

Management by Objectives and the Performance of Private Secondary Schools: Evidence from Bida Metropolis, Niger State

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Abstract

This study examined the effect of Management by Objectives (MBO) on the performance of registered private secondary schools in Bida, Niger State. The study adopted a survey research design with a population of 1,155 staff members from 77 registered private secondary schools in Bida metropolis. A sample size of 288 respondents was determined using the Krejcie and Morgan sampling formula. Data were collected through structured questionnaires and analyzed using descriptive statistics and multiple regression analysis. The findings revealed that MBO jointly explained ($R^2 = 0.645$; Adjusted $R = 0.641$), and ANOVA ($F = 147.458$, $p = 0.000 < 0.05$). Broadly the findings indicates that MBO have a positive significant effect on the performance of private schools in Bida. In specifics, the coefficient of goal setting ($\beta = 0.579$, $t = 17.888$, $p = 0.000 < 0.05$) and staff participation in decision-making ($\beta = 0.191$, $t = 3.372$, $p = 0.000 < 0.05$) demonstrates a positive and significant effect on schools' performance. In contrast, monitoring and evaluation recorded a negative but significant effect on schools' performance ($\beta = -0.120$, $t = -1.985$, $p = 0.048 < 0.05$). The study recommends that school administrators/proprietors should strengthen goal-setting practices, staff participation in decision making and ensures constructive monitoring and evaluation that promote appraisal objectivity, fairness and transparency to improve academic performance..

Keywords: Management by Objectives; Goal Setting; Staff Participation in Decision Making; Monitoring and Evaluation; Private Schools Performance.

Introduction

Performance has increasingly become a critical benchmark for evaluating the effectiveness of organizational systems globally, particularly in developing economies where education serves as a major driver of human capital development and socio-economic transformation (Anwar et al., 2025). Within contemporary educational systems, secondary education occupies a strategic position as a transitional stage that prepares students for higher education, vocational advancement, and responsible citizenship (Jabi & Ishi, 2026). Consequently, the performance of secondary schools is assessed not only through students'

academic achievements in examinations such as the Senior Secondary School Certificate Examination (SSCE), but also through instructional quality, teacher effectiveness, administrative efficiency, discipline, and the attainment of institutional goals (Yusuf & Alonge, 2024). Recent studies further emphasize that school performance is strongly influenced by the quality of leadership, organizational coordination, and the effectiveness of management practices adopted within educational institutions.

Globally, increasing demands for accountability, quality assurance, and measurable outcomes in educational institutions have intensified the need for management approaches capable of systematically improving school performance and aligning institutional objectives with operational practices. Thus, within this context, Management by Objectives (MBO) has emerged as a structured and results-oriented management philosophy designed to enhance organizational effectiveness. Originally, MBO emphasizes participatory goal setting, participation in decision making, performance monitoring/evaluation and feedback mechanisms as its core dimensions (Gibb et al., 2026). Furthermore, the underlying assumption of MBO is that organizational effectiveness improves when employees clearly understand expected outcomes and actively participate in defining and achieving institutional goals. Meanwhile, the integration of planning, implementation, monitoring, and appraisal processes, MBO enhances coordination, accountability, communication, and continuous performance improvement (Nwachukwu et al., 2025).

Although MBO was initially developed for business and public sector organizations, its relevance in educational administration has attracted increasing scholarly attention. In secondary schools, MBO provides a collaborative framework through which principals, teachers, and administrative staff jointly establish instructional and administrative goals consistent with broader educational policies and institutional expectations. The participatory orientation of MBO enhances teachers' commitment, strengthens communication channels, improves supervision, and facilitates effective performance monitoring, all of which are essential for improving teaching and learning outcomes (Alaribe & Magaji, 2023). Empirical evidence further suggests that core dimensions of MBO, including goal clarity, participatory decision-making, feedback systems, and shared responsibility, are positively associated with employee motivation, job satisfaction, and organizational performance within educational institutions (Ojo & Ibrahim, 2024).

Despite these theoretical and practical advantages, many secondary schools in Nigeria continue to experience persistent performance challenges (Jabi & Ishi, 2026). These challenges include weak alignment between institutional goals setting and teacher responsibilities, limited staff participation in decision-making, ineffective supervision, inadequate feedback mechanisms, and poor performance evaluation systems. As observed by the researcher in Bida Metropolis, Niger State, concerns have increasingly been raised regarding declining students' academic performance, characterized by unclear goal setting, less involvement of teachers in decision making and inadequate monitoring and evaluation of institutional activities. These conditions suggest the limited application of structured

management approaches capable of enhancing school performance. This attrition necessitated the study exploration for improving the performance of private secondary schools within Bida Metropolis that is less studied.

Generally, empirical studies on MBO, which include Gibb et al. (2026), Alaribe and Magaji (2023), Okoli et al. (2023), Amie-Ogan and Pamogho (2022), Blessing et al. (2022), Elee (2021), and Sai (2021) have not explored the effect of MBO dimension specifics; goal setting, staff participation in decision-making, monitoring and evaluation on the performance of private secondary schools in Bida Metropolis. This creates a significant contextual and sectoral gap in the literature. Consequently, this study seeks to examine the effect of Management by Objectives on the performance of private secondary schools in Bida Metropolis, Niger State, Nigeria. By empirically investigating the influence of goal setting, staff participation in decision-making, monitoring, and evaluation on school performance, the study contributes to educational management literature and provides practical implications for school administrators and policymakers.

