



ABSTRACT

The study investigated the internal efficiency and achievement of educational management goals in College of Education, Akwanga, Nasarawa State, Nigeria. The statement of the problem, and aim and objectives were given to determine the level of internal efficiency and achievement of educational management goals in the institution. On the other side of this research, the

THE INTERNAL EFFICIENCY AND ACHIEVEMENT OF EDUCATIONAL MANAGEMENT GOALS IN COLLEGE OF EDUCATION, AKWANGA, NASARAWA STATE, NIGERIA

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INTRODUCTION

Education is of cardinal importance to any society. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs and habits. The importance of education has led government at all levels to set up quality control divisions in all ministries of education across the country and including Colleges of Education, to ensure the internal efficiency and achievement of Educational Management goals in College of Education, Akwanga, Nasarawa State, Nigeria. The internal efficiency of an educational system concerns with the optimal use of resources (inputs) in producing its outputs. This can be improved by reallocating resources from inputs that have smaller effects on learning to those that have larger effects on learning, that is, by increasing outputs associated with given levels of resources and to reduce overall resources



research questions, hypotheses were formulated to be tested at 0.05 level of significance which implies that, the quality of educational output is significantly dependent on the influence of internal efficiency. Apart from this, the concept of internal efficiency in education, educational management, review of the related literature, data collection/procedure and method of data analysis were highlighted. This paper also dwelt much on the design, the procedure, the population and the sample and methods which were both descriptive and inferential statistics in nature. Presentation of results and the discussion were aimed at the internal efficiency and achievement of educational management goals in the institution. There have always been strong constraints on translating this priority into effective accomplishment of educational management goals. The researcher concluded by giving out its findings, recommendations, suggestions and contribute immensely to knowledge, that if properly implemented will make our schools internally efficient. The paper stressed that the time has come for Nigerians to stop tailoring their curriculum based on foreign background.

Keywords: Internal Efficiency, Educational Management Goals, Achievement, College of Education, Nigeria.

and to restructure colleges on the grounds that will increase internal efficiency and achievement of Educational Management Goals in College of Education, Akwanga, Nasarawa State.

The importance of education also has always been emphasized over the ages. For example, Adesina S. (2019) states that education is the single most important determinant of a person's economic and social success. Adesina quotes some world-famous philosophers to support this assertion. According to Adesina, Plato had declared that, "the direction in which education starts a man will determine his future life". Also, Plato had affirmed that, "education is the best provision for old age" and that, "educated men are as much superior to un-educated men as the living is to the dead. Educational policies had always been wonderfully stated but imperfectly implemented and this singular reason has crumbled plans and made education in Nigeria a laughing stuck.



Education has been an excellent tool to indeed bring about advancement and development in the nation as proven by advanced nations of the world. From observation, the nation still groups in the dark educationally. This has brought nothing more than distress for the educational administrators/managers, planners and other stakeholders. The educational planners or managers have their wonderful ideas on paper but gigantic problems are encountered, when it comes to implementing these ideas, Adeyemi, J.O. (2021). How come Nigeria education system is still at the bottom of the success ladder? Tertiary education is also the bedrock of the education. Essentially, it is broad based with emphasis on permanent and functional literacy and effective communication. It is the extensive education preparation for a larger number of occupations.

Federal Republic of Nigeria (2018), identified a number of factors that hampered quality education in Nigeria and they include: lack of infrastructure facilities; lack of equipment; inadequate instructional materials such as text books stationery, teaching/learning materials and equipment; insufficient qualified teachers resulting in poor quality teaching and learning; high-student-teacher ratio; ineffective use of contact hours and mass passed. The impact and performance of the education system on society do not always immediately seem obvious to people. It is therefore desirable to develop indicators which combine information on performance and impact in a condensed and qualitative form Babalola, J. B. (2022). Some of the indicators that could be useful to educational planning are: Indicators of population covered by educational services, indicators of external efficiency of education and indicators of quality of educational opportunity.

The success of a reformed structure and content of education, in large measure, will depend on improving the quality of services at the N.C.E. level. This will influence the perceived attractiveness of school attendance as well as the learning achievement of students Abagi, O. & Odipo, G. (2021). The construction and rehabilitation of schools and departments in College of Akwanga, Nasarawa State, are some of the important ways of improving quality of Educational Management, but there is also the need to make equipment and textbooks available and to improve the quality of school infrastructure. There should be some conscious efforts to lower the ratio of students to textbooks through increase production and distribution. There is the need for the government and all stakeholders in education to continue to explore various ways of improving the quality of Educational Management goals in Colleges of Education in Nigeria. One way of



measuring the quality of education is to evaluate the indicators of internal efficiency which depends on not only teacher quantity but also teacher quality which is said to be the most important school related factor influencing students' achievement (Adeogun, A. A., 2022).

This research work when completed will be of great benefit to Ministries of Education, Colleges of Education, teachers or implementers, students, parents, administrators, the researcher and other researchers. The study will also be of great importance to researcher who intend to embark on a study in a similar topic as the study will serve as a pathfinder to further research. The findings of the Study are contributions to the literature on internal efficiency of educational management goals particularly in the study area.

These findings may provide a basis for further research on internal efficiency of educational management goals in College of Education, Akwanga. Beside the fact that the research report serves as a prerequisite for the award of National Certificate in Education [N.C.E.] to the researcher. It assesses the internal efficiency of educational management goals in College of Education, Akwanga, Nasarawa State which also involved the evaluation of the balance between pedagogy and economy.

The computation of internal efficiency of educational management goals will provide relevant data necessary for the formation of policies that will go a long way in helping to achieve the Millennium Development Goals on education in the area, especially to the Ministry of education which tackles the aspects of construction and rehabilitation of Schools and the State in particular. Leaders and Administrators have the quality management of the N.C.E. Program in the country. The study helps the administrators to protect, asset and reduce the possibility of fraud to ensure total compliance with Laws and Statutory regulations. It makes the Administrators to improve on internal efficiency in operations and is considered as a productive investment in human capital which is the optimal use of resources (inputs) in improving its outputs. Public administration is traditionally grounded in the achievement of internal efficiency in the work of public departments in pursuance of goals related to provision of public goals and services. Hence, the study finds to improve administrators in-house administrative processes by delegating their leaders who are responsible to complete the tasks. The parents will benefit from the findings of the study, because the study will provide parents with information and cannot longer send their children to private



Colleges of education of high school fees. The parents will benefit from the College of Education through community participation in educational management which they are always involved in decision making. The study also helps the parents to guide their students in terms of studying either in the schools or in particular at home by checking them regularly.

As education is the life force of any nation, it reduces poverty and also in addition, the study unveils the influence of internal efficiency on drop-out rates of students and also provide relevant suggestions on how to minimize or eradicate the drop-out rates in colleges of education. The study will prevent the government of the day from involving in any act of financial crime and detect any form of fraud at the Federal, States and Local Government Levels.

