

INFLUENCE OF EFFECTIVE ADMINISTRATION ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE OF ENUGU STATE

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Abstract

The study examined influence of effective administration on students' academic achievement in public secondary schools in Enugu Education Zone of Enugu State. Three specific purposes and three research questions guided the study. Descriptive survey research design was used for the study. Population for the study consisted of 1863 teachers in 32 public secondary schools in Enugu Education Zone. 373 (175 male and 198 female) teachers which represent 20% of the population were used as sample size for the study. 10 (5 males and 5 female) principals were also used for this study making it a total of 203 female and 180 male respondents. Questionnaire titled "Influence of Effective Administration on Academic Achievement Questionnaire (IEAAPQ)" was used as the instrument for data collection. The researcher visited all the sampled secondary schools and administered the questionnaire directly to the school teachers with the help of three research assistants. Data collected on research questions relating to the study was analyzed using mean and standard deviation. The findings revealed that effective planning influence academic achievement to a great extent (2.89; $P = 0.50 > 0.05$); effective communication influence academic achievement to a great extent (2.58; $P = 0.28 > 0.05$); effective supervision influence academic achievement to a great extent (2.57; $P = 0.39 > 0.05$). The study demonstrated that effective administration plays a pivotal role in enhancing the academic achievement of secondary school students in Enugu Education Zone, Nigeria. Specifically, effective planning, communication, and supervision significantly influence students' outcomes, with no discernible difference between the perceptions of male and female teachers. This underscores the universal importance of these administrative practices in fostering a conducive learning environment. The study recommended that: educational administrators should develop comprehensive planning frameworks that incorporate input from both teachers and students to ensure that curriculum delivery is tailored to meet academic needs effectively among others.

Keywords: Effective administration and students' academic achievement

Introduction

Secondary school students' academic achievement is an important measure of educational quality and learning environment effectiveness. This performance shows not just students' learning and retention of knowledge, but it also has an impact on their future chances and career trajectories. Okon (2022) defined academic achievement in the context of secondary school students as students' ability to achieve satisfactory results in their examinations, assessments, and overall educational activities, which are frequently, measured using grades, scores, and rankings. It includes several characteristics such as cognitive skills, information retention, and practical application in real-world circumstances (Adebayo, Ogunyemi, & Okon 2023). This achievement is important in establishing students' eligibility for higher education and their future employment opportunities thereby making it a significant focus of educational policies and interventions. Nonetheless, recent figures reveal that the general academic achievement of Nigerian secondary school pupils has fluctuated, with a nationwide pass percentage of around 54% in the most recent WASSCE tests (West African tests Council,

2023). In Enugu State, especially, the achievement rate in these tests was estimated to be slightly lower, at around 47%, indicating persistent difficulties in the educational system. According to Okeke (2023), factors contributing to this underperformance include a lack of instructional resources, inadequately prepared instructors, and socioeconomic hurdles that limit student participation. Supporting this assumption, Ojo and Uche (2023) found a number of factors that contribute to low academic performance among Nigerian secondary school students, including socioeconomic level, parental participation, teacher quality, and administrative administration. In agreement with these submissions, Adesina (2022), argued that administrative factors, in particular, can significantly impact academic success, as they encompass the quality of leadership, resource allocation, and the establishment of effective educational policies within schools. The author argued that administrative variables can influence every aspect of learning experience. Thus, it can be seen as the major reason for the low academic achievement as identified from the statistics.

Secondary school administration refers to the organization, management, and implementation of policies and procedures that ensure the proper running of educational institutions for adolescents aged 12 to 18 (Okebukola, 2021). Furthermore, Ogunyemi (2022), revealed that curriculum creation, teacher recruitment and training, resource allocation, and student support services are all examples of actions targeted at creating a learning environment and overall student development. Therefore, effective school administration not only impacts day-to-day operations, but it also moulds students' academic and social results, making it crucial to their educational success. Administrators are responsible for developing a cultural framework that promotes teaching and learning while being sensitive to the needs of students, instructors, and the larger community (Mgbodile, 2023). These submissions highlights that the influence of effective school administration on the academic achievement of students in secondary schools has gained increasing attention, especially in a dynamic educational landscape like Enugu State, Nigeria. Hence, this study examines the influence of effective planning, communication, and supervision as pivotal components of administration which directly impacting student outcomes.

