

Assessment of the Interplay between Management Variables and Goals Attainment in Public Secondary Schools in Obudu Local Government Area of Cross River State, Nigeria

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Abstract

In the realm of public secondary schools, the significance of management variables cannot be overstated in the pursuit of goals attainment. Effective management ensures optimal utilization of resources and cultivates a conducive teaching and learning environment. It is through the strategic alignment of management variables that schools can navigate challenges, seize opportunities, and propel students towards academic success and personal growth. This study assessed the interplay between management variables and goals attainment in public secondary schools in Obudu Local Government Area of Cross River State, Nigeria. Three null hypotheses were formulated to guide the study. Correlational research design was adopted. The population of the study comprised all the 91 public secondary school administrators (21 principals and 67 vice principals) from 24 public secondary schools in Obudu Local Government Area of Cross River State, Nigeria. Census method was adopted to include all the 91 principals and vice-principals for the study. A 20 items instrument titled: "Management Variables and Goals Attainment in Secondary Schools Questionnaire (MVGASSQ)." was used for data collection. A copy of the instrument was submitted to three experts in Research, Measurement and Evaluation, faculty of Educational Foundations Studies, University of Calabar for validation before use. It was subjected to reliability test and the reliability coefficient obtained was .82. The hypotheses were tested at .05 level of significance using simple and multiple linear regression. The result showed that leadership style and facilities management significantly predict goals attainment in Obudu Local government area of Cross River State. Based on the findings of the study, it was concluded that management variables has a statistically significant positive relationship with goals attainment in public secondary schools in Obudu Local Government Area of Cross River State. The study thus recommended among others that: School administrators should engage in leadership training programs to enhance their management skills for efficient attainment of school goals.

Keywords: Assessment, Interplay, Management Variables, Goals Attainment, Public Secondary Schools

Introduction

In Nigeria, secondary education was established to help students have a solid foundation in academic knowledge, develop functional skills, foster critical thinking and problem-solving abilities, as well as prepare them for higher education or the workforce in order to contribute to the country's socio-economic development (Federal Republic of Nigeria (FRN, 2013). It is expected that students will have acquired sufficient knowledge, competent skills and attitude upon graduation so as to guarantee their being admitted to higher education institutions or gaining employment.

In the context of this study, the term "school goals attainment" refers to how well secondary schools are able to achieve their predetermined educational objectives and meet their expectations. These goals cover a wide range of areas, including academic accomplishments, student performance, personal growth, and the accomplishment of the institution's overall mission and vision. Etor, et al. (2018) summarized secondary school goals into three broad categories namely: opportunity for higher education, knowledge acquisition and teaching/learning outcome. Secondary schools are established to provide students with not only a comprehensive academic education but also the necessary skills, knowledge, and character development to succeed in their future endeavours.

School goal attainment is geared towards ensuring that the quality of output meets the set standard (Ebeta & Ejims, 2020). Achieving secondary goals offers numerous benefits that go beyond the immediate results for students. These smaller accomplishments serve as motivators, increase self-confidence, and enhance concentration. They promote productivity, decrease stress, and provide individuals with a range of skills, fostering adaptability in a constantly evolving world. Ultimately, some key indices used to measure secondary school goals attainment include students' academic performance in core subjects like English, Mathematics, Science and language arts, standardized test, graduation rates. Others are students engagement in extra-curricular activities, and preparedness for post-secondary education or entrance into the workforce.

The efficient attainment of secondary school goals has become a subject of great concern to researchers (Etor, et al., 2018), and school administrators (principals) are often criticized for failing to fulfill their responsibility of ensuring the achievement of secondary school goals. It was observed that parents, guardians and education stakeholders have expressed sadness over the negative attitude and behaviours of their children in school. Others expressed outright disappointment over the poor performance of students in examinations both internal and external. This highlights the need for school management to

sit up to its academic and administrative functions if the goals of secondary education must be efficiently attained. In this regard, Ukeje et al. (1992) cited in Ofem and Inah (2021) explained that the administrator (principal) has to ensure that the institution instructional programmes are planned and executed for the benefit of the student and the society.

