

PRINCIPALS' APPLICATION OF MANAGEMENT BY OBJECTIVE FOR DECISION MAKING IN SENIOR SECONDARY SCHOOLS IN OGUN STATE

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Abstract

This study examined the principals' application of Management by Objective (MBO) for decision making in senior secondary schools in Ogun State. MBO is a dynamic approach that gives the subordinates a voice in what goes on in an organization. It is a participative management style that is very similar to democratic school administration because it encourages employees to participate in setting their own goals and knowing what is important in their evaluation and appraisal. Four research questions and four null hypotheses were answered using one research instrument titled "Principals' Management by Objective Questionnaire" (PMBOQ). Multistage sampling technique was used and a total of 718 participants from both public and private senior secondary schools were selected for the study. 170 principals represented 46% of the principals' population while 548 teachers represented 5% of the teachers' population in public and private senior secondary schools in Ogun State constituted the sample for the study. The internal consistency of the instrument was established using Cronbach Alpha formula and the overall reliability of the instrument was 0.89. Mean and standard deviation were used to answer the research questions, while t-test statistical tool was used to test the null hypotheses at 0.05 level of significance. The findings revealed that principals adopted MBO in administrative decision making in public and private senior secondary schools. Also, principals applied management by objective techniques in decision making process in school finance, school discipline and community relations and this enhanced the institutions' growth and productivities of the teachers. Based on the results of the findings, it was recommended among others that principals must tell subordinates what to do, time in which the work should be done, the method for performance evaluation, review the results and set further goals.

Keywords: Principals, MBO, Decision Making, Secondary Schools, Ogun State, Nigeria.

Management by objectives (MBO) as a management technique is commonly described as a result oriented approach which gives the subordinates a voice in what goes on in an organization. It is a participative management style that is very similar to democratic school administration because it encourages employees to participate in setting their own goals and knowing what is important in their evaluation and appraisal. It also gives employees the opportunity of regular rapport with the management. This implies that in MBO, the superior and subordinates are both involved in setting the objectives and the objectives are not just imposed on the subordinates by the superior. Thus, both parties mutually agreed on the objectives. The idea behind this approach in decision making is for the members of an organization (superior and subordinates) to jointly identify together its common goals, define each individual's major areas of responsibility in terms of the results expected of him or her and use these measures as guides for operating a unit and assessing the contribution of each of its members, while encouraging them to contribute their utmost to the achievement of the organization goals.

The MBO was first advocated by Druker (1937) and was made famous by Odiorne (1965). The advocates identified eight areas in the organization where performance objectives must be set. These areas are: market standing, innovation, productivity, physical and financial resources, profitability, manager's performance and development, worker's performance and attitude, and public responsibility. According to Humble in Ezidi (2009), one of the efforts provided by the MBO is that it provides another way of motivating workers, which serves as another avenue of collaboration between management and the workers. The MBO entails a meeting between the superior and subordinates for the purpose of setting objectives that are in line with the overall objectives of the organization or institution. The two individuals will jointly establish - what the subordinates will do, the time in which the work will be done, the method for performance evaluation, and finally, when the allotted time is over, they will meet again to review the results and set further goals.

The system of MBO can also be applied in school setting by the principals as the system improves the efficiency and effectiveness of a school. Its visible effects are in such areas as improved moral, improved delegation of decision making, identifying more people who can be promoted, and an improved institutional image. In MBO, the moral of individual has to be high and the subordinates have to feel wanted, useful and responsible if they are to perform effectively even when the superior is not around.

Under the frame work of MBO, the principal needs to constantly review the subordinate's progress and at regular intervals provide guidance and assistance needed. Therefore, it becomes imperative to build up a system of control within the school system, that's effectively accurate to compare actual performance with plans, and this needs to be acceptable to both principal and his subordinates. This is done through the principal's involvement of his staff in the decision making process. The underlying principle behind this approach is the belief that if the individual performance plan(s)

within the school system are achieved, the school as an organization will achieve its own goals. Thus, MBO can be useful in effectively appraising principals and teachers' performance, since it encourages team work, good decision making in schools and when properly applied for decision making in secondary schools it will generate better communication and relationship among superiors and subordinates as the individual is part and parcel of the decision making process.

