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STATUS OF ADMINISTRATION AND MANAGEMENT STRATEGIES ON TEACHER EDUCATION IN SOUTH-SOUTH GEO-POLITICAL ZONES.

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Abstract

This study investigated the Status of management and administration strategies on teacher education in South-South geopolitical zones. The descriptive survey design was used for the study. The population for the study from one Federal University of Education, one State University of Education, and one College of Education was 600. A simple random sampling technique was used to draw 42 principal officers (managers) and 81 heads of department administration from the three universities of education representing 20% of the population. Three research questions and three hypotheses guided the study. A self-designed questionnaire titled "Status of Management and Administration Strategies on Teacher Education Questionnaire (SMASSTEQ)" was used to collect data. The instrument which was validated by 2 lecturers from the department of education management Uniport used a four-point Likert scale. A test retest method was used to determine the reliability of the study to be 0.85 at 0.05 level of significance. Mean and rank order statistics were used to answer the research questions while, standard deviation and Z-test were used to test the hypotheses. From the findings, it was revealed that the criteria for measuring effectiveness indices are teacher productivity, commitment, participation and innovation; the constraints to management and administration strategies are poor funding indiscipline etc while strategies for repositioning teacher education are adequate funding, establishing professional ethics etc. the researcher therefore recommended that, there should be regular evaluation of teachers productivity, commitment, participation and innovation; teacher education should be adequately funded; and professional ethics should be a watch word.

Introduction

Organizations all over the world are gold-driven. The educational institution is not an exception. The achievement of these goals therefore is a function of the effectiveness of administration and management strategies put in place. Teacher Education is one institution that needs utmost attention in

terms of best management, adequate funding, trained personnel, and relevant instructional materials.

Theoretical Approach to Effectiveness

There are two major theories that have been credited to measuring effectiveness in organization (Ngozi, 2012). They include: Goal model and System model

Goal Model:

This model centers on organizational effectiveness in terms of goal attainment. This model forwards that an organization is effective if the observable outcomes of its activities meet or even exceed organizational goal. In the educational parlance, teacher education can be effective managerially or administratively when its set goals are achieved. Here, three types of goals have been identified to be official goal; the operative goals; and the operational goals.

System Resource Model:

The system resource model describes effectiveness in the educational institution as the organization's ability to secure an advantageous bargaining position in its environment and to capitalize on the position to acquire scarce and valued resources. The system resource model centers on organization's ability to exchange and compete for scarce and valued resources.

Based on this, some institutions meet their needs while others could not. Sequel to this, effective institutions will sustain growth or minimize decline by advantageous bargaining with parents and students, ministry officials and legislators.

Effectiveness in Teacher Education

Effectiveness ordinarily means getting the right things done. Effectiveness of educational institution is the extent to which students are achieving, the teachers are satisfied, the staff moral is high, the student's drop-out rate and so on are low. Bernard and Ngozi 1983 in Ngozi (2012) said effectiveness relates to the accomplishment of the co-operative purpose, which is social and non personal in character.

Management or administration strategies of teacher education can be effective when

specific desired end is attained. It is imperative to note that the optimum operation of educational institution as a whole depends on effectiveness. Effectiveness is a factor of organization's survival. Consequently, organizational effectiveness is related to leadership effectiveness. This is clear because leadership effectiveness is a pre-requisite to organization's effectiveness. Effective administrations therefore produce effective teacher education. It therefore implies that successful managerial acts and directives that are accepted and followed by group members are effective.

Indicators of Effectiveness

There are varied views on effectiveness indicators. For instance, administrators and ministry inspectorate personnel often consider structural or bureaucratic measures of effectiveness such as the use of facilities, record keeping; rules and regulations; and personnel practice. On the other hand educational managers or administrators emphasized process indicators of effectiveness such as classroom management; teaching methods; material of instruction; and teachers communication skills etc Ukeje et al in Ngozi (2012) arranged organization's effectiveness under three categories as follows:

Growth Consumer/client satisfaction Sense of identity
Adaptability Employee satisfaction motivation role
Productivity Employee commitment and norm congruence
Profitability resource acquisition central life interest
Efficiency conflict cohesion climate loyalty
Achievement Open communication quality employee turnover.

In the same vein, Hoy and Miskel (1982) group effectiveness in terms of:

- a) Organizational goal achievement
- b) Perception of leaders reputation (by significant others)
- c) Membership satisfaction.

Management and Administration

Management and administration are intersecting concepts that are used interchangeably. Daniel (2008) explain management to mean making the most effective use of available resources in form of machines, money or people; while administration is basically an organization process concerned with the implementation of objectives and plans and internal operation efficiency.

