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ROADMAPS FOR EFFECTIVE ADMINISTRATION OF SECONDARY EDUCATION IN ANAMBRA STATE

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ABSTRACT
The main purpose of this study was to examine the importance of creating effective roadmaps for effective administration of secondary education in Anambra State. Five research questions guided the study. A descriptive survey research design was employed in the study. Population of the study consisted of 259 principals and 5,674 teachers from the public secondary schools within the 6 education zones in Anambra State. Sample size of the study constituted a total of 414 respondents, that is, 130 principals and 284 teachers from 130 public secondary schools, using the stratified random sampling technique. Instrument for data collection was Questionnaire and structured on a 4-point scale was used for data collection. The questionnaire was validated. Reliability of the instrument was established through a pilot-test, Scores obtained were measured using Cronbach Alpha statistics which yielded coefficient reliability value with an overall internal consistency reliability value of 0.77, indicating that the research instrument was reliable. The mean score rated at 2.50 and standard deviation was used to analyze data collated from the questionnaire. Findings of the study generally indicated that the extent to which effective roadmaps were created for sustainable development in administration of secondary education in Anambra State were all to a low extent. Based on the findings of the study recommendations were made, among them included that Anambra State government should ensure that the teaching resources are adequately accessible to a high extent for creating effective roadmaps for sustainable development in administration of secondary education through adequate funding and sufficient budgetary allocation to secondary education in the area.

Keywords: Creating, Roadmaps, Sustainable, Development, Administration, Secondary Education

Introduction

Education is the most powerful weapon for sustainable development in any society. Education can change or transform any society or nation including citizens of a country to the better. No wonder the Federal Republic of Nigeria (FRN, 2013) described education in the National Policy of Education (NPE) as an "instrument par excellence" for effecting socio-economic

transformation and nation building. It is an aggregate tool for human empowerment and promotion of national unity. Therefore, the general philosophy of education in which secondary education is inclusive is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels inside and outside the formal school system (Federal Republic of Nigeria - FRN, 2013, p.2). Education however, is a necessary tool for human capacity development, environmental sustainability, political, socio-economic and cultural developments, which are all components of sustainable development. Education is in fact the fulcrum and bedrock of national development. Secondary education on the other hand, is likewise important for sustainable development. Secondary education prepares the youth for higher education and offers entrepreneurship training for recipients in preparation for the world of work.

The Federal Republic of Nigeria (2013, p.22) in the NPE stressed the need to establish effective roadmaps for achievement of both secondary education goals and sustainable development. Among these important roadmaps include; encouraging school-community partnership through participation of voluntary agencies, communities and private individuals in the establishment and management of secondary education in order to meet the set standards; regulating the establishment of schools, supervising and inspecting schools regularly and ensuring that all schools follow approved curricula and conform to the National Policy on Education; ensuring that the teacher-student ratio is maintained at 1:40; ensuring that statutory public examination bodies would be responsible for conducting terminal examination for maintenance of uniform standards; ensuring that informal artisan industry are used to provide training opportunities in academic programmes for students; encouraging cooperation between industries and institutions in training and for workshop practice, providing Industrial Training Funds (ITF) for continuous staff development; providing adequate funds for the administration of science, technology and trade/entrepreneurship education, establishment of production unit for on-the-job training of TVET students and commercial activities to sustain academic programmes; provision of adequate infrastructure for the effective utilization on Information Technology (IT) and advancement of knowledge; encouraging sports and co-curricular activities such as youth clubs and school societies for character training; promoting inter-state exchange visit of students and teachers in order to foster national unity; among others. The above roadmaps and many more cannot be successfully actualized without accessibility of adequate resources, establishment of effective human resources development procedures, utilization of effective supervisory techniques, implementation of effective curriculum coupled with academic programmes and promoting efficient school-community synergy, among others. But a glance at the administration of secondary education in Anambra State, showcases that many of the schools are in devastating state. Many school lack the requisite human and materials resources that will promote quality education which seems to be one of

the major barriers to promoting quality instructional delivery (Bizimana & Orodho, 2014; Central Bank of Nigeria – CBN, 2010). Okongo, Ngao, Rop and Nyongesa (2015) asserted that there were inadequate teaching and learning resources at pre-school centers in Nyamira North sub-county. Resource materials like charts, poster, white board, blocks, cards, clay, crayons, chalks etc. play a significant role in the learning process of students. If resource materials are used wisely they make remarkable enhancement of lesson impact. Availability of a wide variety of instructional resources can stimulate the interest and actively engage learners in the learning of mathematics. It also enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Also, the serving teacher motivation is equally neglected. Additionally, the problem associated with human resources management and development through motivation, employment by merit and support for teacher quality through the provision of technological teaching resources still remains a big challenge(Emily, Mulongo &Yano, 2015; Ngaji &Wonah, 2019; Nwafor &Nwafor, 2012; Omebe, 2014; Tadesse, 2011). Omebe (2014) opined that quite a number of factors have contributed to the complexity of poor human resources management in schools, as they include poor working condition and motivation, problem of staffing, funding, incessant transfer of teacher, among others. For instance, the problem of staffing is based on the quality and quantity of staff recruited for the education of our citizens. The reason which is from poor staff recruitment and selection process (Omebe, 2014).