The situation is the same in secondary schools in Cross River State where Arop, Owan, and Ekpang (2018) discovered that teachers are not meeting instructional expectations. Similarly, Obona et al. (2023) noted that several teachers in secondary schools in Cross River State display poor attitude to work. They consistently report late for duty, stay back from work and classes, others do not have good working relationship with fellow teachers and students. Amuche et al. (2014) lamented the poor students' learning outcome and dwindling performance of students in external examinations such as the Senior School Certificate Examinations (SSCE) organized by West African Examination Council (WAEC). The situation is not any better especially in public secondary schools in Obudu Local Government Area of Cross River State.

The researcher observed several developments that if not promptly addressed could hamper the attainment of secondary education goals in area. Notable among them are the poor academic performance among students which is partly caused by overcrowded classrooms and a shortage of qualified teachers, high student dropout rates due to lack of facilities, poor incentives, and uncondusive learning environment, among others. Furthermore, inadequate modern teaching materials, limited opportunities for students to participate in extracurricular activities and career guidance has left them ill-prepared for overall development cognitively, affectively and psychomotively. These setbacks have greatly impeded the quality of education and attainment of educational goals in the area. It is a matter of great concern because these educational institutions continuously graduate students yearly who lack essential skills in reading, writing, spelling, and pronunciation skills. Additionally, many of them lack employable and life support skills necessary for employment generation. Thus becoming unwanted burdens to their parents and engage in criminal activities instead of making meaningful contributions to society.

Management is vital in establishing a supportive learning environment, improving the quality of education and student achievements. Management variables are one characteristic that can enhance school goals attainment. Management variables in the context of this study refer to specific factors or aspects that school managers monitor and control within the school to achieve specific objectives. Peretomode and Peretomode cited in Etor, et al. (2018) opined that management is also classified as planning, organizing, leading and controlling the

formulation of strategies, plans, policies and programmes with a view of achieving set organizational goals. Management variables such as leadership style, facilities management, staff development, financial management, and student support services are aimed at improving the overall management and functioning of educational institutions for the achievement of secondary school goals. However, the components of management variables used in this study includes leadership style and facilities management.

Leadership style and goals attainment

Leadership is crucial for the success or failure of any organization's goals. Leadership style is the approach, behavior, and methods of overseeing a school or educational institution. Leadership styles differs greatly among principals and can have a significant influence on the overall school environment, staff motivation, student achievements, and the efficiency of the school's administration. According to Akpan (2016), the success of any organization depends greatly on its leadership. The school leaders should possess qualities that would enable them to perform their administrative tasks efficiently.

The principal, who is the chief executive, plays a key role in mobilizing both human and material resources to achieve the school's objectives. It is for this reason that Hayward (2005) as cited in Arop and Owan (2018) mentioned that the effectiveness of people in an organisation depends on the quality of its leadership since effective leader behaviour enables them to meet their goals. In a study, Adeyemi (2011) investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Two instruments were used to collect data for the study. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. Zahraddeen (2018) assesses the impact of principal's leadership styles on students' academic performance in selected secondary schools of Kano Municipal local government, Kano state. The local government has a total number of 32 schools comprising of 32 principals and 275 teachers. 184 respondents were randomly selected out of the entire population using random sampling technique. The findings of the study revealed that transactional leadership style is the most used leadership style by the principals.

Oyugi and Gogo (2019) investigated the influence of the principals' leadership styles on secondary students' academic performance in Awendo sub-county. The research employed descriptive survey and correlational designs to obtain information. The study population consisted of 35 principals, 340 teachers and 1400 form four students of 2015. Saturated sampling method was used to obtain 30 principals as the remaining 5 were used for

piloting. Simple random sampling was used to sample 186 teachers and 301 students from the 30 sampled schools. The study established that democratic leadership accounted for 37.4% of variation in students' academic performance as signified by adjusted R square 0.374. Autocratic leadership accounted for 43.8% of variation in students' academic performance and Laissez faire leadership style accounted for 15.7% of variation in students' academic performance.

