

Can Cultural Educational Administrative Practices Predict EFA Goal Attainment in Secondary Schools - The Nigerian Experience

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Abstract: *Education for All (EFA) has been a topical issue world over since the last two decades. Consequently, many nations have been making efforts to meet up with the 2015 target year of EFA goal attainment. Despite efforts by Nigerian government to meet up with the EFA goals, quality of education is still found to be very low. The purpose of this study is therefore to explore possible means of attaining EFA goals in Nigeria, in terms of quality education. Cultural Educational Administrative Practices which has gained the interest of educational administrators recently, was adapted for this study, following Bush (2003 & 2007) models of educational administration. The study examined if Cultural Educational Administrative Practices could predict attainment of EFA goals in Nigerian secondary schools. Using a co relational survey research design, multistage and snowball sampling techniques, 1,015 secondary school authorities and 1,015 students were selected for the study. A questionnaire and an achievement test were used for data collection. Two research questions and two hypotheses tested at 0.05 significant levels, guided the study. Pearson-Product Moment Correlation Coefficient (r) was used for data analysis. It was found that Moral and Instructional- Cultural Educational Administrative Practices averagely and lowly predict attainment of EFA goals respectively. The study recommends that principals should be encouraged to increase their use of Cultural Educational Administrative Practices (moral and instructional) and that the target year for the attainment of EFA goals should be extended to enable countries like Nigeria, experiment on the Cultural Educational Administrative Practices (moral and instructional) that could enable them attain EFA goals, since the target year of 2015 may not be met in Nigeria.*

Keywords: Education for All (EFA); Educational Administration models: Cultural Educational Administrative Practices (Moral and Instructional); Predict; attainment; literacy, numeracy and essential life skills

1. Introduction

In the last two decades, Education for All (EFA) has been a topical issue in Nigeria and world over. United Nations Educational, Scientific and Cultural Organization (UNESCO, 1990: ix) defines EFA as “the provision of basic education for all children, youth and adults”. Among the six EFA goals: Early childhood care and education (ECCE); Universal primary enrolment and completion; Youth and adult skills; Youth and adult literacy; Gender parity and Quality education, the latest, quality education, which emanated from the Dakar Framework, (UNESCO, 1990) and is expected to be attained progressively but completed on or before the target year 2015 by all countries concerned including Nigeria, is the concern of this study. Despite successes recorded by Universal Basic Education (UBE) in Nigeria, UNESCO observed that much progress has been made on access but little on quality education. Quality education implies acquiring knowledge, skills and values necessary. Hence, UNESCO (2005:18) concluded that: “quality stands at the heart of Education for All”.

There are predominantly three accepted parameters for measuring quality education, they are; **literacy, numeracy and essential life skills** (UNESCO, 2000, 2005, 2006c, 2009; UNICEF, 2004 and Guttmann, 2006). Most importantly, the underlining factor behind all these parameters is effective school administration. This is because administration involves making decisions that shape quality educational inputs (Ndu, Ocho & Okeke 1997). This study therefore

attempted to identify educational administrative practices that could predict achievement of EFA goals. There are six educational administrative models identified by Bush (2003 & 2007) namely: formal; political; subjective; ambiguity; collegial and cultural models. This study is interested in the cultural models. Two indicators that govern the use of cultural models are **moral and instructional practices**. Moral practice entails moral leadership which assumes that the critical focus of moral leadership is based on the values, beliefs, and ethics of moral leaders, Bush (2007). School administrators that employ this leadership model assume that authority and influence are derived from defensible conceptions of what is right or good, just like the “symbolic educational leadership” of Razik and Swanson (2010:123) which signals and demonstrates to others what is important and what is valued. On the other hand, instructional practices involve instructional leadership and focuses on direction of influence, rather than on its nature and source. For Bush (2007), this form of leadership is strongly concerned with teaching and learning as well as students’ growth. From the forgoing, it is clear that cultural educational administrative model with its two aspects of moral and instructional practices create opportunities that link school values to objectives. This explains why it is considered necessary to investigate if these practices could predict attainment of EFA goals in secondary schools in Nigeria.

