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EXTENT OF APPLICATION OF MANAGEMENT BY OBJECTIVES BY PRINCIPALS AND TEACHERS IN ANAMBRA STATE

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ABSTRACT

The main purpose of this study is to appraise the application of management by objectives by principals and teachers in public secondary school in Anambra state. It was a descriptive study guided by three research questions and two hypotheses. The population of the study consisted 8,587 respondents while the sample was 857 respondents chosen through proportionate stratified random sampling technique. A researcher developed instrument was duly validated by experts and with reliability index of 0.83 obtain using Cronbach alpha for data collected. The researcher with the help of six research assistants, collected data for the study. Pearson product moment correlation was used to answer research questions while the Z test was used in testing hypotheses. The findings of the study includes; It makes the schools principals and teaches to have insight and sense of direction towards allowing school stated objectives, It delays the committee efforts of principals and teachers in achievement of school designated programmes, It does not enhance the school administration planning, resourcing, stimulating and controlling capacities, It ensures availability of ineffective, inefficient instructional materials to teachers for attaining school objectives. Finally it makes effective staff and student's personnel administration as well as physical facilities management unattainable. Furthermore, the findings also showed there is no significant difference between principals and teachers appraisal mean scores on the extent to which management by objective has been applied. There is no significant difference between principals and teachers appraisal on the impact of management by objective on school administration. There is no significant difference between principals and teachers' appraisal means scores management by objectives. The principals and teachers appraisal mean scores do not differ significantly on factors that affect school administration. The appraisal of principals and teachers mean scores on the rationale for adopting management by objective in school administration do not differ significantly.

Introduction

Administration, like management involves control of both human and material resources to better the conditions of service and welfare of workers and achieving organization objectives. (Nwankwo 1988) and Nwagwu (2002) confirms with the above idea when they observed that one of the most crucial aspects of educational administration is to plan the best way to use and manage the available resources in school. This planning process, according to him is commonly referred to as resourcing. In the context of the secondary school system, the principal who plans the affairs of the school should engage in resourcing by trying to allocate the available resources – human beings, funds and facilities in such a way that using such methods will lead to the realization of the set objectives of the school in a relatively shorter time frame. In support of this Oraemesi (2002) said that educational planning entails making decisions concerning educational enterprises.

Usually, the government or other educational agencies acquire and allocate resources to educational institutions in order to meet their objectives. It then becomes the responsibility of these educational institutions to re-allocate these resources according to their specific nee4ds, goals and activities.

Most countries of the world attach great concern to how well the resources for education are managed. According to Reimer (1989) & Olagbega (2006) education is said to be the worlds most enterprising venture larger than agriculture, industry and welfare. As a result of this assertion most countries are concerned about the problems confronting the educational enterprises such as rising costs of education at a time when inflation is increasing and revenue decreasing; growing unemployment among school leavers; inadequate use of available educational opportunities and services that are made available to the youths especially in developing countries. Coombs (2000) was in the opinion that there is popular demand education at a given place and time.

Okoye (1986) & Gahffer (2006) blamed the existence of these management problems in education on lack of planning and inappropriate objectives. According to Nnamara (2005). This lack of planning has brought pressure to bear on both governmental agents and educational planners to plan more efficiently by applying modern techniques of administration and planning in

education. This is why, currently, various management techniques are used, and different planning strategies and models which have before now been monopolized by business and industry are adopted in educational planning and administration. Hence, the introduction of the management by objective technique.

The current National policy on Education (2004) stipulated objectives which secondary school should achieve to include among other to:

> *provide an increasing number of primary school pupils with the opportunity for education of a higher quality irrespective of sex, social, religious and ethnic background, diversify its curriculum to carter for the difference in talents, opportunities and roles to students after secondary school course; equip students to live efficiently in our modern age of science and technology, develop and project Nigerian culture, art and language as well as the world's cultural heritage.*

With the above stated secondary school objectives, school administration demand appropriate and functional management technique for the achievement of the stated objectives. Management by objective has formed the major applicable technique in a practical term in the right direction.