Objective of the Study

The specific objectives are to:

- i. Determine the effect of goal setting on the performance of private secondary schools in Bida Metropolis, Niger State.
- ii. Determine the effect of staff participation in decision-making on the performance of private secondary schools in Bida Metropolis, Niger State.
- iii. Determine the effect of monitoring and evaluation on the performance of private secondary schools in Bida Metropolis, Niger State.

Research Hypotheses

The following null hypotheses were formulated to guide the study:

HO₁: Goal setting has no significant effect on the performance of private secondary schools in Bida Metropolis, Niger State.

HO₂: Staff participation in decision-making has no significant effect on the performance of private secondary schools in Bida Metropolis, Niger State.

HO₃: Monitoring and evaluation have no significant effect on the performance of private secondary schools in Bida Metropolis, Niger State.

Literature Review and Theoretical Framework

Conceptual Review

Concept of Performance

Performance in educational contexts refers to the extent to which educational institutions achieve their instructional, administrative, and strategic objectives through the effective utilization of human, financial, and material resources (Jabi & Ishi, 2026). In secondary school systems, performance is commonly assessed through multidimensional indicators such as students' academic achievement, instructional quality, teacher effectiveness,

administrative efficiency, discipline, curriculum implementation, and institutional goal attainment (Situma, 2016). Contemporary educational management literature increasingly conceptualizes performance as both an outcome-oriented and process-oriented construct that reflects the ability of schools to transform educational inputs into measurable outputs and long-term institutional outcomes. Accordingly, Mawalo and Rutaro (2024) assert school performance as the extends to which examination results are enhanced through organizational effectiveness, leadership quality, stakeholder satisfaction, and institutional sustainability.

In addition, educational performance is strongly influenced by leadership effectiveness, organizational coordination, accountability systems, and strategic management practices adopted within schools (Yusuf & Alonge, 2024). Gibb et al. (2026) maintain that modern performance management frameworks, which involves target setting, continuous appraisal, feedback systems, and institutional evaluation have become central mechanisms for improving educational quality and operational effectiveness. Evidence suggests that schools with structured performance management systems demonstrate stronger instructional delivery, improved teacher productivity, enhanced student competencies, and higher institutional efficiency (Ibidunni et al., 2021). Similarly, organizational studies indicate that educational institutions characterized by clear performance standards, monitoring systems, and collaborative leadership practices are more likely to achieve sustainable academic improvement and organizational stability (Mawollo & Rutaro, 2024; Anwar et al., 2021). Consequently, performance in educational institutions represents not only the achievement of expected outcomes but also the effectiveness and efficiency of the institutional processes used to attain such outcomes.

Concept of Management by Objectives (MBO)

Alaribe and Magaji (2023) delineate management by Objectives (MBO) as a systematic, participatory, and results-oriented management approach that emphasizes the joint establishment of organizational objectives, collaborative decision-making, performance monitoring, and periodic evaluation. Though the concept of MBO was originally developed by Peter Drucker in 1954, is founded on the principle that organizational effectiveness improves when managers and subordinates collectively define measurable goals and evaluate performance based on predetermined standards. To this, Elee (2021) posits MBO as a strategic performance management framework capable of enhancing accountability, productivity, communication, employee commitment, and institutional effectiveness. In that regard, MBO gained recognition as a valuable managerial tool for improving teacher performance, institutional coordination, and school effectiveness. Accordingly, Okoli et al. (2023) found some major dimensions of MBO include goal setting, participatory management, continuous performance monitoring, periodic review, and feedback mechanisms as instrumental to performance. These components are considered essential for aligning individual responsibilities with institutional objectives while strengthening accountability within school systems (Ugheoke, 2021). This suggests that effective

implementation of MBO contributes positively to employee motivation, operational efficiency, innovation, service quality, and non-financial organizational outcomes (Anwar et al., 2025). Furthermore, MBO is theoretically linked to Goal-Setting Theory and Strategic Human Resource Management, both of which emphasize that employees who actively participate in defining organizational goals are more likely to demonstrate stronger commitment, higher motivation, and improved performance outcomes (Locke & Latham, 2006). Consequently, MBO remains a relevant and adaptable management framework for enhancing institutional effectiveness in contemporary educational systems.

Concept of Goal Setting

Gibb et al. (2026) opine goal setting as the systematic process of establishing specific, measurable, achievable, realistic, and time-bound objectives that direct individual and organizational efforts toward desired outcomes. Goal-Setting Theory, advanced by Edwin A. Locke, posits that clearly defined and challenging goals improve performance by directing attention, increasing persistence, stimulating effort, and encouraging strategic behavior (Locke & Latham, 2006). In organizational contexts, goal setting enhances strategic alignment, accountability, productivity, and operational efficiency.