1.1 Statement of the Problem

Only few months away from the target year for the EFA goals attainment, Nigerian educational system is still far from being qualitative despite frantic efforts by the Nigerian government and other organizations towards ensuring quality education in Nigeria. Apparently, emphasis has been on access while quality suffers. As the search for quality education continues and efforts to attain EFA goals intensified in Nigeria, this study is an attempt to contribute in the search for quality education and attainment of EFA goals by investigating what could predict the realization of EFA goals in secondary schools. Therefore, the problem of the study captured in a question form is: Can cultural educational administrative practices (CEAP) predict attainment of EFA goals in terms of quality education in Nigeria?

1.2 Purpose of Study

The purpose is to find out if cultural educational administrative practices (CEAP) (Moral and Instructional) can predict EFA goals attainment in terms of quality education in secondary schools in Nigeria.

1.3 Research Questions

The following research questions guided the study:

1. What is the relationship between moral-cultural educational administrative practices (MCEAP) and attainment of EFA goals in terms of quality education in Nigeria?
2. What is the relationship between instructional-cultural educational administrative practices (ICEAP) and attainment of EFA goals in terms of quality education in Nigeria?

1.4 Research Hypotheses

The following hypotheses tested at the probability level of 0.05, were formulated to guide the study.

HO₁. There is no significant relationship between moral-cultural educational administrative practices (MCEAP) and attainment of EFA goals in terms of quality education in Nigeria.

HO₂. There is no significant relationship between instructional-cultural educational Administrative practices (ICEAP) and attainment of EFA goals in terms of quality education in Nigeria.

2. Literature Survey

2.1 Research Methods

a) Research Design: The correlation survey research design was used. A correlation survey design is used to determine relationships between variables and the data based on individual opinions (Nworgu 2006), just as in this study.

b) Area of Study: Nigeria is has a vast area with various divergent groups and cultures. The study area Nigeria was divided into North & South for the purpose of this study. The Northerners are basically muslims and of Hausa and Fulani origin while the southerners are mainly Christians

and of Yoruba and Ibo origins however, there are similarities in their educational developments especially as it concerns EFA goals generally and quality education in particular.

2.2 Study Population and Sampling Technique:

The study population was 33,833 comprising all state secondary school principals, teachers and SSII (Senior Secondary 2) students in the 306 secondary schools (153 each in the North & South), 306 principals (153 each from the North & South) and 8,144 teachers, (4074 each from the North & South). The SSII students were 25383, made up of 12691 students from the North and 12692 from the South. The population was grouped into two-Principals & Teachers constituting 8,450 School Authorities and 25,383 SSII students, totaling 33,833. The SS II students were chosen because they were found more stable in school as they had passed adjustment stage of new students in SS I and had not reached the examination stage of SSS III students which can destabilize them as well. Using a multistage equal sampling technique, 2030 made up of 1015 School Authorities and 1015 students, were selected and used for the study. The 1015 school authorities constituted (502 from the North & 503 from the South), while the 1015 students were made up of (502 from the North & 503 from the South) totaling (25,383) respondents. The first stage of the sampling process was the selection of 306 secondary schools- 153 each from the North and south, using simple random sampling. There was on sampling of the principals as all were used. Then from 8,144 teachers, 709 were selected using simple random sampling. Thus a total of 1015 school authorities were selected. Also, 1015 SS II students were also selected using snowball sampling technique. The snowballing was done through the principals and teachers that were asked to select one SS II student of their choice each.

2.3 Instrument for Data Collection

Two instruments were used for data collection- a 16-item structured questionnaire entitled: Cultural Educational Administrative Practices Questionnaire (CEAPQ) (See App. A) and an Achievement Test entitled: Education For All Attainment Test (EFAAT) (See App. B) both developed by the researchers. The CEAPQ consisted of two clusters involving the MCEAP and ICEAP with four response options of Very Great Extent (VGE); Great Extent (GE); Low Extent (LE); and Very Low Extent (VLE) and weighted 4 points; 3 points; 2 points; and 1 point respectively. The achievement test EFAAT has three sections; **Literacy Skills** with three subsections on reading skills, speaking skills, and writing skills; **Numeracy Skills** with five items while the **Essential Life Skills** has seven items.

2.4 Validation of the Instrument

The CEAPQ was face-validated by two experts in Educational Administration and Planning and one in Measurement and Evaluation all from University of Nigeria Nsukka. The EFAAT with its three sections- three sub-tests each, were submitted to three experts in the departments of English Language Education, Mathematics Education and

Social Studies Education respectively, all from University of Nigeria, Nsukka.