There are also no effective quality control measures established in the secondary schools through effective and constant school supervision and the provision of quality assurance departments or units as directed by the FRN (2013) in the national policy. Obasi (2009) opined that although supervision of school is important but most times they are not regularly and effectively carried out in secondary schools. Moreover, through the effectiveness of school supervision, teachers are made more competent and efficient, parents are satisfied with the performances of their children, children are motivated to work harder in order to achieve the required standard, hence in the long run, the goals of education are achieved. But the situation in many schools is that school supervision encounter so many problems as observed in the previous studies of Nwakpa (2001), Obasi (2009), Obiweluozor, Momoh and Ogbonnaya (2013), Ochoyi and Timothy (2019), among others. Furthermore, many academic programmes offered in the secondary schools has become ineffective because of the issue of inadequate practicals and poor curriculum implementation. Ige (2020) attested that the arguments against secondary education curriculum in Nigeria have been that it is overloaded, content driven, not relevant, fails to give regards to vocational training as a major component of a child's development, irrelevant to the needs of the society, too wide in scope, does not take care of teachers' qualification and training, as well as laying too much emphasis on intellectual development of a child. Even though secondary education curriculum had undergone a lot of review and improvements over the years, the

curriculum is still laden with shortcomings and has been a subject of criticisms (Akpan, 2008; Ukpai &Okoro, 2011).Again, the issue of strengthening strong and effective school-community collaboration and partnership that will promote sustainable development in the secondary schools is still an impediment(Duru-Uremadu, 2017; Lauwo &Mkulu, 2021; Muthoni, 2015).However, Gross, Haines, Hill, Francis, Blue-Banning and Turnbull(2015) and the Harvard Family Research Project (2010) noted that community involvement in schools is a critical component for student achievement. Research shows schools that develop strong community partnerships have (a) a higher percentage of students performing on grade level, (b) increased parental volunteerism, (c) supported school reform efforts, (d) increased student test scores, (e) increased student attendance rates, and (f) connections for students to learning opportunities outside of school, in order to enhance sustainable development. With these aforementioned problems, it has become difficult for proper administration of secondary education which needs absolute redressing through creating important roadmaps. Several empirical studies have been conducted on important roadmaps that will promote sustainable development in the education sector. A study conducted by Adamu (2010) indicated that with regard to Technical, Vocational Education and Training (TVET), the dearth of qualified teaching staff, low societal estimation of vocational education and inadequate number of technical and vocational colleges, under funding, resource utilization, other factors which include: budgetary allocation, inadequate funding of schools, poor management and utilization of funds were considered as factors that inhibited effective implementation of the TVET programmes. It is therefore upon this background that the present study sought to find out the importance of creating effective roadmaps for sustainable development in administration of secondary education in Anambra State.

Statement of the Problem

The administration of secondary education has become increasing complex. The complexities in administration of secondary education in Nigeria and Anambra State inclusive seems to be characterized by such phenomena in connection with poor/lack of availability of teaching resources, teachers' inefficiency and poor job commitment, inconsistency of school supervision, student population explosion, examination malpractice, indiscipline among teachers and students, ineffective academic programmes, poor students' academic performances and achievements, school administrators poor accountability, inadequate community involvement in schools, among many others. It is argued that these factors negatively impact on the general administration of secondary education system's capacity to install and maintain a viable academic programme for the enhancement of sustainable development in the society. Although, the reduction in the quality and standard of secondary education system have brought about the introduction of numerous educational reforms and strategic plans in different States of Nigeria including Anambra State, however, these educational reforms and strategic plans seem not to have made sufficient and significant impact in the administration of secondary

education for its sustainable development. Irrespective of the fact that the National Policy on Education (NPE) was introduced to guide the administration of secondary education, reactions from the stakeholders in secondary education system(school administrators, teachers, students, parents, etc.) seems to indicate that the secondary schools all over the country are still falling in standard and that the quality of instruction in the secondary schools has progressively declined as evidenced by the poor performance of students in both school internal and public examinations such as those of Basic Education Certificate Examination (BECE), National Examination Council (NECO), West Africa Examination Council (WAEC), NABTEC, Joints Admissions and Matriculation Board (JAMB), etc. Worse still, many secondary school leavers and graduates do not possess requisite knowledge and practical skills that will make them employable in the world of work after schooling. The poor administration of secondary education therefore, has become worrisome for both educational practitioners and researchers. Indeed, for effectiveness in the general administration of secondary education for sustainable development in the country including in Anambra State, this will require creating effective roadmaps that will make positive impact on the system. Therefore, the inadequacies in creating effective roadmaps for sustainable development in administration of secondary education in Anambra State has created a gap which needs to be filled in this present study. The present study was designed to find out the importance of creating effective roadmaps for sustainable development in administration of secondary education in Anambra State, and which seems to be the problem of this study.

Research Questions

1. To what extent are the teaching resources adequately accessible for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?
2. To what extent are effective human resources management strategies are applied for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?
3. To what extent are schools effectively supervised through appropriate instructional supervision for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?
4. To what extent are academic programmes effective for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?
5. To what extent are school-community collaborations highly strengthened for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?