Effective planning is essential for ensuring that educational objectives are consistent with available resources and student requirements. This is because planning includes establishing objectives, developing strategies, and allocating resources efficiently. Schools in Enugu State that have clear planning frameworks do better academically. Supporting this assertion, Afe (2021), found that successful school planning allows instructors to focus on curriculum delivery, satisfy students' learning requirements, and build a supportive learning environment. According to Abiola and Tayo (2021), strategic planning assists school administrators in establishing clear educational goals, prioritizing resources, and allocating them efficiently to suit student requirements. When instructors and administrators prepare well, they create a well-structured curriculum that can greatly increase students' learning results. Thus, planning is crucial in creating an environment where students can thrive academically.

Communication within an educational institution is critical in building connections and ensuring that information flows smoothly among administrators, professors, students, and parents. Effective communication promotes cooperation and parental participation, which are critical for student achievement. According to Ugwu and Okeke (2022), Enugu State schools that prioritize open channels of communication see better levels of student involvement and satisfaction. This strong communication network aids in defining academic requirements and delivering timely feedback, resulting in better academic achievement. Students who grasp the objectives and receive constant support from their surroundings are more likely to achieve well. According to Oluoch (2023), open lines of communication among instructors, students, and parents provide a positive learning environment. When parents are aware of their children's growth and school activities, they may give more assistance at home. Furthermore, Okonkwo

and Eze (2023) found that schools in Enugu State that supported regular contact between instructors and students had better levels of student involvement and motivation, which led to increased academic achievement. Good communication techniques guarantee that feedback is timely and constructive, resulting in a more conducive learning environment.

Supervision is an essential component of efficient school administration since it entails monitoring and leading the educational process to guarantee the execution of planned activities and initiatives. Effective supervision identifies areas in which pupils may struggle, allowing for timely solutions. Okonkwo (2023) found that schools in Enugu State that use systematic supervising procedures had a considerable increase in academic achievement. Supervision promotes responsibility among instructors, which strengthens their commitment to instructional excellence. Furthermore, it fosters a culture of continual development, allowing schools to respond to the issues that kids confront. According to Nwankwo and Anozie (2022), frequent monitoring of classroom activities by school administrators helps to maintain excellent teaching standards and promotes teacher responsibility. This supervision not only supports teachers but also ensures that students receive quality instruction, leading to better academic results. Adeyemi (2021) found that consistent supervision in schools in Enugu State resulted in significant improvements in student achievement, as teachers received necessary guidance and support to enhance their teaching methods. From the foregoing, it is clear that the influence of effective school administration on academic achievement in secondary schools in Enugu State is profound especially as effective planning, communication, and supervision are interrelated components that contribute to an environment conducive to learning in secondary schools.

Secondary school refers to academic establishment that offers secondary education to students. In line with this Osagie, (2023), opined that secondary schools is majorly centered on teacher and students interaction. Teachers in secondary schools have an important role in providing excellent education, but many experience obstacles due to a lack of administrative support, poorly defined policies, and insufficient resources. These factors can reduce teacher morale, which can have a detrimental impact on student involvement and accomplishment. In addition, Nwankwo (2023), revealed that gender is an important socio demographic variable that may influence the opinion of teachers on influence of administration on students academic achievement. Therefore, it can be argued that the influence of administration on academic achievement of students can be best represented through the opinion of male and female teachers in secondary schools. Moreover, without empirical information on the influence of administration on academic achievement of students, school managers may overlook critical areas for development, resulting in ongoing academic issues for pupils (Nwankwo, 2023). Furthermore, the lack of such a research may perpetuate poor administrative procedures that impede student learning and development. It may also jeopardize educational fairness and limit prospects for pupils in the region (Uzochukwu & Nwosu, 2023). Nevertheless, current research provides a limited grasp of the unique issues that secondary schools in Enugu State confront, as well as the consequences for administrative effectiveness and student achievement (Nwoyi & Eze, 2022). While various researches have investigated administrative methods in schools, few have focused on the link between these practices and secondary school students' academic achievements in this geographical setting (Akpan & Sowole, 2023). Furthermore, past research has frequently disregarded the distinct socioeconomic and cultural aspects that impact educational administration in the Enugu Education Zone, leaving a huge vacuum in localised studies (Obiakor, 2023). Addressing these gaps is critical for developing frameworks that deliver insights customized to the unique requirements of Enugu-based students and instructors. Thus this study examines the influence of effective administration on students' academic achievement in public secondary schools in Enugu Education Zone of Enugu State.

