

# **SCHOOL BUSINESS MANAGEMENT COMPETENCIES FOR IMPROVED ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE NIGERIA**

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## **ARTICLE INFO**

### **Article History:**

Received : 22-March-2022

Revised : 27-March-2022

Accepted : 27-March-2022

### **Keyword:**

School business management;  
Administrative effectiveness;  
Multifaceted business.

## **ABSTRACT**

The study investigated school business competencies for improved administrative effectiveness in Public Secondary School in Rivers State. Three research questions and two null hypotheses were formulated to guide the study. The population of the study was 286 principals in all the public secondary schools in Rivers State. A sample of 166 through a stratified random technique was determined using the Taro Yamane formula. The instrument of the study was a self design instrument captioned School Business Management Competencies Questionnaire (SBMCQ) and Principal Administrative Effectiveness (PAE) with the reliability coefficients of 0.77 and 0.84 respectively which was determined through the Cronbach alpha statistics. Mean scores and standard deviation was used to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypothesis. It was discovered that the highest kind of business available in the public school is related to cafeteria / canteen services and that also to a high extent, resourcefulness as a business management competency improves administrative effectiveness in public secondary schools in Rivers State. It concluded that for the school administrators to manage the school business effectively (administrative effectiveness), they must possess the core competence of resourcefulness, conceptual thinking and administrative organisation. It was recommended among others that the principal should have a comprehensive understanding of the school complex nature and also think critically at both abstract and concrete level to harmonize a rather multifaceted business challenges in the school and proffer realistic solutions.

**How to Cite:**

Anietie, Richard & Ayonuwe, Grace Phillips. (2022). School Business Management Competencies for Improved Administrative Effectiveness in Public Secondary Schools in Rivers State. *Paedagogia: Jurnal Pendidikan*, 11(1), 41-55. <https://doi.org/10.24239/pgd.Vol11.Iss1.254>.



<https://doi.org/10.24239/pgd.Vol11.Iss1.254>

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**INTRODUCTION**

The current trends of things in the economic and political space have shown that the basic economic realities are weighty, hence mounting pressure on the existing resources in the country. However, even with the pressure on the government resources, quality education must be provided to the citizenry and also ensure that other aspect of the country do not suffer. The implication is that, the schools at all levels, especially the secondary and tertiary education. This become even eminent as the national budgetary allocation to education has suffered a downward trend when taking statistics of the past three decades.<sup>1</sup> To this end, an effective administrator is one who is able to brace up with current economic realities and new administrative roles and ensure that they are still effective in delivering quality educational services. Nevertheless, to deliver the role entails that there must be available funds that can be harnessed to meet the administrative needs of the school. The principal are expected to begin to portray and demonstrate market culture and find out alternative means to augment the financial needs of the school. Anietie opined that the school principal can initiate businesses within the school to open up channels for alternative funding of the school. A school business in this study entails an enterprising adventure that is initiated in the school to render services or products to clients with the sole purpose of generating additional funds.<sup>2</sup> It also involves all forms of products and organized services the school renders outside educational services rendered within the school. This implies that when the school is willing to render services or product to the community by taking informed entrepreneurial skills. However, basic questions has been raised, like for instance; will this business affect the school activities, does the school have enough fund to run the business, if so are they allowed to by educational policies guiding them to run such businesses.

When a school owns a small business, it has a high level of energy and passion to continue to supply its educational services even with the realities of

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<sup>1</sup>Matthew-Odou & R. Anietie, Secondary Education Funding Strategy for Educational goals Achievement in Rivers State. *International Journal of Research and Scientific Innovation*. 11(9), 2019, 195-201.