Okere (2015) supported this view and concluded that there are important areas in which decisions could be made in schools, areas such as school finance, school discipline and school community relations, which the principal need to involve members of his staff. Efficient and effective utilization of the people to make use of their intellectual abilities helps the growth of the school. Nwanguma (2014), opined that principals as school managers are often confronted with lots of complexities, obscurity and confusion. He therefore concluded that in identifying or examining the problems and deficiencies of the system, it would be helpful in setting out the objectives of the system. It is important that all groups and shades of opinion are accommodated during the decision making process in the formal statement of objectives and the consensus approach is recommended since it relies on opinions held by groups. It is therefore advisable for principals as chief executives of the schools to look outside their own organizational system for means of improvement towards greater effectiveness.

According to Antoni (2012), management by objective enables the principal and his staff to jointly evaluate the objectives of the school and work together with enough strategies resulting in conducive atmosphere for the attainment of the school goals, while Maduagwu (2010) opined that MBO is a technique which tends to ensure that all factors which may result in the failure of the objectives are detected, and taken care of especially through the validation of objectives and through the periodic reviews. He therefore concluded that application of MBO for decision-making in secondary schools will enhance organizational profitability and growth, productivity through its principle of time strategy, total management and performance appraisals.

Hampton, Charles and Webber (2009) saw MBO as an approach to management of planning, leading and controlling, which make goals or objectives the heart of the practice of management. To manage an organization is to plan, lead, control, direct and evaluate organizational goals. Lack of these management components lead to dysfunctional organizations. On the dysfunctional aspect of most public sectors, Iboko (2013) suggested that MBO which is a result oriented managerial technique should be adopted by all public sectors in Nigeria. In his view, when management ensures the commitment of all concerned to the objectives of the organization, it will not only be easier to aim and control efforts properly but also identify and remove obstacles in the way of progress. Maduagwu (2010) saw the working of MBO in education when administrators and teachers jointly define their common goals in terms of expected outcomes. As principals and teachers hold meeting

usually at the beginning or end of term or session to define school goals, they are involved in management by objectives. The areas for discussion in such meetings could be curriculum implementation, school community relations, student's personal administration and management of school plant.

Ezeocha (2015) believed that in whatever form the principals perform their administrative roles, they revolve around curriculum and instruction, school community relation, student's personal administration, staff personal relation, school business management and physical facilities management. Each of these administrative components is likely to have some sub-units or departmental objectives. Such unit's problems could be on how to affect a successful mastery of a particular subject in the school. A joint decision on how to solve such problem is indirectly a way of reaching the school and National objectives for Education, which justifies the inclusion of such subject in the school curriculum. It is in view of this diverse nature of school objectives that Maduagwu (2010) postulated that educational goals are always lofty and very difficult to achieve completely hence educational goals are arranged hierarchically within the school organization. Such hierarchical arrangements could be classified under three headings namely: organizational level goals - at the top of an organization, its aims are directional; unit level goals - at the unit level, each department in turn directs its effort towards its own objectives as each department has its own meaningful aims; and individual level goals - at the individual's level, each individual position can then be assigned definite objectives which explains the expected roles of the individual in the achievement of the entire organization goals. For the teacher, effective teaching of his subject is essential as a predetermined or expected role.

It is against this background that this study is undertaken in view of the efficacy of management by objective among principals for effective decision making and management process towards goals achievement.

Statement of the Problem

The realization of the goals and objectives of education of any nation could be measured through a congenial school management and administration. Educational goals are rarely fully realized, partly due to problems besetting the school system. Decision making is an integral part of school management and competency in this activity differentiates the effective principals from the ineffective principals. Based on this aforementioned reason, this study sought to investigate principals' application of Management by Objective for decision making in senior secondary schools in Ogun State, Nigeria.

Purpose of the Study

The aim of this study is to find out whether secondary school principals in Ogun State adopt MBO in their administration and especially for decision making. Specifically,

the following objectives will be achieved:

- i. To examine how principals apply management by objective in the administration of secondary schools in Ogun State.
- ii. To ascertain whether principals apply MBO techniques in decision making process in school finance.
- iii. To determine whether employees are involved appropriately in decision making in secondary schools.
- iv. To determine the extent of application of MBO techniques in decision making between public and private senior secondary schools in Ogun State.

Research Questions

To accomplish the research objectives, the study was designed to answer the following research questions:

RQ 1: What are the ways principals apply management by objective in the administration of secondary schools in Ogun State?

RQ 2: Did principals' application of management by objective help in making decision about the school finance?

