

CHAPTER ONE

INTRODUCTION

Background to the Study

The aspiration of every nation includes equipping its citizens with skills in entrepreneurship and values that will help them adapt to the changing environment and also contribute to the development of the society. Education has for decades remained a social process in capacity building and maintenance of society, as well as a weapon for acquiring skills in the changing world (Adepoju & Fabiyi, 2007).

According to Adesina (2011) education is a major force in economic, intellectual, social and cultural empowerment. Adesina further stated that education has the capacity to bring about character and attitudinal change as well as re-shape human potential for desired development. This corroborates Ukeje (2007) that education is so powerful that it can “heal or kill” it can build up or tear apart; it can lift up or impoverish. Ukeje however noted that much would depend on the type of education and particularly on how effective the head-teacher who is the hub of the education process in the primary level is.

Primary education in Nigeria refers to education which children receive from the age of six years to eleven years plus. It is the foundation level of the

education system and runs for six years (Olatunji, 2013). Olatunji further stated that it aims at giving children the opportunity to develop and acquire skills within the limit of their ability and to enable them function effectively in the societal norms and values. Such general education makes the individual to get the basic intellectual exposure and equipment which might enable the pupil to improve academically. Primary education provides the basic support for a child's future educational experiences (Adeyemi, 2013). Adesina (2011) noted that primary education serves as a fundamental level of all other levels of formal education which provides children a good preparatory ground for further education. Furthermore Obidike (2013) noted that it is at this primary school level that the foundation is laid for the cultivation and generation of manpower resources of any nation. If this foundation is weak, there will invariably be the production of a defective intellectual and professional output at subsequent levels.

Essentially primary education can be considered as the most important period in the education of a child (Oni, 2009). The Federal Government of Nigeria(FGN) (2013) understood this foundational role of primary education when it emphasized its objectives as follows;

- a. Inculcate permanent literacy, numeracy and the ability to communicate effectively.

- b. Lay a sound basis for scientific, critical and reflective thinking.
 - c. Promote patriotism, fairness, understanding and national unity.
 - d. Instil social, moral and values in the child.
 - e. Develop in the child the ability to adapt to the changing environment and
 - f. Provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the societies within the limits of the Child's capacity. (pg 7).
- The National Policy on Education (NPE) is the national guideline for the effective administration, management and implementation of education at all levels of our educational system. However, heads of primary schools are tasked with the implementation of the above objectives, because success of primary school education rests on a good administration (Adeyemi, 2013 and Mbaabu 2014).

Administration is a component of management, which is concerned with facilitating the accomplishing of the objectives of an organization, through systematic management and careful utilization of available limited resources, which includes personnel, physical facilities, equipment and supplies, finance, space and work techniques or technology (Halinger, 2010). The basic aspect of administration of primary education in the establishment of primary schools is the enrolment of pupils and the provision of the necessary human and materials

resources (Tejeda, 2015). The primary schools are, therefore the centre for the implementation of the primary education policy. The school is a complex social organization with enormous human and material resources as well as educational policies and directives to be executed. However, all these need to be coordinated and harmonized for the achievement of the objectives of primary education.

School administration has been conceptualized differently by many scholars. For example, Eziuzor (2014) noted that school administration as a social process, is concerned with identifying, maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within an integrated system, in order to achieve predetermined objectives. This may be summarized as working with and through the staff (teaching and non-teaching) and the pupils using all efficient and necessary resources to get things done effectively. This is therefore the role of the school administrator, who at the primary school level is the head-teacher. The head-teacher as the administrator of the school is saddled with the responsibilities of directing, coordinating and guiding as observed by Odeh (2015). The head-teacher is an administrative head, a manager, a community relations person, a supervisor as well as an instructional leader, a curriculum innovator and a catalyst towards planned educational revolution. Todor (2011) averred that for the head-teacher to succeed in the execution of those

expected roles, there is need for him not only to be aware of some management techniques but also to equally utilize them. It has been revealed that the staff in most cases may not be aware of the institutional activities due to poor information flow and there is no generally acceptable instrument for measuring individuals/group performance, supervision is therefore needed in any given organization. The subjects/concepts/time allotted may not be well defined or the teachers are inefficient. Plans and decisions may be imposed from tops to down, the situation which is characterized by no sense of belonging is due to poor communication and inadequate human relations. Therefore, effective use of these management techniques will assist the head-teacher achieve good organizational results.

The aim of establishing all formal organizations like the schools is to achieve set goals. Such stated goals can only be achieved when efforts of people working together in the school organization are properly and efficiently coordinated and controlled (Amadi, 2013). It has been observed that primary schools may not be delivering what is expected of them, which is to produce desired result (Baffour, 2011). The desired result is to make sure that any primary school pupil can sit for first school leaving certificate examination, Federal and State Common Entrance Examination and pass with good grades. The failure to

achieve the goals of primary education according to Oghuvbu (2008) may be as a result of limitations in internal management of the schools and lack of practical managerial experiences (inexperienced head-teachers). Indeed, Oghuvbu added that from reports of poor literacy among primary school pupils, one can attribute it to poor management capacity/inexperienced attitude of head-teachers. Another problem is that teachers are often promoted to headship with minimal/formal preparation on leadership. While they gladly take up duties of headship, many have little or no management and leadership capacity, (Chirchir, Kemboi, Kirui & Ngeno 2014). In the primary schools there are some cases of combination of teaching with trading by some teachers which prevail as a result of weak supervision by head-teachers. Furthermore, some newly recruited head-teachers in public schools may not be academically and professionally prepared for instructional purpose. Also most head-teachers are not experienced and as such they do not organize inductions for these teachers. (Chirchir et al, 2014).

In Anambra State primary schools, the above situation may not be different as Akudolu and Olibie (2009) found that head-teachers in the state seem not to provide adequate environment for strict adherence to the curriculum and instruction in primary education. All these issues cast doubt as to the probability of the utilization of some of the relevant management techniques by the head-

teachers in the management of their schools. Utilization is the action of making practical and effective use of something (Yadav, 2017). Drawing from this definition, head-teachers' utilization of management techniques is conceptualized by the researcher as the act of head-teachers' putting into practical use the necessary management techniques in the management of their schools.

However, for head-teachers to use any management technique they need to have sufficient awareness of the technique. Awareness has been defined simply by Korletey (2014) as the ability to perceive or to know. Korletey further went to define it as the state of being conscious. Therefore, the study choose to define head-teachers' awareness of management techniques as their knowledge and understanding of the principles and theories of management techniques that can be applied for effective school administration.

Furthermore,Amadi (2013) argued that there is need to use management techniques for effective school administration. This is because the head-teachers are pulled up from classroom teaching and they have no training in administration. Management techniques in educational settings entail well planned systematic management of resources (human and material) to enable administrators succeed in their leadership role (Osakwe 2013). Osakwe further stated that management techniques implies leadership by coordinating the skills, knowledge and potentials

of workers (teachers) through the adaptation of such styles that will enable the establishment, (schools) to achieve its expected goals and objectives. Making further contribution, Akrani (2010) opined that management techniques are also methods, processes, strategies or know-how, which an administrator manifests, which helps in the effective school administration. According to Osakwe (2013) they include Management By Objectives (MBO), Planning Programming and Budgeting Systems (PPBS), Programmes Evaluation and Review Techniques (PERT) and Delphi. The researcher chose to use Management By Objectives (MBO), Planning Programming and Budgeting Systems (PPBS) and Delphi because they are ideal for primary school administration.

Ofojebe (2010) stated that Management By Objectives (MBO) as a management technique is a very useful tool in directing the efforts of employees and allocating the resources which are available within the primary school system for the accomplishment of organizational goals. Management By Objectives focuses on those performances or behavioural outcomes that are measurable, such as what behaviour or results is expected and at what level of proficiency is it expected? Who is to perform the behaviour to achieve the desired result? When is the result to be accomplished? Where, or in what situation, is the result expected?

How long a time is permitted to achieve the expected result? What measurement tools are to be utilized (Nwagbo, 2003 & Ofojebe, 2010).

The general concept of Management By Objectives as a management technique may be summarized as participation and flexibility (Obi, 2003). Oboegbulem (2013) supported the concepts of participation and flexibility which implies that the lowest person as well as the highest person, participates in planning and decision making. The clearer the idea one has in the task one is to accomplish, the greater the chances of accomplishing the job. Hence Oboegbulem further noted that when the set goal is not achieved, there has to be re-ordering of the priorities and methods; these are elements of flexibility. It has been revealed that irrespective of good plan and solid decisions made by institutions, not much is realized in terms of Objectives in the long run (Sharif and Nazadin, 2010). Management By Objectives (MBO) is relevant in the administration of primary schools because it gives the head-teachers and teachers the opportunity to participate in decision making which will improve performance/goal achievement.

Another management technique that can promote primary school administration is the Planning Programming and Budgeting Systems (PPBS). It is a very useful technique which can be used by administrators to plan and manage their resources efficiently. It is postulated that the main cause of the management

problems in education is lack of planning (Obi, 2003). Also one of the greatest challenges facing educational administrators is the management of resources, which is often limited. Another problem they have is that some administrators lack clear cut objectives on which money could be spent on (Obi, 2003). Obi further noted that in every organization, intelligent spending should be goal-oriented. Thus, in education, before any fund is provided, there must be an agreement about the goals and purposes of the fund for the educational programs. This means that the head-teachers should involve heads of units to make a budget proposal and all will agree on how to use it and as soon as the money is released, the distribution is done according to the agreed principle. This will help teachers not to raise questions that will not be in the interest of the organization. Similarly Akrani (2010) opined that the best way to utilize available resources for the achievement of educational goals, is to make sure that everybody is aware of what the money budgeted for was what it was used for. Planning, Programming and Budgeting Systems (PPBS) is relevant in the administration of the primary school because it is a powerful tool to develop group effectiveness. It aids the head-teachers and teachers to plan how to generate funds, spend such funds so as to avoid wastage of organizational funds.

Akrani further stated that Planning Programming and Budgeting Systems technique is of great importance for the head-teacher because it tries to forecast performance and output by measuring alternatives before arriving at a decision course of action, which most desirably maximizes the objectives of the organization. It is used in financial planning of the organization. Budgeting has been always been conceived as a process for systematically relating the expenditure of funds to accomplishment of objectives and Planning Programming and Budgeting Systems (PPBS) is the key to resolving recent educational disputes which has been largely financial. PPBS helps the administrator understand the process of practical implementation of financial spending. It helps them to foster economic efficiency and it offers advantage over traditional practices.

Another management technique that can promote primary school administration is the Delphi technique. According to Mgbodile (2002) this management technique otherwise known as “Think Technique” is another method which the head-teachers can employ to obtain expert’s opinion on any given administrative issues and problems. Newman (2011) added that this technique will help them, both in planning and decision making. Indeed, Brim (2004) noted that Delphi was developed for use in the management of personnel and resources and went on to state that it can be used to:

- a. Elicit specific or general opinions of expert about educational preferences and innovations; obtain expert views on how best to teach problematic subjects.
- b. Make allocations to the school's departments for running educational programmes. This Delphitechnique is of great importance to the head-teacher whose aim is to improve effectiveness.

These techniques are necessary in the administration of primary schools with a view of achieving educational objectives (Obi, 2003; Oboegbulem, 2013). Management techniques are those skillful and efficient ways a head-teacher can use to ensure that everyone has a clear understanding of his/her role in the school system. It will help the head-teacher to plan and allocate resources systematically so as to avoid deficiencies and wastages in the management of the school funds. It will also help the head-teacher when faced with challenges, at any given time because the head-teacher will collect information and use the information from experts, to effect plans and decision/policy making.

In the light of the need for the awareness and utilization of these management techniques and the deficiencies observed in the management of primary schools, there is need to ascertain if the head-teachers are aware and utilize management techniques for primary school administration in Anambra

State, bearing in mind that some of the head-teachers having worked for less than two years may be considered as inexperienced head-teachers, and other head-teachers having worked for two years and above, may be considered as experienced head-teachers.

Statement of the Problem

In a bid to promote best practices in primary school administration by head-teachers, efforts had been made by Anambra State Universal .Basic Education Board (ASUBEB) by charging head-teachers to live up to their responsibilities through the initiation of actions and practices that would positively impact on the general management of the entire school system. In one of such endeavours, ASUBEB made compulsory transfers of both experienced and inexperienced head-teachers, to make sure that there was even distribution of head-teachers in all the schools. Head-teachers were mandated to do thorough supervision of teachers & pupils' activities under them. They were charged to check lateness to schools, loitering in the streets during lessons/school hours and absenteeism.

However, one would have expected that all these measures employed by the ASUBEB to ensure primary school administration would yield high result. On the contrary, there are evidences of teacher's laziness and absenteeism, unruly behaviour by both teachers and pupils, teacher's rudeness to head-teachers and

even head-teachers deviant behaviours and these seem to have persisted in schools. This situation has resulted in frustration of pupils and their parents, in addition to making the system inefficient.

From observations, the academic performances of primary schools pupils do not appear as good as they are expected. The performances of primary school pupils in examination seem not to be impressive. This has given rise to uncomplimentary remarks from parents and other stake holders in Anambra State. These poor academic performances may be attributed to Head-teachers who may be inefficient in their management strategies to improve their administrative skills.

This is evidenced in the tremendous increase in the establishment of private primary schools everywhere in Anambra state and this is probably why there exists an unsatisfactory state of affairs in our various primary schools. Some private schools have good buildings while others do not have. Very few of them employ qualified teachers, others do not employ qualified teachers, yet parents and teachers in public primary schools still send their children to these private primary schools. Such things are pointers to the fact that the system may not be working.

The above may be attributed to poor administration or insufficient knowledge of management techniques that has made teachers turn the school into

discussion centre or business centre. So one wonders if the head-teachers are aware and utilize these management techniques in their school.

If the head-teachers are aware and utilize these management techniques, it will be presumed that they will be delivering sound administrative practices in the public primary schools hence the need for this study: To ascertain the percentage scores of head-teachers awareness and utilization of management techniques for the administration of public primary schools in Anambra state.

Purpose of the Study

The general purpose of the study is to ascertain if the head-teachers are aware and utilize management techniques: MBO, PPBS and Delphi as a veritable tool for effective administration of public primary schools.

Specifically the study seeks to:

1. Ascertain Head-teachers' awareness of Management By Objectives as a management technique for primary school administration.
2. Find out Head-teachers' awareness of Planning Programming and Budgeting Systems as a management technique for primary school administration.
3. Investigate Head-teachers' awareness of Delphi as a management technique for primary school administration.

4. Determine Head-teachers' utilization of Management By Objectives as a management technique for primary school administration.
5. Examine Head-teachers' utilization of Planning Programming and Budgeting Systems as a management technique for primary school administration.
6. Investigate Head-teachers' utilization of Delphi as a management technique for primary school administration.

Significance of the Study

This study will be of both theoretical and practical significance to educational development in Anambra state in particular and Nigeria in general. The result will hopefully be useful to head-teachers, teachers, parents, pupils, Anambra State Universal Basic Education Board and future researchers.

Theoretically, the findings of this study will provide empirical information on management techniques for primary school administration. Findings will justify the position Theory of Locke and Graham (1968) in the area of Management By Objectives. The Theory which is a Goal-setting and task performance Theory will assist the head-teachers to compare their current performance with what is required to achieve a goal. Goal-setting and task performance Theory focuses not only on

how goals are set or communicated, but also addresses their direct impacts and the impact of individuals' expectations of success and goal-commitment. The findings will also justify the position of Ouchi's Theory Z in the area of management. Ouchi's Theory Z offers several ways to manage people more effectively and increase performance. This Theory will assist head-teachers in the overall management of both human and material resources.

On the part of the head-teachers, the findings will show the level of awareness and mode of utilization of these management techniques: Management By Objectives, Planning Programming and Budgeting Systems and Delphi by the head-teachers. Through the knowledge of awareness and utilization of MBO, PPBS and Delphi, the head-teachers will know that there is need to organize and attend workshops and seminars. The knowledge from these seminars and workshops may lead to improvement on the weak areas of their administrative skills.

The findings of this study will help ASUBEB to know the level of awareness and utilization of these management techniques and will now determine if there is need for in service training for Anambra state public primary school head-teachers. It will also help the ASUBEB to take appropriate measures such as organizing workshops and seminars periodically.

On the part of teachers, since the findings will help the head-teachers improve in their administrative practices, those head-teachers may organize seminars for the teachers under them and this may be followed by a quality interaction between head-teachers and teachers, teachers and pupils. It will help teachers improve in their instructional effectiveness. Parents and general public will gain because their children are now receiving the best classroom instruction which help the pupils to excel in examinations and compete favourably.

On the part of the pupils, since the findings will improve the quality of classroom interaction between the head-teachers and teachers, teachers and pupils, pupil's academic work will greatly improve. The school system will experience positive transformation.

Finally, the findings will serve as a guide to future researchers who would like to conduct further studies on the management techniques for effective primary school administration, not in primary school level alone but in schools of higher learning.

Scope of the Study

This study covered all the state government owned primary schools in Anambra State. The content was delimited to the management techniques by the head-teacher for primary school administration. The study focused on categories of

head-teachers (experienced and inexperienced). The study also focused on Management By Objectives (MBO), Planning, Programming and Budgeting System (PPBS) and Delphi management techniques and regarding their awareness and utilization by head-teachers to promote quality administration. It did not cover Programme Evaluation and Review Technique (PERT) because the MBO, PPBS and Delphi are more relevant to primary school administration.

Research Questions

The following research questions guided the study:

1. What percentage of head-teachers are aware of Management By Objectives as a management technique for primary school administration?
2. What percentage of head-teachers are aware of Planning, Programming and Budgeting Systems as a management technique for primary school administration?
3. What percentage of head-teachers are aware of Delphi as a management technique for primary school administration?
4. What are the utilization scores of head-teachers on Management By Objectives as a management technique for primary school administration?

5. What are the utilization scores of head-teachers on Planning Programming and Budgeting System as a management technique for primary school administration?
6. What are the utilization scores of head-teachers on Delphi as a management technique for primary school administration?

Null Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the responses of experienced and inexperienced head-teachers on awareness of Management By Objectives as a management technique in school administration.
2. There is no significant difference in the responses of experienced and inexperienced head-teachers on awareness of Planning Programming and Budgeting Systems as a management technique in school administration.
3. There is no significant difference in the responses of experienced and inexperienced head-teachers on awareness of Delphi as a management technique in school administration.
4. There is no significant difference in the responses of experienced and inexperienced head-teachers on their utilization of Management By Objectives as a management technique in primary school administration.

5. There is no significant difference in the responses of experienced and inexperienced head-teachers on their utilization of Planning Programming and Budgeting Systems as a management technique in primary school administration.
6. There is no significant difference in the responses of experienced and inexperienced head-teachers on their utilization of Delphi as a management technique in primary school administration.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature for the study under the following sub-headings.