The study will be of great importance to the Provosts of Colleges of Education, across the country. The findings of the study will improve the organizational bottleneck thereby improving the quality of teaching and student's performance. The study will help the provosts to perform effectively for improving internal efficiency of the schools and departments. It will also help the provosts to maximize risks and protect assets, rules, regulations and laws. The outcome of the study may expose them with the strategies of making learning to be students-centered and guide that gives instruction and also supervise for positive learning outcomes.

The study also will expose other researchers to have better knowledge and experience from the wider world on research work especially the researchers who may embark on a similar topic as the study will serve as a pathfinder to further research.

Finally, the findings of the study are of great contribution to the study area, especially the general public. These findings may provide a basis for further research on internal efficiency and achievement of educational management goals in Colleges of Education and add to knowledge on the subject matter.

Statement of the Problem

The problem of this study is that Nigeria seems not to be growing educationally but rather diminishing and this has affected every facet of life. In the face of transferred technology, Nigeria still remains technologically disadvantaged. In the 21st century, Nigeria faces failures, college graduates are incompetent and unskilled. Our environment is still very disorganized, roughed and disoriented



because of inadequate knowledge about the implications in it, for the development of the nation. In all facets of life, one can see the handwriting of inadequate education culminating to failures of Education in Nigeria. The reasons include: inadequate facilities to cope with the increase in-school establishment and students' population explosion, poor financing, poor implementation of policies and programs, ethnicity, religion and god-fatherism. These are just excuses for all stakeholders' failures, inadequacies, inefficiency and ineffectiveness.

Politics and corruption in Education has also been said to have contributed immensely to the downward trend of Education in Nigeria. Inconsistencies in educational Policies is seen as a result of the game of politics that the so called "elected officials" play. If one may ask, what happened to 6-3-3-4 policy that brought about 9-3-4 system of education? Or does the change yield any positive result in Nigerian educational system? This consequently, may affect our educational system negatively especially in Colleges of Education in Nigeria. This study perused the aforementioned policies to critically examine how politics ruined the beautiful ideas behind them. What really does the researcher wants to find out or examine at the cause of his study?

Aim and Objectives of the study

The aim of this study is to examine the internal efficiency and achievement of educational management goals. The specific objectives are;

- i. to analyze how educational management strategies contribute to the achievement of institutional goals.
- ii. to ensure how educational management goals facilitate the effective and efficient functioning of educational institutions.
- iii. to achieve their objectives and provide a quality learning environment for students.
- iv. to help institution achieve its goals, such as students' success, curriculum development and community engagement
- v. to foster collaboration among staff, students, and stakeholders as well as encourages innovation in teaching and learning practices.
- vi. to involve tracking students progress, evaluating teacher performance, and ensuring that institutions are accountable for their outcome.



- vii. to create a positive and conducive learning environment for students, including physical spaces, technology, and teaching methods.
- viii. to manage financial, human, and material resources effectively and for the benefit of students and staff.
- ix. to develop long-term plans and strategies to guide the institution's growth and development.
- x. to clear and open communication essentially for fostering a positive and collaborative environment within the educational institution.

Research Questions

The following research questions were formulated by the researcher to aid the completion of the study;

1. What is the role of the students in the attainment of educational management goals in College of Education, Akwanga?
2. What is the extent of internal efficiency in the achievement of educational management goals in College of Education, Akwanga?
3. What are the challenges of educational management goals in the achievement in College of Education, Akwanga, Nasarawa State?
4. How has student-lecturer ratio of educational management goals in College of Education, Akwanga, Nasarawa State?
5. How has the location of Schools influenced achievement of educational management goals in College of Education, Akwanga, Nasarawa State?
6. To what extent does male students' achievement of educational management goals differ with female students' achievement of educational management goals in College of Education, Akwanga?

Hypotheses

The following research hypotheses were formulated by the researcher to be tested at 0.05 of significance;

1. There is no significant relationship between education management goals and the role of students in College of Education, Akwanga, Nasarawa State.
2. Internal efficiency does not play any role on the achievement of educational management goals in College of Education, Akwanga, Nasarawa State.



3. Internal efficiency does not play significant role on the challenges of educational management goals in College of Education, Akwanga, Nasarawa State.
4. There is no significant relationship between the students-teacher ratio and the achievement of educational management goals in College of Education, Akwanga, Nasarawa State.
5. There is no significant relationship between school location and students' achievement of educational management goals in College of Education, Akwanga, Nasarawa State.
6. There is no significant relationship between gender and achievement of educational management goals in College of Education, Akwanga, Nasarawa State.

Concept of Internal Efficiency

Efficiency is a concept which implies different things to different people. It describes the extent to which time or effort is well used with the specific purpose of relaying the capability of a specific application of effort to produce a specific outcome effectively with a minimum amount of quality of waste, expense, or unnecessary effort. Efficiency is the ability to avoid wasting materials, energy, efforts, money and time in doing something or in producing a desired result. In a more general sense, it is the ability to do things well, successfully, and without waste.

The word efficiency appears to have originated from economics, Adebogye, R. A. (2019). The concept arises from the fact that every organized human activity starts by defining the objectives to be achieved or expected output. In order to achieve the objectives, certain inputs must be available. In the education system for instance, the students serve as the inputs, they are reformed in the production process, that is, the input leading to output. This process gives room for students to flow in and out of the educational system. Baddin, R. & Zammani, G. (2019), stated that the concept of efficiency refers to the relationship between the inputs into a system (be it agricultural, industry or educational, and the output from that system, be it wheat, vehicles or educated individuals). This by implication means education system is said to be efficient if maximum output is obtained from a given input is obtained with minimum possible input.



The term 'Efficiency' is very much confused with and misused for the term 'Effectiveness'. In general term, efficiency is a measurable concept, quantitatively determined by the ratio of output to input. 'Effectiveness' is relatively vague, non-quantitative concept mainly concerned with achieving objectives. In several of these cases, efficiency can be expressed as percentage of what ideally could be expected hence with 100% as ideal case. This does not always apply not even in all cases where efficiency can be assigned a numerical value.

DFID, Education Department, (2021) quotes Lockheed and Hanushek who stated that, Efficiency refers to a ratio between inputs and outputs. A more efficient system obtains more outputs for a given set of resources (inputs), or achieves a comparative level of output for fewer inputs, other things being equal. The output of education refers to that portion of student's growth or development that can reasonably be attributed to specific educational experiences.

