

INFLUENCE OF SCHOOL MANAGEMENT ON THE AFFECTIVE COMPETENCIES OF SECONDARY SCHOOL STUDENTS IN BAYELSA STATE

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Abstract

The study examined the influence of school management on the affective competencies of secondary school students in Bayelsa State. Three research questions and two research hypotheses guided the study. Descriptive survey design was used for the study. The population of the study was all school management staff and teachers of the 191 Government owned secondary schools in Bayelsa State. A sample of 107 respondent comprising of 36 management staff and 70 teachers was used for the study. A self-developed instrument named "School Management on Affective Competences Scale" (SMACS) was used for data collection. The outcome of the trial testing was subjected to reliability testing using Pearson Product Moment Correlation (PPMC) and a coefficient of .79 was obtained. The research questions were answered using mean and standard deviation, while the research hypotheses were tested at .05 level of significance using t-test statistics. It was found that the influence of school management on secondary school students' affective competencies was low. It was recommended that school management should map out activities that improve the affective competencies of students.

Keywords: Influence, School management, Affective competencies

Education is the process of teaching and training the child. It is about imparting skills and the acquisition of knowledge for a particular trade or profession in which appropriate methods are applied. Similarly, education is all positive efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's needs, as well as the needs of the society where the programme is based (Fafunwa, 1983). In relation to the individual and community, Ebong (2016) sees education as a powerful instrument for the development of man and society, while for Abidde and Ikati (2016), education is a systematic procedure for the transfer and transformation of culture, through formal or informal training of people in a society. Thus, it deals with mental, physical, psychological and social development of the citizens in a given society. For to Ojo and Vincent (2015), education is many things to man, a visa to success, a passport to the unknown, a catalyst to great heights. Education empowers, emboldens, refines, civilizes, enlightens, enriches and gives confidence to man. It has been documented that schooling improves productivity, health and reduces negative features of life such as child labor as well as bringing about empowerment (Otive, 2017). It is as a result of this, that the government of Nigeria attached much value and channel huge resource (human and financial) that brought about the various levels of education in the country, such as the primary, secondary and tertiary institutions.

Secondary education normally takes place in secondary schools, it takes place after primary education and is it followed by higher education or vocational training. Secondary education is the

education children receive after primary education and before tertiary education (Federal Republic of Nigeria, 2014). It is the education given to children between the age of 12 – 18 (Oboegbulem and Onwurah, 2011). In agreement, Ugwoke and Aibdde (2015) stated that a secondary school is a school which provides secondary education to children between the ages of 11 and 16 or 11 and 19, after primary school and before higher education. Secondary school education in Nigeria, takes 6 years to complete and the language of instructions at the level of education is English. The first phase of the secondary education, which lasts for three years, is provided at the Basic level.

Management is the effective organization and utilization of the human and material resource in a particular system for achievement of identified objectives. It is a social process designed to ensure the co-operation, participation, intervention and involvement of others in the effective achievement of a given or predetermined objective (Ogunu, 2016). It is the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives. Management is the coordination of the resources of an organization through the process of planning, organizing, directing and controlling activities in the organization in order to attain organizational goals. It is the supervision, controlling and coordinating of activities to achieve optimum results with organizational resources.

Education management or school management is the activities of planning, organizing and coordinating the human, materials and financial resources for the attainment of the objectives of a school. Ochai (2012) defined educational management as a way of coordinating the scarce resources of educational institutions, namely, manpower, finance, and capital equipment so as to achieve desired educational objectives. Ogbonnaya (2017) defined educational management as the planning, organization, coordination and control of human and material resource towards the attainment of pre-determined objectives. According to Anuna (2014), educational management is the process through which manpower, funds and instructional materials are harnessed for the attainment of educational goals. It is the process of mobilizing the staff to perform effectively and effectively and effectively and efficiently by using the materials provided for them to achieve educational goals. It is observed from the definitions that all management efforts in the context of formal education are geared towards the enhancement of effective teaching and learning. According to Ochai (2012), the concern of the school managers or school heads are to direct the efforts of teachers, students and other staff in the school towards the achievement of school goals and objectives. However, for the purpose of this study, school management is the ability of the school principal and other management staff to coordinate available resources (learning programmed, staff personnel, educational facilities and finance) to produce results that meet educational expectations, which is to effectively manage the learning programme, staff personnel, educational facilities and financial resource to achieve the aim of developing effectively the affective competencies of the students; this is holistic as it develops the total man