Conceptual Framework

Head-teacher

Awareness

Utilization

Management techniques

Administration

Theoretical Framework

Ouchi's Theory Z

Goal-Setting and Task Performance Theory

Theoretical Studies

Management By Objectives

Planning Programming and Budgeting Systems

Delphi

Administrative functions of the Head-teacher

Empirical Studies

Summary of Related Literature

Conceptual framework

This chapter examines the conceptual frame works that are pertinent to the study. These include: Head-teacher, Awareness, Utilization, Management techniques and Administration.

Head-teacher

The primary school head-teacher is the most important and influential person in the school (Olatunji, 2013). A head-teacher is an individual who directs and monitors the academic and non-academic activities within a school community (Odeh, 2015). Furthermore Odeh (2015) contended that a head-teacher is an administrative head, a manager, a community relations person, a supervisor as well as instructional leader, a curriculum innovator and a catalyst towards planned educational revolution. The head-teacher plans and implements the daily routines within an educational setting (Umoh, 2014). The head-teacher is a person who is in charge of a Primary School. The head-teacher because of his/her experience and wealth of knowledge is regarded as a person of wisdom within a school system, and as a leader to whom those under him/her could look to.

The head-teacher as the head of school is usually the supervisor within the school who is responsible for deciding the nature and contents of the curriculum,

selecting the school organizational pattern and materials that will enhance educational growth (Uchendu, Anyaobi-Idemand Nkama (2013). Dibbor (2015)also noted that the head-teacher as a supervisor is responsible for determining the effectiveness of teachers' classroom management and control. In his own words Ekundayo (2010) said that the head-teacher being the most senior individual and an authority, evaluates and rates the teachers' performance in their school-linked activities both for internal and external purposes. These and other duties are the major things that make the person a substantive primary school head-teacher.

Since the emergence of headship in Nigeria, there has been a close link between the administrative and instructional programmes of the school (Oni, 2009). Similarly Dibor (2015) stated that for someone to be a manager, the person needs to take responsibility. Manager's duties according to Dibbor include the objectives of the company and not an individual needs and therefore the manager needs to be committed to the organizational objectives. In addition to the administrative duties, the head-teacher is also saddled with the role of tracking the progress of pupils for proper placement, the assignment of teachers into respective classes, discipline of pupils, motivating the staff under the administrator as well as

taking proper care of buildings and equipment under the control of the establishment (Eziuzo, 2014).

Awareness

There is no single definition of awareness of management technique. Approach to presenting a concept of this nature was tough. Awareness has been viewed differently by many scholars. Although few authors give general definition of awareness, most link the term with the object of the awareness. One thing clear in this variety of definitions is the differences in the object of the awareness (that which is being aware of) which has impact on the definitions presented by these authors. Therefore, there are such concepts as; situation awareness, environmental awareness, self-awareness, social awareness, cultural awareness, among many others but none on management technique awareness or awareness of management techniques.

For Arp (2007) awareness refers to the processing that occurs as a result of the interaction of an animal's nervous (including sensory apparatuses) and its environment, whereby this processing results in a basic ability of the animal to react to stimuli from the environment. He links awareness to such terms as perception, feeling and cognition. In the same vein, Giesenberg (2007) defines awareness as having access to information, from which a person, or an animal, can

direct a behaviour depending on the information received from one's memory and the environment. Dyne and Livermore (2010) defined awareness as being in tune with what's going on in one's self and others. The definition of Dyne and Livermore links that state of "being in tune" to object, "self and others." A more concise definition was presented by Korletey (2014) who sees awareness as the ability to perceive or to know. Korletey further defined it as the state of being conscious. From this perspective, the researcher defines awareness of management techniques as the knowledge and understanding of the principles and theories of management techniques that can be applied to school administration.

Awareness is the ability to directly know and percieve, to feel or to be cognizant of events, more broadly, it is the state of being conscious of someting. Another definition describes awareness as a state wherein a subject is aware of some information when that information is directly of a wide range of behavioural processes. The concept is often synonymous to consciousness and is also understood as being consciousness itself. The state of awareness are also associated with the states of expereince so that the structure represented in awareness is mirrowed in the structure of expereince. Awareness is also associated with consciousness in the case, this concept denotes a fundamental experience such as a feeling or intuition that accompanies the experience of phenomena.

Specifically, this is referred to as awareness of experience.(Onasanya, Ogunlade and Adefuye, 2011)

The goal of awareness is to change culture, sensitivity to a given topic or issue. Again awareness is often achieved through education, training, or life experience. It is the knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience. Awareness is commonly used in reference to the public knowledge or understanding of social or political issues. It is synonymous with public involvement and advocacy in support of certain cause or movement.(Giesenberg (2007)

Awareness is concerned with “an understanding of the activities of others which provides a context for your own activity”. Information from the workplace comprises awareness elements related to present and past user activities, realized within the workplace. The present awareness elements are. Who elements like presence, showing who is currently in the workplace? Identity or authorship of the original idea. What element include actions, information about executed operation, intention(what is the outcome of a particular operation artifact (on which object a user is working) where element involves location where users are working, gaze

(where are users looking?) view (where can a user see?) reach (where can a user reach?).

The past elements are divided into five categories: How element indicates action/history (how did an operation happen?) history (how did this object come to be in the state?) When shows event history (when did an event occur?) who demonstrates presence history (who was present and at what time?) Where present location history (where was a user during a particular time?) What includes action history (what has a user been doing?) On the basis of the above elements, awareness can be workplace awareness concerned with all elements. Presence awareness provides who (Past and Present) information. Situation awareness deals with who, how and where. Contextual awareness deals with where element and Action awareness that integrates where element.

Utilization

Utilization is seen by Yadav (2017) as the action of making practical and effective use of something in relation to skill utilization in health context. Lindhiem, Higa, Trentacosta, Herschell and Kolko (2014) define utilization as the degree to which a parent/child uses a skill in his/her daily life outside of treatment sessions. Drawing from these definitions, utilization of management techniques is

defined by the researcher as the head-teachers putting into practical use management techniques in the administration of their schools.

Management Techniques

It is imperative here to first of all define the two key words-management and techniques so as to enable us understand collectively what management techniques entails. According to Kinicki and Williams (2003) management is defined as the pursuit of organizational goals effectively and efficiently by integrating the work of people through planning, leading and controlling the organizations resources. Furthermore Warui and Gongora (2014) Saw management as the process of working with people and resources to accomplish organizational goals. This implies that good managers work with people and resources in an effective and efficient manner so as to accomplish the goals of the organization. Similarly, Durosaro (2013) recognized management as a fundamental integrating process designed to achieve organized purposeful and meaningful results. In a similar vein, Ojebiyi (2012) observed that management is a goal oriented activity performed by a group of people at the highest level of organization. Management is also the process of ensuring judicious allocation of available organizational inputs (human & material resources) through planning, organizing, controlling and

procuring for the purpose of maximizing results, producing goods and services desired for the achievement of organizational set objectives (Obi & Ezegebe, 2002). This implies that if there are no human and material resources in the school, there will be no management. Furthermore Mullins (2010) averred that management is about changing behaviour and making things happen, developing people, working with them, reaching objectives and achieving results.

Educational management is concerned with a set of activities classified as planning, organizing leading and controlling, the formulation of strategies, plans, policies and programmes with a view to achieving set (educational) organizational goals (Peretomode & Peretomode, 2008). Educational management is also the application of the processes of planning, coordinating, controlling and evaluating of human and material resources necessary to ensure that administration is effective especially in the school system (Samkange, 2013). The aim of establishing all formal organization like the school is to achieve set goals (Todor, 2011). Such stated goals can only be achieved when the efforts of people working in the school organization are properly and efficiently coordinated and controlled. Hence Unachukwu and Okorji (2014) maintained that the task of getting results through other people's effort is known as management.

Techniques as a concept, has been variously defined by experts. Technique is defined as a particular way of doing something, especially one in which you have to learn special skills. Furthermore Oboegbulem (2013) stated that technique is a way of carrying out a particular task, especially the execution or performance of an artistic work or scientific procedure. In a similar vein Mbaabu (2014) viewed technique as a systematic procedure, a formula or routine by which a task is accomplished. It is a skill or ability in a particular field, e.g one may be said to have an excellent technique of performing a given task. According to Osakwe, (2013) techniques are methods of performing or manipulating certain activities with the hope of achieving a set of goals/objectives. Technique is also a method, approach, procedure, process, system, and method of working, method of operation, manner, fashion or style. With the following definitions and explanations, one can simply say that technique can be viewed as a systematic procedure, formula or routine by which a task is accomplished.

The concepts of management and techniques gives one a clue as to what management techniques are; thus management techniques are efficient and skillful way of getting desired result using available resources (Oboegbulem, (2013). Management techniques are also models and different planning strategies used by managers for greater planning efficiency and proper management of their schools.

For Mbaabu (2014) it is a way by which managers can manage resources without wastage. According to Tirrozi, (2004) management techniques are simply methods used to perfect a performance and ways things should be done. In his own words, management techniques are ways school administrators use to manage their schools in order to cope with the challenge of modern school administration (Obi, 2003). Obi upholds that Management techniques according to Philips (1975) are “Systematic procedures of investigation, planning or control which can be applied to management problems”. Emerson cited in Obi (2003) identified such management problems as staffing, finance, structure and responsibility, information, communication, human relations, coordination, consultation, decision making procedures equipment and maintenance, unforeseen events, planning, control and evaluation. Nwankwo cited in Obi (2003) argued that management techniques are therefore necessary in education especially in developing countries like ours. It is also very necessary in our educational system for administrators.

Administration

Ojebiyi (2012) saw administration as a component part of management concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of available resources which include personnel, physical facilities, equipment,

supplies, finance, space and work techniques or technology. In his own opinion Ugwulashi (2012) stated that administration is an integrative process designed to achieve planned and organized meaningful results by a purposeful group of professionals. In other words, it is a process that consists of planning, controlling, coordinating and motivating the organizational workforce towards goal attainment.

Administration can be defined as a process by which goals are achieved through collective and co-operative human efforts in a suitable environment (Nwosu, 2007). Nwosu maintained that the collective and co-operative human effort is pulled from all the people working in the school, which includes the teaching staff, non-teaching staff, the administrator, who is the executive/head of administration otherwise referred to as the head-teacher in the Primary School.

School administration therefore is concerned with the performance of executive duties, the carrying out of plans, policies and decision and controlling the efforts of employees in the day-to-day running of an organization to achieve set of goals (Nwogbo, 2014). In his own view, administration also involves the skillful treatment of the human and material resources of a system or an organization to enable them achieve as set purpose (Ekundayo, 2010). Continuing Ekundayo (2010) saw it as the implementation of education policies and progress from its day-to-day activities. In the same vein, (Unachukwu & Okorji, 2014) observed that

school administration is concerned with execution and implementation of goals, policies and programs developed by school management. These functions according to them are performed by school heads known as head teachers and Principals. Thus they may be referred to as school administrators. Eziuzo (2014) noted that School administration is therefore, a social process concerned with identifying, maintaining stimulating, controlling and unifying formally and informally organized human and material energies within an integrated system designed to achieve predetermined objectives.

Theoretical Framework

Ouchi's Theory Z

This Theory was developed in the early 1980s by William U. Ouchi. Ouchi is a management Professor at the graduate school of management California, Los Angeles, USA.

This Theory Z concentrates on the organizational and behavioural side of management. Its basic premise is that involved workers are the key to increased performance in an organization. Ouchi therefore, offers several ways to manage people so that they can work together more effectively to increase performance. In

the theory, performance is believed to be dependent upon commitment to overall philosophy, participatory decision making, trust, subtlety and intimacy.

William Ouchi suggested a number of steps to guide any manager or employee in initiating a change to Theory Z. The process has the objective of developing the ability of the organization to coordinate people to achieve greater performance. According to Ouchi, this entails developing peoples skills and creating new structures, incentives and a new philosophy of management. The steps involve (going from A to Z)

- * Auditing your organization's philosophy.
- * Defining the desired management philosophy and involving the organization leader
 - Implementing the philosophy by creating both structure and incentives.
 - Developing interpersonal skills
 - Testing you and the system
 - Involving the union
 - Stabilizing the employment

- Deciding on a system for slow evaluation and promotion
- Broadening career path development.
- Seeking areas to implement participation
- Permitting the development of holistic relationships.

Hanlon (1983) related how the steps identified by Ouchi can best be applied or implemented in educational administration. There are;

- Administrator and staff identifies the schools current, actual management (decision making) system.
- The chief administrator defines the characteristics of Theory Z to which he or she can be committed,
- Administrator with teachers to develop set of procedures for implementaing the characteristics indetified in step 2.
- Administrator with teachers to develop the interpersonal skills needed to implement Theory Z
- Administrator and teachers establish a system of slow evaluation and promotion
- Administrator and staff establish a system for long term development.

- Administrator and staff seek areas to implement participation of school and community in decision making.
- All permit the development of holistic relationship in which those concerned within the school work together to improve it.

This Theory is of great importance to the school administrator. The Theory also has bearing or relationship with this work because it covered management of people which is a key variable and technical issue in the present study. Since the Theory centres on involving workers in the organization, developing peoples skills and creating new structures and a new philosophy of management, those head-teachers who are not aware and do not utilize management techniques, will follow the steps involved so as to get the desired result. The Theory suggested several ways to manage people so that they can work together for increase in performance. Therefore, the head-teacher can utilize those ways and work together with teachers for better administrative effectiveness. This theory offered many ways to manage people so that they can work cooperatively too. However, it did not offer ways to set a task/goal because a goal serves as a motivator in any organization hence the need for a second Theory.

Another theory is Goal-Setting and Task Performance Theory. Locke and Graham (1968) developed a sophisticated model in their “Theory of Goal-Setting and Task Performance’ also known as “Goal-Setting Theory”. The basic idea is that a goal serves as a motivator because it allows people to compare their current performance with that required to achieve a goal. This is a cognitive process approach that people believe naturally and consciously. Thus, the function of a goal is to provide guidelines for devising the amount of efforts to put into work. Hoy and Miskel (1982) opined that Goal Theory is applied in several important school practices. For example, many evaluation systems of teachers and administrators are modifications of MBO techniques. They also advocated widespread use of behavioural objectives to guide decisions on instructional procedures and course contents; Goal-Setting is paramount as far as MBO is concerned, Hence MBO is based on goal theory in the sense that when a worker understands the goal he is expected to achieve, he will work towards such goal.

Theoretical Studies

This section examines scholar’s opinions on the issues that are pertinent to this study. These include; head-teachers management techniques for primary school administration.

According to Tirrozi (2004), there are many management techniques in literature which administrators or managers can use in managing their schools to improve on their administrative effectiveness. Some major management techniques according to (Obi 2003,Nwosu 2008,and Ofojebe 2010) include Management By Objectives, Planning Programming and Budgeting Systems, and Delphi.

Management By Objectives

Management By Objectives as the name implies is a system of management that places objective as a central focus in determining what is to be done, how and when it is to be done, who is to carry out what task and by what means tasks must be done and performances assessed (Mgbodile, (2002). Management By Objectives (MBO) also known as Management by Result (MBR) simply means managing organizations by being guided by objectives or results. Other scholars like (Maduagwu 1998, Mgbodile 2002, Obi 2003, Brim 2004,Akrani 2010,Zhoukou 2010 and Lindberg 2011) are of the view that Management By Objectives is as old as mankind since individuals and groups use it in almost all their activities, to accomplish some more results or objectives. School administrators need a lot of tools to be able to administer effectively in the day-to-

day running of the school (Weihrich and Koontz, 2005). Management By Objectives is one of such tools. It is the way of getting improved results in management action. Nwite (2016) stated that Management By Objectives can be described as a management method whereby the superior and subordinate managers in an organization identify major areas of responsibility in which they will work, set some standard for good and bad performance and measurement of results against those standards.

The idea behind Management By Objectives was first popularized by Peter Drucker in his 1954 book as cited in Obi (2003) called the “practice management”. Management By Objectives was initially taken as a way of “managing managers”. This was because Drucker observed that in their day-to-day activities, managers tend to forget the major objectives and targets of the organization. Thus losing the idea of Management By Objectives, Drucker maintained that in order to achieve results, managers should avoid the “activity trap”. This means that managers should avoid getting so involved in the day-to-day activities thereby forgetting the main purpose or goal of the organization. Instead of being just managers, both the top and subordinate should participate in decision making for better results. According to Akrani (2010), Management By Objectives emphasizes achieving goals and attaining the best possible results using available resources by

employees. Obi (2003) stated that, it is a management technique that is goal centered and further described it as a technique that simply aims at defining objectives and working towards achieving those objectives. In similar vein, Lindberg (2011) stated that the concept “Management By Objectives” can be summarized in terms of participation and flexibility. This concept means that the highest as well as the lowest participates in decision making. This is because the better understanding that employees have of their tasks, the greater the chances of accomplishing the job and whenever the set goals are not achieved, there has to be a reordering of priorities and methods and this involves elements of flexibility.

Brim, (2004) in his book “Management By Objectives” defined this concept as a system of management whereby the superior and subordinate jointly identify objectives, define individual major areas and use these objectives and expected results as a guide for operating the unit and assessing the contribution of each of its members. Besides, Brim points out that Management By Objectives is a “system of management,” an overall frame work used to guide the organizational unit and outline its direction. Brim went further to point out that “the superior and the subordinate jointly identify the objectives”. In other words, it is a participative management procedure that requires commitment and co-operation. Nwosu (2008) also defined Management By Objectives (MBO) as a result-oriented management

technique in which all stakeholders participate actively, often cooperatively in all salient activities of an organization for purposes of achieving optimal result. According to Zhoukou (2010), Management By Objectives also relies on defining of objectives for each employee and then comparing, directing and evaluating the employee's performances against the objectives that have been set.

Drucker (2006) highlighted the principles of MBO as consisting of cascading of organizational goals and objectives; specifying objectives for each member, participative decision-making, explicit time period and performance evaluation. MBO is thus a technique which enables organizations to set and achieve their objectives by planning, organizing and controlling their human and material resources meaningfully. Ideally, there are principles and elements of Management By Objectives.

Management By Objectives is managing by demonstrable measurable results towards predetermined goals and objectives (Obi, 2003). It is for the employees to have a clear understanding of roles and responsibilities expected of them so that they can understand how their activities relate to the achievement of organizational goals (Zhoukou, 2010). In essence, the idea behind Management By Objectives as a management technique is to ensure that everybody or employee have a clear understanding of his/her role in the school system (Oboegbulem, 2013). In order to

achieve this, Oboegbulem upholds that Management By Objectives encourages participative and participatory goal setting system in which objectives are jointly determined by subordinates (teachers) and super-ordinates (head-teachers) also in which progress towards achieving objectives are reviewed periodically and rewards are allocated on the basis of subordinates performances. Ideally, the Management By Objectives technique assume that when employees themselves are involved in setting goals and in choosing the course of action to be followed by them, they are more likely to fulfill their roles and responsibilities towards achieving those goals (Jaiyeoba, 2006).