According to Abagi and Odipo (2021), the terms "quality of education", "school quality" "school efficiency" and "school effectiveness" are often used interchangeably, and they are all associated with students' levels of academic (cognitive) performance in examinations. For example, if students' test scores in external examinations are low, the school is seen to be of low quality and, therefore, inefficient. They explain further that the school, "would be considered incapable of increasing students' ability to contribute to the overall development of their society, and therefore not efficient. Furthermore, donor agencies usually equate quality with efficiency. For instance, World Bank-based studies usually focus on students' academic or cognitive achievement (California Republic of Education and Alabi; Alani; as cited in Abagi and Odipo, (2021).

The United Nations Educational, Scientific and Cultural Organization (Adekoya S. 2019), recommends that a large number of data be collected to analyze the efficiency or inefficiency of schools. Such data should be arranged in a logical order. The UNESCO states that the activities carried out to train pupils, students and adults fall within system logic (those things) that are consumed during the process of training and produce results (outputs). This process of analysis, therefore, involves the following:

1. Resources, which include data concerning the program; the pedagogical methods; the pedagogical organization; infrastructure, school spaces and equipment, and didactic or teaching materials and resources allocated to administrative management.



2. Process can be broken down into six items, namely the programs, the pedagogical methods, the pedagogical organization, the internal efficiency, and the cost as well as finding.
3. The results are analyzed from several angles such as the evaluation procedures, the future of the students at the end of the education cycle, and the integration of the students into the world of work.

The input-process-output as analyzed by the UNESCO overlaps because pedagogical methods and pedagogical organization come under resources as well as process. Students are also inputs as well as outputs of the school system. This is not surprising, Oguntoye A. O. (2022) explains that while the inputs, processes and outputs of profit-oriented enterprises are separable, and there exists a technological relationship between inputs, processes and outputs that can be described in engineering terms; the inputs, processes and outputs of education are inseparable.

Efficiency means that a school achieves maximum results possible with the limited resources it has, Stupnyskyy, (2021). According to Stupnyskyy, this corresponds to the definition of Production function which aims at maximum output possible at a given level of input. Schools, therefore, may be viewed as production units that use inputs to produce outputs. Stupnyskyy (2021), states that even though one cannot say what the maximum level of output could possibly be, one can estimate it by observing the schools that produce the most outputs at a given level of inputs. Inefficiency is then measured using the gap between a given school and the most efficient school. It is important to note that the notion of efficiency differs from that of effectiveness even though the two are related. According to Miller as cited in Sammons, P. Thomas & Mortimore, (2019) effectiveness is the degree to which a social system achieves its goals. The development of the student from the country point to the exit point in the school system is an element of central importance in determining the effectiveness of the system. Nwankwo, J. I. & Patwani, A. S. (2019), explains further that in correlational terms, an institution will be regarded as effective if there is a high correlation between what it sets out to do and what it actually accomplishes but if the correlation is low, it will be considered ineffective.

The concept of efficiency is related to quality. This is because efficiency relates to the quality of the educational output (school leaver), Aminu as cited in Sammons P, Thomas (2018), opines that efficiency encompasses the average volume of



subject matter learned, the extent to which it is mastered in terms of the tasks the school leaver can perform, and the length of the learning experiences. Adebogye, R. A. (2018), points out that efficiency indicators are the parameters set and recognized to assist in the measurement of educational standards. It is important for the education system to maintain and improve on its efficiency for better productivity within the limits of available resources. Oluchukwu (2021), also defines efficiency of the school system as the relationship between the inputs (students, teachers and materials) into the system and output (school leavers, dropout) from the school system. If a school system produces maximum output with minimum possible input, the system is said to be efficient. Coombs as cited in Oluchukwu, (2021), refers to internal efficiency as the relationship between the input of the school system and outputs; while the external efficiency is the degree to which the school system meets the broad social, cultural and economic objectives of the society, in other words, the ultimate benefits of the educational investments (inputs) to the society. Oluchukwu, (2021), explains that it is difficult to measure the external efficiency of the school system. This is because it is not easy to monitor and measure the performance of the students who have passed out of the system. That being said, it is pertinent to stress that this study focused on the efficiency of secondary school students neglecting the foundation of education system which is the basic education.

The internal efficiency of the school system implies the ability of the institution to meet the expectations of the users of manpower in relation to the quantity of skills acquired by the output, (Ajayi and Akindutire (2020). In like manner, Oridenin, (2021) described two aspects of efficiency at the secondary school level, which are both internal and external. The internal aspect is the implementation of the national objectives which are prerequisite to the achievement of quality assurance in any institution.

Ajayi and Akindutire (2019), said internal efficiency of the school system can be seen as the ability of the school to meet certain criteria relating to academic matters, student-lecturer ratio, student-class ratio, classroom dynamics, health/nutritional status of the student, progression and pass out rates, wastage rates (both human and material), repetition and drop-out rates and relevance of the curriculum, funding, staff development and, adequate library and laboratory facilities. Akpa (2019), corroborated the above view by saying that, internal efficiency of any educational system entails compliance to standard norms like



student-lecturer ratio, classroom dynamics, funding, student-class ratio, progression pass rate, wastage rate, including repetition and drop-out rates.

It is in the same regard that Adkins, L. C. & Moomaw, R. L. (2020), opined that the analysis of the school internal efficiency is necessary in ensuring optimal use of the meager resources allocated to education in order to eliminate or minimize wastage. He further stressed that the internal efficiency of a school is measured that determines the ability and effectiveness of the school system in meeting its set standard. This is to say, if junior secondary schools in Nasarawa State turn out to qualitative graduates without having both repeaters and drop-outs, it means the system is efficient.

These approaches can be used separately or together from the input side, the efficiency of education can be gauged through students' capacity and motivation to learn and the curriculum or the subjects to be learned. The output indicators for measuring efficiency of education would be the qualifications and the levels of competence in performance of the output (students; using the knowledge and skills acquired. In addition, the effective performance of outputs in the job competitive market, their impact on moral conduct, and serviceability in the society are also indicators for measuring the quality of education. The feed-back from the job market and society generally is important to education system for evaluation of both the educational processes and output.

Finally, the educational system is made up of flow of various resources into and outside the school system. Students move up each year through the different school classes and pass out into the economy at last. The students' progress within the system is dependent on the interaction between the established structure and manpower capacity available in the system. It is also dependent on the students' capabilities and willingness for academic progress, (Dietel, R. (2019). In most countries, measuring the quality and efficiency of "output" is largely based on examination results. Crude comparisons of results are less helpful and convincing than comparing the results of schools and departments operating in similar social context. However, this study intends to evaluate efficiency in College of Education, Akwanga, Nasarawa State.

Educational Management

Educational Management is both a field of academic study and a collective group of professionals that includes managers, lecturers, principals, teachers, and other



education professionals. It is a field which is concerned with the operation of education organization. It is the process of planning, organizing, directing activities in a school, effectively utilizing human and material resources, in order to accomplish the school's objectives. The subfield of study within the broader field of school management that focuses on building theory and practices related to the administration of educational institutions.