In another study, Imakpokpomwani and erhabor (2023) investigated the relationship between principal leadership styles and teachers' job performance attitude. The population of the study consisted of the 125 public secondary school principals and 1,523 teachers in Edo South Senatorial Zone, Nigeria. 175 teachers were sampled for the study. Three research questions were raised. Descriptive statistics and Pearson moment correlation coefficient were used to analyze data. It was found that secondary school Principals in sampled schools predominantly employed democratic leadership style.

Facilities management and goals attainment

Facilities management is the management and maintenance of physical assets, infrastructure, and facilities in an organization or built environment. Oguche cited in Ekpoh (2018) stated that school physical facilities management involves keeping of the buildings, classrooms, equipment and landscapes at their best condition of completeness and efficiency, either through repairs or replacement. The main objective of facilities management is to ensure that these assets and facilities operate effectively and efficiently to support the educational activities. According to International Facility Management Association (IFMA), (2016) facilities management involves how equipment, tools and services were kept in good conditions in terms of comfort, functionality, safety, and efficiency towards the environment either place, process, and technology. Okafor, Maina, Stephen and Ohambele (2016), maintained that facilities management in the education sectors can have an effect on the students thus impact their academic achievement and performance.

Facilities management is one of the important aspects that when considered can enhance effective teaching and learning. Osuji (2016) examined the impact of school facilities on students' academic performances. The findings revealed that school facilities remain one essential factor in the realization of the goals of secondary education. In the same vein, Anom et al (2021) investigated the management of various facilities and how it impacts students' academic achievement. This research was carried out in Universiti Teknologi MARA Perlis Branch with the main objective to investigate the management of facilities such as e-learning facility, classroom, library, and hostels and whether they have any effect

on the students' academic achievement. Data was collected using questionnaires which were distributed to 217 students. The results showed that three areas of the facilities management have a significant impact on students' academic achievement. Obona et al (2021) examining the impact of physical facilities maintenance strategies and secondary school system sustainability in a Post-Covid 19 Era. The findings revealed a positive correlation between preventive, corrective and routine maintenance strategies and secondary school system sustainability in Post-Covid 19 Era in Calabar Education Zone.

In a study, Olajide et al. (2021) investigated the influence of school facilities on students' academic performance in Basic Science and Technology in junior secondary schools in Osun state. The study adopted the descriptive survey research design. The population for the study comprised all junior secondary school two (JSS II) students of Basic Science and Technology in the state. The results of the study revealed a significant influence of school facilities on students' academic performance ($F=7.7450.05$). The study concluded that school physical facilities are crucial to students' academic performance in Basic Science and Technology. In another study, Olujuwon, Omiyale and Olujuwon (2022) examined how school facilities influence students' academic achievement in public secondary schools in the Badagry Local government of Lagos State. In the research conducted with a survey design, data were collected from 200 students randomly selected from 10 public secondary schools in Badagry Local Government Area of Lagos State. The instrument was assured of meeting construct validity by seasoned academics while the test-retest reliability type was used deriving an index value of 0.792 meaning that the items are suitable for the study. Data collected were analysed using Pear Product Moment Correlation, tested at a 0.05 significant level. The study concludes that the availability of facilities and a conducive learning environment goes a long way in achieving educational goals and students' academic achievements in public secondary schools.

Several reviewed literatures provided evidence that there is a relationship between management variables and secondary school goals attainment. However, even though numerous studies have been done already, they still exist some gaps in the literature that this present study filled. For instance, some of the studies reviewed were conducted outside Obudu Local Government Area and Cross River State as well. Hence, due to differences in ethnicity and location, their results might not apply to Obudu Local Government Area in particular. No study has been discovered to be conducted on management variables and goals attainment in public secondary schools in Obudu Local Government Area, and which used

the same sub-variables as those of the present study. Therefore, the researcher intends to fill the gap in literature as well as add some knowledge to the existing knowledge bank.