However, within educational institutions, strategic goal setting by school administrators has been associated with improved teacher effectiveness, instructional quality, students' academic achievement, and institutional coordination (Blessing et al., 2022). Schools that establish clear instructional and administrative objectives are more likely to maintain organizational focus, allocate resources effectively, and achieve curriculum targets (Ezeani & Bamidele, 2022). Furthermore, empirical studies indicate that effective goal setting strengthens accountability systems and facilitates performance evaluation by providing measurable benchmarks against which institutional progress can be assessed. Contemporary educational management frameworks therefore emphasize the alignment of teacher responsibilities, instructional activities, and school development plans with broader institutional goals to improve educational effectiveness and sustainability.

Concept of Staff Participation in Decision-Making

Staff participation in decision-making refers to the involvement of teachers and other school personnel in organizational planning, policy formulation, instructional management, and administrative processes (Sai, 2021). The concept is rooted in participative management and democratic leadership theories, which argue that employee involvement enhances commitment, motivation, accountability, job satisfaction, and organizational effectiveness. In educational settings, participatory decision-making has increasingly been recognized as an essential component of effective school administration and institutional governance. However, Ojo and Ibrahim (2024) maintain that when teachers actively participate in decisions relating to curriculum implementation, school policies, instructional planning, and resource allocation, they develop stronger ownership, commitment, and responsibility toward institutional goals. Furthermore, participatory

leadership practices have been found to improve communication, reduce organizational conflict, strengthen collaboration, and enhance institutional trust among school personnel. Studies further indicate that participatory management contributes significantly to improved teacher morale, organizational cohesion, and institutional performance within secondary schools (Amie-Ogan & Pamogho, 2022). Consequently, staff participation in decision-making represents both a managerial process and a strategic mechanism for improving educational quality and organizational effectiveness.

Concept of Monitoring and Evaluation

Ojo and Ibrahim (2024) describe performance monitoring and evaluation as organized and continuous assessment of organizational activities, outputs, and outcomes to ensure that institutional goals are achieved efficiently and effectively. This implies that monitoring involves tracking progress against predetermined objectives, while evaluation focuses on assessing the effectiveness, relevance, and impact of implemented activities. These processes constitute integral components of modern performance management systems. In similar vein, literature highlights that effective monitoring and evaluation systems enhance accountability, transparency, operational control, and institutional performance by providing timely feedback and facilitating corrective actions (Ugheoke, 2021). This suggests that within educational institutions, monitoring and evaluation practices, which include classroom supervision, teacher appraisal, students' performance assessment, curriculum evaluation, and stakeholder feedback mechanisms form the basis for education per excellence. Worthy to note that schools with strong monitoring frameworks demonstrate improved instructional quality, enhanced teacher productivity, better curriculum implementation stimulates higher academic performance (Elee, 2021; Sai, 2021). Furthermore, performance monitoring enables school administrators to identify operational gaps, design professional development interventions, and reinforce institutional accountability systems (Yusuf & Alonge, 2024). Consequently, monitoring and evaluation are regarded as indispensable mechanisms for sustaining educational quality, improving organizational efficiency, and enhancing institutional effectiveness.

Effect of Management by Objectives (MBO) on Performance

In organizational and educational contexts MBO consistently demonstrate positively in influencing institutional performance, organizational effectiveness, enhancing goal clarity, employee participation, accountability, communication, and performance evaluation systems (Anwar et al., 2025; Elee, 2021). In educational institutions, MBO practices such as participatory goal setting, continuous monitoring, performance feedback, and collaborative decision-making have been associated with improved teacher effectiveness, administrative efficiency, instructional quality, and students' academic performance (Blessing et al., 2022). Similarly, studies from organizational and entrepreneurial contexts reveal that entrepreneurial orientation enhances employee motivation, operational efficiency, innovation, and service quality by aligning individual responsibilities with

institutional objectives (Anwar et al., 2021). This assertion indicates that MBO promotes collaboration, transparency, accountability, and strategic alignment. Through continuous review mechanisms and participatory management processes, institutions are able to monitor progress, identify performance gaps, and implement corrective actions effectively. Consequently, MBO remains a relevant and adaptable management framework for improving institutional performance across sectors, particularly within secondary school systems where coordination, accountability, and strategic alignment are essential for achieving educational objectives.

Theoretical Framework

Several theories are relevant to this study, including Goal-Setting Theory developed by Edwin A. Locke and Gary P. Latham in 2006, Participative Decision-Making Theory proposed by Victor H. Vroom and Philip W. Yetton in 1973, Control Theory developed by Norbert Wiener in 1948, and Organizational Learning Theory advanced by Chris Argyris and Donald Schön in 1974. However, this study is principally anchored on Goal-Setting Theory because the central philosophy of Management by Objectives (MBO) aligns closely with the theory's emphasis on establishing clear, specific, and measurable objectives to enhance organizational performance. The theory posits that specific and challenging goals direct attention, stimulate effort, strengthen commitment, and improve performance through continuous feedback mechanisms. In educational settings, the theory suggests that when school proprietors, principals, and teachers collaboratively formulate institutional goals, systematically monitor progress, and receive regular performance feedback, educational effectiveness and students' academic performance are more likely to improve.

