

CAPACITY BUILDING NEEDS OF SCHOOL ADMINISTRATORS FOR EFFECTIVE SCHOOL ADMINISTRATION IN UZO-UWANI LOCAL GOVERNMENT AREA, ENUGU STATE

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Abstract

This study examined capacity building needs of school administrators for effective school administration in Uzo Uwani Local Government Area, Enugu State. The study was carried out in Uzo-uwani Local Government Area of Enugu State. The study adopted a descriptive survey research design. This design was considered appropriate because it enables the researcher to collect data from a representative sample of school administrators to determine existing capacity building needs without manipulating any variables. The population of the study consisted of all 42 public secondary school administrators in Uzo-uwani LGA. Due to the manageable size of the population, there was no sampling. The instrument for data collection was a structured questionnaire titled: Capacity Building Needs of School Administrators Questionnaire (CBNSAQ). The questionnaire was divided into sections: section A contained the demographic information while section B contained the capacity building needs developed in two clusters; cluster A and cluster B. Responses were structured on a 4- point likert scale ranging from strongly Agree to strongly disagree. The instrument was validated by three experts in Educational Administration and Measurement and Evaluation from University of Nigeria. The reliability of the instrument was established using Cronbach's Alpha coefficient. A pilot test was conducted on 25 school administrators in Nsukka LGA. The overall reliability index obtained was 0.87. Data were analyzed using mean and standard deviation to answer research questions. The mean of 2.5 was the boundary range and any mean of 2.5 or above was regarded as important. The study found that effective school administration in Uzo-uwani LGA largely depends on systematic and continuous capacity building for school administrators. The study recommended among others that The Ministry of Education and Post Primary School Management Board (PPSMB) should organize regular workshops, seminars, conferences, and in-service training programmes for school administrators to update their knowledge and managerial skills.

Keywords: capacity building, school administrator, effective school administration

Introduction

Administration of schools in Uzo-uwani LGA has become a difficult task among school administrators. In recent time, many schools have been closed down which poor administration might have played a part. This unsatisfactory state of affair in the education sector in the LGA has become a major concern to parents, government, students and the society at large. Today, expectations from the school administrators are higher than ever before. Administrators are not just seen as educational leaders, knowledgeable about teaching and learning, they are also expected to know how to work with data, make funding decisions, engage with their wider community, support children with a range of special needs and navigate a complex operational environment. Consequently, to become an effective administrator demands training and retraining that will cope with the administrative tasks of the time. Without proper training and development of school administrator, the school's mission and major goals cannot be achieved. Thus, school

administrators can attain sustainability and efficacy in their work by consistently and regularly engaging in capacity-building initiatives like internal training, conferences, seminars, workshops, and professional gatherings that are reserved for school administrators (Adegbimile, Abdullahi, Nzurumike & Azike, 2019).

The leaders in public secondary schools are the school administrators also called the principals and they are the administrative heads of schools. Leadership is a complex task and requires knowledge, experience and good skills. Administrators have enormous responsibilities of managing all human and material resources in their schools in order to achieve set goals. Principals are at the helm of affairs in secondary schools and as such pilot the affairs of these schools as leaders. The management and administration of these schools fall within the office of the principals. They are the drivers and implementers of educational policies in secondary schools, thus, the achievement of national and economic goals via secondary education is hinged on the principals who are leaders in these schools. Principals are responsible for influencing, directing and coordinating, human, material and financial resources to achieve stated goals and objectives of secondary schools. Also, Agih (2015) highlighted some of the functions performed by the school manager (principal) as planning, organizing, coordinating and directing. The leadership role of principals is very significant in the effective management of public secondary schools, and to effectively manage these huge responsibilities the principals need capacity-building programmes to enhance effective management of staff, students, parents, facilities, finance and integration of information and communication technology into teaching and learning that will ultimately improve student learning outcomes and success of these public secondary schools.

School administrators play a pivotal role in ensuring the effective functioning of educational institutions. Their responsibilities range from instructional leadership and resource management to personnel supervision, community engagement, and policy implementation (Chinelo, 2015). However, in many parts of Nigeria, particularly in rural and semi-urban local government areas such as Uzo-Uwani in Enugu state, educational outcomes are constrained by leadership challenges that undermine school performance (Onubuleze, 2022). Despite the central role of school administrators in shaping teaching and learning environments, numerous studies have documented gaps in critical leadership competencies among school leaders in Nigeria. For example, investigations in south east Nigeria revealed that many administrators perform poorly in areas such as personnel management, instructional leadership, and school administration, largely due to inadequate capacity building (Uwakwe, 2017).