Statement of the Problem

Students' academic success in public secondary schools is a significant predictor of their future opportunities and social contributions. Under normal circumstances, competent administration at public secondary schools in the Enugu Education Zone would foster an organized and supportive learning environment, allowing students to excel academically. This would include highly skilled administrative personnel, open communication among all stakeholders, and policies that prioritize students' needs and educational outcomes. As a result, pupils would enjoy increased motivation, engagement, and academic achievement. However, the researcher observed that public secondary schools in the Enugu Education Zone have a number of administrative issues that impede students' academic success. Inefficient management techniques, a lack of resources, and insufficient training for school administrators can cause disorganization and low morale among both teachers and students. Many schools lack clear regulations or adequate communication channels, resulting in confusion and dissatisfaction. Furthermore, insufficient assistance for extracurricular activities and academic counselling has reduced students' interest and participation with their academics. As a result, a large proportion of pupils demonstrate deteriorating performance and motivation, which may result in worse grades and less prospects for progression.

The researcher is worried that these problems may exacerbate current issues already present in educational sector, resulting in continued academic underachievement. Without addressing administrative issues, schools may continue to see diminishing student motivation and involvement, which can lead to increasing dropout rates. Furthermore, ignoring this critical facet of educational practice, may result in an uneven allocation of resources and assistance, perpetuating inequality within the school system. A lack of informed thinking may inhibit innovation and development in teaching and learning approaches. Also, failing to analyze this link might jeopardize the community's overall educational goals and impede future generations' progress. Thus this study examines the influence of effective administration on students' academic achievement in secondary schools in Enugu Education Zone of Enugu State

Purpose of the Study

The main purpose of this study is to examine the influence of effective administration on students' academic achievement in public secondary schools in Enugu Education Zone of Enugu State. Specifically, the study sought to;

1. determine the extent to which effective planning influence academic achievement of secondary school students in Enugu Education Zone of Enugu State
2. find out the extent to which effective communication influence academic achievement of secondary school students in Enugu Education Zone of Enugu State
3. ascertain the extent to which effective supervision influence academic achievement of secondary school students in Enugu Education Zone of Enugu State

Research Questions

The following research questions guided this study

1. To what extent does effective planning influence academic achievement of secondary school students in Enugu Education Zone of Enugu State based on gender?
2. To what extent does effective communication influence academic achievement of secondary school students in Enugu Education Zone of Enugu State based on gender?
3. To what extent does effective supervision influence academic achievement of secondary school students in Enugu Education Zone of Enugu State based on gender?

Hypotheses

The following null hypotheses were tested at 0.05 degree of significance;

1. There is no significant difference in the mean response scores of male and female teachers on the extent to which effective planning influence academic achievement of secondary school students in Enugu Education Zone of Enugu State
2. There is no significant difference in the mean response scores of male and female teachers on the extent to which effective communication influence academic achievement of secondary school students in Enugu Education Zone of Enugu State
3. There is no significant difference in the mean response scores of male and female teachers on the extent to which effective supervision influence academic achievement of secondary school students in Enugu Education Zone of Enugu State

