# Assessing the Role of Organizational Behavior in Secondary School Management in Nigeria

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## ABSTRACT

Organisational behaviour in Nigerian secondary school management is examined in this essay. Nigeria faces many obstacles that make it hard to provide empowering, sustainable secondary education to the young. Insufficient federal, state, and local financing is education's biggest issue. Between 1997 and 2000, federal education spending was below 10% of total spending. According to the paper, secondary school organisational conduct is a major issue that can be addressed by vivid organisational observation. Secondary school settings have numerous perspectives and backgrounds, making it difficult to modify rapidly. However, school management can employ organisational behavioural theories to minimise this. If school administration understands organisational behaviour, kids can succeed. Secondary school administrators should also know how to manage and build strong relationships with students and parents for a positive school climate and to fulfill educational goals. Organisational behaviour helps school administrators motivate staff and pupils to succeed.

**Keywords:** Development, Educational goals, Organizational behaviour, School administrator, Secondary school management

## INTRODUCTION

Nigeria has 36 states with Abuja as its capital. Nigeria has 137 million people, making it Africa's largest nation. Nigeria has 394 languages. More over half the population speaks Hausa, Yoruba, and Igbo, the national languages. Many people speak English, the official language. At all levels, education is free but optional[1]. Nigerian schools run from January to December, with three quarters and a month in between. Several years ago, they went to a school year from September to July, and within the last decade, they switched back to January to December. The school year lasts 10 months, divided into three terms of ten to twelve weeks at the pre-primary, primary, junior, and senior secondary levels. The formal education system is: 6 years of primary school, 3 years of junior secondary, 3 years of senior secondary, and 4 years of university leading to a bachelor's degree in most fields[2]. However, three government branches oversee education. Local governments administer primary education. Except for federally run "Unity Schools," secondary schools are governed by states. Both the federal and state governments run higher education. Also, several Nigerians attend nursery school early on. Kids learn the alphabet and other essentials there. For children who don't go to nursery school, primary school (Primary 1–6) is equal to 'elementary school' in several countries. After 6 years, students take the Common Entrance Examination to enter secondary school, or 'high school' in some countries[3]. This essay evaluates organisational behaviour in Nigerian secondary school management.

### The concept of education

Education is the expansion, strengthening, and discipline of one's mind, faculty, etc.; the forming and regulation of principles and character to prepare and fit for any calling or business by systematic instruction. Results based on information, skill, or character discipline acquired; training via a specified or usual course of study or discipline [4]. The 2004 Nigerian National Policy on Education also guaranteed equitable educational opportunities for all citizens at primary, secondary, and higher levels. Education is widely recognised as a powerful tool for country development and social change. Spiel et al.[5] argue that education is a birth right, not a privilege, for all citizens. Technically, education is the deliberate transmission of society's knowledge, skills, and values from one generation to the next. Education is also the sum of all procedures that build skills, attitudes, and positive social conduct. By investing in education,

governments, corporations, communities, NGOs, and people can prepare young for future difficulties. If children are the leaders of future, we should invest in them.

## Secondary school education

Secondary schools are attended by primary or elementary school grandparents. Those having first school leaving certificating (FSLC) and who pass the Common Entrance Examination can enter secondary school at age 12[6]. Secondary school is now six years long instead of five. This level of education uses English. Secondary school students wear uniforms like primary and nursery school students. At nursery and primary school, all students attend mixed schools, but at secondary school, boys and girls are often moved to separate schools [7]. Mixed secondary schools are now common in Nigeria.

## The roles and purpose of secondary school education in Nigeria

The National Policy on Education (section 4)[8] describes Secondary Education as follows:

1. Secondary education follows primary education and precedes postsecondary education.
2. The main objectives of secondary education are to educate individuals for: a) Social usefulness and b) Higher education.
1. Secondary education should:

   a) Offer higher education to all primary school graduates, regardless of gender, social status, religion, or ethnicity.
   b) Offer diverse curriculum to accommodate diverse talents, opportunities, and future roles.
   c) Train sub-professionals in applied science, technology, and commerce;
   d) Promote Nigerian languages, art, and culture within global cultural heritage;
   e) Inspire students to strive for excellence;
   f) Promote national unity through shared values;
   g) Develop independent thinkers who respect diverse perspectives.
   4. To fulfil the specified aims, secondary education will last six years, divided into two three-year stages: junior secondary and senior secondary. Secondary education in Nigeria aims to prepare individuals for both useful living and higher education, as well as achieve national educational aims and objectives (derived from national objectives). The national educational objectives include fostering national consciousness and unity, instilling values and attitudes for survival, training the mind to understand the world, and developing skills and competencies for living in society.

