

## ADMINISTRATION ISSUES IN TEACHING AND LEARNING FOR THE FUTURE OF SECONDARY EDUCATION IN RIVERS STATE, NIGERIA

Ugochukwu Kysburn Agi

Department of Educational Management, Faculty of Education,  
Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

**Abstract:** *Effective administration is a must in the dynamic centres of education: teaching and learning are required to effectively interpret and deploy the nation’s education policy and execute curriculum realities that respond to the fatigues of the present and the challenges of the future. The paper, therefore, critically examined the administrative issues relevant in enhancing teaching and learning in terms of preliminary issues of school administration, teachers, and supervisory issues. To achieve this, the study used a descriptive survey research design. The sample of the study consisted of 250 participants (45 principals and 205 teachers) of private and public secondary schools randomly selected from nine local government areas of Rivers state. Three research questions and three research hypotheses guided the study that used a 19-item instrument to gather data from respondents. Descriptive statistics and independent sample t-test were the statistical tools used to analyze the data. The impact of preliminary administrative issues on teaching and learning in secondary school education was quite negative, teacher issues were not considered relevant, and the respondents had negative view of the relevance of supervisory issues of the curriculum to teaching and learning in secondary school education. However, the principals and teachers differed significantly on their mean rating of the impact of preliminary administrative issues, relevance of teacher issues, and the relevance of supervisory issues of the curriculum to teaching and learning in secondary school education respectively. It was recommended among others that secondary school owners—government and private individuals—ensure that administrative issues be given utmost attention for effective teaching and learning.*

**Key words:** administrative issues, teaching, learning, future education, secondary education

### Introduction

The relevance of any educational system remains in its ability, competence, and tenacity in addressing reoccurring challenges in the society in the present and anticipating unforeseen contingencies in the future. Accepted as “instrument par excellence” for national development, goals of education in Nigeria are constantly aligned to the overall philosophy of country. The main national goals of Nigeria are emphatic of a country which should be (a) a free and democratic society; (b) a just and egalitarian society; (c) a great and dynamic economy; and (d) a land full of bright

opportunities for all citizens (FRN, 2014)

The education system that is expected to achieve these lofty goals must be geared towards self-realization and effective citizenship through the inculcation of appropriate skills, social abilities, and mental competencies in congruence with realities of Nigerian society (FRN, 2014). In Nigeria today, just as in most parts of the world, the paradigms of national development are shifting and global phenomena are breaking down boundaries. Globalization and commercialization are causing massive mergers and reducing workforces. “Knowledge society” is growing massively beyond the forecast of

education systems and experts. Contents of curricula, in turn, are becoming inadequate, irrelevant, and incongruent with the demands and challenges of living in society today in the face of current global phenomena (Edem & Okon, 2008; Obanya, 2014). Unemployment is high; poverty is on the increase. It is pertinent at this juncture to examine the system of education of the country and recreate one that responds to the vagaries of time and anticipate the future (Fien & UNESCO, 2010). Thus, emphasis should be on what to teach and learn that engender creativity, skills, and capacities. In describing what should form education for sustainable future, UNESCO (2010a) emphasizes that the rationale behind any education that targets the future must consider the following: exploring global realities, futuristic curriculum, challenge based education and open boundary education that interrogates the present continually. What to teach and learn must now have interdisciplinary emphasis that addresses the following: the reduction of hunger and poverty; the impact of globalization on emerging democracies; food crisis; migration; and self-sufficiency to name a few.

Teaching for the future must focus on developing the learners' capacities, dispositions, and competencies to deal with new situations and environments. Learning should constitute knowing, doing, and being (Bolstad et al., 2012). Teaching and learning are not to be without school curriculums, but curriculum must be designed to focus on what makes the learner an owner and explorer. This thought is underlined by the 21<sup>st</sup> century emphasis and belief in a 'knowledge society' that responds to challenges (Bolstad et al., 2012; Obanya, 2004).

### **Strategies in Teaching and Learning for the Future**

The need to turn education to address issues of survival and belonging has already been identified and underlined as critical. The direction the curriculum should take has also

been identified as creativity-driven (Bolstad et al., 2012; FRN, 2014; Obanya, 2014). Fundamental to nature of curriculum is the issue of strategies mostly adopted by the teacher-leader. Some effective strategies to arouse and sustain creativity-driven learning include experimental learning, values education, enquiry learning, future problem-solving learning, learning outside the classroom, and community problem solving (Dodge, Colker, & Heroman, 2002; Friend & Cook, 2007; Inglar, 2014; UNESCO, 2010b). Effective strategies, easily identified goals of education, and relevant curriculum are essential in accomplishing the philosophy of a country's education plan for development, growth, and transformation to meet the challenges of a given time and beyond. Nigeria's bid for greatness in the community of nations must factor in an education system that relates learning to problem solving.

