

Teachers' Perception of Educational Provision in Administration of Primary Schools in Akwa Ibom State Nigeria

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Abstract

The study surveyed teachers' perception of educational provision in administration of primary schools in Akwa Ibom State, Nigeria. To achieve the aim of the study, two hypotheses were formulated based on library facilities and instructional materials as sub-variables. The Survey design was adopted for the study. The population of study consists of one thousand one hundred and sixty four (1164) primary schools and ninety five thousand three hundred and ten (95,310) teachers from the (31) thirty one Local Government Areas of in Akwa Ibom State during 2018/2019 session. The sample of the study is made up of one hundred and sixteen primary schools which represent ten percent (10%) of four hundred and seventy seven teachers which represent five percent (5%) of the population selected using proportionate sampling technique. The relevant data for the study was collected through a structured questionnaire tagged: "Teachers' Perception of Educational Provision of Administration of Primary Schools Questionnaire" (TPEPAPSQ). The instrument was face validated by the experts in the Institute of Education, University of Calabar. The reliability was established using Cronbach alpha reliability and the indices were 0.89 and 0.92 for perception of library facilities and instructional materials, respectively. The data obtained were analyzed using population t-test. The results of the study revealed that libraries facilities and instructional materials are significantly perceived to be important in administration of primary schools. Based on the findings, it was therefore recommended that; government and ministry of education should equip all primary schools with libraries facilities and instructional materials, as well as other educational provisions to ensure proper service delivery in our primary schools.

Keywords: Educational Provision, Administration, Primary school.

Introduction

Education being an investment is considered as effective instrument for social, economic and political transformation of the society. Every primary educational institution established has its specific purpose which is aimed at impacting knowledge and appropriate skills to the learners that will enable them develop to contribute meaningfully to the society's growth. Tella, Idayat and Memudu (2016) opines that Primary education in Nigeria refers to education which children receive from the age of 3 years to 12 years plus. It is the educational level that involves effective management and control of resources by the administration that will enhance the foundational learner's academic performance leading to preparing ground for secondary education.

In view of this, Adebayo (2001) posits that there has to be administration in any organization as long as it consists of people brought together in hierarchical set-up making use of tools, equipment, human and material resources, all in the quest of attaining the goals for

which the organization is established. This is very significant for the administrators in primary schools administration as the key actors to play a critical function in supporting pupils in schools to perform better in their academics.

Imogie (2000) asserts that education is a catalyst which paves the way for the realization of people's aspiration in all facets of life. Primary education is known for such roles in development of pupils and it is accepted internationally. The federal Government of Nigeria in her National Policy on Education (2013:7) stipulates the goals of primary education to;

- (a) Inculcate permanent literacy, numeracy and the ability to communicate effectively;
- (b) Lay a sound basis for scientific, critical and reflective thinking;
- (c) Promote patriotism, fairness understanding and national unity;
- (d) Instill social moral norms and value in the child;
- (e) Develop in the child the ability to adapt to the changing environment;
- (f) Provide opportunities for child to develop life manipulative skills that will enable the child function effectively in the society within the limit of child's capability.

(pp.7). In pursuance the above stated goals, educational provision (such as library facilities and instructional materials) ought to be provided by the administration of primary schools to link the pupils with skills and knowledge required in mastering every subject in the school curriculum. Educational resources include the teachers, the school, human being in the community at large and other fundamental materials like pencil, pen and exercise book which the learners are expected to have at any point in time to facilitate learning (National Open University, 2009)

There is no way these goals could be realized without putting in place the educational resources that will help to manage all the school operations and ensuring a safe productive learning to the learners in the primary schools. Effective learning take place with educational provision which arouses the learner's interest and help to sustain attention for the lesson taught by a professional teacher. Okendu (2012) asserts that ideas that human and materials resources are to be assembled together by educational administration within the school system for effective teaching and learning cannot be over emphasized. The administration of the primary schools have been saddled with the responsibilities that could impacts decisions, maintain academic standard and integrity in all schools. In situations such as this, it become worrisome and a matter of concern to the researchers, parents and the communities at large about a serious decline in educational provision offered to primary schools in Akwa Ibom State, this is evident in that, the pupils' performances in academic and quality of young school leavers produced in the primary schools have fallen below expectation, due to inadequate educational provisions provided during learning and teaching. Ahmed (2003) revealed that in most of the nation's schools, teaching and learning take place under very unconducive environment, lacking the basic materials and these hindered fulfillments of educational objectives.