2.5 Reliability of the Instruments

The CEAPQ were trial-tested on 20 principals and 20 teachers while the EFAAT were administered on 40 students both from two federal secondary schools, one in the North and the other in Southern part of Nigeria not used in the study. These schools were used because they were found to possess similar characteristics with the schools used for this study. The trial testing of EFAAT lasted for 55minutes (30mins for the literacy test, 15 minutes for numeracy test, and 10mins for the essential life skills test). The internal consistency of the items was determined using Cronbach Alpha coefficient.

2.6 Method of Data Collection

The CEAPQ was administered on the school authorities with the help of three research assistants. Each school authority was asked to give a copy of the achievement test (EFAAT) to the SSII student that he/she selected through snow balling. The students were guided on how to answer the questions by the research assistants. The school authorities completed their instruments on their own. On the whole there was a 100% return rate.

2.7 Method of Data Analysis

Pearson-Product Moment Correlation Coefficient (r) was used to analyze the data collected for answering the research questions and for testing the hypotheses. The result of the analysis was interpreted as follows (r). The reliability coefficient was 0.93. For the EFAAT, the internal consistency of the items of each sub-section was determined using Kendall's Coefficient of Concordance (W) for sub-test 1 and Kuder-Richardson 20 (K-R 20) for sub-tests 2 and 3. This gave reliability values of 0.85, 0.77 and 0.86 for the three sections of sub-test one. In the case of sub-tests 2 and 3, the values obtained were, 0.69 and 0.80 respectively. (See App C)

Figure 1: Interpretation of Pearson-Product Moment Correlation Coefficient (r) relationships

Negative	Positive	Relationships/Nature of Predictor
-0.09 to -0.3	+0.0 to +0.1	No/not a predictor
-0.3 to -0.5	+0.1 to +0.3	Low/ predictor
-0.5 to -1.0	+0.3 to +0.5	Medium/ave. predictor
-1.0 to -0.5	+0.5 to +1.0	High/Strong Predictor

Source: Wikipedia (2011) <http://www.en.wikipedia.org/wiki/practice>

The result was interpreted according to Wikipedia (2011) explanation in fig 1, which implies that any score between -

0.09 to -0.0 and +0.0 to +0.09 was interpreted to mean **No relationship** and therefore **not a predictor**. Scores from -0.3 to -0.1 and +0.1 to +0.3 was interpreted to mean **low relationship** and therefore **a low predictor**. Scores from -0.5 to -0.3 and +0.3 to +0.5 was interpreted to mean **medium relationship** and therefore **an average predictor**. Scores from -1.0 to -0.5 and +0.5 to +1.0 was interpreted to mean **High/ Strong relationship** and therefore **a Strong Predictor**.

3. Results

Table 1: Pearson Product Moments Correlation Coefficient (r) of the relationship between MCEAP and Attainment of EFA Goals (See page11 for the table)

From table 1 and based on the scales for interpreting Pearson Moment Correlation coefficient values (Fig, 1), it can be observed that the nine items of the moral cultural model (items 18-26) have positive relationship with sixteen (items 35, 37-51) out of the seventeen items of quality education. However, item number 36 of quality education showed a negative relationship with item numbers 18, 19, 20, 22, 23, 24, 25 and 26. Only item 21 showed a positive relationship with item 36.

Table 1 a: Summary of Table 1- Pearson Product Moments Correlation Coefficient (r) of the relationship between MCEAP and Attainment of EFA Goals

Variables	N	R	Interpretation
EFAgoalsattainment	1015		Positive R Medium
MCEAP	1015	0.343	Relationship/ average predictor

Table 1a shows that the correlation coefficient (r) of the relationship between MCEAP and the attainment of EFA goals is 0.343. This implies a **medium relationship** between the two variables and therefore an **average predictor** of EFA goals attainment. In other to conclusively examine whether or not this result is actual or by chance, the corresponding hypothesis was tested and the result is shown in table 2.