Much as the focus remains on how to achieve an education system that guarantees the survival and prosperity of the nation, it is imperative to consider the all-important role that school administration plays in bringing about goal achievement. School administration is responsible for mobilizing, arranging, and organizing the school space within the limited resources available for use (Hoy & Miskel, 2008). It is this critical role of school that then provides needed creativity to make learning respond to the direction that the society requires. In a related argument, Obanya (2004) pointed out that African education can only respond to 21<sup>st</sup> century challenges of "survival and belonging" when its curriculum is (a) culture rooted and African value loaded; (b) open to external influences, analytically borrowed and critically adapted to Africa's needs; (c) creativity-driven; and (d) integrated to bring together various forms of learning experiences (pp. 84–85).

### Statement of the Problem

Dwindling economic fortunes, lack of employment, growing population, dependence on government paid jobs, globalization, commercialization, and such global issues have directly impacted negatively on the Nigerian people. Graduates of secondary school education are no exceptions. They are not able to achieve goals of secondary school education of living a meaningful life after graduation. They lack the skills, capacity, and creative ability to meet the demands of entrepreneurship or the industrial workplace of the 21<sup>st</sup> century global economy. Neither is a good percentage able to transit to tertiary level of education or get into choice courses due to being ill-equipped educationally. The fundamental question that teachers, school heads, supervisors, administrators, and even the critical public ask is about the adequacy of administration of secondary education in triggering development through the skills and creativity exuded by graduates.

### Purpose of the Study

This study evaluated principals' and teachers' perceptions of administrative, teaching, and learning issues for the future of secondary school education in Nigeria. This study also tried to reveal if significant relationships exist in the relationship of respondents' demographic information (age, gender, principals and teachers, and their length of experience) and the perceived variables. This quantitative inquiry hopes to make significant contribution to researchers, policy and decision makers, planners, and administrators in education. Thus, this study was specifically aimed to

- Analyze the extent to which principals and teachers perceive administrative issues in relation to teaching and learning.
- Evaluate the extent to which principals and teachers perceive teaching issues in relation to teaching and learning.

- Evaluate the degree to which principals and teachers perceive supervisory issues of curriculum in relation to teaching and learning.

### Literature Review

#### Theoretical Framework

The theoretical foundation of this work is derived from administrative management principles outlined by Henri Fayol, Luthur Fulick, and Max Weber where the basic functions of management are planning, organizing, coordinating, controlling, and budgeting of organizational resources to achieve predetermined goals (Lunenburg & Ornstein, 2008). That is, educational administration takes on the function of deploying and using the resources of human, materials, funds, and programs available in school setting in achieving predetermined objectives of education. Educational administration, therefore, pursues the goal and objectives of teaching and learning efficiency and effectiveness through systematic and strategic planning, organizing, coordinating, and controlling of the technical core, processes, curricular materials, and related responsibilities within the school setting.

#### Administrative Issues

Administrative issues in teaching and learning are concerns for (a) facilities, infrastructure, students' characteristics, school characteristics, partnership issues; (b) teachers' preparation, professionalism, conditions of science, development, and training, and teacher motivation; the focus on the supervisory role of school administration on curriculum execution and implementation and curricular materials; and (d) administration of infrastructure and facilities and students' issues. Each is an important concern in achieving effective teaching and learning.

Studies have shown that availability of quality infrastructure in schooling has strong impact on teaching and students' learning. One study showed a contrast in satisfaction level between students attending school with quality infrastructure compared with those in school with poor infrastructure (Cuyvers, De Weerd, Dupont, Mols, & Nuytten, 2011). Serene classroom environment, building integrated with ICT, access to sources of research, laboratories, libraries, and halls were available and contribute to the well-being of students. Similarly, Asiabaka (2008) argued that quality of facilities of school is a determining factor in the achievement of the objectives of school.

Cohen and Bhatt (2012), however, observed that infrastructure by itself does not mean achievement of excellence until it is subjected to better organizational management. Effective infrastructure for achieving effective teaching and learning emanates from effective design, planning, mobilization, and deployment (Federal Ministry of Education [FME], 2009; Obanya, 2004). Facilities/infrastructure, equipment, and environment tailored to learners' needs to create and realize their potentials are necessary for 21<sup>st</sup> century Nigerian education system (FME, 2009). However, the *Roadmap for Nigerian Education Sector* (FRN, 2009) identified three issues: (a) the lack of conducive school environments; (b) an inadequate number of schools and classrooms; and (c) the lack of value for education by some communities. These are some of the major administrative issues affecting access to education for all and especially equity for female children in northern Nigeria. It is therefore pertinent to acknowledge the importance of preliminary issues of administration as fundamental in creating atmosphere germane for teaching and learning for the future.

## Teacher Issues

The common saying in Nigeria about teachers is that they reflect the quality of the education system. Thus, it is a parlance that no education system may rise beyond the quality of its teachers. This idea makes the teacher a critical factor in the education process (FRN, 2014). The Nigerian teacher who can fit into the teaching profession in the 21<sup>st</sup> century is expected to be highly motivated, conscientious, and efficient in the classroom (Agi, 2002). They are further expected to exhibit spirit of inquiry and creativity, professionalism and commitment (FRN, 2014). The task of the teacher today has shifted significantly from context creators only. They are saddled with the responsibility of preparing learners to live worthwhile lives after school and also for tertiary education. Donaldson (2010) explained that "Life is filled with tests, many of which will not be put on paper.... Teachers of future will focus less on testing and more on teaching skills that place students on the trajectory to meet testing demands and beyond" (para. 1).

