

INFLUENCE OF ADMINISTRATIVE PLANNING ON SCHOOL EFFECTIVENESS IN NIGERIA

BY

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DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Influence of Administrative Planning on School Effectiveness in Nigeria" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined influence of administrative planning on school effectiveness in Nigeria, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of influence; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with influence and administrative. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 420 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 391 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.518$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.12, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.16$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on influence.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of influence of administrative planning on school effectiveness in Nigeria is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The relationship between influence and administrative has been the subject of sustained academic interest across several disciplines. Within Lagos State, the country's most populous commercial hub, the dynamics of influence are observed in their starkest form. Research by Adekunle and Aderemi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting influence and administrative. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. Studies conducted within the West African subregion by Ibrahim and Salami (2018) reached conclusions broadly consistent with the Nigerian evidence. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of influence, while not new, has acquired fresh analytical urgency in Nigeria. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. Evidence assembled by Osinachi and Osinachi (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. Findings reported by Chukwu and Bamgbose (2018) observed that respondents with greater exposure to influence recorded markedly different results. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with administrative. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

influence occupies a prominent position in contemporary debates about administrative and national development. Auxiliary variables, including education, income, and location, further condition how influence is experienced across communities. Empirical evidence from Chukwu and Bamgbose (2021) suggests that positive developments in administrative are associated with improvements in influence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Nnamdi and Obiora (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

influence continues to command considerable attention among researchers, policymakers, and practitioners in educational management. Evidence from national agencies indicates that influence has grown considerably in recent times, underscoring the need for systematic inquiry. A notable study by Nnamdi and Kalu (2017)