Empirical Reviews

An empirical study conducted by Gibb et al. (2026) investigated the influence of goal-setting autonomy and commitment to organizational goals on financial performance within the New Zealand real estate industry. The study specifically examined how participative goal-setting practices influence workers' attitudes, effort, and performance within a complex multitask sales environment. Using a rich dataset involving 209 salespersons and their managers, the study adopted Structural Equation Modelling (SEM) to test the proposed hypotheses. The findings revealed that both goal-setting autonomy and commitment to organizational goals positively influenced workers' behavioural orientation toward performance improvement. However, the study focus on the real estate industry within New Zealand restricts the generalizability of the findings to educational institutions and developing economies such as Nigeria. Additionally, the study concentrated primarily on financial performance while giving limited consideration to non-financial dimensions of organizational effectiveness such as employee satisfaction, institutional coordination, and service quality, which are particularly relevant in educational settings. An empirical study by Anwar et al. (2025) assessed the role of Management by Objectives in improving environmental performance in healthcare institutions. The study adopted a descriptive

analytical approach using questionnaire data collected from 180 hospital employees. The findings demonstrated a statistically significant positive relationship between MBO dimensions, particularly participation, commitment, and feedback and organizational performance improvement. The study concluded that institutions applying MBO frameworks experience enhanced coordination, responsibility, and performance outcomes. Despite the relevance of the findings, the study focused on healthcare institutions rather than educational organizations, thereby creating the need for further investigation within secondary school settings.

Similarly, Alaribe and Magaji (2023) examined the effect of Management by Objectives on the organizational performance of selected cement manufacturing firms in Ogun State, Nigeria. The researchers adopted a survey research design and drew data from a population of 8,699 top-level, middle-level, and frontline managers across selected cement manufacturing firms. Using the Raosoft sample size calculator, a sample size of 478 respondents was determined. Data were collected through a modified and validated questionnaire. Both descriptive and inferential statistical tools were employed for data analysis. The findings revealed that Management by Objectives exerted a positive and statistically significant effect on organizational performance. However, despite the relevance of the study, its concentration on manufacturing firms limits the direct applicability of the findings to educational institutions, particularly private secondary schools. Furthermore, Okoli et al. (2023) examined employee performance through Management by Objectives among manufacturing firms. The study adopted a survey research design involving a population of 333 employees drawn from selected manufacturing firms. Using the Taro Yamane formula, a sample size of 183 respondents was determined, and structured questionnaires were administered for data collection. Data obtained from the respondents were analyzed using Pearson Product Moment Correlation and simple linear regression techniques. The findings revealed a significant relationship between participatory management practices, goal setting, feedback mechanisms, and key performance indicators such as employee retention, job satisfaction, and organizational commitment. The study concluded that Management by Objectives significantly enhances employee performance by promoting participation, communication, and accountability within organizational processes. Despite the significance of the findings, the study is limited by its exclusive focus on manufacturing firms, thereby reducing its applicability to educational institutions such as private secondary schools. In addition, the use of simple linear regression limited the study's ability to simultaneously examine the combined effects of multiple dimensions of MBO on performance.

Blessing et al. (2022) study the relationship between Management by Objectives (MBO) and principals' administrative effectiveness in South-East Nigeria. The study employed a correlational research design. The population comprise 1,430 principals, from which 303 respondents were sampled and administered questionnaire. Pearson Product Moment Correlation and Linear Regression techniques were employed for data analysis. The study found a strong positive and significant relationship between MBO practices and principals'

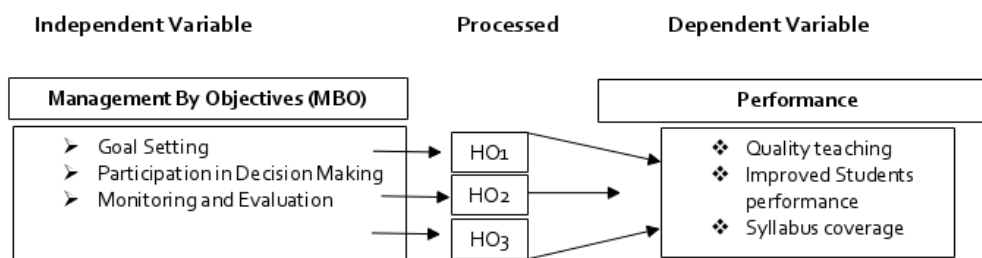
administrative effectiveness. The study reliance on correlational design limits its causal interpretation and geographical concentration also restricts the generalizability of the findings to other regions with different educational and socio-cultural conditions. In addition, Amie-Ogan and Pamogho (2022) explored the relationship between Management by Objectives and teachers' service delivery in private secondary schools in Port Harcourt. Using a correlational research design. The study sampled 385 principals and teachers from a population of 10,438 respondents. Pearson Product Moment Correlation and t-test statistics were employed in analyzing the data. The findings revealed significant positive relationships between goal setting, teachers' participation, continuous performance monitoring, and teachers' service delivery. Nevertheless, the exclusive focus on service delivery limits the applicability to the overall institutional performance.

