

## **MANAGEMENT BY OBJECTIVE: A TOP DOWN PLANNING TECHNIQUE FOR EFFECTIVE NIGERIAN SECONDARY SCHOOL MANAGEMENT IN THE 21<sup>ST</sup> CENTURY**

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**ABSTRACT:** *Every organization operates on the basis of plan. The organization's plan whether strategic, tactical or operational includes the overall set goals, types and levels of activities or services, the means of implementation and accountability process for definite periods. As the various factors of production cannot organize themselves to achieve these goals and functions, the need for managerial functions as a rallying point for organization of productive factors becomes imperative. Hence it is needful to ensure quantified improvement in efficiency and effectiveness in resourcing strategies over the conventional method. Management by Objective holds great potential as a management tool which is fast becoming useful in the education industry. It is just a process, but the rewards accruable to students and staff are commensurate with efforts of making it work in educational institutions. This paper examines the perception of school administrators on the relevance and benefits of Management by Objectives as a down planning technique for effective management of Nigeria secondary schools in the 21<sup>st</sup> century. The study was guided by three research questions and two null hypotheses. The descriptive survey design was adopted. A sample of 500 teachers and 20 principals were selected through random sampling technique from secondary schools in the (3) three educational zones (Umuahia, Aba and Ohafia) in Abia State, Nigeria. The study utilized a 20 item researcher developed questionnaire titled "Teachers Perception of MBO Planning Technique in Secondary Schools Questionnaire (TPMBOSSQ) and "Principals Perception of MBO Planning Technique in Secondary School Questionnaire (PPMBOSSQ) structured on 4-point likert type scale. Mean scores were used to answer the questions, while Pearson's Product Moment Correlation Co-efficient was used to test the null hypotheses upon confirmation of a reliability ratings of 0.82 and 0.85 obtained for TPMBOSSQ and PPMBOSSQ respectively. The findings of the study indicated that both teachers and principals were of the view that all the elements of MBO are relevant and beneficial in achieving continuous improvement in secondary school management. It was recommended among other things that principals across the three educational zones in Abia State should apply MBO for improved visible morals, delegation of decision-making as well as to aid the identification of more promotable people and also improvement of institutional image.*

**KEYWORDS:** MBO, Planning Technique, Secondary School Management, 21<sup>st</sup> Century.

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### **INTRODUCTION**

Educational managers always have been challenged to produce results, but the modern manager must produce them in a time of rapid technological and social change. Managers must be able to use this rapid change to produce their results, they must use the change and not be used or swallowed up by it. Both them and the organization they manage need to anticipate change and set aggressive, forward-looking goals in order to ultimately begin to make change occur when

and where they want it to and, in that way, gain greater control of their environments and their own destinies. The most important tool the manager has in setting and achieving forward-looking goals is people, and to achieve results with this tool the manager must: First, be able to instill in the workers a sense of vital commitment and desire to contribute to organizational goals, Second, control and coordinate the efforts of the workers toward goal accomplishment, and last, help his or her subordinates to grow in ability so as to make greater contributions.

All organizations exist for a purpose, and to achieve that purpose, top management sets goals and objectives that are common to the whole organization. In hopes of increasing individual production and contribution, managers have resorted to many different approaches. All these approaches has some success, but none succeed totally in injecting enough of that element of vitality and adaptability into organizational life to allow it to thrive and remain viable in this age of change and socio technological turmoil. The board goals of Nigerian Secondary Education System as specified in the National Policy on Education (Federal Republic) Nigeria, (2004) are aimed at preparing students for useful living within the society and higher education. However, as largely elusive because of problems in schools' finance, infrastructure, teachers and students' administration, curriculum, and supervision. Nigerian schools remain subjected to the blames that the tasks they perform are not efficiently channeled towards providing the education necessary for them of today future. Hence, they are being urged to apply result-oriented and manage-ment techniques such as Management by Objectives (MBO) to achieve educational goals. The perceptive adopted in this study is that the quantitative techniques MBO could be utilized in planning education especially in developing country, such as Nigeria. In developing the paucity of data, the unreliability of its collection, scarcity of qualified data processing facilities and personnel, as well as the weed to provide education urgently, make it mandatory for the available educational resources to be judiciously utilized. The present study investigates the views of some secondary school teachers and principals on the importance and expected benefits of MBO to public school management in Abia State of Nigeria.