Edem (1989) & Caroll (2007) has defined management by objective as a systematic management technique dependant on organizational objectives to achieve measurable and demonstrable results. By implication, the organizational objectives become the working framework as well as the blue-print which provide the basis for attaining functional and observable results. Equally, school administrators capitalizing on the stated school objectives attain positive results in adopting management by objectives technique. Arinze (2010) defined management by objectives as a participative approach to the activities involved in planning, organizing directing and control the execution of work.

Many school administrators have not come to realize the effectiveness, efficiency and efficacy of management by objectives technique in secondary school administration. Those who utilized the medium have attained practical and functional results especially in school administration in Anambra State. Therefore, this study is aimed at appraising the application of

management by objective in secondary school administration in Awka Education Zone.

Statement of the Problem

Management by objective when employed in education could improve learning, make the curriculum relevant and lower the rate of drop-out in schools. It promotes efficient use of available resources, efficiency and effectiveness of school administration. Besides, it leads to a visible improvement in the standard of education especially at the secondary school level (Okeke, 1972). Abba (2006) supported that through MBO the school system improves.

However, it could be a total and complete flop if not properly implemented. The total flop could be as a result of factors such as setting goals that are not easy to attain, setting goals that are actually unattainable, setting goals which conflict with the institution's policies, holding the subordinate accountable for something beyond his control, failing to secure commitment from the subordinates as to agree upon goals, lack of planning and poor implementation.

Though, the above facts subsist, one may rightly ask whether the secondary school principals have actually applied management by objective in performance of their administrative duties in Anambra State. Also how far have the secondary school principals utilized management by objective principles in attaining school objectives These questions have motivated the researcher to conduct this investigation, to determine how far the secondary school principals have applied management by objective in school administration in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent has management by objective been applied in secondary school administration?
2. Does management by objective have any impact in secondary school administration?

The following null hypotheses were formulated and tested at 0.05 alpha level.

$H0_1$: There is no significant difference between principals' and teachers' appraisal mean scores on the extent to which management by objective has been applied in secondary school administration

$H0_2$: There is no significant difference between principals' and teachers' appraisal mean scores on the impact of management by objective in secondary school administration.

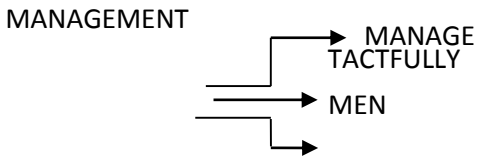
Concept of Management

Resources are very limited in supply. All resources are to be managed by human. However, human have unlimited wants. Therefore, there are limited resources and unlimited wants and desire. Complete satisfaction is very necessary for better functioning of every aspect of the society. Therefore, for example satisfaction in life resources are to be managed properly in such a way that human achieve complete utility and benefit simultaneously. Thus, to manage all resources available in such a way that it gives compete satisfaction to human beings is the theoretical meaning of management.

To go on a deeper level, management can be defined as art and skill of getting things done through others is called management. More elaboration is given by George R. Terry. According to Terry (2007) "Management is the distinct process consisting of planning, organizing, activating and controlling activities performed to determine and accomplishes the objectives by the use of people and resources "If we give our attention towards the definition we find that terry perceives the management as a process a systematic way of doing things. The four management activities are included under the process and they are planning, organizing, activating and controlling.

MANAGEMENT = MANAGE+MEN+T (TACTFULLY)

objective we""



Basically**,** there are 5 concepts of management; they are:-

1. **Functional concept**: Management basically is the task of planning, coordinating, motivating and controlling the efforts of other towards the goals and objectives of the organization. According to this concept, management is what a manager does (planning, executing and controlling)
2. **Human relation concept**: According to this concept, Management is the art of getting things done through and with people in organized groups. It is the art of creating an environment in which people can perform and individuals could cooperate towards attaining of group goals. It is an art of removing blanks to such performance a way of optimizing efficiency in reaching goals.
3. **Leadership and decision-making concept**: According to this concept, management is the art and science of preparing, organizing, directing human efforts applied to control the forces and utilize the materials of nature for the benefits of man.
4. **Productive concept**: According to this concept, management may be defined as the art of securing maximum prosperity with a minimum effort so as to secure maximum prosperity and happiness for both employer and employee and provide best services thereby.
5. **Integration concept**: According to this concept, management is the coordination of human and material resources towards the achievement of organizational objectives as well as the organization of the productive functions essential for achieving stated or accepted economic goal. These above definitions of

