

**EFFECTIVE ADMINISTRATION: A TOOL FOR TEACHING AND LEARNING IN  
PRIMARY SCHOOLS IN ANAMBRA STATE, NIGERIA**

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**Abstract**

The study investigated effective administration as a tool for teaching and learning in primary schools in Anambra State, Nigeria. The study focused on how effective administration enhances quality instructional delivery, teacher performance, pupils cognitive outcome and the provision of adequate teaching facilities. Four research questions guided the study. Descriptive survey design was used for the study. The population of the study comprised 427 primary school teachers in Orumba South Local Government Area of Anambra State, Nigeria. 150 primary school teachers were sampled using simple random sampling technique. A 24 item questionnaire was used for data collection for the study. The instrument was validated by three experts, two in Educational Management and Policy and one in Measurement and Evaluation, all in the Faculty of Education Nnamdi Azikiwe University, Awka. The research questions were analyzed using weighted mean. The major findings of the study were that effective administration plays a vital role in quality instructional delivery, teachers performance, pupils cognitive outcome and adequate teaching facilities. It was recommended among others that government should advocate and ensure that primary schools employ teachers with administrative knowledge in order to accomplish the educational goals and objectives at the primary school level.

**Keywords:** Administration, Teaching, Learning, Education

**Introduction**

Administration occurs in every human organization such as education; and the fact that administration is pivotal to the success of educational pursuit is only stating the obvious. Hence, administration is considered the hub of any educational system. To Peretomode (2013), “administration involves that which is concerned with the performance of executive duties; the carrying out of plans, policies or decision in order to fulfill a purpose”. This implies that in every organization, the need to plan, co-ordinate, control, take decision, appraise or evaluate the activities normally seen as executive duties remain pertinent, and the sole aim of administration. In the process of an effective administration within the educational setting, the administrator must consider the objectives, policies and decisions of

the organization in order to come up with positive outcome. Corroborating with the above view point, Ocho (1997), in describing what administration stands for stated that, whenever two or more people combine to work together for a purpose, the following processes must be present:

- a) They must take decisions;
- b) They must plan;
- c) They must communicate;
- d) They must organize and coordinate their activities;
- e) They need to evaluate their work from time to time.

In essence, the ingredients of administration involve decision making, planning, communication, organization, coordination and evaluation. Succinctly put, administration is the superordinate subordinate relationship in an organization geared towards realization of set goals.

Similarly NOUN (2015) notes that administration has to do with getting things done with the accomplishment of defined objectives. Consequently, administration could be envisioned as an arm, a subset of management. Therefore, effective administration propels efficient accomplishment of the organizations objectives. . It is against this background that Enaohwo and Eferakeya (2000) posit that administration is the component part of management concerned with facilitating the accomplishment of the objectives of an organization through systematic management of constraints and careful utilization of available limited resources which include personnel, physical facilities, equipment, supplies, finance, space and work technique or technology.

Deducing from various scholars definitions earlier presented, administration being an integral part of an organization can be defined as a process, relationship between the superordinate and subordinate using the human and material resources in an environment to achieve a desirable goal. Suffice it to say are some important facts aligned with the definitions of administration enlisted such as:

- Administration cannot be handled in isolation without an existing organization.
- Administration is geared towards achievement of goals, aims and objectives.
- The interpersonal relationship between the superordinate and subordinate using human/ material resources.
- The existing environment accommodating the processes undertaken.

Consequently, some scholars place decision-making as the pivot of administration. This is probably the reason why, Ezeocha (1990), in one of the three perspectives of administration notes that, the specific function of administration is to develop and regulate the decision-making process in the most effective manner possible". One cannot discuss effective teaching and learning devoid of effective administration. Therefore effective administration is of paramount importance to school. In the education sector of any nation, effective administration is imperative. Hence, any education devoid of effective administration cannot thrive nor yield credible outcome for the nation.

In view of the foregoing, Iloh (2002) viewed education as "one of the essentials in the determination of the destiny of a nation". In addition, education paves way of good career and helps to build character, lays a foundation of stronger nation which makes man complete. This could only be achieved when there is effective administration directing the teaching and learning outcome of the school especially at the level of primary education.

According to FRN (2013), primary education is the "education that is given to in an educational institution for children aged 6-11 years plus." The basic aim of primary education is to help children to master the three Rs- reading, writing and arithmetic and in that vein, develop their permanent literacy, and to develop the individual mentally, socially, physically and morally. It also enables the children to acquire some skills and appreciate the value of manual work. Thus, children's future education is to a great extent, made at primary level. By implication, it shows that the way children are handled at this stage can mar or improve them in life academically. Hence the researchers use of primary school pupils in Orumba South Local Government Area, Anambra State for the study.