In another related study by Elee (2021) who assessed the application of Management by Objectives among principals and teachers in public secondary schools in Anambra State. The study adopted a descriptive survey design guided by a population of 8,587 respondents, and a sample of 857 participants. Pearson Product Moment Correlation and Z-test statistics were used for data analysis. The study found MBO as a strong mechanism that provides school administrators with strategic direction toward achieving institutional goals, but also found a weak collaborative effort affecting planning and resource management. However, the contradictory nature of these findings raises concerns regarding possible measurement and interpretation inconsistencies. Its confinement to Anambra State also limits the generalizability of the findings to other educational contexts. Furthermore, Sai (2021) evaluated the managerial functions of the Rivers State Senior Secondary Schools Board in enhancing quality education delivery in Rivers State. The study adopted a correlational research design involving directors, supervisors, principals, vice-principals, and teachers across 285 secondary schools. Descriptive statistics: mean, standard deviation, and inferential statistics; chi-square were employed for data analysis. The found managerial functions positively influenced the quality of education delivery in public secondary schools. However, the study is limited by its reliance on self-developed instruments without extensive psychometric validation, which may affect the reliability and validity of the findings. Though, the study dependence on respondents' subjective perceptions instead of objective performance indicators introduces the possibility of bias. Furthermore, its concentration on public secondary schools in Rivers State further limits the applicability of its findings to other educational environments and regions.

Research Conceptual Model

Independent Variable Processed Dependent Variable

Figure: 1



Source: Designed by the researcher, 2026

Research Methodology

The study adopted a quantitative survey research design. The adoption of the survey design was considered appropriate because it enabled the researcher to obtain standardized, objective, and unbiased responses from participants while facilitating the quantitative analysis of relationships among the study variables. The target population comprised 1,155 workforce members drawn from seventy-seven registered private secondary schools within Bida Metropolis, as documented by the Bida Local Education Authority. To determine an appropriate sample size for the study, the Krejcie and Morgan Sample Size Determination Formula developed by Robert V. Krejcie and Daryle W. Morgan in 1970 was employed, resulting in a sample size of 288 respondents comprising proprietors/principals and staff of the selected private secondary schools. The formula provided a scientifically reliable basis for ensuring adequate representation of the study population, thereby enhancing the validity, reliability, and generalizability of the study findings. The formula is expressed as follows:

$$S = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)} \quad \text{OR} \quad S = \frac{(X^2 \times NP (1 - P))}{(d^2 (N - 1) + X^2 \times NP (1 - P))},$$

Where: S = required sample size,

X² = Chi-square value for 1 degree of freedom at the desired confidence level (3.841),

N = the population size (77),

d = the degree of accuracy expressed as a proportion (0.05), and

P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size).

The formula $S = \frac{(X^2 \times NP (1 - P))}{(d^2 (N - 1) + X^2 \times NP (1 - P))}$, it is then substituted as;

$$S = \frac{(3.841 (1,155 \times 0.5) (1 - 0.5))}{(0.05^2 (1,155 - 1) + 3.841 (0.5) (1 - 0.5))}, \quad S = \frac{(3.841 (577.5) (0.5))}{(0.0025 (1,154) + 3.841 \times 0.5 (0.5))},$$

$$S = \frac{1,109.09}{(2.885 + 0.96025)}, \quad S = \frac{1,109.09}{(3.84525)} = 288.43 \cong 288 \text{ Respondents.}$$

The researcher administered 288 copies of a structured questionnaire to proprietors/principals and staff directly involved in appraisal and management processes within registered private secondary schools in Bida Metropolis through the adoption of

stratified and simple random sampling techniques. Stratified random sampling was employed to categorize respondents according to their respective schools, while simple random sampling ensured that each staff member had an equal probability of selection for the study. However, 247 copies of the questionnaire were successfully retrieved and found suitable for data analysis, representing a satisfactory response rate for the study.

The questionnaire items were structured using a five-point Likert scale comprising: Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, and Strongly Agree = 5. The measurement items for the study variables were adapted from Situma (2016) and were subjected to expert review and pilot testing to ensure content and construct validity. Furthermore, the reliability of the research instrument was established using the Cronbach's Alpha Coefficient. The reliability coefficients obtained for the dimensions of Management by Objectives were: goal setting (0.715), staff participation in decision-making (0.738), and monitoring and evaluation (0.779), while the performance construct recorded a coefficient of 0.701. These values exceeded the recommended threshold of 0.70, thereby indicating satisfactory internal consistency and confirming the suitability of the instrument for subsequent statistical analysis based on the IBM SPSS Statistics Version 27 output.

In addition, both descriptive and inferential statistical techniques were employed for data analysis. Descriptive statistics included frequency distribution tables, mean scores, and standard deviation, with a decision benchmark of 3.00 for interpreting respondents' opinions. Inferential statistics involved the application of multiple regression analysis to test the study hypotheses and determine the individual and combined effects of the independent variables on performance. The model specification for the multiple regression equation is expressed as follows:

; $Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon \dots (1)$ where: Y, represents dependent variable: PPSS = Performance of Private Secondary Schools, α = alpha (Function) is constant, β = Beta, X is a vector of explanatory independent variable: GS = Goal Setting, SPD = Staff participation in Decision making, ME = Monitoring/Evaluation. ϵ = error term. Therefore, $PPSS = \alpha + \beta_1GS + \beta_2SPD + \beta_3ME + \epsilon \dots (2)$

Results and Discussions

The data collected are analysed using descriptive and inferential statistics.