Methods

Descriptive survey research design was used for the study. Population for the study consisted of 1863 teachers in 32 public secondary schools in Enugu Education Zone. 373 (175 males and 198 female) teachers which represent 20% of the population were used as sample size for the study. 10 (5 males and 5 female) principals were also used for this study making it a total of 203 female and 180 male respondents. Purposive sampling technique was used to sample 10 public secondary schools out of 32 public secondary schools in Enugu Education Zone. Proportionate sampling technique was used to determine the proportion of teachers sampled from each of the 10 sampled schools while simple random sampling technique of balloting without replacement was used to determine the 203 female and 180 male respondents that were used for this study. Questionnaire titled “Influence of Effective Administration on Academic Achievement Questionnaire (IEAAPQ)” was used as the instrument for data collection. The Questionnaire was validated by three experts; two from the Department of Educational Management and one from Department of Mathematics and Computer Education, with specialization in Measurement and Evaluation, all in the Faculty of Education, Enugu State University of Science and Technology ESUT. The researcher visited all the sampled secondary schools and administered the questionnaire directly to the school teachers with the help of three research assistants. However, after data collection, it was found that 2 copies of the questionnaire were filled incorrectly. Therefore only 381 copies of the questionnaire were used for data analysis. Data collected on research questions relating to the study was analyzed using mean and standard deviation. The decision rule is that any item with mean 2.50 and above on responses was regarded as High Extent (HE), while below (2.50) was considered as Low Extent (LE).

Research Question One: To what extent does effective planning influence academic achievement of secondary school students in Enugu Education Zone of Enugu State based on gender?

Table 1: Mean and Standard Deviation Scores of Respondents on extent to which effective planning influence academic achievement of secondary school students

S/N	The following are influence of effective planning on academic achievement	Female $\bar{X}_1$	N =201 SD ₁	Male $\bar{X}_2$	N = 180 SD ₂	Overall $\bar{X}_G$	Deci
1	improved resource allocation enhances learning conditions.	3.26	0.89	3.08	1.06	3.17	GE
2	clear academic goals help students focus on their studies.	3.25	0.86	3.22	0.88	3.24	GE
3	well-structured schedules minimize disruptions in learning.	1.92	1.02	1.71	0.93	1.82	LE
4	increased availability of educational materials supports student engagement.	3.00	1.14	2.84	1.22	2.92	GE

5	regular assessment of progress fosters a culture of achievement.	2.96	1.09	3.12	1.12	3.04	GE
6	strategic staff development improves teaching quality.	2.92	1.05	3.35	0.84	3.14	GE
Grand Mean/ SD		2.89	1.01	2.89	1.01	2.89	GE

Key = GE- Great Extent; LE- Low Extent; SD- Standard Deviation; Deci- Decision

The table revealed that majority of the respondents agreed on most of the items. The grand mean of 2.89 signified that effective planning influence academic achievement of secondary school students in Enugu Education Zone of Enugu State to a great extent.

HO₁: There is no significant difference in the mean response scores of male and female teachers on the extent to which effective planning influence academic achievement of secondary school students in Enugu Education Zone of Enugu State

Table 2: T Test of Difference between the Response on Score of male and female teachers on the extent to which effective planning influence academic achievement

Variables	N	Mean	SD	Df	P-value	t-cal	Sig	Decision
Female	201	2.89	1.01	379	0.50	1.96	0.05	Accept Ho
Male	180	2.89	1.01					

The table shows that the calculated p-value is 0.50 while the critical t-value is 1.96 both measured at .05 level of significance and 379 degree of freedom. Since the calculated p-value (0.50) is greater than the sig 0.05 the null hypothesis was accepted. It then shows that there was no significant difference in the mean response scores of male and female teachers on the extent to which effective planning influence academic achievement of secondary school students in Enugu Education Zone of Enugu State.

Research Question Two: To what extent does effective communication influence academic achievement of secondary school students in Enugu Education Zone of Enugu State based on gender?

Table 3: Mean and Standard Deviation Scores of Respondents on extent to which effective communication influence academic achievement

S/N	The following are influence of effective communication on academic achievement	Female $\bar{X}_1$	N =201 SD ₁	Male $\bar{X}_2$	N = 180 SD ₂	Overall $\bar{X}_G$	Deci
7	clear information sharing helps students understand expectations.	2.81	0.99	2.63	1.03	2.72	GE
8	open communication channels encourage student feedback.	2.99	0.91	3.53	0.69	3.26	GE
9	regular updates keep parents informed about academic progress.	1.84	1.11	1.67	0.89	1.76	LE
10	effective meetings enhance collaboration among staff.	3.46	0.73	2.59	1.02	3.03	GE
11	positive communication fosters a supportive school environment.	2.77	1.12	3.19	1.02	2.98	GE
12	timely dissemination of information aids in planning for exams.	1.89	1.11	3.24	0.95	2.57	GE
13	strong interpersonal relationships between staff and students boost motivation.	1.10	0.44	2.33	1.11	1.72	LE
Grand Mean/ SD		2.41	0.92	2.74	0.96	2.58	GE

The grand mean of 2.58 signified that effective communication influence academic achievement of secondary school students in Enugu Education Zone to a great extent.