In any context of learning, the teacher trained to teach for the future is the one who has the skills of facilitating, enriching, mentoring, or collaborating and creating content in learning situations (Marquis, 2012). Teachers exhibiting these skills perceive learning as projects, problem-solving, and life challenges. The teacher's role becomes to assist learners define the scope of their problems and navigate the processes of reaching solutions. Here, the teachers design the curriculum to focus on students to give them ample opportunity to construct their own learning and knowledge and become inquisitive and self-motivated (Linde, n.d.; Malik, Murtaza & Khan, 2011).

In the learning situation, where the teachers are to perform their roles, the quality of the teacher needs to be ascertained. The qualifications and professional experience required to enter into

teaching vary from country to country. In Nigeria, the minimum qualification remains the *Nigeria Certificate in Education* for both basic and post basic education (FRN, 2014). These minimums, notwithstanding, the Roadmap for Nigerian Education Sector, specifies that teachers teaching in 21<sup>st</sup> century Nigeria:

- must undertake teacher education programs in the revised upgraded approved curricula by 2010.
- must attend teacher vocation courses reintroduced in 2009 to regular update their skills and pedagogy.
- must acquire ICT skills and modern education technology used for classroom instructions and learning (FME, 2009).

Obanya (2004) corroborated the need for high quality teachers in the post basic education system. His contention is that 21<sup>st</sup> century education in African will need to address the various challenges of survival and development.

For teachers to assume the role of teaching for the future, regular professional development and training in pedagogy is imperative. Managers of the education system in Nigeria are conscious of this. Quattlebaum (2012) believes that professional development of teachers must go beyond “simple in-service workshops” to become “a more robust system of continuing education” (picture caption, para. 1). Opportunities for engaging in active learning, development of content knowledge and pedagogy which help teachers to apply skills to learners’ development are regarded as critical for professional development. Teacher professional development has been identified to positively impact student achievement (Marzano, 2003, as cited by Quattlebaum, 2012).

Teachers’ motivation, remuneration, and perception of fairness at school are key factors in their performance and commitment at school. Work conditions such as autonomy, leadership, availability of curriculum materials and

facilities, merit pay and comparative pricing of the job support teachers to face school task effectively (Hoy & Miskel, 2008; Lai & Cheung, 2015; Lunenburg & Ornstein, 2008). The International Institute for Educational Planning [IIEP] (2009) also reiterated the factors of teacher motivation, compensation and work conditions as essential to the well-being of schools and teachers’ commitment. In a study in Rwanda by Gatsinzi, Role, & Makewa (2014), factors such as increasing teachers’ responsibility and accountability in school matters, setting career paths, and improving service conditions were imperative to teachers’ performance. Other factors in teacher motivation include location of school, challenges arising from school tasks, supportive school climate and culture, and support and access to professional development and growth. These conditions increase the teachers’ understanding of workplace, acceptance of responsibility, and build sense of worth (Nwaeke & Agi, 2009; Richardson & Haman, 2000). In a nutshell, the administrative issues of teachers’ roles, enthusiasm, commitment, effectiveness, and professional competencies should be considered against the backdrop of conditions at work, motivation, and perception of effort and reward (Ololube, 2009).

### **Supervisory Issues**

Supervision at school is an administrative strategy employed both by school boards and school heads to assist the school and school teachers improve on delivery of instruction, improve classroom practices, and the professional competence of teachers to effectively guide the learning process. The impact of administration on supervision is to ensure proficiency and professionalism in classroom and out-of-classroom practices in the profession. The focus of supervision is to improve teaching and learning in the classroom (Dodge et al., 2002; Olawole, 2009; Ololube, 2009; Veloo, Komuji, & Kalid, 2013).

## Research Questions and Hypotheses

The following research questions guided the study:

1. How do preliminary administrative issues impact on teaching and learning in secondary school education as perceived by teachers and principals?
2. How relevant are teacher issues to teaching and learning in secondary school education as perceived by teachers and principals?
3. What is the degree of relevance of supervisory issues of curriculum to teaching and learning in secondary school education as perceived by teachers and principals?

The following hypotheses were formulated and tested at 0.05 level of significance for the study.

H<sub>01</sub>: There is no significant difference in the extent of perceived administrative issues in relation to teaching and learning between principals and teachers.

H<sub>02</sub>: There is no significant difference in the extent of perceived teaching issues in relation to teaching and learning between principals and teachers.

H<sub>03</sub>: There is no significant difference in the extent of perceived supervisory issues of curriculum in relation to teaching and learning between principals and teachers.