Management By Objectives is a strategy/technique whereby the management sets specific goals for the employees to accomplish. It is also a dynamic system which seeks to integrate the school and a need to clarify and achieve best results (Zhoukou, 2010 and Lindberg, 2011). It is a demanding and rewarding technique of managing a school, which offers many advantages such as employee motivation, high moral, effective and purposeful leadership and clear objectives before all concerned persons (Amadi, 2013).

In the school setting, Management By Objectives as a participative management technique can be used in primary schools. According to Akrani (2010), one approach of applying MBO in the school system is to view the

technique as a systematic way of incorporating into a more effective framework the things that school managers, supervisors and executives should be doing in the schools. Management By Objectives may refer to those processes by which head-teachers and staff jointly define educational goals and also specify ways of achieving them (Mbaabu, 2014). For example head-teachers of primary schools can use MBO to strategize and plan school goals and missions, raise and manage funds, coordinate staff and pupils' activities, implement educational policies and enhance curriculum implementation in line with set objectives (Bua, Tyokyaa and Kwaghbo, 2016). Studies have also shown that utilization of MBO in school administration led to institutional transformation and realization of school objectives (Oghuvbu, 2008). This therefore suggests that head-teachers ought to utilize the technique in school administration. In applying MBO to the school system, Maduagwu's (1998) prescription may be recommended. Maduagwu upholds that educational managers and supervisors wishing to adopt the basic principles of Management By Objectives will have to define the job. At the first stage, head-teachers are expected to define the goal. The head-teacher gives them clear understanding of the set objectives which may be "How to make the pupils in both primary five and six to face external examinations with confidence. Drucker (2006) buttressed this view when he stated that the major task of the superior is the

effective utilization of all human resources within the enterprise. This is called careful selection and mobilization of human efforts to achieve productivity in education. According to Mbaabu (2014), the head-teacher gets the teachers know that from this period hence forth, all our pupils from primary five and six should be groomed properly so that they can face these exams. Mbaabu furthermore emphasized that all the other classes should at one time or the other conduct inter-school examinations or tests periodically. Akrani (2010) described the approach as that which will help teachers put in more effort since they know that another teacher is coming to examine the class soonest.

Head-teacher reveals to the teachers that the purpose of introducing these inter-school tests/examinations in the school is to assess the extent to which a teacher has gone with the syllabus of that particular class (Mbaabu, 2014). After developing organizational goals, the next thing is to do what we call establishing objectives for each position in the school system. Here, organizational goals are broken down such that individual workers within the school organization be aware of what they are expected to do; for instance, the head-teacher, the deputies and teachers sit down and classify teachers into their respective classes. Olatunji (2013) suggested that the other specialist subjects teachers like French, Music, Physical and Health instructors are given the number of period to teach each week. Usually,

a primary school teacher should be versatile yet Olatunji (2013) concluded that joint discussions on reasons where permission can be obtained are carried out. These meetings according to Olatunji (2013) & Samkange (2013) enable the head-teacher, teachers and other support staff to have a better understanding of their roles and responsibilities towards the overall goals expected of the system. When they have finished setting the goal collaboratively, the next thing they do as managers is to integrate objective with goals. Olatunji (2013) stated that objectives of the different positions are integrated so that every division of the system will be working to accomplish the overall goals. In other words; objectives of the different positions are not allowed to contradict themselves. Jaiyeoba (2006) noted that since the goal of the entire primary school system is to achieve a desired result, it then follows that the school may decide to introduce after school lessons to compliment the number of hours in the morning section. During the after school lesson, only English, Mathematics, Quantitative and Verbal reasoning should be taught and supervised thoroughly. This approach according to Baffour (2011) will conquer the pupils' inability to write properly and remove school phobia from them.

The usefulness of MBO as a management technique in any organization especially schools cannot be exhausted. Nwite (2016) stressed that MBO can

enforce clarification of organization roles and structures and key result areas translated into positions that carry responsibility for goal accomplishment. Another strength of MBO is that it provides a situation that makes it possible through 2-way communication system Viz vertical and lateral (Nwogbo,2014). Despite all the other management strategies in Anambra State public primary schools, schools are still characterized by chaos and conflicts. There still exists indiscipline such as lateness to school, absenteeism, non- challant attitude to work etc. This ranges from head-teachers to teachers and even pupils are all involved. (Udegbe, 2014).

Consequently there seems to be fall in standard of education and poor pupils' academic performance which is as a result of inefficient classroom instruction (Nwogbo, 2014). So the researcher is of the opinion that if MBO is utilized in Anambra State public primary schools, these schools will return to its former glory. Moreover, primary school will meet up with current challenges and demands of the vision of Millennium Development Goal (MDG) which specifies academic excellence by the year 2020 in the education sector.

Management By Objectives can be applied successfully to classroom tasks. It is very crucial at this point to note that Management By Objectives, if properly applied can be a source of motivation to members of the school system. This it does by clarifying what is expected of them, allowing teachers and other workers

have a voice in determining expectations and rewards on achievements. Management By Objectives also provides for a good communication through collaborative efforts.

In fact, awareness and utilization of Management By Objectives(MBO) to school administration cannot be over emphasized. What remains is whether the head-teachers are aware and utilize it in our public primary schools in Anambra State which the researcher seeks to investigate.

Planning Programming and Budgeting System Technique.

Mullins (2010) noted that Planning Programing and Budgeting Systems (PPBS), is a management technique used for financial planning. Planning Programming and Budgeting Systems technique is a quantitative management technique requiring or involving the formulation of performance objectives and devising programmes. According to Uzo (2012), this is an approach which allows managers to be involved in the actual designing and subsequent costing of the programme. In his own words, Obi (2003) noted that PPBS is a method used in allocating resources systematically so as to avoid deficiencies in the management of organizational funds and buttressed that it is a procedure for comparing the cost of a function with its outcome. Supporting this view, Zhoukou (2010) said that it is

aimed at reaching desired objectives (output) with minimum application of resources (input). It is a system of resource allocation designed to improve the efficiency and effectiveness by establishing long range planning goals, analyzing the costs and articulating programmes that would meet these goals and articulating programmes as budgetary proposals and long range projections.

Obi (2003) observed that resources are often inadequate for all services and goods required at any time and this gives rise to a priority scale of needs and an attempt to seek the optimal means of satisfying the selected needs. As such, priorities are among the kind of services that an institution or organization may provide and are weighed and stated in operational terms, alternative means of accomplishing the given objectives are analyzed and choice is made considering efficiency in the use of resources. Scholars like Akrani (2010) and Zhoukou (2010) are of the opinion that Planning Programming and Budgeting Systems tries to forecast performance and output by measuring alternatives before arriving at a decision or cause of action which most desirably maximizes the objectives of the organization.

As a technique, Planning Programming and Budgeting Systems have major phases (Mgbodile, 2002). They are; planning: This is the initial stage which is connected with assessment of needs and problems of the organization and this calls

for the identification and formulation of goals and objectives the organization wants to achieve within specific period of time. Mgbodile maintained that it involves definition of goals behaviorally and this will require stating the performance objectives in concrete operational terms.

Programming: This stage is concerned with the designing and outlining of the various activities and formulation of alternative courses of action needed for the implementation of the programme and achieving the desired objectives. It also include the determination and arrangement of manpower, materials, facilities, funds necessary for carrying out the agreed programme.

Budgeting:Based on the resources that are readily available, budgeting involves; analysis and projection of the cost programme, formulating and estimating future income and expenditure associated with the selected programme of action, transformation of long range programmes into the terms of a periodic fiscal budget and selection of the alternatives.

Evaluation: This is concerned with assessing the attainment and worth of selected programmes especially with reference to the criteria set earlier. Mgbodile(2002) further emphasized that it involves measuring the degree of progress towards the achievement of the objectives identified during the planning

stage. Supporting the idea, Brim (2004) pointed out that there must be follow-up to the progress of the activities. Evaluation is important as it provides feedback for effective control. It will also help trace errors during the implementation of the plan.

Planning, Programming and Budgeting Systems techniques can be applied in the school setting thus the head-teacher with the teachers can jointly identify the needs and problems of the school. As noted by Newman (2011), making use of PPBS in school plant management for instance; they outline the needs and problems of the school such as, leaking roofs, dilapidated toilets or pit toilets that need to be changed into Ventilated Improved Pit (VIP) toilets, the school band may be in a deplorable condition, there may be insufficient seats for pupils in the library and classrooms etc. Findings from Jaiyeoba (2006), indicated that there are such schools with many problems and most of the time, Government do not come in to solve the problems. The head-teacher and the subordinates jointly plan on how to source funds from politicians, community leaders, philanthropists, endowment funds, churches etc. According to Newman (2011,) PPBS is a very good management technique that will help administrators to solve the above problems.

During the planning stage, they may organize a “speech and prize giving day” or variety day” whereby the head-teachers and teacher will assemble and

make donations. Here, Okolo (2007) stated that assignments of responsibilities are done, Secretary, Chairman of each subgroup, General Treasurer, General Financial Secretary etc. In programming, activities to be done that day are stipulated, e.g. dancing, playlets, Songs, designing of beads for sale. Here, also committees are appointed e.g fund drive committee, invitation cards committee, press committee, etc, various activities are divided into groups and sub-groups and each group know what to do in order to make that day a huge success. Okolo (2007) suggested that the head-teacher ought to show transparency in everything. In budgeting, based on the expected income, they jointly outline the problems which need urgent attention and start spending money for those particular ones. If the money would be enough, all of the above stated problems can be solved, but if the money is not enough, they may start with the most pressing or worrisome needs of the school, while other problems wait till next academic year. After the whole exercise, Newman (2011) said that they jointly sit down and evaluate all the activities from planning stage till the final stage. They assess the degree of success achieved and if there are errors, they correct themselves.

Delphi Management Technique

Delphi Technique or “think tank” technique is a management technique used for organizational improvement (Obi, 2003). Obi stated that Delphi involves

collecting and utilizing specific information from a selected group of experts through questionnaire as a basis for decision and planning. (Obi 2003) defined it as a “method of assessing group opinion by individuals through responses to a series of successful inquiry”. Obi further emphasized that it is used when all else fails but particularly when one is concerned with future and hasn’t adequate scientific theory as basis for making predictions.

In his own definition Mgbodile (2002) sees Delphi technique as “think tank” technique which is a method employed by administrators and planners for obtaining expert opinion and consensus on given administrative issues and problems. This according to Mgbodile will in turn help them in planning and decision making. Mgbodile, (2002) upholds that it is used in collecting and utilizing specific information through questionnaire, as a basis for decision making or planning in an organization. Dolores and Salvador, (2014) posit that it provides educational planners with a means to reach a consensus on what was, what is, what ought to be and what probably will be. Equally, Green (2014) has defined it as “a method of assessing group opinion by individuals through responses in a series of successive inquiry.

The Delphi Technique is also a research tool which has been developed for forecasting, policy making and decision making. The technique works on the

parallel of principles of pooled opinions. (Daikey, cited in Tejeda, 2015). It is a very useful technique because the fact remains that two heads are better than one. In essence it is a way of eliciting opinions of a Panel of experts on a specific issue (Okoli and Pawlouski, 2004). Toeing similar line, Green (2014) stated that Delphi technique is both generative and explorative method of producing qualitative and quantitative data for school administration. Therefore the aim of using Delphi as a management technique is to select or form committees of experts so as to reach a consensus opinion on school matters Obi (2003).

An examination of these various definitions of Delphi Technique reveals that all of them agreed that it is used to collect information on the views and the opinions of other experts on areas of interest or concern to the administrator/ manager or planner and that such information will help educational managers to effect plans and decision. In modern times, problems in educational management have been attributed to improper planning and as a result, various management techniques are now being adopted for the improvement of educational management (Obi, 2003). “Delphi is one of those techniques that can be used in education for a variety of purposes such as the development of curricular and learning experiences to prepare pupils for future carriers” (Green, 2014:2).

Generally, the Delphi management technique is used primarily in education for the purpose of educational planning, developing desired education events, designing educational evaluation, and searching out educational and curricular objectives (Nicholas et al, 2010). Although the Delphi management technique has become useful research tool in education general, its utilization in school administration which is one of the main focus of this present study, is still in its infancy. Consequently, many scholars like Olatunji (2013), Umoh (2014) agree on the importance of head-teachers having an appreciation or understanding of the likely challenges they are to face and how these challenges might be met. Therefore it becomes imperative in this study to evaluate the feasibility of awareness and utilization of this technique as a tool for primary school administration. Mbaabu(2014) reviewed the various tools used by school administrators. His reviews indicated that the Delphi Technique has rarely been employed in the school administration. However, Delphi management technique can be used as follows:

- To elicit or generalize opinion of experts about educational preference and innovations.
- To obtain expert views on how best to teach problematic subjects.

- To find out manpower situation of the school and steps that need be taken to improve it.
- To make allocation to the schools department for running educational programmes.
- To forecast future enrolments for the schools as well as developing and enrolment policy for schools and the government etc (Mbaabu 2014).

Delphi management technique can be applied in our educational system. In the primary school for instance, the head-teacher and the subordinates jointly sit together to assess the manpower of the school and make necessary re-organization concerning the departments. For example, where there are shortages of manpower, the administrator should advocate co-teaching (Murawski & Dieker, 2013). Co-teaching according to Friend and Scruggs *et al* cited in Suzan (2015) is the pairing of and the collaboration between a specialist teacher and a general education teacher to deliver instruction in a classroom setting. Suzan (2015), maintained that school administrators are faced with challenges of recruiting teachers and further advised that team teaching can be used to solve that problem. This is evidenced in some schools in Anambra State therefore, when this happens, Delphi management technique comes into play. An administrator ought to begin to implement team teachings as a response to a teacher shortage, a growing pupil

population and limited physical space (Suzan, 2015). Both head-teachers and teachers should be responsible for planning, delivery, assessment skills and concepts (Sileo & Van-Garderen, 2010). However this Delphi techniques has same benefits attached to it for example;

It is a strategy which ensures that pupils have access to the same curriculum as others while receiving instruction (Friend et al, 2010: 9). It is also evidenced in higher performance results of pupils in co-taught classroom as opposed to those taught in non co-taught classrooms. Sileo and Van-Garderen (2010) found that the major benefit to pupils participating in co-taught setting is the teacher's ability to place pupils in smaller groups for differential instruction. Co-teaching equally helps teachers to work collaboratively to meet the needs of the pupils. However Murawski and Dieke (2013) and Nicholas et al (2010), have recommended that co-teaching participants to be teachers who volunteer for the program. These Scholars are of the opinion that participants who were allowed to choose their co-teachers had better communication and work together. The responsibility of the school improvement rests on the head-teacher. So it is the duty of the head-teacher to scout for both teaching and non-teaching staff, where these are lacking. Suzan, (2015) maintained that manpower needs of the school should be addressed

periodically so that no subject will lack behind. Another area that will make for effective school administration is professional development.

Professional Development can be referred to as conscious and systematic activities to ensure teachers up-grading and continuous self-improvement (Akpan & Ita, 2015). Professional Development is also viewed as the systematic activities to prepare teachers for their job, including initial job training and a form of continuous on-the-job training located in school settings (Olaleye, 2013). OECD, Organisation for Economic Cooperation and Development (2009) also noted that professional development is defined as the activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Staff development in the context of the school setting according to Ejiogu cited in Olatunji (2013) refers to all the programmes designed for the continuing education of the school personnel. It is a staff re-training or improvement programmes which help members in organizations to acquire more academic or professional qualifications, knowledge, skills, and competencies for increasing efficiency in their primary functions. Equally effective leaders promote professional development and encourage growth of communities of learning (Tejeda, 2015).

In the school setting, head-teachers should be aware that well qualified teachers mean little if the head-teacher does not manage every activity in the

school properly (Baffour, 2011). The above is very relevant to the quality of education, particularly in the public primary school in Anambra state where the academic performances in public primary schools are very low. The situation could be attributed to insufficient thorough supervision of teachers' instruction and personal attitudes. Mbaabu (2014) making his own contribution on the same issue stated that the head-teachers especially the inexperienced, should carry out supervision of the teachers as well as organizing inductions for the newly recruited teachers. These are very necessary because majority of these teachers did not pass through Teachers' Training Colleges where classroom management and control, English methods, mathematical methods etc. are taught and practiced. For this reason Ololube (2006) noted that teaching and learning are not efficiently carried out in schools due to insufficient and thorough supervision of instruction.

It should be noted that the implementation of the Universal Basic Education for all by 21st century called for action on the part of Education Policy makers to improve the quality of education at this level for national development. The National Policy on Education (2009) clearly says that "no education system can rise above the quality of its teachers". If truly education is to be used as a tool per excellence for the attainment of national objectives, then there is need for continuous professional development. Akpan and Ita (2015) opined that there

exists a challenge that the training and retraining of teachers for self-development becomes imperative since pupils academic outcomes depend greatly on teachers' quality. There is also need to foster continuous professional development in order to cope effectively with the on-going changes and improve the quality of education. In his own words, Alabi (2011) stated that strengthening internal school supervisors to promote teachers professionalism is considered an important prerequisite for coping with a continuous stream of changes in their environment. It has been observed by researchers like (Akpan & Ita 2015, Nwosu 2007 and Oghuvbu 2008) who stated that teachers self-development was not considered necessary in the late 20th century. However, for teachers to meet the demand of the 21st century, improved action is needed. They should be encouraged to attend workshops regularly. Besides, these scholars pointed out that head-teachers should also permit the teachers to attend conferences and give them little stipend to cushion the effect of empty purse as a result of conference attended. Head-teachers should encourage the teachers to attend workshops organized by professional bodies like Institute of Educational Administration and Planning for effective performance in the classroom. Demonstration lessons should be organized regularly for teachers to enhance their skills in teaching and head-teachers should

also encourage teachers to participate in retraining programmes designed for them regularly.

Administrative Functions of the head-teacher

The educational administrator is the pivot on which all the education activities revolve (Adeyemi, 2013). The success or failure of the programme for an entire school system depends to a great extent on the quality of the administrator's leadership, resourcefulness, `creativity and the ability to move harmoniously with colleagues and those under the administrator (Olatunji, 2013). The role of the administrator is therefore more than performing teaching duties. This is because teachers are provided with resources required to attain objectives (Ezeugbor, 2014).

Ezeugbor(2014) stated that several theorists have come up with list of words they consider as appropriate in describing the administrative functions. These functions are frame-works that provide guide to the administrator. These different components of administrative functions may be outlined and defined as follows;

Planning; Oraifo cited in Ezeugbor (2014) defined planning as a process of establishing priorities for future actions in an attempt to solve economic problems which stem from existence of scarce resources. Planning function has four

important goals namely; to offset uncertainty and change; to focus attention on objectives, to gain economical operation and to facilitate control. The implication is that every institution should know where it is going and the administrator should engage in planning to give direction to the activities of an institution. Obi cited in Ezeugbor (2014) identified three main features in every planning to include; that every planning must be future oriented; deal with predetermined objectives or decisions; and must be a process or a strategy. There are also three stages that are popular in planning as verterated by Obias cited in Ezeugbor (2014). They include, decision stage, implementation stage and evaluation stage. Good planning backed by sincere effort therefore produces good results in the organization: To organize implies the development of interconnections between the various subsystems and the total organizational pattern (Olatunji, 2013). It is a function which is required to achieve objectives of the organization. In schools/educational institutions the administrator organizes both the human and material resources. The administrator organizes the work in school into sections with each unit being headed by sectional heads. Also distributes duties and responsibilities to both teaching and non-teaching staff alike. School facilities and instructional materials according to Ezeugbor (2014) are properly allocated to ensure proper teaching and learning process. Rules guiding the behaviour of the entire staff are well defined.