### **Theoretical background**

Management is essentially defined as the act or process of working with and through people, utilizing available materials and following accepted procedures to achieve a specified goal. Management needs a lot of tools to be able to administer effectively in the day to day running of the school. management by objectives can be described as a managerial method where by the superior and the subordinate managers in an organization identify major areas of responsibility, in which they will work, set some standards for good or bad performance and the measurement of results against those standards, Derek (2005:156). Management by objective is a strategy where management sets specific goals for the employees to accomplish within a fixed time. Organizations are ubiquitous. According to Mullins (2005:256) organizations are designed by people to overcome individual limitations and achieve individually. Hence, organisations become a means of survival for the people and the way they live. The major decider for the survival of any organization is the presence of capable men and women with the right technique to combine the organization resources (man, machine, material and money) to achieve organization goals. Most of the techniques, system, tools of management are hardly understood resulting in loose and damages to the organization. It is appropriate to note that management of schools 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. MBO as a concept is traceable to the period prior to the middle of this century but it

was not until 1954 that it was well articulated and published by one of the worlds' leading management thinkers in the person of Peter Drucker.

To Drucker, the above dysfunction can be solved by one-step therapy, which is, management by objective, (MBO).

He described the concept of MBO in the following words:

*Any business enterprise must build a true team and weld individual efforts together. Each member of the enterprise contributes something different but they must all contribute towards a common goal. Their efforts must all pull in the same direction and their contribution must fit together to produce a whole without gaps, without friction and without duplications or efforts...p 119*

Tahir et al. (2008) described MBO as involving the establishment and communication of organizational goals, the setting of individual goals in line with the organizational goals, the periodic and final review of performance in relation to the organizational goals. Drucker (2006) highlighted the principals of MBO as consisting of cascading of organizational goals and objectives; specific objectives. Each member, participative decision making, explicit time period performance evaluation and feedback. Cunningham et. al. (2002), cited a range of studies, have identified workplace contributions to readiness for organizational change, including feeding empowered in one's job, believing that one possesses the skills, attitudes and opportunities to manage change, which in turn affect work- related self-efficacy, and social support. Only a few studies such as Rossi and Warglein (1999) investigated the application of MBO in school management and reported that twenty five (25) items of MBO have helped school leaders and staff to achieve set objectives more than they really believe they can do. Udeh (1997) found that principals in Enugu State of Nigeria do not apply MBO to solve school problems. There appears to be a lack of empirical studies on the importance of MBO in secondary school management in Abia State of Nigeria. Therefore, the problem of this study, is put in question form: Do administrators consider MBO relevant and beneficial to public secondary school management in Abia State, Nigeria.

## **METHOD**

The population consisted of all teachers and principals in all secondary school in Abia Satte of Nigeria. Random supplying technique to selected 20 schools from the state. 25 were randomly selected from each schools while all the 20 principals or the twenty schools were involved in the study. The sample for the study therefore consisted of 529 respondents. Data was collected using two questions titled: TPMBOSSO. Teachers perception of MBO planning technique in secondary school. Principals perception of MBO technique in secondary schools (PPMBOSS).

There were both structured on a 4 point likert type scale of strongly agree (4 points), agree (3 points) and strongly disagree (1 point). Both TPR and PPRM contained 20 items and was administered on teachers and on principals respectively. The instruments were validated and their reliability ascertained with a Cronbach alphas co-efficient of 0.82 and 0.85 obtained for respectively. The reliability of the instruments were confirmed and the instruments deemed fit for the study. Direct approach technique of data collection was used and this to 100% success in collection pf the instruments administered. Data collection were analysed and the research

questions were answered using means. The decision rule was that any mean rating of 2.5 and above indicated agreement to the questionnaire item by the respondents while a mean rating below 2.5 was taken as an indication of disagreement. The hypothesis were tested using the Pearson's product moment correlation co-efficient at the 0.5 level of significance.