Educational managers are concerned with the formulation of strategies, plans, policies, and programs with a view of achieving organizational goals (ideographic function). On the other hand, Nwankwo 1987 in Peretomde (2014) views administration as the careful and systematic arrangements and use of resources, situations, and opportunities for the achievement of specific objectives (Nomothetic function).

Teacher Education

A teacher is a transmitter and interpreter of desirable knowledge, attitudes, skills, and values for life. He/she is one who has been trained to guide the pupils/students through planned activities so as to acquire knowledge. On the other hand, education means the development of the mental and physical powers of the individual with the ultimate aim of being the formation of a character accepted within a given society... (Abadom, 2004).

Teacher Education therefore is the specialize training given to a would-be teacher in a

formal school system, so as to nurture them for the great tasks ahead (Achuonye, 2010). Teacher Education simply means “training the trainer”.

New world encyclopedia (2010) posit that teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the school and classroom.

Federal Government of Nigeria (2004), section 9 (59) added that teacher education will be given a major emphasis in all our educational planning because “no education can rise above the quality of its teachers”. Therefore, teacher education is aimed amongst others to:

- a) Produce highly motivated, conscientious, and efficient classroom teachers for all levels of education.
- b) To encourage further the spirit of enquiry and creativity in teachers.
- c) To help teachers to fit into the social life of the country and society at large and to enhance their commitment to national objectives etc.

Constraints to Effective Management and Administration Strategies on Teacher Education

Strategies for repositioning teacher education effectiveness in management and administration are those plans that are deemed necessarily effective, and encompass the process of planning directing actions for the achievement of teacher education goals. Nwankwo, Onyah and Modebe (2009) added that the whole-school development strategy is an approach that involves all key role players and school

systems which are effectively fused on instead of paying greater attention on teacher and classroom practice.

Nwafor (2002) identifies some constraints to educational administration as financial, personnel, physical facilities, and equipment, administrative and cultural constraints.

Johnson and Emmanuel (2006) explain that financing of education is the provision for the running or overhead cost of an education system to achieve set objectives optimally.

In the view of Nkang (2012), inadequate working facilities such as befitting office accommodation, appropriate office equipment, furniture, vehicles and so on go a long way to hinder the efficiency of inspectorate services.

Strategies for Improving Management /Administration of Teacher Education

- 1) Funds should be provided when the need arise
- 2) Employment of personnel should be based on professional competence
- 3) Physical facilities and equipment should be supplied according to teacher's educational needs
- 4) Teacher education curriculum should include ethical behavior content
- 5) Teacher education managers / administrators should be subjected to timely training to improve their capacity development.

Statement of the Problem

Education is goal oriented. Educational managers and administrators have attached little or no importance to result achievement for organization growth.

Even those who do, have no standard for evaluating their administrative styles

whether they are tangential with set objectives.

Managers/administrators of teacher's Educational institutions have failed to conduct periodic analysis of their strategies. Administrative action or inaction has direct relationship with the quality of their product (teachers). Education system directly honors the principles of sowing and reaping.

The world is borderless due to technological advancement. Changes within and around educational institutions varies. Teacher education systems are yet to adequately imbibe administrative and managerial strategies that can fix her properly to compete in this gait. The challenges that face the sophists in the Aristotle and Socratic era still exist today with a disguised nomenclature. Educational policies exist on paper without a corresponding practical implementation.

Aim and Objectives

The main aim of this study was to examine the effectiveness of administration and management strategies on teacher education in South-South geopolitical zones. The objectives include:

- 1) To examine the criteria for measuring effectiveness indices of administration and management strategies on teacher education in South-South geopolitical zones.
- 2) To identify the constraints to the status of administration and management strategies on teacher education in South-South geopolitical Zones.
- 3) To identify the administration and management strategies for

repositioning teacher education in South-South geopolitical zones.

Research Questions

- 1) What are the criteria for measuring effectiveness indices of administration and management strategies on teacher education in South-South geopolitical zones?
- 2) What are the constraints to the status of administration and management strategies on teacher education in South-South geopolitical zones?
- 3) What are the administrative and management strategies for repositioning teacher education in South-South geopolitical Zones?

Hypotheses

- Ho₁:** There is no significant difference between the mean scores of managers and administrators on the criteria for measuring the indices of effectiveness of administration and management strategies on teacher education in South-South geopolitical zones.
- Ho₂:** There is no significant difference between the mean scores of managers and administrators on the constraints to the status of management and administration strategies on teacher education in South-South geopolitical zones.
- Ho₃:** There is no significant difference between the mean scores of managers and administrators on the strategies for repositioning teacher education in South-South geopolitical Zones.

