



Conceptual Disposition of the Educational System on the Skills Development of Educational Management Students in Rivers State University

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Abstract

This study investigated the conceptual disposition of the educational system on the skills development of educational management students in Rivers State University. The descriptive design was the most suitable design for the study. The study used two objectives, two research questions and two hypotheses as guide to the study. The population of the study consists of all 392 undergraduate educational management students of Rivers State University, the census sampling was used to determine the sample size of 392 students. A questionnaire titled; Conceptual Disposition of the Educational System on the Skills Development Questionnaire (CDESSDQ) was used to elicit data from the respondents. The study adopted a four point Likert scale of Very High extent (VHE) 4 points, High extent (HE) 3 points, Low extent (LE) 2 points and Very low extent (VLE) 1 point. Cronbach Alpha statistic was used to determine the reliability coefficient of 0.80 and 0.78 respectively. 392 copies of the instrument were distributed to the respondents, out of which, 380 copies were retrieved. Mean and standard deviation were used to answer research questions while the Pearson Product Moment Correlation (PPMC) was used to test hypotheses. The result reveal that, preparing individuals for mutual interaction enhance the skills development of educational management students in Rivers State University. On the strength of the above, the study recommended that, for effective service delivery towards national development, the educational system should meaningfully organize student's skills development programmes for sustainable national development.

Keywords: Educational Management Students, Educational System, Skills Development.

Introduction

Objectively speaking, the conceptual disposition of education and the educational system in the mind of education planners speaks more of the perception of education or how people perceive and can explain education individually and collectively. Additionally, the conceptual disposition of education is also shaped by the ideals, philosophies, theories and practices of education, which collectively are geared towards the realization of the objectives of education. It further stresses on what education is, why education is necessary and what it is meant to achieve through teaching, learning, research and inquiry.

Similarly, Robert, (2025) sees the conceptual disposition of education to mean education as a process where education is seen as a continuous learning activity in which one learns till he or

she dies. It also entails a steady and focused growth and development of the cognitive, affective and the psychomotor domains of the learners. Education is also seen as a means through which knowledge and culture are transmitted because, education inculcates skills, knowledge, norms, values, cultural heritage and so on to learners.

As part of its conceptual disposition, education is seen as a means of socialization, it prepares learners for social connectivity and mutual interaction, to live responsibly and respectfully. Education teaches us social values, roles and acceptable behaviors in the society. As an agent of change and transformation, education is seen as a tool or vehicle for social change and personal improvement as well as channel for rendering humanitarian services.

Education also equips learners with practical skills, attitudes and competencies needed for productive living and employment. The author further illustrated that, education is the major end to agents of innovative and character transformation; it shapes character, instils discipline, inculcates values and directs one towards the observance of ethical standards and behavior.

Consequently, Iowa State University of Science and Technology (2026) advanced that, an educator's preparation program is to prepare such educators, teachers, instructors and administrators for continuous learning, collaborative transformational leadership etc, through the application of rigorous research-based content and advanced pedagogy integrated with rich field experiences.

The statement argued that, education provides learners with varying opportunities to learn and acquire knowledge, skills and versatile dispositions to explore the world. It is seen to be learner-centered with the intention of a rigorous research-based content that is supported with creativity and innovations of technology. Education prepares learners to positively influence people's lives by successfully engaging them and ensuring that they participate in their civic duties with utmost dedication in their community. Education also supports multi-dimensional research understanding and students alike; the same as a venture to tap for betterment.

Some reforms in government are to support both teachers and learners to become more. In summary, education examines human potentials and transforms the individual to become better in the society.

Over time in history, the educational system has gradually gained relevance and prominence as a unique enterprise in the society. Till date, it has been referred to in many ways, to approach

the educational system with a variety of means based on our understanding of the educational system.

Solomon, (2020) sees the educational system as an arrangement that consists of a teacher and one student. The import of his statement is that, no matter the number of students, as long as there is a teacher and one learner, it can be described as an educational system.