HO₂: There is no significant difference in the mean response scores of male and female teachers on the extent to which effective communication influence academic achievement of secondary school students in Enugu Education Zone of Enugu State

Table 4: T Test of Difference between the Response Score of male and female teachers on the extent to which effective communication influence academic achievement

Variables	N	Mean	SD	Df	P-value	t-cal	Sig	Decision
Female	201	2.41	0.92	379	0.28	1.96	0.05	Accept Ho
Male	180	2.74	0.96					

The table shows that the calculated p-value is 0.28 while the critical t-value is 1.96 both measured at .05 level of significance and 379 degree of freedom. Since the calculated p-value (0.28) is greater than the sig 0.05 the null hypothesis was accepted. It then shows that there was no significant difference in the mean response scores of male and female teachers on the extent to which effective communication influence academic achievement of secondary school students in Enugu Education Zone of Enugu State.

Research Question Three: To what extent does effective supervision influence academic achievement of secondary school students in Enugu Education Zone of Enugu State based on gender?

Table 5: Mean and standard deviation scores of respondents on extent to which effective supervision influence academic achievement of secondary school students

S/N	The following are influence of supervision on academic achievement	Female $\bar{X}_1$ SD ₁	N =201	Male $\bar{X}_2$ SD ₂	N = 180	Overall $\bar{X}_G$	Deci
14	regular oversight ensures teaching standards are maintained.	3.61	0.65	2.39	1.16	3.00	GE
15	supervision provides constructive feedback for teachers.	3.04	1.03	3.36	0.89	3.20	GE
16	increased accountability among staff promotes commitment.	1.84	1.14	1.65	0.93	1.75	LE
17	monitoring student progress identifies areas needing improvement.	3.01	1.07	3.24	0.93	3.13	GE
18	supportive supervision fosters a positive learning environment.	1.72	1.09	1.79	1.01	1.76	LE
Grand Mean/ SD		2.64	1.00	2.50	0.98	2.57	GE

The table revealed that majority of the respondents agreed with most of the items. The grand mean of 2.57 signified that effective supervision influence academic achievement of secondary school students in Enugu Education Zone to a great extent.

HO₃: There is no significant difference in the mean response scores of male and female teachers on the extent to which effective supervision influence academic achievement of secondary school students in Enugu Education Zone of Enugu State.

Table 6: T Test of Difference between the Response Score of male and female teachers on the extent to which administrative supervision influence academic achievement

Variables	N	Mean	SD	Df	P-value	t-cal	Sig	Decision
Female	201	2.64	1.00	379	0.39	1.96	0.05	Accept Ho
Male	180	2.50	0.98					

The table shows that the calculated p-value is 0.39 while the critical t-value is 1.96 both measured at .05 level of significance and 379 degree of freedom. Since the calculated p-value (0.39) is less than the sig 0.05 the null hypothesis was accepted. It then shows that there was no significant difference in the mean response scores of male and female teachers on the extent to

which effective supervision influence academic achievement of secondary school students in Enugu Education Zone of Enugu State.

Summary of Major Findings

Based on the analysis, the findings are as follows:

1. Effective planning influence academic achievement of secondary school students in Enugu Education Zone to a high extent (2.89; $P = 0.50 > 0.05$)
2. Effective communication influence academic achievement of secondary school students in Enugu Education Zone to a high extent (2.58; $P = 0.28 > 0.05$)
3. Effective supervision influence academic achievement of secondary school students in Enugu Education Zone to a high extent (2.57; $P = 0.39 > 0.05$)

Discussions

Effective planning in educational settings involve the establishment of clear objectives and strategies that guide teachers and students towards achieving academic goals. This finding is in line with findings by Adebayo, Ogunyemi and Okon (2023) which indicated that schools with well-structured plans demonstrate improved student outcomes due to better resource management, streamlined processes, and focused teaching methodologies. While effective planning is crucial, Ojo and Uche (2023) did not support this finding and argued that rigid planning might constrict teachers' flexibility to adapt teaching methods to individual student needs, potentially stifling creativity and spontaneity in lessons. Moreover, factors beyond administrative planning such as student motivation, socioeconomic backgrounds, and parental involvement might also heavily influence academic achievement. The researcher believes that while planning is fundamental, it is the balance between structured plans and the ability to adapt to the classroom dynamics that ultimately fosters student success. Therefore, educational administrations should promote collaborative planning that includes input from teachers, allowing for adaptive strategies that meet diverse learner needs.