**Research question 1:** What is the perception of secondary school principals on the relevance of management by objective?

**Table 1: Mean rating and standard deviation of the perception of secondary school principals on the relevance of management by objective.**

S/N	ITEMS	N	TOTAL	X	S.D		REMARKS
1	Developing the objectives of the school is in line with new techniques	20	63	3.40	0.68	2 <sup>nd</sup>	Accepted
2	Creating objectives for achieving a lifelong learning organizations.	20	54	2.70	0.72	17 <sup>th</sup>	Accepted
3	Sustaining and motivating staff for continuous improvement for achieving school objectives	20	58	2.90	0.83	13 <sup>th</sup>	Accepted
4	Providing supportive instructional supervision	20	63	3.15	0.72	11 <sup>th</sup>	Accepted
5	Defining the core values and belief of education for sustainable development	20	59	2.80	0.81	15 <sup>th</sup>	Accepted
6	Using research and best practice in resources management	20	56	2.50	0.75	20 <sup>th</sup>	Accepted
7	Facilitating school innovation in line with secondary education reform goals.	20	50	2.60	0.81	19 <sup>th</sup>	Accepted
8	Building shared decision making, collegiality and peer support among staff	20	52	3.05	0.73	8 <sup>th</sup>	Accepted
9	Unleashing the potential capacities that already exist in staff and students	20	61	3.15	0.78	8 <sup>th</sup>	Accepted
10	Building team commitment for improvisation of teaching aids	20	63	3.15	0.91	6 <sup>th</sup>	Accepted
11	Understanding students development and learning	20	59	2.95	0.76	11 <sup>th</sup>	Accepted
12	Facilitating professional development of others	20	60	3.00	0.89	10 <sup>th</sup>	Accepted
13	Solving complex problems and making decisions	20	54	2.70	0.69	17 <sup>th</sup>	Accepted
14	Assessing school effectiveness in meeting its learning objectives	20	71	3.55	0.83	1 <sup>st</sup>	Accepted
15	Building consensus and negotiating conflicts	20	71	3.55	0.96	14 <sup>th</sup>	Accepted
16	Resolving complex management problem	20	55	2.85	0.96	14 <sup>th</sup>	Accepted

17	Understanding measurement, evaluation and assessment strategies	20	64	3.20	0.71	5 <sup>th</sup>	Accepted
18	Setting community involvement objectives and determining outcomes	20	61	3.05	0.82	8 <sup>th</sup>	Accepted
19	Developing the vision and mission of the solution	20	68	3.40	0.89	2 <sup>nd</sup>	Accepted
20	Ensuring that the action is taken on decision made at the school	20	67	3.35	0.71	4 <sup>th</sup>	Accepted
				3.00	0.86		

The data on table 1 revealed that the school principals accepted items 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19 and 20 with respective mean scores of 3.40, 2.70, 2.90, 3.15, 2.95, 2.80, 2.50, 2.60, 3.05, 3.15, 2.95, 3.00, 2.70, 3.55, 2.85, 2.75, 3.20 and 3.05 with standard deviation of 0.68, 0.72, 0.83, 0.72, 0.81, 0.75, 0.81, 0.75, 0.81, 0.73, 0.78, 0.91, 0.76, 0.89, 0.69, 0.83, 0.96, 1.02, 0.71, 0.82 respectively. Item 14 ranked 1<sup>st</sup> which implied that majority of the principals accepted the principal assessing school effectiveness in meeting up learning objectives while item 20<sup>th</sup> ranked last which implied that minority of the principal accepted that facilitating school innovation is in line with secondary education reform.