Coordinating: Coordination is the task of harmonizing the activities of various aims of the organization. It ensures team work towards realization of objectives (Ezeugbor, 2014). It is the function of the school administrator to coordinate all activities of the various units within the school. The administrator does that in such a way to eliminate conflicts so that objectives of teaching and learning may be attained. Since staff, the teachers and non-teaching staff are interdependent, it is the responsibility of the administrator to coordinate their activities.

Commanding: This is the task of optimizing the productivity of staff. The term is also similar to directing or stimulating (Ezeugbor, 2014). Ezeugbor noted that the school administrator should have accurate knowledge of the staff, set good example, take initiatives and encourage a spirit of belonging among his staff. According to Umoh (2014), the head-teacher is expected to provide effective leadership by stimulating the staff to perform and by guiding them as to what to do. The administrator also guides the performance of the pupils by instructing them on their routine duties and gives proper information to both staff and students in a forum like morning assembly.

Controlling: Another administrative function of the administrator is controlling. Controlling is the measurement and correction of the performance of

activities of subordinates in order to make sure that educational objectives and the plans devised to attain them are accomplished (Ezeugbor, 2014). The school administrator ensures that things are done in accordance with the laid down rules and regulations, controls and helps in evaluating the output with a view to discovering the weakness that can be rectified for greater school efficiency and uses it to see that right things are done at the right time (Todor, 2011).

Communicating: Communication is termed life-wire of any organization as all other administrative functions depend on it. Omenyi, cited in Ezeugbor (2014) described communication as a means of imparting, exchanging attitudes, ideas and information through human abilities or technological media. In the light of this, Nwogbo (2014) stated that it is a two-way process. Omenyi cited in Ezeugbor (2014) further said that for communication to be considered successful, what is communicated must be meaningful and correctly interpreted by the receiver. The school administrator communicates to carry out all his administrative functions in the school. For instance, the administrator uses communication to make requests, instructs, directs, commands, persuades, presents, informs and establishes relationships as well as develops understanding in the school for the achievement of goals of the school. This according to Nwogbo (2014) implies that the success

of any administrator depends much on how well the said administrator is able to communicate with the subordinates.

Another important aspect of administrative function of a head-teacher is personnel administration. Human resources/personnel management in school system focuses on how to manage human resources in educational organization or institutions (Ojebiyi, 2012). Hence human resource in school administration encompasses two focal areas, staff and pupil development. The school as a social system is basically charged with the responsibility of developing skills, knowledge and attitudes for acceptable societal role, in line with this, the management personnel are very crucial in school administration (Ojebiyi, 2012).

Staff personnel administration according to Samkange (2013) can also be described as that segment of management process that is concerned with the recruitment and maintenance of people at work and ensuring the physical and social well-being of employees. Besides staff personnel, Samkange further stated that there are also pupil personnel in school system. Pupil personnel administration deals with the management of pupils in a learning environment. Examining staff personnel, Adesina (2005) posit it that personnel administration is an important task for the school administrator. Staff personnel in school management are made up of teaching and non- teaching staff whose responsibilities are geared towards

maintaining activities of the system for quality output. For effective and efficient staff personnel administration, Alabi (2011) suggested that there must be harmonious co-existence of all staff and pupils, who have direct link to the achievement of the school objective. Personnel administration has roles to play. Among them according to Alabi (2011) is that personnel management is the life wire of any organization. In the scale of production, human resource or personnel described as labour is essential and plays key role in organization.

Personnel resources are most vital to assets thus teachers are most vital assets to education and the survival of our schools depends entirely on the teacher because the calibre of their input determines organizational success (Durosaro, 2015). Durosaro stressed that it focuses on training and developing, promoting, transferring, recruiting, providing welfare packages etc. According to Owoeye & Yara (2011,) the purpose of staff personnel administration is therefore to ensure the members on staff are carried along, giving them financial and moral support that will ginger them into putting in their best in achieving the institutional objectives.

This process is also necessary to ensure that pupils realize the purpose for which they were given admission into the school. Odeh (2015) noted that the entire school life of a pupil needs to be well managed in such a way as to produce desired result in the most efficient and effective manner. Hence, the administrator and

other employees are charged with these responsibilities until they leave school. Ifedili maintained that their daily academic activities and welfare while in the school are managed and monitored until they pass out of the school.

Empirical Studies

The section examines empirical studies carried out on head-teachers awareness and utilization of management techniques for primary school administration. However, literature in this area was scarce, therefore other related studies on the school administrators' awareness and utilization of management techniques were reviewed and presented. Many scholars/researchers have studied some of the management techniques for school administration.

Studies on Management Techniques for Administration.

A study was conducted by Amadi (2013) in Ahoada Local Government Area of Rivers State, titled Principals Management Techniques and effective school community relations. The population for the study consisted of all fifteen

secondary school Principals and one thousand and forty seven teachers. A descriptive study was used. The sample size included all the fifteen principals and thirty percent (30%) of the teachers. The instrument used was questionnaire. Two research questions and four research hypotheses guided the study. The study found that head-teachers management techniques can mar or prosper school community relations. If community members and teachers are dissatisfied as a result of the head-teachers' management techniques, the community members and teachers are bound to transfer the aggression on pupils and staff thereby making teaching and learning process unfavourable to the pupils. The conclusion was that there is more effective school-community relations order than the head-teachers' management techniques. This implies that most head-teachers may not be competent about management techniques for administration and they force teachers to work, whether they like it or not. The head-teachers also lack trust in their staff and believe a total compliance and task performance.

The study of Amadi (2013) is related to the present study because both of them focused on management techniques to be used by school administrators in schools. While Amadi (2013) studied Principals management techniques and effective school community relations in Ahoada-East Local Government Area in

Rivers State, the present day will study the awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

A related study was carried out by Oboegbulem (2013) titled management techniques of head teachers: Effectiveness in reducing behaviour problem in Oru East and Oru West Local Government area in Imo state. A descriptive survey design was used. Simple random sampling technique was adopted in selecting 247 primary school head-teachers in Oru east and Oru west local Government Area. The instrument for data collection was a 16-item questionnaire. The findings revealed that exhibiting good leadership to staff and pupils were low. The head-teachers have not adopted the right management strategies, equally head teachers have not provided teaching facilities and equipment for teachers among others. It then recommended that the head teacher as the administrator of the school can employ a number of management techniques to help teachers reduce behavior problems of pupils.

The study of Oboegbulem (2013) is related to the present day study because both of them focused on management techniques that can be of help to the head teachers. While Oboegbulem studied management techniques of primary school head teachers, effectiveness in reducing behavior problems in Oru east and Oru west local government areas of Imo state, the present study will focus on head

teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra state.

Another related study was carried out by Osakwe (2013) in Delta state, titled principal's management techniques for resolving disciplinary problems in Nigeria public secondary schools. The study aimed at examining the management techniques used by Principals in resolving disciplinary problems. Two research questions and two hypotheses guided the study. Two hundred (200) Principals were randomly selected from Delta state. The instrument for data collection was a questionnaire. It was a descriptive design. The findings reveal that a significant positive relationship exist between male and female principals management techniques for handling disciplinary problems. It also showed that there is a significant positive relationship between male and female principals' management techniques and their assessment of students' behavior. It was however recommended that there should be a re-orientation by way of counseling, to fight against behavioural problems. Also there should be adequate funding. Teachers should be motivated in order to pay proper attention to the psychological and emotional needs of the students.

The study of Osakwe (2013) is related to the present day study because both of them focused on management techniques for public schools. While Osakwe

(2013) studied principals' management techniques for resolving disciplinary problems in Nigerian public secondary schools, the present day study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

A related study was carried out by Adeniyi (2002) who studied the concept of efficiency and the utilization of modern management techniques in Ondo State. His was a descriptive study. Two research questions and three null hypotheses guided the study. The population comprised of 2,774 teachers and 460 head-teachers serving in both rural and urban schools. A sample of 680 teachers and 122 head-teachers were selected using simple random sampling technique. A questionnaire was used to collect data. The findings reveal that head-teachers are not aware of these management techniques. They spend a significant part of their working day on clerical chores, signing letters and memos, receiving visitors, chasing money about. Very many head-teachers engage in travelling on "school errand" and in supervising construction work being executed by direct labour. Most head-teachers respond favourably in attending professional University-sponsored Annual workshops on school administration and supervision yet they are not putting them into practice. This implies that head-teachers do not practice

Management By Objectives (MBO), Planning Programming and Budgeting Systems (PPBS) and Delphi techniques in their respective schools.

The study of Adeniyi (2002) is related to the present day study because both of them focused on the utilization of management techniques to promote school administration. While Adeniyi (2002) carried a study on the concept of efficiency and the utilization of management techniques in Ondo State, Nigeria, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Furthermore, Adeyemi (2009) studied the effective management of primary schools in Ekiti State. A correlational research study was used. Two research questions and four null hypotheses guided the study. The population comprised all 694 primary schools and 40 head-teachers. Out of this, a sample of 300 teachers and 20 head-teachers were selected through the stratified random sampling technique. Two instruments were used to collect data, these were inventory and questionnaire. The findings show that effective management has not been put in place in many primary schools in the State. This was evident in the low level of management of the schools as found in the study. From the findings, it was concluded that the level of management of primary schools in Ekiti State was low. He thus advised that head-teachers should be exposed to seminars and workshops

to equip them with modern tools of management to bring about improved administration on the part of the teachers. This is a bid to achieving the goals and objectives of National Policy on Education.

The study of Adeyemi (2009) is related to the present day study because both of them focused on management of primary schools. While Adeyemi studied the effective management of primary schools in Ekiti State, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State..

Another related study was carried out by Muhammad (2005) at Pakistan Titled Evaluative study of Management techniques used in administrative and academic decision making in Universities. The aim was to identify management techniques which are used in administrative and decision-making in the Universities in Pakistan. It was a descriptive survey research. The population consists of all the public University/degree awarding institutes of Pakistan. Nineteen Universities were selected as sample using stratified random sampling technique. Questionnaire was used for data collection. Data were analyzed using F ratio and Chi-square. Findings revealed that they use rule of Thumb in their decision-making process because they were found unaware about most the management techniques that could be of help in decision-making. It was therefore

recommended that training programmes should be initiated through higher education commission on the awareness and utilization of these techniques.

The study of Muhammad (2005) is related to the present study because both of them focused on management techniques for administration. While Mohammad (2005) studied evaluative study of management techniques used in administrative and academic decision making in Universities in Pakistan, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Studies on Management By Objectives

Another study was carried out by Nwite (2016) in Ebonyi state titled Principals' application of Management By Objectives in the administration of schools in Ebonyi state, Nigeria. Six research questions and two null hypotheses guided the study. The descriptive survey design was adopted. The sample was 204 Principals. Data were collected using questionnaire. Mean and standard deviation were used to analyze the data while t- test was used to test the hypotheses at 0.05 alpha levels. The findings showed that there was no significance difference in the mean ratings between the male and female principals in the utilization of Management ByObjectives in schools. Secondly, there was no significance difference in the

mean ratings of urban and rural principals in favour of the urban Principals. The study recommended that Secondary Education Board, should on regular basis organize workshops, seminar etc for serving principals.

The study of Nwite (2016) is related to the present day study because both of them focused on Management By Objectives in the administration of schools. While Nwite (2016) studied application of Management By Objectives by principals in Ebonyi state for the administration of schools, this present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Sofoluwe (2009) in Ilorin. Kwara state titled Management By Objectives; A tool for ensuring teachers effectiveness. The paper aimed at highlighting the concept of (MBO) and it's relevant in the educational system particularly the primary school system. Two research questions and two hypotheses guided the study it was a descriptive design. Two hundred and forty head-teachers were randomly selected in Ilorin, Kwara state. The instrument for data collection was a questionnaire. Data was analyzed using mean and standard deviation. The findings revealed that the use of Management By Objectives is beneficial and can transform the classroom instruction. It was also

revealed that the adoption of (MBO) approach can improve managerial performance, managerial attitudes and organizational planning.

The study of Sofoluwe (2009) is related to the present study because both of them focused on Management By Objectives in the administration of primary schools. While Sofoluwe (2009) studied Management By Objectives: A tool for ensuring teacher effectiveness in Ilorin, Kwara state, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another related study was carried out by Ofojebe and Olibie (2014) at Nnamdi Azikiwe University Awkatitled Management By Objectives: Imperatives for Transforming Higher Education for a Global world. The study aimed at determining the extent to which stipulations and visions of Management By Objectives would be integrated in higher institution in south Eastern Nigeria to enhance higher education transformation. A sample of 510 respondents, 15 registrars, 45 Directors of programmes, 75 Deans of faculties/schools and 375 Heads of Department were selected through stratified random sampling technique. Data was collected through a 18-item research questionnaire. Mean scores were used to answer questions while ANOVA was used to test the hypotheses. Finding indicated that in the view of the respondents, various MBO stipulations would be

integrated in transforming the area of administration, curriculum and quality assurance and committee works as well as setting visions for future directions in the institutions. The acceptability of MBO was the same across the universities, colleges and polytechnics. This implies that it is imperative to integrate MBO and improve the ability of the institutions to attain the objectives of higher institutions in Nigeria as well as compete favourably with other higher education institutions around the globe. The study recommended among other things that the management of the institutions should adopt and integrate MBO principles and practices so as to transform their institutions to compete in a globalized world.

The study of Ofojebe and Olibie (2014) is related to the present day study because both of them focused on Management By Objectives in the administration of schools. While Ofojebe and Olibie studied Management By Objectives: Imperatives for Transforming Higher Education for Global world, this present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

A related study was carried out by Lindberg. (2011) at Sweden titled Effects of Management By Objectives in Sweddish upper secondary schools. The study aimed at exploring the impacts of MBO on school Based management, also to increase their understanding of how the implementation of MBO affects schools.

Equally the role of head-teachers on how to generate new knowledge about the factors that influence the performance of head-teachers was carried out. Three research questions and two hypotheses guided the study. The researcher adopted a survey design. The population was 340 head-teachers and 300 school based management. The sample consists of 220 head-teachers and 100 school based management. A structured questionnaire was used to collect data. Data was analyzed using mean and standard deviation. Findings revealed that MBO have a positive influence on teachers, who perhaps like it because it clarifies expectations on them. Another finding is that the adoption of MBO has gone further in teaching than areas of school development. It then suggested that the school based management should advise head-teachers to continue to use MBO in the administration of their schools.

The study of Lindberg (2011) is related to the present study because both of them focused on Management By objectives for school administration. While Lindberg (2011) studied Effects of Management By Objectives in Sweddish upper secondary schools in Sweden, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another related study was carried out by Bua, Tyokoyaa and Kwaghbo, (2016) at Benue state titled Application of Management By Objectives (MBO) on the administration of Universal Basic Education (UBE) schools' programme in Makurdi Education zone, Benue state. The study assessed the application of MBO in the administration of UBE programme in Makurdi. Two research questions and 2 hypotheses guided the study. The researcher adopted a survey design on a population of 700 teachers in the 67 junior secondary schools using a sample of 350 (50%). A structured questionnaire was used and data was analyzed using mean and standard deviation. The findings revealed that principals' involvement of teachers on decision-making only in technical issues and principals rationale for teachers' participation in decision-making has significant effects on administration of UBE schools' programme. It was suggested that the administration of UBE schools' programme in Makurdi education zone can only be effective and efficient if teachers are given the opportunity to participate in decision-making. An all-inclusive administration is capable of providing unimaginable gains than hardly can be achieved alone.

The study of Bua, Tyokyaa and Kwaghbo (2016) is related to the present study because both of them focused on Mangement By Objectives on the administration of primary schools. While Bua, Tyokoyaa and Kwaghbo (2016)

studied Application of management by objectives in the administration of UBE schools' programme in Makurdi Education zone Benue state, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

A related study was carried out by Udegbe (2014) at south east states Nigeria titled, Principals use of Management By Objectives (MBO) for effective management of secondary schools in south east states, Nigeria. Six research questions and six hypotheses guided the study. It was a descriptive design. The population was 1,241 school principals in public secondary schools. The researcher used stratified random sampling to select 870 principals. The instrument for data collection was a 60-item questionnaire. Findings among others revealed that the extent the principals use Management by Objectives is very low and since majority of the principals make use of it to a low extent, the researcher suggested there should be an awareness to bring all the principals into the understanding of the need to use MBO to their day-to-day administrative work.

The study of Udegbe (2014) is related to the present day study because both of them talked on Management By Objectives for administration of schools. While Udegbe (2014) studied Principals use of Management By Objectives for effective management of secondary schools in south east Nigeria, the present study focused

on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Ofojebe (2010), the study aimed at investigating the statements of secondary school teachers on the relevance and expected benefits of Management By Objectives (MBO) in secondary school management in Anambra state. It was a descriptive survey design. The research was guided by two research questions and three null hypotheses. The population comprised of 5,587 teachers serving in 268 Government owned secondary schools in Anambra State. A sample of one thousand, one hundred and fifty-nine (1159) teachers was selected from the secondary schools in six (6) Education zones in Anambra State. The instrument used for collecting data was a questionnaire. The findings of the study among other things indicated that the teachers, irrespective of education zone were of the view that all the elements of Management By Objectives (MBO) are relevant and could be beneficial in achieving continuous improvement in school management. Since the teachers considered Management By Objectives (MBO) to be relevant and beneficial to school management, it was therefore recommended among other things that principals across the six education zones in Anambra state should apply Management By Objective (MBO) for improved management of their schools.

The study of Ofojebe (2010) is related to the present day study because both of them focused on benefits of Management By Objectives in a school setting. While Ofojebe's study focused on the relevance and benefits of the Management By Objectives to secondary school management in Anambra State, the present day study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Jim (2013), this study aimed at finding out the prospects and problems of effective utilization of Management by Objectives (MBO) in companies in Nigeria. One hundred and twenty samples were used and simple percentage was used as statistical data. The findings revealed that management of companies in Nigeria lack sufficient techniques to make them manage effectively. Some of these tools are not used and when used, they are not properly utilized. Equally, most of these techniques of management are hardly understood resulting in losses and damages to the organization. Besides, it is wrong to use these techniques and unwillingness of top management as the right tool to solve the management problems. He thus recommended that managers be exposed to these modern management techniques which help to formulate goals effectively and accomplish them.

