

Capacity Building Programme Needs for School Administrators in Secondary Schools in Cross River State, Nigeria

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Abstract: The research paper looked at Capacity Building Programme Needs for School Administrators in Secondary Schools in Cross River State, Nigeria. The purpose of the study was ascertained the relevance of capacity building programmes to secondary school administrators in Cross River State, Nigeria. Descriptive survey design was adopted for the study. The study was guided by two research questions. The population of the study comprised of 234 principals in Secondary schools in Ikom Education Zone, Cross State, Nigeria with a sample of 150 respondents. The instrument for data collection was a researcher's structured questionnaire titled "Capacity building programme needs for school administrators (CBPNSA)" was used to elicit information from the respondents. The instrument consisted of 20 items developed by the researcher. Mean and standard deviation were used to answer the research questions. The study found out that government incentives help in motivating administrators to ensure participation in capacity building programmes for effective school administration.

Keywords: Capacity Building, Capacity Building Programme, Administration, School Administrators, Secondary Education, Nigeria

INTRODUCTION

School administrators (principals) in globalized world need capacity building programs that will keep them abreast with the educational challenges in the administration of school and curriculum implementation in secondary schools. This can be achieved through the acquisition of skills, competences and relevant knowledge in the field of education that will serve as enhancement for professional school administration as it relates to proper implementation of educational policies and programmes in Secondary Schools in Cross River State. Administration is the coordination and organization of the effort of a group of people and materials for the achievement of set goals and objectives of an organization. According to [1] administration is the coordination of human and material resources towards the attainment of some predetermined objectives. It is concerned with working with people and materials to accomplish the purpose of an enterprise. Administration is also concerned with the guidance, leadership and control of the effort of a group of people towards the achievement of common goal [2]. Stated that administration involves directing the affairs of an organization in such a way that its pre-determined objectives and goals are achieved through the use of appropriate resources. School administrators include all those people that form the administrative unit of the

school like the principals, vice principals and heads of department [3]. Also pointed out that the concern of the school administrator is to direct the efforts of teachers, pupils and other staff in the school towards the achievement of school goals and objectives.

School administrators are referred to as people who control learning activities by creating an environment in which teachers and other staff can work effectively [4]. According to [5], school administrators (principals) are chief executives in (secondary) schools who possess skills for making right decisions that will be of benefit to school needs and staff development generally in relation to academic performance of students. Supporting this assertion [6-7] who averred that workers (administrators) will be more productive if they have the opportunity of meeting their needs while working in an organization, such needs include: staff training through capacity building programmes like provision of in service training, improved conditions of work among others [8], maintained that incentives as external measures that are designed and established to influence behaviour of individuals, groups or organizations in developing capacity is very necessary when expecting a desirable outcome from participants who in secondary school are the administrators. The school administrator has an obligation to seek and

provide opportunities for his teachers to grow professionally, this enable them make greater contributions to education itself as it affects curriculum and policy implementation [9]. The absence of a viable and effective administrative unit in a school to coordinate activities and educational policies will be of adverse effect to school administration in secondary schools [10]. The major way through which the viability and effectiveness in school administration can be achieved is through regular participation in capacity building programs like in-service training, workshops, conferences, seminars and professional meetings that are organized for (principals). The challenge of making laudable educational policy in Nigeria usually lies wholly on how well the implementation process is achieved. Little wonder [11] lamented that the problems of Nigeria does not lie with the knowledge and adequate policies but effective management and sustainable implementation. Since school administrators are the leaders of the school and in the office of directing what goes on in the school, they need to be trained and retrained with capacity building programmes. These programmes will keep them abreast with contemporary trends in the field of education through which proper guidance will be given to teachers and other administrative staff on strategies for proper implementation of universal basic education programme especially in Cross River State. The capacity building of school administrators is of immense importance to the sustainable implementation of universal basic education programme. Capacity building according to [12] 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 [13]. Capacity building programmes therefore are deliberate programmes planned for school administrators to acquire a wide range of competencies, skills and knowledge with which to effectively implement educational policies like the universal basic education programme. These capacity building programmes usually take the form of in-service training, workshop/seminars, refresher courses, electronic training, and staff meeting, among others.