Unfortunately, the researchers has observed that, most libraries as media center for information in primary schools lack some textbooks; story books, cartoon and novels that can communicate ideas to the pupils as expected. Some available textbooks found in some primary schools in Akwa Ibom State are not organized on the shelves to help pupils obtain adequate knowledge of books search and career development in education being the bedrock of education. Some of the primary schools who claimed to have library facilities end up squeezing the library facilities in head teachers or general staff offices resulting in inaccessibility to library

by pupils and teachers. Some schools lack adequate instructional materials such as real objects, flash cards, picture books and travel books that could help the pupils to internalize every subject taught by teachers. Some schools that have instructional materials do not have enough to serve the population of pupils in the schools. Despite that, government has made several efforts to revitalize the primary education by equipping libraries with adequate facilities and providing instructional materials such as real objects, teacher made note, magazine, charts, newspapers, wall maps, pictures and notice boards, renovating dilapidated structures, granting every school child free education in the primary schools, building academic trust on teachers and administrators by organizing trainings, conferences and workshops, also making prompt payment of the salaries to motivate teachers to impart knowledge on pupils well, the problem keep persisting. Ahunanya and Ubabudu (2006) also reiterated the important of provision of adequate facilities for effective teaching and learning to take place. Education provision is to enhance easy self learning that could help the pupil to imbibe moral value and ethic in the schools and in the society but such is not found in the area under study, these challenges may be very serious without appropriate interventions by primary schools administration as teachers and pupil continue in learning activities.

According to Etim (2012) who sees library as part of the school books and non- book materials are housed, where these materials are to be used by teachers and pupils for learning and relaxation. Unequipped library in the primary schools can be directly attributed to deficiencies in teaching and in the learning process. For example pupils who are not given access to the library or expose to instructional materials during lesson presentations might not improve in their reading abilities and communication skills, they are faced with inadequate knowledge of book search to solve academic problems which in turn may cause them in variety of reasons to fail in their performances during assessment.

A research work conducted by Doosuur and Lgyuva (2014) on the use of libraries among children in primary schools in Markurdi Metropolis, Benue State - Nigeria, using a survey research design method. Structured questionnaire was used to collect data from 366 participants. The finding showed that generally, there was a high level of reading interest and proficiency among the children which is a good indicator of the use of library resources but a low level of volume of book read, which indicated low level of library use. It was concluded that although the children reported high interest and proficiencies in reading, their low income for providing reading materials indicated low use of library. Based on this, it was recommended that; the government and proprietors of private schools should provide and encourage children to use the library frequently. It is understandable that quality output of primary education is dependent on well-equipped libraries with modern facilities. Adeniji (2006) sees the school library as the heart and soul as it impact all categories of learners from slowest learners in the kindergarten to the most intelligent senior in the higher school through the provision of print and non-print material to aid learning. Primary school is vital and deserves to be handled with caution and great care.

Chukwuji, Nwankwo, Victor, Gadanga, Aliyu, Sule and Yusuf (2017) investigated the availability and use of library resources in post-secondary schools in Gusau Local Government Area of Zamfara State. Descriptive survey method was adopted for the study. The population consisted of all the twenty (20) post primary schools in Gusau Local Government Area of Zamfara State and the target respondent were the principals, teachers and non-teaching staff of the schools. Stratified random sampling was adopted for the study because of its

appropriateness and this ensures that no part of the population is excluded fifteen (15) post primary school out of twenty (20) available schools were selected representing 75% of the total number of the post primary school. The study made use of the questionnaire, observation distributed to respondents for data collection. The finding revealed that in most of the post primary school there is no library resources, some available ones are absolute. Based on the finding, it was recommended that Zamfara State government should give emphasis to library development through construction and equipping of good functional libraries in their post primary schools. Makotsi (2005) emphasized that children and adults need access to a wide range of reading materials to help them acquire and maintain fluent reading skills, broken horizons and think independently and critically. Without provision of libraries facilities as part and parcel of a school set up programmes, the success of the administration could be hampered. Low productivity in primary schools has been a major concern to administration of the primary schools and this is blamed on the teachers who seemingly are not provided with adequate instructional materials. Instructional materials are very important components of lesson delivery.