The education of the total man involves developing three domains which are cognitive, psychomotor and the affective. The cognitive domain is exhibited by a person's intellectual abilities. Cognitive learning behaviors are characterized by observable and unobservable skills such as comprehending information, organizing ideas and evaluating information and actions. These skills are arranged into six hierarchical levels, beginning from the simple and building to the most difficult. These six categories are arranged on scale of difficulty, meaning that a learner who is able to perform at the higher levels of the taxonomy is demonstrating more complex level of cognitive thinking. The psychomotor skill refers to the use of basic motor skills, coordination and physical movement. These

physical behaviours are learned through repetitive practice. A learner's ability to perform these skills is based on precision, speed distance and technique (Clark, 2019). These the learners can do if he/she is emotionally stable.

The affective domain addresses a learner's emotions towards learning experiences. A learner's attitudes, interest, attention awareness and values are demonstrated by affective behaviours. These emotional behaviours which are organized in a hierarchical format also, start from the simplest and build to the most complex. In traditional curricula, the skills in the affective domain are often neglected because it is assumed that students will discover them on their own (Robert, 2014). The affective skills are as important as the skills in the other domains. There is need to raise the level of social and emotional competence in secondary school students as a part of their regular education and not just something taught remedially to those who are faltering and identified as 'troubled', but a set of skills and understandings essential for every child. Learning does not take place in isolation from feelings. Being emotionally literate is as important for learning as instruction in mathematics and readings. (Dunca-Harvitt, Leise& Hall, 2007). The effective learning domain addresses a learner's emotions towards learning experiences. A learner's attitudes, interest, attention, self-awareness and values are demonstrated by affective behaviours.

The affective education has its roots from the affective education movement of the 1960s (Goleman, 2015). The thinking then was that psychological and motivational lessons are more deeply learned if they involved an immediate experience of what was being taught conceptually. Presently emotional literacy focuses on education and developing the 'affect' (affective domain) itself rather than using the 'affect' to educate.

Grant (2012) consortium's study of prevention programmes found that teaching affective skills are far more effective than when they teach a core of emotional and social competencies such as impulse control, managing anger and finding creative solutions to social predicaments than school based prevention programmes each targeting a specific programme; e.g. teen smoking, drug abuse, pregnancy, school drop-out etc. The affective domain contains learning skills that are predominantly related to emotional (affective) dispositions. The learning processes in the affective domain include being open to experience, engaging in life, cultivating values, managing oneself and developing oneself (Robert, 2014).

Skills in the affective domain are strongly related to student, self management, persistence, attitudes towards assessment, and level of success. One indication on the increasing need to pay attention to affective skills is the work of Goleman (2015) popularization of the finding that 'emotional intelligence' is often a better predictor of individual success than general intellectual ability as measured by most intelligent quotient (IQ) test. Duncan-Hewitt et al, (2007) stated that individuals who learn to recognize and engage their emotions are ready to "grow" affectively so that they can respond to challenges appropriately and explore their values. They further stressed that learning in the cognitive, social and psychomotor domains is often constrained if the learner is operating at a low level with key affective skills for instance; a large group of learners who do not recognize the significance of taking charge of their own learning will reduce the level or discourse in a course. When learning attitudes like emotional control and objectivity are highly developed, they facilitate self-control, the deferral of gratification, stability, persistence, courage and serenity. The affective skills are essential if one is to care enough to put in considerable time, effort and discomfort that it takes to improve as a learner and to grow as a person. The affective learning skills can be consciously improved with assessment and intentional practice. Moreover, growth in these skills will

enhance learning the skills in the other domains and for any learning goal (Duncan-Hawaitt et al, 2007).

Statement of the Problem

There has been a tremendous reduction in the academic performances of secondary school students as evidenced in the poor state of their results both in internal and external examinations such as the promotion examinations, Senior School Certificate Examinations and Jamb's selection examination for tertiary institutions, among others. Several authorities, Agih (2019) and Abidde and Ikati (2016) who have noticed this drastic drop in students' performance as reflected in their results have blamed the cause of the present situation on poor funding/appropriation of fund for the purchase of necessary instructional materials so as to involve the students in the subject matter and create a platform for their exploratory skills.