Statement of the Problem

Secondary education is designed with specific objectives in mind, and several key indicators are used to measure the attainment of these goals. These indicators include students' academic performance in core subjects such as English, Mathematics, Science, and language arts, as well as standardized test scores and graduation rates. Additionally, students' engagement in extracurricular activities and their preparedness for post-secondary education or entry into the workforce are also considered important measures. Despite these goals, achieving efficient secondary school outcomes has become a significant concern for researchers. There are several indicators suggesting poor attainment of secondary education goals in the area under study. These include low academic performance among students, attributed in part to overcrowded classrooms and a shortage of qualified teachers. High dropout rates are also observed, driven by factors such as inadequate facilities, insufficient incentives, and an unfavourable learning environment. These challenges significantly hinder the quality of education and the achievement of educational objectives in the area. Without timely intervention, they pose a threat to the attainment of secondary education goals in the region

However, with the state government's initiatives such as revising the secondary school curriculum and enforcing a consistent academic calendar for all secondary schools in the state, ensuring timely payment of teachers' salaries, one would have expected a significant improvement. Unfortunately, not much have been attained. The researcher wonders if the problem could be attributed to poor management variables, hence this study. The major problem of this study led to the question: is there a relationship between management variables and goals attainment in public secondary schools in Obude Local Government Area of Cross River State.

Purpose of the Study

The purpose of the study was to assess the interplay between management variables and goals attainment in public secondary schools in Obudu Local Government Area of Cross River State, Nigeria. Specifically, the study sought to find out whether:

1. Leadership style predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River.
2. Facilities management predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River.

3. Leadership style and facilities management jointly predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River.

Research Questions

1. To what extent does leadership style predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River?
2. How does facilities management predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River?
3. How does leadership style and facilities management jointly predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River?

Research Hypotheses

The following hypotheses guided study:

1. Leadership style does not significantly predict goals attainment in public secondary schools in Obudu Local Government Area of Cross River.
2. Facilities management does not significantly predict goals attainment in public secondary schools in Obudu Local Government Area of Cross River.
3. Leadership style and facilities management does not jointly predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River.

Methodology

Research Design

The research design adopted for this study was the correlational design. Correlational research design is suitable when the researcher's goal is to explore the nature of the relationship between variables in order to predict future trends. The design is used to show the magnitude and level of relationship between variables of interest, and can be achieved through methods like naturalistic observation, surveys, and archival research (Agu & Akuezuiilo, 2007). The design was chosen because the research investigated the nature of statistical relationship between management variables and goals attainment in secondary schools. The design allowed the researcher to measure the relationship between principals' management variables and school goals attainment.

Area of the Study

The area study was Obudu Local Government Area (LGA) of Cross River State, Nigeria, being one of the 18 LGAs that make up the State. It is located between longitude and latitude ($6^{\circ}20'' - 6^{\circ}40''N$; $8^{\circ}4'' - 9^{\circ}0''E$) and its climatic conditions are conducive for the cultivation of a large variety of agricultural products. The LGA covers an area of 379,164 square kilometres. To the west, it shares a boundary with Bekwarra/Ogoja local Government

Areas, to the east with Obanliku Local Government Area, to the South with Boki Local Government Area (all in Cross River State) and to the North with Benue State. Obudu Local Government Area is made up of five indigenous ethnic communities of Bette, Alege, Ukpe, Ubang and Utugwang. The main vegetation characteristic of the area is guinea savannah. The soil is loamy sand mixed with volcanic ash. The town is approximately 17 kilometers away from Bebi Airport and is a 6-hour drive from Calabar, the capital of Cross River. The local government have one of the most attractive tourist center, called, the Obudu Ranch and Leisure Resort. Some of the traditional delicacies common among the people are Afang soup (Ukwoho-afang), vegetable soup (Ukang ikong), Fisherman's soup, White Soup prepared with Goat meat and eaten with pounded Yam, rapped Water yam (Ekpangkukwo), among others.