Belok (2014) observed that, the educational system refers to the structures and institutions and the opportunity to obtaining education within a country. This perception on the other hand is examining the educational system as a contemplation of all the educational institutions and their activities. The educational institutions in reference here include; kindergarten, nursery, primary, secondary and higher institutions, others include colleges, professional and personal education faculties, as well as private and continuing educational institutions.

Despite the fact that educational systems are widely considered to be those institutions formed by the government to educate her citizens, authors vary in the interpretation and scope of the term educational system. Systems vary in size, in purpose and in vision. The author emphasized that, educational systems may be formal or informal in nature. What is important is the nature of interactions between the systems.

It is not an ensemble of cohesive parts that regardless of the varying nature of the education, the end remains that, they are working in synergy to achieve a common education goal which is meant to develop curious and productive citizens for national development. The educational system could as well be seen as a well-organized structure and process that are made up of routine that are geared towards planning, delivering, assessing and evaluating educational activities through teaching, learning, research and knowledge transfer. The Key Components or Characteristics of the Educational System includes:

1. Levels or Structure of Education – Made up of early childhood education, primary education, secondary education, tertiary education and adult/non-formal education.
2. Curriculum Content – Concerned with the various subjects offered, learning objectives, content and learning experiences.
3. Teachers and Personnel – This component portends that, every educational system should be made up of teachers, lecturers, instructors, supervisors and school managers.
4. Learners – Every school system is made up of categories of students ranging from pupils, infants, students, adult learners, regular and special learners.

5. Teaching Methods – In every educational system, different teaching methods such as lecture method, discussion method, demonstration method, direct method, inquiry method and e-learning method are encouraged.
6. Assessment and Evaluation – This is another key component where assessment and evaluation through tests, examinations and continuous assessment of schools, teachers, students and programmes are prioritized.
7. Administration and Management – This is all about generally overseeing the overall activities of the school system, through directing, leading, controlling, organizing and coordinating.
8. Facilities and Resources – Already on ground in every school system are facilities like school buildings, classrooms, laboratories, libraries, staff rooms, offices, instructional materials, ICT facilities, recreational facilities, hostels, good road networks, farms and so on.

On the other hand, formal educational system and informal educational system were identified as two types of educational systems where the non-formal educational system is seen as organized but in an informal environment like adult education, vocational training etc.

The purpose of the educational system in this instance is to transmit knowledge, values and culture to learners, prepare them for employment and civic responsibilities as well as promote personal and national development.

Giving this circumstance, Education is centrally-aimed at National Development. It is however a mirage and an impossible wish to reason about the development of a nation without developing the skills and intellectual development of its citizenry because, national development is not all about the buildings and infrastructure, but more of the development of the citizens who will in turn use the acquired skills to transform their immediate and nuclear societies and this can only be achieved through education.

Mosaic (2026), defined skill development as the act of acquiring, improving and expanding a wide range of skills and competencies through conscious and deliberate effort to build knowledge, expertise, abilities and aptitude in a particular specialized area to meet specific demands when the need arises. An individual can carry out a SWOT analysis, seek feedback from supervisors and colleagues, observation, appraisal and setting personal development goals.

The most effective and reliable means of acquiring skills and developing oneself includes attending formal training programmes, workshops, seminars, online courses, mentoring and coaching relationships, job rotation, cross-functional assignments, supervised practice, self-examination, constant practice, research and continuous learning.

Organizations are also expected to set up or support skills development through the sponsorship of training and development programmes, creating a learning culture that encourages continuous improvement, providing resources and tools for self-directed learning, mentoring and coaching facilities and opportunities, and aligning performance management systems with skills development objectives.

Consequently, Leyla (2025) described skills development as a process that has to do with learning, improving and reinforcing abilities and attitudes that assist workers to perfectly perform their duties at work. Some of these skills could be seen as technical skills like machinery and software, professional skills like communication, time management, leadership skills and so on.