Characteristics of the Respondents

Table 1: Bio-data of the Respondents

Variable	Category	Frequency	Percent
Gender	Male	135	54.7
	Female	112	45.3
	Total	247	100
Educational Qualifications	NCE /ND	114	46.2
	HND/Bachelor Degree	98	39.7

Variable	Category	Frequency	Percent
Years of Experience	Master Degree/PhD	35	14.2
	Total	247	100
	1 – 5 Years	125	50.6
	6 – 10 Years	79	32.0
	11 Years and above	48	17.4
	Total	247	100.0

Legend N: 247

Source: Field Survey, 2026

Table 1 presents the demographic characteristics of respondents based on gender, educational qualifications, and years of work experience. The gender distribution indicates that male respondents constituted 135 respondents (54.7%), while female respondents accounted for 112 respondents (45.3%). In terms of educational qualifications, the findings reveal that 114 respondents (46.2%) possessed NCE/ND qualifications, 98 respondents (39.7%) held HND or Bachelor's degrees, while 35 respondents (14.2%) possessed postgraduate qualifications, including Master's and PhD degrees. This distribution indicates that the respondents were academically qualified and capable of providing informed opinions on management practices and school performance. Regarding years of experience, 125 respondents (50.6%) had between 1 and 5 years of experience, 79 respondents (32.0%) had between 6 and 10 years of experience, while 43 respondents (17.4%) had 11 years and above. This suggests that the majority of respondents were relatively early-career staff, although a considerable proportion had moderate to extensive experience in school administration and teaching. Generally, the demographic characteristics demonstrate that the respondents possessed the educational background and professional experience necessary to provide reliable information on how Management by Objectives affects the performance of private secondary schools in Bida Metropolis.

Table 2: Descriptive Statistics

		N	Min.	Max.	Mean	Std. Deviation
S/N	Statement on Goal-Setting					
1.	Our school targeted goals are clearly defined and well communicated to the staff for accomplishment.	247	1	5	3.19	1.353
2.	Annual school calendar is timely design and communicated to us for strict compliance.	247	1	5	3.02	1.286
3.	The staff work goals are in alliance with the school's overall objectives.	247	1	5	3.08	1.350
	Statement on Staff Participation in Decision					
1.	Teachers are involved in setting school goals and targets.	247	1	5	3.60	1.181
2.	Staff are encouraged to make suggestions on how to improve the school performance.	247	1	5	3.41	1.239

3.	School management usually implements public opinions objectively.	247	1	5	3.36	1.257
Statement on Monitoring and Evaluation						
1.	Staff performance is regularly monitored by the school management.	247	1	5	3.73	1.127
2.	Staff usually receive constructive feedback on job performance.	247	1	5	3.48	1.206
3.	Staff performance monitoring and evaluations criteria are clear measurable and rewarding.	247	1	5	3.45	1.311
Statement on Performance						
1.	The school management timely provides the necessary academic facilities to improve learning and quality teaching.	247	1	5	3.17	1.318
2.	Our school have a designed parents/teacher's interactive week for feedbacks in its calendar to improve students' performance.	247	1	5	3.53	1.309
3.	We adequately cover our syllabus termly in align with the established academic standard policy.	247	1	5	3.30	1.330
Valid N (listwise)		247				

Source: SPSS, V.27 Output from field Survey, 2026

Table 2 above presents the descriptive statistics for MBO dimensions: goal-setting, staff participation in decision-making, monitoring and evaluation, and performance of registered private secondary schools in Bida. The results on goal-setting indicates that "school targeted goals are clearly defined and well communicated to staff" and recorded a mean score of 3.19 with a standard deviation of 1.353, suggesting that respondents generally agreed that institutional goals are communicated, although responses varied considerably among participants. Similarly, the statement regarding the timely design and communication of the annual school calendar recorded a mean score of 3.02 and a standard deviation of 1.286, indicating moderate compliance with academic planning practices. Furthermore, alignment between staff work goals and overall school objectives produced a mean score of 3.08 with a standard deviation of 1.350. Collectively, these findings imply that goal-setting practices exist within the schools, but their implementation may not yet be sufficiently structured or consistently integrated into school management processes. However, the findings on staff participation in decision-making processes indicates teachers' involvement in setting school goals and targets recorded the highest mean score within this dimension (Mean = 3.60; SD = 1.181), indicating that staff participation is fairly encouraged in the sampled schools. Likewise, the encouragement of staff suggestions for improving school performance produced a mean score of 3.41 and a standard deviation of 1.239, while the implementation of public opinions by school management recorded a mean score of 3.36 with a standard deviation of 1.257. These results suggest that the schools demonstrate a participatory administrative culture to some extent, although the relatively

high standard deviations indicate varying perceptions among respondents regarding the inclusiveness and effectiveness of participatory management practices.

Furthermore, the monitoring and evaluation dimension recorded the highest mean scores among all study variables, indicating that performance appraisal and supervision mechanisms are more strongly practiced in the sampled schools. Specifically, regular monitoring of staff performance by school management obtained a mean score of 3.73 and a standard deviation of 1.127, suggesting that respondents strongly perceived monitoring practices as prevalent within the schools. In addition, constructive feedback on job performance recorded a mean score of 3.48 with a standard deviation of 1.206, while the clarity and measurability of performance evaluation criteria produced a mean score of 3.45 and a standard deviation of 1.311. These findings imply that monitoring and evaluation systems are relatively effective and constitute an important managerial mechanism for improving institutional accountability and staff productivity.