## Methodology

Target population for this study comprised all principals and teachers of secondary schools selected in nine (9) of the twenty-three (23) local government areas of Rivers state, which have a total of 886 teachers. A sample size of 280 teachers were selected using a random sampling technique. The study used an author-developed instrument titled *Principals-Teachers-Administration Issues Questionnaire*. The

survey included six demographic questions and 19 other questions to answer the three research questions. These 19 questions were given a Likert-scale of 1 to 4 with 1 being *strongly agree*, 2 being *agree*, 3 being *disagree*, and 4 being *strongly disagree*. Survey questions 1-7 answered research question 1; survey questions 8-14 answered research question 2; and survey questions 15-19 answered research question 3. The instrument was validated and its reliability determined. The research questions were answered using mean and standard deviation while the null hypotheses were tested with *t*-test statistics.

## Results

The first set of data (Table 1) analyzed the frequencies and percentages distribution of respondents' demographic information. Firstly, the age distribution 30(12.0%) of the respondents were 20-30 years old, 81(32.4%) were 31-40, and 139(55.6%) were 41 years and over. Majority of the respondents were male, 169(67.6%), while 81(32.4%) were female. Meanwhile, based on the type of school, 11(4.4%) of respondents were from technical schools, while 218(87.2%) were of grammar schools, and 21(8.2%) were of science schools. Additionally, data on ownership of schools revealed that 166(66.4%) were of public schools, while 84(33.4%) were from private schools. The status of respondents revealed that principals and vice principals were 45(18.0%), while teachers were 205(82.0%). Data on respondents' years of experience revealed that 40(16.0%) had experience of 0-5 years; 114(45.6%) had experience of 6-10 years; 32(12.8%) had experience of 11-15 years; and 64(25.6%) had experience of more than 15 years.

Table 1  
*Frequency and Percentage Analyses of Respondents' Demographic Variables*

Demographic Variables		Frequency	Percentages
Age	20-30 years	30	12.0
	31-40 years	81	32.4
	41-above years	139	55.6
Gender	Male	169	67.6
	Female	81	32.4
School Ownership	Public	166	66.4
	Private	84	33.6
School Type	Technical	11	4.4
	Grammar	218	87.2
	Science	21	8.4
Status	Principals/Vice Principals	45	18.0
	Teachers	205	82.0
Length of Experience	0-5 years	40	16.0
	6-10 years	114	45.6
	11-15 years	32	12.8
	16-above years	64	25.6

Note. N = 250; each category had 100% of respondents' answer.

To answer research question 1, Table 2 shows the descriptive statistics on the impact of preliminary administrative issues on teaching and learning in secondary school education as perceived by the teachers and principals. The grand mean rating of the teachers (2.44±0.65) and principals (2.06±0.74) were below the

criterion mean rating of 2.5. The only item as agreed by the teachers (3.97±0.53) and the principals (3.36±0.59) was the fact that the population of the students in the school outweighs the recommended standard.

Table 2  
*Descriptive Statistics on the Impact of Preliminary Administrative Issues on Teaching/Learning*

Teaching Issues	Teachers		Principals*	
	Mean	SD	Mean	SD
1. The population of the students in the school is greater than the available resources.	3.97	0.53	3.36	0.59
2. Class size of 25 students as prescribed by UNESCO is adopted in my school.	1.75	0.68	1.57	0.66
3. Classification of students is based on the principle of ability, interest and flair.	3.00	0.81	2.00	0.83
4. Infrastructure/facilities spaces for students, teachers and administrators, studios, sports complex, ICT Centre, libraries, laboratories, cafeterias, media centers, sports equipment and restroom adequate for students.	1.88	0.79	1.79	0.81
5. Neighborhood schools are as equipped as school in urban centers and cities.	2.40	0.68	1.42	0.59
6. School and community have partnership relationship that promotes school development.	2.01	0.99	2.15	0.98
7. Private citizens and business community invest in facilities and equipment in secondary school.	2.10	0.84	2.10	0.88
Grand mean score for survey questions 1-7	2.44	0.65	2.06	0.74

Note. N = 250, n = 205 teachers and n = 45 principals & \*includes vice principals. Criterion mean cut off=2.5

Table 3 shows the descriptive statistics on the relevance of teacher issues to teaching and learning in secondary schools' education as perceived by the teachers and principals. It

answers research question 2. The mean grand ratings of the teachers (2.31±0.91) and principals (1.70±0.92) over the relevance of teacher issues to teaching and learning in

secondary schools' education were below the criterion mean rating of 2.5. The only item rated above the criterion mean score of the fact that teacher perception of equity, fairness, and care

is a factor in teacher performance (2.62±0.99); whereas, the other items were rated below the criterion mean.