In recent years, there has been increased interest on how teaching and learning can be best harnessed in order to improve the effectiveness and efficiency of education at all levels, especially at the foundation level which is the primary education. It was based on this vision that the Federal government of Nigeria initiated the school development scheme. The scheme states that, "schools are encouraged to focus on improving the learning outcomes of their pupils and develop comprehensive plan which explicitly links all purposed activities to improving teaching and learning (FRN, 2007).

Accordingly, Alabi, Oduwaniye and Fasasi (2012) opine that, the school development schemes are expected to improve the quality of education through improved school facilities and teaching force, strengthen school relationships and pupils welfare, better school management, all culminating in improved teaching and learning. These could not be achieved

when there is ineffective administration in the school system. Hence, achievement of a laudable primary education aims and objectives is anchored on effective administration through teaching and learning.

Teaching is the process of impacting knowledge and skills from the teacher to the learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual. According to Ochonogor and Ajaya (2005), “teaching is a series of activities designed and performed to produce desirable change in learners behaviour. Before one can say that teaching has taken place he/she might have seen certain change in learners behavior”. Accordingly, teaching is the impartation of knowledge via learning experiences to learners whereas learning is a disposition to imbibe the content of what is taught which results in behavioural changes, transformation and development of the individual. Therefore, teaching and learning work *pari passu* in the school.

For many centuries now, teaching and learning are the primary functions of teachers in schools. Nevertheless, the role of teachers in the transmission of knowledge and skills are generally recognized. This is because teachers are closely and directly associated with the learners and learning outcome. Teachers are seen as media through which knowledge is being transferred from one generation to another. As education is a dynamic human activity, it is obvious that pupils as the end users of the academic community would be able to provide important insights derived from their experiences in the classroom. Cunningham (2008) posits that, “pupils perception of effective teaching can be characterized within specific and general instructional settings through proper administration of the school which brings about academic development”. However, the effectiveness of teachers in primary schools can be highly improved through effective administration in order to achieve the goal of education.

The way children in primary school learn or perceive things can be determined by the extent of teaching offered by the teachers. This cannot be achieved if the school is not properly or effectively managed especially in the administrative aspect. One cannot talk about effective teaching and learning without effective administration because when the human and materials resources are harnessed properly, teaching and learning will be interesting, enjoyable and stress-free. On the other hand both the teacher and the pupils will harmoniously work to achieve the educational goals and objectives. For effective learning to take place, the administrative process and structure must be effective too.

In view of the foregoing therefore, effective administration is of paramount importance to the school. To ensure that the stated goals and objectives of education are achieved, the area of effective administration must be brought to fore. Obviously, there are lots of changes that are taking place in schools on regular basis, hence the need for the research on daily basis (Igwe, 2000). This aim is to improve upon previous achievement recorded in school in the area of administration. Obviously, the trend of event in school administration requires the head teacher and other teachers in primary schools to make significant impact in the lives of their pupils. Sequel to the fact that poor school administration leads to poor pupils' academic performance, the researchers were spurred to study effective administration as a tool for teaching and learning in primary schools in Anambra State, Nigeria.

### **Statement of the Problem**

The school as an agent of change is expected at all times to produce sound knowledge for learners who will be able to have positive impact on their society. Effective administration in schools adds value to teaching and learning by enhancing teachers efficiency and competence.

It must be born in mind that education cannot be an instrument "par excellence" for achieving national development where the primary education is devoid of effective administration, as implemented by the head teachers and teachers in schools. In the administration of primary school, people seemingly blame the head teacher for the apparent laxity, poor teaching, learning and indiscipline commonly observed in some primary schools. For instance, some head teachers and teachers come to school late and even absent themselves from duties wittingly whenever they wish, they also come to school at times just to sell their goods. In some schools, dearth of teaching aids, paucity of skills, school plant, dilapidated buildings, and infrastructural facilities debar effective teaching and learning outcomes. Even internal strife and acrimony among the head teachers and teachers occur due to ineffective administration of the school. Hence, the researchers embarked on the study on effective administration as a tool for teaching and learning in primary schools in Orumba South Local Government Area in Anambra State, Nigeria.

### **Research Questions**

The following research questions guided the study;

1. How does effective school administration enhances quality instructional delivery?

2. How does effective school administration improves teachers performance?
3. How does effective school administration enhances cognitive outcome of pupils?
4. What are the roles of effective school administration on the provision of adequate teaching facilities for pupils?

**Method**

Descriptive survey design was adopted for the research. The population of the study comprised 427 public primary school teachers in Orumba South Local Government Area of Anambra State. The sample for the study was 150 teachers. The instrument for data collection was a 24 item questionnaire validated by three experts, one in Measurement and Evaluation in Educational Foundations and two in Educational Management and Policy Department, Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined using Cronbach Alpha method and the value was 0.82, this was considered adequate. The data collected were analysed with statistical weighted mean. Any item with a mean of 2.50 and above is considered accepted whereas any mean score less than 2.50 is not accepted.

