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CREATING ROAD MAPS FOR SUSTAINABLE DEVELOPMENT IN ADMINISTRATION OF SECONDARY EDUCATION IN ANAMBRA STATE, NIGERIA

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Abstract
The study sought to investigate innovative administrative practices that will create road maps for sustainable development in secondary school administration. Descriptive research study was adopted for the study. Two research questions and two null hypotheses guided the study. The population for the study comprised 261 principals and 5, 827 teachers in Anambra state public secondary schools, 43% of principals and 14% of teachers were purposively sampled. The sample size was 480 respondents. A self-structured questionnaire titled: "Creating Road Maps for Sustainable Development in Secondary School Administration Questionnaire" (CRMSDSSAQ) was used for data collection. The instrument was validated by three experts from faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam. A Cronbach alpha method was used to test the reliability of the instrument. An overall reliability index of 0.78 was obtained which attested to the reliability of the instrument. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that respondents were of the view that leadership innovation practice and communication innovation practice are the road maps that will be used for sustainable development in administration of secondary schools in Anambra State, Nigeria. Based on the findings, the researcher recommends that government should provide adequate fund for procurement of ICT facilities, there should be periodic training for school principals and teachers on innovation management, among others.

Key words: Administration, Sustainable development, Road-maps, Innovation.

Introduction

Effective administration is the greatest asset of any organization because no matter the amount of capital invested in an organization, its success or failure still depends on the type and kind of administrative strategy adopted. Every organization therefore needs effective and efficient administrative strategy for its survival. Administration is concerned with facilitating the accomplishment of the objectives of an organization through systematic management of constraints and careful utilization of the available resources, Osita and Ada (2018). Administration is the conducting of day-to-day activities of an organization in a bit to attain the organizational goals. There is administration in every sector, education sector inclusive.

Education administration is the process of planning, controlling, coordinating, organizing and directing the resources and equipment for the achievement of school objectives. Oboegbulem (2013) sees school administration as the process in the field of education which involves planning, organizing, directing, coordinating and controlling of both human, financial and equipment of the school. Education administration according to Manafa (2011) involves implementation of policies and programmes of educational objectives. The principal of a school who is the school administrator implements government policies, plans and programmes aimed at achieving the school goals. This was noted by Aguba (2009) when he emphasized that secondary school principals are the major components of school administration on whose ability and skill, personality, professional and administrative competences will largely determine the tone and efficiency of the school. Secondary education which is the bedrock and foundation education that prepares students for further studies needs principals that will carry out the administrative functions effectively so as to prepare both the students and teachers for the challenges of the 21st century and sustainable development.

Sustainable development according to Manafa (2020) is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems. UNESCO (2002) defined sustainable development as the process of change in the interaction between social, economic and natural systems and processes. In the context of this study, sustainable development is centered on having good environment for individuals

or group of people to improve their ability and have better chance of being productive and creative in accordance with the changing society. In other to achieve this in school, the school principal as the administrator should be competent enough to adopt innovative practices in his or her administration. This is in support of Ozigi (1982) cited in Ikwdiugwu (2007) who referred school principal as the head teacher, leader of the school, father, adviser, chief administrator, executive public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority, educator, projectionist and philosopher.

In the global world today, a successful administration is the one that practices innovation administration because it leads to creativity and self-sustainability. Innovation is a process in which new programmes or practices are put in place or injected into the operation of a system to replace old or ineffective ones, (Uchendu 2015). Innovation is a purposeful organized and risk-taking change introduced into any work organization or school system to ensure efficiency and increase productivity, (Akpan 2016). Innovation is seen as a change introduced in the society in a bid to replace the old way of doing things for a better result. Innovative administration is the encompassing of technology in carrying out administrative functions for an effective and efficient fast delivery in attaining the school goals. Akpan (2016) noted that, there are four types of innovation that are applicable in school administration, which are service, process, marketing and an organizational innovation. He maintained that all of them are necessary for a healthy school administration that will take the school to another level. The author further emphasized that innovation play very important role that can completely change the status quo of an organization and the basis of the society. This change raises the standard and quality of education, encourages the desire of creativity, makes the school to meet the expectation and aspiration of the society and stakeholders and makes teachers and students to respond to the global change for sustainable development. This will also make teachers to improve in their performance which invariably affects the quality of education positively.