Research Method

A descriptive survey research design was employed in the study. This research design was used to collect data from a sample of

principals and teachers in the public secondary schools in Anambra State in order to share their opinions as regards to the study. Information gathered from the principals and teachers were analyzed using a statistical tool to draw generalization. Nworgu (2015) described the descriptive survey design as a process which the researcher observes what is happening to sample subjects or variables in order to generate necessary primary data to draw conclusion for the study. Population of the study consisted of 259 principals and 5,674 teachers from the public secondary schools within the 6 education zones in Anambra State. The choice of using only principals and teachers was based on the premise that they were in the best position to describe the variables necessary for creating effective roadmaps for effective administration of secondary education in Anambra State. Since they are in the school system, they can equally identify those problems and challenges that posed great danger and difficulties towards establishing sustainable development in administration of secondary education in Anambra State. Sample size of the study constituted a total of 414 respondents, that is, 130 principals and 284 teachers from 130 public secondary schools selected at 50% and 5% out of the entire population respectively using the stratified random sampling technique .Justification for selecting principals and teachers at 50% and 5% was a means to enable the researcher to have controllable sample size of the principals and teachers' population in Anambra State. The choice of 5% (for a large number) is also in line with the recommendation of Nworgu (2015) who identified that 5% to 80% of any given population is adequate for any research work.A 48-item questionnaire personally developed by the researcher, titled: "Creating Roadmaps for Sustainable Development in Administration of Secondary Education Questionnaire (CRSDASEQ)" and structured on a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Less Extent (LE) and Very Less Extent (VLE) was used for data collection. Development of this research instrument was guided by the purpose of study and research questions. The questionnaire was validated by three experts from the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State who established the face and content validity of the questionnaire. Reliability of the instrument was established through a pilot-test on a sample of 5 principals and 25 teachers from 5 public secondary schools in Anambra State, which were not part of the study. Scores obtained were measured using Cronbach Alpha statistics which yielded coefficient reliability value of 0.61, 0.72, 0.84, 0.77 and 0.91 for each cluster respectively, with an overall internal consistency reliability value of 0.77, indicating that the research instrument was reliable. Nworgu (2015) opined that the Cronbach Alpha statistical method determines the degree of consistency with which the item of an instrument provides a measure of how homogeneous or otherwise the items are. The Cronbach Alpha method is appropriate for instruments arranged into clusters just as the present study which was arranged in two clusters. Method of data collection involved a direct contact and hand delivery process. An on-the-spot method was also adopted by the researchers who were assisted by six research assistants, who were indigenes from the 6

education zones familiar with the location of the secondary schools. Both the researchers and the six research assistants took permission from the principals who gave their consent; and met also with the teachers in order to distribute copies of the questionnaire to them to fill. They respondents filled the questionnaire and returned them on the spot. Distribution of all the copies of the questionnaire took a period of three weeks of completion. All the questionnaire distributed were retrieved at a 100% rate of return. The mean score rated at 2.50 and standard deviation was used to analyze data collated from the questionnaire. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of Very Great Extent and Great Extent, and therefore, considered as great extent. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of Less Extent and Very Less Extent; therefore, considered as less extent.

Presentation of Results

Research Question 1: To what extent are the teaching resources adequately accessible for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?

Table 1: Mean Scores and Standard Deviation (SD) of Principals and Teachers on the Extent to which the Teaching Resources adequately Accessible for Creating Effective Roadmaps for Sustainable Development in Administration of Secondary Education in Anambra State N = 130 principals and 284 teachers

S/N	Please give your opinion concerning the extent to which the under listed teaching resources are adequately accessible for creating effective roadmaps for sustainable development in administration of secondary education. Adequate accessibility of:	Principals			Teachers		
		X	SD	Decision	X	SD	Decision
1.	Standard library with updated printed textbooks, journal articles, newspapers, e-library section with online materials, etc	2.25	1.01	**Less Extent**	1.87	1.08	**Less Extent**
2.	Well-equipped laboratories with sufficient specimens for practical in science subjects	2.00	0.98	**Less Extent**	2.19	0.91	**Less Extent**
3.	Standard workshops with equipment and tools for practical in technology-based and arts subjects	2.31	1.04	**Less Extent**	2.21	1.05	**Less Extent**
4.	Technological tools such as multimedia, audio-visual materials like projects, computers, digital cameras, smart television, smart phones, microphones, DVD players, radios, radio cassette players, storage resources such as CD-ROMs, flash drive, external hard drives, etc	2.15	0.99	**Less Extent**	2.00	0.89	**Less Extent**

5.	Well-standard computer laboratory together with computers and constant internet connectivity	2.42	1.16	**Less Extent**	1.95	1.07	**Less Extent**
6.	Nature corners provided in the classrooms	2.42	1.11	**Less Extent**	1.74	1.08	**Less Extent**
7.	Graphic materials, maps, cartoons, charts, two/three dimensional objects, etc	2.52	1.02	**Less Extent**	2.22	1.16	**Less Extent**
8.	Well-equipped bookshop with students textbooks and workbooks, teacher manuals, other technological resources, etc	2.15	1.21	**Less Extent**	1.86	1.14	**Less Extent**
9.	Classrooms with good structure, well-furnished with sufficient seats, cupboards, fans, windows with ventilations and lightings, etc	2.33	0.97	**Less Extent**	2.40	1.08	**Less Extent**
10.	Private reading corners provided for students and teachers	1.98	0.99	**Less Extent**	1.79	0.95	**Less Extent**
	Overall Mean Score & SD=	**2.25**	**1.07**	**Less Extent**	**2.02**	**1.06**	**Less Extent**

Analysis of result in Table 1 from the respondents (principals and teachers) responses indicated that all the items from 1 to 10 were rated below the acceptable mean score of 2.50 by both the principals and teachers to show that they disagreed with these statements. None of the items was rated above the acceptable mean score of 2.50 by the principals and teachers in order to show that they agreed with any of the statements. The overall mean score and standard deviation (SD) of the principals and teachers are 2.25 and 1.07 (for the principals); 2.02 and 1.06 (for the teachers) respectively, which indicated closeness in the mean responses of both the principals and teachers. This analysis revealed that majority of the principals and teachers reacted negatively to majority of the statements showcasing that the extent to which the teaching resources were adequately accessible for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent.