**Results**

**Research Question 1**

How does effective school administration enhances quality instructional delivery?

**Table 1:** Mean ratings of teachers responses on how effective school administration enhances quality instructional delivery.

S/n	Items	$\bar{X}$	Decision
1.	The instructional activities are more coordinated where there is effective school administration.	2.56	Agreed
2	Effective school administration helps teachers to identify the best teaching method.	2.74	Agreed
3	Effective school administration enables teachers to manage their classrooms properly.	3.00	Agreed
4	Effective school administration helps teachers to manage their time well during instructional delivery.	2.59	Agreed
5	Effective school administration promotes teachers classroom control during instructions.	2.84	Agreed
6	Effective school administration helps teachers to bring out their best during instructional delivery.	3.05	Agreed

Table 1 above indicates that all the items (1-6) had mean scores above the cutoff point of 2.50, depicting that effective school administration enhances more coordinated instructional activities, teachers identification of the best teaching method, proper classroom management,

effective time management, classroom control and helps teachers to bring out their best during instructional delivery.

**Research Question 2**

How does effective school administration improves teachers performance?

**Table 2:** Mean ratings of teachers responses on how effective school administration improves teachers performance.

S/n	Items	$\bar{X}$	Decision
7	Effective school administration produces quality performance in a teacher.	2.56	Agreed
8	Effective school administration improves teachers productivity.	2.54	Agreed
9	Effective school administration encourages cordial relationship among teachers.	2.40	Disagreed
10	Effective school administration facilitates good record keeping among teachers.	2.70	Agreed
11	Effective school administration ensures effective lesson planning.	2.80	Agreed
12	Effective school administration ensures that teachers have up-to-date lesson plan.	2.72	Agreed
13	Effective school administration enhances teachers motivation to work.	2.04	Disagreed

Table 2 indicates that effective school administration plays a vital role on teachers quality performance, productivity, ensures effective lesson planning, facilitates good record keeping, helps teachers to keep up-to-date lesson plan. In effect, effective school administration maximally affects virtually all aspects of the teaching and learning experiences/outcome within the school. However, respondents disagreed on items 9 and 13. This shows that effective school administration does not encourage cordial teachers relationship and motivation to work.

**Research Question 3**

How does effective school administration enhances cognitive outcome of pupils?

**Table 3:** Mean ratings of teachers responses on how effective school administration enhances cognitive outcome of pupils?

S/n	Items	$\bar{X}$	Decision
14	Effective school administration promotes pupils performance in public examination.	2.60	Agreed
15	Effective school administration makes pupils to perform better in their tests.	2.39	Disagreed
16	Effective administration makes pupils to perform better in aptitudinal competition with other pupils schools.	2.52	Agreed
17	Effective school administration gives parents the assurance	2.50	Agreed

	that their children will perform better in future academic activities.		
18	Effective school administration helps pupils in homework completion.	2.71	Agreed

From table 3, all the items (14-18) except item 15 had mean scores above the cutoff mark of 2.50. Furthermore, this depicts that the respondents agreed that effective school administration enhances pupils performance in public examinations, aptitudinal competitions, better future academic performance and in the ability to complete their homework. On the contrary, respondents disagreed that effective school administration makes pupils perform better in their tests.

**Research Question 4**

What are the roles of effective school administration on the provision of adequate teaching facilities for pupils?

**Table 4:** Mean ratings of teachers responses on the roles of effective school administration on the provision of adequate teaching facilities for pupils.

S/n	Items	$\bar{X}$	Decision
19	Effective school administration ensures provision of instructional materials.	2.84	Agreed
20	Effective school administration ensures that school plants are readily available in the school.	2.76	Agreed
21	Effective school administration ensures that instructional aids are utilized by teachers during teaching.	2.54	Agreed
22	Effective school administration ensures that teachers are trained on how to improvise teaching aids in the school.	2.61	Agreed
23	Effective school administration motivates parents to fund the pupils needs.	2.43	Disagreed
24	Effective school administration ensures that school plant are utilized.	3.00	Agreed

Table 4 indicates that all the items (19-24) except item 23 had mean scores above the cutoff point of 2.50. This depicts that the respondents agreed that the roles of effective school administration on the provision of instructional materials, school plants, adequate utilization of teaching aids, provision of improvised teaching aids, and utilization of school plant. Therefore, effective school administration ensures the provision of teaching facilities and utilization by teachers. However, respondents disagreed that effective school administration motivates parents funding of the pupils needs.