Similarly, research conducted in Benue state found that principal's ability to manage students, personnel, and financial resources significantly affected administrative effectiveness, emphasizing the need for continuous professional training (Nambe, 2024). In Enugu state specifically, studies have shown that school administrators often lack adequate professional support and development, which limits their capacity to perform essential functions effectively. For instance, principals in Enugu state were found to have instructional and managerial needs that, if unmet, could hinder effective school administration (Onubuleze, 2022). To be able to be effective and efficient managers of schools, it is imperative that school principals need capacity building to equip them with the required skills, knowledge, values, ideas and right attitudes to deal with the present challenges of managing schools effectively.

Capacity building is one of the ways of equipping school principals with the capacities required for effective student personnel services job performance creditably.

Capacity building is a development service to arm the administrator with an up to date knowledge so that he/she will render better teaching services in planning curriculum development and implementation experiences (Agusiobo, 2017). According to Uwakwe (2017), capacity building refers to the efforts, strategies and methodologies taken towards improving the level of knowledge, skills and attitudes possessed by the school principals for proficiency in their responsibilities of taking charge of all that happens in the school. Capacity building is the process of equipping individuals, group, or organizations with the knowledge, skills, resources, and confidence they need to perform their roles effectively and solve problems independently over time. Capacity building promotes lifelong learning, signifies a shift from traditional, rule-based training approaches to role-based learning frameworks. By emphasizing the alignment of training outcomes with professional roles and responsibilities, it seeks to enhance administrative efficiency, foster innovation, and promote inclusive governance practices (Adegimile, Abdullahi, Nzurumike & Azike, 2019).

To ensure school effectiveness, administrators need development in leadership skills to effectively guide school activities, inspire teachers, and drive school goals. Studies in Nigeria have highlighted the importance of leadership capacity building for school administrators, noting that many administrators lack formal training in leadership and modern administrative practices (Ikegbusi, 2025). Ezihuo (2019) postulated that it is necessary to build the administrative capacities of administrators in order for them to be competent and maintain productivity. Consequently, administrators need skills in budgeting financial accountability, resource allocation, and auditing school funds. Capacity building is critical for administrators to manage school budgets, resources, and funding effectively. It has been found that administrators' financial management skills significantly influence administrative effectiveness in public secondary schools (Nambe, 2024). In addition, continuous professional development enables administrators to interpret educational policy, lead instructional improvement, and adopt innovative administrative practices (Maxwell, 2024).

Instructional supervision is widely recognized as a critical function of school administration, as it directly influences instructional quality, teacher effectiveness, and student achievement. Tesfaw and Hofman (2012) viewed instructional supervision as a process of assessing teachers' instructional tasks, providing professional guidance and support, and sharing of ideas for the purpose of improving teachers' competences in the teaching-learning process and achieving the educational objectives. Okendu (2012) described instructional supervision as democratic interactions between the instructional leader and the teachers for the purpose of improving teachers' professional growth, teaching techniques, curriculum instruction and students' learning outcome. Ayeni (2012) asserted that instructional supervision provides access to active professional engagement and opportunity for effective use of educational resources to improve teaching-learning process, fosters continuous capacity development of teachers; enhance students' academic performance and achievement of educational objectives. Onyeike and Nwosu (2018) investigated principals' supervisory roles and teachers' job effectiveness in secondary schools. The study revealed that principals' supervisory roles provided assistance to teachers in performing instructional activities, discussing new trends in the school system, ensuring functional instructional materials, and encouraging teachers to boost continuous assessment.

Researchers stress that administrators must move beyond administrative paperwork to instructional leadership. However, research consistently shows that many administrators

are inadequately prepared for this role, highlighting the need for deliberate capacity building in instructional supervision (Zepeda, 2017). Effective instructional supervision requires a deep understanding of curriculum standards, pedagogical approaches, instructional strategies, and assessment practices. Administrators who lack instructional expertise often focus on administrative compliance rather than improving classroom practice (Sergiovanni, 2019). Instructional supervision, when undertaken by the administrator, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Chen, 2018).