Areas of innovation practices in education administration are strategic planning, school security management, personnel management, school leadership, record keeping management and communication style. For the principal to be able to play the fatherhood role as well as the custodian of institutional authority and other functions, he will adopt transformational

leadership with effective communication. Transformational leadership is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company, (White, 2018). Transformational leadership is an exemplary leadership style that encourages motivation and positive development of staff. Transformational leadership was recognized by Unachukwu and Okorji (2014) as the best leadership style when they advised that leadership does not need boss his followers as the autocratic leaders do, rather he guides and leads them to see his way of reasoning and doing things, thus willingly have been cooperative and associate with his vision and ultimately achieve his dreams. Effective school principals should embrace digital transformation which involves integrating ICT usage in his or her administration. This will bring innovation and objectivity in administration. With the integration of ICT in the school administration, the communication style of the principal improves greatly and leads to effective communication. Communication is a process that people use to exchange message and share meanings about their ideas and feelings with one another (Manafa, 2016). Digital and effective communication encourages coexistence, harmony and attainment of school goals. This was supported by Igbo (2002) when he opined that efficiency-oriented leader leans towards group acceptance and good interpersonal relations which gears leadership towards attaining the organizational goal.

However innovative practices in education administration are yet to be achieved in schools. This may be as a result of transactional leadership of principals and ineffective communication in schools. This is buttressed by Okeze, Ugwuanyi and Ekekwe (2018) when they stated that there is doubt in the efficiency of principals' behavior in the present-day educational administration and management. Also,Nonyelum (2003) observed that most of the school principals and head teachers showed no innovation with poor instructional materials that affects teaching and learning negatively. It is against this background that the researcher intends to investigate on the innovative administrative practices that will create road maps for sustainable development in secondary school's administration.

Statement of problem

Secondary education is a very major and important stage in education, any error done at this stage will affect

the child's development with the global world. This stage needs innovative administration which will only be achieved by the principal of the school as they occupy strategic leadership position. This is why the school principal should always embrace innovation in his administration so as to graduate creative individuals that will be self-sustainable.

However, reports have shown that integration of ICT in educational administration in secondary schools has not been impressive. This seems to bring inefficiency in administration as the principal fails to initiate innovation that can challenge the status quo. This also can slow down the rate teachers' carryout their duties especially in preparation of lessons and analyzing students' academic achievements. Observations have also shown that communications in schools are stunted and it causes misunderstanding, frustration and misinterpretation of information. All these mar the school administration.

Therefore, the problem of this study put in question form is: what are the innovative administrative practices that will create road map for sustainable development in secondary school administration in Anambra State?

Purpose of study

The purpose of this study was to investigate on the innovative administrative practices that will create road map for sustainable development in Anambra state secondary schools. Specifically, the study sought to:

(1) Ascertain the leadership innovation practices that will improve secondary school administration in Anambra state for sustainable development.
(2) Find out the communication innovation practices that will improve secondary school administration in Anambra state for sustainable development.

Research questions

The following research questions guided the study,

(1) What are the leadership innovation practices that will improve secondary school administration in Anambra state for sustainable development?
(2) What is the communication innovation practices that will improve secondary school administration in Anambra state for sustainable development?

Hypothesis

The following null hypothesis guided the study and they were tested at ,05 level of significance:

HO1: There is no significant difference between the mean ratings of principals and teachers on the leadership innovation practices that will improve secondary school administration in Anambra state.

HO2: There no significant difference between the mean ratings of principals and teachers on the communication innovation practices that will improve secondary school administration in Anambra state.

Methodology

The study adopted the descriptive survey research design, and it was carried out in Anambra state. The study covered all the public secondary schools in Anambra state. Anambra state is made up of six education zones, namely: Otuocha, Onitsha, Akwka, Nnewi, Ogidi and Aguatazones.The population for the study was 261 principals and 5,827 teachers from the 261 public secondary schools in Anambra state (PPSMB, Awka 2020). Forty-three (43%) of principals and fourteen (14%) of teachers were purposively sampled. The choice of this sample size was based on the premise of Nwana (2000) who started that if the population is a few hundreds, a 40% or more sample will do, if many hundreds, a 20% sample will do, if a few thousand, a 10% sample will do and several thousand, a 5% or less sample will do. By this, 10 principals from each education zone were selected using simple random sampling technique, making it 60 principals; the same simple random sampling technique was used to select 70 teachers from each education zones, which is 420 teachers. This gives a total of 480 respondents.

