IMPACT OF EDUCATIONAL MANAGEMENT ON THE 21ST CENTURY EDUCATION PEDAGOGY IN IMO STATE PUBLIC SECONDARY SCHOOLS

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Abstract

The study examined the impact of effective educational management on the 21st century education pedagogy in Imo state public secondary schools. Two research questions guided the study. Descriptive survey research design was adopted for the study. Stratified random sampling technique was used to select 120 respondents out of the population of 530 public secondary school Principals in Imo state. A 14-item researcher-developed instrument duly validated by experts was used for data collection. Mean rating was used to analyze the data collected. The findings of the study revealed among others that effective educational management had significant impact on the 21st century education pedagogy in public secondary schools in Imo state. Based on the findings, the study concluded that there is a need to have effective educational management in schools as it is a gateway to achieving quality education. The study therefore recommended that educational management in different schools should prepare their curriculum, monitor it and supervise teachers to ensure that they teach students in compliance with the 21st century education pedagogy. Also, different useful and implementable strategies such as, teachers being made to follow school curriculum, school policies being made to be strictly adhered to, modern technology being used in teaching and learning, and school funding being made a priority, should be adopted by education managers for effective administration of schools.

Keywords: Education, Educational Management, 21st century, Education Pedagogy

Introduction

The notion of education and the idea of being "educated" have become so pedestrian that the meaning and purpose are being persistently eroded. A system of education can be "successfully" but mindlessly run especially when stakeholders, educators and learners themselves approach education with the assumption that they are so deeply familiar with the process that they fail to carefully consider the outcome of what is being called education (Ikegbusi &Adindu, 2022). In this situation, the bar of honesty in academics is lowered, and anything becomes obtainable. This has given chance to a spate of academic dishonesty in the educational system.

Effective educational management is instructional technique that integrate the teaching of literacy, skills and job content to move learners more successfully and adequately towards their educational and employment educational management and staff development programmes: the mainspring for achieving a goal. The term effective educational management is defined by Nwuke and Agu (2021) as a process that involves the dedication of all aspects of managerial tasks towards achieving the highest standards of education needed by beneficiaries of education including secondary education, parents, employers and society at large. Quality management is a different way to organize

the efforts of people (Dike, 2020). The objective is to harmonize their efforts in such a way that not only do people approach their assigned tasks with enthusiasm, but they also participate in the improvement of how the work gets done. Effective management introduces a significant change in the relationship between those who manage and those who actually do the work (Brinia et al, 2022). Effective educational management cannot be discussed without teachers. The hallmarks of every educational system are the teachers. They interpret and implements educational curriculum. Ikegbusi et al (2018) opined that educational institutions can claim to be stronger with the quality of teaching staff. The success or failure of every educational programme depends largely on the quality and commitment of teachers (Eziamaka et al, 2022). They further noted that effective educational management gives a teacher the zeal to deliver his job effectively and even go extra mile to upgrade himself with the system of teaching that is obtainable in the present century.

Educational management is very important in modern education because ensures better interaction between students, teachers, parents and institute management. Ikegbusi et al (2018) asserted that it also helps the top management to make effective managerial decisions leading to better management of resources available in the institute.

The new century introduced significant changes in didactic teaching methods. Pedagogy of the twentieth century differs from that of the twenty-first century. Since the beginning of the twenty-first century, there have been changes in the development of national and world education. The most observable phenomenon is now the use of internet in the society and its presence in teaching and learning. Ikegbusi (2016a) explained that the presence of internet in the 21st century affects every aspect of life especially the educational system. It has changed people's way of reading, writing, communicating, thinking and social behaviours (Ikegbusi et al, 2021). Effective pedagogies focus on developing higher order thinking and metacognition, and make good use of dialogue and questioning in order to do so.

A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grows the confidence to practice those skills. Khairi (2021) explained that a 21st century education is one that responds to the economical, technological, and societal shifts that are happening at an ever-increasing pace. It is an education that sets children up to succeed in a world where more than half of the jobs they will have in their careers do not even exist yet with so much information readily available to them. Hashim (2016) asserted that 21st century skills focus more on making sense of that information, sharing and using it in smart ways. The coalition P21 (Partnership for 21st Century Learning) has identified four skills: Creativity, Critical thinking, communication and collaboration. These four themes are not to be understood as units or even subjects, but as themes that should be overlaid across all curriculum mapping and strategic planning. They should be part of every lesson in the same way as literacy and numeracy. Creativity is about thinking through information in new ways, making new connections and coming up with innovative solutions to problems. Critical thinking is about analyzing information and critiquing claims. Communication is about understands things well enough to share them clearly with other people. Collaboration is about teamwork and the collective genius of a group that is more than the sum of its parts (Gerald, 2015).