The study of (Jim 2013) is related to the present day study because both of them focused on utilization of Management By Objectives. While Jim carried out a study aimed at finding out the prospects and problems of effective utilization of Management By Objectives for effective management, the present day study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Studies of Planning Programming and Budgeting Systems (PPBS)

A study was carried out by Sasa (2010) at the Republic of Serbia, Ministry of Defence, accounting centre, titled Planning Programming and Budgeting system and its implementation in the Serbian Ministry of defence. The study was a descriptive design. A sample of 250 respondents was selected using simple random sampling technique out of a total population 660. Questionnaire was used to gather information. Mean score was used to analyze the data while Anova was used to test the hypotheses. The findings include that the implementation of PPBS are reflected in increasing the efficiency and rationalization of the defence planning to a higher level, also ensuring compatibility with defence planning and budgeting systems of the state and developing a foundation for the effective management of defence resources to avoid wastage. It was therefore recommended that the Ministry of

defence should plan cash flow liquidity funds in the ministry, in accordance with the methodology prescribed by the ministry responsible for finance.

The study of Sasa (2010) is related to the present study because both of them focused on Planning, Programming and Budgeting Systems. While Sasa (2010) studied Planning, Programming and Budgeting and its implementation in Serbian Ministry of defence, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

A related study was carried out by Uzo, (2012) in Enugu state titled, the role of budgeting in managerial planning and control. A case study of Guinness Plc Benin, Edo state and Nigerian Breweries Ama, Enugu state. The study aimed at identifying some of the factors that has hindered management plans, especially in their budgeting. The study used primary data and a structured questionnaire, it was a descriptive design. Simple random sampling was used to collect 226 respondents in a population of 480. Data was analyzed using mean score, while a hypothesis was tested using chi-square. The findings revealed that there exists an inseparable relationship between budgeting and managerial planning and control in both breweries. The study recommended that budgeting is an important tool in managerial planning and control. It also recommended that

managers and business operators should pay more attention to budgeting because it aids good managerial planning and control.

The study of Uzo (2012) is related to the present study because both of them focused on Planning, Programming and Budgeting Systems. While Uzo (2012) studied the role of budgeting in managerial planning and control: A case study of Guinness PLC Benin and Nigeria Breweries Plc. Ama, Enugu state, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Kalu (2011) titled Budgeting practices of principals of secondary schools in the south-east geo-political zone. Five research questions were asked and five null hypotheses were tested. The study was a descriptive design. A 24-item questionnaire and 10-item check list were used. A total of 689 principals and 51 account clerks were sampled using simple random technique while the total population was 1172 principals and 79 account clerks. Mean score and standard deviation were used to analyze the data collected. The findings revealed that the principals do not follow the budget guideline specifications in planning and implementing budget. They do not buy science equipment; maintain the vehicles, buildings and furniture. They do not organize workshops, seminars and conferences in the schools every year. They do not

defend budget with their bursars. They do not involve teachers in budget preparation. The study also revealed that principals keep and use the necessary financial account books in the school alone. Based on the findings it was recommended that the principals should work with staff cooperatively and gender among others should be erased.

The study of Kalu (2011) is related to the present study because both of them focussed on Planning, Programming and Budgeting Systems. While Kalu (2011) studied budgeting practices of principals of secondary schools in the south-east geo-political zone, the present study focussed on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Alabi, Olubumi and Yusuf (2013) at Lagos, titled Budgeting systems in Universities in south-west Nigeria. The study examined the types of budgeting systems adopted by Universities in south-west of Nigeria. It was a descriptive statistics. Four research questions and four hypotheses guided the study, a sample of 460 respondents were selected. Questionnaires were used to collect data for the study while mean score and standard deviation were used to analyze the data. Findings revealed that the mostly adopted budgeting system by the sampled Universities was incremental type with 46.7% in

comparison with Line-item. Also out of the total sum of N80,115,006. 285 as expenditure on six selected priority areas in the three academic years by the sampled Universities, salaries and allowances had the highest amount of expenditure. While research and publications had the lowest amount of expenditure. Based on the findings it was recommended that the incremental budgetting system which is majorly adopted by Universities should be carefully guided to discourage corruption and financial recklessness as it encourages useless spending. It also recommended that NUC gives an award to any University that allocates at least 5% of its revenue expenditure to research and publications.

The study of Alabi et al (2013) is related to the present study because both of them focused on Planning, Programming and Budgeting Systems. While Alabi et al (2013) studied Budgetting systems in Universities in south-west Nigeria, the present study focussed on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Studies on Delphi

A study was carried out byThuraisingam (2017) at University of Malaysia, titled Implementing pre-reading strategies to improve struggling ESL learners interest using Delphi method in Kuala Lumpur, Malaysia. Six English teachers

from Kuala participated as experts to answer the 3-item questionnaires. A total of 250 year four pupils participated in a comprehensive pre-test from which 35 struggling pupils were selected using stratified random sampling. Mean scores were used to answer questions while Anova was used to test the hypotheses. Findings among others revealed that the chosen pre-reading strategies had a significant effect in increasing pupils interest and comprehension in reading.

The study of Thuraisingam (2017) is related to the present study because both of them focused on the use of Delphi Management Techniques. Delphi can be used to put things right especially when there is disagreement over issue. While Thuraisingam (2017) studied implementing pre-reading strategies to improve struggling ESL learners interest using Delphi, the present study focused on head-teachers awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Kesaraporn(2011) in Chiang Mai, Thailand,titled Internet use and its impact on secondary school students in Chiang Mai,Thailand. Mixedmethods design were employed and it was concluded in 3 stages. The first stage employed a modified Delphi technique among 22 Thai addiction experts (the Delphi Panel). The second consisted of an on-line survey of 952 Thai secondary school students. The third stage employed structured in-dept

interviews with 30 randomly chosen students who agreed to be interviewed. Ten diagnostic criteria for classifying IA were indentified from the Delphi Panel. Data were analyzed using mean and standard deviation. Findings revealed that internet users suffer academic and professional performance impairments. Also most of the individuals who are internet addicted often suffer from psychological disorders. The study suggested among other things that the ministry of culture create an awareness focussing on the negative impacts of internet use, particularly in relation to on-line gaming.

The study of Kesaraporn (2011) is related to the present study because both of them discussed Dephi Management Techniques. While Kasaraporn (2011) studied Internet use and its impact on secondary school students in Chiang Mai, Thailand, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

A related study was carried out by Obrien (1978) at Australia titled Delphi techniques, its importance in educational planning in Australian secondary school administrators. The paper aimed at highlighting the concept of Delphi and its relevant in their educational system. Four research questions and two hypotheses guided the research. The study used a panel of 58 experts. Questionnaire and oral

interview were used to elicit information and data was analyzed using Chi-square. Findings revealed that in their educational system, Delphi was of little use and suggested that much of the popularity and acceptance of Delphi technique rests on the claim of the superiority of the group.

The study of Obrien (1978) is related to the present study because both focused on Delphi as a management technique in schools. While Obrien (1978) studied Delphi techniques, its importance in educational planning, in Australian schools, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Isidore(2008) in Niger Delta, titled Corruption and oil exploration, Experts agreement about the prevention of HIV/AIDS in the Niger Delta state of Nigeria. The study aimed at examining two suppositions in the area. The sample was 27 intentionally renowned experts from diverse disciplines using a –three modified Delphi consensus about the impact of weak governance and oil corruption on AIDS in the Niger Delta. It was a descriptive survey design. Three research questions and three hypotheses guided the study. Data was analyzed using chi-square and standard deviation. Findings revealed that leaders divert/misuse funds donated or appropriated for HIV/AIDS

prevention or treatment in Nigeria. Also, the Nigerian Government programme that provided these drugs at affordable prizes lacked accountability. The HIV/AIDS treatment centres and health officials depleted their supplies of drugs and began distributing expired drugs. The study suggested among other things that to remove the impact of AIDS in the region, efforts should be made to create awareness and engage oil companies in implementing HIV prevention programme as part of their corporate environmental responsibility to the state .

The study of Isidore (2008) is related to the presented study because both of them focused on Delphi. While Isidore (2008) studied corruption and oil exploration in Delta, experts agreement, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Another study was carried out by Dolores and Salvador (2014) in Istanbul, Turkey, titled Exploring the application of the Delphi method as a forecasting tool in information systems and technological research. The study focused on how managers can utilize Delphi in IT/IS in research area. Its aim is to explore the use of Delphi method in topics related to IT/IS as a forecasting tool. A total of 88 participants were systematically selected. It was a descriptive design. A 16-item questionnaire was used to collect data. The data was analyzed using mean and

standard deviation. Findings among others revealed that more interest was seen in applying Delphi in IT/IS because it can clarify uncertainties. Based on the opinion of experts in all research areas. It then suggested that Delphi method can be applied in answering forecasting question.

The study of Dolores and Salvador (2014) is related to the present study because both of them studied Delphi as a systematic procedure which is employed to achieve a reliable consensus among a selected panel of experts. While Dolores and Salvador (2014) studied Exploring the application of Delphi method as a forecasting tool in information systems and technological research in Istanbul, the present study focused on head-teachers' awareness and utilization of management techniques for the administration of public primary schools in Anambra State.

Summary of Review of Related Literature

The literature reviewed covered the concept of head-teacher, concept of awareness, concept of utilization, concept of management techniques and concept of administration. Equally head-teachers' management techniques for the administration of public primary schools for example, Management By Objectives (MBO), Planning Programming and Budgeting systems (PPBS), Delphi, administrative functions of the head-teacher were all reviewed.

The head-teacher is the manager who assumes some other functions such as monitoring the academic and non-academic activities within the school environment. Such other functions reviewed include administrative functions and the internal supervision of both pupils and teachers, personnel practice of the school administrator.

The review showed that awareness and utilization of management techniques for the administration of primary school is very essential in our public primary schools in Anambra State for it will help in reaching the goals and objectives of primary education in Nigeria and Anambra State in particular.

Two Theories guided the study. These include Ouchi's Theory of Management and Goal-setting and Taskperformance Theory. The first Theory covered issues in management techniques, it did not capture ways to formulate goals and accomplish them which is needed in this work; hence the second Theory which was presented in the work; which is Goal-Setting and Taskperformance Theory.

The Theoretical studies concentrated on management techniques for administration in our public primary schools. EgMBO, PPBS and Delphi, which the head-teachers can use for effective administration of primary schools. There

were reviews of empirical studies on awareness and utilization of management techniques, eg awareness and utilization of Management By Objectives (MBO) awareness and utilization of Planning Programming and Budgeting Systems (PPBS) awareness and utilization of Delphi. However, some studies revealed that most of the head-teachers lack the appropriate use of these management techniques needed for administration in Anambra State public primary schools.

Virtually all the authors agreed that if effective school management practices were adopted by head-teachers in the educational system, the incidence of mismanagement in the schools in our state will be minimized thus enabling head-teachers achieve the school development and improve administration.

The review of empirical studies related to the study showed that head-teachers need the knowledge of management techniques in managing their schools. Although several studies have been carried out in different geographical areas on school management practices. However, among these, no reviewed study was carried out in Anambra State to find out the management techniques for primary school administration. The study intends to fill the gap because good management techniques are crucial to the overall quality of the State primary school education system.

CHAPTER THREE

METHOD

This chapter described the procedure carried out for the study which were discussed under the following headings, research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The research design adopted in this study was descriptive survey. According to Nworgu (2015) descriptive survey is the design which aims at collecting data

from various groups and describing in a systematic manner the characteristics features or facts about a given population. This design was deemed appropriate, since the study aimed at collecting data from a population of the head-teachers in order to ascertain their awareness and utilization of management techniques for the administration of their primary schools.

Area of the Study

The study was carried out in Anambra State. Anambra State is made up of 21 Local Government Areas with 1,050 public primary schools. Anambra state shares boundaries with Delta State to the West, Imo State and Rivers State to the South, Enugu State to the east and Kogi State to the north.

The major language of the people of this area is Igbo. As a result of the presence of educational, financial and other institutions of higher learning in this area, there are large number of people from other ethnic groups, other nations and languages operating in the state. In addition, the people of this area are predominantly Christians and their major occupation include civil service, workers in financial and commercial establishments, teaching, entrepreneurship as well as large scale farming.

The choice of Anambra State as the area of the study is informed by the fact that the state has been recognized among the educationally advantaged states in

Nigeria. In view of this, there is need to maintain and improve on the techniques in the state in the management of schools. Further, the government and the people of the state have high value for education as reflected by the large number of governments' owned educational institutions (primary, secondary and tertiary) operating in the state. Therefore the head-teachers need to administer the primary schools effectively.

Population of the Study

The population of the study was 1,050 public primary schools (ASUBEB 2018). This includes all the experienced and inexperienced head-teachers of public primary schools in the 21 Local Government Areas in Anambra State. The rationale for using the head-teachers in the study is because they are officials and administrative heads who see to the day-to-day running of the schools. The activities of head-teachers include planning and managing personnel, human relations, time and finances of the school. (See appendix VI, pg, 169 for the population distribution of the study.)

Sample and Sampling Technique

A sample of 420 head-teachers were used for the study. Proportionate random sample technique was used to compose the sample of head teachers from 21 local Government Areas of Anambra State. This was done by determining the population of head-teachers already in existence in each Local Government Area. The researcher then drew 40% of head-teachers from each local Government through simple random sampling technique. This gives a sample size of 420 head-teachers comprising of 242 experienced and 162 inexperienced head-teachers who were used as respondents for the study. The choice of 40% is also in line with the recommendation of Nworgu (2015) who identified that 10% to 80% of any given population is adequate for a research work. Therefore in each of the 21 local Government Areas, 40% of the public primary school head-teachers were sampled. The sample is shown on appendix VI, pg 169.

Instrument for Data Collection

The researcher developed instruments titled head-teachers' awareness of management techniques (HAMTQ) and head-teachers utilization of management techniques (HUMTQ) to collect data for the study. The HAMTQ was divided into 2 parts. Part 1 and Part 2. Part 1 gathered information on respondents' bio-data while part 2 has a total of 56 items and was divided into 3 sections. Sections 1, 2 and 3. Section 1 had 22 items on awareness of Management By Objectives (MBO).

Section 2 had 15 items on awareness of Planning Programming and Budgeting Systems (PPBS) while section 3 had 19 items on awareness of Delphi. All the items in the 3 sections were structured on aware/not aware response format see appendix I, Pg, 145.

The HUMTQ had 56 items and is divided into three sections. Section 1, 2 and 3. Section I had 22 items on utilization of Management By Objectives (MBO). Section 2 had 15 items on utilization of Planning Programming and Budgeting Systems (PPBS) while section 3 had 19 items on utilization of Delphi. All the test-items in the 3 sections were structured on a 4- point scale of Strongly Agree SA Agree A Disagree D Strongly Disagree SD weighted on 4 3 2 and 1 respectively. Copy of the instrument is attached in appendix II, pg, 151.

Validation of the Instrument

To ascertain the face validity of the instruments for the study, the research questions, purpose of study, null hypotheses and items questionnaire were given to three experts, two from the Department of Educational Management and Policy, one from the Department of Educational foundations. These experts are all lecturers in the faculty of Education. Nnamdi Azikiwe University Awka. These experts validated the instrument in relation to the appropriateness of language, coverage of the items, wordings and items construction as well as the clarity of the instructions.

The comments made by these experts increased the questionnaire items from 48 to 56. It helped the researcher in splitting double barreled questions. Also their comments made the researcher use experienced and inexperienced head-teachers instead of head-teachers and teachers. See appendix VII, pg, 170, for the validation reports.

Reliability of the Instrument

To determine the reliability of the instruments, R 20 method was used for the CTHAMT while chonbach's Alpha method was used for HUMTQ.

For the CTHMAT, 30 copies of the test instrument were administered on a sample of 30 head-teachers in primary schools in Enugu state. Another 30 copies were re-administered to the same group after a period of two weeks. To determine the reliability co-efficients of the two sets of responses, Pearson's product moment correlation was used. The items in section A, B and C yielded co-efficients of 0.98, 0.99 and 0.99. The overall reliability co-efficient for the CTMAT was 0.98. These reliability co-efficients were deemed appropriate for the study.

The HUMTQ copies were also administered once on the same 30 head-teachers as in CTHMAT above. The Internal consistency reliability test using chronbach's alpha method was used and it yielded co-efficients of 0.96, 0.89 and 0.78 for the three sections of the HUMTQ. According to Nwankwo (2006), a co-

efficient value between 0.60 and 0.80 is considered high enough. The results of the reliability analysis were attached as Appendix IV, Page 158.

Method of Data Collection

Data were collected by the researcher with the help of six research assistants who were teachers of primary schools. The rationale for using primary school teachers was because they are already in the system. The research assistants were briefed and guided by the researcher on the mode of the instruments' content and mode of administration and retrieval. They visited the head-teachers in their offices and administered copies of the instruments. They also booked another appointment with such head-teachers for a re-visit and retrieved the instruments. Out of 420 copies of the questionnaire, 404 were retrieved and used for analysis. This gave a return rate of 99% which the researcher considered high enough for the study.

Method of Data Analysis

In order to provide answers for research questions 1-3 on head-teachers' awareness of management techniques (i.e, RQs 1-3), the scores of respondents were converted to percentages. Mean percentage score from 0-49 was regarded as not aware, from 50-100 was regarded as aware. For research questions 4-6 on head-teachers' utilization of management techniques (i.e, RQs 4-6), the scores of

respondents were converted to percentages. Mean score from 0-2.49 was regarded as Disagree while from 2.50-4.00 was regarded as Agree.

In testing hypotheses on head-teachers' awareness of M.T i.e (Ho 1-3) and head-teachers' utilization of MT (i.e H^o 4-6) t-test statistics were used. This was considered appropriate as it tallies with Nwankwo (2006) who confirmed that t-test is used to determine the significance of difference between the means of two samples. In this case, experienced and inexperienced head-teachers. A null hypothesis was rejected where the calculated *P*-value associated with the *t*-cal is less than the stipulated 0.05 level of significance. Whereas the null hypothesis was not rejected where the calculated *P*-value associated with the *t*-cal is greater than the stipulated 0.05 level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data collected from the field for this study were analysed and the summaries were presented on tables to highlight the findings. The presentation was sequentially done starting with the answers to the research questions and then the testing of hypotheses.

Research Question 1

What are the awareness scores of head-teachers on Management By Objectives as a management technique?

Table 1: Range of scores on head-teachers' awareness of management by objectives

| Range of scores | N | % | Remarks |
|-----------------|-----|------|--------------------|
| 0 – 7 | 18 | 4.3 | Low Awareness |
| 8 – 14 | 295 | 70.2 | Moderate Awareness |
| 15 – 22 | 107 | 25.5 | High Awareness |

Table 1 shows that 107(25.5%) of the head-teachers with the scores ranging from 15 to 22 are highly aware of management by objectives as a management technique, while 295(70.2%) others who scored between 8 and 14 have moderate awareness and 18(4.3%) of them who scored between 0 and 7 have low awareness of management by objective.