management, given by different writers and authorities, are found giving different senses. Virtually, the five concepts are found developed by the authorities emphasizing in different aspects. However, it has been realized by many that it will not be fair to define management based upon any one aspect. Management can be taken as process-managerial process or social process either engage in planning, organizing, staffing, directing and controlling or mobilizing the group activities to achieve the corporate goals.

CONCEPTS OF APPRAISAL

According to MSG (2014), Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance appraisal is generally done in systematic ways which are as follows:

1. The supervisors measure the pay of employees and compare it with targets and plans
2. The supervisor analyses the factors behind work performances of employees.
3. The employers are in position to guide the employees for a better performance.

Objectives of Concept Appraisal

Performance Appraisal can be done with following objectives in mind:

1. To maintain records in order to determine compensation packages, wage structure, salaries raises, etc.
2. To identify the strengths and weaknesses of employees to place right men on right job.
3. To maintain and assess the potential present in a person for further growth and development.
4. To provide a feedback to employees regarding their performance and related status.
5. To provide a feedback employees regarding their performance and related status.
6. It serves as a basis for influencing working habits of the employees
7. To review and retain the promotional and other training programmes.

Advantages of concepts appraisal

It is said that performance appraisal is an investment for the company which can be justified by following advantages:

1. **Promotion**: Concept appraisal helps the supervisors to chalk out the promotion progammes for efficient employees. In this regards, inefficient workers can be dismissed or demoted in case.
2. **Compensation**: Concept helps in chalking out compensation packages for employees, Merits rating is possible through concept appraisal. Concept appraisal tries to give worth to a concept. Compensation packages which includes bonus, high salary rates, extra benefits, allowances and pre-requisites are dependent of concept appraisal. The criteria should be merit rather than seniority.
3. **Employees Development**: The systematic procedure of concept appraisal helps the supervisors to frame training policies and programmes. It helps to analyze strengths and weaknesses of employees so that new jobs can be designed for efficient employees. It also helps in framing future development programmes.
4. **Selection Validation**: Concept appraisal helps the supervisors to understand the validity and importance of the selection procedure. The supervisors come to know the validity and thereby the strengths and weakness of selection procedure. Further changes in selection methods can be made in this regard.
5. **Communication**: For an organization, effective communication between employees and employers is very important. Through performance appraisal, communication can be sought for in the following ways:-
   a. Through performance appraisal, the employers can understand and accept skills of subordinates
   b. The subordinates can also understand and create a trust and confidence in superiors.
   c. It also helps in maintaining cordial and congenial labour management relationship.
   d. It develops the spirit of work and boosts the morale of employees

   All the above factors ensures effective communication.
6. **Motivation:** Concept appraisal serves as a motivation tool. Through evaluating concept of employees, a person's efficiency can be determined if the targets are achieved. This very well motivates a person for better job and helps him to improve his concept in the future.

The importance of concept appraisal as an instrument of understanding how to make better use of the available technical skills and knowledge, also how to meet future challenges and achieve goals, was explained by Armstrong (2006). He also explained that concept appraisal will help improve the skills and capabilities of an individual and the organization as a whole. According to Szilagyi & Wallace (2008) it is through this process of concept appraisal that the organization gets feedback and review on the performance effectiveness of the employee.

THE CONCEPTS OF MANAGEMENT BY OBJECTIVE AND SCHOOL ADMINISTRATION

Perhaps to understand fully this discourse may necessitate establishing the meaning of the two important variables management by objective and school administration. In this direction, Ajayi (1983) submitted that management by objective implies managing by demonstrable measureable results towards pre-determined goals and objectives. This suggests that a set of pre-determined objectives are given upon which the administrator works through to determine measurably if the objectives are achieved. Management by objective depends on the objectives set by the organization from which the school administration using feedback loop could evaluate the objectives based on the outcome or results of performance. (Odiorne 2005).