The act of neglecting the effect of affective competencies on learners' performance cannot be overemphasized. Thus, this study investigated the influence of school management on the affective competencies of students' in Bayelsa State.

Purpose of the Study

The main purpose of this study is to investigate the influence of school management on students' affective competencies in Bayelsa state. Specifically, the study sought to;

1. Ascertain the extent to which school management influences secondary school students' affective competencies in Bayelsa State.
2. Determine the challenges associated with improving students' affective competencies in Bayelsa state.
3. Find out the possible support strategies needed to improve affective competencies of student in Bayelsa State.

Research Question

The following research questions were raised to guide the study:

1. To what extent does school management influence school students' affective competencies in Bayelsa State?
2. What are the challenges associated with the developing of students' affective competencies in Bayelsa State?
3. What are the possible support strategies needed to improve affective competencies of students in Bayelsa State?

Research Hypotheses

The following research hypotheses were formulated and tested at .05 level significance

Ho₁: there is no significant difference in the mean response of teachers and management staff on the challenges associated with developing affective competencies of students in Bayelsa State.

Ho₂: there is no significant difference in the mean response of teachers and management staff on the possible support strategies needed to improve students' affective competencies in Bayelsa State.

Methodology

The study adopted the descriptive survey research design. Descriptive survey research design, according to Agih (2019), is one which aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. This design is appropriate for the study since the researchers are only interested in describing certain variables in relation to the population.

The population of the study comprised of all 5987 teachers, 382 vice principals and 191 principals of the 191 Government owned secondary schools in the Eight (8) education zone of Bayelsa state. Stratified random sampling technique was used to select 3 local Government Area out of the 8 in the state. Proportionate sampling technique was used to select 3 schools each from the LGA(s) above. The 107 teachers, vice principals and principals of the schools formed the sample of the study. The instrument for data collection was a researcher developed questionnaire named "School Management on Students' Affective Competencies Scale" (SMSACS). The instrument was validated by experts of Measurement and Evaluation and School Leadership of Ignatius Ajuru University of Education. The instrument has two sections, namely A and B. Section A solicited the Socio – demographic variables structure in a four point likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding of values of 4,3,2, and 1 respectively. The instrument was pilot tested. The outcome of the pilot testing was subjected to reliability analysis using Pearson Product Moment Correlation formula, which yielded .79 and it, was considered appropriate for the study. The research questions were answered using mean and standard deviation, while the research hypotheses were tested using t-test statistic. Any item with mean value below 2.50 was considered high extent while that below 2.50 was considered low extent for research question 1. Any item with mean value of 2.50 and above was considered major challenges for research question 2 and 3 respectively. For the research hypotheses, when the calculated value of t is greater than the table value t_{crit} , the null hypothesis is rejected and vice versa.

Results and Discussion

Research question I

To what extent does school management influences school students' affective competencies in Bayelsa state?

Table 1: Mean and Standard Deviation of Responses on the Influence of School Management on Students' Affective Competencies

S/N	ITEMS	X	St.D	Decision
1.	School management provides students with life skills and values	2.32	0.52	Low
2.	School management spur up students to aspire higher in education	2.24	0.45	Low
3.	School management promotes excellent character traits in students	2.96	0.49	High
4.	School management promotes better leadership qualities amongst students.	2.30	0.40	Low
5.	School management creates avenue for students to overcome depression, anxiety and ingratitude	2.36	0.48	Low
	Grand mean/st.d	2.34	0.47	Low

Source: Fieldwork (2019)

The table shown above revealed that the extent to which school management influences students' affective competencies in Bayelsa state is low. This was based on the criterion mean value of 2.50

Research question 2

What are the challenges associated with the developing of students' affective competencies?

Table 2: Mean and Standard Deviation of Responses on Challenge Associated with Developing Affective Competencies

S/N	ITEMS	X	St.D	Decision
6.	Teachers do not give attention to influencing their students' values	2.43	0.58	Major
7.	Teachers do not actually measure the affective status of their students	2.40	0.46	Major
8.	School managements the neglect the assessment of students' affective competencies	2.32	0.47	Major
9.	School management do not see the need to assess the affective domain of students	2.23	0.50	Major
10.	It is difficult to access the affective status of learners	2.15	0.39	Major
Grand mean /st.d		2.25	0.42	

Source: Fieldwork (2019)

The table shown above revealed that the mean value of respond at rated items 6,7,8,9, and 10 as 2.43, 2.40, 2.32, 2.23 and 2.15 respectively. This implies that school management's neglect, teachers' inability to measure and strengthen affective competencies are major challenges associated with developing affective competencies of students in Bayelsa State.