Population of the Study

The population of the study comprised all the 91 public secondary school administrators (21 principals and 67 vice principals) from 24 public secondary schools in Obudu Local Government Area of Cross River State, Nigeria (Planning Research and Statistics Department, Secondary Education Board, Calabar, 2024). However, the researcher selected 120 teachers, (5 teachers per school) using simple random method to assess the administrators' management variables and the impact on goals attainment. These numbers formed the population of the study.

Sample and Sampling Technique

Census method was adopted for the study. This technique was adopted because the population was small and can be studied totally. All 91 principals and vice-principals of the 24 public secondary schools in Obudu Local Government Area of Cross River State were involved in the study due to the small population size.

Instrumentation

An instrument titled: "Management Variables and Goals Attainment in Secondary Schools Questionnaire (MVGASSQ)." was used for data collection. The instrument was structured in three sections. Section 'A' contained the demographic variables of the respondents like age, gender, marital status, educational qualification. Section 'B' elicited information on management variables, namely, leadership style and facilities management. It contained 12 items (6 items per sub-variable). Section 'C' of the questionnaire contained 8 items designed to measure goals attainment. The instrument has a total of 20 items and each item had four response options ranging from Strongly Agree (SA) = 4points, Agree (A) =

3points, Disagree (D) = 2points and Strongly Disagree (SD) =1point, for all positively worded items. A reverse score was assigned to all the negatively worded items.

Validity of Instrument

The researchers sent a draft copy of the instrument to three experts in Research, Measurement and Evaluation, faculty of Educational Foundations Studies, University of Calabar. Items that were considered irrelevant were dropped, while those that were ambiguous were modified by the experts and used for the study.

Reliability of Instrument

To establish the reliability of the research instrument, a trial test was first carried out on fifty (20) principals selected from three secondary schools in Calabar Municipality Area which is outside the study area. Data were collected, coded and subjected to a reliability test using Cronbach Alpha reliability coefficients. The reliability coefficient obtained was .82 which indicated a high-reliability index for the research instrument.

Procedure for Data Collection

Before administering the questionnaires on the respondents, they were told about the purpose of the study and were assured that all information obtained will be used solely for the research. The questionnaires were administered on the respondents and after two days, the research went back and carefully collected the copies of the questionnaires from the respondents for analysis.

Procedure for Data Preparation and Scoring

The researcher began by organizing the collected questionnaires to confirm that all items had been properly answered by the respondents. It was found that all questionnaire copies distributed were correctly completed, returned, and used for data analysis. To ease the process of data preparation, each copy of the instruments was assigned numerical value for each rater, then a key was developed to guide the coding process of data collected from the respondent. The statements on the instruments were sorted out based on the variables they were purported to measure. The data were scored appropriately for positive and negative worded items. Positively worded items were scored as follows: Strongly Agree (SA) = 4point, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) =1point. But for all the negatively worded items, the pattern was reversed.

Procedure for Data Analysis

The scores of respondents on the respective sub-scales were summed and transferred to Statistical Packages for Social Sciences (SPSS Version 26) for analysis. Research questions were not answered but converted and tested as hypotheses. Data analysis was done

base on the four null hypotheses that guided the study. The simple and multiple linear regression was used to test the hypotheses at .05 level of significance.

Results

Hypothesis one

Leadership style does not significantly predict goals attainment in public secondary schools in Obudu Local Government Area of Cross River. The result of the analysis is presented in Table 1.

Table 1: Summary of simple linear regression analysis showing the contribution of leadership style to goals attainment in Obudu Local government area of Abia State. (N=91)

Anova ^a							
Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	145.248	1	145.248	50.963	.000 ^b	Rejected
	Residual	253.653	89	2.850			
	Total	398.901	90				