Toward achieving Educational Management Goals in College of Education, Akwanga, Nasarawa State, the following measures should be taken to ensure effective implementation, viz:

a. Instructional supervision

Overseeing the instructional activities of lecturers and education, workers in the school system to ensure that they conform to accepted principles and practice of education.

b. Implementation of the scheme

All the stakeholders should be involved in the implementation of the scheme. Guidelines for effective implementation should be drawn and follow strictly.

c. Monitoring of educational expenditure

To ensure the success of the Colleges of Education scheme, mechanisms must be put in place to ensure that accountability is the cardinal point in the disbursement and utilization of all funds.

d. Deans of Schools

The Deans of Schools should supervise lecturers for effective delivery of the educational content. They must see to the even and fair of distribution of instructional materials provided by the government. They should manage whatever resources that is given and resist the temptation to embezzle.

e. Provision of incentives for educational management output

Government should endeavor to provide funds in the form of soft loans to those that went through the technical and vocational Colleges so that they can establish small scale industries thereby becoming self-reliant and encouraging others to follow, Denga, (2000).

f. Training and retraining of lecturers

The world is changing fast. And so, we need to keep pace with fast technological changes. To effectively achieve this, the teachers need to be trained and retrained regularly, so that their content and teaching method will not be obsolete.



Review of the Related Literature

Stupnyskyy (2021), presented a paper on efficiency in all the 270 private and public Colleges of Education in the Czech Republic. Scores in Educational Management and the Czech language, and the percentage of school leavers that gained admission into universities were used as dependent, variables by the researcher. The independent variables included skills of students who went to the gymnasium, the number of students per classroom and index of other school facilities which included student-lecturer ratio, percentage of internal lecturers, existence of students' advice center, cooperation with foreign schools and sorting out of students (streaming). The analysis showed that there was a significant variation in efficiency between schools and this efficiency was related to lecturers and school characteristics.

The research showed that private Colleges of Education performed better than public Colleges of Education. It also found that lecturer-student ratio, percentage of internal lecturers, existence of students' advice center, cooperation with foreign schools; and sorting of students all had positive effects on students' performance. Stupnyskyy (2021) employed the input-output analysis, that is, education production function. The foundation at the Primary and secondary school levels must be solid in order to support Nigeria's socio-economic growth. Akpa, (2020), carried out a paper on "Study in India", which sampled 59 Colleges of Education found out that only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a college library and four had a television (Carron and Chau, 2021). In this case, the quality of learning environment was strongly corrected with students' achievement in Hindi (Carron and Chau, 2021). In Latin America, a study that included 50,000 students in N.C.E. I, II and III found that students whose colleges lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher-grade repetition/probation than those whose schools were well equipped.

Other studies, carried out in Botswana, Nigeria and Papua New Guinea, concur with these latter findings (2020). These studies suggest that physical facilities are essential for schools' internal efficiency. Availability of physical facilities encourage meaningful learning and teaching. The provosts, who are the heads of the Colleges should plan for the physical facilities in the Colleges bearing in mind that school population keeps on changing in line with change in program and modernization.



The management of material resources entails planning, allocation substance and controlling the use and maintenance of the materials.

Stupnysky, (2019), presented a paper on lack of inadequate physical facilities like libraries and classrooms affect students' participation in Colleges. Lack of students' participation in schools is a factor of internal efficiency. He points out that enough classrooms facilities, good teaching while insufficient classrooms make the teaching difficult. Large class size leads to difficult work both in preparation and in making. It also strains the textbooks usage consequently adversely affecting the students' performance. In the study by UNESCO (2020) most schools did not have adequate classrooms to accommodate the large number of students enrolled under JAMB, the classrooms were generally congested and there was hardly space for movement. Availability of physical facilities in colleges play a major role of influence in students' attention Mwangi (2020). It found out that lack of physical and learning facilities in teaching of Educational Management in teacher's colleges had a negative impact on Student's participation in schools. A study by Stupnykyy, (2021) also found out that lack of physical facilities in teaching training colleges contributed to poor performance of students. The study implied that Colleges' physical facilities had an impact of Colleges' internal efficiency. The management of material resources entails planning, acquisition, allocation, disturbance and controlling the use and maintenance of the materials.

Adeogun, A. A. (2022), presented a paper on the internal efficiency of public Colleges of Education in Ikolomani south Division, Kakamega south District found out that grade survival, graduation rates and average years per student were calculated using already established formulae and the results used to compute the efficiency coefficient to determine the level of internal efficiency. He also found that public Colleges of Education in Ikolomani south Division had a low internal efficiency of average years per graduate of 10.497 which translated to an additional 2.497 years needed to produce graduates that require an optimal four (4) years of the educational management as a course. A coefficient of efficiency of over 0.90 (90%) for internally efficient education systems was established. Based on the study findings, it was recommended that lecturers, educational policy makers and education planners adopt strategies that would lower the average years per graduate thus lowering the wastage rate as the first step



towards increasing enrolment and completion rates as the consequently ensuring an internally efficient N.C.E. education system.

Adeyemi J. O. (2021), conducted a paper on the impact of N.C.E. Education on internal efficiency of public Colleges of Education in Londiani Division of Kipkelion District revealed that after the introduction of N.C.E. enrolment in all Colleges went up in all classes. However, dropout cases started to rise after two or three semesters. The main factors which contributed to dropout and absenteeism include repeating or probating classes, domestic chores, overage and underage, poverty, parental negligence, drugs, among others. Many Colleges had inadequate teaching staff, inadequate desks and toilets but the textbook-students sharing ratio was very good at an average of 1:2. Besides, cultism of students and congestion in classrooms were also major constraints faced by lecturers during the teaching-learning process and also at home.

UNESCO, (2021), undertook a survey study to evaluate College plant in terms of adequacy, titled: Usage and maintenance in Federal College of Education, Eha-Amufu, Enugu State. The descriptive survey research method was utilized with the questionnaires as the instrument of data collection. The population of the study comprised all the H.O.Ds and the lecturers in the College. Two hundred and fifty lecturers formed the sample of the study. There was 90% return rate of the questionnaires. The statistical technique used in the analysis of the data was the t-test and mean score. The findings of this study include the following. It was the opinions of the Heads of Departments and lecturers that they supply physical plant facilities in the College of Education in Eha-Amufu, Enugu state which include science laboratories, classrooms, furniture, staff Offices, facilities, library facilities and laboratory equipment. The Heads of Departments and lecturers posited that students should not be charged for the cost of repairing of school plant. The College management should use the store officers or procurement Officer and other workers to be in charge of school plant including the maintenance, repairing and distributing. Both the Heads of Departments and lecturers were of the opinions that community in which the school is located should refurbish the school plant as their contribution towards the progress and the development of the College.