Research Question 2

What are the awareness scores of head-teachers on Planning, Programming and Budgeting System management technique?.

Table 2: Range of scores on head-teachers' awareness of planning, programming and budgeting system as a management technique

| Range of scores | N | % | Remarks |
|-----------------|-----|------|--------------------|
| 0 – 5 | 302 | 71.9 | Low Awareness |
| 6 – 10 | 118 | 28.1 | Moderate Awareness |
| 11 – 15 | 0 | 0.0 | High Awareness |

Table 2 reveals that 118(28.1%) of the head-teachers with the scores ranging from 6 to 10 are moderately aware of planning, programming and budgeting system as a management technique, while 302(71.9%) others who scored between

0 and 5 have low awareness of planning, programming and budgeting system as a management technique.

Research Question 3

What are the awareness scores of head-teachers on Delphi as a management technique?

Table 3: Range of scores on head-teachers' awareness of Delphi as a management technique

| Range of scores | N | % | Remarks |
|-----------------|-----|------|--------------------|
| 0 – 6 | 35 | 8.3 | Low Awareness |
| 7 – 12 | 385 | 91.7 | Moderate Awareness |
| 13 – 19 | 0 | 0.0 | High Awareness |

Table 3 indicates that 385 (91.7%) of the head-teachers with the scores ranging from 7 to 12 are moderately aware of Delphi as a management technique,

while 35(8.3%) others who scored between 0 and 6 have low awareness of Delphi as a management technique.

Research Question 4

What are the utilization scores of head-teachers on Management By Objectives as a management technique?

Table 4: Range of scores on head-teachers' utilization of management by objectives

| Range of scores | N | % | Remarks |
|-----------------|-----|------|-----------------------|
| 22 – 32 | 0 | 0.0 | Very Poor Utilization |
| 33 – 54 | 9 | 2.1 | Poor Utilization |
| 55 – 76 | 268 | 63.9 | Moderate Utilization |
| 77 – 88 | 143 | 34.0 | Good Utilization |

In table 4, it was observed that 143(34.0%) of the head-teachers with the scores ranging from 77 to 88 make good utilization of management by objective as a management technique, while 268(63.9%) others who scored between 55 and 76 moderately utilize MBO as a management technique and 9(2.1%) of them who scored between 33 and 54 make poor utilization of management by objective as a management technique.

Research Question 5

What are the utilization scores of head-teachers on Planning, Programming and Budgeting Systems as a management technique?

Table 5: Range of scores on head-teachers' utilization of planning, programming and budgeting system as a management technique.

| Range of scores | N | % | Remarks |
|-----------------|-----|------|-----------------------|
| 15 – 22 | 0 | 0.0 | Very Poor Utilization |
| 23 – 37 | 0 | 0.0 | Poor Utilization |
| 38 – 52 | 336 | 80.0 | Moderate Utilization |
| 53 – 60 | 84 | 20.0 | Good Utilization |

Table 5 shows that 84 (20.0%) of the head-teachers with the scores ranging from 53 to 60 make good utilization of planning, programming and budgeting systems as a management technique, while 336 (80.0%) others who scored between 38 and 52 moderately utilize planning, programming and budgeting systems as a management technique.

Research Question 6

What are the utilization scores of head-teachers on Delphi as a management technique?

Table 6: Range of scores on head-teachers' utilization of Delphi as a management technique

| Range of scores | N | % | Remarks |
|-----------------|-----|------|-----------------------|
| 19 – 28 | 0 | 0.0 | Very Poor Utilization |
| 29 – 47 | 0 | 0.0 | Poor Utilization |
| 48 – 66 | 378 | 90.0 | Moderate Utilization |
| 67 – 76 | 42 | 10.0 | Good Utilization |

In table 6, it was observed that 42 (10.0%) of the head-teachers with the scores ranging from 67 to 76 make good utilization of Delphi as a management technique, while 378 (90.0%) others who scored between 48 and 66 moderately utilize Delphi as a management technique.

Testing the Null Hypotheses

Null hypothesis 1

There is no significant difference in the mean ratings of inexperience and experienced head-teachers on their awareness of Management By Objectives as a management technique.

Table 7: t-test on the mean scores of inexperience and experienced head-teachers on their awareness of management by objective as a management technique

| Source of variation | N | X | sd | df | Cal.t | Cal.P | $P \geq 0.05$ |
|---------------------|-----|-------|--------|----|-------|-------|---------------|
| Inexperience | 163 | 14.49 | 1.99 | | | | |
| | 418 | 17.32 | 0.000S | | | | |
| Experience | 257 | 11.08 | 1.96 | | | | |

Table 7 indicates that at 0.05 level of significance and 418 df the calculated t 17.32 with calculated P value of 0.000 which is less than the 0.05, the first null hypothesis is therefore rejected. Then, there is significant difference in the mean scores of inexperience and experienced head-teachers on their awareness of management by objective as a management technique.

Null hypothesis 2

There is no significant difference in the mean ratings of inexperience and experienced head-teachers on their awareness of Planning, Programming and Budgeting Systems as a management technique.

Table 8:t-test on the mean scores of inexperience and experienced head-teachers on their awareness of planning, programming and budgeting system as a management technique

| Source of variation | N | X | sd | df | Cal.t | Cal.P | $P \geq 0.05$ |
|---------------------|------|------|--------|----|-------|-------|---------------|
| Inexperience | 1635 | 4.30 | 0.99 | | | | |
| | 418 | 5.86 | 0.000S | | | | |
| Experience | 2574 | 4.86 | 0.95 | | | | |

Table 8 reveals that at 0.05 level of significance and 418df the calculated t 5.86 with calculated Pvalue of 0.000 which is less than the 0.05, the second null hypothesis is therefore rejected. Then, there is significant difference in the mean scores of inexperienced and experienced head-teachers on their awareness of Planning, Programming and Budgeting Systems as a management technique.

Null hypothesis 3

There is no significant difference in the mean ratings of inexperience and experienced head-teachers on their awareness of Delphi as a management technique.

Table 9:t-test on the mean scores of inexperience and experienced head-teachers on their awareness of Delphi as a management technique

| Source of variation | N | X | sd | df | Cal.t | Cal.P | $P \geq 0.05$ |
|---------------------|---|---|----|----|-------|-------|---------------|
|---------------------|---|---|----|----|-------|-------|---------------|

| | | |
|--------------|-----|-------------|
| Inexperience | 163 | 10.561.79 |
| | 418 | 17.780.000S |
| Experience | 257 | 7.811.36 |

Table 9 shows that at 0.05 level of significance and 418df the calculated t 17.78 with calculated Pvalue of 0.000 which is less than the 0.05, the third null hypothesis is therefore rejected. Then, there is significant difference in the mean scores of inexperience and experienced head-teachers on their awareness of Delphi as a management technique.

Null hypothesis 4

There is no significant difference in the mean scores of inexperience and experienced head-teachers on their utilization of Management By Objectives as a management technique.

Table 10: t-test on the mean scores of inexperience and experienced head-teachers on their utilization of management by objective as a management technique

| Source of variation | N | X | sd | df | Cal.t | Cal.P | $P \geq 0.05$ |
|---------------------|-----|------------|------|----|-------|-------|---------------|
| Inexperience | 163 | 71.20 | 6.33 | | | | |
| | 418 | 3.050.002S | | | | | |
| Experience | 257 | 73.47 | 8.02 | | | | |

Table 10 indicates that at 0.05 level of significance and 418df the calculated t 3.05 with calculated Pvalue of 0.002 which is less than the 0.05, the fourth null hypothesis is therefore rejected. Then, there is significant difference in the mean scores of inexperience and experienced head-teachers on their utilization of management by objective as a management technique.

Null hypothesis 5

There is no significant difference in the mean scores of inexperience and experienced head-teachers on their utilization of Planning, Programming and Budgeting Systems as a management technique.

Table 11:t-test on the mean scores of inexperience and experienced head-teachers on their utilization of planning, programming and budgeting system as a management technique

| Source of variation | N | X | sd | df | Cal.t | Cal.P | $P \geq 0.05$ |
|---------------------|----------|------|--------|----|-------|-------|---------------|
| Inexperience | 1634 | 7.29 | 4.85 | | | | |
| | 418 | 2.68 | 0.008S | | | | |
| Experience | 25748.55 | 4.61 | | | | | |

Table 11 reveals that at 0.05 level of significance and 418df the calculated t 2.68 with calculated Pvalue of 0.008 which is less than the 0.05, the fifth null hypothesis is therefore rejected. Then, there is significant difference in the meanscores of inexperience and experienced head-teachers on their utilization of Planning, Programming and Budgeting Systems as a management technique.

Null hypothesis 6

There is no significant difference in the mean scores of inexperience and experienced head-teachers on their utilization of Delphi as a management technique.

Table 12:t-test on the mean scores of inexperience and experienced head-teachers on their utilization of Delphi as a management technique

| Source of variation | N | X | sd | df | Cal.t | Cal.P | $P \geq 0.05$ |
|---------------------|-----|-------|--------|----|-------|-------|---------------|
| Inexperience | 163 | 58.25 | 5.07 | | | | |
| | 418 | 4.00 | 0.000S | | | | |
| Experience | 257 | 60.18 | 4.66 | | | | |

Table 12 shows that at 0.05 level of significance and 418df the calculated t 4.00 with calculated Pvalue of 0.000 which is less than the 0.05, the sixth null hypothesis is therefore rejected. Then, there is significant difference in the mean scores of inexperience and experienced head-teachers on their utilization of Delphi as a management technique.

Summary of the Findings

From the analysis, the following findings were made:

1. Very few of the head-teachers 107(25.5%) are highly aware of Management By Objectives as a management technique.
2. Very few of the head-teachers 118(28.1%) are moderately aware of Planning, Programming and Budgeting Systems as a management technique.
3. Majority of the head-teachers 385(91.7%) are moderately aware of Delphi as a management technique.
4. Few of the head-teachers 143(34.0%) make good utilization of Management By Objectives as a management technique.
5. Very few of the head-teachers 84(20.0%) make good utilization of Planning, Programming and Budgeting Systems as a management technique.

6. Very few of the head-teachers 42(10.0%) make good utilization of Delphi as a management technique.
7. There is significant difference in the mean scores inexperience and experienced head-teachers on theirawareness of Management ByObjectives as a management technique.
8. There is significant difference in the mean score of inexperience and experienced head-teachers on theirawareness of Planning, Programming and Budgeting Systems as a management technique.
9. There is significant difference in the mean score of inexperience and experienced head-teachers on theirawareness of Delphi as a management technique.
10. There is significant difference in the mean scores of inexperience and experienced head-teachers on theirutilization of Management ByObjectives as a management technique.
11. There is significant difference in the mean scores of inexperience and experienced head-teachers on theirutilization of Planning, Programming and Budgeting Systems as a management technique.

12. There is significant difference in the mean scores of inexperience and experienced head-teachers on their utilization of Delphi as a management technique.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents a discussion of the result of this study under the following sub-headings: discussion of results, conclusions, implications of the study, recommendations, limitations of the study and suggestions for further studies.

Discussion of Results

The results of the study are discussed based on the key issues of the study and are thus presented under the following sub-headings:

1. Head-teachers' awareness of Management By Objectives (MBO)
2. Head-teachers' awareness of Planning Programming and Budgetting Systems (PPBS)
3. Head-teachers' awareness of Delphi
4. Head-teachers' utilization of Management By Objectives (MBO)
5. Head-teachers' utilization of Planning Programming and Budgetting Systems (PPBS)
6. Head-teachers' utilization of Delphi

Head-teachers' awareness of Management By Objectives (MBO)

The result on table 1 revealed that majority of the head-teachers are aware of Management By Objectives as a management technique for primary school administration. These head-teachers respond favourably to attend professional state/federal sponsored annual workshops/conferences on school administration. The head-teachers are so trapped that they forget the main purpose/goal of the organization thus they keep what they have learnt to themselves. The result of this

study agreed with the earlier result of some scholars like Akrani (2010), Brim (2004), Mgbodile (2002) and Obi(2003) who found out that Management By Objectives are as old as mankind, since individuals and groups use it in almost all their activities. Equally, the present finding agrees with the findings of Olatunji (2013) and Samkange (2013) which indicated that head-teachers are aware of Management By Objectives. Also the present finding agrees with the finding of Ofojebe (2010) which stated that head-teachers, irrespective of their education zone were aware of these Management By Objectives and said that this awareness of Management By Objectives are relevant to the head-teachers and could be beneficial in achieving continuous improvement in schools. Additionally, the result of the hypothesis1, table 7revealed that there is a significant difference in the mean percentage scores of experienced and inexperienced head-teachers on awareness ofManagement By Objectives. What this means is that responses of experienced and inexperienced head-teachersdiffer on Management By Objectives (MBO). This was evident in the low management of primary schools in Anambra state. Awareness of MBO has a positive influence because it clarifies expectations on the teachers. This also implies that it is important to organise seminarsand workshops so as to expose these head-teachers to these appropriate management techniques which will help to formulate goals effectively and accomplish them.

However the result did not agree with the earlier finding of Udegbe (2014) which stated that principals in south east are not aware of Management By Objectives. Again, the present result did not agree with the earlier findings of Bua, Tyokoyaa and Kwaghbo (2016) which stated that principals are not aware of Management By Objectives hence they did not involve teachers in decision-making. If principals are aware of (MBO), they should involve teachers in decision-making because this involvement of teachers by principals will have significant effects on administration. The present finding is not in agreement with the earlier finding of Amadi (2013) which stated that many head-teachers are not aware of Management By Objectives that improve primary school administration and this has made their leadership to the organization very low. The present finding disagreed with Osakwe (2013) whose finding showed that most head-teachers are not aware of Management By Objectives which can be used to bring about improved administration.

Head-teachers' awareness of Planning Programming and Budgetting System as a management technique

Another major finding on table 2 revealed that few of the head-teachers are aware of Planning Programming and Budgetting Systems as a management technique for primary school administration. The result showed that the head-teachers have not adopted the right management strategies thereby exhibiting low

leadership to staff and pupils. This could imply that these administrators are not aware of Planning Programming and Budgeting Systems as a result, they are not financially aware of their actions and areas that require special attention. This was evident in the low management of primary schools in Anambra State. Planning Programming and Budgeting Systems (PPBS) have positive influence because it helps the administrators to avoid deficiencies in the management of organizational funds.

The above finding agrees with the finding of Akrani (2010) who stated that some head-teachers are not aware of Planning Programming and Budgeting Systems as a management technique and as such, there are deficiencies in the management of organizational funds. The present finding is also in line with the findings of previous scholars like Uzo (2011) and Alabi et al (2013) which stated that administrators are not aware of Planning Programming and Budgeting Systems. The knowledge of Planning Programming and Budgeting Systems technique allows managers and subordinates to be involved in the actual designing and subsequent costing of the programme with its outcome so as to reach the desired objectives. Moreover, result from table 8 hypothesis 2, revealed that there is no significant difference in the meanscores of experienced and inexperienced head-teachers on their awareness of Planning Programming and Budgeting

Systems (PPBS). This means that the responses of experienced and inexperienced head-teachers did not differ in awareness of Planning Programming and Budgeting Systems. (PPBS) This implies that these head-teachers should be exposed to this technique as it will help them to pay more attention to budgeting because it aids managerial control and planning.

Head-teachers' awareness of Delphi as a Management technique

The result on table 3 revealed that few of the head-teachers are aware of Delphi as a management technique. This result is surprising, as one would naturally expect a difference in the opinion of the inexperienced head-teachers whose level of exposure may be entirely different. However, the present finding agrees with the earlier finding of Isidore (2008) who stated that administrators are not aware of Delphi and what it is all about. Also the result agrees with the finding of Nicholas et al (2010) which stated that awareness of Delphi management technique is still in its infancy especially at the primary school level of administration. Also, the finding agrees with Kesaraporn (2011) who found that principals are not aware of Delphi as a management technique in the administration of schools. The result In table 9, hypothesis 3 revealed that there is a significant difference in the mean percentage scores of experienced and inexperienced head-teachers on their awareness of Delphi. What this means is that

responses of experienced and inexperienced head-teachers differ in awareness of Delphi. This implies that efforts should be made to create awareness particularly to the serving head-teachers in solving educational issues and answering forecasting questions.

However, this finding of the study is timely as it tilts towards supporting the previous findings of other researchers like Sadi (2015) which stated that Delphi management technique has been known for many years in the administration of schools. Sadi (2015) found out that many varieties and methods have been developed successfully by researchers worldwide. Also the present finding agrees with the finding of Mbaabu (2014) who stated that school administrators are aware of various management tools that improve school administration of which Delphi management technique is one of them. The present finding is in line with the finding of Green (2014) who stated that Delphi management Technique had its beginnings in academia in the 1930s.

Head-teachers utilization of Management By Objectives as a management technique

Another finding on table 4 revealed that few of the head-teachers utilize Management By Objectives in their administration of primary schools. This shows that these head-teachers do not put into practice what they support to be aware of.

It is also a pointer that effective administration has not been carried out in public primary schools in Anambra State. Most head-teachers may wish to respond favourably in attending annual workshops on school administration yet they do not put it into practice. The present finding agrees with the result of earlier findings of scholars like Bua, Tyokoyaa and Kwaghbo (2016) which indicated that principals do not utilize Management By Objectives in their schools and for that reason, these principal did not involve the teachers in decision-making. The finding also agrees with Udegbe (2014) who found out that principals in the south east zone make use of Management by Objectives to a low extent. Equally the finding is in line with the earlier finding of Adeniyi (2002) which indicated that head-teachers do not utilize Management By Objectives in their respective schools. The present finding also agrees with the findings of Ofojebe and Olibie (2014) which stated that many areas of administration in this university do not utilize Management By Objectives in their administrative practices and this non utilization makes administration difficult for them.

However, the present finding disagrees with the finding of Lindberg (2011) who stated that head-teachers utilize Management By Objectives and this utilization has positive influence on teachers, who perhaps like it because it clarifies expectations on them. Moreover, table 10 hypothesis 4 revealed that there

is a significant difference in the mean percentage scores of experienced and inexperienced head-teachers on their utilization of Management By Objectives. This means that responses of experienced and inexperienced head-teachers differ in utilization of Management By Objectives(MBO). This implies that it is imperative to integrate Management By Objectives (MBO) and improve the administrative practises of the head-teachers so as to attain the objectives of National Policy on Education (NPE).