Question 2: What is the perception of secondary school teachers on the relevance of management by objective?

**Table 2: Mean rating and standard deviation of the perception of secondary school teachers on the relevance of management by objectives.**

S/N	ITEMS	N	TOTAL	X	S.D		REMARKS
1	Developing the objectives of the school is in line with new techniques	500	1286	2.57	0.71	20 <sup>th</sup>	Accepted
2	Creating objectives for achieving a lifelong learning organizations.	500	1368	2.74	0.68	15 <sup>th</sup>	Accepted
3	Sustaining and motivating staff for continuous improvement for achieving school objectives	500	1564	3.12	0.91	6 <sup>th</sup>	Accepted
4	Providing supportive instructional supervision	500	1437	2.87	1.01	13 <sup>th</sup>	Accepted
5	Defining the core values and belief of education for sustainable development	500	1392	2.78	0.76	14 <sup>th</sup>	Accepted
6	Using research and best practice in resources management	500	1321	2.64	0.89	18 <sup>th</sup>	Accepted
7	Facilitating school innovation in line with secondary education reform goals.	500	1482	2.96	0.92	11 <sup>th</sup>	Accepted
8	Building shared decision making, collegiality and peer support among staff	500	1586	3.18	0.81	5 <sup>th</sup>	Accepted

9	Unleashing the potential capacities that already exist in staff and students	500	1464	2.92	0.87	12 <sup>th</sup>	Accepted
10	Building team commitment for improvisation of teaching aids	500	1326	2.65	0.81	17 <sup>th</sup>	Accepted
11	Understanding students development and learning	500	1536	3.07	0.94	7 <sup>th</sup>	Accepted
12	Facilitating professional development of others	500	1645	3.29	1.03	10 <sup>th</sup>	Accepted
13	Solving complex problems and making decisions	500	1525	3.05	0.65	8 <sup>th</sup>	Accepted
14	Assessing school effectiveness in meeting its learning objectives	500	1483	2.97	1.08	10 <sup>th</sup>	Accepted
15	Building consensus and negotiating conflicts	500	1508	3.02	0.78	9 <sup>th</sup>	Accepted
16	Resolving complex management problem	500	1685	3.37	0.71	2 <sup>nd</sup>	Accepted
17	Understanding measurement, evaluation and assessment strategies	500	1705	3.41	0.92	1 <sup>st</sup>	Accepted
18	Setting community involvement objectives and determining outcomes	500	1356	2.71	0.76	16 <sup>th</sup>	Accepted
19	Developing the vision and mission of the solution	500	1284	2.58	0.69	19 <sup>th</sup>	Accepted
20	Ensuring that the action is taken on decision made at the school	500	1613	3.23	0.81	4 <sup>th</sup>	Accepted
				2.95	0.84		

The data on table 2 show that the teachers accepted items 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20 with respective mean scores of 2.57, 2.74, 3.12, 2.87, 2.78, 2.64, 2.96, 3.18, 2.92, 2.65, 3.07, 3.29, 3.05, 2.97, 3.02, 3.37, 3.41, 2.71, 2.58 and 3.32 with standard deviations of 0.71, 0.68, 0.91, 1.01, 0.76, 0.89, 0.92, 0.81, 0.87, 0.81, 0.87, 0.87, 0.81, 0.94, 1.03, 0.65, 1.03, 0.65, 1.08, 0.78, 0.71, 0.92, 0.76, 0.69 and 0.81. Meanwhile item 17 rank 1<sup>st</sup> which implies that majority of the school teachers accepted understanding measurement, evaluation and assessment techniques while item 1 rank 20<sup>th</sup> which implied that minority of the school teachers accepted that development of the school objectives are in line with new techniques.

Question 3: What are the benefits secondary school teachers expects towards management by objectives as relevant to secondary school education management.