RQ 3: Are teachers adequately involved in making decisions towards achieving the goals of the schools?

RQ 4: To what extent do principals apply MBO technique in decision making in public and private senior secondary schools in Ogun State?

Hypotheses

The following null hypotheses were proposed for the study:

Ho₁: There is no significant difference between the mean scores of public and private school on the ways principals apply management by objective in the administration of secondary schools in Ogun State.

Ho₂: There is no significant difference between the mean scores of public and private school on the ways principals apply management by objective techniques in decision making process in school finance.

Ho₃: There is no significant difference between the mean scores of public and private school on the ways teachers get involved in school decision making for goals achievement.

Ho₄: There is no significant difference between the mean scores of public and private school on the management by objective techniques applied in decision making helpful in schools.

Methodology

Research Design

This study employed the descriptive survey research design. This method was adopted because survey information has been accepted as a useful tool in educational research

for describing existing condition and for evaluating effectiveness of programmes.

Population

The population of the study consists of all the principals and teachers of government and approved private secondary schools in Ogun State.

Sample and Sampling Technique

Multi-stage sampling technique was used for this study. First, stratified random sampling technique was applied in selecting the sample for the study to make the sample representative of all the secondary schools in Ogun State. The stratified schools were four, namely public, private, federal and command secondary schools. There are 272 principals and 8,945 teachers in public schools, 91 principals and 1,820 teachers in the approved private secondary schools; 2 principals and 104 teachers in the federal (unity) schools, 2 principals and 98 teachers in the command secondary schools. Altogether, a total of 367 secondary schools, 367 principals and 10,967 teachers are in Ogun State. Simple random sampling technique was used to select a total of 718 participants which comprised of 170 principals and 548 teachers. The sample of 170 principals represented 46% of the principals' population while the 548 teachers represented 5% of the teachers' population.

Method of Data Collection

The instrument used in the data collection was questionnaire titled "Principals' Management by Objective Questionnaire" (PMBOQ). The questionnaire was divided into two sections A and B. Section A contained the demographic data of the respondents which includes the school name; type of school; school location and gender of the respondents while the section B of the instrument contained twenty (20) items that elicit information relevant to the problem under investigation. The items in the questionnaire were constructed to probe different aspects of school administration in which the MBO technique was applied. The same questionnaire was addressed to both principals and teachers. It was patterned after a five point likert scale of Strongly Agree = 5 points, Agree = 4 points, Neutral = 3 points, Disagree = 2 points, Strongly Disagree = 1 points. The questionnaire was in two sections.

Validity of Instrument

Both the face and content validity of the instrument were tested. To ensure face validity of the instrument, the initial draft of the instrument was reviewed by two lecturers and colleagues in Educational Evaluation who checked for all technical flaws in the instrument while the content validity of the instrument was enhanced by an expert in the field of Educational Management. Such inputs enhanced a thorough validation of the instrument. This necessitated the restructuring of some of the items, addition of new items and the removal of ambiguities and irrelevancies associated with

the items. The final version of the instrument was assembled and ready to be taken to the field.

Reliability of the Instrument

The reliability of the instrument was determined using the test re-test reliability method and after an interval of three weeks; the same instrument was administered to the same selected group. The initial and re-test scores of the respondents was correlated using Cronbah alpha and a reliability estimate of 0.89 was achieved. This proved that the construct, content and criterion related validities were found to be adequate. Conclusively, the administration of the questionnaire was easier with the co-operation and understanding of principals and staff of the selected schools.

Method of Data Analysis

The data collected were analyzed using descriptive and inferential statistical tools. Standard deviation and mean were used to answer the research questions while the t-test statistical tool was used in testing the hypotheses.

Results of the Findings

Research Question One: What are the ways principal apply management by objective in the administration of secondary schools in Ogun State?