Table 3

*Descriptive Statistics on the Relevance of Teacher Issues to Teaching and Learning*

Teaching Issues	Teachers		Principals*	
	Mean	SD	Mean	SD
8. All the teachers in the school undergo teacher education program.	2.11	0.92	2.06	0.94
9. Teachers are highly specialized in their teaching subjects.	2.40	0.91	2.37	0.89
10. Teacher's highest degree in education is first degree.	2.11	0.84	1.90	0.97
11. Teachers are satisfied with conditions of services.	2.30	0.75	1.10	0.78
12. Teacher's remuneration is adequate.	2.21	0.72	1.12	0.76
13. Teacher perception of equity, fairness and care is a factor in teacher performance.	2.62	0.99	1.34	0.98
14. Training, retraining, conferences, and workshops are available for teachers to update themselves regularly.	2.40	0.92	2.01	0.90
Grand mean score for survey questions 8-14	2.31	0.91	1.70	0.92

Note. N = 250, n = 205 teachers and n = 45 principals & \*includes vice principals. Criterion mean cut off=2.5

Table 4 shows the descriptive statistics on the relevance of supervisory issues of the curriculum relevant to teaching and learning in secondary school education as perceived by the teachers and principals, thus, answering research question 3. It shows that the grand mean rating of the teachers (2.28±0.92) and the

principals (1.86±0.82) were below average. The only item rated above average was done by the teachers on the fact that school administration insists that teaching and learning be student-centered (3.20±0.91), other items were rated below the average.

Table 4

*Descriptive Statistics on the Relevance of Supervisory Issues of the Curriculum*

Teaching Issues	Teachers		Principals	
	Mean	SD	Mean	SD
15. School administration directs that curriculum content is focused on problem solving, skill and capacity.	2.38	0.89	2.00	0.81
16. School administration insists that curriculum content is oriented towards knowledge storage to be used later.	2.18	0.81	2.20	0.89
17. School administration insists and approves only methodologies and teaching strategies designed to challenge learners' problem-solving skills, creativity, and capacity building.	2.11	0.85	2.01	0.84
18. School administration ensures that teaching technologies, instructional materials are available and adequate for learning.	1.53	0.82	1.73	0.88
19. School administration insists that teaching and learning be student-centered.	3.20	0.91	1.34	0.79
Grand mean score	2.28	0.92	1.86	0.82

Note. N = 250, n = 205 teachers and n = 45 principals & \*includes vice principals. Criterion mean cut off=2.5



The results in Table 5 show the summary of independent sample *t*-test on the difference in the extent of perceived administrative issues in relation to teaching and learning between principals and teachers. It shows that the mean rating of the teachers was  $2.44 \pm 0.65$ ; whereas, that of the principals was  $2.06 \pm 0.74$  over the extent of perceived administrative issues in relation to teaching and learning between principals and teachers. The independent sample *t*-test shows that since the calculated *t*-value

(3.257) is greater than the critical *t*-value (1.960) at the degree of freedom of 248, it can be concluded that there is significant difference in the extent of perceived administrative issues in relation to teaching and learning between principals and teachers ( $t=3.257, p<.05$ ). The null hypothesis one ( $H_{01}$ : there is no significant difference in the extent of perceived administrative issues in relation to teaching and learning between principals and teachers) was rejected at .05 alpha level.

Table 5

*Summary of Independent Sample t-Test on the Difference in the Extent of Perceived Administrative Issues in Relation to Teaching and Learning Between Principals and Teachers*

Designation	n	Mean	SD	df	t-cal	t-crit	p-value
Teacher	205	2.44	0.65	248	3.257	1.960	0.00
Principal	45	2.06	0.74				

The results in Table 6 show the summary of independent *t*-test on the difference in the perception of teaching issues with relation to teaching and learning between principals and teachers. It shows that the mean rating of the teachers was  $2.31 \pm 0.91$ ; whereas, that of the principals was  $1.70 \pm 0.92$  over the extent of perceived teaching issues in relation to teaching and learning. The independent sample *t*-test shows that since the calculated *t*-value (4.017) is greater than the critical *t*-value (1.960) at the

degree of freedom of 248, it can be concluded that there is significant difference in the extent of perceived teaching issues in relation to teaching and learning between principals and teachers ( $t=4.017, p<.05$ ). The null hypothesis two ( $H_{02}$ : there is no significant difference in the extent of perceived teaching issues in relation to teaching and learning between principals and teachers) was rejected at .05 alpha level.

Table 6

*Summary of Independent sample t-Test on the Difference in the Extent of Perceived Teaching Issues in Relation to Teaching and Learning Between Principals and Teachers*

Designation	n	Mean	SD	df	t-cal	t-crit	p-value
Teacher	205	2.31	0.91	248	4.017	1.960	0.00
Principal	45	1.70	0.92				

The results in Table 7 show the summary of independent sample *t*-test on the difference in the degree of perceived supervisory issues of curriculum in relation to teaching and learning between principals and teachers. It shows that the mean rating of the teachers was  $2.28 \pm 0.92$ ; whereas, that of the principals was  $1.86 \pm 0.82$  over the extent of perceived teaching issues in

relation to teaching and learning. The independent sample *t*-test shows that since the calculated *t*-value (3.07) is greater than the critical *t*-value (1.960) at the degree of freedom of 248, it can be concluded that there is significant difference in the extent of perceived supervisory issues of curriculum in relation to teaching and learning between principals and

teachers ( $t=3.07, p<.05$ ). The null hypothesis three ( $H_{03}$ : there is no significant difference in the extent of perceived supervisory issues of curriculum in relation to teaching and learning

between principals and teachers) was rejected at .05 alpha level.