Accordingly, Inyang-Abia (2004) defined instructional materials to include all the materials through which messages can be produced, stored, transmitted, retrieved, amplified, reproduced, channeled or carried between the sources and receiver to facilitate learning, such resources and their accompanying aids like charts, maps, globes, cassette recorders or other recording machines must be adequately provided for both teachers and pupils in all primary schools in different part of the country, he stressed. Sale (2016) investigated on the place of use of instructional materials in quality teaching at primary school level in Katsina metropolis. Nigeria. The study employed survey design using cluster sampling technique. The questionnaire was used for data collection and statistical and frequency tables were used to analyze the data gathered. The result showed that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. Based on the findings, it was recommended that there should be the provision of adequate and updates instructional materials to all primary schools in Katsina State for effective teaching and learning. Instructional materials are used by teachers to ensure that; ideas and long term retention of the lesson taught are experienced in the learners. Inadequate provision of instructional materials hampers the achievement of quality of lessons taught in schools.

Hilda and Bernard (2015) conducted a studying on availability and use of instructional material in the teaching of conflict and conflict resolution in primary school in Nandi North District, Kenya. Descriptive survey was used for the study. Data was collected and analyzed using percentage and frequency count. The finding indicated that many of the primary school social studies teachers had not attended any in service courses to induct them how to teach emerging issues like conflict and conflict resolution in the current primary curriculum. The teacher also lacked sufficient instructional materials for effective teaching of the topic. Based on the finding it was recommended that social studies teachers to be retrained and sensitized on the appropriate instructional materials for teaching conflict and conflict resolution. Instructional materials, if adequately provided enable the learners' pupils to internalize and apply all that has been taught by teachers. Isangedighi (2004) posited that it is a sad situation where in some primary school libraries are non-existent, facilities are not sufficient, teachers who are poorly prepared and poorly equipped use improvised setting. This may be possible hindrance why many primary school pupils cannot read and write simple sentences taught in

schools, lack manipulates skills to improve on their academic performance and cannot advance educationally in the study area.

It is against this background that the researchers intend to investigate how educational provision is significance in administration of primary schools in Akwa Ibom State, Nigeria.

Purpose of the Study

The purpose of this study is to examine the teachers' perception of educational provision in administration of primary school in Akwa Ibom State, Nigeria. Specifically, the study sought to determine.

1. How teachers perceive the provision of library facilities for primary schools administration.
2. Teachers' perception of provision of instructional materials for primary schools administration.

Statement of Null Hypotheses

1. Teachers' perception of the Provision of library facilities for primary school administration is not significantly positive.
2. Teachers' perception of the Provision of instructional materials for effective primary schools administration is not significantly positive.

Methodology

This study adopted the survey research design. This design was chosen to enable the researcher gather data at a particular time with the intention of describing to existing phenomenon or identifying the standard against which existing phenomenon can be compared (Isangedighi, Joshua, Asim & Ekuri, 2004). The population of the study consists of one thousand one hundred and sixty four (1164) primary schools and ninety five thousand three hundred and ten (95, 310) teachers from the (31) thirty one Local Government Areas of Akwa Ibom State during 2018/2019 session. The sample of the study is made up of seventy seven teachers drawn from one hundred and sixteen primary schools in Akwa Ibom State which represent five percent (5%) of the population selected using proportionate stratified random sampling technique. The relevant data for the study was collected through a structured questionnaire tagged: "Teachers' Perception of Educational Provision of Administration of Primary Schools Questionnaire" (TPEPAPSQ). The questionnaire was made up of two sections; section A and B. Section A sought for respondents' demographic data and section B consisted of twelve (12) items measuring teachers perception of library facilities and instructional materials in primary school administration. The questionnaire had four response categories: Strongly Agree (SA) – 4 points, Agreed (A) – 3, Disagree (3) – 2 point and Strongly Disagree (SD) – 1 point. The instrument was face validated by experts in the Institute of Education, University of Calabar. The reliability was established using Cronbach alpha reliability and the indices were 0.89 and 0.92 for perception of library facilities and instructional materials, respectively. Data were analysis using population t-test.