<sup>2</sup>R. Anietie, *Cost Reduction Variables for Efficient Resource Utilization in Public Secondary Schools in Rivers State*. A dissertation presented to the Department of Educational Management, University of Port Harcourt, for the award of Masters of Education, 2018.

poor funding. To achieve this, the principal must demonstrate core competencies that can motivate its members to do new things and incorporate business mindset that enables them to take on new challenges of blending the school educational objective the objective of the school business. However, the principal as the CEO must develop strategies that enable him achieve business and educational objective by ensuring that market mentality, creativity, motivation, and willingness to risk their current level of security by undertaking new business opportunity are sustained and calculatively embarked upon.<sup>3</sup> Business thus operates on a continuum, with socioeconomic success and full community involvement on one end and possible socioeconomic collapse on the other.<sup>4</sup> Hence, the principal must ensure that the school invest in other economic ventures and manage them to support the school. However, the issue of managing the school business may not be the fundamental obligation of the principal; however, the needs of the school must be met.<sup>5</sup> Considering the environment of this study, Jaja suggested that the school can invest in making the school canteen a separate business that generates fund to the school by even opening up its services to the community.<sup>6</sup> The principal must identify slight and if possible novel business opportunities that are available to the school and find out where and how to mobilize resources. Apart from that, the principal must carried out informed business feasibility studies and blend the available human and material resources in the school. This includes conducting SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses for the business that is to be initiated in the school.<sup>7</sup> The purpose of a SWOT analysis is to provide a realistic, fact-based, data-driven assessment of the business strengths and weaknesses. By eliminating preconceived notions or grey regions and instead concentrating on real-life settings, the principal can maintain the analysis correct by building verified facts.

Nwanaka and Amaehule, also asserted that a school's administrator must be resourceful in order to keep the school running on its objectives.<sup>8</sup> In the business environment, resourcefulness is defined as the capacity to locate and

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<sup>3</sup>R. Anietie, Organizational Culture and Analyses. In G.U. Nwiyi (Ed) *Managerial Psychology*. Pearl Publishers, 2020.

<sup>4</sup>J.M. Ebong, J.M School finance management. In J.D Asodike, J.M Ebong, S.O Oluwuo & N.M. Abraham (eds) *Contemporary Administrative Teaching Issues In Nigerian Schools*. (Nigeria: Alphabet Nigeria Publishers, 2013), 201-205.

<sup>5</sup>N.A. Nwagwu, *Current Issues in Educational Management in Nigeria*. (Nigeria: Ambik Press, 2001).

<sup>6</sup>S.O. Jaja, Funding public education: the case of education maintenance in senior secondary schools in Rivers State. Unpublished Masters Research Seminar. University of Port Harcourt, 2014.

<sup>7</sup>R. Anietie, Organizational Culture and Analyses. In G.U. Nwiyi (Ed) *Managerial Psychology*. Pearl Publishers, 2020.

<sup>8</sup>C.R. Nwanaka & S. Amaehule, Skills acquisition: Imperative for business studies educators among secondary schools in Rivers State. *Mediterranean Journal of Sciences*, 2 (7), 2011. 37-43.

utilize available resources to solve issues and accomplish objectives.<sup>9</sup> It is seeing obstacles as opportunities rather than problems to be solved. This suggests that present resources, both internal and external, may be better used in order to increase the chance of short-term and long-term strategic objectives and business objectives being successful. The employees are essential to attaining these objectives. If the principal does not combine the potentials of teachers in the workforce effectively, he might face employee burnout, high turnover, under-equipped teams, and untapped potential.<sup>10</sup> The capacity to think differently, produce new ideas, and imagine all of the alternative approaches to reach the business purpose in the school are essential for the principal and this also constitutes the core competencies of managing the school business. But this cannot be achieved when the principal lacks the core competency of conceptual thinking.

Conceptual thinking is a core skill necessitates the principals' willingness to push forward basic cognitive reasoning to think about things in a more abstract way and to assign significance to such thoughts that may add to the funding of the school.<sup>11</sup> To uncover underlying issues in the community, the principal must be ready to observe parallels between circumstances in order to determine how the school may utilise their own resources to provide them with services or goods that can address complicated problems. Conceptual thinking requires the principal to use tactics such as numeric analyses, hypothetical scenarios, graphs, and diagrams in order to guarantee that everyone understands the school's business condition and that the issues are effectively handled.<sup>12</sup> The principal who is a conceptual thinker is one who has an in-depth knowledge of why the school runs its business and put all plan to ensure that the objective of the school business is achieved. The principal is able to demonstrate an insight in the school business and apply this insight in growing the business.<sup>13</sup> The principal must integrate the resourcefulness of the teachers and other non-teaching in running of the business. This is achieved through the principal's ability to demonstrate a high skill of administrative competency through enhanced flexibility.