Table 7

*Summary of Independent Sample t-Test on the Difference in the Degree of Perceived Supervisory Issues of Curriculum in Relation to Teaching and Learning Between Principals and Teachers*

Designation	n	Mean	SD	df	t-cal	t-crit	p-value
Teacher	205	2.28	0.92	248	3.070	1.960	0.0024
Principal	45	1.86	0.82				

### Discussion

#### The Impact of Preliminary Administrative Issues

The results in Table 2 show that the grand mean rating of the teachers ( $2.44\pm0.65$ ) and principals ( $2.06\pm0.74$ ) were below the criterion mean of 2.5 indicating both teachers and principals do not agree with the items as a whole. The only item agreed upon by the teachers ( $3.97\pm0.53$ ) and the principals ( $3.36\pm0.59$ ) was that the population of the students in the school is greater than the available resources. This further suggested that the impact of preliminary administrative issues on teaching and learning in secondary school education as perceived by teachers and principals was not satisfactory. When put to statistical test, the result on Table 5 shows that a significant difference in the extent of perceived administrative issues in relation to teaching and learning between principals and teachers ( $t=3.257, p<.05$ ); thus, the null hypothesis one was rejected at .05 alpha level. On administrative issues, ranging from UN standard of pupil-teacher ratio of 25 per class, infrastructure/facilities to cooperation between government and community, responses obtained showed clearly that these essential factors are nearly always not available to support effective teaching and learning.

Generally, the results presented above showed remarkable relationship between administrative issues and teaching and learning in secondary

schools. In Table 2, it is very noticeable that infrastructure and facilities are critical to teaching and learning, which impact positively on learners. These issues evidently become inadequate when the population of a given school is larger than the standard. The result of this study agreed with some previous studies on school facilities, infrastructure and population and which have relationships with effective and impactful teaching and learning that have responsibility for the future and of significant administrative concern (Limon, 2016; Obanya, 2004; Schneider, 2002). Their studies are also supported by Ford’s (2015) position, which related availability of school facilities, infrastructure, conducive environment, healthy air quality, ventilation, and thermal comfort to students’ achievements in the school. Ford specifically identified motivation of both teachers and learners as to what good facilities could cause. Availability of library resources, halls, well-equipped classrooms, well-equipped laboratory spaces, and media centres arouse interest in learners and teachers.

#### The Relevance of Teacher Issues

Teacher issues such as teacher qualifications, training and motivation, conditions of service, remuneration, professionalism, growth, equity, and fairness are fundamental issues which dominate teacher effectiveness literature. They are considered as being essential factors in curriculum task execution and learner’s

development. The information in Table 3 showed the grand mean rating of the teachers ( $2.31\pm 0.91$ ) and principals ( $1.70\pm 0.92$ ) on the relevance of teacher issues to teaching and learning in secondary schools' education were below the criterion mean of 2.5. Consequently, the only item generally rated above the criterion mean was the teacher perception of equity, fairness, and care ( $2.62\pm 0.99$ ); whereas, the other items were rated below the mean mark. This indicated that the teachers' perception of the relevance of teacher issues to teaching and learning in secondary schools' education was unsatisfactory.

When put to statistical test the result, as shown in Table 6, indicates a significant difference in the perception of teaching issues in relation to teaching and learning between principals and teachers ( $t=4.017$ ,  $p<.05$ ). The null hypothesis two was rejected at .05 alpha level. The implication of the above is that effective teachers are the most important factor contributing to students' achievement. This is evidenced in teachers' role in guiding and helping students with use and adaptation to facilities and infrastructure, curricular materials, and personality development. The study corroborates with several other findings, which were related to the issue of teachers, issues of motivation, professional development, conditions of service, perception of fairness at workplace, and closely related to the findings in this study concerning teacher performance in the classroom (Hoy & Miskel, 2008; Lai & Cheung, 2015; Marzano, 2003; Quattlebaum (2012).

### **The Relevance of Supervisory Issues of the Curriculum**

The results in Table 4 show that the grand mean rating of the teachers ( $2.28\pm 0.92$ ) and principals ( $1.86\pm 0.82$ ) were below average. This indicated that teachers and principals do not agree on the relevance of supervisory issues of the curriculum relevant to teaching and learning in

secondary school education. The only item rated above average was by the teachers that school administration insists that teaching and learning be student-centered ( $3.20\pm 0.91$ ); other items were rated below the average. However, the mean rating shows that the teachers and principals were not satisfied on the relevance of supervisory issues of the curriculum relevant to teaching and learning in secondary school education. When put to statistical tests, the results on Table 7 show a significant difference in the extent of perceived supervisory issues of curriculum in relation to teaching and learning between principals and teachers ( $t=3.07$ ,  $p<.05$ ). The null hypothesis two was rejected at .05 alpha level.