It is worthy to note that skills development for frontline workers is important because it builds confidence in workers, motivates workers, prepares workers for leadership opportunities, reduces employee turnover and improves customer satisfaction, innovation and higher productivity.

On how to develop essential skills, Leyla suggested the followings,

- i. Observe other professionals
- ii. Attend workshops and trainings
- iii. Solve workplace conflicts
- iv. Ask questions
- v. Be receptive to feedbacks
- vi. Create lasting relationships
- vii. Practice self-care and self-development

Essential skills for workplace success include:

- a. leadership skills
- b. teamwork skills
- c. emotional intelligence skills
- d. organization skills
- e. flexibility skills

- f. communication skills
- g. self-motivation skills
- h. problem-solving skills
- i. openness to learning
- j. integrity skills
- k. self-confidence skills
- l. public speaking

Even as the business of education is said to be the responsibility of education stakeholders like the government, religious organizations, parents, school administrators, community, students, individuals, organizations and what have you. The planning, directing, organizing, leading, controlling and budgeting of educational programmes and activities in the school is the sole responsibility of educational management.

Yahya (2025) sees educational management as the process involving planning, organizing and overseeing educational resources to achieve academic goals. It also entails mobilizing resources, time, material and activities to create active learning environment. Educational management also involves developing policies and fostering collaboration in order to shape a successful educational system.

Wikipedia (2025) views that, educational management is the administrative aspect of the educational system in which educational administrators combine human and material resources to supervise, plan, strategize and implement structures to execute an education system successfully. It is also the bringing together of all the functions of a school administrator to achieve educational goals. The functions of a school administrator include planning, organizing, directing, coordinating and controlling.

Statement of the problem

From inception, education is believed to prepare learners for future challenges where learners are trained or expected to be equipped with the various skills to confront some, if not all the challenges he or she may come across in the course of their existence. The educational system inculcates several skills into the learner expectedly like social skills, communication skills, technical skills, behavioral skills, transformational skills, personal improvement skills, practical skills, moral skills, obedience skills and so on. Despite the fact that education is perceived to have inculcated the above mentioned skills into individuals, there seem to be insufficient noticeable skills development among students of educational management in Rivers State

University, students general performance seems to be poor, assessment and evaluation of students' work is nothing to write home about. This goes a long way to question the efficacy of rational cognitive, affective and psychomotor skills among the students.

Premised on the above, this paper tries to find out why all efforts made through the concerted disposition of the educational system on the development of skills of educational management students in Rivers State University, the results seem unchangeable.

Purpose of the study

The purpose of the study is to properly ascertain if truly the conceptual disposition of the educational system is capable of developing the skills of students in educational management department in Rivers State University. In specific terms, the study sought to:

1. Find out how preparing students for mutual interaction enhance the skills development of educational management students in Rivers State University.
2. Investigate how obedience to school rules enhances the skills development of educational management students in Rivers State University.

Research question

The following research questions were formulated for the study.

1. to what extent does preparing students for mutual interaction enhance the skills development of educational management students in Rivers State University?
2. what is the extent of influence of obedience to school rules on the skills development of educational management students in Rivers State University?

Hypotheses

The hypotheses below were formulated to guide the study:

1. there is no significant difference between the mean responses of male and female students on the extent to which mutual interaction of students enhance skills development of educational management students in Rivers State University.
2. there is no significant difference between the mean responses of male and female students on the extent to which obedience to school rules enhance skills development of educational management students in Rivers State University.

Methodology

The most suitable design to anchor this study on is the descriptive design because the study sought to unravel the influence of one variable on the other. The population of the study is comprised of all 392 undergraduate students, with a composition of 244 female and 148 male

students of the department of Educational Management in Rivers State University (RSU). Due to the small size of the population, the census sampling was used to adopt the entire population as the sample size of this study.