According to Ikezue & Obiagu (1996) Management by objective is a system of making the hierarchical structure in the educational system to work and to result in more vitality and the people being personally involved in that hierarchy. It takes allowance for innovations and leads to the maintenance and orderly growth of educational system. It achieves this by stating ab-initio what is actually achieved.

APPLICATION OF MANAGEMENT BY OBJECTIVE IN SECONDARY SCHOOL ADMINISTRATION

Ezeoke (1985) has suggested that the process of implementing management by objective may take the following stages, firstly, learning and study stage, which involves the school administrator who examines the overall mission, philosophy, goals and organizational structure of the school. This could be done through research, analysis, appraisal of what the school is and

should be, and the nature of the goals, the opportunities and programmes of the organization.

Secondly, goal setting stage which is the most important stage in which school administrator examines general and specific objectives of the school. This is stage school administrator meets with the immediate subordinates to determine the objectives of their unit in relation to the overall objectives of the school. Such objectives are clearly stated and analyzed. The school principal, for instance, examines the general and specific objectives. He then meets with the vice-principals and heads of departments to determine the objectives of their departments in relation to the overall objectives of the organization. In other words, they will deliberate on what the school is expected to achieve over a certain time frame, as well as the proportion of the objectives that each department will aim at achieving.

Thirdly, resourcing stage in which the principal examines with his vice-principal, members of staff the available resources – time, personnel, facilities etc, and allocate them appropriately or achieving the specific objectives. This could be done by calling a staff meeting. This is then followed by each teacher setting his specific objectives, the resources to be used, the time for accomplishing task, activities involved and the strategies to be used. This could be done in individual teachers lesson notes. It is important to note here that at this stage teachers are given ample freedom in choosing the means for accomplishing their objectives.

Fourthly, performance evaluation or review stage when subordinates are expected to indicate how and when their performance would be reviewed. Both the principal and vice-principal including staff sit together again to carry out the evaluation. After the review, new objectives are determined, new targets are reviewed, techniques or the next operation or task are set up. But it should be noted that four stages in the implementation of management by objective may not be separated or exclusive in actual practice.

Constraints to Management By Objectives In Secondary School Administration

The impact of management by objectives notwithstanding, it can be total failure if not well execute. Principal is a major factor in the execution. In other words if the principal gets involved to explain, co-ordinate and guide the programme, it will succeed.

Principals or school administrators also make mistakes when they establish goals. In supporting this view Igunnu (2011) management by objectives has failed to meet management expectation due to unrealistic expectations unwillingness by management to allocates rewards based on goals accomplishment. Klebba (1986) & Ugonweyi (2005) had identified some common constraints as formulating goals that are too easy to attain, or actually unattainable, which conflict with institutional policies; holding staff accountable for something above his control and failing to get a commitment from staff as to the agreed objectives.

Research Design

The design for this study was the descriptive survey research type. It sought for information, attitudes, facts and opinions of respondents. Kerlinger (1977) asserts that as a survey it studies a chosen sample from the population to discover the relative incidence, distribution and interrelations of social and psychological variables of the individuals.

According to Akuezuilo and Agu (2003) they support statement and added that a group of people or item is studied by collecting and analyzing data from only a few people or items considered representative of the entire population.

Descriptive survey method was adopted because the research was people based. it involved large number of respondents across Anambra State Educational board. Again the type of information required for the study was difficult to obtain in laboratory experiment and more so the group of principals and teachers under study were considered accessible.

Area of the Study

The study was carried out in state government owned secondary schools in Anambra State. It was centered on the appraisal of the application of management by objective by principals and Teachers in secondary school administration in Anambra State. There are twenty one local government areas in Anambra State with 251 secondary schools.

Population of Study

The population of the study was made up of all the 251 principals and 8,336 teachers that come from all the 251 state government owned secondary schools in the State.