## Secondary school education in developing countries

UNESCO[9] found that educational opportunity in underdeveloped nations has grown rapidly in recent decades. The 1960 study found that less than half of primary school children were in school. Despite strong population growth worldwide, the share was above 75% by the early 1990s. During the same period, 12−17-year-old enrolment increased from 21% to 47%. Thus, decent education for everybody is still a long way off. In another study, Harris and Nowland[10] found that the transition from primary to lower secondary education, which is challenging in underdeveloped nations, is becoming more important. Some youngsters do not enter secondary school at the expected age, while others drop out. Of lower secondary age in Nigeria

## The case for expanding secondary education in developing countries

According to the survey, poorer countries have not prioritised secondary education. For three decades, universal primary school education has been the goal. If considered, secondary education expansion is less urgent. Secondary education in developing countries has suffered from an identity crisis, as pupils are expected to expand their primary school academic skills and prepare for job or higher education [11]. This double function complicates secondary school expansion, which many opponents have avoided. This is changing, especially in nations with near-universal primary school enrollment and significant pressure. El Salvador has over 90% primary school enrollment and 34% secondary education enrollment. El Salvador, like other nations with strong primary enrolment, sees secondary school expansion as its next development challenge [12]. Latin America has pledged to provide quality secondary education to 75% of its youth by 2010. Many national governments have also mandated lower secondary education. Indonesia expanded its definition of basic education to include nine years of primary and junior secondary school in 1994 and set the ambitious goal of enrolling all children aged 7 to 15 in basic education by 2004 (in 1996, 95 percent of primary school students and 58 percent of junior secondary students)[13]. Countries' increased focus on secondary education is supported by multilateral banks and bilateral donors, which previously deemphasized secondary education in their efforts to expand primary education.

## Management of secondary education in Nigeria

Secondary education is managed by federal, state, and municipal governments. Nigeria faces many obstacles that make it hard to provide empowering, sustainable secondary education to the young. Insufficient federal, state, and local financing is education's biggest issue. Therefore, how much financing has been in response to IFI conditionality. Between 1997 and 2000, federal education spending was below 10% of total spending. UNESCO recommends 26% of national budgets for education, however governmental expenditures cannot be calculated [14]. Second, access has garnered attention in recent years. Studies have examined why people

don't attend to school, who's excluded, and how user fees affect them. Deininger [15] found that prices, opportunity costs, illness and hunger, limited economic costs, and inadequate quality of learning prevent students from attending primary schools. Books, stationery, basic equipment, uniforms, admission fees, registration and examination fees, building and maintenance fund contribution, construction fees, transportation, mid-day meals, PTA, sports, library and extra tuition fees are all part of schooling.

Parents sending children to school lose the children's time, which could have been used for income-generating or home tasks. Unhealthy or hungry youngsters or family members can keep them from school. Limited economic rewards from completed school graduates having no jobs discourage people from going to school [16]. Finally, poor schooling, including poor physical infrastructure, unmotivated staff, poor resource use, curriculum content, teaching methods, and school-community relations, can reduce the desire to go to school.

### The concept of organization

Before studying secondary school organisational behaviour, it's vital to understand what an organisation is, its characteristics, structures, and types. To discuss "Organisational Behaviour," we need a working definition of an organisation. Tipuric [17] defines an organisation as two or more people working together to achieve goals. A formal organisation uses physical and human resources to fulfil predetermined goals and objectives. More specifically, it coordinates human and material resources to achieve a goal. An organisation is a means to an aim, not an end in itself. Most people spend most of their active lives in organisations. They work for institutions and professional or voluntary organisations. These organisations greatly impact us. We must understand how organisations influence us and how we may influence them. In any organisation, people are hired to use physical and material resources to achieve goals. Humans vary in nature, motivation, desire, ability, interest, potential, experience, socioeconomic situation, education, etc. [18]. Man is sociable and wants to live, interact, and influence. Given individual differences in every human gathering, we must understand the nature of interactions within and around the organisation and how they affect goal achievement for efficient and effective organisational goal achievement. According to Aidla[19], we must understand the nature of organisations and how individual members' behaviour and performance affect the organization's performance and effectiveness. After defining an organisation, Arnold and Feldman in Chika et al.[20] categorised all forms of organisations as follows:
• Organisations consist of individuals and groups. • They aim to achieve goals. Organisations use specialisation, coordination, and physical, material, and human resources to achieve goals and objectives.