The instrument for data collection was a self-designed questionnaire, titled: Creating Road Maps for Sustainable Development in Secondary School AdministrationQuestionnaire'' (CRMSDSSAQ). The questionnaire has two parts, part A and B. part A had four items requesting respondent's personal data while part B addressed the research questions of the study. The questionnaire was constructed using a four point rating scale of : Strong Agree (SA) = 4 points, Agree (A) =3 points, Disagree (D)=2 points and Strongly Disagree (SD) =1 point. The instrument was face validated three experts, two experts in Education Management unit and one expert In Measurement and Evaluation unit in faculty of education in Chukwuemeka Odumejwu Ojukwu

University, Igbariam. The research administered the instrument to the respondents with the help of four research assistants that were instructed on what to do.462 (96%) questionnaire were completed and returned. Using Cronbach alpha coefficient, a calculated internal consistency reliability coefficient, of 0.78 was obtained. To analyze the data, mean statistics and standard deviation were used to answer the research questions, while the null hypotheses were tested using t-test at .05 level of significance. In taking decision, mean response of 2.50 and above was considered positive while, mean response less that 2.50 was considered negative. When the standard deviation is below I, it is interpreted as low indicating that the respondents did not differ in their opinions, whereas when it in above 1 it is interpreted as high indicating that respondents differ in their options.

Results

Research Question 1: What are the leadership innovation practices that will improve secondary school administration in Anambra state for sustainable development?

Table1: Mean rating and standard deviation of principals and teachers regarding the leadership innovation practices that will improve secondary school administration in Anambra state for sustainable development

S/N	Description	Principals = 51		Teachers = 411		Decision
		X	SD	X	SD	
1	Integration of ICT usage in the school administration for effectiveness and efficiency.	3.37	0.81	3.70	0.46	A
2	Use of CCTV for school examinations to curb examination malpractice.	3.58	0.49	3.37	0.48	A
3	Mounting CCTV in strategic places in school for security purpose.	3.62	0.53	3.21	0.51	A
4	Ability for the principal to use modern ideas in his	3.52	0.91	3.74	0.84	A

	administration.					
5	Introducing use of Computer Base Test in school.	3.78	0.44	3.67	0.16	A
6	Engaging principals and teachers on professional trainings and conferences.	3.45	0.46	3.79	0.45	A
7	Encouraging teachers to use modern teaching technology and skills for effective teaching and learning.	3.49	0.49	3.72	0.52	A
8	Ability for principals to initiate innovation in their administration.	3.39	0.48	3.48	0.54	A
	Grand mean	3.52	0.58	3.59	0.43	A

Table 1 above shows that principals had a mean rating of 3.52 and a standard deviation of 0.58 while teachers had a mean rating of 3.59 and a standard deviation of 0.43. The mean scores for both principals and teachers were above 2.50 the criterion mean. This shows that both the principals and teachers agree that all the items are the leadership innovation practices that will improve secondary school administration in Anambra state for sustainable development.

Research Question 2: What is the communication innovation practices that will improve secondary school administration in Anambra state for sustainable development?

Table2: Mean rating and standard deviation of principals and teachers regarding the communication innovation practices that will improve secondary school administration in Anambra state for sustainable development.

S/N	Description	Principals = 51		Teachers = 411		Decision
		X	SD	X	SD	
1	Establishing rich networks of telephone and fax-machine connection.	3.74	0.47	3.93	0.23	A
2	Use of e-mails for easy and fast communication.	3.56	0.55	3.71	0.44	A
3	Use of teleconferencing for a meeting or discussion for members to participate wherever they are.	3.64	0.52	3.82	0.38	A
4	Electronic bulletin boards should be encouraged for prompt information.	3.74	0.47	3.39	0.46	A
5	Adequate use of radio broadcast is advised for general meeting and assembly so as to reach wide audience	3.60	0.54	3.02	0.32	A
6	Use of video recording for recording school programmes and activities is approved.	3.86	0.37	3.97	0.16	A
7	Principals should establish effective interpersonal relationship with all	3.56	0.55	3.72	0.45	A
8	Formal and informal communication should always be utilized effectively	3.94	0.25	3.75	0.42	A
	Grand mean	3.70	0.46	3.66	0.33	A

Table 2above showed that principals had a mean rating of 3.70 and a standard deviation of 0.46 while the teachers had a mean rating of 3.66 and a standard deviation of 0.33. The mean rating for both principals and teachers were above 2.50 the bench mark mean. This indicates that the principals and teachers agreed that the items are communication innovative practices that will improve secondary school administration in Anambra state for sustainable development.