*Significant $p < .05$; $R = .603$; $R^2 = .364$; Adj. $R^2 = .357$

Coefficients ^a						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.178	1.125		5.492	.000
	Leadership style	.566	.079	.603	7.139	.000

a. Dependent Variable: Goals attainment

b. Predictors: (Constant), Leadership style

Table 1 showed that leadership style significantly predict goals attainment in Obudu Local government area of Cross River State as shown by the simple linear regression coefficient (R) of .603 and a coefficient of determination (R^2) of .364 obtained. The R^2 ($R^2 = .364$) meant that the variable of leadership style contributed 36.4% of the total variance in goals attainment while the remaining percentage score 63.6% was predicted by other external factors outside leadership style. This showed that the independent variable (leadership style) significantly predicts the dependent variable (goals attainment), $F(1,89) = 50.963$, $p(.000) < .05$. Referring to the coefficients in table 1, the unstandardized coefficient for leadership style is .566. This meant that for every point increase in goals attainment, there is .566 increase in leadership style scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that leadership style does not significantly predict

goals attainment in public secondary schools in Obudu Local Government Area of Cross River was rejected.

Hypothesis two

Facilities management does not significantly predict goals attainment in public secondary schools in Obudu Local Government Area of Cross River. The result of the analysis is presented in Table 2.

Table 2: Summary of simple linear regression analysis showing the contribution of facilities management to goals attainment in Obudu Local government area of Abia State. (N=91)

Anova ^a							
Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	44.509	1	44.509	11.178	.000 ^b	Rejected
	Residual	354.392	89	3.982			
	Total	398.901	90				

*Significant $p < .05$; $R = .334$; $R^2 = .112$; Adj. $R^2 = .102$

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.642	1.352		7.129	.000
	Facilities management	.325	.097	.334	3.343	.000

a. Dependent Variable: Goals attainment

b. Predictors: (Constant), Facilities management

Table 2 showed that facilities management significantly predict goals attainment in Obudu Local government area of Cross River State as shown by the simple linear regression coefficient (R) of .334 and a coefficient of determination (R^2) of .112 obtained. The R^2 ($R^2 = .112$) meant that the variable of facilities management contributed 11.2% of the total variance in goals attainment while the remaining percentage score 88.8% was predicted by other external factors outside facilities management. This showed that the independent variable (facilities management) significantly predicts the dependent variable (goals attainment), $F(1,89) = 11.178$, $p (.000) < .05$. Referring to the coefficients in table 2, the unstandardized coefficient for facilities management is .325. This meant that for every point increase in goals attainment, there is .325 increase in facilities management scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that facilities management does not significantly predict goals attainment in public secondary schools in Obudu Local Government Area of Cross River was rejected.

Hypothesis three

Leadership style and facilities management does not jointly predicts goals attainment in public secondary schools in Obudu Local Government Area of Cross River.

Table 3: Summary of multiple regression analysis for the contribution of leadership style and facilities management to goals attainment in public secondary schools in Obudu Local Government Area of Cross River

Model	SS	Df	MS	F ratio	Sig.
Regression	149.570	2	74.785	26.395	.00
Residual	249.331	88	2.833		
Total	398.901	90			

*Significant $p < .05$; $R = .612$; $R^2 = .375$; Adj. $R^2 = .361$

- Criterion: Goals attainment in in public secondary schools in Obudu Local Government Area of Cross River
- Predictors: Leadership style and facilities management

Table 4: Test of regression weight of management variables sub-variables

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Rank
	B	Std. Error	Beta			
Constant	5.251	1.350		3.891		
Leadership style	.524	.086	.559	6.089	.000	1 st
Facilities management	.110	.089	.113	1.235	.000	2 nd

Table 3 showed that the analysis of variance in the regression output produced an F-ratio of 26.395, which is statistically significant .05 probability level. This indicated that the predictor variables of leadership style and facilities management are jointly significant in predicting the criterion variable of goals attainment. This implied that management variables are significantly potent in explaining the variance in goals attainment.

The result also showed that a multiple regression coefficients (R) of .612 and a coefficient of determination (R^2) of .612 were obtained. The ($R^2 = .375$) meant that when the sub-variables of management variables are taken together, they contributed 37.5 % of the variance in goals attainment. This further implied that 62.5% of the variation in goals attainment could be attributed to other extraneous variables to the study. By this result, the F-

value of 26.395 ($p < .05$), R and R^2 of .375 and .361, indicated a high positive relationship between the predictor variables and the criterion variable. Thus, the hypothesis three is rejected. This meant that leadership style and facilities management, have a statistically significant joint predictive effect on goals attainment in public secondary schools in Obudu Local Government Area of Cross River State.