The importance of 21st century educational pedagogy is not only what the students are learning but how well does today's schooling prepare students for the 21st century skill demands. The education pedagogy is to enhance students' employability through teaching so that they will be equipped with skills to handle the complexity of modern world where education plays key roles in everyday living. D'Angelo (2021) explained that a relevant education for the 21st century must have two essential strands: Firstly, it must be truly humanizing in that it must enhance the learners' humanity, improving their competence as managers of their own lives, members of society (both local and global), effective participants in the workforce and active contributors to a changing environment. Its overarching aim is to enable them to pursue wisdom. Secondly, it must be truly socializing in that it must enhance the learners' communal and global consciousness and foster responsible citizenship. This is a suggestion

of the fact that educational pedagogy of the 21st century must be socio-critical, deepening awareness of the nature of society and its need for development (Khairi, 2021). And, it must be transformative, enabling learners to make a difference to the lives of individuals, communities and the changing world in which they live. These can be achieved where there is effective educational management. Imo state is one of the states in the southeastern Nigeria that has up to 530 secondary schools but with a dwindling educational management, which obviously is affecting teaching and learning in the state. This can be seen in the present basic education curriculum which seems to be struggling to adopt the 21st century teaching and learning methods. This consequently affects the educational development of the secondary school students in the state. Therefore, it is based on this backdrop that the researcher examined effective educational management and its impact on the 21st century education pedagogy in public secondary schools in Imo state.

Statement of the Problem

One of the major challenges facing the education system has always been to ensure that the quality of teaching and learning is maintained. Educational management is interested in ensuring that the satisfaction of need of students is achieved through equitable access to appropriate teaching and learning for life-skills programmes, achieving a 50 per cent improvement in every level of education, improving all aspects of quality and ensuring excellence at all levels of education. To achieve quality education that is in line with 21st century educational pedagogy, there must be effective educational administration. The 21st century educational pedagogy is geared towards ensuring that students are taught essential skills for achieving collaborative team-work, problem-solving, communicating, making connections, creativity, and expressing oneself in a variety of ways. These skills will be future-focused but based on successful experience and sound evidence. However, majority of the secondary schools in Imo state seem to be lagging behind in achieving these skills as a result of lack of effective educational administration in the state. This is evidenced by inadequate facilities for effective teaching and learning, lack of maintenance of existing ones, lack of commitment by some principals and lack of internet/computer laboratories which are very paramount in the 21st century teaching and learning. This ugly development affects the academic performance of the students as well as contributes to the lack of quality manpower in public organizations. All these are as a result of lack of effective educational management. Different researches have been conducted to identify the role of effective education management in secondary schools; however, none has been conducted to identify its impact on the 21st century education pedagogy. This is seen as a huge gap in educational sector and the present study sought to cover it. The availability of this information will help to highlight the need for education management in the present day secondary schools. The present study, therefore sought to examine the impact of educational management on the 21st century education pedagogy in public secondary schools in Imo state.

Purpose of the Study
    i.   To examine the impacts of educational management on the 21st century education pedagogy in public secondary schools in Imo state.
    ii.   To determine the strategies employed by educational management to achieve quality education in public secondary schools in Imo state

Research Questions
The following research questions guided the study:
    i.   What are the impacts of educational management on the 21st century education pedagogy in public secondary schools in Imo state?
    ii.   What are the strategies employed educational management to achieve quality education in public secondary schools in Imo state?

Literature Review
Conceptual Framework
Management: This is one of the most important activities of human life. To accomplish aims that could not be achieved individually, people started forming groups. Management has become essential in ensuring the coordination of individual efforts. Ikegbusi et al (2018) emphasized that management applies to all kinds of organizations and to managers at all organizational levels. The principles of management are now used not only for managing business but in all walks of life viz., government, military, social and educational institutions.

Management is the arrangement of available human and material resources for the achievement of desired goals and objectives (Al-Ali et al, 2017). Lipham (2016) explained that in schools, human resources are tutorial and non-tutorial members of staff with different specializations and roles who are employed to work in the institutions and material resources are facilities and equipment that facilitate teaching and learning. Ikegbusi et al (2016) listed the indices of effective school management as good communication network, availability of appropriate resources, good human relations and community building, high academic excellence among children, sound discipline among staff and children, systematic student development and transformation among others.

