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DATA ADMINISTRATION AND SCHOOL EFFECTIVENESS OF SECONDARY EDUCATION IN PLATEAU STATE NIGERIA

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Abstract

The study examined the relationship between the data administration and school effectiveness of secondary schools in Plateau state, Nigeria. A descriptive survey design was adopted for the study. The population of the study was 2580 comprising of teachers, record officers and students, out of which 900 were selected using Simple random sampling technique. Three research questions and two hypotheses were generated to guide the study. The instrument designed to collect data is 'Data Administration for School Effectiveness Questionnaire' (DASEQ). The instrument was validated by the experts in Educational Management. Split -half reliability method was used which yielded reliability index of 0.78 after subjected to spearman ranking order statistics. The research questions were answered using mean score and standard deviation using benchmark of 2.50, the hypotheses were tested using Pearson product moment correlation Statistics at .05 significance level. However, the finding revealed that secondary school ineffectiveness was due to poor data administration. It was recommended that data provided need to be accurate and utilized in the Secondary schools in order to enhance school effectiveness and efficiency especially in Plateau state, Nigeria.

Keywords: data Administration, school effectiveness and secondary education.

Introduction

Education is an important tool for effective transformation of any society. no nation that toyed with education provision to her citizens can be ranked high among other developed nations of

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the world. The Federal Republic of Nigeria (2013) also described education as the only tool that can provide the needed traits that can lead the country to her sustainable national development. However, the Federal Government of Nigeria structured the educational system into primary, secondary and higher educational programmes. The secondary education is therefore described as the intermediate level between the primary and higher educational system. The Federal Republic of Nigeria (2013) also provided the major aim and objectives that the secondary education should achieve if the sustainable national development can be achieved in Nigeria. The aim and objectives is basically to prepare the youths for the effective transition from the primary education to higher education for a sustainable national development.

However, for effective transition and progression rate of the students, there is the need for adequate figures that can be manipulated for the planning purpose in education. Etejere and Ogundele (2017) defined data as information that are collected which may be stored, retrieved and utilized for effective educational planning. Data are therefore needed to aid the secondary education managers to be effective and efficient in their administrative processes. Osaretin (2013) states that retrieved data are useful for the following: reference, decision making, planning budgeting purposes, evaluating the students' progress and determining the internal efficiency of the school. Unfortunately, education had failed to achieve the predetermined goals due to the data administration related problems. According to Durosaro (2009) the associated problems of the data administration are inability of administrators to collect accurate data from the public, inadequate knowledge about the necessary statistical manipulation, non-challant attitude of the school administrators on record keeping and the use of outdated data keeping tools in the schools. Importantly, data are required for school administrators' effectiveness and efficiency; Ogundeleand Afolabi (2010) defined school effectiveness as the process of equilibrium balance between the input, through- put and the output of the school system.

However, the secondary education failed to achieve the predetermined goals due to inadequate

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data of inputs which made the output difficult and caused ineffectiveness of the school administration in plateau state, Nigeria. The basis for this study therefore is to examine the sources, method of storage, retrieved and utilization of data for enhancing effectiveness of secondary education in Plateau state Nigeria.

Statement of Problem

Over the years, there has been outcry in the society over the decline in the quality of education being received at the secondary level of education in Nigeria. The decline in the quality was attributed to inadequate funding, poor teachers motivation and above all is the problems associated to the data collection and utilization in the secondary schools. However, the problems lead to inefficiency and ineffectiveness of the secondary education system. It is on the basis that the research work sought to examine the relationship between the data administration variables like the storage, retrieved and utilization and the variables of school effectives like; students academic performance, teachers job performance, students discipline and community service of the secondary education in Plateau state, Nigeria.

Aim and Objectives of the Study

The study aimed at examining the relationship between data administration and school effectiveness of secondary education in Plateau State, Nigeria. Specifically, the objectives of the study are:

1. To examine the available types of data in the secondary education of Plateau state, Nigeria.
2. To find out if the available data are properly stored in the secondary schools.
3. To determine the rate of utilization of data to aid secondary school effectiveness.

Research Questions

The following research questions were raised to guide the study.

1. What are the types and sources of data being used by the principals towards enhancing secondary school effectiveness in Plateau State Nigeria?
2. To what extent do the data being used for secondary schools effectiveness in Plateau state?