Research Question 3

What are the possible support strategies needed to improve affective competencies?

Table 3: Mean and Standard Deviation of Responses on Possible Support Strategies

S/N	ITEMS	X	SD	Decision
11.	Encouragement and praise improves affective status of students	2.79	0.99	Major
12.	Motivating the students improves their affective competencies	2.80	0.99	Major
13.	Creating a friendly environment during teaching and learning improves students affective competencies.	3.01	1.00	Major
14.	Creating the avenue for school management to measure affective competencies improves students' affective competencies.	3.60	1.13	Major
15.		3.14	1.09	Major
Grand Mean /st.d		2.96	1.05	

Source: Fieldwork (2019)

The table shown above revealed that the mean value of responses of item 11, 12, 13, 14, and 15 were rated as 2.19, 2.80, 3.01, 3.60 and 3.14 respectively. This implies that the use of encouragement and praise, motivation, creating friendly learning environment and measure the affective status of the students are major support strategies used to improve students affective competencies

Research Hypotheses

Research hypothesis I

Ho₁: There is no significant difference in the mean responses of teachers and management staff on the challenges associated with developing students' affective competencies in Bayelsa state.

Table 4: t-test Statistics on the Challenges Associated with Developing Students Affective Competencies

Categories	N	X	SD	P	df	T _{cal}	T _{crit}	Decision
Teachers	70	2.96	1.05	0.05	104	1.46	1.96	Accept
Management	36	2.86						Ho ₁
Total	106							

Source: Fieldwork (2019)

The table shown above revealed that the calculated t value is 1.46 while the table value of t is 1.96 at 104 degree of freedom at 0.05 level of significance. Since the calculated value of t is less than the critical value, the null hypothesis is accepted. Thus, there is no significant difference in the mean responses of teachers and management staff on the challenges associated with developing students affective competencies in Bayelsa State

Research Hypothesis 2

There is no significant difference in the mean responses of teachers and management staff on the possible support strategies needed to improve students' affective competencies in Bayelsa state.

Table 5: t-test statistics on the Possible Support Strategies needed to Improve Students' Affective Competencies

Categories	N	X	SD	P	df	T _{cal}	T _{crit}	Decision
Teachers	70	3.01	1.09	0.05	104	1.54	1.96	Accept
Management	36	2.99	1.00					Ho ₁
Total	106							

Source: Fieldwork (2019)

The table shown above revealed that the calculated t value is 1.54 while the table value of t is 1.96 at 104 degree of freedom at 0.05 level of significance. Since the calculated value of t is less than the critical value, the null hypothesis is accepted. Thus, there is no significant difference in the mean responses of teachers and management staff on the possible support strategies needed to improve students' affective competencies in Bayelsa State

Discussion of Findings

In view of research question one, the response gathered from teachers and management staff on the extent to which school management influences students' affective competencies was considered low. This finding is in agreement with the findings of Abidde and Ikati (2016) who reported that the extent to which school management influences students' affective competencies and Psycho motive competencies was low.

The study also revealed that teachers and management neglect and difficulties in assessment of affective competencies are major challenges associated with developing the affective competencies of students.

This finding supports the findings of Ebi–Bulam and Benwari (2018), Simonana and Speronta (2013) and Agih (2019) who independently reported that teaches inability to influence students' values and belief is a major challenge in the developing of affective competencies.

The study revealed that creating a friendly learning environment, the use of encouraging phrases and motivating students consistently are possible support strategies needed to improve students' affective competencies.

Finally the study established that there is no significant difference in the mean responses of teachers and management staff on the challenges and possible support strategies needed to improve students' affective competencies.

Conclusion

The study established that school management influence on the students' affective competencies in Bayelsa was low. Teachers and management Neglect, difficulties and inability to measure are challenges associated with developing the affective competencies of students. The possible support strategies needed to improve students' affective competencies were also identified.

Recommendation

Based on the findings of this study, the following recommendations were proffered;

1. School management should plan and map out core activities that will help develop students' affective competencies.
2. Teaches should be encouraged to assess the affective status of learners and do all within their reach to ensure that the right values are inculcated.
3. The use of encouragement and praise should be reinforced in the school system.

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