Kanu et al (2021) maintained that management is a social process which is designed to ensure the co-operation, participation, intervention and involvement of others in the effective achievement of a given predetermined objectives. Hafnidar et al (2021) defined management as a method where a group at the highest level of organization, plan, organize, communicate, coordinate, control, direct and evaluate the actions of the people working in the particular organization, for the attainment of defined organizational objectives.

Educational Management
Educational management is the art of being able to handle carefully without being wasteful of what goes on in the process of educating people so that nothing is out of hand. Babalola (2016) opined that, it is synonymous with strategizing, planning, organizing, running governance and supervision of the entire process of teaching and learning that takes place at all levels of the formal education system. Brinia et al (2022) were of the opinion that one of the obvious impediments to educational management is associated with long tradition of resistance to change or in the desire to maintain the status quo. In the views of Ikegbusi and Iheanacho (2016a), educational management and administration should utilize human and material resources effectively and efficiently to accomplish teaching and learning to achieve educational goals.

Educational managers plan, equip and provide staff in the right quality and quantity to implement those curriculum innovations in secondary schools so as to achieve secondary educational goals. Ikegbusi and Iheanacho (2016b) explained that curriculum innovation in this context are creative ideas, getting implemented, better solutions that met new requirements, unarticulated needs or existing market needs. Educational managers provide these innovations to the benefit of the educational system involved. Educational management acts across a wide range of activities that occur within a formal educational system, aimed at improving the conduct of teaching and learning (Ikegbusi et al, 2018).

Pedagogy
Pedagogy, most commonly understood as the approach to teaching, refers to the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners (Afzal&Nasreen, 2019). Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts.

Chai et al (2019) explained that pedagogy is often described as the act of teaching.The pedagogy adopted by teachers shape their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills). Conventional western pedagogies view the teacher as knowledge holder and student as the recipient of knowledge (described by Paulo Freire as "banking methods"), but theories of pedagogy increasingly identify the student as an agent, and the teacher as a facilitator.

In the views of Ezenwagu (2012), pedagogy is often confused with curriculum. The latter defines what is being taught, while pedagogy actually refers to the method of teaching—the theory and practice of educating. Pedagogy is the relationship between learning techniques and culture, and is determined based on an educator's beliefs about how learning should, and does, take place. Pedagogy requires meaningful classroom interactions and respect between educators and learners (Anwaruddin, 2012).

Theoretical Review

The study was anchored on Administrative Theory propounded by Henry Fayol (1916). Henry Fayol's administrative theory focuses mainly on the personal discharge of duties of management in accordance with the given level as directed by the management hierarchy. Fayol's proposed that five management principles are basic for management activities. They include forecasting and planning, organizing, commanding, to co-ordinate and to control. Forecasting and planning is the act of anticipating the future and acting accordingly; organizing deals with the development of the institution's resources, human and materials, commanding deals with keeping the institution's actions and processes running. In terms of co-ordination, it deals with the provision for the modalities to co-ordinate and harmonizes the group efforts towards the common goals. Finally, control, means that the above mentioned activities are to be performed in accordance with the appropriate rules and procedures, and in hierarchical relationship, vertical and horizontal. Authority, he said would maintain commensurate responsibility.

Fayol's ideal of organization management, is that it must promote personal effort and encourage team dynamics. The researcher, bringing Administrative Theory in the present study, believes that Fayol is advocating that there should be hierarchy of power in administration and each assigned duty based on priority, and this can be of great importance in having effective educational management if applied in secondary schools. This theory of administration, if implemented, will eliminate idleness on the side of top management and staff, and encourage implementation of teaching and learning of skills that are obtainable in the 21st century education pedagogy in secondary schools.