Table 2: Pearson Product Moment Correlation Coefficient (r) test of the significance between MCEAP and the attainment of EFA goals

Vars	N		Significance of r	Decision
EFAgoalsattainment	1015	0.343	0.917	Significant
MCEAP	1015			

As shown in table 2, the r, 0.343 in respect of the relationship between moral- cultural educational administrative practices (MCEAP) by secondary school principals and EFA goals attainment was found to be significant at 0.917 which is higher than 0.05 being the level of probability. This shows that the **r was significant**. This means that the corresponding **null hypothesis was not accepted**. In other words, there is a **significant** relationship between moral-cultural educational administrative practices (MCEAP) and EFA goals the attainment. That is to say that the earlier observed result of **"positive- medium relationship"** is actual and not attributed to chance or error variance.

Table 3: Pearson Moments Correlation Coefficient (r) of ICEAP and EFA Goals(See page 12 for Table 3)

Table 3 shows the result of the Pearson Moment Correlation Coefficient (r) and item-by-item analysis of data on the relationship between the Instructional Cultural Educational Administrative Practices (ICEAP) and the EFA Goals in terms of quality education. From the table and based on the scales for interpreting Pearson Moment Correlation coefficient values (Fig. 1), it can be observed that the nine items of the moral cultural model (items 27-34) have positive relationship with sixteen (items 35, 37-51) out of the seventeen items of quality education. However, item number 36 of quality education showed no relationship with item 28; it also showed a negative relationship with item numbers 27, 29, 30, 32, 33 and 34. Only item 28 showed a positive relationship with item 36.

Table 3a: Summary of Table 3- Pearson Product Moments Correlation Coefficient (r) of the relationship between the ICEAP and Attainment of EFA goals

Variable s	N	R	Interpretati on
EFAgoal s Attainme nt	101 5	0.02 0	Positive low relationship /low predictor
ICEAP	101 5		

Table 3a shows that the correlation coefficient (r) between the ICEAP and EFA goals attainment is 0.020. This value was interpreted to mean **positive low relationship** and therefore **low predictor** of EFA goals attainment. In other to conclude whether this result was actual or by chance, a corresponding hypothesis was tested and the result was shown in table 4.

Table 4: Pearson Product Moment Correlation Coefficient (r) test of the significant relationship between ICEAP and the attainment of EFA goals

Variables	N	R	Significance of r	Decision
EFAgoalsattainment	1015	.020	0.529	Significant
ICEAP	1015			

Table 4 indicates that the r of 0.020 in respect of the relationship between ICEAP by secondary school principals and attainment of EFA goals is significant at 0.529. The latter being higher than 0.05 level of probability, r was therefore significant. This means that the corresponding **null hypothesis** was **not accepted**. In other words, there is significant relationship between ICEAP and attainment of EFA goals. That is to say that the earlier observed result of "positive and low relationship" is actual and not attributed to chance or error variance.

4. Summary of Findings

It was found that;

1. There is a **positive medium relationship** between the Moral- Cultural Educational Administrative Practices

(MCEAP) of and attainment of EFA goals. This implies that Moral- Cultural Practices (MCEAP) of the secondary school principals in Nigeria **averagely predict** attainment of EFA goals in terms of quality education in Nigeria.

2. There is a **significant relationship** between Moral- Cultural Educational Administrative Practices (MCEAP) and attainment of EFA goals in terms of quality education in Nigeria.
3. There is a **positive low relationship** between the Instructional- Cultural Educational Administrative Practices (ICEAP) by secondary school principals and attainment of EFA goals in terms of quality education. This indicates that the instructional- cultural practices by secondary school principals (ICEAP) **is a low predictor** of EFA goals attainment in terms of quality education in Nigeria.
4. There is a **significant relationship** between Instructional- Cultural Educational Administrative Practices (ICEAP) and attainment of EFA goals in terms of quality education in terms of quality education in Nigeria.