The instrument used to elicit data from the respondents was a self-structured questionnaire. The questionnaire was titled: Conceptual Disposition of the Educational System on the Skills Development Questionnaire (CDESSDQ). The questionnaire was specially designed on a four-point Likert scale of Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points, and Very Low Extent (VLE) 1 point

The face and content validity of the instruments was strictly handled by experts from measurement and evaluation unit. The reliability index of the instrument was confirmed using Cronbach Alpha statistics which generated a reliability coefficient of 0.80 and 0.78 respectively. Out of 392 copies of the instrument that were distributed, 380 were retrieved from the respondents.

The research questions were analyzed using mean and standard deviation and the hypotheses were tested using Z-test at 0.05 level of significance. The mean responses of the respondents were considered on the basis of the criterion mean of 2.50. The decision rule was such that, mean scores below 2.50 were seen as low extent while the mean scores equal to or above 2.50 were seen as high extent. The Z-test statistics was used to test the hypotheses. When the calculated Z-value is lower than the Z-critical, the hypothesis was accepted and when the Z-calculated is higher than the Z-critical, the hypothesis was rejected.

Results

Research question 1. To what extent does preparing students for mutual interaction enhance the skills development of educational management students in Rivers State University?

Table 1: Mean ratings and standard deviation of the respondents on the extent to which preparing individuals for mutual interaction enhance the skills development of educational management students in Rivers State University?

S/N	Items	Male		Female		Aggregate		Remarks
		X	SD	X	SD	X	SD	
1.	Good communication skills enhance extent Skills development of students	3.85	1.67	4.00	1.45	3.93	1.55	High
2.	Inculcation of sound morals provoke extent Skills development of students	3.82	1.22	3.75	1.10	3.79	1.16	High
3.	Punctuality to class work enables skills extent development of students	3.90	1.00	3.90	1.00	3.90	1.00	High

4. Unbiased evaluation of students works extent Stimulates skills development of students	3.30	1.45	3.60	1.22	3.45	1.34	High
Aggregate mean	3.75	1.34	3.81	1.19	3.63	1.01	

Source; Researcher's field survey, 2026.

Based on the aggregate mean scores of male students 3.75, female personnel 3.81 respectively which is above the criterion mean of 2.50, this implies that, respondents are of the opinion that all the questionnaire items presented to them which include, good communication skills enhance skills development of students, inculcation of sound morals provoke skills development of students, punctuality to class work enables skills development of students, unbiased evaluation of students works stimulates skills development of students to a very high extent.

Research question 2. What is the extent of influence of obedience to school rules on the skills development of educational management students in Rivers State University?

Table 2: Mean ratings and standard deviation of the respondents on the extent to which obedience to school rules influence skills development of educational management students in Rivers State University

S/N	Items	Male		Female		Aggregate		Remarks
		X	SD	X	SD	X	SD	
1.	Membership of cult group on campus extent will make students lose focus?	3.89	1.14	3.77	1.08	3.83	1.55	High
2.	Students who smoke hard drugs hardly extent develop skills	3.80	2.22	3.80	1.18	3.80	2.00	High
3.	Indecent dressing on campus is against extent school rules	3.10	1.67	3.20	1.44	3.15	1.35	High
4.	Examination malpractice is inimical to extent students' skills development	3.00	1.45	2.88	1.39	2.94	1.42	High
	Aggregate mean	3.45	1.62	3.41	1.40	3.43	1.58	

Source; Researcher's field survey, 2026.

Based on the aggregate mean scores of male students 3.45, female personnel 3.41 respectively which is above the criterion mean of 2.50, this implies that, respondents are of the opinion that all the questionnaire items presented to them which include, membership of cult group on campus will make students loose focus, students who smoke hard drugs hardly develop skills, indecent dressing on campus is against school rules, examination malpractice is inimical to students' skills development and will not stimulates skills development of students to a very high extent.