Table 1: Mean Rating of the Ways Principal Apply Management by Objective in the Administration of Secondary Schools in Ogun State

| SN | ITEMS | N | Mean | Standard deviation | Decision |
|----|--|------------|---------------|--------------------|---------------|
| 1 | Principals adopt MBO in administrative decision making in the school | 718 | 3.23 | .725 | Accept |
| 2 | Principals used MBO techniques in school community relation activities | 718 | 3.47 | .713 | Accept |
| 3 | MBO is appropriate in setting out school goal and solving management problem | 718 | 3.10 | .859 | Accept |
| 4 | MBO is the tool employed in achieving the school goals | 718 | 3.46 | .605 | Accept |
| 5 | Principals and teachers do participate in the setting goals and planning | 718 | 2.27 | 1.015 | Reject |
| | Cluster | 718 | 3.1050 | .51342 | Accept |

The table shows the response of the respondents on the ways principal apply management by objective in the administration of secondary schools in Ogun State, the

table indicates that items (1, 2, 3 and 4) had their mean scores above the cutoff point of 2.5 this implies that majority of the respondents used for the study agreed to the item for the ways principal apply management by objective in the administration of secondary schools in Ogun State. Table further showed that respondents disagreed on item 5 with mean score below 2.5. With cluster mean of 3.10 which is above the cutoff point of 2.5.

Research Question Two: Did principals' application of management by objective help in making decision about the school finance?

Table 2: Mean Rating of the Ways Principal Apply Management by Objective Techniques in Decision Making Process in School Finance

| SN | ITEMS | N | Mean | Standard deviation | Decision |
|----|--|------------|---------------|--------------------|---------------|
| 6 | With the application of MBO the principals has generated income for the school | 718 | 2.45 | 1.019 | Reject |
| 7 | MBO is used for the allocation of funds generated from the school | 718 | 3.43 | .743 | Accept |
| 8 | Critical decisions of disbursement of finance for school project are subjected to MBO processes | 718 | 3.42 | .659 | Accept |
| 9 | Principals discuss financial expenditure with teachers on regular basis | 718 | 2.27 | 1.015 | Reject |
| 10 | Principals used MBO in purchased of materials used in the school and for minor project execution | 718 | 2.07 | 1.012 | Reject |
| | Cluster | 718 | 2.9334 | .34661 | Accept |

The table shows the response of respondents the ways principal apply management by objective techniques in decision making process in school finance, the table indicates that items (7 and 8) and their mean scores above the cutoff point of 2.5 and with cluster mean of 2.93 this implies that majority of the respondents used for the study agreed to the item for the ways principal apply management by objective techniques in decision making process in school finance. The Table further showed that respondents disagreed on items (6, 9 and 10) with mean score below 2.5.

Research Question Three: Are teachers adequately involved in making decisions towards achieving the goals of the schools?

Table 3: Mean Rating of the Ways Teachers Get Involved in School Decision Making for Goals Achievement

| SN | ITEMS | N | Mean | Standard deviation | Decision |
|----|---|-----|------|--------------------|----------|
| 11 | Teachers are involved in drawing up of the school rule and regulation | 718 | 2.59 | .940 | Accept |

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|----------------|---|------------|---------------|---------------|---------------|
| 12 | Teachers are used to implement the rules and regulations of the school | 718 | 2.84 | .983 | Accept |
| 13 | Teacher participate in critical decision making of the school including school finance and expenditures | 718 | 2.91 | .857 | Accept |
| 14 | Teachers are considered in organizing extra curriculum activities in school | 718 | 2.95 | .962 | Accept |
| 15 | Teacher cooperate with principal in organizing execution /visits to places of interest | 718 | 2.92 | .976 | Accept |
| Cluster | | 718 | 2.8396 | .78401 | Accept |

The data presented in table 3 indicated that all the items had their mean above the cut-off point of 2.5. This shows that the majority of the respondents used for the study agreed to the items for the ways teachers get involved in school decision making for goals achievement, with a cluster mean of 2.83.

Research Question Four: To what extent do principals apply MBO technique in decision making in public and private senior secondary schools in Ogun State?

Table 4: Mean Rating of the Ways Management by Objective Techniques Applied in Decision Making Helpful in Schools

| SN | ITEMS | N | Mean | Standard deviation | Decision |
|----------------|---|------------|---------------|--------------------|---------------|
| 16 | Private schools applied MBO than public schools | 718 | 2.54 | 1.019 | Accept |
| 17 | In achieving school goals, public schools adopt MBO in administrative decision making than private schools | 718 | 3.31 | .897 | Accept |
| 18 | Both private and public schools principals allowed teacher to participate in financial decision making | 718 | 3.21 | .608 | Accept |
| 19 | MBO improve the overall performance of the schools | 718 | 3.31 | .669 | Accept |
| 20 | In both schools (private and public) MBO helps obtain total commitment of principals and teachers goals achievement | 718 | 3.47 | .610 | Accept |
| Cluster | | 718 | 3.1685 | .49394 | Accept |

The data presented in table 4 indicated that all the items had their mean above the cut-off point of 2.5. This shows that the majority of the respondents agreed that management by objective technique helps in making decisions in schools, with a cluster mean of 3.16.