Statement of the problem

Effective school administration is a critical factor in the attainment of educational goals at the secondary school level. School administrators are expected to provide instructional leadership, manage human and material resources efficiently, ensure discipline, and foster a conducive learning environment. In recent years, however, concerns have been raised about effectiveness of school administration in public secondary schools in Uzo-Uwani Local Government Area (LGA) of Enugu state. Observations and reports from education stakeholders in the area suggest persistent challenges such as poor staff supervision, ineffective record-keeping, and weak instructional leadership, inadequate utilization of resources, poor staff motivation, and declining students' academic performance suggests possible gaps in the professional capacity of some school administrators. Many administrators assume office based primarily on teaching experience rather than formal training in educational management and leadership, which may limit their effectiveness in handling administrative responsibilities. This study seeks to identify the specific capacity building needs of school administrators to improve overall school effectiveness.

Purpose of the study

The main objective of this study was to examine the capacity building needs of school administrators for effective school administration in Uzo-Uwani Local Government Area of Enugu State. Specifically, the study sought to:

1. Determine the administrative capacity building needs of school administrators for effective school administration in Uzo-Uwani LGA.
2. Examine the instructional supervision capacity building needs of school administrators in Uzo- Uwani LGA

Research questions

The following research questions were posed:

1. What are the administrative capacity building needs of school administrators for effective school administration in Uzo-Uwani LGA?
2. What are the instructional supervision capacity building needs of school administrators in Uzo- Uwani LGA?

Methods

The study adopted a descriptive survey research design. This design was considered appropriate because it enables the researcher to collect data from a representative sample of school administrators to determine existing capacity building needs without manipulating any variables. The study was carried out in Uzo-uwani Local Government Area of Enugu State. The population of the study consisted of all 42 public secondary school administrators in Uzo-uwani LGA. Due to the manageable size of the population, there was no sampling. The instrument for data collection was a structured questionnaire titled: Capacity Building Needs of School Administrators Questionnaire

(CBNSAQ). The questionnaire was divided into sections: section A contained the demographic information while section B contained the capacity building needs developed in two clusters; cluster A and cluster B. Responses were structured on a 4- point likert scale ranging from strongly Agree to strongly disagree. The instrument was validated by three experts in Educational Administration and Measurement and Evaluation from University of Nigeria. The reliability of the instrument was established using Cronbach's Alpha coefficient. A pilot test was conducted on 25 school administrators in Nsukka LGA. The overall reliability index obtained was 0.87. Data were analyzed using mean and standard deviation to answer research questions. The mean of 2.5 was the boundary range and any men of 2.5 or above was regarded as important.

Result

Research Question 1: What are the administrative capacity building needs of school administrators for effective school administration in Uzo-Uwani LGA?

Table 1

Mean and Standard Deviation Responses on the Administrative Capacity Building Needs of School Administrators for Effective School Administration in Uzo-Uwani Local Government Area

S/N	Item Statements	Mean	SD	Decision
1	School administrators need training in effective school planning and organization.	2.99	0.55	Agree
2	Capacity building is needed to improve administrators' skills in managing human resources in schools.	3.83	0.37	Strongly Agree
3	School administrators require training in financial management and budgeting for school effectiveness.	3.51	0.50	Strongly Agree
4	Administrators need capacity building in proper record keeping and school documentation.	3.48	0.50	Agree
5	Training is required to enhance administrators' ability to manage school facilities and infrastructure.	2.96	1.15	Agree
6	School administrators need capacity building in conflict resolution and crisis management.	2.58	0.62	Agree
7	Administrators require training in effective communication with teachers, students, and parents.	2.58	0.65	Agree
8	Capacity building is needed to improve administrators' leadership and decision-making skills.	2.75	0.43	Agree
9	School administrators need training in policy implementation and compliance with educational regulations.	2.99	0.55	Agree
10	Administrators require capacity building in time management and workload coordination.	2.74	0.43	Agree
Grand Mean		3.04	0.58	Agree

Table 1 shows the mean ratings of the school administrators on the administrative capacity building needs of school administrators for effective school administration in Uzo-Uwani LGA. The mean range from 2.58 to 3.83 indicating positive responses from the administrators on the need to have administrative capacity building for effective school administration in Uzo- Uwani LGA.

Research Question 2: What are the instructional supervision capacity building needs of school administrators in Uzo- Uwani LGA?