Empirical Studies

Oyoyo (2014) carried a research on appraisal of the application of total quality management in secondary school administration in Umuahia Education zone of Abia state. Six research questions and six null hypotheses guided the study. Descriptive survey design was employed for the study. The population of the study comprised 1,365 administrators. Multi stage sampling techniques was used to select 358 respondents, comprising 53 principals, 53 vice principals and 252 teachers from the four Local Government Areas in the Education zone. A self-developed instrument titled "Total Quality Management in Secondary School Administration Questionnaire" (TQMSSAQ) was used for data collection. To ensure the validity of the instrument, the instrument was face validated by three experts, two from the Department of Educational Foundations and one from Science Education Department of Michael Okpala University of Agriculture, Umudike. The data generated from the trial testing were analyzed using Cronbach Alpha method and the overall reliability index of 0.76 was obtained. Mean

and Standard Deviation were used to answer the research questions while the null hypotheses were tested using t test statistics at .05 level of significance. Findings of the study revealed that total commitment and teamwork is applied to a high extent in secondary school administration. The findings further showed that to a low extent, effective communication, customer satisfaction and continuous improvement is applied in secondary school administration in Umuahia Education zone. This is to say that TQM is applied to a low extent in secondary school administration. Based on the findings, some recommendations were made which include: That the State Ministry of Education should organize seminars, workshops and conferences for teachers where TQM attributes will be discussed for continuous quality improvement and that Principals should be fully committed to every activity of Total Quality Management for continuous quality improvement in secondary school administration, especially in Umuahia Education zone.

Ezeanolue (2019) investigated educational management and staff development programmes: mainspring for achieving goals in secondary schools in Nigeria. The paper examined educational management and staff development programmes as a mainspring for achieving goals in secondary schools in Nigeria. Many countries globally take education as an instrument for the promotion of national development as well as effecting desirably social change. The attainment of these noble goals and objectives highly depend on effective instructional teachers as well as the adoption of appropriate quality management skills by educational managers. Quality educational management cannot be over emphasized without teachers. The hallmarks of every educational system are the teachers. They interpret and implement educational curriculum. Educational managers should encourage staff development programmes in order to achieve these set goals. Staff development enhances quality. It is a driving force for achieving goals in schools such as secondary education. Five concepts are prominent in this discourse, namely, Management, Educational management, Secondary School Education, Staff development and Staff development programme. The paper recommended that government and educational managers should enact policies that could promote and foster Staff development programmes in Nigerian secondary schools so that their techniques and students' achievement can be positively influenced

Methodology

Descriptive survey research design was used in carrying out this study. According to Nwankwo (2016) a survey research design is a study in which a population is studied by collecting and analyzing data from sample considered to be representative of the entire group through the use of questionnaire or interview from the group. This is chosen because it studies people or objects, their attitudes, belief system, opinions and other behavioural manifestations. The population of the study comprised 530 secondary school Principals in Imo state school system. The sample size was made up of 120 secondary school principals randomly selected through stratified sampling technique from each of the three education zones of the state, Okigwe, Orlu, and Owerri. This is based on recommendation by Obi et al (2022) that stratified random sampling technique involves the study of large heterogeneous population that is consisting of several subpopulations which are called strata. Stratified sampling technique is applied in order to obtain a representative sampling. It provides for sampling throughout the entire population. It ensures that members of each stratum are included in the sample. The primary means of data was carried out by structured questionnaire items, which were duly validated by two experts in the Department of Educational Foundations and one expert in Measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The questionnaire had sections A and B. Section A was on personal data of the respondents while section B provided answers to the research questions raised for the items on a four point scale of Strongly Agree = 4, Agree = 3, Strongly Disagree = 2 and Disagree = 1 which were rated as 4 points, 3 points, 2 points, and 1 point respectively.

In order to determine the reliability of the instrument, the questionnaire was subjected to trial testing by giving it to 10 principals of public secondary schools in Anambra state. After two weeks, the instrument was re-administered to the same respondents. The scores of the two tests were correlated using Pearson Product Moment Correlation Co-Efficient Analysis and the reliability Co-efficient of 0.84 was obtained. This indicated that the instrument was reliable. The questionnaire was administered to the respondents personally by the researcher with the help of two research assistants who were briefed on the processes of administering and retrieving the questionnaire items. They administered the copies of the questionnaire to the respondents during their 2022 ANCOPSS meeting which was held in August in the state. In this case, the respondents were given the questionnaire items and instructions on how to fill the items were specified. The next day, the researcher and the research assistants went and collected back the completed instruments. All the 120 questionnaires were administered to the respondents. However, during the time of retrieval, it was discovered that seven were damaged while three were missing, leaving the researcher with 110 valid questionnaire items. The sample size therefore was 110. The data collected were summarized from the responses using mean scores. The data were analyzed using the mean rating, with a decision rule of 2.50.