Research Question 2: To what extent are effective human resources management strategies are applied for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?

Table 2: Mean Scores and Standard Deviation (SD) of Principals and Teachers on the Extent to which Effective Human Resources Management Strategies are applied for Creating Effective Roadmaps for Sustainable Development in Administration of Secondary Education in Anambra State. N = 130 principals and 284 teachers

S/N	Please give your opinion concerning the extent to which effective human resources management strategies are applied for creating effective roadmaps for sustainable development in administration of secondary education. Application of the following under listed effective human resources management strategies as:	Principals			Teachers		
		X	SD	Decision	X	SD	Decision
11.	Constant orientation and induction training programmes organized for newly employed teachers	2.05	0.85	Less Extent	1.81	1.06	Less Extent
12.	Teacher motivation through adequate welfare packages in form of good health scheme, free accommodations and loans, etc	2.08	1.09	Less Extent	2.08	0.97	Less Extent
13.	Adequate remunerations in form of good salary, rewards, bonuses, incentives, compensations, etc	2.41	1.04	Less Extent	2.21	1.08	Less Extent
14.	Effective staff development and retraining programmes through conferences, workshops, seminars, vestibule training, inter-school visitations, guided practices, coaching, mentoring, team teaching, etc	1.96	0.89	Less Extent	2.08	1.00	Less Extent
15.	Provision for effective computer education training courses for serving teachers	2.17	1.18	Less Extent	2.23	0.79	Less Extent
16.	Provisions for teacher autonomy and freedom to increase achievements in school	2.13	1.06	Less Extent	2.00	0.91	Less Extent
17.	Free university education scholarships provided for teachers' qualification upgradement	2.41	0.97	Less Extent	2.00	0.94	Less Extent
	Overall Mean Score & SD=	**2.17**	**1.03**	**Less Extent**	**2.06**	**0.98**	**Less Extent**

Analysis of result in Table 2 from the respondents (principals and teachers) responses indicated that all the items from 11 to 17 were rated below the acceptable mean score of 2.50 by both the principals and teachers to show that they disagreed with these statements. None of the items was rated above the acceptable mean score of 2.50 by the principals and teachers in order to show that they agreed with any of the statements. The overall mean score and standard deviation (SD) of the principals and teachers are 2.17 and 1.03 (for the principals); 2.06 and 0.98 (for the teachers) respectively, which indicated closeness in the mean responses of both the principals and teachers. This analysis revealed that majority of the principals and teachers reacted negatively to majority of the statements showcasing that the extent to

which effective human resources management strategies were applied for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent.

Research Question 3: To what extent are schools effectively supervised through appropriate instructional supervision for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?

Table 3: Mean Scores and Standard Deviation (SD) of Principals and Teachers on the Extent to which Schools are Effectively Supervised through appropriate Instructional Supervision for Creating Effective Roadmaps for Sustainable Development in Administration of Secondary Education in Anambra State

N = 130 principals and 284 teachers

S/N	Please give your opinion concerning the extent to which your school is effectively supervised through appropriate instructional supervision for creating effective roadmaps for sustainable development in administration of secondary education. Deployment of the following under listed effective supervision practices such as:	Principals			Teachers		
		X	SD	Decision	X	SD	Decision
18.	Principals' constant classroom observations and visitations	2.46	1.02	Less Extent	1.91	1.07	Less Extent
19.	Constant inter/intra school visitations	2.26	1.00	Less Extent	2.30	1.06	Less Extent
20.	Institution of micro teaching technique in the school	2.39	1.11	Less Extent	2.05	1.01	Less Extent
21.	Consistency of full scale supervision from officials in the State Ministry of Education/Post Primary Schools Service Commission (PPSSC)	2.25	0.90	Less Extent	2.21	0.87	Less Extent
22.	Routine or causal visits to schools as follow-up from the officials in the State Ministry of Education/Post Primary Schools Service Commission (PPSSC)	2.18	1.03	Less Extent	2.10	0.98	Less Extent
23.	Emergency supervision for urgent cases in school	2.17	0.84	Less Extent	2.31	0.83	Less Extent
24.	Survey visits involving a random sampling selection of schools so as to make decisions on the development of students, staff and facilities in all schools in the State	2.21	0.58	Less Extent	2.04	1.01	Less Extent
25.	Partial visit for inspection of projects in school	2.29	0.90	Less Extent	2.31	1.00	Less Extent
26.	Pre-school supervision for inspecting newly established schools	2.24	0.95	Less Extent	2.23	1.00	Less Extent
	Overall Mean Score & SD=	**2.27**	**0.94**	**Less Extent**	**2.16**	**0.99**	**Less Extent**

Analysis of result in Table 3 from the respondents (principals and teachers) responses indicated that all the items from 18 to 26 were rated below the acceptable mean score of 2.50 by both the principals and teachers to show that they disagreed with these statements. None of the items was rated above the acceptable mean score of 2.50 by the principals and teachers in order to show that they agreed with any of the statements. The overall mean score and standard deviation (SD) of the principals and teachers are 2.27 and 0.94 (for the principals); 2.16 and 0.99 (for the teachers) respectively, which indicated closeness in the mean responses of both the principals and teachers. This analysis revealed that majority of the principals and teachers reacted negatively to majority of the statements showcasing that the extent to which schools were effectively supervised through appropriate instructional supervision for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent.