Test of Hypotheses

The following hypotheses were tested at 0.05 level of significance to guide the study.

Hypotheses 1: There is no significant difference between the mean responses of male and female students on the extent to which mutual interaction of students enhance skills development of educational management students in Rivers State University.

Table 3: Z-test analysis of mean rating and standard deviation on the significant difference between the mean responses of male and female students on the extent to which mutual interaction of students enhance skills development of educational management students in Rivers State University.

Respondents	N	X	SD	DF	t-cal	t-crit	Decision
Male students	148	3.75	1.34	390	-0.92	1.96	High extent
Female students	244	3.81	1.19				

The data on Table 3 shows that, the calculated t-value of -0.92 was less than the critical value of 1.96 at a degree of freedom of 390 at 0.05 level of significance. This means that, since the calculated value is lesser than the critical value of t, the hypotheses on table 3 was accepted. That is to say, there is no significant difference in the mean responses of male and female students on preparing individuals for mutual interaction on the skills development of educational management students in Rivers State University.

Hypotheses 2: There is no significant difference between the mean responses of male and female students on the extent to which obedience to school rules enhance skills development of educational management students in Rivers State University.

Table 4: Z-test analysis of mean rating and standard deviation on the difference between the mean responses of male and female students on the extent to which obedience to school rules enhance skills development of educational management students in Rivers State University.

Respondents	N	X	SD	DF	t-cal	t-crit	Decision
Male personnel	148	3.45	1.62	390	-0.42	1.96	High extent
Female personnel	244	3.41	1.40				

The result on table 4 above revealed that, the calculated t-value of -0.42 was less than the critical value of 1.96 at a degree of freedom of 390 at 0.05 level of significance. This means that, since the calculated value is lesser than the critical value of t, hypotheses two was accepted. That is to say, there is significant difference in the mean responses of male and female students on obedience to school rules on the skills development of educational management students in Rivers State University.

Discussion of Findings

Based on the findings on table 1 above which shows a high level of agreement of male and female students opinions respectively on the influence of preparing students for mutual interaction on the skills development of educational management students in Rivers State University which is expressed in the male and female mean scores of the respondents that is higher than the criterion mean. The research question was accepted, this means that, the respondents agreed to all the questionnaire items presented to them which include, good communication skills enhance skills development of students, inculcation of sound morals provoke skills development of students, punctuality to class work enables skills development of students, unbiased evaluation of students works stimulates skills development of students. Consequently, findings from the tested hypothesis on table 3 shows that, there is significant difference in the mean responses of male and female students on preparing students for mutual interaction on the skills development of educational management students in Rivers State University.

The analyzed result on research 2 clearly stated that, male and female mean scores together with the aggregate mean scores of respondents are higher than the criterion mean which is 2.50, the research question was accepted. This means that, the respondents agreed to all the questionnaire items presented to them which include, membership of cult group on campus will make students loose focus, students who smoke hard drugs hardly develop skills, indecent dressing on campus is against school rules, examination malpractice is inimical to students' skills development.

The tested hypothesis also affirms the fact that, the calculated Z-value is lesser than the critical value of t. That is to say, there is no significant difference between the opinion of male and female students on obedience to school rules on the skills development of educational management students in Rivers State University.

Conclusion

Every discussion about national development is centrally hinged on human capital development because no nation can develop without the development of its human capital. Frontally, human capital development or skills development is also dependent on the educational system, while the educational system is also dependent on national development. This cyclical navigation of interdependence of the systems, variables and concepts, coupled with the views of our respondents necessitated the researcher to conclude that, the educational system key to both human capital and national developments, it therefore needs to be given maximal attention.

Recommendations

Based on the findings of the study, the researcher hereby recommends as follows:

1. For effective service delivery towards national development, the educational system should meaningfully organize student's skills development programmes for sustainable national development.
2. In order to achieve student's skills development, stern disciplinary approaches and measures must be introduced by the school system to curb acts of deviance.

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