1. In service training according to [14] is means for continues professional growth, which encourages the extension of technical assistance by teachers educators. In-service education is an integral part of staff development programme, which is organized for teachers while in service. As part of achieving professional development for secondary school administrators, the relevance of in-service training can not be over emphasized as it provides an avenue for secondary school principals regular update of knowledge and competencies that is required to administer school policies and curriculum for achieving and enhancing teachers job performance for achieving the objectives of secondary education as stipulated in the national policy on education in Nigeria.
2. Workshop (seminar) is a form of training and development organized for the purpose of improving teaching and learning conditions [15]. Asserted that workshop is a training device used in upgrading professional efficiency. Workshops bring 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. Seminar as well is a form of off-the-job training and development needed by school administrators (principals) that could make them professionally more committed to their job in the case of giving professional guidance to teachers in their various areas of specialization for effective teaching and learning.
3. Refresher course is another form of capacity building programme of school administrators. In this programme the school administrator (Principal) is released or granted leave by the education board to attend training of special courses relevant to school administration and transformational leadership. The knowledge, skills and competences acquired is usually in consonance with contemporary development in the job of school administration in line with sustainable and proper implementation of secondary school curriculum [16].
4. Electronic training as a form of capacity building programme for school administrators is a necessary tool for the proper implementation of universal basic education programme. The world is now a global village that needs school administrators to be abreast with the changes in his environment. In this type of training the school administrator gets himself trained through the internet. By getting familiar with the internet, he gets acquainted with information relevant to skill development through use of a computer [17]. When a school administrator gets acquainted with the computer, his administration becomes easy as sharing and receiving of information (communication) within the school and around the world becomes very easy and reliable.
5. Staff meeting is a form of on-the-job training that creates a forum for both school administrator and staff to meet and discuss on issues that bother on

the teaching/learning process of the school. According to [18] staff meeting refers to an assembly of people at a pre-arranged time usually to discuss specific issues. It provides a forum for school administrators and teachers to become more familiar with the problems and event that are occurring outside their immediate areas of assignment thereby learning from the ideas of others. When staff meeting is organized, it creates an atmosphere for the school administrators to interact with teachers on areas of needs and specialization. This meeting will help the principal as well as create an opportunity for the principal to schedule subjects according to area of specialization to teachers.

6. **Statement of the problem:** Cross River State as one of the educationally disadvantaged state in Nigeria most often fall within states that need to work extra mile in the administrative style of the principal, to enable both staff and students maintain an environment that permits effective learning through teachers instructional delivery and management of classroom activities. For this scenario to be achieved, the school administrator requires adequate skills and techniques in leadership style to enable them grapple with the married of challenges that face the school management. This skills and challenges can only be achieved through regular participation in capacity building problems that government or relevant bodies are responsible for the provision and organization. This capacity building programmes required by school administrators to enhance proper school management are in-service training, workshops, seminars, and refresher program. Unfortunately government has failed to provide these services to enable sustainable implementation of the secondary school curriculum in Cross River State. It is on this background the study tends to find out the relevance of capacity building Programme needs for school administrators in secondary schools in Cross River State.

Purpose of the study: The general purpose of this study is to determine the relevance of capacity building programme needs for school administrators in Cross River State. Specifically, the study sought to:

1. Determine the capacity building needs of school administrators for the effective administration of secondary schools in Cross River State.
2. Determine the adequacy of modalities used by government for implementation of capacity building programmes for administrators in Cross River State.

The following research questions were posed to guide the study

1. What are the capacity building needs of school administrators for the effective administration of secondary schools in Cross River State?
2. What is the adequacy of modalities used by government for implementation of capacity building programmes for secondary school administrators in Cross River State?