**Table 3: Mean rating and standard deviations of the teachers' responses to benefits secondary school teachers expects towards management by objectives as relevant to secondary school education management.**

S/N	ITEMS	N	TOTAL	X	S.D		REMARKS
1	A work force that is respected, energized and enabled to achieve objectives	500	1326	2.65	0.76	16 <sup>th</sup>	Accepted
2	Leadership that has a vision	500	1525	3.05	1.02	6 <sup>th</sup>	Accepted
3	Achieve engagement in school management by staff parents and community	500	1632	3.26	0.68	2 <sup>nd</sup>	Accepted
4	Staff willingness to seek feedback of their own job	500	1731	3.46	0.71	1 <sup>st</sup>	Accepted
5	Staff courage to admit where they are not behaving in the most effective way	500	1411	2.82	0.86	13 <sup>th</sup>	Accepted
6	Taking active steps by staff in supporting their own development	500	1293	2.59	0.61	19 <sup>th</sup>	Accepted
7	Staff and students adherence to school principals which are manifest in all day to day activities	500	1336	2.67	0.82	15 <sup>th</sup>	Accepted
8	An organization that has the potential of dealing existing ling with change	500	1362	2.72	0.81	14 <sup>th</sup>	Accepted
9	A greater chance of containing success in students achievement	500	1457	2.91	0.77	10 <sup>th</sup>	Accepted
10	A genuine empowerment of staff to take decisions	500	1608	3.22	0.81	4 <sup>th</sup>	Accepted
11	Translation of school motto into practice	500	1522	3.04	1.06	7 <sup>th</sup>	Accepted
12	Leaders comes to recognize and value the contributions and support that staff offer	500	1426	2.85	0.72	12 <sup>th</sup>	Accepted
13	Encourages the action of control while provide direction and structure	500	1512	3.02	0.83	8 <sup>th</sup>	Accepted
14	Deals with individual desires and limitations	500	1463	2.93	0.69	9 <sup>th</sup>	Accepted
15	Enhances communications, accountability and reporting system in management processes	500	1540	3.08	0.84	5 <sup>th</sup>	Accepted
16	Minimizes crises management as administrators deal with problems as they arise.	500	1285	2.57	0.93	20 <sup>th</sup>	Accepted
17	Ensures increases authority and autonomy to individual teachers and principals	500	1624	3.25	0.81	3 <sup>rd</sup>	Accepted

18	Performances is highly motivated in the overall management processes	500	1325	2.65	0.87	16 <sup>th</sup>	Accepted
19	Enhances the development of annual sport objectives and plan for achievement of set goals	500	1312	2.62	1.14	18 <sup>th</sup>	Accepted
20	Develops information and data collection strategies for school records	500	1428	2.86	0.58	11 <sup>th</sup>	Accepted
				2.91	0.81		

The data on table 3 revealed that the teachers accepted items 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19 and 20 with the respective mean score of 2.65, 3.05, 3.26, 3.46, 2.82, 2.59, 2.67, 2.72, 2.91, 3.22, 3.04, 2.85, 3.02, 2.93, 3.08, 2.57, 3.25, 2.65, 2.62 and 2.86 with respective standard deviation of 0.76, 1.02, 0.68, 0.71, 0.86, 0.61, 0.82, 0.81, 0.77, 0.81, 1.06, 0.72, 0.83, 0.69, 0.84, 0.87, 1.14 and 0.58. Meanwhile item 4 ranked 1<sup>st</sup> which implied that majority of teachers accepted that there is staff willingness to seek feedback of their own job while item 16 ranked 20<sup>th</sup> which implied that minority of the teachers accepted that principals and teachers minimizes crises management as administrator deal with problem as they rise.

**Research question 4:** What are the benefits secondary school principals expects towards management by objective as relevant to secondary school?