Administrative organization entails that the principal must make concerted effort to plan and strategize the operation of the school and its business

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<sup>9</sup>L.O. Ocho, *Issues and concerns in education and life*. Institute for DEV. Studies, UNN, Enugu Campus, 2005.

<sup>10</sup>Amjad & Bhaswati, Managerial effectiveness: A comparative study between managers of private and public undertakings, *European Academic Research*, 2(1), 2014, 233-254.

<sup>11</sup>T.U. Agbionu, P.N. Ogadi & O. E.Agbasi, Approaches to organizational effectiveness and the success of entrepreneurial organizations in Eastern Nigeria. *British Journal of Advance Academic Research*, 3(1), 2014, 67-73.

<sup>12</sup>N.A. Nwagwu, *Current Issues in Educational Management in Nigeria*. (Nigeria: Ambik Press, 2001).

<sup>13</sup>H.T. Ekundayo & I.A Ajayi, Towards effective management of university education in Nigeria. *International NGO Journal*, 4(8), 2009, 342-347.

in such a way that they do not interfere with the educational objective of the goal. The principal explores options that can be combined to make the business provide the needed value that it claims to provide to its customers.<sup>14</sup> This depends also on who is responsible to whom in running the school and its business. The principal must be instrumental in establishing how various personnel in the school are allocated tasks, responsibilities, and tasks, as well as how the work process flows among them. Depending on the type(s) of businesses that the school does, the principal is expected to have the necessary technical abilities to harness the potentials of instructors who may be extremely beneficial in the school business and correlate their lines of duty with it. Conversely, Anietie suggested that in operating the school business, the school must ensure that separate employees are recruited to run the school business while the teachers are allowed to concentrate on their primary obligation.<sup>15</sup> Though Okunamiri opined that the main duty of the teacher is to ensure that the students are well taught and guided, and thus, to run the school ventures,<sup>16</sup> the school should recruit part-time or contracting terms to ensure that the business is given its desired attention.<sup>17</sup> The implication of this is that when teachers are allowed access to fully run the school business, the resultant effect is that teachers may begin to find business opportunities in the school rather than their main obligation; in fact, evidence has shown that some teachers share their time between their personal businesses and the school hours. Some are seen selling articles in the school offices and classrooms.<sup>18</sup> Hence, the principal who must succeed in the school is one who is able demonstrate administrative organization skills, and this is necessary to ensure that the school business do not interfere with the educational or school activities. Ogbonnaya opined that to break the interference between the teacher's personal interest and the interest of the school, the school administrator (principal) should be ready to closely supervise its personnel (teachers).<sup>19</sup> Nevertheless, teachers who are resource persons, and well skilled in any aspect of the school business can be assign business supervisory roles to enable them bring their skills onboard to

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<sup>14</sup>I H.T. Ekundayo & I.A Ajayi, Towards effective management of university education in Nigeria. *International NGO Journal*, 4(8), 2009, 342-347.

<sup>15</sup>R. Anietie, Organizational Culture and Analyses. In G.U. Nwiyi (Ed) *Managerial Psychology*. Pearl Publishers, 2020.

<sup>16</sup>P.O. Okunamiri, Recourses and Guidelines for Educational Financing in Tertiary Institutions. Fasmen Educational and Research Publications, 2002.

<sup>17</sup>R. Anietie, & M. Zipamoh, *Cost reduction strategies for efficient resource utilization in secondary schools in Rivers State*. African Journal of Education Research and Development, 9(1), 2017, 230-237.

<sup>18</sup>J.N.D. Meenyinikor, K. Nyeche, C. Julia, Classroom Teaching Costs Management and Secondary Education Goals Achievement In Rivers State, Nigeria. *Global Advanced Research Journals*. 3(6), 2014, 131-137.