5. Discussion

The findings that moral- cultural educational administrative practices of principals have a positive medium relationship and is a medium predictor of EFA goals attainment is actually not due to chance. This implies that the use of MCEAP by principals can actually lead to achievement of EFA goals in terms of quality education though averagely. This is in line with the findings of Bush (2003 and 2007), Mullins (2007), Rowold (2008) and Razik & Swanson (2010), which strongly recommend the use of moral-cultural educational administrative practices for achievement of institutional goals. This implies that creating a culture of mutual respect, punctuality, appreciation of hard work, rein enforcement and values can actually result to quality education. There are a lot of cultural norms in schools which have been considered very rewarding in attainment of educational goals and need to be encouraged such as morning assemblies, march pass, inter-house sports, excursions and visits, festivals and staff meetings

This study also revealed that there is low relationship between instructional-cultural practices and EFA goals attainment indicating that instructional-cultural practices of secondary school principals in Nigeria can actually predict EFA goals' attainment in terms of quality education. This was again supported by the hypothesis that there was a significant relationship between the variables. This implies that the use of ICEAP by secondary school principals have impact though little, on attainment of EFA goals. This result is in line with the findings of Sindhvad (2009) and Grigsby *et al* (2010), which show that instructional-cultural educational administrative practices (ICEAP), such as supervision and quality assurance mechanisms are very important and can result to achievement of school goals. Supervision of instruction by principals has always been considered very necessary for effective school administration. It provides the needed help given to teachers in terms of capacity building, provision of necessary teaching and learning materials and motivating both teachers and students. Consequently it is considered one of the most essential duties of a school

administrator. Quality Assurance mechanisms are inevitable in schools and can be achieved through the application of Total Quality Management (TQM). The findings of this study indicate that Cultural Administrative Practices can actually predict attainment of EFA goals in terms of quality education in terms of quality education in Nigeria.

This implies that there is hope that EFA goals in terms of quality education can still be attained in Nigerian schools through the application of the moral and institutional- cultural educational administrative practices. What is therefore needed is more time for the necessary application of the MCEAP and ICEAP, since 2015, the targeted year for the attainment of the EFA goals is already at hand and it may not be possible for Nigeria to attain EFA goals by this date. This is to say that Nigeria can attain EFA goals if more time could be giving through the application of MCEAP and ICEAP by the school administrators.

6. Conclusion and Implications

The study concludes that:

Cultural Educational Administrative Practices of secondary school principals can predict attainment of EFA goals in terms of quality education and that Moral - Cultural Educational Administrative Practices of secondary school principals predicts averagely, the attainment of EFA goals in terms of quality education while Institutional -Cultural Educational Administrative Practices lowly predict EFA goals attainment in terms of quality education in secondary schools in Nigeria.

The implication is that EFA goals can be attained in Nigeria by schools administrators if they increase their moral and institutional- cultural educational administrative practices, creating good cultures that appreciate hard work, punctuality and honesty, creativity and innovation effective supervision of instruction and application of Total Quality Management in their schools, the more likely and faster EFA goals in terms of quality education can be attained in Nigeria. There is therefore an urgent need for a paradigm shift towards the use of moral and institutional- cultural administrative practices in schools. However what is not yet known is whether the 2015 target of attaining EFA goals could still be met even with the application of these practices in schools. This is a case for another study.

7. Future Scope

For future improvements it was recommended that:

1. The date for the attainment of EFA goals for countries like Nigeria that may not be able to meet the set target year of 2015, should be extended to a later date.
2. Principals of schools should be seriously encouraged to intensify their cultural (moral and instructional) educational administrative practices in school administration for the attainment of EFA goals..
3. Supervision of instruction and TQM should be intensified in schools.
4. Principals that use the cultural (moral and instructional) educational administrative practices in their school administration should be properly rewarded. This will

encourage them to intensify efforts towards ensuring that EFA goals are attained.

List of Abbreviations:

EFA - Education For All.

UNESCO - United Nations Educational, Scientific and Cultural Organization

UBE - Universal Basic Education

CEAP - Cultural Educational Administrative Practices

MCEAP - Moral Cultural Educational Administrative Practices

ICEAP - Instructional Cultural Educational Administrative Practices

HO – Hypothesis

SS I - Senior Secondary 1

SS II– Senior Secondary 2

TQM - Total Quality Management.