Nevertheless, regarding school performance, the provision of academic facilities to improve teaching and learning recorded a mean score of 3.17 and a standard deviation of 1.318, indicating moderate satisfaction with the availability of instructional resources. Similarly, the existence of parent–teacher interactive weeks for feedback and performance improvement yielded a relatively high mean score of 3.53 with a standard deviation of 1.309, suggesting that stakeholder engagement practices are moderately established. The statement relating to adequate syllabus coverage in line with academic standards produced a mean score of 3.30 and a standard deviation of 1.330, reflecting moderate effectiveness in curriculum implementation. To this end, the descriptive statistics indicate that Management by Objectives practices are moderately implemented across the sampled private secondary schools within Bida Metropolis, with monitoring and evaluation emerging as the strongest dimension. The findings further suggest that while participatory management and goal-setting practices are present, there remains room for improvement in strengthening institutional planning, communication, and staff involvement to enhance overall school performance.

Inferential Statistics: Hypotheses Testing

The three hypotheses are tested using multiple regression techniques for findings and discussion.

H₀₁: Goal setting has no significant effect on the performance of private secondary schools in Bida Metropolis, Niger State.

H₀₂: Staff participation in decision-making has no significant effect on the performance of private secondary schools in Bida Metropolis, Niger State.

H₀₃: Monitoring and evaluation have no significant effect on the private performance of secondary schools in Bida Metropolis, Niger State.

Table 3: Model Summary^b

Analysis of Variance (ANOVA)

Model	R	R Square	Adj. R-Square	Regression Residual	Df	Mean Square	F-Stat.	Sig.
1	0.803 ^a	0.645	0.641		3	49.317	147.458	0.000 ^b
					243	0.334		
				Total	246			
Coefficients ^a			Unstandardized Coefficients		Standardized Coefficients			
			B	Std. Error	Beta		T-Stat.	Sig.
	(Constant)		1.301	0.169			7.714	0.000
	Goal Setting		0.579	0.032	0.754		17.888	0.000
	Staff Participation in Decision Making		0.191	0.057	0.182		3.372	0.001
	Monitoring and Evaluation		-0.120	0.060	-0.104		-1.985	0.048
a. Predictors: (Constant), Goal Setting, Staff participation in Decision Making & Monitoring and Evaluation								
b. Dependent Variable: Performance								

Source: SPSS, version 27

The multiple regression PPSS = $\alpha + \beta_1GS + \beta_2SPD + \beta_3ME + \epsilon$ is now be interpreted as; PPSS = 1.301 + 0.579 + 0.191 + (-0.120) + 0.169

Table 3 above presents the results of the multiple regression analysis conducted to examine the effect of goal setting, staff participation in decision-making, and monitoring and evaluation on the performance of private secondary schools in Bida, Niger State. Multiple regression analysis was considered appropriate because it enabled the study to determine the individual and combined contributions of the independent variables to school performance.

The model summary of fitness reveals a strong positive relationship between the predictor variables and school performance, as indicated by the correlation coefficient ($R = 0.803$). The coefficient of determination ($R^2 = 0.645$) shows that approximately 64.5% of the variation in the performance of private secondary schools is explained by goal setting, staff participation in decision-making, and monitoring/evaluation. The adjusted R^2 value of 0.641 further confirms the explanatory strength of the model after adjusting for possible estimation bias. This implies that the independent variables jointly constitute significant determinants of school performance, while the remaining 35.5% variation may be explained by other factors outside the model.

Furthermore, the Analysis of Variance (ANOVA) result indicates that the regression model is statistically significant ($F = 147.458$, $p = 0.000 < 0.05$). This confirms that the combined effect of goal setting, staff participation in decision-making, and monitoring/evaluation significantly predicts the performance of private secondary schools in Bida Metropolis.

However, the regression coefficient results reveal that goal setting has a positive and statistically significant effect on school performance ($\beta = 0.579$, $t = 17.888$, $p = 0.000 < 0.05$). This implies that effective goal-setting practices contribute substantially to improving the performance of private secondary schools. Specifically, a unit increase in goal-setting practices is associated with a corresponding increase in school performance. Consequently, the null hypothesis (H_{01}), which states that goal setting has no significant effect on school performance, is rejected. The finding supports Goal-Setting Theory, which posits that clearly defined and well-communicated goals enhance organizational effectiveness and productivity.

Similarly, staff participation in decision-making demonstrates a positive and statistically significant effect on school performance ($\beta = 0.191$, $t = 3.372$, $p = 0.000 < 0.05$). This indicates that involving teachers and staff in school decision-making processes contributes positively to institutional performance. Therefore, the null hypothesis (H_{02}) is rejected. The finding suggests that participatory management practices improve staff commitment, organizational cooperation, and operational effectiveness within private secondary schools.

In contrast, monitoring and evaluation recorded a negative but statistically significant effect on school performance ($\beta = -0.120$, $t = -1.985$, $p = 0.048 < 0.05$). This implies that although monitoring and evaluation significantly influence school performance, excessive or improperly implemented monitoring mechanisms may negatively affect staff morale, autonomy, and productivity. Consequently, the null hypothesis (H_{03}) is rejected. The result suggests that while monitoring and evaluation are essential components of Management by Objectives, they should be implemented in a supportive and developmental manner rather than through excessive control or punitive supervision.