<sup>19</sup>N. Ogbonnaya, *Foundation of Education Finance*, (Nsukka: Hallman publishers, 2012).

better improve the school business.<sup>20</sup> But the available fact shows that an administrator who succeeds in administrative organization must be flexible enough to adapt to changes in the school business and switch roles and blend what demands are needed within the school. The principal must also possess the skill and competency of ensuring that he deduce the business trends and changes and be able to switch services according to the needs of the customers who may basically fall within the school or the school community.<sup>21</sup> The needs of the school and community can also be met as the school and community changes. Though there are varieties of challenges that the principal may face is demonstrating these competencies. Musa opined that the existing educational policy and resources to kick start school businesses can be a major factor. While conversely, Kaegon and Asodike suggested that the school business must not be capital intensive adventures, rather the school business can emanate from the resources that can be sources within the school. She further suggested that sales of outstanding school arts, production of school cardigans, provision of food services can well achieved but not without though planning and dedication on the part of the principal.<sup>22</sup> This level of dedication informs transparency and appropriation of school resources to areas of pressing needs.

There has been a call for redress from all quarters about the declining quality of education against a rather higher standard of education. This call is as a result of deplorable level of the school coupled with teachers who are struggling between low morale and work dissatisfaction. Yet, it is not new that some of the existing challenges can be addressed to near perfect solution with a good blend of idea, people and financial resources. Nevertheless, the school budgeting has shown a steady decline when compared to the population explosion experience in the school. Therefore, the school is left with very little resources to cater for the educational needs of the school and staff welfare. Due to this, the characteristics of who constitutes an effective principal have changed with time to one who possesses arrays of competencies that are needed to drive a school in the 21<sup>st</sup> century. These competencies among others may include resourcefulness, conceptual competency and flexibility. Not only that, the principal through these competencies must manage the school to achieve its set objectives and also act with entrepreneurial insight by seizing business opportunities that can be harnessed and set up as an alternative means of augmenting the school funds.

Unfortunately, the school principals through their observable actions and inactions have shown that they grossly lack these competencies. In fact, it is perceived that they consider themselves teachers who solely depend on the

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<sup>20</sup>T.O. Adeyemi, Financing of education in Nigeria: An analytical review. *Am. J. Soc. And Manage Sci.* 2(3), 2011, 295-303. <http://www.scihub.org/AJSMS>.

<sup>21</sup>Matthew & Anietie, Secondary Education, 195-201.

<sup>22</sup>R. Anietie, *Cost Reduction Variables for Efficient Resource Utilization in Public Secondary Schools in Rivers State*. A dissertation presented to the Department of Educational Management, University of Port Harcourt, for the award of Masters of Education, 2018.

allocation of human and material resources channeled to the school by the government, hence seeing no reasons to source for alternatives. However, the narrative still remains that the existing businesses available or run in the school demands some level of competencies to thrive. When there is dearth of competencies on the part of the principals the resultant effect may be closure of school and maladministration on the part of the principal. Though there has been researches who have demonstrated the need for principals to acquire training that can help improve on their administrative competencies, but the gap here is that the administrative competencies suggested showed effectiveness in managing conventional school programs and not the school business. Hence, the school is has more of principals who are effective in running the school while initiative that can be harnessed are downplayed as a result of dearth of this competencies, hence letting the school to continue to struggle with poor funding with alternative, employees with low morale without improved welfare. If this trend continues, it will continue to have a ripple effect on the student in terms of low academic performance and ineffective administration on the part of the principal. Consequently it is based on this background that the current study intends to investigate school business management competencies for improved administrative effectiveness in public secondary schools in Rivers State

The general purpose of this study is to investigate school business management competencies for improved administrative effectiveness in public secondary schools in Rivers State, and conducted to solve the research problems, as: 1) what are the kind of businesses available and managed by the school for improved administrative effectiveness in public secondary schools in Rivers State?; 2) to what extent does resourcefulness as a business management competency improve administrative effectiveness in public secondary schools in Rivers State?; 3) to what extent does conceptual thinking as a business management competency improves administrative effectiveness in public secondary schools in Rivers State?; and 4) to what extent does administrative organization as a business management competency improves administrative effectiveness in public secondary schools in Rivers State?