Research Question 4: To what extent are academic programmes effective for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?

Table 4: Mean Scores and Standard Deviation (SD) of Principals and Teachers on the Extent to which Academic Programmes are Effective for Creating Effective Roadmaps for Sustainable Development in Administration of Secondary Education in Anambra State

N = 130 principals and 284 teachers

S/N	Please give your opinion concerning the extent to which academic programmes are effective for creating effective roadmaps for sustainable development in administration of secondary education. Effectiveness of academic programme in:	Principals X	Principals SD	Principals Decision	Teachers X	Teachers SD	Teachers Decision
27.	Providing sufficient theoretical combined with practical exercises during every instructional delivery	2.10	0.91	**Less Extent**	2.36	1.06	**Less Extent**
28.	Providing well-articulated, organized and appropriate curricular for students	2.34	0.94	**Less Extent**	2.04	0.95	**Less Extent**
29.	Providing curriculum contents with wide scope which highlights basic skills such as hygiene, communication, entrepreneurship, nutrition, knowledge about HIV/AIDS, vocational competence, conflict work, gender equality or other important national and international issues	2.09	1.05	**Less Extent**	2.19	1.00	**Less Extent**
30.	Provision of all the 34 trade/entrepreneurship subjects in order to improve students entrepreneurial skills	2.21	0.95	**Less Extent**	1.96	0.92	**Less Extent**
31.	Ensuring that training opportunities through artisanship industry are inherent for	2.12	1.11	**Less Extent**	2.08	1.02	

	students in teaching trade/entrepreneurship subjects						**Less Extent**
32.	Encouraging cooperation between industries and institution in training for building effective academic programme in school	2.29	1.01	**Less Extent**	1.92	0.96	**Less Extent**
34.	Ensuring that substantial number of quality teachers with new teaching techniques including sufficient practical skills were used in academic programmes	2.42	0.94	**Less Extent**	2.22	1.03	**Less Extent**
35.	Employing quality techniques for coordinating students assessment in the school	1.89	1.00	**Less Extent**	2.05	1.03	**Less Extent**
36.	Ensuring the use of technological resources to support quality instructions during teaching and learning delivery	2.28	1.00	**Less Extent**	1.93	0.97	**Less Extent**
37.	Promoting positive school climate that is healthy, protective, inspiring, etc so as to impact on students' learning and achievements	2.45	0.94	**Less Extent**	2.08	0.84	**Less Extent**
38.	Ensuring that appropriate class-sizes are maintained to improve effective classroom participation and management	2.40	0.96	**Less Extent**	1.91	0.96	**Less Extent**
	Overall Mean Score & SD=	**2.24**	**1.01**	**Less Extent**	**2.08**	**0.99**	**Less Extent**

Analysis of result in Table 4 from the respondents (principals and teachers) responses indicated that all the items from 27 to 38 were rated below the acceptable mean score of 2.50 by both the principals and teachers to show that they disagreed with these statements. None of the items was rated above the acceptable mean score of 2.50 by the principals and teachers in order to show that they agreed with any of the statements. The overall mean score and standard deviation (SD) of the principals and teachers are 2.24 and 1.01 (for the principals); 2.08 and 0.99 (for the teachers) respectively, which indicated closeness in the mean responses of both the principals and teachers. This analysis revealed that majority of the principals and teachers reacted negatively to majority of the statements showcasing that the extent to which academic programmes were effective for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent.

Research Question 5: To what extent are school-community collaborations highly strengthened for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State?

Table 5: Mean Scores and Standard Deviation (SD) of Principals and Teachers on the Extent to which School-Community Collaborations are Highly Strengthened for Creating Effective Roadmaps for Sustainable Development. N = 130 principals and 284 teachers

S/N	Please give your opinion concerning the extent to which school-community collaborations are highly strengthened for creating effective roadmaps for sustainable development in administration of secondary education. Establishment of effective school-community collaborations through:	Principals			Teachers		
		X	SD	Decision	X	SD	Decision
39.	Community support for provision of instructional resources such as reading and writing materials, teaching aids, etc, in the school	2.14	0.91	Less Extent	1.89	0.91	Less Extent
40.	Community construction of infrastructure in school such as school buildings, classrooms, science laboratories, technological workshop, ICT centre, teachers' houses, sanitary facilities like toilets, bathrooms, etc	1.85	1.12	Less Extent	2.01	1.03	Less Extent
41.	School encouragement of active community participation in decision making process in the school	2.13	1.08	Less Extent	2.07	1.06	Less Extent
42.	Encouraging community active participation in curriculum development exercises	1.91	0.80	Less Extent	2.10	1.01	Less Extent
43.	Adequate support for teachers' educational scholarships and payment of teachers' salaries	2.25	1.02	Less Extent	2.10	1.03	Less Extent
44.	Adequate community financial contributions including donations during school extracurricular activities or events such as inter-house sports, games, concerts, etc	1.85	0.94	Less Extent	2.09	1.04	Less Extent
45.	School attendance to community needs in terms of making provisions for adult education programmes, active participation in community environmental sanitations and community festivals, allowing members of the community to use school facilities for important ceremonies, etc	2.13	0.99	Less Extent	2.17	1.10	Less Extent
46.	School administrators accountability to community about school financial matters	2.05	1.00	Less Extent	2.18	1.04	Less Extent
47.	School constant update of parents about their children and wards academic progress and deficiencies	2.39	1.07	Less Extent	2.21	1.11	Less Extent
48.	Improvement of teachers free communication with parents concerning their wards education	2.02	1.13	Less Extent	2.12	1.02	Less Extent
	Overall Mean Score & SD=	**2.07**	**1.02**	**Less Extent**	**2.10**	**1.04**	**Less Extent**