There are five education zones for secondary schools they are:

- Awka Education Zone
- Onitsha Education Zone
- Nnewi Education Zone
- Ogidi Education Zone
- Otuocha Education zone

Population distribution of Teachers in Anambra State

Education zone	Teachers	Principals
Auata	1,637	35
Awka	2,082	64
Nnewi	1,285	38
Onitsha	1,901	60
Otuocha	8,336	16
	8,336	251

Sample and Sampling Technique

The Sample for the study was sufficiently representative of the target population. To this end, 832 teachers and 25 principals were sampled out of 8336 teachers and 251 principals respectively with 10% of the target population each which gave a total of 857 respondents as shown in table 2 below.

Besides, different sampling techniques were used at different stages of the samples. Firstly, in selecting the principals and teachers, simple random sampling technique was used to select three out of the five local government areas in Awka Education Zone and Onitsha Zone, two in other education zones.

Secondly, proportionate stratified random sampling was used to select the schools from the education zones which had a total of 90 secondary schools. The principals and Teachers of each of these selected schools were used which gave a sample of 857 respondents (832 teachers and 25 principals).

Table 2 Sample Description of Respondents

Sample unit Staff	Total No. of Staff	Sample Ratio no sampled	%
Principals	251	25	10
Teachers	8336	832	10

Total	8587	857	20

Instrument for Data Collection

The only instrument used in the process of collecting data was a structured questionnaire for the appraisal of the application of management by objective (MBO) in Secondary School Administration by Principals and Teachers in Awka Education Zone. The items of the questionnaire were designed along four point scale of measurement as follows:

(a) Strongly Agree - SA (4)
(b) Agree - S (3)
(c) Disagree - D (2)
(d) Strongly Disagree - SD (1)

The questionnaire has two sections namely A and B. Section A of the questionnaire was designed to gather information on the personal data of the respondents, while section B with the remaining items in parts 1 – 5 designed to determine:

a. the extent to which management by objective has been applied in secondary school administration.
b. Impact of management by objective on secondary school administration.
c. The factors militating against application of management by objective in secondary school administration.
d. The extent the effect of the factors that hinder secondary school administration.
e. The rationale for adopting management by objective in secondary school administration.

One type of questionnaire with 32 numbers of items was used for all the respondents to gather information on their responses on the appraisal of the application of management by objective in secondary school administration in Anambra State.

Method of Data Analysis

The researcher used mean and standard deviation to answer the research questions and the acceptance point for the mean score of each item was 2.5 and above. But any item mean score below 2.5 was not accepted. The mean score for the four points in the scale were computed to arrive at 2.5.

$$\text{i.e. } \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

In testing the null hypotheses t-test was used. When t-test calculated value was less than the critical t-value

at 0.05 alpha level, then there was no significant difference and the null hypotheses were accepted. But if the calculated t-value was greater than the critical t-value at 0.05 alpha level, then there was significant difference(s) and the null hypotheses, were rejected and the alternative hypothesis were accepted.

PRESENTATION AND ANALYSIS OF DATA

The data was presented in tables based on each research questions. Each table, jointly contained principals and teachers responses on each research question showing a comprehensive record of how they responded to the research questions. Besides, the data were analyzed comprehensively indicating principals and teachers analysis but strongly agreed, agreed, disagreed and strongly disagreed was summated or aggregated to agree and disagreed for analysis.

RESEARCH QUESTION 1: To what extent could Management by Objective be applied in Secondary School Administration

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Table 2: Principals and Teachers Mean Scores Response on the extent Management by Objective could be applied on Secondary School Administration

		PRINCIPALS RESPONSES								TEACHERS RESPONSES						
S/N	ITEMS	SA		D	SD		X	SD	Remarks	SA	A	D	Total	X	SD	Total
		4		2	1		2.5			4	3	2	832	2.5		832
1	It could be applied in the examination of the															
	overall mission, philosophy, goals and	11		2	3		3.92	1.98	Agreed	452	189	95	832	3.20	1.79	832
	organization structure of the school															
2	It could be applied in determining the specific															
	Objective of each unit of department of the	13		4	2		3.20	1.79	Agreed	477	212	71	.832	3.31	1.62	.832
	School															
3	It could be applied in determining the															
	available resources - time, personnel facilities	16		1	3		3.36	1.83	Agreed	501	182	84	832	3.34	1.83	832
	and its allocations for achieving specific															
	objective of the school												•			•
4	It could be applied in evaluation and review of															
	performance to determine how	15		3	1		3.4	1.84	Agreed	436	196	94	832	3.16	1.76	832

	far school has															
	attained its objectives															
5	It could be applied in establishing new															
	objectives, targets and goals of the school	12		1	4		3.12	1.77	Agreed	521	196	69	832	3.73	1.82	832