## **Methods**

The design of the study is correlational and the population of the study consists of all the 286 principals' public secondary schools in Rivers State. The sample of the study through a stratified simple random sampling technique is 166 principals determine through the Taro Yamane formula. The instrument of the study was a self-designed questionnaire captioned: "School Business Management Competencies Questionnaire (SBMCQ) and Principal Administrative Effectiveness (PAE)" which was rated according to the modified 4-point Likert scale of Very High Extent-4, High Extent-3, Low Extent-2, and Very Low Extent-1. Furthermore, the questionnaire instrument was content and face validated and the reliability coefficient of the instrument was 0.77 and 0.84 respectively which was determined through the Cronbach alpha statistics. The

instrument was administered directly to respondents and there was 100% retrieval rate. The instrument retrieved was analyzed. Mean scores and standard deviation was used to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypothesis. This was done through the use of the SPSS software version 20 and the results were interpreted accordingly.

## RESULT AND DISCUSSION

Question 1: What are the kind of businesses available and managed by the school for improve administrative effectiveness in public secondary schools in Rivers State?

**Tabel 1. Kind of Business According to Availability and Ownership/Management by the School**

S/N	Nature of Business	Availability (%)	Ownership by (%)	
			School	Private/SPP
1.	Cafeteria/ Canteen services	13	60	40
2.	School Buses Services	04	35	65
3.	School renting services	07	91	09
4.	Cardigan production	04	03	97
5.	Water production	00	00	00
6.	School Arts and Exhibition	05	100	00
7.	School Uniform Sales	06	92	08
8.	Book shops	05	84	16
9.	Baking and confectionaries	00	00	00
10.	Training and consultation services	02	70	30
11.	Examination Centres	11	100	00
12.	Hosting and provision of competition platforms for schools.	09	67	33
13.	Adult education services	12	92	08
14.	Extra mural lessons	12	65	35
15.	Provision of daycare services	02	100	00
16.	Other businesses	08	56	44
Total		100		

**SPP** = School Private Partnership

Table 1 shows the kind of business according to availability and ownership/management by the school. The table shows that the highest kind of business available in the public school is related to cafeteria / canteen services. The table also showed that some the business available are exclusively owned and managed by the school, especially the school art exhibition, examination centers, and provision of daycare services. Followed by this trend are uniform sales, adult education services, school renting services. However the least available business in the school is the daycare services and training and consultation services.



Question 2: To what extent does resourcefulness as a business management competency improve administrative effectiveness in public secondary schools in Rivers State?

**Table 2: Mean ratings of male and female teachers on extent resourcefulness as a business management competency improve administrative effectiveness in public secondary schools in Rivers State.**

Item Statement	Principals (166) $\bar{x}$	Sd	Remark
1. I am quick to find business opportunities that can be harnessed as alternative funding to the school.	2.53	0.85	High Extent
2. I mobilize resources available to the school to provide services that are difficult to obtain within the environment.	2.53	0.79	High Extent
3. I abreast myself with the current business needs of the school and community.	2.51	0.67	High Extent
4. I make effort to improve things that can improve the school business.	2.52	0.73	High Extent
5. I find out ways to ensure that solutions to businesses are sourced within the school and utilize local options.	2.58	0.60	High Extent
Grand Mean/SD	2.53	0.72	High Extent

Table 2 shows mean response to the preceding research question 2. Based on the grand mean of 2.53, against a mean criterion of 2.5, it can be concluded that to a high extent, resourcefulness as a business management competency improve administrative effectiveness in public secondary schools in Rivers State. However, the item with the highest mean shows that the principals responded on affirmative that find out ways to ensure that solutions to businesses are sourced within the school and utilize local options.

Question 3: To what extent does conceptual thinking as a business management competency improves administrative effectiveness in public secondary schools in Rivers State?