W - Kendall's Coefficient of Concordance

r - Pearson-Product Moment Correlation Coefficient

CEAPQ - Cultural Educational Administrative Practices Questionnaire

EFAAT- Education For All Attainment Test

VLE - Very Great Extent

GE- Great Extent

LE - Low Extent

VLE - Very Low Extent

Table 1: Pearson Product Moments Correlation Coefficient (r) of the relationship between MCEAP and Attainment of EFA Goals

18	Items of Moral -Cultural Model	Items of EFA Goal																
		35 Read fluently passages from their textbooks	36 Copy class notes intelligibly	37 Ask and answer questions orally during classes	38 Show under Standing of passages read	39 Correctly construct and write letters	40 Engage in complex calculation	41 Measure simple distances between two places	42 Understand differences in lengths and sizes	43 Solve problems involving simple geometrical figures	44 Understand geometrical figures when they are used in common expressions	45 Listen attentively during classes	46 Express their views fearlessly	47 Show respect to the school authority	48 Work with their class mates as a team	49 Solve problems without waiting to be asked	50 Be confident that they can do well	51 Accept blames when they are at fault
Focusing on good values like being honest with colleagues among the staff and students		.17	-.06	.17	.19	.18	.18	.17	.16	.18	.15	.17	.19	.23	.22	.21	.22	.23

19	Focusing on punctuality for all members of the school community	.09	-.01	.12	.04	.04	.02	.05	.08	.11	.12	.09	.09	.04	.08	.04	.10	.08
20	Marketing the vision of the school to the school community	.15	-.03	.16	.15	.12	.20	.18	.12	.13	.11	.07	.10	.09	.13	.19	.16	.18
21	Creating a culture of mutual respect within the school community	.17	.04	.25	.19	.15	.21	.19	.14	.19	.20	.22	.21	.24	.24	.17	.26	.27

22	Creating a culture of appreciating hard work	.23	-.09	.18	.29	.24	.22	.30	.14	.22	.20	.11	.20	.21	.17	.19	.22	.24
23	Creating a culture of sincerity among the school community	.17	-.09	.19	.24	.16	.20	.24	.17	.23	.23	.09	.19	.18	.17	.22	.20	.24
24	Creating a productive school culture that emphasizes excellence	.20	-.08	.20	.20	.13	.20	.23	.15	.23	.24	.18	.19	.19	.19	.17	.25	.24

25	Living the values entrenched in the school vision	.17	-.03	.14	.18	.16	.21	.27	.15	.23	.19	.13	.22	.16	.20	.19	.20	.19
26	Re-enforcing values through rituals like staff meetings, assemblies, awarding prizes to best behaved, and so on	.24	-.04	.25	.23	.20	.22	.27	.18	.26	.21	.18	.21	.21	.19	.20	.28	.23

Table 3: Pearson Moments Correlation Coefficient (r) of ICM and EFA Goals

Items of Instructional- Cultural Model		Items of EFA Goal																																						
		27	Assisting teachers in their classroom management	28	frequent visits to classrooms (clinical supervision)	35	read fluently passages from their textbooks	36	copy class notes intelligibly	37	ask and answer questions orally during classes	38	show understanding of passages read	39	correctly construct and write letters	40	engage in complex calculations	41	measure simple distances between two places	42	understand differences in lengths and sizes	43	Solve problems involving simple geometrical figures	44	understand geometrical figures when they are used in common expressions	45	listen attentively during classes	46	express their views fearlessly	47	show respect to the school authority	48	work with their class mates as a team	49	solve problems without waiting to be asked	50	be confident that they can do well	51	accept blames when they are at fault	
		.27		.15		.27		-.03		.25		.27		.18		.26		.25		.15		.26		.22		.25		.21		.19		.27		.25		.28		.24		.19

31 motivating teachers to keep improving their teaching strategies	30 always tracking and monitoring the students' progress	29 ensuring that all the available resources are tapped knowledge acquisition
.21	.23	.22
.03	-.04	-.03
.23	.32	.23
.25	.28	.22
.13	.25	.16
.24	.24	.26
.24	.22	.24
.17	.12	.15
.21	.30	.25
.19	.19	.24
.15	.33	.19
.20	.23	.24
.19	.24	.18
.23	.29	.22
.27	.24	.28
.25	.35	.24
.22	.30	.19

34 ensuring that the students have the required learning materials	33 ensuring that teachers teach the students appropriately	32 ensuring that teaching is student-centered
.25	.27	.21
-.03	-.05	-.04
.33	.30	.25
.29	.21	.25
.26	.13	.17
.26	.21	.22
.25	.18	.22
.15	.13	.18
.29	.24	.23
.29	.18	.18
.29	.22	.19
.25	.18	.15
.24	.13	.17
.34	.16	.20
.31	.13	.22
.36	.23	.23
.30	.19	.21

Author Profile



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