Methodology

The study used a descriptive research design to investigate the status of management and administration strategies on teacher education in South-South geopolitical zones in Nigeria. The population of the study comprised of one federal university of education, one state university of education, and one college of education in South-South. The population for the study consists of 600 from federal university, state university, and college of education in South-South. A simple random sampling technique was used to draw 19 principal officers, 23 Deans of faculty (manager) and 81 Heads of Departments (Administrators) from the purposive selected universities of education. A self-designed instrument tagged "Status of management and administrative strategies on teacher education questionnaire (SMASTEQ)" was developed to collect data. The questionnaire was divided into two sections: Section 'A' was designed to seek demographic information of the respondents while Section 'B' contains the questionnaire items. The questionnaire items were structured using modified four-point Likert scale of strongly Agreed, Agreed, Disagreed, and Strongly Disagreed. The instrument was validated by two lecturers from the Department of Educational Management, University of Port Harcourt.

The administration of the instrument was done with the help of two research assistants. A test retest method was used to determine the reliability at 0.85. A weighted criterion means of 2.50 and rank order statistics were used to answer the research questions while Z-test and standard deviation were used to test the hypotheses at significant level of 0.05.

Result

Research question one: What are the criteria for measuring effectiveness indices of management and administration on teacher education in South-South geo-political zones?

Table 1: Mean response of managers and administrators on the criteria for measuring effectiveness indices on teacher education in South-South geo-political zones.

S/No	Criteria for measuring effectiveness indices of management & administration	Managers N = 39		Administrators N = 81		Mean Set $\bar{X}_1 + \bar{X}_2$	Rank Order	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂			
1.	Teachers' Productivity	2.90	1.70	2.70	1.60	2.80	2 nd	Agreed
2.	Employee Commitment	3.03	1.74	2.59	1.61	2.81	1 st	Agreed
3.	Membership Satisfaction	2.80	1.69	2.70	1.64	2.75	3 rd	Agreed
4.	Innovations	2.85	1.69	2.61	1.62	2.73	4 th	Agreed
		<u>11.58</u>	<u>6.82</u>	<u>10.6</u>	<u>6.47</u>			
		2.89	1.70	2.65	1.61			

Table one revealed that the criteria for measuring effectiveness indices of management and administration includes teachers' productivity, employee commitment, membership satisfaction, and innovations. The mean of managers and administrators are all above the criteria mean of 2.50. They both agreed on the measurement indices of effectiveness.

Research question two: What are the constraints to the status of administration and management strategies on teacher education in South-South geo-political zones?

Table 2: Mean response of managers and administrators on the constraints to the status of management and administration on teacher education in South-South geo-political zones?

S/No	Constraints to the status of management and administration on teacher education	Managers N = 39		Administrators N = 81		Mean Set $\bar{X}_1 + \bar{X}_2$	Rank Order	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂			
1.	Poor funding	3.13	1.77	2.64	1.63	2.89	3 rd	Agreed
2.	Indiscipline	2.8	1.67	3.39	1.84	3.09	1 st	Agreed
3.	Administrative constraints	3.10	1.76	1.85	1.69	2.48	4 th	Disagreed
4.	Inequality inadequate teachers	3.10	1.76	2.81	1.67	2.96	2 nd	Agreed
		<u>12.13</u>	<u>6.96</u>	<u>10.69</u>	<u>6.83</u>			
		3.03	1.74	2.67	1.79			

Table two revealed that poor funding, indiscipline, and unqualified/inadequate personnel are factors affecting effectiveness. On the reverse, item 3 have mean score below the criterion mean and it was disagreed to be a constraint to administrative and management effectiveness.

Research question three: What are the management and administrative strategy for repositioning teacher education in South-South geo-political zones?

Table 3: Means response of managers and administrators on strategies for repositioning teacher education in south-south geo-political zones.

S/No	Administration strategies for repositioning teacher education	Managers N = 39		Administrators N = 81		Mean Set $\bar{X}_1 + \bar{X}_2$	Rank Order	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂			
1.	Adequate funding	2.92	1.70	2.61	1.61	2.77	3 rd	Agreed
2.	provision of physical facilities and equipment	2.87	1.69	2.14	1.66	2.80	2 nd	Agreed
3.	Corresponding attitude with certificate	2.46	1.57	2.43	1.56	2.45	4 th	Disagreed
4.	Establishment of professional ethics	2.97	1.72	2.70	1.64	2,84	1 st	Agreed
		11.22	6.68	10.48	6.47			
		2.80	1.67	2.62	1.61			

Table 3 revealed that item 1,2 and 3 had criterion mean above 2.50 while item 3 is below 2.50. Both the managers and administrator agreed that item 1,2 and 4 are strategies for repositioning teacher education.

for measuring the indices of effectiveness of management and administration strategies on teacher education in South-South geo-political zones.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean scores of managers and administrators on the criteria

Table 4: Z-test of the mean scores of managers and administrators on the criteria for measuring effectiveness indices of management and administration strategies on teacher education in South-South geo-political zones.