Analysis of result in Table 5 from the respondents (principals and teachers) responses indicated that all the items from 39 to 48 were rated below the acceptable mean score of 2.50 by both the principals and teachers to show that they disagreed with these statements. None of the items was rated above the acceptable mean score of 2.50 by the principals and teachers in order to show that they agreed with any of the statements. The overall mean score and standard deviation (SD) of the principals and teachers are 2.07 and 1.02 (for the principals); 2.10 and 1.04 (for the teachers) respectively, which indicated closeness in the mean responses of both the principals and teachers. This analysis revealed that majority of the principals and teachers reacted negatively to majority of the statements showcasing that the extent to which school-community collaborations were highly strengthened for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent.

Discussion of Findings

Findings of the study generally indicated that the extent to which effective roadmaps were created for sustainable development in administration of secondary education in Anambra State were all to a low extent. This concurs with the previous study of Adamu (2010) which confirmed the need for creating effective roadmaps in order to enable every stakeholder including the international community to ensure that the educational goals set are met. It was found out through one of the findings that the extent to which the teaching resources were adequately accessible for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent. Moreover, teaching resources are important materials, aids or devices that enhance or support quality teaching and learning leading to achievement of educational goals. But in this cases, the finding indicated that such teaching resources as; Standard library with updated printed textbooks, journal articles, newspapers, e-library section with online materials, etc., Well-equipped laboratories with sufficient specimens for practical in science subjects, Standard workshops with equipment and tools for practical in technology-based and arts subjects, Technological tools such as multimedia, audio-visual materials like projects, computers, digital cameras, smart television, smart phones, microphones, DVD players, radios, radio cassette players, storage resources such as CD-ROMs, flash drive, external hard drives, etc., Well-standard computer laboratory together with computers and constant internet connectivity, Nature corners provided in the classrooms, Graphic materials, maps, cartoons, charts, two/three dimensional objects, etc., Well-equipped bookshop with students textbooks and workbooks, teacher manuals, other technological resources, etc., Classrooms with good structure, well-furnished with sufficient seats, cupboards, fans, windows with ventilations and lightings, etc, and Private reading corners provided for students and teachers; were all accessible to a less extent.

This finding agrees and corroborates with Bizimana and Orodho (2014) study which found out that that the level of teaching and learning resources availability was insufficient in schools. It

was also evident that the teachers and administrators in the study locale were not improvising some of these resources from local materials since they largely relied on purchased materials. The study of Bizimana and Orodho (2014)further established that despite the fact that the Republic of Rwanda, through the Ministry of Education, Science, Technology and Scientific Research (1998) is committed to match resource availability with resource requirements, increase infrastructure and provide equipment in accordance with set standards, provide relevant textbooks, equip Science and ICT labs in schools to meet curricula demands especially teaching and learning materials for science and technology, expand education facilities specifically laboratories and equipment for priority subjects, improve learning environment in terms of space, as well as equipment and learning materials taking into account gender differences, these promises were not being met fully. Okongo, Ngao, Rop and Nyongesa (2015) study found out that there were inadequate teaching and learning resources at pre-school centers in Nyamira North sub-county. 78 percent of the respondents in this study revealed that inadequate resources affected the implementation of inclusive education in the area. However, the previous study of Adeogun (2001) cited by Okongo, Ngao, Rop and Nyongesa (2015) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This corroborated the previous study by Babayomi (1999) also cited in Okongo, Ngao, Rop and Nyongesa (2015) which found out that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Hence, institutions with adequate facilities and resources such as textbooks, teachers, technological materials, among others, stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment. The Central Bank of Nigeria (CBN, 2010) confirmed that there are inadequate infrastructure and facilities in many secondary schools in Nigeria. In most secondary schools in the country, teaching and learning take place under unconducive environment, lacking the basic materials, classroom accommodation is grossly inadequate, and there is also the issue of unstable staff coupled with incompetent and unqualified teachers and poorly equipped libraries, laboratories and subject rooms, thus hindering the fulfillment of educational objectives. Whereby teaching resources are not accessible in secondary schools, this will affect sustainable development in administration of schools.

It was found out that the extent to which effective human resources management strategies were applied for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent. Human resources such as teachers are formidable tools for enhancing quality teaching and learning. However, effective strategies must be applied in order to motivate them towards work for achievement of educational goals in school. But in this case the human resources management strategies in form of; Constant