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3. What are the problems militating against the effective storage and use of data in secondary schools in Plateau State, Nigeria?

Hypotheses

The following hypotheses are formulated for the study and tested at 0.05 significance level.

1. There is no significant relationship between data availability and effectiveness of secondary schools in Plateau State, Nigeria.
2. There is no significant relationship between data administration and effectiveness of secondary education in Plateau State, Nigeria.

Methodology

The research design adopted for the study was descriptive survey research of expost-factor design. The population for the study was 2780 where 900 respondents were selected for the study using simple random sampling technique.

Three research questions were raised and two hypotheses were generated to guide the study. A self design research instruments tagged "Data Administration for School Effectiveness Questionnaire" (DASEQ) was used for data collection. The instrument was validated by educational management experts, while split-half reliability method was used to test the reliability index which yielded 0.78 after subjected to spearman ranking order statistics, the result which indicated that the instrument was reliable for use. All the research questions were answered using descriptive statistics of percentages and mean and standard deviations, whilethe hypotheses were tested using Pearson product moment correlation statistics at 0.05 significance level.

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Results

RQ1: What are the types and sources of data being used by the principals towards enhancing secondary school effectiveness in Plateau State Nigeria?

Table 1:Types and Sources of Data Used by the Principals in Plateau State, Nigeria

S/No	Items	Agreed	%	Disagree	%
1.	Students' bio data.	478	53.11	422	46.89
2.	The available Classrooms.	490	54.44	410	45.56
3.	Number of the teachers in schools.	422	46.89	478	53.11
4.	Instructional facilities in the schools	401	44.56	499	54.20
5.	Teachers characteristics in the file	570	63.33	330	36.67
6.	Students parental background in the student file	501	55.67	399	44.33
7.	Most of the data are collected from the population census	590	65.56	310	34.44
8.	The birth records of the children from the hospitals	500	55.56	400	44.44
9.	The school census in the state.	410	44.56	499	55.44
10.	Students' records of academics.	410	45.56	490	53.44
	Percentage aggregate		**52.92**		**47.08**

Table 1 showed that percentage aggregate of 52.92 totally agreed that data are utilize towards fostering school effectiveness in Plateau State, findings show that Nigerian schools sourced data from population censors; birth records and regular school census and the students' academic records and others in the secondary schools in Plateau state.

RQ2: To what extent are data being administered for school effectiveness in Plateau State?

Table 2:Data Administration and School Effectiveness in Plateau State.

S/No	Items	X	SD	Decision
11.	Data are effectively stored and retrieved when needed by the teachers.	15.42	2.31	Disagreed
12.	School provide accurate data for the teachers use	14.24	2.11	Disagreed
13.	Teachers are conversant with the statistical tools for effective administration of data	10.72	2.44	Disagreed
14.	The teachers are supplied with computer gadget which aid effective data administration in schools	11.22	2.10	Disagreed
15.	There are data on community involvement in the provision of infrastructural facilities for the schools.	14.72	2.31	Disagreed

Table 2 shows that the respondents disagreed on the fact that the available data collected are effectively used for enhancing secondary school effectiveness in Plateau State. It means that the available data are not effectively stored, retrieved, analysed and administered for the school effectiveness especially in Plateau State. The finding showed that data are actually collected but there is poor administration of the data for effectiveness of secondary schools in Plateau State, Nigeria.

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RQ3: What are the problems militating against effective administration of data for enhancing school effectiveness in Plateau state?

Table 3:Problems militating against data administrations for effectiveness of secondary schools in Plateau State

S/No	Statements	X	SD	Decisions
16.	The available data are not accurately and adequately released for the education use	15.66	3.11	Agreed
17.	The data to be used had already being destroyed by disasters and rodents	12.37	3.22	Agreed
18.	Methods of keeping data are so poor.	14.76	2.66	Agreed
19.	Poor statistical analysis of the data	12.32	2.55	Agreed
20.	The release of data is politicized which confuse the users.	14.22	2.57	Agreed
	Aggregate	13.86	2.82	Agreed

Table 3 shows that, data are collected for the school administration but there are associated problem that affect effective administration of the available data as findings revealed non-release of accurate and adequate data, data destruction, poor statistical analysis of data and politicization of data which made data use for school effectiveness difficult especially in Plateau State Nigeria.

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Hypotheses Testing

There is no significant relationship between data availability and school effectiveness of secondary education in Plateau State, Nigeria.

