roles.

Considering the fundamental roles which the five key elements of management by objectives discussed occupy in organizational productivity and performance, it becomes pertinent to find out the impact management by objectives will have on the administrative effectiveness of public secondary schools. Therefore, the objectives of this study, is to find out the joint, and the relative impacts of management by objectives on the administrative effectiveness of public secondary schools. The elements of management by objectives identified for this study as earlier discussed are: participatory management, delegation of authority, evaluation of performances, review of objectives and organizational reward system. The gaps for this study in reference to other studies reviewed are in the area of content, population, and geographical scope. There are also differences in comparison with other works reviewed in the area of focus of this study in relation to the focus of other studies reviewed, variable(s) , year of study, research locale, respondents, population and sample size, instrumentation, statistical tools used and theoretical framework used, etc. Also most studies on Management by Objectives concentrated on Factories and employee productivity and were even carried out abroad. There seems to be lack of enough relevant literature on how management by objectives could be used at lower levels of education. From all the gaps mentioned above, the most important gap that this study will fill is to ascertain the impacts of management by objectives towards improving administrative effectiveness at lower levels of education.

Research Hypotheses

H₀₁: There is no significant joint impact of management by objective elements (participatory management, delegation of authority, evaluation of performances, review of objectives and reward system) to administrative effectiveness of public secondary schools

H₀₂: There is no significant relative contribution of each of the elements of management by objectives (participatory management, delegation of authority, evaluation of performances, review of objectives and reward system) to administrative effectiveness of public secondary schools.

Methodology

The research design adopted for the study was descriptive survey. The independent variable is management by objectives (MBO) and the dependent variable is administrative effectiveness of public secondary school. The population of the study comprised all the 1573 public secondary school teachers in the 36 public secondary schools in Ibadan North Local Government Area. Using simple random sampling technique, a sample of 20 secondary schools (57% of the total population) was randomly selected. Furthermore, 30% (472 respondents) of the total population of teachers in the selected 20 schools was used as the sample for the study. The instrument used for data collection was a questionnaire tagged (IMBOAE). Data were collected through impact of management by objectives scale ($r=0.83$) and administrative effectiveness questionnaire ($r=0.76$) structured on a modified 4 point Likert scale. From the total of 472 copies of the questionnaire administered, 466 copies were retrieved but only 465 copies, representing 98.5% rate of return, were found valid for analysis. Data obtained were analysed using multiple regression analysis at 0.05 level of significance.

Results

H₀₁: There is no significant joint impact of management by objective elements (participatory management, delegation of authority, evaluation of performances objectives review and organizational reward system) on administrative effectiveness of public secondary schools

Table 1: Regression analysis of the joint impact of management by objectives on administrative effectiveness

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	75222.04	25	94666.44	175.62	0.000
	Residual	34944.60	440	65.246		
	Total	110166.64	465	94731.686		
R=0.8954		R ² =0.8679		ADJUSTED R ² = 0.7655		

The result on table 1 showed that the identified five elements of management by objectives when taken together are potent predictors and effective in predicting administrative effectiveness of secondary schools. This is so because the combined factor made a joint significant impact of $R=0.8954$ and adjusted R^2 Value of 0.7655. The implication of this is that all the five factors of management by objectives put together accounted for 77% of the variance in perceived impact of management by objectives of the respondents. The result further established that the joint contribution of the elements of management by objectives could not have occurred by chance since F ratio value of 175.62 and P value of 0.000 ($p < 0.05$) shows the effectiveness of the five independent variables of management by objectives.

This result therefore shows that the five elements of the independent variable have significant impact on administrative effectiveness. Therefore, hypothesis 1 is hereby not accepted.

H₀₂: There is no significant relative contribution of each of the elements of management by objectives (participatory management, delegation of authority, evaluation of performances, review of objectives and reward system) on administrative effectiveness of public secondary schools

Table 2: Summary of regression analysis showing the relative contribution of participatory management, delegation of authority, evaluation of performances, review of objectives and reward system to administrative effectiveness.

Variable	Unstandardised Coefficients		Standardized Co-efficient	T	Sig.
	B	Std. Error	Beta		
Participatory management	2.615	.695	.743	4.391	0.000
Delegation of authority	.754	.458	.639	3.117	0.000
Evaluation of Performances	2.3421	.756	.573	2.961	0.002
Review of objective	2.893	.796	.837	6.425	0.000
Reward system	.543	.268	.363	1.175	0.004
Constant	11.290	2.323		4.584	0.000

Significant at $P < 0.05$

From the result displayed in table 2, each of the five elements of management by objectives, made significant individual contribution to the prediction of perceived administrative effectiveness. The results indicated the following beta weights which represented the relative contribution of the independent variables to the prediction of the dependent variables : participatory management ($\beta = .743$, $t = 4.391$; $P < 0.05$) ; delegation of authority ($\beta = .639$; $t = 3.117$; $P < 0.05$) ; Evaluation of performances ($\beta = .573$, $t = 2.961$; $P < 0.05$) ; Review of objectives ($\beta = .837$ $t = 6.425$; $P < 0.05$) and organizational reward system ($\beta = .363$, $t = 1.175$; $P < 0.05$). These results show that review of objectives is the most potent predictor, and organizational reward system has the least contribution to the prediction of the independent variable.