N = 25 £X = 3.48 £sd = 1.82N = 832 XX = 3.48 £sd = 1.8675

In the table 2 above, item 1 was agreed to by 11 principals, while 5 principals disagreed, the item has a mean score of 3.92 and standard deviation of 1.98; item 2 was agreed to by 19 principals while 6 principals disagreed and it has a X score of 3.20 and sd of 1.79; item 3 to was agreed to by 21 principals while 4 principals disagreed, and it has a X score of 3.36 and sd of 1.83; item 4 was agreed to by 21 principal while 4 principals disagreed, and it has a X score of 3.4 and sd of 1.84; and item 5 was agreed to by 20 principals while 5 principals disagreed, and it has a X score of 3.12 and sd of 1.77. Besides, all the item mean scores were above 2.5 agreement mean point region. This shows that the principals were in agreement with each of the item or with all the items in table 2 as shown above. Equally, the average mean score of 3.48 of the principals responses was above the agreement mean point of 2.5.

In the same table 2, item 1 was agreed to by 64.1 teachers while 191 teachers disagreed, and it has a X score of 3.20 and sd of 1.79; item 2 was agreed to by 689 teachers while 143 teachers disagreed, and it has a X score of 3.31 and sd of 1.82; item 3 was agreed to by 688 teachers while 149 teachers disagreed, and it has a X score of 3.34 and sd of 1.83; item 4 was agreed to by 632 teachers while 200 teachers disagreed, and it has a X score of 3.16 and sd of 1.78; and item 5 was agreed to by 690 teachers while 142 teachers disagreed, and it has a mean score of 3.37 and a standard deviation of 1.84. Each item's mean score in the teachers responses section was above the agreement mean point of 2.5 and this shows that teachers equally agreed to all the items in the table 2. While also the average mean score of 3.32 of the teachers responses was above the agreement mean point of 2.5.

RESEARCH QUESTION 2

What are the impact of Management by Objective on Secondary School Administration

Table 3: Principals and Teachers Mean Scores Response on the impact of Management by Objective on Secondary School Administration.

		PRINCIPALS RESPONSES								TEACHERS RESPONSES						
S/N	**ITEMS**	**SA**	**A**	**D**	**SD**	**Total**	**X**	**SD**	**Remarks**	**SA**	**A**	**D**	**SD**	**Total**	**X**	**SD**
		4	3	2	1	25	2.5			4	3	2	1	832	2.5	
1	It minimize crisis management which makes															
	school administrators deal with problems as	11	6	2	4	25	3.12	1.77	Agreed	6.16	142	30	44	832	3.00	1.20
	they arise • • '															
2	It integrates individual and innovation because															
	it emphasizes result rather than the means	17	5	2	1	25	3.52	1.88	Agreed	625	144	33	30	832	3.64	1.21
	Employed															
i. j	It receives the need for directing and															
	controlling by encouraging individuals to	16	6	2	1	25	3.48	1.87	Agreed	631	139	42	20	832	3.66	1.91
	decide on means as well as enhancing schools				•											
	communication.															
4	It ensures increased authority and autonomy to															
	individual teachers in planning and	18	4	1	2	'25	3.52	1.88	Agreed	645	151	21	15	832	3.71	1.93

	executing															
	their programmes administrative tasks															
5	It erases the impartiality and lack of account															
	ability that plague the school while ensuring	15	7	2	1	25	3.44	1.85	Agreed	593	164	40	32	832	3.59	1.89
	hitch-free school administration															

2>d=1.93N = 832 £X = 3.63 £sd = 1.91

In table 3 above, showed that item 1 was agreed to by 19 principal while 6 principals disagreed, the item has a mean score of 3.12 and standard deviation of 1.77; item 2 was agreed to by 22 principals while 3 principals agreed and it has the X score of 3.52 and sd of 1.88; item 3 was agreed by 22 principals while 3 principals disagreed, and it has a X of 3.48 and sd of 1.87; item 4 was agreed by 22 principals while 3 principals disagreed, and it has the mean score of 3.52 and sd of 1.88; and item 5 was agreed by 22 principals while 3 principals disagreed and it has the mean score of 3.44 and sd of 1.85. each item mean score in the principal responses was above the agreement mean point of 2.5.