Table 4. Data availability and school effectiveness of secondary education in Plateau State, Nigeria

Variables	No	X	Sd	Df	Calculated r-value	Critical r-value	Decision
Data Availability	900	53.72	14.99	899	.32	.197	HO_1 Rejected
School effectiveness	900	18.67	10.55				

Table 4 shows that the calculated r-value of.32 is higher than the critical r-value of 0.197 at the 0.05 significance level. Hence the null hypothesis that states, there is no significant relationship between data availability and school effectiveness of secondary education in Plateau State is rejected. However, it shows that a very low significant relationship existed between the data availability and the school effectiveness of secondary schools in Plateau state, this influence effectiveness in students' academic performance, school discipline and teachers' job performance in the state.

Ho2: There is no significant relationship between data administration and effectiveness of secondary schools in Plateau state, Nigeria

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Table 5: Data administration and school effectiveness of secondary school education in Plateau state, Nigeria

Variation	No	X	SD	DF	calculation r-v[;p[‘/alue	Critical r-value	Decision
Data administration	900	48.42	16.24	899	.27	.195	Rejected
School effectiveness	900	18.67	10.55				

Table 5 shows that the calculated r-value of .27 is greater than the critical r-value of .195 at the degree of freedom of 899 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between data administration and school effectiveness indicators is rejected. It indicates low significant relationship existed between the data administration and school effectiveness.

Discussion

The data collected through the instrument tagged (DASEQ) was subjected to statistical analysis of percentage, means score, standard devotion to answer the research questions raised. Pearson Product moment correlation statistics was used to test the generated hypotheses at 0.05 significance level. However, finding reveals the types of data collection for school administration toward enhancing effectiveness of secondary school in Plateau State. Such as students’ bio data, number of teachers, number of classrooms, instructional facilities, the teachers variable and student parental background in the school. The respondent also agreed to the source of data needed in the secondary schools. However, the following source are agreed by the respondents as; population census, birth record from the hospital, regular school census and the students’ academic record in the secondary schools. The sources and types of the data administered for school effectiveness is agreed by Afolabi (2004) Wasilat (2012) that these data is collected towards enhancing

administrative effectiveness of Nigerian education system.

Table 2 showed the extent to which the data collected are administered for enhancing school effectiveness of secondary education in Nigeria. All respondent disagreed with the fact that the available data are not effectively used for effectiveness of school system. However the result was agreed and supported by Durosaro (2012) Omoregie (2008) that the available data are not effectively used towards effective administration of the school system.

Table 3 also revealed that there are great numbers of problems that are militating against effective data administration in secondary school administration in Plateau State. Such problems as hording of data, data destruction by the rodents, poor data storage, and poor method of data analysis and most of the data are politicized for use. However, the result of the analysis were supported by Ogundele (2019) Oke (2012) Which state that there are problem militating against data collection and utilizations for effective educational research in Nigeria. The problem also influenced school effectiveness of secondary education especially in Plateau State, Nigeria

Table 4: showed thatthere is significant relationship between data availability and secondary school effectiveness in Plateau State, Nigeria. The result was in line with the finding of Gusen (2019) Manga and Ogundele (2019) which agreed that the level of school effectiveness depend on the level of data administration. The effective administration of the available data is an impetus to administration of education system of Nigeria.

Conclusion

Based on the data collected from the respondent and the analysis made, the finding revealed that though the data are actually available and collected. It also revealed that the available data are not administered toward enhancing secondary education effectiveness. It was however concluded that data must be accurately and adequately administered for the school effectiveness to be achieved in secondary school especially in Plateau State, Nigeria.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are provided.

1. The available data provided need to be verified before being put into use in the schools. If well verified, the quality results will be provided towards ensuring secondary school effectiveness especially in Plateau State, Nigeria.
2. The school administrators should ensure the safety of all the data information retrieved. The school administrators need to store any data that were collected through the creation of computerized data base. The data base will eradicate the destruction of the figure and numbers needed for effective planning and efficient administration in secondary school especially in Plateau State.
3. Also the public campaign can be initiated on the evil effects of data hording and publicizing. The public need to stop the hording and politicizing the necessary and important education data for the school use.
4. Finally, the educational administrators should be trained on the large data management in the school system. Theeffective data administration will aid effective school administration and teachers' efficiency and quality assurance will be enhanced.

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