Effective communication within schools ensures that all stakeholders, including teachers, students, and parents, are informed and engaged (Ogunyemi, 2022). The learning environment thrives on clear instructional communication, fostering a sense of community that boosts student morale and motivation, which directly affects achievement. Okebukola (2021) did not support this finding and argued that effective communication alone cannot guarantee improved academic performance, especially if the messaging is not coupled with action. If communications do not translate into practical support such as professional development for teachers or resources for students then they may only serve as a superficial administrative tactic. The researcher believes that communication should be viewed as a two-way street. It is not just about conveying information but also about listening. Schools should foster open dialogue among all parties involved to develop ideas and solutions collaboratively. This active engagement can ensure that communication aligns with the actual needs of the school community, thereby enhancing its impact on academic achievement. It is essential for administrations to provide avenues for feedback and to act on the input received to build trust and improve outcomes.

Effective supervision is critical in providing the necessary guidance and support for teachers, which subsequently enhances teaching quality and student learning outcomes. This finding is not in line with findings by Osagie (2023) which revealed that supervisors who engage in regular classroom observations and offer constructive feedback contribute to a culture of continuous professional development. The presence of a well-supported teaching staff correlates strongly with improved student achievement metrics. However, Okonkwo and Eze (2023) did not support this finding by stating that supervision can sometimes be perceived as micromanagement, potentially creating an environment of anxiety and reducing teachers' morale. When teachers feel they are being excessively monitored, it might deter them from

experimenting with innovative teaching approaches. Moreover, the effectiveness of supervision can vary widely depending on the supervisor's skills and understanding of teaching practices. The researcher believes that while supervision is undoubtedly important, it is crucial that it be framed as supportive rather than evaluative. Supervisors should see themselves as mentors and allies. Emphasizing a culture of trust and collaboration in the supervisory process can create an atmosphere where teachers feel empowered to improve their practices without fear of criticism.

Conclusion

The study demonstrated that effective administration plays a pivotal role in enhancing the academic achievement of secondary school students in Enugu Education Zone, Nigeria. Specifically, effective planning, communication, and supervision significantly influence students' outcomes, with no discernible difference between the perceptions of male and female teachers. This underscores the universal importance of these administrative practices in fostering a conducive learning environment.

Educational Implications

The findings of this study highlighted the critical role of effective administration in shaping academic outcomes within secondary schools. Effective planning ensures that teaching strategies align with students' learning needs, directly contributing to improved academic success. Moreover, effective communication fosters a cohesive environment where students feel supported and engaged, thereby enhancing their motivation and focus on studies. The study also reflects on the importance of supervision, as consistent oversight and guidance from school leaders can help maintain high teaching standards and facilitate professional development among educators. These elements collectively serve to create a positive and productive atmosphere conducive to learning. As such, educational policymakers are encouraged to prioritize and invest in administrative training programme that emphasize these effective practices. By doing so, schools can better equip teachers and administrators to meet the diverse needs of their students, ultimately leading to elevated academic achievement across the region. The implications of these findings resonate deeply, reinforcing the notion that administrative effectiveness is an essential foundation for student achievement and educational advancement.

Recommendations

The study recommended that:

1. Educational administrators should develop comprehensive planning frameworks that incorporate input from both teachers and students to ensure that curriculum delivery is tailored to meet academic needs effectively.
2. Schools should establish robust communication systems that facilitate open dialogue between teachers, students, and parents, ensuring that all parties are informed and actively involved in the educational process.
3. Regular training programme should be put in place for school supervisors to refine their skills in monitoring and supporting teachers, which, in turn, will enhance the overall academic environment for students.

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