Samons P. Thomas, (2021), conducted a study on relationship between availability of technical equipment and performance of students in introductory technology in F.C.O.E. Technical, Asaba Delta State. The study was conducted to find out how



effectively lecturers of introductory technology in Asaba are using technical equipment provided in lesson to students, to enable them improve their performance, to compare the performance of students taught with technical equipment and those taught without equipment and to find out the opinion of lecturers and students on whether the introduction of practical test will enhance students' performance. 260 students and 20 lecturers were randomly selected for the study from the 25 departments. The data collected were analyzed using frequency table, means, percentages, standard deviation, t-score and pearson product moment correlation coefficient. The major findings of the study, are that technical equipment provided are presently not to develop the skill of the students and that the teaching of introductory technology is generally theoretical and practical.

Samons P. Thomas, (2021), investigated a paper on the effect of location of school on Colleges of Education students' achievement in reading comprehension. The study specifically is to find out whether urban or rural school affect performance of students in Colleges of Education. Two hundred and sixty (260) N.C.E. students in College of Education, Gindiri, Plateau State were used for the Study. The data collected were analyzed using mean and standard deviation. While analysis of covariance (ANCOVA) was used to test the null hypothesis at 0.05 Alpha level of significance. Samons, found out that location of college has significance impact on achievement in reading comprehension.

Samons P. Thomas, (2021), carried out study on educational management as correlate to academic performance of students in College of Education, Katsina-Ala, Benue State. He developed two research questions and a null hypothesis for the study. Question was used for the collection of data. The respondents were allowed to respond to the questionnaire items on four points Linkert Scale. The population of students randomly drawn from two secondary schools sampled from, the total population of all students in N.C.E. I, II and III in College of Education, Katsina-Ala, Benue State. The data collected were analyzed using descriptive and inferential statistics. The research questions were answered using Pearson Product Co-efficient while t-test was used in testing the hypothesis at 0.05 level of significant. From the review of the empirical studies, it is revealed that studies have been carried out on the issue of correlation in the achievement of few courses and the students' performance.



Samons P. Thomas, (2019), carried out a study on strategies for improving student's personal services administration in College of Education, Gidan Waya, Kaduna State of Nigeria. The purpose of the study was to establish the relationship through the opinion of Heads of Departments and lecturers the strategies for improving the administration of students personal 61 services in four health service a discipline, and guidance and counselling services. The study formulated four research questions and two null hypotheses from which a 22-items questionnaire was drawn, Sample size comprised 25 Heads of Departments and 200 lecturers. The findings were that, to improve the education system, students should be involved in making their own feeding arrangement the school authorities should ensure that balanced diet is provided.

From the study, health services in colleges could be improved through the use of resident and mobile doctors, organization of health talks and the use of health program like immunization and conducting routine tests on students. On improving school discipline, it was found that problems need to be treated according to the student's background, school activities should be geared towards ensuring socially acceptable behavior pattern through self-discipline, rights and responsibilities of individuals should be acknowledged and respected, lecturers should be of good examples for students and policies that recreational activities on school premises.

In a related study, Adeogun A. A. (2019), carried out a study on the effect of extracurricular activities on the academic performance in Federal College of Education, Kontagora, Niger State. His objective was to find out the effects of student's participation in games and sport on their academic performance. Four research questions with four hypotheses were used for the study. A sample of 300 students from 10 departments, 30 selected from each 5 schools in the College was used. The study combined the use of questionnaire with involving 20 lecturers of the four hypotheses used, two were upheld. This revealed that there were no significant differences in academic performance between students who took part in sport and those who did not. Also, that girls who do sports do not perform significantly better in academics than those who do not, the interview schedule shows that students who do sports develop better social relationship than those who do not. The study strongly recommended the encouragement of sports in schools for its physical, physiological and social values.



In another study, Babalola, J. B. (2022), carried out a study on the effect of indiscipline on academic performance of students in Federal College of Education, Okene, Kogi State. The purpose of the study was to find out whether indiscipline of students perform poorer in their academics than their discipline counterparts. Five research questions, and three hypotheses were used. The finding revealed that discipline perform better than their indiscipline counterparts, but that there is no significant variation between male and female indiscipline students in their academic performance. It recommends various ways off ensuring discipline in schools, stressing that discipline should be corrective and reformatory rather than retributive. He recommends students participation in school governance, sports and club activities as a way of developing self-discipline as against external imposed discipline.

Aminu as cited in Fadipe, (2020), carried out a study on the status of health education program among schools in College of Education, Ilesa, Osun State. The objective of the study was to determine the effectiveness in the teaching of health education and the provision of health education facilities in Schools, the state College of Education. The study involves a population of 5 Schools in the state, College. Stratified random sampling was used to select 80 lecturers used for the study. The findings of the study were only 18% of lecturers involved in teaching health education in the secondary schools were qualified, had degrees in physical and health education. The popular feeling among the respondents was that health education could as well be presented through other school subjects like biology, physical education, home economics and social studies and that good health habits could be included through environmental sanitation and instruction on health education. They did not see provision of health facilities as a priority in health education.

Adkins L. C. (2020), presented a paper, titled "the implementation of student personnel services in state-owned College of Education, Ilorin, Kwara State. The objective of the study was to determine the extent of implementation of student personnel services in schools in the College. The study surveyed five (5) schools from which one hundred (100) lecturers were sampled from 20 departments in the state.

From the study, the following findings were made:

1. Some departments and school lecturers of Kwara State, College of education, Ilorin agreed that student personnel services in the area of



enrolment management and conduct of school routine exist in state owned College of Education of the state.

2. The findings show that some services such as enrolment, management, school routine implemented to great extend while students' personnel need such as health, counseling, etc, were implemented to a little extent among others.

It is against this background that the present study is being carried out to fill the gap. Education production function was also used in the presentation of study. However, the dependent and independent variables were different from those of Stupnysky. Stupnysky used the coefficients of multiple regression analysis to rank the 270 Czech schools according to their levels of efficiency. The coefficients of determination (R^2) of the public and private Colleges of Education in Kwara State were used to determine the efficiency levels of the two categories of schools in this present study. Adkins and Moomaw (2019) estimated technical efficiency of Oklahoma College of Education also using the education production function. The independent variables in that study were teachers' years of experience, percentage of teachers with advanced degree, percentage of non-white students eligible for federally funded or reduced payment for ducation balance between central and local management of education system lunch in school percentage of non-white students, and percentage of students classified as possessing Limited English Proficiency (LEP).

Students' test scores were the dependent variable. Thirty-four (34) of the study of Adkins and Mooman (2020) found that among lecturers' characteristics, years of experience appeared to be more important than either the possession of an advanced degree or salary. Lunch is a significant environmental variable as free lunch is an indicator of poverty which reduces the ability of students to overcome past poor performance. Limited proficiency in English was not a problem in Oklahoma schools. Students' characteristics are important but are largely beyond a school's district control.