Status	N	DF	\bar{X}	SD	Z-cal.	Z-crit.	Remark
Managers	39	118	2.89	1.70	0.74	1.96	Agreed
Administrators	81		2.65	1.61			

The analysis revealed that the calculated z-value is less than the critical value of 1.96 at 118 degree of freedom and 0.05 significance level. Hence, the null hypothesis is accepted. Showing that there is no significant difference between the mean score of managers and administrators on the criteria for measuring the indices of effectiveness of management and administration on teacher education in south-south geo-political zones.

Status	N	DF	\bar{X}	SD	Z-cal.	Z-crit.	Remark
Managers	39	118	3.03	1.74	1.07	1.96	Accepted
Administrators	81		2.67	1.70			

The analysis revealed that z-value is less than the z-critical value of 1.96 at 118 degree of freedom and 0.05 level of significance. Base on this, the null hypothesis is accepted, meaning that there is no significant difference between the mean scores of managers and administrators on the constraints to the status of management and administration strategies on teacher education in South-South geo-political zones.

Status	N	DF	\bar{X}	SD	Z-cal.	Z-crit.	Remark
Managers	39	118	2.80	1.67	0.56	1.96	Agreed
Administrators	81		2.62	1.61			

The table analysis revealed that the calculated Z-value of 0.56 is less than the z-critical of 1.96 at 118 degree of freedom and 0.05 significance level. This mean that the null hypothesis is accepted showing that there is no significant difference between the mean scores of managers and administrator on the strategies for repositioning teacher education in south-south.

Hypothesis 2: There is no significant difference between the mean scores of managers and administrators on the constraints to the status of management and administration strategies on teacher education.

Table 5: Z-test of the mean scores of managers and administrators on the constraints to the status of management and administration strategies on teacher education in South-South geo-political zones.

Hypothesis 3: There is no significant difference between the mean scores of managers and administrators on the strategies for repositioning teacher education in South-South geo-political zones.

Table 6: Z-test of the mean scores of managers and administrators on the strategies for repositioning teacher education in South-South geo-political zones.

Summary of Findings

1. The study revealed that the criteria for measuring effectiveness indices of management and administration include: Teachers productivity, employee's commitment, membership participation, and innovations.

2. The constraints to the status of management and administration strategies on teacher education include: Poor funding, indiscipline, unqualified/inadequate teachers, and administrative constraints.
3. The management and administrative strategies for repositioning teacher education include: Adequate funding, provision of physical facilities and equipment, establishment of professional ethics and corresponding attitudes with certificates.

Discussion of Findings

Based on the findings, it is revealed that the criteria for measuring effectiveness indices of management and administration are teacher's productivity, employee commitment, membership satisfaction, and innovations.

Table 1 revealed both the managers and administrators agreement to the criteria for measuring effectiveness indices. This is in consonance with what Ukeje et al in Ngozi (2012) that the criteria for the measurement of effectiveness in organization are growth, productivity, profitability, commitment, and satisfaction etc.

Table 2 showed that poor funding, indiscipline, and unqualified/inadequate supply of personnel affected management and administrative strategies of teacher education. Arikewuyo (2004) listed amongst others that educational managers lacks competent teachers and administrative /supervisory personnel in teaching profession. Research has also revealed that most candidates admitted into teacher education were those who could not aspire into other profession as a result of low entry qualification into the university. Also,

inadequate funding of teacher education has led to collapse of the system. Good idea hatched into plan does not see the light of the day due to poor funding. Inadequate funding has also led to the fallen standards of teacher education. On the other hand, unqualified lecturers who lack research - based qualifications are employed. They disagree with item 3 i.e. unqualified/inadequate teachers.

In line with the findings from table 3, it revealed that the strategies for repositioning teacher education in south-south include: Adequate funding provision of physical facilities and equipment, establishment of professional ethics. All institute of teacher education should be provided with good and convenient classrooms as well as well-equipped laboratories. The scores for corresponding attitude with certificate was low hence they both disagreed.

Conclusion

Based on the careful examination of the findings, it is concluded that government and other teacher education stakeholders should evaluate teacher's productivity, employees' commitment, participation, and innovation as they point towards effectiveness. The constraints to effectiveness such as finance indiscipline and administrative constraints should be addressed.

Finally, alternative measures including the ones identity by this study should be adequately implemented to achieve optimum productivity of teacher education.

Recommendations

Consequent on the findings, the following recommendations were made:

1. Adequate measures should be put in place to regularly evaluate teachers'

productivity, commitment, participation, and innovation as they serve as effectiveness indices.

2. Teacher education should be carefully funded and discipline implemented.
3. Professional ethics should be fixed as a watch word in order to achieve optimum productivity.

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