**Table 4: Mean rating and standard deviations of the principal's responses to benefits secondary school teachers expects towards management by objectives as relevant to secondary school education management.**

S/N	ITEMS	N	TOTAL	X	S.D		REMARKS
1	A work force that is respected, energized and enabled to achieve objectives	20	57	2.87	0.71	15 <sup>th</sup>	Accepted
2	Leadership that has a vision	20	54	2.70	0.86	17 <sup>th</sup>	Accepted
3	Achieve engagement in school management by staff parents and community	20	59	2.95	0.92	12 <sup>th</sup>	Accepted
4	Staff willingness to seek feedback of their own job	20	61	3.05	1.04	11 <sup>th</sup>	Accepted
5	Staff courage to admit where they are not behaving in the most effective way	20	65	3.25	0.76	6 <sup>th</sup>	Accepted
6	Taking active steps by staff in supporting their own development	20	62	3.10	0.63	10 <sup>th</sup>	Accepted
7	Staff and students adherence to school principals which are manifest in all day to day activities	20	68	3.40	0.92	3 <sup>rd</sup>	Accepted
8	An organization that has the potential of dealing existing ling with change	20	55	2.75	0.56	16 <sup>th</sup>	Accepted



9	A greater chance of containing success in students achievement	20	51	2.55	0.74	19 <sup>th</sup>	Accepted
10	A genuine empowerment of staff to take decisions	20	66	3.33	0.87	5 <sup>th</sup>	Accepted
11	Translation of school motto into practice	20	63	3.15	0.62	9 <sup>th</sup>	Accepted
12	Leaders comes to recognize and value the contributions and support that staff offer	20	58	2.90	0.73	14 <sup>th</sup>	Accepted
13	Encourages the action of control while providing direction and structure.	20	64	3.20	0.78	7 <sup>th</sup>	Accepted
14	Deals with individual desires and limitations	20	71	3.55	0.97	2 <sup>nd</sup>	Accepted
15	Enhances communications, accountability and reporting system in management processes.	20	64	3.20	0.79	7 <sup>th</sup>	Accepted
16	Minimizes crises management as administrators deal with problems as they arise.	20	52	2.60	0.81	18 <sup>th</sup>	Accepted
17	Ensures increases authority and autonomy to individual teachers and principals	20	51	2.55	0.85	19 <sup>th</sup>	Accepted
18	Performances is highly motivated in the overall management processes	20	59	2.95	1.03	12 <sup>th</sup>	Accepted
19	Enhances the development of annual sport objectives and plan for achievement of set goals	20	67	3.35	0.69	4 <sup>th</sup>	Accepted
20	Develops information and data collection strategies for school records	20	73	3.65	1.14	1 <sup>st</sup>	Accepted
				3.05	0.82		

The data on table 4 show that the principal accepted item 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16,17,18,19 and 20 with respective mean scores of 2.85, 2.70, 2.95, 3.05, 3.25, 3.10, 3.40, 2.75, 2.55, 3.33, 3.15, 2.90, 3.20, 2.60, 2.55, 2.95, 3.35 and 3.65 with respective standard deviation of 0, 0.86, 0.92, 1.04, 0.76, 0.63, 0.92, 0.56, 0.74, 0.87, 0.62, 0.73, 0.78, 0.97, 0.79, 0.81. This was because the mean scores were above 2.50 which was regarded as accepted. The item 20 ranked 1<sup>st</sup> which implies that majority of the principals accepted developed information and data collection strategies for school records while item 9 and 17 ranked 19<sup>th</sup> respectively which implied that minority of principals accepted that there a greater chance of containing success in students achievement and also schools ensures that increased authenticity and autonomy to individual teachers.

**Hypotheses One: There is no significant difference in the mean responses of principal and teachers on the perception of the relevance of management by objective planning techniques**

**Table 5: The t-test analysis of the difference between the principals and teachers perception on the relevance of management by objectives planning techniques.**

	N	Mean	Standard Deviation	DF	t-calculated	P	value
<b>Decision</b>							
<b>Teachers</b>	500	3.0	.80	518	.27	0.785	Not
<b>Principals</b>	20	2.95	.84				

At 0.05 level of significance

The data presented on table 5 show that the t- calculated is 0.27 and p value of 0.785 which is greater than 0.05 which implies that we retain the null hypotheses which states that there is no significant difference in the mean responses of principal and teachers on the perception of the relevance of management by objective planning techniques.