Adkins and Mooman (2020) conducted a survey study on the internal efficiency of the educational system. His purpose of study was to find out the following:

1. The internal control mechanism and expenditure of resources.
2. Examine the role of internal check mechanisms that will serve as a means of controlling errors, waste and fraud.



3. Present a true and fair view of the activities and operations of the board in the provision of quality education within limited resources.
4. Provide recommendations that will serve as functional base for the educational system.

In the conduct of his study, the findings were made according to the research questions and hypotheses;

1. It was found out that the quality of educational output is significantly dependent on the effect of cost controlling factors. That explains why most parents withdraw their children from school, learning to high child labor as a result of poverty when educational Cost is not controlled. In addition, educational managers who do not embark on cost controlling measures cannot perform efficiently to enhance the educational system.
2. It was also found out that output of a productive education system is significantly dependent on the internal efficiency mechanism of that educational system. For example, the NCCE does not have enough qualified number of personnel that will transform the inputs into output for a functional and relevant education.
3. Most Provosts, in Colleges of Education particularly those of public do not comply with the standard norms in order to cut cost, by utilizing cost effective measures like ensuring optimal utilization rates of spaces in the education system, direct labor as opposed to contracting, ensuring bulk purchase of school materials, optimum school population and maintenance culture.
4. In addition, it was found out that effective internal control and expenditure mechanism by educational managers can control fraud and waste of resources manifesting in the proper use of available resources for quality education. Public schools educate all eligible children in a district; they cannot pick and choose who to admit to their schools. Adkins and Moomaw (2019) concluded that studies of education production and its efficiency suggested that Colleges, Heads of Departments, lecturers, class size, and Computers all matter. However, Adkins and Moomaw's study indicated that lecturers' experience, advanced degree and salary also matter. This current study therefore also used lecturers' quality (qualification and experience) as an independent variable.



However, while Adkins and Moomaw used students' internal test scores as a dependent variable, this current research relied on external examinations (WASSCE). Abagi and Odipo (2021) analyzed the efficiency of Kenya's primary education system from a process perspective. The researcher however believed that indicators of efficiency should include the following:

1. Resource allocation on various levels of education and different inputs such as, text-books and fees;
2. Students-lecturer ratio and lecturers' inputs in schools and departments;
3. Classroom management and teaching-learning contact hours;
4. Utilization of school physical facilities such as textbooks, classroom and desks;
5. Transparency and accountability on college management and resource utilization; and
6. Performance in national examinations such as KCE (examinations at the end of College of Education in Kenya).

The researcher also assessed the repetition, drop-out and completion rates. The study was a large-scale research study conducted and published by Kenya's Institute of Policy Analysis and Research, and funded by such international organization as ACBF and USAID. Abagi and Odipo (2020) found the Kenya's Colleges of education faced an efficiency problem. Completion rate was low (less than 50 per cent) for the 3 years under consideration. Teaching learning time was not efficiently utilized while student-teacher ratio was low (31:1). The researcher recommended that this should be increased to 40:1 to improve efficiency. Obagi and Odigbo focused on College of Education, schools while this current study's concern was on Schools and departments, because they provide the foundation for further training. The foundation at the Primary and Secondary School level must be solid in order to support Nigeria's socio-economics growth.

Many research studies on internal efficiency in Nigeria Durosaro, (2019) and Adeogun, (2021) were based mainly on cohort analysis or the flow of students through the system with a minimum of wastage in terms of repeaters and drop-out in Colleges of Education. This current study focused on the qualitative aspect of primary education using education production function that is, input, progress and output analysis. Famade, (2021) studied the relationship between resource use efficiency and productivity in College of Education. While Famade replied on eighty-five (85) inputs to productivity, this current research combined a wider



range of input and process variables to measure the output of College of Education. Therefore, this present study has a big gap. It also compared the internal efficiency of private and public Colleges of Education. This emphasis on comprehensive analysis of internal efficiency was motivated by similar studies by Abagi and Odipo, (2020), Stupnysky (2019) and Adkins and Mitch, (2021). Abagi and Odipo studied the efficiency of Kenya's College of Education system from a process while the current research combined input and process variables. However, the three studies mentioned above were all funded by internal organizations.

Equally, extensive review of relevant literature was out on all the seven independent variables namely; Heads of Departments' quality, lecturers' quality, physical and material resources, supervision mechanisms, discipline process, academic learning time and parental involvement, and the dependent variable of students' output in terms of academic performance). Evidence Aigboje (2020) and Buckingham (2020) revealed that private Colleges performed better academically than public Colleges. Interestingly, Stupnysky's study found that Czech public Colleges of Education performed better than private ones. An overwhelming evidence from literature review indicates that Heads of Departments' quality contributes in no small measure to academic performance of students. Also, many studies that have been done in and outside Nigeria have found a correlation between lecturers' quality and students' academic performance Jekayinfa, (1993), Ijaiya (2020).

California Department of Education (2021), Goldhaber and Brewer (as cited in US Department of Education) and Ekundayo and Arogundade (2020). The review of literature (Early, 2019, Federal Republic of Nigeria, (2020), and Ijaiya, (2021) emphasizes the need for self- evaluation by schools through internal supervision. There is very little literature in Nigeria on research that studied the relationship between academic performance and academic learning time. Therefore, this current study fills a gap by looking into various components of academic learning time and such allocated time, and also homework.

The literature review provides a wealth of information that shed a lot of light on each variable and therefore contribute to knowledge. There are two dimensions to internal efficiency of schools namely (1) cohort analysis and (2) quality of learning achieved by students at the end of a given level of schooling.



The literature review indicated that the ultimate measure of internal efficiency of schools/departments was the quality of their final products. Many researches on internal efficiency of Colleges in Nigeria were based on cohort analysis that studied wastages in terms of dropout and repeaters. This current study fills a big gap by combining seven inputs and process variables to determine the rates at which private and public Colleges of Education in Kwara State were able to produce quality products with distinctions, Upper Merits and Lower Merits.

It is essential to raise the quality of education in order to increase the pace of social and economic development of Nigeria. The variables that promote internal efficiency of colleges must be used maximally especially since educational funding and resources are limited. Internal efficiency of college basically means raising the academic performance of students with current available resources.

This work covers the internal efficiency that has been done recently in the other areas which dealt with variables such as funding, instructional materials, the relevance of the Minimum Standard, the school plan, finance control and utilization. This study also has covered the gap that has been created in the Internal Efficiency and Achievements of Educational Management Goals in College of Education, Akwanga, Nasarawa State.

The areas which the study should fill include the enrolment which is increasing every year, is due to an increase in school going age population in the division. Despite the increase in population, only 62% of the total College going age students admitted in schools. Heads of departments, lecturers, revealed that internal efficiency of the schools affected the poor people in most cases.