Presentation of results

Null Hypothesis 1: Teachers' perception of the Provision of library facilities for primary school administration is not significantly positive. The result of data analysis is presented in Table 1

Table 1: Population t-test analysis of teachers' perception of the provision of library facilities for primary school administration (n=477)

Perception of provision of library facilities	\bar{X}	SD	t	Sig of t
Observed	17.58	2.76	19.85*	.000
Expected	15.00	2.76		

*Significant at 0.05 level of significance

The information in Table 1 shows that teachers' perception of the provision of library facilities for primary school administration is significantly positive ($t=19.85$; $p=0.000$). Hence, the null hypothesis is rejected.

Null Hypothesis 2: Teachers' perception of the Provision of instructional materials for effective primary schools administration is not significantly positive. The result of data analysis is presented in Table 2

Table 2: Population t-test analysis of teachers' perception of the provision of instructional materials in primary schools administration ($n=477$)

Perception of provision of instructional materials	\bar{X}	SD	t	Sig of t
Observed	18.24	4.78	14.73*	.000
Expected	15.00	4.78		

*Significant at 0.05 level of significance

The information in Table 2 shows that teachers' perception of the provision of instructional materials for effective primary school administration is significantly positive ($t=14.73$; $p=0.000$). Hence, the null hypothesis that teachers' perception of the provision of instructional materials for effective primary school administration is not significantly positive is rejected at the 0.05 level of significance.

Discussion of Findings

The finding of the study reveals that teachers' perception of library facilities for primary schools administration is significantly positive. This is because teachers believe that adequate knowledge of books search in the school library enhances pupils' career development in primary education and it helps the head teacher in proper administration of the school. This is in agreement with Doosuur and Lgyuva (2014) who conducted a study on the use of libraries among children in primary schools in Markurdi Metropolis, Benue State – Nigeria. The finding showed that generally that there was a high level of reading interest and proficiencies among the children which are good indicator of use of library resources but a low level of volume of book read, which indicate low level of library use. This implies that library facilities are vital in advancement of pupils' performance.

Teachers' perception of provision of instructional materials in primary schools administration was found to be significantly positive. This is not coming as a surprise as the teachers are aware that if instructional materials are provided in schools, they will be able to properly deliver their lessons as one of most important activities of the school. When lessons are delivered well as at when due, the school administrator is not likely to have administrative

problems. Indeed, instructional materials are very important components of lesson delivery and administration of schools where lessons are delivered well are most likely to meet the goal of the schools. The study is in line with Sale (2016) that investigated on the place of use of instructional materials in quality teaching at primary school level in Katsina metropolis, Nigeria. The result showed that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. Provision of adequate and updated education resources in the primary schools enhances effective teaching and learning. This study is in consonance with that of Inyang-Abia (2004) defined instructional materials to include all the materials through which messages can be produced, stored, transmitted, retrieved, amplified, reproduced, channeled or carried between the sources and receiver to facilitate learning, such resources and their accompanying aids like charts, maps, globes, cassette recorders or other recording machines must be adequately provided for both teachers and pupils in all primary schools in different parts of the country, he stressed. This implies that sufficient instructional materials in schools improve pupils' ability and skills to understand the different subjects taught by their teachers.

Conclusion

Based on these findings, it is concluded that certain factors within the school environment are considered important by teachers to assist in proper administration of primary schools in Akwa Ibom State. Such factors include, and not limited to the extent that library facilities and instructional materials are provided in the primary schools for teaching and learning by the administrators of primary schools.

Recommendations

Based on the findings, the following recommendations were made:

- 1) Government and ministry of education should equip all primary schools with libraries facilities such textbooks, cartoons novels and story books to enhance pupils with easy self learning.
- 2) Instructional materials, as well as other educational provisions should be provided in all the subjects to ensure proper service delivery in our primary schools.

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