Hypotheses One

There is no significant difference between the mean scores of public and private schools on the ways principals apply management by objective in the administration of secondary schools in Ogun State.

Table 5: Summary of T-Test on Difference Between the Mean Scores of Public and Private Schools on the Ways Principals Apply Management by Objective in the Administration of Secondary Schools in Ogun State

| | Number of respondent | Mean | Std. Deviation | Df | t | Sig. | Decision |
|-----------------|----------------------|--------|----------------|-----|--------|-------|-----------------|
| private schools | 137 | 3.0248 | .67669 | 716 | -1.626 | 0.106 | not significant |
| public schools | 581 | 3.1239 | .46542 | | | | |

The table 5 above shows a t-value (-1.626) which is not significant at 0.05 ($p > 0.05$). This shows that there is no significant difference between the mean scores of public and private schools on the ways principals apply management by objective in the administration of secondary schools in Ogun State.

Hypotheses Two

There is no significant difference between the mean scores of public and private school on the ways principals apply management by objective techniques in decision making process in school finances.

Table 6: Summary of T-Test on Difference Between the Mean Scores of Public and Private Schools on the Ways Principals Apply Management by Objective Techniques in Decision Making Process in School Finances

| | Number of respondent | Mean | Std. Deviation | df | T | Sig. | Decision |
|-----------------|----------------------|--------|----------------|-----|--------|-------|-----------------|
| private schools | 137 | 2.9168 | .27827 | 716 | -0.732 | 0.465 | not significant |
| public schools | 581 | 2.9373 | .36094 | | | | |

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The table 6 shows a t-value (-0.732) which is not significant at 0.05 ($p > 0.05$). This shows that there is no significant difference between the mean scores of public and private schools on the ways principals apply management by objective in decision making process in school finances.

Hypotheses Three

There is no significant difference between the mean scores of public and private school on the ways teachers get involved in school decision making for goals achievement.

Table 7: Summary of T-Test on Difference Between the Mean Scores of Public and Private Schools on the Ways Teachers Get Involved in School Decision Making for Goals Achievement

| | Number of respondent | Mean | Std. Deviation | Df | T | Sig. | Decision |
|-----------------|----------------------|--------|----------------|-----|-------|-------|-----------------|
| private schools | 137 | 2.9197 | .97753 | 716 | 1.331 | 0.288 | not significant |
| public schools | 581 | 2.8207 | .73070 | | | | |

The table 7 shows a t-value (-1.331) which is not significant at 0.05 ($p > 0.05$). This shows that there is no significant difference between the mean scores of public and private schools on the ways teachers get involved in school decision making for goals achievement.

Hypotheses Four

There is no significant difference between the mean scores of public and private school on the management by objective techniques applied in decision making helpful in schools.

Table 8: Summary of T-Test on Difference Between the Mean Scores of Public and Private Schools on the Management by Objective Techniques Applied in Decision Making Helpful in Schools

| | Number of respondent | Mean | Std. Deviation | Df | T | Sig. | Decision |
|-----------------|----------------------|-------|----------------|-----|--------|-------|-----------------|
| private schools | 137 | 3.084 | .5944 | 716 | -1.907 | 0.058 | not significant |
| public schools | 581 | 3.188 | .4655 | | | | |

The table 8 shows a t-value (-1.907) which is not significant at 0.05 ($p > 0.05$). This shows that there is no significant difference between the mean scores of public and private schools on the management by objective techniques applied in decision making helpful in schools

Discussion of Findings

What are the ways principals apply management by objective in the administration of secondary schools in Ogun State

Table 1 show that the respondents agreed that principals adopt MBO in administrative decision making in the school. Principals also used MBO techniques in school community relation activities. MBO is also appropriate in setting out school goals and solving management problems. MBO is a technique employed in achieving the school goals as principals apply management by objective in the administration of secondary schools in Ogun State. Reif and Bassford (2013) opined that MBO is a way of practicing the basic management functions; planning, organizing, staffing, leading and controlling. In fact, it is a way of managing and not a part of management. The finding also reveals that there is no significant difference between the mean scores of public and private schools on the ways principals apply management by objective in the administration of secondary schools in Ogun State.