Finally, works on the internal efficiency that has done recently in other areas dealt with variables such as, findings of the relevance of the Minimum Standard, the College plan, finance control and utilization. This has covered the gap that has been created in the internal efficiency of education, student-lecturer ratio, repetition rate, average attendance and Achievement of Educational Management goals, in College of Education, Akwanga, Nasarawa State as a whole in internal efficiency of education, student-lecturer ratio, repetition rate, average attendance, students cost of education, examination passed rates and drop-out rate.



Research Design

The design of the study is a Descriptive Research of the Survey type. It is a descriptive in the sense that, it is in form of planned collection of data from a large population and also to test attitudes and opinions about events, individuals or procedures (Audu, 2019). He further stressed that; descriptive survey type is also used widely to obtain useful data in providing the basis for decision making.

Descriptive Research Design will be used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against every existing condition. It can be used to compare or determining the relationships that exist between specific event. It is useful for the suitability of the study because of the method that is set out to describe and interpret events that constitute their various fields of enquiry.

The reasons for using the research design include the following, viz:

1. It provides a clear plan of the research based on independent and dependent variables, and to consider the cause and effect evoked by these variables.
2. A well-planned research design helps in the research methods to match with the research aims and objectives.
3. A good research design helps the researcher to complete the objectives of the study in a given time.
4. The main goal of the research design is for a researcher to make sure that the conclusion they have come are justified.
5. Research design carries an important influence on the reliability of the results attained.

Data Collection/Procedure

The researcher used an introductory letter from the office of the Head of Department, Educational Foundations, University of Jos, to College of Education, Akwanga, Nasarawa State, Nigeria to seek for express permission to carry out the study. When the approval is given, the researcher will meet with the lecturers of such Departments to express his intension and to seek for their consent to carry out the study.



Method of Data Analysis

The method of data analysis was both descriptive and inferential statistics. Data collected was analyzed using mean and standard deviation to answer research questions while the Pearson Product Movement Correlation Coefficient was used to test the hypotheses formulated at 0.05 levels of significance.

$$X = \sum fx/f$$

Where,

X = Mean

\sum = Summation

Fx = Total observation

F = Number of respondents

The item with calculated mean at 2.5 indicates that the respondents agree with the statement while the mean below 2.5 will indicate the respondents disagree with the statement.

Population and Sample

Population

For the purpose of this research work, the target population comprised the 180 staff and 7500 N.C.E.I, II and III students of the eighteen (18) Departments in College of Education, Akwanga, Nasarawa State. This is for the fact that, most of them have not been in Junior Secondary Schools to learn for a long period of time and they have not gone through sufficient basic education with experiences. The researcher decided to use N.C.E. I, II & III because it comprises the highest number of students in six Schools in the College. This is because the internal efficiency does not play any significant role on the achievement of Educational Management Goals in College of Education, Akwanga, Nasarawa State.

Sample

A sample of nine (9) Departments in Schools and 331 respondents of the population was randomly selected for the study through Random Sampling Techniques. The sample include both male and female students. Their age ranged between 16-18 years, made up of 1130 boys and 1067 girls totaling 2197. The degree of internal efficiency and achievement of Educational Management Goals in the College of Education, Akwanga, ranged from moderate conditions.



Sampling Techniques

The simple random sampling technique was used to sample 50% of the schools. Out of the total number of 32 Departments 9 were selected. To sample the student's population, out of the sum of 2197 students in the sampled Departments, 1130 School contributed 10% of their population randomly, this gave a total of 220 students.

There are 46 male and 35 female teachers in the sampled schools, making a total of 81 lecturers. Due to the fact that they are few, the researcher not to sample them. The sample size for the students was 220 plus 81 for the lecturers, this summed up to 301 respondents.

Results

The research deals with the presentation of results and analysis of data on the internal efficiency and achievement of educational management goals in College of Education, Akwanga, Nasarawa State. The data were presented and analyzed according to the bio-data information on research questions raised and hypotheses.

Discussion

The research is aimed at the internal efficiency and achievement of educational management goals in College of Education, Akwanga, Nasarawa State, Nigeria. Six research questions were formulated and answered six hypotheses tested using relevant statistical analysis method. The following results were obtained.

The six hypotheses were to find out if there is any significant relationship between these variables; attainment of educational management goals, achievement of Educational Management Goals, challenges of Educational Goal Achievement, student-lecturer ratio, location of school, and gender achievement and achievement of educational management goal. To solve these research questions and hypotheses, frequency counts and percentage were computed.

Analysis of data revealed that there is no significant relationship in the role of education management in the attainment of educational management goals and classroom dynamics. Analysis of research question 1 reveals that 50% of the entire respondents are with the opinion that the education management in the attainment of educational management goals causes about 11-20% of students' achievement of educational management goals in College of Education, Akwanga,



Nasarawa State. This has answered research question 1. (What is the role of education management in the attainment of education management goal in College of Education, Akwanga, Nasarawa State?). This finding agreed with (Adeyemi, 2022) asserts that the role of education management in the attainment of educational management goal is the key academic performance for the fact that, it helps students with the skills in working together and creating an atmosphere in the education sector where students can feel safe enough to take risk in grappling with new and different ideas which are essential factors for learning outcomes. The role of education management in the attainment of educational management goal deals with the management of everybody in the school system. However, this is not always a complete natural situation, so it must be set up according to plan.

Furthermore, the study found out that there is no significant relationship in the extent of internal efficiency in the achievement of Educational Management Goals, analysis of research question 2 showed that 48% which formed the majority of the respondents are with the opinion that, the extent of internal efficiency in the achievement of Educational Management Goals causes about 11-20% of students' achievement of educational management goals in College of Education, Akwanga, Nasarawa State. This has answered research question 2 (What is the extent of internal efficiency in the achievement of Educational Management Goals in College of Education, Akwanga, Nasarawa State?). This finding is in line with what (Alabi, 1979) posited that lecturers are a force to be reckoned with in a school system. This implies that the manpower in the school system who are to deliver the art of teaching by interpreting the contents of the curriculum. All other inputs like funds, facilities, books, a building among others, without lecturers become null and void. Furthermore, (Heuman, 2021) supports this by saying the number and quality of staff in a school influences the efficiency of that school either positively or negatively. This implies the more the number of qualify teachers in the school the better the efficiency of the school.

The study equally revealed that, there is no significant relationship in the challenges of Educational Management Goal achievement in College of Education, Akwanga, Nasarawa State. To answer research question 3 (What are the challenges in the Educational Management Goal achievement in College of Education, Akwanga, Nasarawa State?). 42% of the entire respondents are with the opinion that Students are responsible for the challenges of Educational



Management Goal achievement in College of Education, Akwanga, Nasarawa State. However, 30%, 17% and 11% of the respondents are also with the opinion that, the challenges of Educational Management Goal achievement is also responsible for 0-10%, 21-30%, and 31-40% respectively.