Head-teachers utilization of Planning Programming and Budgetting systems as a management technique

Another major finding on table 5, revealed that few of the head-teachers utilize Planning Programming and Budgetting Systems (PPBS) technique in the administration of their schools. It showed that there are factors that hindered their administrative plans especially in their budgeting. These administrators lack clear cut objectives on which money could be spent and this could be the reason for recent educational disputes at the primary school level, which has been largely financial. The administrators do not follow the budget guideline specifications in planning aand implementing budget in their respective schools in Anambra State. The finding is in agreement with Kalu (2011) whose finding showed that principals do not utilize Planning, Programming and Budgetting Systems techniques in their schools, principals keep the necessary financial accounts book in the school

without anybody touching it. Again, the present finding agrees with the finding of Sasa (2011) which stated that Planning, Programming and Budgeting Systems has not been in use in Serbian Ministry of defence, hence there is no effective management of defence resources. The present finding also agrees with scholars like Adeniyi 2002 and Osakwe (2013) who found out that most head-teachers do not utilize Planning Programming and Budgeting Systems in the administration of their schools. The present finding is in line with Amadi (2013) whose finding showed that head-teachers are not competent and as such, do not utilize Planning Programming and Budgeting Systems technique in the administration of their schools.

However, the present finding did not agree with Effanga (2011) whose finding showed that Planning Programming and Budgeting Systems have gained wide acceptance in our educational system and are being utilized greatly in our schools. Moreso, table 11, hypothesis5 revealed that there is no significant difference in the mean percentage scores of experienced and inexperienced head-teachers on utilization of Planning, Programming and Budgeting Systems. What this means is that the responses of experienced and inexperienced head-teachers did not differ in utilization of Planning Programming Budgeting Systems (PPBS). That is to say that these head-teachers should involve teachers in budget

preparation, also head-teachers should work with staff as doing so will help to discourage corruption and financial recklessness and will discourage useless spending.

Head-teachers' utilization of Delphi as a management technique.

Another finding on table 6 revealed that few head-teachers utilize Delphi management technique in the administration of their schools. This is why these head-teachers face too many challenges in the administration of their schools. Most of these headteachers rely so much on their own understanding and so, face many administrative challenges without knowing the steps that needed to be taken to improve on them. These head-teachers need to find out the man power needs of the school, also obtain experts opinions on how best to tackle administrative issues.

The finding agrees with the earlier findings of many scholars like Adeniyi (2002), Mohammed, (2005), Oboegbulem (2013) and Osakwe (2013) which indicated that most head-teachers do not utilize Delphi in the administration of their schools and this has made their leadership to staff very low. The finding also agrees with Obrien (1978) who found out that Delphi was of little use and further stated that much of the popularity and acceptance, rests on the claim of the superiority of the organization. The present finding also agrees with Isidore (2008) whose finding

showed that many administrators do not utilize Delphi management technique to get deserved results in their organization.

However, the finding did not agree with the finding of Dolores and Salvador (2015) which indicated that Delphi has been used widely in clarifying decision-making based on the opinion of experts. Also, the finding disagreed with the earlier finding of Effanga (2011) which stated that Delphi has gained wide acceptance in our educational system and is being utilized greatly in our schools. Another finding in table 12, hypothesis 6 revealed that there is no significant difference in the mean scores of experienced and inexperienced head-teachers on their utilization of Delphi as a management technique. This means that responses of experienced and inexperienced head-teachers did not differ in utilization of Delphi. This implies that utilization of Delphi is very important in our primary schools. Delphi has the potential of assisting the administrators in their day-to-day activities and can equally be used to put things right especially when there is lack of agreed knowledge.

Conclusion

Based on the findings of this study, it is therefore concluded that majority of the experienced and inexperienced head-teachers are aware of Management By

Objectives. Similarly, few of the head-teachers are aware of Planning Programming and Budgetting Systems and Delphi as a management technique for primary school administration. Furthermore, few of the experienced and inexperienced head-teachers utilize Management By Objectives, Planning, Programming and Budgetting Systems and Delphi in the administration of their schools. This therefore could imply that awareness and utilization of these management techniques is still very low and in its infancy. It is also a pointer that effective management has not been put in place in Anambra State Public Primary Schools. The study noted that there was significant difference in the mean percentage scores of experienced and inexperienced head-teachers on their awareness and utilization of management techniques for administration of public primary schools in Anambra State. From the foregoing, it could be ascertained that the administration of their schools are not well done, therefore, these head-teachers should avail themselves in workshops and trainings so they will be aware of these management techniques that promote school administration. When they are aware, utilization becomes possible and our public schools will experience positive transformation.

Implications of the Study

The findings of the study have some obvious educational implications. The findings of the study revealed that majority of the head-teachers are aware of Management By Objectives and few of the head-teachers utilize Management By Objectives in their respective schools. This could imply that awareness of Management By Objectives is alright while utilization of Management By Objectives is still very low in Anambra state public primary schools. It could also be the reason why the head-teachers had to force the teachers to work whether they like it or not. So the classroom instructions have not been transformed positively to the expectation of the stake holders because, these teachers are dissatisfied as a result of the head-teachers inability to utilize Management By Objectives in the public primary schools. When these teachers are dissatisfied, they are bound to transfer the aggression to the pupils thereby making teaching and learning process unfavourable to the pupils.

The implication is that problems arise over trivial things. These problems may have been averted if these head-teachers utilize Management By Objectives in the administration of their schools. The fact remains that these head-teachers cannot utilize the Management By Objectives because they are not very sure of it. Non-utilization of Management By Objectives in public primary school have given rise to unresolved issues, staff meetings at times end up in chaos and heated

argument because the head-teachers have not integrated the use of Management By Objectives in their administration. By implication too, head-teachers impose instructions from the ASUBEB and other places, on these teachers who may argue much on what they were asked to do and simply decide not to carry out the instruction, reason being that plans and decisions are imposed from up to down. A situation which is characterized by no nonsense of belonging is due to poor communication and inadequate human relations, therefore good organizational results are not achieved because they did not participate in decision-making. Management By Objectives requires the superior as well as the subordinates to join hands in the smooth running of the school, if that is done, the challenges of managing the school could be solved a bit. It could be deduced that administration of schools can only be effective and efficient where subordinates are given the opportunity to participate in decision-making because an all-inclusive administration is capable of providing unimaginable gains than hardly can be achieved alone.

Another finding revealed that few of the head-teachers are aware of Planning Programming and Budgeting Systems technique and few of the head-teachers utilize Planning Programming and Budgeting Systems technique in the administration of schools. This shows that the awareness and utilization of

Planning Programming and Budgeting Systems technique is still very low and this could be the reason why the administrators are involved in financial recklessness which encourages useless spending. This could also be the reason behind head-teachers' unbecoming behaviour. Thus, they do not involve teachers in budget preparation. The head-teachers do not follow the budget preparations either. They do not follow budget guideline specifications in implementing budget. It therefore becomes a pointer that effective administration has not been in place public primary schools in Anambra state. The implication is that there are unsatisfied members of staff because head-teachers do not pay attention to budgeting which aids good managerial planning and control. There is lack of co-operation in many public primary schools because majority of the head-teachers do not spend intelligently. They therefore keep and use the financial book alone. Equally, since the head-teachers do not utilize Planning Programming and Budgeting systems another implication is that it has resulted in loses and damages thereby making it impossible for the public primary schools to have increase in efficiency and rationalization. This may prevent our schools from competing favourably with other primary schools in a globalized world. When these are happening in our public primary schools, the entire educational system is jeopardized thereby given rise to uncomplimentary remarks and name "public school".

If these head-teachers are aware and utilize Planning Programming and Budgeting Systems in their administration, it can prosper the schools generally but if the head-teachers do not utilize the above management techniques, it can mar the schools generally. Furthermore, non utilization of Planning, Programming and Budgeting Systems have resulted in little or no improvement in organizational planning, managerial attitudes, managerial performance and administrative competence.

Furthermore another finding in table 6 revealed that few of the head-teachers are aware of the Delphi technique and few of the head-teachers utilize the Delphi as a management technique. It shows that Delphi is of little use since few are aware of it. This implies that head-teachers do not put into practice this management technique. It is also a pointer that these head-teachers are not concerned about the growth of the school. These head-teachers spend their time signing memos in their offices, pursuing money here and there. The incidence of mismanagement is seen in our schools which looks like departmental stores (marketing) thus enabling the head-teachers not to achieve the schools development and improve administration. Since the findings revealed that few are aware and few of these head-teachers utilize Delphi. The implication is that some uncertainties cannot be clarified since there will be no consensus opinion among members of staff. The

question of who is to teach problematic subjects are not answered, equally the problem of who is to help in handling and solving administrative issues cannot be answered. The public primary school cannot benefit in terms of achieving continuous improvement too. Majority of the administrative issues are not solved. Furthermore, experts opinion are not welcomed since the head-teachers are not aware that the experts opinion are needed for primary school improvement so our public primary schools cannot compete favourably with other primary schools.

Recommendations

Based on the findings of this study and the implications thereof, the following recommendations are made:

1. Government should provide in-service training for head-teachers on management techniques in order to help them acquire balanced knowledge instead of relying on their experience or focusing on few management techniques
2. Head- teachers should be exposed to seminars and workshops so that they will be equipped with the modern tools of management to bring about improved administration in our public schools.
3. The ASUBEB should use the findings of this study to create awareness and bring all the serving head-teacher into the understanding of the need to use

Management By Objectives, Planning Programming and Budgeting Systems and Delphi to their day-to-day administrative work.

4. Head-teachers should work with teachers co-operatively thereby giving teachers opportunity to participate in decision-making and other areas in the school.

Limitation of the Study

The findings of this study have the following limitations

1. Some head-teachers were reluctant to full the questionnaire on the ground that they donot want to report their deficiencies or ignorant by themselves the Government.
2. The emotional state of the respondents as at the time they were responding to the instrument can limit the generalization of the study, if these respondents were not in their right frame of mind, they may not respond correctly.
3. Two of the trained research asistants in Orumba North and Onitsha South were transferred to Anambra State Universal Basic Education Board Awka, during the administration of the questionnaire. This development posed serious challenges for the researcher.

Suggestions for Further Studies

Head-teacher' awareness and utilization of management techniques for primary school administration is a very crucial factor that can transform the school positively. Based on the findings and limitations encountered in this study, the following suggestions on how this research can be better conducted in the future are made:

1. A replication of the present study in other states of the federation to enable accurate generalization of the findings.
2. Private school head-teachers' awareness and utilization of MBO, PPBS and Delphi in Anambra state private schools.
3. Public school principals' awareness and utilization of PPBS and Delphi for secondary school administration.
4. Comparative study of public and private primary school head-teachers' awareness of MBO, PPBS and Delphi as a management technique in Anambra state.
5. Comparative study of public and private primary school head-teachers utilization of MBO, PPBS and Delphi as a management technique in Anambra state.

6. Private school principals' awareness and utilization of MBO, PPBS and Delphi as a management technique for secondary school administration in Anambra State.
7. A repetition of this study could be made after a period of some years in order to ascertain whether there are some changes in the utilization of MBO, PPBS and Delphi by head-teachers' in Anambra state public primary schools sequel to findings of the study.

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APPENDICES

APPENDIX I

Questionnaire for Head teachers on Awareness of Management Techniques

SECTION A

Respondents' Bio – Data

Please indicate by ticking (√) any of the bio-data that related to you.

3. Years of experience 0-2 years 2 years and above

SECTION B

Instruction: The items below are meant to measure your awareness of management by objectives as a technique for the administration of public primary schools. Please tick **Aware** or **Not Aware** against the items to indicate your response.

As a head-teacher in this school, I should:

- | | |
|--|------------------------|
| 1. Set performance goals for every staff. | Aware/Not Aware |
| 2. Allow every member of staff to take part in setting the goals to be accomplished. | Aware/Not Aware |
| 3. Involve only representatives of staff in strategic positions in goal setting | Aware/Not Aware |
| 4. Make the responsibilities clear to each staff as it relates to the achievement of the set objectives. | Aware/Not Aware |
| 5. Single handedly identify ways of achieving the set objectives | Aware/Not Aware |
| 6. Occasionally monitor and record the progress made towards the school objectives. | Aware/Not Aware |
| 7. Be engaged in staff evaluation based on the objective set | Aware/Not Aware |
| 8. Be involved in evaluating pupils' results at the end of each term | Aware/Not Aware |
| 9. Not join the staff in assessing and identifying areas of pupils' failures and reasons for them. | Aware/Not Aware |
| 10. Communicate goals to be achieved to the staff of the school. | Aware/Not Aware |
| 11. Do occasional internal supervision to know how well teachers' instructional activities are aligned to the stated objectives. | Aware/Not Aware |
| 12. Jointly reach agreement with the school staff on school objectives and performance assessment. | Aware/Not Aware |
| 13. At intervals, give feedback to the staff on their performance. | Aware/Not Aware |
| 14. Allow low and high ranking employees to take part in | Aware/Not Aware |

decision making.

- | | |
|--|------------------------|
| 15. Stick to methods and priorities as stipulated, no matter the outcome. | Aware/Not Aware |
| 16. Not always be guided by results. | Aware/Not Aware |
| 17. First determine the objectives of what is to be done, before specifying who is to do it and what tasks to be done. | Aware/Not Aware |
| 18. Allow the staff to set specific goals to be accomplished by themselves rather than setting it him/herself. | Aware/Not Aware |
| 19. Not be the person to tell the staff what to do to accomplish the set goals. | Aware/Not Aware |
| 20. Disintegrate goals for each unit and allow each to work at achieving the goals. | Aware/Not Aware |
| 21. Make the responsibilities for each work fluid so that any staff can engage in any activity in the absence of others. | Aware/Not Aware |
| 22. Control and direct the staff to ensure that they perform their duties | Aware/Not Aware |

Instruction: Please tick **Aware or Not aware** in the items below to indicate your response to the statements made on planning programming and budgeting system as a management technique.

As the head-teacher in this school, I should:

- | | |
|---|-------------------------|
| 23. Design and cost programmes for the organization. | Aware/ Not aware |
| 24. Compare the cost of a function with its results. | Aware/ Not aware |
| 25. Allocate resources and funds as each department or section of the school desires. | Aware/ Not aware |
| 26. Provide limited resources to the units so as to overcome inefficiency. | Aware/ Not aware |

27. Forecast outcome and performance without measuring alternatives before deciding on the action that maximizes the objectives of the school.

Aware/ Not aware

28. Use and allocate resources at random so as to avoid deficiencies in the management of funds. **Aware/ Not aware**

29. Reach desired goal of the school with minimum application of resources.

Aware/ Not aware

30. Prepare an exclusive financial plan for the school. **Aware/ Not aware**

31. Engage in the assessment of school needs and problems every term.

Aware/ Not aware

32. Set the objectives of the school programmes and timeline for its attainment.

Aware/ Not aware

33. Develop plan for the allocation of school resources for each school programme/activity. **Aware/ Not aware**

34. Determine the manpower and funds needed to carry out each programme of the school. **Aware/ Not aware**

35. Engage the teachers in the planning and costing of each of the schools' programme. **Aware/ Not aware**

36. Budget for all the school programme by estimating the income, cost of programme with the resources available and expenditure for each.

Aware/ Not aware

37. Engage in follow-up on the school activities to ascertain the progress made in relation to the plans formulated. **Aware/ Not aware**

Instruction: Please tick **Aware/ Not aware** in the items below to indicate your response to the statement made on Delphi as a management technique.

As the head-teacher in this school, I should:

38. Use questionnaire or any similar instrument to collect information for decision making. **Aware/ Not aware**

39. Engage experts in the field to help guide the decisions when faced with new ideas. **Aware/ Not aware**

40. In planning school programmes and activities, use experts' consensus to address very technical issues. **Aware/ Not aware**

41. Have all the skills needed to handle school administrative issues and as such, don't require experts' opinion. **Aware/ Not aware**

42. Use committees made up of experts to guide decisions when issues involving the school community arises. **Aware/ Not aware**

43. Identifies ways to accomplish the programmes needed to move from one accomplishment to another. **Aware/ Not aware**

44. Engage in numerous stages of consensus building among the school him/herself and subordinates in the school during decision making.

Aware/ Not aware

45. Identify time and resources needed to go from one accomplishment to the next.

Aware/ Not aware

46. Solve schools' pressing issues through series of discussions between him/herself and the staff. **Aware/ Not aware**

47. Invite those with expertise in the area to get the best alternative when issues of staff management come up. **Aware/ Not aware**

48. Set up and use committee of experts report to handle some administrative problems of my school. **Aware/ Not aware**

49. Reach consensus with a few persons before taking decisions.

Aware/ Not aware

50. Encourage the subordinates to attend workshops/seminars which will in turn assist them in making teaching rewarding to the pupils.

Aware/ Not aware

51. Forecast the future outcome of certain school problems and issues.

Aware/ Not aware

52. Get the best alternatives to problems from education experts in the school and the society. **Aware/ Not aware**

53. Do rigorous assessment of the quality of his/her opinion through repetitive interviews/questionnaires. **Aware/ Not aware**

54. Use consensus of the staff of the school to reach decisions on staff needs and problems. **Aware/ Not aware**

55. Use consensus from experts to take decisions when new reforms and innovations in instructional supervision and management come up.

Aware/ Not aware

56. Rely only on his/her opinion when new issues relating to school resources and facilities management arise. **Aware/ Not aware**

APPENDIX II

This part deals with public schools head-teachers' utilization of these management techniques: Management By Objectives, Planning Programming and Budgeting System and Delphi.

Instruction: Please you are required to indicate your answers by ticking (✓) against the options that satisfy your responses. The key to the sections in this part of the questionnaire is given as follows: **SA** = Strongly Agree, **A**=Agree, **D**=Disagree and **SD**= Strongly Disagree.