In the same table, item 1 was agreed by 758 teachers while 74 teachers disagreed, and it has the mean score of 3.60 and sd of 1.90; item 2 was agreed by 769 teachers while 63 teachers disagreed, and it has the mean score of 3.64 and sd of 1.91; item 3 was agreed by 770 teachers while 62 teachers disagreed, and it has a mean score of 3.66 and sd of 1.91; item 4 was agreed by 796 teachers while 36 teachers disagreed, and it has the mean score of 3.71 and sd of 1.93; and item 5 was agreed by 760 teachers while 72 teachers disagreed, and it has the mean score of 3.59 and sd of 1.89. Each item mean score of the teachers responses was above the agreement mean point of 2.5.

Testing the Null Hypotheses

In testing null hypothesis, the t-test statistical formula was used. When t-calculated value was less than the critical t-value at 0.05 alpha level, then there was no significant differences and so the null hypothesis was accepted. Each null hypothesis contingency table was presented in designated tables and the antecedent remarks made. While a comprehensive calculation of each null hypothesis was made on appendix B of this thesis.

Null Hypothesis 1

There is no significant difference between principals and teachers appraisal mean scores on the extent to which management by objective has been applied in secondary school administration.

Table 4 T-test contingency table on null hypothesis 1

Group	N	X	SD	DF	t-calculated value	t-critical value	Decision
Principal	25	3.48	1.82	855	1.351	1.645	Accepted
Teachers	832	3.32	1.86				

Remarks

With 855 degrees of freedom and 0.05 alpha level, the calculated value was 1.351 and t-critical table value was 1.645, and also the t-calculated valued was less than t-critical table value. Therefore, there is no significant difference between principals and teachers appraisal mean scores on the extent to which management by objective has been applied in secondary school administration. The null hypothesis was therefore, accepted.

Null Hypothesis 2

There is no significant difference between principals and teachers appraisal mean score on the impact of management by objective on secondary administration.

Table 5 t-test contingency table on null hypothesis 2

Group	N	X	SD	DF	t-calculated value	t-critical value	Decision
Principal	25	3.56	1.93	855	1.351	1.645	Accepted
Teachers	832	3.63	1.91				

Remarks

With 855 degrees of freedom and 0.05 alpha level, the t- calculated value of 1.542 was less than the t-critical table value of 1.645. Therefore, there is no significant difference between principals and teachers appraisal on the impact of management by objective on secondary school administration and thereby the null hypothesis was accepted.

Summary of the Results

From the discussions of the findings, the following summary could be deduced from the results of the study which formed the summarized aspects of the entire work as:

1. Management by objective could be easily applied in secondary school administration in Awka Education Zone.
2. Management of objective has numerous impacts on secondary school administration in Awka Education Zone.
3. Management by objective has numerous factors militating against its application in secondary school administration in Awka Education Zone.
4. The factors militating against the application of management by objective affect secondary school

administration in Awka Education Zone.

5. Management by objective has a strong rationale for its adoption in secondary school administration in Awka Education Zone.

Conclusion

Management by objective operates along the objective of an organization. In essence, management of an organization; manage such organization through the objective of the organization. An objective is the reason for the existence of an organization and it is fundamental to the very existence of an organization. Management by objective is a strategy, technique and method of planning and getting results of any such organization through the objective of the organization. School is an organization established for the purpose of educating the citizens. Various objectives exist in the varied levels of school system or educational system such pre-primary, secondary and tertiary. Each level has its specific objective although national objective subsits. It is along these levels that more specific and relative terms that management by objective functions.

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