RESEARCH METHOD:

Descriptive survey research design was employed in the study [19]. Described a survey as a study which aims at collecting data and describing in a systematic manner, the characteristics, features or facts about a given population. The study sought the opinion of the male and female teachers in junior secondary schools on the relevance of capacity building programme needs for the implementation of the universal basic education programme in Cross River State. The study was conducted in all secondary schools in Ikom Education Zone of Cross River State. Cross River State has three education zones, namely: Calabar, Ikom and Ogoja Education Zones. The population of the study comprised of all the 234 principals in secondary schools in Cross River State. The principals comprised 183 male and 60 female principals giving a total of 234 principals. (Source: Cross River State Secondary Education Board, 2016). Disproportionate stratified random sampling technique was adopted for selection of both the male and female principals. The sample consisted of fifty (50) principals from each zone. This gives the total of one hundred and fifty (150) respondents. This is because in disproportionate stratified random sampling the relative proportion of strata in the sample does not correspond to their relative proportion in the population. The instrument used for data collection was a researcher developed questionnaire titled "Capacity building programme needs for school administrators (CBPNSA)". The instrument has two sections namely; section 'A' which is concerned with personal data of the respondents and section 'B' which contains 20 items in two clusters on capacity building programme needs for school administrators in secondary schools in Cross River State. Section 'B' part of the instrument has 20 items that has two clusters with rating scale using Likert type rating of four point scale. The response mode applied were strongly Agree (SA) 4 Points, Agree (A) 3 Points, Disagree (D) 2 Points, Strongly Agree (SD) 1 Point.

The instrument was face validated by three experts, two from Educational Foundations and one from Measurement and Evaluation, all from faculty of Education University of Nigeria Nsukka. They were requested to study the items and asses the suitability of the language, adequacy and relevance of the items in addressing the research questions bearing in mind the

purpose of the study. Their corrections and inputs formed the basis for the modification of the items on the instrument. In order to ensure the internal consistency of the instrument, a trial test was carried out on twenty (20) principals in Ebonyi State secondary schools. Internal consistency reliability for each of the cluster was computed using Cronbach Alpha (α) with an overall computation that yielded a reliability index of 0.82. This was considered appropriate because it ensured the extent of homogeneity of the items in each

cluster. The Cronbach Alpha was used because it provided more stable measure of homogeneity. Data collected were analyzed using the mean and standard deviation to answer the research questions.

RESULT AND FINDINGS

The result of the findings in line with the research questions that guided the study are presented in the table below.

Table-1: Research Question 1

Mean Responses on capacity building needs of school administrators for the effective administration of Secondary Schools in Cross River State

S/N	What are the capacity building needs of school administrators for the effective administration of secondary schools in Cross River State?	SA	A	D	SD	\bar{X}	SD	Interpretation
1	Principals need regular participation in workshops to enable them improve on skills required for effective school administration	107	33	9	1	3.06	0.86	Agree
2	School administrators (principals) find it cumbersome to participate in workshops	94	36	17	3	3.33	0.87	Agree
3	There are no capacity building programmes organized for principals in secondary schools in Cross River State	2	7	78	63	2.44	0.77	Disagree
4	In service training is required by school administrators in secondary schools for effective administration	81	62	5	2	3.39	0.92	Agree
5	Principals decide on the type of capacity building programme to participate in	10	17	24	99	2.37	0.90	Disagree
6	Professional conferences for school administrators creates opportunity for interactions that breeds new ideas for good leadership	110	22	16	2	3.33	0.94	Agree
7	Government organizes regular capacity building programmes for administrators in secondary schools in Cross River State	90	30	20	10	2.39	0.89	Disagree
8	Government organizes conferences for school administrators in secondary schools	71	40	34	2	3.50	0.93	Agree
9	Administrators who receive capacity building training have good administrative capability for secondary school administration	66	53	28	3	3.00	0.77	Agree
10	Staff meeting is a medium that contributes to principal's effectiveness in schools administration.	52	48	40	10	3.45	0.99	Agree
	Grand Mean					29.21		

The result presented on Table 1 showed the mean and standard deviations of principals on capacity building needs of school administrators for the effective administration of secondary schools in Cross River State. Result showed that items [1, 2, 4, 6, 8, 9] and 10 are of the fact that there are various capacity building needs required by secondary administrators (principals) in Cross River State. However, items 3, 5 and 7 also

reported that though there are capacity buildings programmes organized at intervals for secondary schools principals but it adequacy was the challenge as principals do not have the opportunity to participate in regular capacity building programmes for continues improvement in administrative skills for effective administration in Cross River State.