Discussion

The result of the multiple regression analysis revealed that participatory management, delegation of authority, organizational

reward system, evaluation of performances, review of objectives and organizational reward system (which are the identified elements of management by objectives), either collectively or separately are potent predictors of administrative effectiveness in public secondary schools. The magnitude of the relationship among the independent variables in predicting administrative effectiveness of public secondary schools is reflected in the values of co-efficient of multiple regressions. This finding corroborates the finding of a study carried out in Anambra state by Ofojege (2010), which indicated that the teachers considered MBO elements as relevant and beneficial management. The finding suggests that teachers recognized that application of MBO in the domains of school management would help the school management to achieve continuous school improvement. In another study titled 'Management by Objectives (MBO) Imperatives for Transforming Higher Education for a Globalised World' carried out by Wenceslaus and Ifeoma (2014), their findings indicated that various MBO stipulations are relevant to administration and would therefore be integrated in transforming the areas of administration, curriculum, quality assurance and committee works as well setting visions for future directions in the institutions. This finding is consistent with the elements of MBO that are important for successful school leadership identified by Carr (2005) and Tahir, Shafkat and Mohammed (2008).

As for the extent to which each of the independent variables contributed to the prediction of administrative effectiveness, it could be inferred from table 2 that review of objectives is the best predictor of administrative effectiveness. This finding supported the finding of Amadi and Ememe (2012), who found that regular review of objectives was among the factors that respondents gave prominence to in order to improve education. This view was also supported by Lam (2012) who stressed the need to restructure and review educational objectives to cope with the impact of Globalization.

It was also found in this study that Participatory management has significant influence on the administrative effectiveness of public secondary schools. The findings support the work of Ogbonna (2002) on the impact of employee participation in decision making in Nigeria Public Sectors where the respondents agreed that participation of employee in decision making will yield high productivity in the organization. The findings of this study also corroborated the findings

of a research work carried out by Abiodun and Afolabi (2002) on the impact of participatory management on productivity of secondary school teachers in south-west Nigeria. The study revealed that there was a significant relationship between participatory management style and teachers' productivity.

Delegation of authority as one of the elements of the independent variable of this study was also found to be significant when considering administrative effectiveness. This finding that one of the important attributes expected of school administrators is delegation of authority. The finding also supported Ijaiya (2000), which opined that there is need to educate administrators on the need to delegate some tasks and authority to their subordinates for effective running of the schools.

This finding also supported the study carried out by Agada (2004), on leadership style, motivation and delegation of authority in selected tertiary institutions in Kogi state, Nigeria, where 64.2% of the total respondents of the study agreed that delegation of authority is important to administration. Organizational reward system, as one of the independent variables of this study was also found to be significant, the finding supported the work of Oyedemi (2013), which opined that rewards are tools for achieving efficiency and effectiveness in schools. The result also corroborated a study carried out by Martha and Robert (2013) that found a moderate significant relationship between rewards and productivity of workers.

Evaluation of performances is the last of the independent variables of this study, and was also found to be significant. This corroborates the work of Igwe and Rufai (2012) that identified evaluation as a measure for educational programmes accountability and improvement. The finding of this work also corroborated the view of Oduma (2013) who identified monitoring and evaluation as one of the strategies for improving quality assurance in schools. The findings discussed so far have shown that Management by Objectives is an administrative tool that would bring about effectiveness in the administration of secondary schools in Nigeria if practiced and well managed by secondary schools administrators.

Conclusion

In the course of investigating the impact of Management By Objectives (MBO) on the administrative effectiveness of public secondary schools in Ibadan North Local Government, it was discovered that all the key elements of the MBO identified (participatory management style, delegation of authority, supportive services, review of objectives and evaluation of performances) are significant in the study. They all have significant impacts on the administrative effectiveness of public secondary schools, even though, with different levels of relative prediction. In all the independent variables identified, and according to the results arrived at after the data analysis, review of objectives was seen to have the highest level of significance to administrative effectiveness in secondary schools ($\beta = .837$ $t = 6.425$; $P < 0.05$)

Recommendations

Based on the findings, it is therefore suggested that managers of schools and principals should apply Management by Objectives principles and practices for improved performance of their schools. State Ministries of Education should also sponsor principals to conferences in the area of educational management and planning within and outside the state where they will acquire more knowledge on the application of MBO to their managerial tasks in schools.

Also, continuous training opportunities should be given to all administrators of schools by the Ministry of Education and other relevant bodies, through seminars and workshops, to expose them to modern trends and skills in MBO application to schools' management. Furthermore, government should empower and authorize school management bodies to use MBO to strategize towards sourcing internal and external donors in the administration of schools and finally. Lastly, there should be autonomy in implementation of plans once the objectives have been agreed upon, the individual enjoys wide discretion in choosing the means for achieving the objectives without being quizzed by higher ranking managers.

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