### **Discussion**

The foregoing has indicated an analytical review of effective school administration on teaching and learning in primary schools within Orumba South Local Government Area, Anambra State, Nigeria. The findings show that effective administration of schools engender improvement of teachers performance during impartation of knowledge to primary school pupils, enhances cognitive outcome of the pupils and provision of adequate teaching facilities for pupils. Invariably, the end product of effective administration in primary schools results to achievement of desirable changes both in character and learning of the pupils. Ochonogor and Ajaya (2005) corroborate with the view points thus: “teaching is a series of activities designed and performed to produce desirable change in learners behaviour before one can say that teaching has taken place he/she must have seen certain change in learners behaviour”.

When the main purpose of education through effective school administrative is not met as a result of some overriding factors, one may be disturbed by the quality of teaching and learning giving to pupils at primary level of their education. Categorically, no educational institution can yield desirable objectives devoid of effective school administration. On this platform, primary education in Anambra State, Nigeria seemingly lack effective administration and therefore needs overhauling, because if the educational foundation of Nigerian pupils stands on a weak footstool, the quality of output at the long run must be poor and undesirable. Hence, failing to get it right from the onset through effective school administration, the society is bound to reap repercussions. Corroborating this view point, Musa and Oladipo (2010) opine that, ... institutions in Nigeria are currently experiencing difficulties in providing the right quality/quantity of education due to underfunding, inadequate and obsolete facilities, absence of experienced and dedicated teachers, increased cost of schooling, lack of update training of teachers, students over population...”

The findings on table 2 depict that effective school administration improves teachers performance. From the analysis therefore, respondents agreed that teachers performance are improved by effective school administration in areas such as teachers productivity, quality performance, good lesson plans and lesson delivery. This situation will yield effectiveness and efficiency of teachers within the education system, thereby ensuring desirable outcome of the aims and objectives of education. Concurring with the stance, Enaohwo and Eferakaya (2000) opined that, “administration is the component part of management concerned with facilitating the accomplishment of the objectives of an organization”.

On the other hand, respondents disagreed that effective administration in primary school improves cordial relationship between members of staff. One may allude this to some internal wrangling and strife among staff due to ineffective school administration. In order to address this problem, effective school administration imbibe organization and co-ordination of activities of the divergent opinions from staff so as to achieve the desired educational objectives.

As such, Aliyu (2003) underscores the fact that, “an effective school head teacher must develop certain rules for carrying out his functions. These include the development and maintenance of the organizations structure and the recognition of future requirements”. In addition, Adeyemi (2009) was of the view that there are structural flaws such as delegation of insufficient authority, holding one individual accountable to more than one boss and the confusion of roles in a school setting. All these are administrative encumbrances which effective school administration must be conscious and cautious of, else the teaching and learning within the educational set up cannot thrive.

The findings on table 3 on how effective administration improves cognitive outcome of pupils were consistent with the findings made by Adeyemi (2009) that, “teachers preparedness, lesson preparation, commitment to work extra-curricular activities and monitoring of pupils work impart on pupils cognitive outcome in school”. When these activities are in place, the desired outcome of education is assured.

Findings on table 4 dealt on the roles of effective school administration on the provision of adequate teaching facilities, teachers are spurred to provide, improvise and utilize teaching aids for better teaching and learning experiences. However, some respondents disagreed that effective administration do not motivate parents to fund pupils educational needs. This finding may be hinged on the social milieu from where the parents are coming from. Thus, Ajuzie (2001) said that, “the existing orthodox education in Nigeria seems to suffer inadequate funding”. In a country like Nigeria battling with economic recession, there exist primary schools with effective administration whose parents still wallow in abject poverty and penury. Hence, such parents therefore cannot live above their means. When the pupils educational needs are poorly met, the dastardly effect will impair attainment of the educational objectives.

## **Conclusion**

Considering the findings of this research, it is noteworthy that quality education determines sustainable development of a nation, therefore effective school administration remains a formidable tool for teaching and learning in primary schools in Orumba South Local Government Area in Anambra State, Nigeria. The findings have led the researchers to state categorically that school administration is a critical variable in the teaching and learning of primary school education. Therefore, quality instructional delivery, teachers performance, pupils cognitive outcome, provision of adequate teaching facilities and funding are the necessary ingredients that play significant roles in education only when there is effective school administration, especially at the primary school level of education in Nigeria.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Government and school administrators should provide adequately for effective teaching and learning facilities in primary schools.
2. Effective school administration being a pivot to teaching and learning must be placed in the priority list of the government who should provide the necessary wherewithal for such a structure in Nigerian education
3. All hands must be on deck to pull Nigeria out of economic recession bedeviling the socio-economic wellbeing of many parents debarring their funding of the educational needs of pupils in the school setting.
4. Government should advocate and ensure that primary schools employ teachers with administrative knowledge and skills that would engender cordial relationship among teachers. This enables the achievement of desired learning objectives at the primary school level of Nigerian education.

Churning out these recommendations in primary schools would invariably indicate that effective school administration is not alien to Nigerian primary education system.

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