**Hypotheses two: There is no significant differences between the mean responses of principals and teachers on the benefits secondary school expects towards management by objectives as relevant to secondary school education management.**

**Table 6: t-test analysis of the differences between the mean responses of principals and teachers on the benefits secondary school expects towards management by objective as relevant secondary school education management.**

	N	Mean	Standard Deviation	DF	t-calculated	P	value
<b>Decision</b>							
<b>Teachers</b>	500	2.91	0.81	518	-.76	p=0.449	Not
<b>Principal</b>	20.	3.05	.82				

0.05 level of significance

The data presented on table 6 show that the t-calculated is -.076 and the p value of 0.449 which is greater than 0.05. This implies that we retain the null hypotheses which states that there is significant difference between the mean responses of principals and teachers on the benefits secondary school expects towards management by objectives as relevant to secondary school education management in Nigeria.

### Discussion of findings

The findings of this study indicate that teachers consider MBO elements as relevant and beneficial to school manager. The findings suggests that teachers recognized that application of MBO would help the school management to achieve continuous school improvement. This finding is consistent with the elements of MBO important for successful school leadership identified by Carr (2005) and Tahir et al (2008).

The findings also indicate that teachers expected some benefits from the use of MBO in school management. The benefits are consistent with those identified by Cunningham et al (2002). These expected benefits suggests that if MBO is to be implement in school management, it could result in active involvement in organizational change, ensures increased authenticity and autonomy to individuals teachers and principals, minimizes crises as administrators deal with

problem as they arise. Builds information and data collection strategies for school records, deals with individual desires and limitations, encourages personnel adherence to school principal's orders and empowers staff to take decisions. It was also found that teachers and principals' responses on the relevance of MBO to school management did not differ significantly due to education zones. In essence, the administrators across the three educational zones in Abia State, Nigeria consider MBO relevant and of expected benefits to school management. This implies that MBO is relevant and have some expected benefits to secondary school management irrespective of education zone. The challenge according to Ofojebe (2010) is for principals to desire practical result oriented MBO approaches to revitalize their schools, set school performance goals in collaboration with their teachers, monitor the achievement of the objectives and realign school objectives in line with broad national educational goals. If they are to apply MBO to school management, they require training on its principles' as many did not specialize in Educational Management and those specialists are not likely to have reviewed in-depth training on modern management theories and techniques without sound training in specialized management and leadership knowledge in areas such as MBO, several principals would lack the MBO competence that is so critical to successful improvement of school management.

## **CONCLUSION**

Planning is a very crucial aspect of educational management. It encourages people to work harder, to work hard for extended periods, to engage in behaviours directly related to goal accomplishment and to think of better ways to do their job. This study has shown that secondary school teachers and principals in these educational zones in Abia state Nigeria recognize MBO planning technique as an element in line with contemporary school management needs which are applied to management problems such as staffing, finance, structure, information, decision making, communications, equipment etc. For instance schools need to use emerging technologies to revolutionize schools and define the core values and beliefs of education for sustainable development. Educational administrators, therefore, need to apply MBO as a means of enhancing the collaborative nature of school leadership and develop a collaborative learning community

## **RECOMMENDATION**

Consequently, based on the findings of this study, the following recommendations are made:

1. Managers of schools across the three educational in Abia State, Nigeria should apply MBO for improved performance of their schools.
2. Government should increase educational findings to provide an enabling environment for the application of MBO. Empower and authorize school management bodies to use MBO to strategies towards sourcing internal educational donors.
3. School managers should make efforts to upgrade their MBO competencies through reading professional journals, peer mentoring participating in professional conferences and seminar.

4. The state ministry of education should sponsor the agents of educational sectors to conferences in the area of management and planning within and outside the state where they will acquire more knowledge on the application of MBO.

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