Hypothesis

Ho1: There is no significance difference between the mean ratings of principals and teachers on the leadership innovation practices that will improve secondary school administration in Anambra state.

Table 4: t-test of significant difference between the mean rating of principals and teachers on the leadership innovation practices that will improve secondary school administration in Anambra state.

Group	N	X	SD	DF	Level of Sig.	E-critical	T-cal	Decision
Principals	51	3.52	0.58	460	0.05	1.96	0.82	Accepted
Teachers	411	3.59	0.43					

The result on table 3 shows that the calculated t-value of 0.82 was less than the critical value of 1.96. The null hypothesis was accepted. Therefore, there is no significant difference between the mean rating of principals and teachers on the leadership innovation practices that will improve secondary school administration for sustainable development.

Ho2: There is no significant difference between the mean rating of principals and teachers on the communication innovation practices that will improve secondary school administration in Anambra state.

Group	N	X	SD	DF	Level of Sig.	E-critical	T-cal	Decision
Principals	51	3.70	0.46	460	0.05	1.96	0.60	Accepted
Teachers	411	3.66	0.33					

The result on table 4 shows that the calculated t- value of 0.60 was less than the critical value of 1.96. The null hypothesis was accepted. Therefore, there is no significant difference between the mean rating of principals and teachers on the communication innovation practices that will improve secondary school administration in Anambra state.

Discussion of findings

The result on table 1 revealed that both principals and teachers agree that leadership innovation practices improves secondary school administration in Anambra state for sustainable development. Such leadership innovation practicesare: integration of ICT usage in the school administration, use of CCTV for school examinations, mounting CCTV in strategic places in school for security purpose, ability for the principals to use modern ideas in his administration, introducing use of Computer Based Test in school, engaging principals and teachers in professional training and conferences encouraging teachers to use modern teaching technology and ability to initiate innovation in school administration. This is in line with Akpan (2016) who opined that leadership is one of innovation practices in school administration as it gives the principals ability to initiate innovation that can change the status quo and encourage creativity among staff and students. The obvious implication is that principal's leadership practices contributes a lot in the administration of the school, therefore, leadership innovation practices raises the level of the school for a sustainable development. The standard deviation of less than 1 indicates that the respondents do not differ in their opinions. Null hypothesis revealed that there was no significant difference between the mean ratings of principals and teachers showing that it was accepted.

The result on table on 2 revealed that communication innovation practices will improve secondary school administration in Anambra state for sustainable development. Such communication innovation practices are: establishing rich networks of telephone and fax machine connection, use of emails, use of teleconferencing, encouragement of electronic bulletin boards in schools, adequate use of radio broadcast, use of video recording, principals establishing effective interpersonal relationship with all and utilization of formal and informal communication effectively. This is in accordance with Igbo (2002) who

contends that efficiency-oriented leader leans towards group acceptance and good interpersonal relations which gears leadership towards attaining the organizational goods. Also, Nwosu in Babalola and Ayen (2009) emphasized that effective communication helps the manager or organizer of students in a manner to assist them meet set objective and act as a monitor of students' performance. From every indication effective communication plays a very big role in school administration for sustainable development. The standard deviation that is below 1 indicates that the opinions of principals and teachers are similar. The null hypothesis was accepted because the calculated t-value was less than the critical value.

Conclusion

Innovation administrative practices are very important in school administration as they create road maps for sustainable development in secondary school administration. The study focuses on the leadership innovation practices and communication innovation practices indicating that when principals practice innovation administration in these two areas secondary schools will achieve its goal only when ang attain sustainable development. It is therefore, concluded that since, leadership and communication are the major administrative practices, there is need for radical innovation in them in other to achieve quality education that will make students creative and self-sustainable. This led to some recommendations.

Recommendations

Based on the findings, the following recommendations were made:

(1) That government should provide adequate fund for procurement and maintenance of ICT facilities
(2) There should be periodic training for school principals and teachers on innovation management.
(3) Adequate ICT personnel to be provided in schools to operate the ICT facilities.
(4) Principals and teachers should be encouraged to stop resisting change.

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