Table-2: Research Question 2**Mean Responses on adequacy of modalities used by government for implementation of capacity building programmes for secondary school administrators in Cross River State**

S/N	What is the adequacy of modalities used by government for implementation of capacity building programmes for secondary school administrators in Cross River State	SA	A	D	SD	\bar{X}	SD	Interpretation
11	Government often give allowances to administrators who participate in workshops	77	33	24	16	3.28	0.97	Agree
12	Government regularly send supervisory team to visit administrators in their schools	24	25	59	42	1.33	0.75	Disagree
13	Adequate funds are usually provided by government to fund capacity building programmes for administrators	20	35	55	40	2.40	0.91	Disagree
14	Money made available for organizing workshops for secondary schools principals is usually diverted by individual for other purposes	60	39	41	7	3.29	0.93	Agree
15	Principals are promoted following extent of participation in capacity building programmes	30	10	48	62	2.20	0.89	Agree
16	Vice principals are sometimes invited for special workshop to enable them deputize their administrators	50	53	45	2	3.80	0.96	Agree
17	Training centers are sometimes made closer to the administrators to ease their participation	59	38	32	21	3.30	0.99	Agree
18	Principals who fail to participate in fixed programme are queried by government	88	42	19	1	3.80	0.96	Agree
19	Capacity building programmes are made to be optional for school administrators	5	15	57	73	2.02	0.91	Disagree
20	Government mobilizes more facilitators to guide the training of secondary school principals for effective administration	66	34	30	20	3.59	0.98	Agree
	Grand Mean					30.11		

The result presented on Table 2 showed the mean and standard deviations of principals on the modalities used by government to implement capacity building programmes for secondary school administrators in secondary schools in Cross River State. Result showed that items 11, 14, 15, 16, 17, 18 20 are of the fact that government employs various modalities for the implementation of capacity building programmes for secondary school administrators in secondary schools in Cross River State to enable

administrators benefit immensely from this programmes organized for effective school administration. However, items 12, 13 and 19 reported that government does not provide adequate resources required for proper organization of capacity building programmes and supervisory bodies are rarely sent to secondary schools in Cross River State to check the administration of school principal in line with the skills acquired from such programmes.

DISCUSSION OF FINDINGS

Research question one sought to find out the capacity building needs of school administrators for the effective administration in secondary schools in Cross River State. The result of the findings showed that, there are various programmes required by school administrators to enable for the enhancement of effective administration in secondary schools in Cross River State. This findings is in line with that of Ngoka [6] and Adegbemile[7] who averred that workers (administrators) will be more productive if they have the opportunity of meeting their needs while working in an organization, such needs include: staff training through capacity building programmes like provision of in service training, improved conditions of work among others. This implies that the adequate provision training for administrators in secondary schools in Cross River State will to a great extent contribute to making school administrators effective in school administration.

Research question two sought to find out the adequacy of modalities used by government for implementation of capacity building programmes for secondary school administrators in secondary schools in Cross River State. The result of the findings showed that there are modalities put by government to enable secondary school administrators effectively manage secondary schools in Cross River State through acquiring skills relevant to his administrative duties. This findings are in line with that of United Nations Development Programme – UNDP [8] who maintained that incentives as external measures that are designed and established to influence behaviour of individuals, groups or organizations in developing capacity is very necessary when expecting a desirable outcome from participants who in secondary school are the administrators. This implies that when principals who are administrators or managers of secondary schools in Cross River State are given the opportunity to attend or participate in various capacity building programmes, there will invariably perform more effectively in line with policies which guide school administration in Nigeria.

CONCLUSION

The achievement of organizational goals as pertain secondary schools in Cross River State is greatly dependent on the extent to which school administrators manage the day to day activities of the school. Building capacity with relevant capacity building programmes is relevant to the school leadership role as the school principal and leader. These programmes could be in form of in-service training, participation in conferences, workshops, professional meetings, etc.

Recommendations

Based on the findings of the study, the following recommendations were made for the study:

1. There should be adequate funds provided by government to fund capacity building programmes for secondary schools administrators in secondary schools in Cross River State.
2. Government should regularly organize capacity building programmes for administrators in secondary schools in Cross River State
3. There should be provision of for regular supervision by supervisory team to visit administrators in their schools after receiving training on effective administration in secondary schools in Cross River State.
4. Capacity building programmes should be made compulsory for all secondary school administrators in Cross River State.

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