orientation and induction training programmes organized for newly employed teachers, Teacher motivation through adequate welfare packages in form of good health scheme, free accommodations and loans, etc, Adequate remunerations in form of good salary, rewards, bonuses, incentives, compensations, etc, Effective staff development and retraining programmes through conferences, workshops, seminars, vestibule training, inter-school visitations, guided practices, coaching, mentoring, team teaching, etc, Provision for effective computer education training courses for serving teachers, Provisions for teacher autonomy and freedom to increase achievements in school, and Free university education scholarships provided for teachers' qualification upgradement; were all applied for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent. This finding agrees and does not deviate with Emily, Mulongo and Yano (2015) study which found out that empowerment of the staff, team management and career development among others, as some of the human resource management issues resulting from inadequate training. Ngaji and Wonah (2019) study revealed that motivation of teachers, selection procedure and staff development, which were not adequately provided and administered, but significantly influenced the quality of teaching in secondary schools in Cross River State. Omebe (2014) reported in a study that challenges of human resource management include poor working condition, problem of staffing, funding, incessant transfer of teacher, among others. Also, there has been a huge problem in the areas of staff maintenance, staff relations, staff development, procurement of staff and job performance reward in schools which has negative impact on quality service delivery. Tadesse (2011) confirmed that inappropriate planning of teachers and staff, lack of proper recruitment and selection procedures, poor performance appraisal system, absence of facilitating trainings, and high turnover of teachers as critical weaknesses and limitations to function properly, let alone to achieve quality education. As such, HR (human resources) planning must ensure the recruitment, selection and placement of talented and committed teachers and staff in schools. Training and development should be continuous, comprehensive and result-oriented. The appraisal system should also align individual performance expectations with goals of schools. For sustainable development in administration of secondary education in Anambra State and beyond, the issues concerning human resources management must be taken very seriously.

This present study further discovered that the extent to which schools were effectively supervised through appropriate instructional supervision for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent. School supervision is a vital technique to ensure schools' compliance to educational policies and that quality standards are met in schools (FRN, 2013). But in this case, it was found out that deployment of appropriate school supervision in connection with Principals' constant classroom observations and visitations, Constant inter/intra school

visitations, Institution of micro teaching technique in the school, Consistency of full scale supervision from officials in the State Ministry of Education/Post Primary Schools Service Commission (PPSSC), Routine or causal visits to schools as follow-up from the officials in the State Ministry of Education/Post Primary Schools Service Commission (PPSSC), Emergency supervision for urgent cases in school, Survey visits involving a random sampling selection of schools so as to make decisions on the development of students, staff and facilities in all schools in the State, Partial visit for inspection of projects in school, and Pre-school supervision for inspecting newly established schools; were all to a low extent. This finding Nwakpa (2001) study which found out that there were problems militating against effective inspection of schools in Nigeria, they include: inadequate number of inspectors, inadequate motivation of inspectors, and lack of executive power to ensure implementation of inspection. Obiweluozor, Momoh and Ogbonnaya (2013) study found out that supervision/inspection should be taken into consideration for effective teaching and learning. Ochoyi and Timothy (2019) study discovered the issues of school supervision and monitoring in various regions of Nigeria, to make case for ways forward in school inspection in Nigeria. The findings showed that school inspectors did not seem to be satisfied with their work conditions. There are challenges of proper timing for the school supervision and monitoring. In most cases, teachers do not trust some aspects of supervision. There is poor communication of outcome of supervision to the teachers, school and parents. Some inspection teams are guilty of unethical and unprofessional practices, relating to various offences as bribery, extortion and data falsification. Whereby there is problem with supervision of schools in the area of study, this will create difficulties in achieving sustainable development in administration of secondary education.

It was further found out that the extent to which academic programmes were effective for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent. This includes that sufficient theoretical combined with practical exercises during every instructional delivery was provided to a low extent. Also, well-articulated, organized and appropriate curricular for students was provided to a low extent. The curriculum contents with wide scope which highlighted basic skills such as hygiene, communication, entrepreneurship, nutrition, knowledge about HIV/AIDS, vocational competence, conflict work, gender equality or other important national and international issues was provided to a low extent. All 34 trade/entrepreneurship subjects in order to improve students' entrepreneurial skills was provided to a low extent. Furthermore, training opportunities through artisanship industry were inherent for students in teaching trade/entrepreneurship subjects to a low extent. Cooperation between industries and institution in training for building effective academic programme in school was encourage to a low extent. The substantial number of quality teachers with new teaching techniques including sufficient practical skills were used in academic programme to a low extent. Quality techniques for coordinating students'

assessment in the school were employed to a low extent. The use of technological resources to support quality instructions during teaching and learning delivery was to a low extent. A positive school climate that is healthy, protective, inspiring, etc. so as to impact on students' learning and achievements was promoted in the secondary schools to a low extent. Ensuring that appropriate class-sizes were maintained to improve effective classroom participation and management in the secondary schools were to a low extent.

This finding corroborates with Ige (2020) study which confirmed that the poor quality of secondary school students' intakes and outputs in Nigeria, overcrowded classrooms couple with the issues concerning inappropriate curriculum reflects in increasing failure in examinations, particularly the Senior School Certificate Examinations. Even though government has not relented in its effort to review curriculum of education at all levels in Nigeria, the review of secondary education curriculum is highly imperative in view of the shortcomings inherent in its academic programmes. On the part of providing sufficient teachers to implement academic programmes in secondary schools, Nwafor and Nwafor (2012) study found out that that 57.17% of the human resources are available with exception of the science teachers; 79.10% of the available human resources were adequately utilized, though 32.69% of mathematics and science teachers were over-utilized. This study discovered that the following teachers were available: English Language, Biology, Agricultural Science, Government, Economics, Geography and Commerce, but the Mathematics, Chemistry and Physics teachers were not available. The study, thus concluded that there is still insufficient human resources (teachers) in the secondary schools in Rivers State, especially in science subjects. Most of the available teachers are adequately utilized. In addition, science teachers of Physics, Chemistry and Mathematics are over-utilized. Gbosi (2003) study cited in Nwafor and Nwafor (2012) study indicated that the provision of these human resources should therefore be matched with optimum utility in order to ensure effective implementation of the schools' management.