Presentation and Analysis of Data

Research Question 1: What are the impacts of educational management on the 21st century education pedagogy in public secondary schools in Imo state?

Table 1: Respondents mean ratings on the impacts of educational management on achieving the 21st century education pedagogy in secondary schools in Imo state

		N=110	
S/N	**Item Statements**	**$\bar{x}$**	**Decision**
1	Ensure that qualified teachers are employed	3.22	Agree
2	Ensure that school curriculum complies with 21st century education pedagogy	3.45	Agree
3	Supervise the teachers to ensure that they teach students with basics skills	3.22	Agree
4	Ensure that the students are taught skills that will equip them to handle the complexity of modern world	2.96	Agree
5	Direct teachers to embark on self-development programmes that will help them in the 21st century education pedagogy	2.99	Agree
6	Ensure that there is availability of 21st century teaching facilities	2.13	Disagree
7	Make policies that will help the students make good academic achievement	2.72	Agree
	Grand Mean Score	**2.96**	**Agree**

Research Question 2: What are the strategies educational management can use to achieve quality education in public secondary schools in Imo state?

Table 2: Respondents mean ratings on the strategies educational management can use to achieve quality education in public secondary schools in Imo state

		N=110	
S/N	**Item Statements**	**$\bar{x}$**	**Decision**

8	Teachers are made to follow school curriculum	3.04	Agree
9	School policies are made to be strictly adhered to	3.40	Agree
10	Teachers who are not meeting up with 21st century education pedagogy are discharged	3.00	Agree
11	Modern technology is used in teaching and learning	3.54	Agree
12	School funding is made a priority	3.22	Agree
13	Students should be made to take their studies serious through rigorous class exercises	3.16	Agree
14	Students who constitute problems should be disciplined	3.12	Agree
	Grand Mean Score	**3.22**	**Agree**

Discussion of Findings

Data in table one showed that the respondents agreed that effective educational management has significant impact on the 21st century education pedagogy in secondary schools in Imo state which included- ensuring that qualified teachers are employed, Ensuring that school curriculum complies with 21st century education pedagogy, Supervise the teachers to ensure that they teach students with basics skills, among others. Effective educational management not only helps in achieving quality education but also creates academic environment that is complaint with modern day teaching where students are taught different skills that will enable them to fit into the competitive society. Ezeanolue (2019) supported this idea by stating that academic growth of any school has everything to do with the effectiveness of the school management.

The data in table 2 showed that the respondents accepted that there are strategies educational management can use to achieve quality education in secondary schools in Imo state. From the analysis, these strategies include that teachers are made to follow school curriculum, school policies are made to be strictly adhered to, teachers who are not meeting up with 21st century education pedagogy are discharged, modern technology is used in teaching and learning, school funding is made a priority, and students should be made to take their studies seriously through rigorous class exercises. Using these strategies would not only standout the effectiveness of the management but also help the growth of performance of both teachers and students. Oyoyo (2014) explained that management strategies are very essential in school administration as they help the administrators to achieve the goals of the school. The findings agreed with the assertion of Ikegbusi (2016b) who opined that effective management which is a vital and fundamental element in the day to day administration of the secondary school, enforces good interpersonal relationship among the principals and the teachers, promote effective team work among teachers and guarantee teachers' full support and commitment to the actualization of school goals and objectives.

Conclusion

The 21st century education pedagogy is very essential in secondary schools today, as secondary education a well-recognized level of education for both employment and other education related activities that requires certificate in Nigeria. Education pedagogy entails the ability of teachers to be able to impact the modern skills in the students which will enable them to be able to measure up in any environment. However, to achieve this in public secondary schools in Imo state, there is need to have effective educational management. Imo state, like many other states, has numerous population of students in secondary school. This, hence, makes it imperative for effective education management in these schools.

Many public secondary schools in Imo do not have idea of the 21st century education pedagogy. This showed the level of effectiveness of education management in these schools and its attendant implications on the academic achievement of students. The need to have effective educational management in this state is very obvious, as it is a gateway to achieving quality education in the school.

Recommendations

Based on the findings of the study, the following recommendations are made:

i. Educational management in different schools should prepare their curriculum, monitor it and supervise teachers to ensure that they teach students in complaint with the 21st century education pedagogy.

ii. Different useful and implementable strategies such as, teachers being made to follow school curriculum, school policies being made to be strictly adhered to, modern technology being used in teaching and learning, and school funding being made a priority should be adopted by education managers for effective administration of schools.

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