HEAD-TEACHER'S UTILIZATION OF MANAGEMENT BY OBJECTIVES

| | MANAGEMENT BY OBJECTIVES | Strongly Agree | Agree | Disagree | Strongly Disagree |
|------------|---|-----------------------|--------------|-----------------|--------------------------|
| S/N | As the head-teacher in this school, I... | | | | |
| 1. | Set performance goals for every staff in the school. | | | | |
| 2. | Allow every member of staff to take part in setting the goals to be accomplished. | | | | |
| 3. | Involve only representatives of staff in strategic positions in goal setting. | | | | |
| 4. | Make the responsibilities clear to each staff as it relates to the achievement of the set Objectives. | | | | |
| 5. | And staff jointly identify ways of achieving the set objectives | | | | |
| 6 | Monitor and record the progress made towards the school objectives regularly. | | | | |
| 7 | Engage in staff evaluation based on the objective set. | | | | |
| 8 | And staff evaluate the results achieved in line with the objective set, at the end of each term | | | | |
| 9. | And staff jointly assess and identify arrears of failures and reasons for them. | | | | |
| 10. | Take out time to communicate goals to be achieved by the staff of the school | | | | |
| 11 | Do regular internal supervision to know how well teachers' instructional activities are aligned to the stated objectives. | | | | |
| 12 | And staff jointly reach agreement objectives and | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | performance assessment. | | | | |
| 13 | Give feedback to the staff on their performance, at intervals. | | | | |
| 14 | Allow low and high ranking employees to take part in decision making | | | | |
| 15 | Stick to methods and priorities as stipulated, no matter the outcome. | | | | |
| 16 | Am being guided by results. | | | | |
| 17 | Determine the objectives of what is to be done, who is to do it and what tasks to be done. | | | | |
| 18 | Set specific goals for employees to accomplish. | | | | |
| 19 | Tell the staff what to do to accomplish the set goals. | | | | |
| 20 | Disintegrate the goals of each unit/department of the school and each working at achieving only its goals. | | | | |
| 21 | Make the responsibilities for each work fluid so that any staff can engage in any activity in the absence of others. | | | | |
| 22 | Control and direct the staff to ensure that they perform their duties. | | | | |

HEAD-TEACHER'S UTILIZATION PLANNING PROGRAMMING AND BUDGETING SYSTEMS

| | | | | | |
|--|--|-----------------------|--------------|-----------------|--------------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--|-----------------------|--------------|-----------------|--------------------------|

| S/N | As the head-teacher in this school, I... | | | | |
|-----|--|--|--|--|--|
| 23 | Design and cost of programmes for the organization | | | | |
| 24. | Compare the cost of a function with its results | | | | |
| 25. | Allocate resources and funds as each department or section of the school desires. | | | | |
| 26. | Provide limited resources to the units so as to overcome inefficiency. | | | | |
| 27. | Forecast outcome and performance by measuring alternatives before deciding on the action that most maximizes the objectives of the school. | | | | |
| 28. | Use and allocate resources systematically so as to avoid deficiencies in the management of funds. | | | | |
| 29. | Reach desired goal of the school with maximum application of resources, | | | | |
| 30. | Prepare an exclusive financial plan for the school. | | | | |
| 31 | Engage in the assessment of needs and ascertaining the problems of the school every term. | | | | |
| 32 | Set the objectives of the school programmes and timeline for its attainment. | | | | |
| 33. | Develop a plan for the allocation of school resources for each school programme/activity. | | | | |
| 34. | Determine the manpower, funds needed to carry out each programme of the school. | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 35. | Engage in the planning and costing of each of the schools' programmes. | | | | |
| 36. | Do budget for all school programmes by estimating the income, the cost of programme, the resources available and the expenditure for each school programme | | | | |
| 37. | Engage in follow-up on the school activities to ascertain the progress made in relation to the plans formulated. | | | | |

HEAD-TEACHER'S UTILIZATION OF DELPHI

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|------------|--|-----------------------|--------------|-----------------|--------------------------|
| S/N | As the head-teacher in this school, I... | | | | |
| 38. | Use only questionnaire to collect information from educational administrators for decision making. | | | | |
| 39. | Engage experts in the field to help guide the decisions when faced with new ideas. | | | | |
| 40. | In planning school programmes and activities, use expert consensus to address very technical | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| | issues. | | | | |
| 41. | Have all the skills to handle school administrative issues and as such, don't require experts' opinion. | | | | |
| 42. | Use committees made up of experts to guide my decision when issues involving the school community arises. | | | | |
| 43. | Identify the accomplishment of programs needed to go from one accomplishment to the next. | | | | |
| 44 | Engage in numerous stages of consensus building among the school headteachers and subordinates in the school. | | | | |
| 45 | Identify the accomplishment of time and resources needed to go from one accomplishment to the next. | | | | |
| 46. | Solve schools pressing issues through series of discussion between I and the staff. | | | | |
| 47 | Invite those with expertise in the area to get the best alternative when issues of staff management come up. | | | | |
| 48. | Set up and use committee of experts report to handle some administrative problems of my school. | | | | |
| 49. | Reach consensus with everybody before taking decision. | | | | |
| 50 | Get experts consensus on some school problems in one round of meeting and discussions. | | | | |
| 51 | Forecast the future outcome of certain school problems and issues. | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 52 | Get the best alternatives to problems from education experts in the school and the society. | | | | |
| 53. | Do rigorous assessment of the quality of educational administrators opinion through repetitive interviews/questionnaires | | | | |
| 54 | Use consensus of the staff of the school to reach decisions on staff needs and problems. | | | | |
| 55 | Use consensus from experts to take decisions when new reforms and innovations in instructional supervision and management come up. | | | | |
| 56 | Call on experts opinion when new issues relating to school resources and facilities management arise. | | | | |

APPENDIX III

LETTER OF TRANSMITTAL

Department of Edu. Mgt. & Policy

Faculty of Education

Nnamdi Azikiwe

Awka

1st June, 2018.

Dear Sir/Madam,

REQUEST TO COMPLETE A QUESTIONNAIRE

I am a post graduate student of the department of educational management and policy.

I am conducting a research study on the headteachers use of modern Management Techniques for the administration of public primary schools in Anambra State. The attached is designed for use in collecting data for the study.

As a head-teacher your input is considered very essential in this project. Consequently, I humbly request you to assist me in completing the questionnaire which will be used solely for the stated research purpose.

Thank you immensely for your anticipated assistance.

Yours Sincerely

Alagbu Chinwe Adline

APPENDIX IV
RELIABILITY ANALYSIS

Scale: Section B: Part B1- Head-teachers Awareness of Management by Objectives as a Management Technique
Correlations

| | | |
|--|--|--|
| | Headteachers Awareness of Management by Objectives Test | Headteachers Awareness of Management by Objectives Retest |
|--|--|--|

| | | | |
|---|---|--------|--------|
| Headteachers' Awareness of Management Objectives Test | Pearson of Correlation by Sig. (2-tailed) | 1 | .982** |
| Headteachers' Awareness of Management Objectives Retest | Pearson of Correlation by Sig. (2-tailed) | .982** | 1 |
| | N | 30 | 30 |
| | | .000 | .000 |

Scale: Section B: Part B2: Head-teachers' Awareness of Planning Programming and Budgeting System (PPBS) as a Management Technique
Correlations

| | | | |
|-------------------------------------|---|--|--|
| | | Headteachers Awareness of Planning Programming and Budgeting System Test | Headteachers Awareness of Planning Programming and Budgeting System Retest |
| Headteachers' Awareness of Planning | Pearson of Correlation by Sig. (2-tailed) | 1 | .995** |
| | | | .000 |

| | | | |
|---|---------------------|--------|----|
| Programming and Budgeting System N Test | | 30 | 30 |
| Headteachers Awareness of Planning | Pearson Correlation | .995** | 1 |
| Programming and Budgeting System N Retest | Sig. (2-tailed) | .000 | |
| | | 30 | 30 |

Scale: Section B: Part B3: Head-teachers' Awareness of Delphi/Planning for Organizational Improvement (POI) as a Management Technique
Correlations

| | | | |
|-------------------------|---------------------|--|--|
| | | Headteachers' Awareness of Delphi/Planning for Organizational improvement Test | Headteachers' Awareness of Delphi/Planning for Organizational improvement Retest |
| Headteachers' Awareness | Pearson Correlation | 1 | .996** |

| | | | |
|---|---------------------------|------------|------------|
| Delphi/Planning Organizational improvement Test | for Sig. (2-tailed) N | 30 | .000 30 |
| Headteachers' Awareness | Pearson of Correlation | .996** | 1 |
| Delphi/Planning Organizational improvement Retest | for Sig. (2-tailed) N | .000 30 | 30 |

Scale: Section C: Part C1- Head-teachers Utilization of Management by Objectives as a Management Technique

Case Processing Summary

| | N | % |
|-----------------------------|----|-------|
| Valid | 30 | 100.0 |
| Cases Excluded ^a | 0 | .0 |
| Total | 30 | 100.0 |

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------------|
| .961 | 22 |

Scale: Section C, Part C2: Head-teachers' Utilization of Planning Programming and Budgeting System (PPBS) as a Management Technique

Case Processing Summary

| | N | % |
|-----------------------------|----|-------|
| Valid | 30 | 100.0 |
| Cases Excluded ^a | 0 | .0 |
| Total | 30 | 100.0 |

Reliability Statistics

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| .890 | 15 |

Scale: Section C, Part C3: Head-teachers' Utilization of Delphi/Planning for Organizational Improvement (POI) as a Management Technique

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

Reliability Statistics

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| .799 | 19 |

Summary

| S/N | SCALE | Coefficient |
|-----|--|-------------|
| 1 | Section B: Part B1- Head-teachers Awareness of Management by Objectives as a Management Technique | .982 |
| 2 | Section B: Part B2: Head-teachers' Awareness of Planning Programming and Budgeting System (PPBS) as a Management Technique | .995 |
| 3 | Section B: Part B3: Head-teachers' Awareness of Delphi/Planning for Organizational Improvement (POI) as a Management Technique | .996 |
| 4 | Section C: Part C1- Head-teachers Utilization of Management by Objectives as a Management Technique | .961 |

| | | |
|---|--|------|
| 5 | Section C, Part C2: Head-teachers' Utilization of Planning Programming and Budgeting System (PPBS) as a Management Technique | .890 |
| 6 | Section C, Part C3: Head-teachers' Utilization of Delphi/Planning for Organizational Improvement (POI) as a Management Technique | .799 |
| | OVERALL | .937 |

Appendix V Output of Analysis

Frequencies

Statistics

| | | Year of experience | MBO | PPBS | DELPHI | Utilze MBO | Utilize PPBS | Utilize DELPHI |
|---|---------|--------------------|-----|------|--------|------------|--------------|----------------|
| N | Valid | 420 | 420 | 420 | 420 | 420 | 420 | 420 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Frequency Table

Year of experience

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 0 - 10 years | 163 | 38.8 | 38.8 | 38.8 |

| | | | | |
|--------------------|-----|-------|-------|-------|
| 10 Years and above | 257 | 61.2 | 61.2 | 100.0 |
| Total | 420 | 100.0 | 100.0 | |

MBO

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| 7.00 | 18 | 4.3 | 4.3 | 4.3 |
| 8.00 | 17 | 4.0 | 4.0 | 8.3 |
| 10.00 | 35 | 8.3 | 8.3 | 16.7 |
| 11.00 | 119 | 28.3 | 28.3 | 45.0 |
| 12.00 | 58 | 13.8 | 13.8 | 58.8 |
| Valid 13.00 | 34 | 8.1 | 8.1 | 66.9 |
| 14.00 | 32 | 7.6 | 7.6 | 74.5 |
| 15.00 | 42 | 10.0 | 10.0 | 84.5 |
| 16.00 | 33 | 7.9 | 7.9 | 92.4 |
| 17.00 | 32 | 7.6 | 7.6 | 100.0 |
| Total | 420 | 100.0 | 100.0 | |

PPBS

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| 2.00 | 8 | 1.9 | 1.9 | 1.9 |
| 3.00 | 17 | 4.0 | 4.0 | 6.0 |
| 4.00 | 60 | 14.3 | 14.3 | 20.2 |
| Valid 5.00 | 217 | 51.7 | 51.7 | 71.9 |
| 6.00 | 83 | 19.8 | 19.8 | 91.7 |
| 7.00 | 35 | 8.3 | 8.3 | 100.0 |
| Total | 420 | 100.0 | 100.0 | |

DELPHI

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 4.00 | 18 | 4.3 | 4.3 | 4.3 |
| 5.00 | 8 | 1.9 | 1.9 | 6.2 |
| 6.00 | 9 | 2.1 | 2.1 | 8.3 |
| 7.00 | 43 | 10.2 | 10.2 | 18.6 |
| 8.00 | 144 | 34.3 | 34.3 | 52.9 |
| 9.00 | 50 | 11.9 | 11.9 | 64.8 |
| 10.00 | 17 | 4.0 | 4.0 | 68.8 |
| 11.00 | 83 | 19.8 | 19.8 | 88.6 |
| 12.00 | 48 | 11.4 | 11.4 | 100.0 |
| Total | 420 | 100.0 | 100.0 | |

Utilize MBO

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 49.00 | 9 | 2.1 | 2.1 | 2.1 |
| 63.00 | 16 | 3.8 | 3.8 | 6.0 |
| 64.00 | 32 | 7.6 | 7.6 | 13.6 |
| 66.00 | 83 | 19.8 | 19.8 | 33.3 |
| 68.00 | 9 | 2.1 | 2.1 | 35.5 |
| 70.00 | 8 | 1.9 | 1.9 | 37.4 |
| 71.00 | 16 | 3.8 | 3.8 | 41.2 |
| 72.00 | 18 | 4.3 | 4.3 | 45.5 |
| 73.00 | 18 | 4.3 | 4.3 | 49.8 |

| | | | | |
|-------|-----|-------|-------|-------|
| 74.00 | 24 | 5.7 | 5.7 | 55.5 |
| 75.00 | 9 | 2.1 | 2.1 | 57.6 |
| 76.00 | 35 | 8.3 | 8.3 | 66.0 |
| 77.00 | 25 | 6.0 | 6.0 | 71.9 |
| 78.00 | 49 | 11.7 | 11.7 | 83.6 |
| 79.00 | 9 | 2.1 | 2.1 | 85.7 |
| 81.00 | 26 | 6.2 | 6.2 | 91.9 |
| 84.00 | 16 | 3.8 | 3.8 | 95.7 |
| 87.00 | 9 | 2.1 | 2.1 | 97.9 |
| 88.00 | 9 | 2.1 | 2.1 | 100.0 |
| Total | 420 | 100.0 | 100.0 | |

Utilization PPBS

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| 38.00 | 9 | 2.1 | 2.1 | 2.1 |
| 41.00 | 40 | 9.5 | 9.5 | 11.7 |
| 43.00 | 8 | 1.9 | 1.9 | 13.6 |
| 44.00 | 33 | 7.9 | 7.9 | 21.4 |
| 45.00 | 51 | 12.1 | 12.1 | 33.6 |
| Valid 46.00 | 49 | 11.7 | 11.7 | 45.2 |
| 47.00 | 18 | 4.3 | 4.3 | 49.5 |
| 48.00 | 26 | 6.2 | 6.2 | 55.7 |
| 49.00 | 33 | 7.9 | 7.9 | 63.6 |
| 50.00 | 17 | 4.0 | 4.0 | 67.6 |
| 51.00 | 35 | 8.3 | 8.3 | 76.0 |
| 52.00 | 17 | 4.0 | 4.0 | 80.0 |

| | | | | |
|-------|-----|-------|-------|-------|
| 53.00 | 17 | 4.0 | 4.0 | 84.0 |
| 54.00 | 17 | 4.0 | 4.0 | 88.1 |
| 55.00 | 25 | 6.0 | 6.0 | 94.0 |
| 57.00 | 16 | 3.8 | 3.8 | 97.9 |
| 58.00 | 9 | 2.1 | 2.1 | 100.0 |
| Total | 420 | 100.0 | 100.0 | |

Utilization DELPHI

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| 53.00 | 9 | 2.1 | 2.1 | 2.1 |
| 54.00 | 49 | 11.7 | 11.7 | 13.8 |
| 55.00 | 73 | 17.4 | 17.4 | 31.2 |
| 56.00 | 33 | 7.9 | 7.9 | 39.0 |
| 57.00 | 8 | 1.9 | 1.9 | 41.0 |
| Valid 58.00 | 44 | 10.5 | 10.5 | 51.4 |
| 59.00 | 26 | 6.2 | 6.2 | 57.6 |
| 60.00 | 17 | 4.0 | 4.0 | 61.7 |
| 61.00 | 27 | 6.4 | 6.4 | 68.1 |
| 62.00 | 9 | 2.1 | 2.1 | 70.2 |
| 63.00 | 58 | 13.8 | 13.8 | 84.0 |

| | | | | |
|-------|-----|-------|-------|-------|
| 64.00 | 9 | 2.1 | 2.1 | 86.2 |
| 65.00 | 8 | 1.9 | 1.9 | 88.1 |
| 66.00 | 8 | 1.9 | 1.9 | 90.0 |
| 68.00 | 26 | 6.2 | 6.2 | 96.2 |
| 72.00 | 8 | 1.9 | 1.9 | 98.1 |
| 73.00 | 8 | 1.9 | 1.9 | 100.0 |
| Total | 420 | 100.0 | 100.0 | |

T-Test

| | Year of experience | N | Mean | Std. Deviation |
|----------------|--------------------|-----|---------|----------------|
| MBO | 0 - 10 years | 163 | 14.4908 | 1.98565 |
| | 10 Years and above | 257 | 11.0778 | 1.95700 |
| PPBS | 0 - 10 years | 163 | 5.4294 | .98739 |
| | 10 Years and above | 257 | 4.8638 | .94834 |
| DELPHI | 0 - 10 years | 163 | 10.5583 | 1.79195 |
| | 10 Years and above | 257 | 7.8093 | 1.36310 |
| Utilize MBO | 0 - 10 years | 163 | 71.2025 | 6.32959 |
| | 10 Years and above | 257 | 73.4669 | 8.01901 |
| Utilize PPBS | 0 - 10 years | 163 | 47.2883 | 4.85051 |
| | 10 Years and above | 257 | 48.5486 | 4.60793 |
| Utilize DELPHI | 0 - 10 years | 163 | 58.2454 | 5.06512 |
| | 10 Years and above | 257 | 60.1751 | 4.65662 |

Independent Samples Test

| | | t-test for Equality of Means | | | |
|----------------|-------------------------|------------------------------|-----|-----------------|-----------------|
| | | t | Df | Sig. (2-tailed) | Mean Difference |
| MBO | Equal variances assumed | 17.318 | 418 | .000 | 3.41298 |
| PPBS | Equal variances assumed | 5.862 | 418 | .000 | .56563 |
| DELPHI | Equal variances assumed | 17.787 | 418 | .000 | 2.74894 |
| Utilze MBO | Equal variances assumed | -3.052 | 418 | .002 | -2.26447 |
| Utilize PPBS | Equal variances assumed | -2.676 | 418 | .008 | -1.26029 |
| Utilize DELPHI | Equal variances assumed | -3.999 | 418 | .000 | -1.92970 |

Appendix VI**SAMPLING DISTRIBUTION BASED ON LOCAL GOVERNMENT AREAS**

| S/NO | L.G.A | No. of H/M & Schools | Sample of Headteachers |
|-------------|--------------|---|-----------------------------------|
| 1 | Aguata | 74 | 30 |
| 2 | Anambra East | 53 | 22 |
| 3 | Anambra West | 51 | 20 |
| 4 | Anaocha | 50 | 20 |
| 5 | Awka North | 38 | 16 |
| 6 | Awka South | 43 | 18 |

| | | | |
|----|---------------|------|-----|
| 7 | Anyamelum | 49 | 20 |
| 8 | Dunukofia | 22 | 8 |
| 9 | Ekwusigo | 37 | 14 |
| 10 | Idemili North | 77 | 30 |
| 11 | Idemili South | 44 | 18 |
| 12 | Ihiala | 100 | 40 |
| 13 | Njikoka | 38 | 18 |
| 14 | Nnewi North | 45 | 18 |
| 15 | Nnewi South | 62 | 24 |
| 16 | Ogbaru | 60 | 24 |
| 17 | Onitsha North | 26 | 10 |
| 18 | Onitsha South | 41 | 16 |
| 19 | Orumba North | 52 | 20 |
| 20 | Orumba South | 42 | 16 |
| 21 | Oyi | 46 | 18 |
| | Total | 1050 | 420 |