To achieve organisational goals, tasks, tools, and technology must be identified, as well as a relationship structure. Management decides how to best use people and their relationships. To demonstrate system interconnectedness, an organisational structure is the hierarchical arrangement of operations and activities. A good organisation structure divides activities into departments, divisions, units, and sub-units and defines head-member relationships. Good organisation structure:

- Identifies operation departments (sales, production, finance)
- Separates service departments (personal, research)
- Prioritises organisational balance.
- Illustrate the role of committees in the organisation.
- Organisational flexibility provides short-term fluctuations in work volume. To keep up with changes, new roles and personnel should be created and hired or transferred as work and load rise.
- Adjusting staff to balance organisational principles with existing capabilities. The main sorts of organisations are official and informal. Formal organisation is organised group activity to attain a goal. The division of labour or assignment of duties. Informal organisations involve simultaneous, natural human interaction without overt influences[21].

### The concept of organizational behavior

Saravanakumar[22] defines organisational behaviour as the systematic study of individual behaviour in work groups, encompassing group nature, structure creation, and change implementation. Organisational behaviour predicts and controls individual and group conduct to achieve management goals, which may or may not be shared. Organisational Behaviour (OB) studies how individuals, groups, and structure affect organisational behaviour to improve performance. Organisational behaviour is the systematic study of individual and group behaviour and attitudes in organisations, according to Arbi[23]. Most study in this area has examined organisational behavior's causes.

### Conceptualizing organizational behavior in the management of secondary school

Tamunomiebi and Owere[24] argue that workplace rewards and punishments differ significantly. As with every organisation, school has power, structure, logic, and value, which affect how others view it. Smith, Organ, and Near[25] defined organisational individual conduct as altruism (helping others) and generalised conformity. Kumari and Thapliyal[26] offered a two-dimensional model of OIB: OCB-I

(altruism and civility) and OIB-O (organisational behaviour, the remaining three dimensions). Conceptualising OB in school may also necessitate changing Organ or Williams dimensions. We urge for greater work that theorises how OB and secondary school management are inexorably linked. These conceptualizations will inform their measures. According to Owen and Valesky[27], the behaviour of people at work in an educational organisation like secondary school is not physically or genetically modified, but rather influenced by school culture and values, which may not be correctly theorised. Thus, the interaction between people (teachers, pupils, and administrators) and the school's socio-cultural milieu shape its organisational behaviour. The interaction between these variables (individuals and socio-cultural environment) determines the behaviour school administrators and leaders must exhibit when governing or managing the school. However, Honingh and Oort[28] stated that organisational behaviour in school management attempts to replace all management with behavioural science. They also argued that management is a distinct process that involves planning, organising, actuating, and controlling, and that school constituents help achieve the school's goal rather than replacing it. Organisational behaviour in secondary school management refers to the school's culture and management style.

### The managerial behaviour of secondary school heads

Managers are crucial to societies. Talent, abilities, and conduct of managers determine organisation management success. School heads directly effect pupils by running schools efficiently and improving morale through clear school regulations and procedures that improve disciplinary atmosphere. In this article, school head means principal deputy/vice-principals and other administrators. Shah[29] says managers have existed since people put others in subservient positions to achieve goals. Thus, secondary school principals lead instruction. A principal, deputy principal, or school administrator prepares and directs an instructional programme, includes instructional research, directs curriculum and class room instruction, student assessment, and design programme. Judd and Reiss[30] stated that baron's activities cannot be coordinated without those having the knowledge and skills to synchronise and channel many people's activity towards a common purpose. Managers in organisations and principals or administrators in schools perform these tasks. Management includes all organisational actions that entail goal-setting, goal achievement, performance evaluation, and the establishment of systems to assure school success and survival in the social system. This shows school leaders' exemplary behaviour. Although government and private donors hindered secondary schools from effectively covering the increased demand of the public, achieving secondary school goals and meeting public expectations is not only a function of increased funding, but also of secondary school heads' skills and behaviour. As stated by Buric and Moe[31], school leaders affect achievement directly and indirectly. They manage learning situational (S) elements by engaging in learning-promoting actions. By defining the school's instructional climate, they boost student and teacher motivation and indirectly effect learning gains by influencing instructors, students, parents, and the community's attitudes towards education. Therefore, any school head who wants to promote motivation to learn and academic achievement must have the right attitudes/behaviors to persuade stakeholders—students, teachers, parents, staff, and school board— that those goals are desirable, achievable, and sustainable[32]. Goals can become part of the school's value system that all students eagerly embrace. Naeemullah[33] found that secondary school leaders show better managerial behaviour than average, with substantial differences in communication, dedication, coordination, professional orientation, and morale.

### CONCLUSION

Secondary school settings have numerous perspectives and backgrounds, making it difficult to modify rapidly. However, school management can employ organisational behavioural theories to minimise this. If school administration understands organisational behaviour, kids can succeed. Secondary school administrators should also know how to manage and build strong relationships with students and parents for a positive school climate and to fulfil educational goals. Organisational behaviour helps school administrators motivate staff and pupils to succeed.

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