Discussion of Findings

The regression model revealed a strong positive significance effect between Management by Objectives (MBO) and the performance of private secondary schools within Bida Metropolis, Niger State, Nigeria. This result aligns the study of Alaribe and Magaji (2023) which provide substantial empirical evidence indicating a positive relationship between MBO and organizational performance. In addition, the finding corroborates the study of Anwar et al. (2025), who found Management by Objectives significantly improved organizational performance in healthcare institutions through participation, commitment, and feedback mechanisms. The finding also aligns with the study of Blessing et al. (2022), which established a strong positive relationship between MBO practices and principals' administrative effectiveness in South-East Nigeria. The implication is that clearly defined objectives, participatory management, and effective evaluation systems enhance institutional coordination, accountability, and productivity. Thus, in specifics to goal setting, staff participation in decision-making, and monitoring and evaluation on school performance with underpinning assumptions of Goal-Setting Theory.

The regression results on goal setting revealed a positive and statistically significant effect on school performance. This finding indicates that effective goal-setting practices substantially improve the performance of private secondary schools. The result implies that schools that clearly define institutional goals, communicate expectations effectively, and align staff responsibilities with organizational objectives are more likely to achieve improved academic and administrative outcomes. This finding strongly supports the assumptions of Edwin A. Locke's Goal-Setting Theory, which posits that specific and challenging goals improve motivation, commitment, and organizational performance. The finding is consistent with the empirical study conducted by Gibb et al. (2026) which found positive significant relationship between goal setting autonomy and commitment on performance, Amie-Ogan and Pamogho (2022), also found significant positive relationships between goal setting and teachers' service delivery in private secondary schools in Port Harcourt. Similarly, the finding agrees with Elee (2021), who identified MBO as a strategic mechanism that provides school administrators with direction toward achieving institutional goals. The consistency of these findings suggests that goal setting remains a critical component of effective school management and institutional performance. However, while Elee (2021) reported weak collaborative efforts affecting planning and resource management, the present study demonstrates that effective goal-setting practices can significantly enhance school performance when appropriately implemented and communicated.

The findings further revealed that staff participation in decision-making has a positive and statistically significant effect on school performance. This suggests that involving teachers and other staff members in decision-making processes enhances institutional effectiveness, staff commitment, and organizational cooperation. The result implies that participatory management creates a sense of belonging and ownership among staff, thereby improving motivation and collective responsibility toward achieving school goals. The implication is that school administrators who encourage inclusive decision-making processes are more likely to achieve higher levels of cooperation, trust, and institutional performance.

Conversely, the study found that monitoring and evaluation exerted a negative but statistically significant effect on school performance. This finding suggests that although monitoring and evaluation remain important components of MBO, excessive or improperly implemented supervision mechanisms may negatively affect teachers' morale, autonomy, and productivity. The implication is that rigid monitoring systems, punitive evaluation practices, or excessive administrative control may create tension and reduce staff motivation within private secondary schools. This finding partially contradicts the study of Anwar et al. (2025), which reported that feedback and evaluation mechanisms positively enhanced organizational performance. Similarly, the finding differs from Okoli et al. (2023), Sai (2021), who found that managerial functions positively influenced quality education delivery in public secondary schools in Rivers State. The divergence in findings may be attributed to contextual differences in institutional environments, management styles, and

implementation approaches. While prior studies examined supportive and developmental evaluation systems, the present finding suggests that monitoring and evaluation within some private secondary schools in Bida Metropolis may be implemented in a more controlling or punitive manner, thereby undermining staff morale and performance.

To this end, the findings of this study demonstrate that Management by Objectives significantly affect the performance of private secondary schools in Bida Metropolis. Specifically, goal setting and staff participation in decision-making positively enhance school performance, while monitoring and evaluation require careful and supportive implementation to avoid adverse effects on staff morale and productivity. The study therefore reinforces the relevance of MBO as an effective management approach for improving institutional effectiveness, accountability, and educational performance within secondary school systems.

Conclusion and Recommendations

Conclusion

Based on the findings, the study concludes that Management by Objectives constitutes a significant managerial approach capable of enhancing institutional effectiveness and school performance in Niger State. The study therefore affirms that effective implementation of goal-setting practices, participatory decision-making, and constructive performance evaluation mechanisms can enhance school effectiveness, administrative efficiency, and educational outcomes within private secondary schools.

Recommendations

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

School administrators should strengthen goal-setting practices by ensuring that institutional goals are clearly defined, realistic, measurable, and effectively communicated to teachers and staff. This will improve staff understanding of organizational expectations and enhance commitment toward achieving school objectives. In addition, inclusive management practices will improve staff motivation, cooperation, accountability, and overall institutional performance. Furthermore, school management should emphasize constructive monitoring and evaluation that promote fairness, transparency, and staff participation in the appraisal process. This will enhance trust, reduce resistance to evaluation systems, and improve institutional effectiveness.

Future researchers should extend similar studies to public secondary schools and other regions of Nigeria using additional variables and mixed-method approaches to provide broader empirical evidence on the effectiveness of Management by Objectives within educational institutions.

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