Did principals' application of management by objective help in making decision about the school finance?

Furthermore, in answering research question two, respondents agreed that the application of MBO by the principals has generated income for the school and Critical decisions of disbursement of finance for school projects are subjected to MBO processes. Principals discuss financial expenditure with teachers on regular basis and Principals used MBO in purchasing of materials used in the school and for minor project execution.

According to Drucker (1979) models are administrative design structured and formulated to explain, analyze and solve organizational problems. Making of effective decisions as the first administrative skill permeates through all elements, techniques, principles, strategies and models of management functions. In decisions, no matter the type of model, there is need for information about, the past and present to the projections of the future. The finding also reveals that there is no significant difference between the mean scores of public and private schools on the ways principals apply management by objective techniques in decision making process in school finances.

Are teachers adequately involved in making decisions towards achieving the goals of the schools?

Findings from research question three reveal that the ways teachers get involved in school decision making for goals achievement is commendable as teachers are used to implement the rules and regulations of the school. Teachers also participate in making critical decisions on school finance and expenditures. Teachers are considered in organizing extra curriculum activities in schools as well as cooperate with principals in organizing excursions /visits to places of interest.

Maduagwu (2010) saw the working of MBO in education when administrators and teachers jointly define their common goals in terms of expected outcome. As principals and teachers hold meetings usually at the beginning or end of term or session to define school goals, they are involved in management by objectives. The areas for discussion in such meetings could be curriculum implementation, school community relations, student's personal administration and management of school plant. Eferekaya (2013) while stressing the importance of decision-making opined that decisions-making is a central activity which characterizes every function of school administrators/ principals both male and female. Therefore, decision-making is a sine qua non for all school administrators because school as a formal organization is basically a decision making structure.

Nwauguma (2014) in her study of teachers' participation in administrative decision-making in Ogun State secondary schools identified the relationship between MBO and decision-making when he said that MBO sees an organization such as school as social system which has subsystem. To this end, the head of education institutions should realize that such subsystem has definite contributions to the attainment of the overall goals of the school. To attain expected results, therefore, the head of the institutions should endeavour to involve staff members in setting up objectives for the organization. The finding also reveals that there is no significant difference between the mean scores of public and private schools on the ways teachers get involved in school decision making for goals achievement.

To what extent do principals apply MBO technique in decision making in public and private senior secondary schools in Ogun State?

Furthermore, in answering research question four, the findings indicate that the management by objective techniques applied in decision making were helpful in schools. In achieving school goals, public schools adopt MBO in administrative decision making than private schools. However, both private and public school principals allow teachers to participate in financial decision making. MBO improved the overall performance of the schools and helps to obtain total commitment of principals and teachers to goals achievement.

Ukeje (2015) opines that in a school organization, communication involves sharing and transmitting messages, ideas or attitudes among administrators, teachers, students, parents and other interested stakeholders. According to Nnabuo (2013), key elements of good communication process are purpose, the sender, the message, the medium, the channel, the receiver and feedback. The findings also reveals that there is no significant difference between the mean scores of public and private school on the management by objective techniques applied in decision making processes.

Conclusion

To practice MBO system in any given educational sector, objectives must be developed in each of the above identified task areas. An integration of the individual objectives to each of these task area will help in the realization of the school objective and hence the overall National goals for education. Furthermore, without planning, organizing, staffing, motivating, directing and communicating, objectives become meaningless and unrealistic. From the finding it was seen that management by objective is not applied in decision making process in school finances but it was applied in other key decision areas such as school discipline and school community relations etc.

Recommendations

Based on the findings the following recommendations were made:

- i. Principals must tell staff what school and departmental goals have been established and they must be asked to think of their roles in achieving them.
- ii. Principals should meet their staff on a one to one basis and play the roles of counselors in the goal setting process.
- iii. Each objective should be as verifiable as possible and should specify a time frame for its accomplishment.
- iv. The staff meeting for example should specify the necessary resources needed for the achievement of the stated goals.
- v. For the principal's to manage their school efficiently and effectively they have to carry everybody along in decision making. This includes teaching staff and perhaps non-teaching staff and students also.

- vi. The State ministry of education and the post-primary schools board should from time to time organize seminars and workshops for principals and teachers, such topics like decision-making and benefits of involvement of the stakeholders should be highlighted.
- vii. The principals of public and private schools should increase the rate of application of MOB in the administrative decision areas in their schools.

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