Therefore, in order to find out the relative contribution of management variables sub-variables, a test of regression was performed. The result is presented in table 4. The result showed that leadership style is the strongest predictor of the variance in goals attainment ($r = 6.089$). This is followed by facilities management ($r = 1.235$).

Discussion

Hypothesis one which stated that, leadership style does not significantly predict goals attainment in public secondary schools in Obudu Local Government Area of Cross River State, was rejected while the alternate hypothesis was accepted. This showed that, leadership style significantly predict goals attainment. The study findings agrees with the findings of Atsebeha (2016) who examined the leadership styles adopted by school principals and their influence on the job performance of primary school teachers and found out a statistically significant relationship between the job performance of teachers and the leadership styles employed by the principals. The findings also corroborate those of Arop and Owan (2018) who mentioned that the effectiveness of people in an organisation depends on the quality of its leadership since effective leader behaviour enables them to meet their goals. It also in agreement with the findings of Zahraddeen (2018) that transactional leadership style is the most used leadership style by the principals. These empirical findings affirmed the significant positive relationship between leadership style and goals attainment in public secondary schools in Calabar South Local Government Area of Cross River.

This finding is not surprising because principals of secondary schools adopted leadership style that plays a crucial role in shaping their institution's ability to achieve its goals and objectives. This is because effective leadership not only establishes the tone for the school's culture but also inspires and guides both the teaching staff and students towards a shared vision of success. This implies that when school administrators adopt appropriate leadership style, whether it is authoritative, transformational, democratic, or a combination of these, it can influence the level of motivation, collaboration, and innovation within the school community. This will further result in a correspondent increase in the attainment of school goals in the study area and vice versa.

Hypothesis two which stated that, facilities management does not significantly predict goals attainment in public secondary schools in Obudu Local Government Area of Cross River State, was rejected while the alternate hypothesis was accepted. This showed that, facilities management significantly predict goals attainment. The study finding supports that of Osuji (2016) who examined the impact of school facilities on students' academic performances and found that school facilities remain one essential factor in the realization of the goals of secondary education. In the same vein, the finding of the study is in agreement with those of Anom, Eliy and Sabiroh (2021) who investigated the management of various facilities and its impact on students' academic achievement. The results showed that facilities management have a significant impact on students' academic achievement.

Similarly, in a study, Uko (2015) sought to assess and investigate how the proficiency and creativity of principals affect the management of school facilities in Cross River State, Nigeria. The outcome of the study showed that there is a significant relationship between the principal's proficiency, creativity and the overall educational objectives in the management of school facilities. These empirical findings affirmed the significant positive relationship between facilities management and goals attainment in public secondary schools in Calabar South Local Government Area of Cross River. The finding is expected because realizing the importance of facilities management to teaching and learning, school administrators ensure that existing facilities are well-maintained, to enhance the overall educational experience of teachers. The implication is that properly maintained facilities can create a more comfortable and conducive learning environment for students, which can have a positive impact on student engagement, focus, and academic performance and vice versa.

Conclusion

Based on the findings of the study, it was concluded that management variables has a statistically significant positive relationship with goals attainment in public secondary schools in Obudu Local Government Area of Cross River State.

Recommendations

Based on the findings of the study, it was recommended that:

1. School administrators should engage in leadership training programs to enhance their management skills such as goal-setting, resources management, and incentive management, for efficient attainment of school goals.
2. They should implement a comprehensive facilities management plan in secondary schools to optimize resources and enhance goal attainment. This plan should prioritize regular maintenance schedules, efficient utilization of space, and sustainable practices to

create a conducive learning environment. This can ensure that infrastructure supports academic success and student well-being.

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No potential conflict of interest was reported by the authors.

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