Supervision, whether in the school or industry, remains a critical tool that managers use in achieving compliance and quality control. In this study supervisory issues are seen as necessary for effective execution of teaching and learning in secondary education. The insistence on the availability and use of teaching/learning technologies, curriculum materials, and student-centered learning are only achieved by administration of school paying closer attention. Studies by others, revealed that supervisory issues, which focus on improving teaching and learning in the classroom, relate positively to the result of the study (Olawale, 2009; Veloo et al., 2013).

### **Conclusion**

The impact of preliminary administrative issues on teaching and learning in secondary school education was quite negative, teachers' issues were not considered relevant, and the respondents had negative views of the relevance of supervisory issues of the curriculum to teaching and learning in secondary school education. However, the principals and teachers differed significantly on their perception over the impact of preliminary administrative issues, relevance of teacher issues, and the relevance of

supervisory issues of the curriculum to teaching and learning in secondary school education. Teaching and learning are the dynamic centre of any educational system. What takes place in the activities constitutes the net product that reflects and impacts where education product-learning is applied. The quality of education will then depend on several factors among which is management and administration.

Administration issues in teaching and learning in secondary schools which are identified as issues of facilities, infrastructure, teacher concern management, and supervisory function remain critical and central to the success of every given education system. Therefore, to think of a quality education system is not only to think of curricular content alone but also to lay a solid foundation for the management and administration of every facet of the educational system. The results of the study have shown that administrative issues are crucial, relevant, and primary to effective and successful teaching and learning for school.

### Recommendations

Based on the findings, the following recommendations are made

1. Government agencies and bodies with responsibilities for schools should streamline school population sizes according to audited and available facilities/infrastructure, financial resources to any given school.
2. Policies on teacher hiring must address issues of conditions of service, professional growth, and development.
3. Regular retraining programmes designed to have teachers focus on teaching and learning linked to life and community be made compulsory.
4. Regular training and retraining programmes on the use of modern teaching and learning technologies should be compulsory for teachers.
5. Supervision of curriculum content and school facilities/infrastructure be scheduled as normal fixture of school programmes.
6. Supervision of teaching and learning activities be undertaken by internal administrators and by local education authority.
7. School administrators should create a quality assurance unit to deal with quality issues on curriculum materials, facilities, and access.

### References

- Agi, U. K. (2002). Teacher maintenance behaviours. In O. G. Agabi & N. C. Okorie (Eds.), *Classroom management* (pp. 96–114). Bori, Nigeria: Fredsbary Printers & Publisher.
- Asiabaka, I. P. (2008). The need for effective facility management in schools in Nigeria. Retrieved from [http://www.sciencepub.net/newyork/0102/02\\_0366\\_Asiabaka\\_FACILITIES.pdf](http://www.sciencepub.net/newyork/0102/02_0366_Asiabaka_FACILITIES.pdf)
- Bolstad, R., Gilbert, J., McDowall, S., Bull, A., Boyd, S. & Hipkins, R. (2012). *Supporting future-oriented learning and teaching: A New Zealand perspective*. Retrieved from <https://www.educationcounts.govt.nz/publications/schooling/supporting-future-oriented-learning-and-teaching-a-new-zealand-perspective>
- Cohen, D. K. & Bhatt, P. M. (Ibid). *The importance of infrastructure development to high quality instruction*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ996195.pdf>
- Cuyvers, K., De Weerd, G., Dupont, S., Mols, S. & Nuytten, C. (2011). *Well-being at school: Does infrastructure matter?* Retrieved from <http://www.oecd.org/education/innovation-education/centreforeffectivelearningenvironmentscele/49167628.pdf>