**Table 3: Mean ratings of male and female teachers on extent conceptual thinking as a business management competency improves administrative effectiveness in public secondary schools in Rivers State.**

Item Statement	Principals (166) $\bar{x}$	SD	Remark
1 I think of creative solutions to handle challenges emanating from the management of the school business.	2.51	0.67	High Extent
2 Source for novel means to promote school business brands and ensure client satisfaction by working on the model of the school business.	2.67	0.66	High Extent
3 I welcome collaboration on ideas and strategies to manage the school business and also link the ideas together for administrative effectiveness.	2.98	0.62	High Extent
4 I am able to diagnose and resolve complex situations associated with growing the school business.	2.84	0.74	High Extent

5	I link relationship existing between the educational of objective of the school and the school business objectives.	2.66	0.68	High Extent
Grand Mean/SD		2.73	0.67	High Extent

Table 3 show mean responses and standard deviation on the extent conceptual thinking as a business management competency improves administrative effectiveness in public secondary schools in Rivers State. To answer the research question three (3), a grand mean of 2.73 was obtained and when weighed against the criterion mean of 2.5; it can hence be answered that to a high extent conceptual thinking as a business management competency improves administrative effectiveness in public secondary schools in Rivers State.

Question 4: To what extent does administrative organization as a business management competency improves administrative effectiveness in public secondary schools in Rivers State?

**Table 4: Mean ratings of male and female teachers on extent administrative organization as a business management competency improves administrative effectiveness in public secondary schools in Rivers State.**

Item Statement	Principals (166) $\bar{x}$	SD	Remark
1. I am able to arrange resources in order to meet the need of the school business by converting them to business values.	2.65	0.75	High Extent
2. I understand that the school business may take a sudden twist and hence I map out strategic plan to cushion the effect.	2.23	0.89	High Extent
3. I combine resources available to the school to create values that may be sold to the school clients.	2.37	0.87	High Extent
4. I blend resources and opportunities and ensure that they are efficient for maximization of profit in the school business.	3.82	0.53	High Extent
5. I ensure that human resources available to the school is utilized in a way that does not interfere with the formal school activities.	2.98	0.60	High Extent
Grand Mean/SD	2.81	0.72	High Extent

Table 4 shows the mean ratings of the various responses on flexibility as a business management competency improves administrative effectiveness in public secondary schools in Rivers State. Based on the grand mean of 2.81, it hence shows that to a high extent, administrative organisation as a school business management competency improves administrative effectiveness in public secondary schools in Rivers State.

**Table 5: relationship between resourcefulness, conceptual thinking, administrative organisation as school business management competency and administrative effectiveness**

Variables	PPMC	Remark
Resourcefulness (RS)	0.86	Significant /Improves
Conceptual Thinking (CT)	0.51	Significant /Improves
Administrative Organisation (AO)	0.72	Significant /Improves

PPMC = Pearson Product Moment Correlation Coefficient

Table 5 shows a table summarizing the SPSS output on the relationship between resourcefulness, conceptual thinking, administrative organisation as school business management competency and administrative effectiveness. Based on the result of the hypotheses tested using PPMC and analysis performed using the SPSS, it can be seen that based on individual coefficient, resourcefulness, conceptual thinking, administrative organisation as school business management competency improves administrative effectiveness in public secondary schools in Rivers State. However, while resourcefulness and administrative organisation shows a very strong relationship, conceptual thinking shows a weak relationship. Nevertheless, this does not rule out that conceptual thinking is very does not improve administrative effectiveness in public secondary schools in Rivers State. However, it may have a very low level of improvement.

### Findings

The output of the investigation of the study showed a varying degree of findings. For instance, it was revealed that the highest kind of business available in the public school is related to cafeteria / canteen services. This may be attributed to the fact that the school must ensure that student buy what they consume as food within the school as a means of having the access to supervise what they consume. However, while they offer these services, they make business decisions that can help them generate funds by selling food, snacks, drinks and other tested food options in the canteen to students and teachers. Also, to guard against influx of risky or poisonous food to the school, the school must supervise what the students consume as part of their parental role to the students. As part of the findings of the study, it was established that majority the business available are exclusively owned and managed by the school, especially the school art exhibition, examination centers, and provision of daycare services. Followed by this trend are uniform sales, adult education services, school renting services. However the least available business in the school is the daycare services and training and consultation services. This may be also attributed to the fact that the secondary school is not associated with basic education and also falls in-between the primary education hence may stand as a reason why they are may not operate daycare service businesses and consultation business when compare to the university level of education.