Table 2: Mean and standard deviation responses on the instructional supervision capacity building needs of school administrators in Uzo- Uwani LGA

S/N	Item Statements	Mean	SD	Decision
11	School administrators need training in classroom observation techniques.	2.82	0.55	Agree
12	Capacity building is required to improve administrators' skills in supervising lesson planning and delivery.	2.84	0.56	Agree
13	School administrators need training in providing constructive feedback to teachers after classroom observation.	2.83	0.37	Agree
14	Administrators require capacity building in the use of instructional supervision tools and checklists.	3.50	0.50	Strongly Agree
15	School administrators need training in mentoring and coaching teachers for instructional improvement.	3.25	0.43	Agree
16	School administrators need training in monitoring curriculum implementation and classroom instructional activities.	2.69	0.50	Agree
17	Capacity building is needed to enhance administrators' ability to evaluate teachers' instructional performance.	2.65	0.47	Agree
18	Administrators need capacity building in identifying teachers' professional development needs.	2.87	0.26	Agree
19	School administrators need training in promoting innovative and learner-centered teaching methods.	2.57	0.65	Agree
20	Capacity building is required to strengthen administrators' ability to use supervision data for instructional improvement.	2.88	0.25	Agree
Grand Mean		2.89	0.45	Agree

Table 2 shows the mean responses of the administrators on the instructional supervision capacity building needs of school administrators in Uzo-uwani LGA. The result analysis indicates the mean responses rating ranging from 2.57 to 3.50 indicating positive responses from the school administrators on the need to have instructional supervision capacity building for school administrators in Uzo-uwani LGA.

Discussion

The result for research question 1 showed that the administrators agreed that they need administrative capacity building for school administrators for effective school administration in Uzo-Uwani LGA. It has been found that administrators' financial management skills significantly influence administrative effectiveness in public secondary schools for effective school planning and organization, to improve administrator's skill in managing human resources in schools, in financial management and budgeting for school effectiveness, in proper record keeping and school documentation, to enhance administrator's ability to manage school facilities and infrastructure, in conflict resolution and crisis management, in effective communication with teachers, students, and parents, to improve administrator's leadership and decision making skills, in policy implementation and compliance with educational regulations and in time management and workload coordination. This is in line with Maxwell (2024) who stated that continuous professional development enables administrators to interpret educational

policy, lead instructional improvement, and adopt innovative administrative practices. It also agrees with Nambe (2024) who stated that financial capacity building is critical for administrators to manage school budgets, resources, and funding effectively.

Also result from research question two showed that administrators agreed that instructional supervision capacity building is needed by school administrators in Uzo-Uwani LGA for training in classroom observation techniques, to improve administrator's skill in managing human resources in schools, in financial management and budgeting for school effectiveness, in proper record keeping and school documentation, to enhance administrator's ability to manage school facilities and infrastructure, in conflict resolution and crisis management, in effective communication with teachers, students, and parents, to improve administrator's leadership and decision making skills, in policy implementation and compliance with educational regulations and in time management and workload coordination. This agrees with Sergiovann (2019) who stated that administrators who lack instructional expertise often focus on administrative compliance rather than rather than improving classroom practice. The study also align with Ayeni (2012) who asserted that instructional supervision provides access to active professional engagement and opportunity for effective use of educational resources to improve teaching-learning process, fosters continuous capacity development of teachers; enhance students' academic performance and achievement of educational objectives.

Conclusion

Based on the findings of the study, it can be concluded that effective school administration in Uzo-uwani Local Government Area of Enugu State largely depends on the continuous capacity building of school administrators. The study revealed that many administrators require further training in areas such as instructional supervision, financial management, leadership skills, ICT competence, conflict resolution, and strategic planning. Without adequate professional development, school administrators may struggle to cope with modern educational challenges, which could negatively affect school performance and student outcomes. Therefore, capacity building is not optional but essential for improving the quality of secondary education in Uzo-uwani LGA.

Recommendations

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

1. The Ministry of Education and Post Primary School Management Board (PPSMB) should organize regular workshops, seminars, conferences, and in-service training programmes for school administrators to update their knowledge and managerial skills.
2. Capacity building programmes should be made compulsory for all school administrators to ensure continuous professional growth and improved administrative effectiveness.
3. School administrators should be trained in instructional supervision, curriculum monitoring, and teacher evaluation to enhance teaching and learning outcomes.
4. Government should allocate sufficient funds specifically for capacity building programmes and ensure timely release of such funds.

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