Finally, the finding discovered that the extent to which school-community collaborations were highly strengthened for creating effective roadmaps for sustainable development in administration of secondary education in Anambra State was to a low extent. With effective school-community collaborations or partnerships, this will assist schools' development and also enable schools attain their goals. But in the case of the finding of this present study, establishment of strong and viable school-community collaborations through: Community support for provision of instructional resources such as reading and writing materials, teaching aids, etc, in the school, Community construction of infrastructure in school such as school buildings, classrooms, science laboratories, technological workshop, ICT centre, teachers' houses, sanitary facilities like toilets, bathrooms, etc, School encouragement of active community participation in decision making process in the school, Encouraging community active participation in curriculum development exercises**,** Adequate support for teachers'

educational scholarships and payment of teachers' salaries, Adequate community financial contributions including donations during school extracurricular activities or events such as inter-house sports, games, concerts, etc., School attendance to community needs in terms of making provisions for adult education programmes, active participation in community environmental sanitations and community festivals, allowing members of the community to use school facilities for important ceremonies, etc., School administrators accountability to community about school financial matters, School constant update of parents about their children and wards academic progress and deficiencies, and Improvement of teachers free communication with parents concerning their wards education; were all to a low extent. This finding agrees with Kambuga (2013) study cited in Lauwo and Mkulu (2021) on the role of community participation in on-going construction of ward based schools which found out that the community members were reluctant to contribute through physical participation on the basis that the funds disbursed by the government were enough to facilitate construction of classrooms, teachers' houses and toilets. Lauwo and Mkulu (2021) study revealed less participation and contributions of community members to the schools. Also, ignorance, poor school leadership, poverty, political interference, poor beliefs and customs and lack of communication between the school and the community were the major challenges facing communities in participating in schools. These challenges stem from the community, schools and the whole society.

Muthoni (2015) study confirmed that in most cases schools' leaders or administrators did not attempt to establish a partnership with the community in the surroundings believing that community members are irrelevant to the schooling process. On the same note, school leaders or administrators believed that most of community members are illiterate or had low educational background at that time, anything to do with school was intimidating to them. In support of the finding, Naidoo and Anton (2013) cited in Muthoni (2015) provided that in most cases the communities are not given chance in doing the business of schooling, create site-based decision making that involves communities and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes. Duru-Uremadu (2017) study found out that alienative relationship existed when there was virtually no exchange of resources or ideas between the school and its host community. In this circumstance, the school restricts itself to the traditional role of teaching and learning and improvement of the instructional process, no more no less. This scenario is endorsed on the premise that the community has little or nothing to offer, and that it is the responsibility of government to provide education for the people. Thus this denial of a symbiotic relationship between the school and the host community hinders academic growth and development more especially in a dynamic society like Nigeria. The study, besides, found existence of the model type of school–community collaboration which epitomizes a relationship in which either the school or the community alone benefits.

It means that either the school or the community makes contribution at the expense of the other. In this aspect, a donor-recipient association existed in which one party donates and the other receives without giving anything in return. This is not a healthy type of relationship and because it is lopsided in nature, which can a times result to fracas between the school and its host community as it is common in most Nigerian communities. Besides, the finding of this present study deviates and does not conform with the findings of Gross, Haines, Hill, Francis, Blue-Banning and Turnbull (2015) study which disclosed that schools had a variety of partners and partnerships, but all partnerships were reciprocal in that they were mutually beneficial. Also, the school factors that were facilitators of successful school–community partnerships were: strong school leadership, an inviting school culture, educator commitment to student success, and the ability to collaborate and communicate with community partners. The community partners in many of the schools investigated emphasized how the culture of including all students and providing all students with an excellent education profoundly influenced school-community collaborations and partnerships. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved programme quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

Conclusion

Creating effective roadmaps for sustainable development in administration of secondary education is of great significance and beneficial towards attainment of positive outcomes in the system. But the present study submits and concludes that the extent to which important and effective roadmaps such as: adequate accessibility of the teaching resources, application of effective human resources management strategies, deployment of school supervision, establishment of academic programmes and school-community collaborations, were provided for sustainable development in administration of secondary education in Anambra State, were all to a low extent. This situation however, calls for a change in creating effective roadmaps for sustainable development in administration of secondary education system; which will equally allow quality and excellence to triumph in the system.

Recommendations

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

1. Anambra State government should ensure that the teaching resources are adequately accessible to a high extent for creating effective roadmaps for sustainable development in administration of secondary education through adequate funding and sufficient budgetary allocation to secondary education in the area.
2. Secondary school principals in collaboration with the Post Primary Schools Service Commission (PPSSC) in the State should apply effective human resources management strategies to a high extent that will support creating effective roadmaps for sustainable development in administration of secondary education.

3. The Post Primary Schools Service Commission (PPSSC) and State Ministry of Education should employ effective school supervision and instructional techniques to a high extent which is necessary for creating effective roadmaps for sustainable development in administration of secondary education.
4. The academic programme of secondary education should be made effective to a high extent through the support, efforts and contributions of all stakeholders such as the curriculum developers, school administrators, teachers and officials of the Post Primary Schools Service Commission, among others, so as to employ effective strategies or workable plans which is necessary for creating effective roadmaps for sustainable development in administration of secondary education.
5. Principals should ensure that the school-community collaborations are highly strengthened to a high extent in order to foster creating effective roadmaps for sustainable development in administration of secondary education.

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