The study revealed that to a high extent, resourcefulness as a business management competency improves administrative effectiveness in public secondary schools in Rivers State. Among all the other was revealed that resourceful administrators find out ways to ensure that solutions to businesses are sourced within the school and utilize local options. This may be attributed to the fact that in running the school business which may be subject to school hours, especially newly establish business may operate half time/day and hence, this and other may constitute the need for the principal or school administrator to source for options within the school for solving problems posed by the school business. Whatever solution floated must be aligned and applied within the school hours.<sup>23</sup>

The study also revealed that to a high extent conceptual thinking as a business management competency improves administrative effectiveness in public secondary schools in Rivers State. This finding is true as conceptual thinking is one of the generic competencies that are demonstrated by successful administrators.<sup>24</sup> Conceptual thinking as a competence when demonstrated by a school administrator (principal), allows them to think of creative solutions to handle challenges emanating from the management of the school business, source for novel means to promote school business brands and ensure client satisfaction by working on the model of the school business, welcome collaboration on ideas and strategies to manage the school business and also link the ideas together for administrative effectiveness, diagnose and resolve complex situations associated with growing the school business and also link relationship existing between the educational of objective of the school and the school business objectives, manage complex or conflicting situation and bring them to harmony. When applied to school business the principal is able to apply abstract critical thinking in providing business solutions.

Also, the study revealed that administrative organisation as a business management competency improves administrative effectiveness in public secondary schools in Rivers State. This can be attributed to the fact that the principals are able to arrange resources in order to meet the need of the school business by converting them to business values, they understand that the school business may take a sudden twist and hence they map out strategic plan to cushion the effect, combine resources available to the school to create values that may be sold to the school clients, they blend resources and opportunities and ensure that they are efficient for maximization of profit in the school business, and also they

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<sup>23</sup>R. Anietie, & M. Zipamoh, *Cost reduction strategies for efficient resource utilization in secondary schools in Rivers State*. African Journal of Education Research and Development, 9(1), 2017, 230-237.

<sup>24</sup>C.U. Madumere-Obike, & S.T. Afangideh, *Deregulating the funding and supervision of secondary education for quality assurance in the South-South zone of Nigeria*. Paper presented at the 2008 annual congress of the Nigerian Academy of education held at Princess Alenxandra Auditorium, University of Nigeria, Nzukka, 2003.

ensure that human resources available to the school is utilized in a way that does not interfere with the formal school activities.

Finally, the study revealed that resourcefulness, conceptual thinking, and administrative organisation as school business management competency improves administrative effectiveness in public secondary schools in Rivers State. These findings shows that for the school administrators to improve administrative effectiveness as linked to school business, they must ensure that they possess and also demonstrate the needed or important competencies.

## **CONCLUSION**

The study investigated school business management competencies for improved administrative effectiveness in public secondary schools in Rivers State. It submitted that for the school administrators to manage the school business effective (administrative effectiveness), they must possess the core competence of resourcefulness, conceptual thinking and flexibility. The implication is that school administrators who are effective in managing the school business are the ones who are able to demonstrate administrative competencies. Hence those who lack these competencies may not be able to demonstrate administrative effectiveness. However, the study identified the various businesses that are available and managed by the school and also recommended based on these conclusions. Based on the findings and conclusions, the study recommend as: 1) The principal should look out for services that can be provided by the school to attract alternative earnings for the school to ease the pressure on financial resources of the school; 2) The principal should be resourceful by always thinking outside the box to identify values that the school can provide for the teachers, students, parents and in rear cases, the community; 3) The principal should have a comprehensive understanding of the school complex nature and also think critically at both abstract and concrete level to harmonize a rather multifaceted business challenges in the school and proffer realistic solutions; and 4) The principal create or develop organizing skills or competence as a strategy to cope with the ever-changing world, by opening up for new ideas and business possibilities for the school.

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