- Dodge, D. T., Colker, L. J. & Heroman, C. (2002). *Creative curriculum for preschool*. Washington DC: Teaching Strategies Inc.
- Donaldson, S. (2010). Teachers of the future: Using new skills to prepare students/advancement. Retrieved from <http://www.advanc-ed.org/source/teachers-future-using-new-skills-prepare-students>
- Edem, P. E., & Okon, E. E. (2009). *Universal basic education in Nigeria: Concept management and prospects*. Uyo, Nigeria: Brickscom International.
- Federal Ministry of Education [FME]. (2009). *National policy on education: Roadmap for Nigerian education sector*. Federal Republic of Nigeria, Lagos: NERDC.
- Federal Republic of Nigeria [FRN]. (2014). *National policy on education*. Lagos: NERDC.
- Fien, J. & UNESCO. (2010). *Teaching and learning for a sustainable future: Module 4: Reorienting education for a sustainable future*. Paris: UNESCO. Retrieved from [http://www.unesco.org/education/tlsf/mods/theme\\_a/mod04.html](http://www.unesco.org/education/tlsf/mods/theme_a/mod04.html)
- Forel, A. (2015). *School facilities affect students' motivation and achievement*. Retrieved from <https://www.linkedin.com/pulse/school-facilities-affect-student-motivation-achievement-angel-ford>
- Friend, M., & Cook, L. (2007). *Interactions: Collaborations skills for school professionals*. Boston: Pearson.
- Gatsinzi, P., Role, J., & Makewa, L. N. (2014). Work and related variables in teacher motivation in Gasabo district, Rwanda. *Journal of Education and Training*, 1(2), 262–275. doi: 10.5296/jet.v1i2.4747 Retrieved from [https://www.researchgate.net/publication/263964612\\_Work\\_and\\_School\\_Related\\_Variables\\_in\\_Teacher\\_Motivation\\_in\\_Gasabo\\_District\\_Rwanda](https://www.researchgate.net/publication/263964612_Work_and_School_Related_Variables_in_Teacher_Motivation_in_Gasabo_District_Rwanda)
- Hoy, H. K., & Miskel, C. G. (2008). *Educational administration: Theory, research and practice*. Boston: McGraw Hill.
- Inglar, T. (2014). Proficiency forms and vocational pedagogical principles. *Journal of the International Society for Teacher Education*, 18(2), 28–38. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1087570.pdf>
- International Institute for Educational Planning. (2009). Teacher motivation, compensation and working condition. In *Guidebook for planning education in emergencies and reconstruction* (Section 3.2). Retrieved from [http://www.iiep.unesco.org/sites/default/files/Guidebook %20 Chapters/GB\\_2009\\_3.2\\_final.pdf](http://www.iiep.unesco.org/sites/default/files/Guidebook%20Chapters/GB_2009_3.2_final.pdf)
- Lai, E., & Cheung, D. (2015). Enacting teacher leadership: The role of teachers in bringing about change. *Journal of Educational Management, Administrations and Leadership*, 43(5), 673–692. doi: 10.1177/1741143214535742
- Limon, M. (2016). The effect of the adequacy of school facilities on students' performance and achievement in technology and livelihood education. *International Journal of Academic Research in progressive Education and Development*, 5(1), 45–58. doi: 10.6007/IJARPED /v5-i1/2058
- Linde, S. (n.d.). *Student roles in a learner-centered environment*. Retrieved from <https://study.com/academy/lesson/student-roles-in-a-learner-centered-environment.html>
- Lunenburg, F. C. & Ornstein, A. C. (2008). *Educational administration: Concepts and Practices* (5<sup>th</sup> ed.). Belmont, CA, USA: Wadsworth Cengage Learning.
- Malik, M. A., Murtaza, A. & Khan, A. M. (2011). Role of teachers in managing teaching learning situation. *Interdisciplinary Journal of Contemporary Research in Business*, 3(5), 783–821. Retrieved from <http://journal-archieves8.webs.com/783-833.pdf>
- Marquis, J. (2012). *6 possible roles for the teachers in a personalized learning environment*. Retrieved

from <https://www.teachthought.com/pedagogy/6-possible-roles-for-teachers-in-a-personalized-learning-environment/>

- Nwaeke, G. C., & Agi, U. K. (2009). Work motivation in Nigeria: The implication for teachers' effectiveness. *International Journal of Higher Education Research*, 1(1), 148–157.
- Obanya, P. (2004). *The dilemma of education in Africa*. Ibadan, Nigeria: Heinemann Educational Books.
- Olawole, O. O. (2009). *Perceived influence of supervision of instruction on teachers' classroom performance in Ijebu north education zone of Ogun state* (Unpublished doctoral thesis). University of Nigeria, Nsukka, Nigeria.
- Ololube, N. P. (2009). *Understanding teachers' professional competence for education effectiveness*. New Owerri, Nigeria: Springfield Publishers Ltd.
- Quattlebaum, S. (2012). *why professional development for teachers is critical*. <https://evollution.com/opinions/why-professional-development-for-teachers-is-critical/>
- Richardson, E., & Hamm, M. (2016, December). *Teacher motivation and working conditions in low income countries*. Paper presented at the 9<sup>th</sup> Policy Dialogue Forum of the International Task Force on Teachers, Siem Reap, Cambodia. Retrieved from <https://www.slideshare.net/jhinous/teacher-motivation-and-working-conditions-in-low-income-countries-breakout-session>
- Schneider, M. (2002). Do school facilities affect academic outcomes? *National Clearing House for Education Facilities*. Retrieved from <http://www.ncef.org/pubs/outcomes.pdf>
- UNESCO. (2010a). *Curriculum rationale*. Paris: UNESCO. Retrieved from [http://www.unesco.org/education/tlsf/mods/theme\\_a.html](http://www.unesco.org/education/tlsf/mods/theme_a.html)
- UNESCO. (2010b). *Teaching and learning strategies*. Paris: UNESCO. Retrieved from [http://www.unesco.org/education/tlsf/mods/theme\\_d.html](http://www.unesco.org/education/tlsf/mods/theme_d.html)
- Veloo, A., Komuji, M. M. A. & Khalid, R. (2013). The effects of clinical supervision on teaching performance of secondary school teachers. *Procedia-Social and Behavioral Sciences*, 93, 35–39. doi: 10.1016/j.sbspro.2013.09.148 Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042813032515>

### Author

**Ugochukwu Kysburn Agi**, Ph.D., is an associate professor in the Department of Educational Foundations/Management in the Faculty of Education at Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria. He has held his position as lecturer at the university over the past ten years and holds major interest in teacher productivity and secondary school improvement. His research interests extend to administration in education at all levels.