In a related development, the study further discovered that there is no significant relationship in the student-lecturer ratio of educational management goals. Research question 4 (How has student-lecturer ratio of affects educational management goal in College of Education, Akwanga, Nasarawa State?). This reveals that majority of the respondents as reflected by about 69% of the respondents are with opinion that student-lecturer ratio of educational management goals causes about 31-40% of students' achievement in College of Education, Akwanga of the Nasarawa State. However, 4%, 22% and 1% of the respondents are with the opinion that student-lecturer ratio in schools is responsible for 0-10%, 11-20%, 21-30%, and 41-100% respectively of students' achievement. It is also obvious that, over 50% Nigerians particularly in Nasarawa State, stay in the classroom more than 100% population in the particular classroom thereby affects the achievement of educational management goals.

In the same vein, there is no significant relationship in the school location of school influenced the achievement of educational management goal in College of Education, Akwanga, Nasarawa State. Research question 5 (How has location of school influenced achievement of educational management goal in College of Education, Akwanga, Nasarawa State?) confirm this as 69% of the entire respondents are with the opinion that location of school influenced achievement of educational management goal is responsible for about 31-40% achievement in College of Education, Akwanga of Nasarawa State. However, 4%, 22% and 1% of the respondents are with the opinion that location of school influenced achievement of educational management goal. This finding contradicts (Oguntoye 2021) asserts that, if for any reason the location of school is not properly considered before its sitting, it may influence not only the learning activities of the school but also leads to dropout rates of students be it Urban or Rural. This is to say in the study area, schools are located close to catchment areas where students need not to trek than 1 and half kilometer and free from public disturbances.

The study equally found that there is no significant relationship in the gender and achievement of educational management goal. Research question 6 (To what extent does male students' achievement of educational management goals differ



with female students' achievement of educational management goals in College of Education, Akwanga, Nasarawa State?) revealed that the rate at which female students' achievement from school is higher than that of the males' achievement. 11-20% is responsible for males' achievement while females' achievement is explained by 21-30%. From the analysis on table 8 and 9 for male and female achievement respectively. This finding agreed with Patrikakou, (2021:701) opined that most girls today in the Nigerian society hardly go beyond primary and secondary schools because they suffer discrimination in respect to educational opportunity than their male counterparts.

Most parents who are economically disadvantaged would prefer to send their males to colleges due to their wrong adage 'WEEK' which stands for Women Education Ends in the Kitchen' and they equally believe that women are products of other people, if married, they live their parents' home for their husbands (permanent homes) and so, why wasting resources on them? They further noted that, cultural and religious beliefs as property that can be given out into marriage as early as at adolescence stage. This terminates the education of the girl-child and reduces female enrolment in colleges. Hence, there is a significant influence of gender and achievement of educational management goals in College of Education, Akwanga, Nasarawa State. This finding corroborated with that of Ezudu (2021), there is a significant influence and achievement of educational management.

Findings

This study made use of the descriptive survey research design as a plan for data collection. The population of the study consisted of 2197 N.C.E. I, II and III students in College of Education, Akwanga of Nasarawa State. It was impossible to reach the target population, out of the six {6} schools 50% was used to sample 5 of the schools randomly. Simple random sampling technique was employed to select 10% of the students' population. This gave a total of 220 students as sample of the study, consisting of 113 male and 107 female students. The population of the lecturers was 81 made up of 46 males and 35 females. For the fact that their population was manageable the researcher decided not to sample them and so, all of them were used. All together 301 respondents were used. All together 301 respondents were sampled.



The researcher developed two instruments for data collection. The first instrument called Internal Efficiency Lecturer's questionnaire (IELQ) and the second, Internal Efficiency students Questionnaire (IESQ) were developed each consisting of twenty-two (22) items that covered the objectives of the study. Both IETQ and IESQ were validated by experts in Educational Administration and Planning and Measurement and Evaluation. The logical consensus of the experts gave 0.79 and 0.66 index of logical validity for IETQ and IESQ respectively. The two Instruments were based on four (4) points modified Likert type scale with a maximum of 4 Points and minimum of 1 point. IETQ was administered to 81 and IESQ was administered to 220 N.C.E. I, II and III in College of Education of Nasarawa State. The researcher used the Direct Delivery Technique (DDT) to administer the instrument after taking proper Permission from the authorities of the schools concerned.

Conclusion

In view of the finding of the study, the researcher finds that internal efficiency and achievement of educational management goals in the areas of students-lecturer ratio, repetition rate, average attendance, students cost of education, examination passed rates and drop-out rate have not taken their rightful places in schools and Departments. It is therefore concluded that effective teaching and learning may not take place, there will be difficulty in ensuring the delivery of education, achievement of educational management goals will always be on the increase and this situation could jeopardize the intentions of government in ensuring qualitative education as entrenched in the National Policy on Education. However, the researcher also concludes that there is no significant relationship between the location of the schools and achievement of educational management goals of the students. This implies that locations of the schools do not influence the achievement of educational management goals.

Internal efficiency is integral part to the achievement of the aim and objectives of teaching and learning most especially at this era of scientific and technological advancement. By and large, the conceptualization of the school or educational internal efficiency should take a proper perspective as opposed to outcome perspective. Thus, there is the need to go beyond the issue of "at what cost" does a school meet its objectives. Focus should be on doing the right time, considering performances of students in a National Examination and how also well the



students are doing in the labour market as oppose efficiency of manufacturing commodities in a factor.

Recommendations

Based on the findings and conclusion the following recommendations were made:

1. The genuine student-lecturer relationship should be developed and nurtured by lecturers because it is integral part to teaching and learning.
2. All the stakeholders and not government alone should regard the provision of educational facilities an utmost priority.
3. Schools and departments should be located properly by consulting with experts and the state ministry of education and not just on political grounds.
4. The general awareness that boy or girl is a potential achiever and should be given all the necessary support and opportunity.
5. Moral education should be encouraged and made compulsory in schools and departments.
6. The white paper for the implementation of Educational Management Goals should be revisited and implemented properly.

Suggestions for Further Study

The researcher suggests that all prospective researchers that are interested in this area could undertake a further study of the following types:

1. The study could be expanded to cover the entire Nasarawa State as a whole and the country at large.
2. The same research could be replicated at intervals to maintain the validity of the result.
3. Similar study could be undertaking using other levels of education in Nasarawa State and Nigeria.
4. A different research design could be employed with a large sample size.

Contributions to Knowledge

The study has contributed to the body of the knowledge in the following areas:

1. Lecturers are also enlightened on the important of examination passed rates.



2. It has broadened the knowledge of the research on internal efficiency and achievement of educational management goals.
3. The Government to also have more foresight about its roles and responsibilities in ensuring that lecturers received adequate training through capacity building.

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