

COURSE GUIDE

EDU 412 PRINCIPLES OF EDUCATIONAL MANAGEMENT

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INTRODUCTION

EDU 412: Principles of Educational Management is a 400 level, second semester course. It is a two credit unit course for all students offering Bachelor of Arts, Bachelor of Science in Education. The course is also suitable for anyone who wants to learn about the management of education at any level.

The course exposes you to an understanding of many of the concepts of educational management and its application in the administration of educational institutions. It will also assist school administrators apply these concepts to the tasks and roles that they perform as school heads and chief executives in the education sector.

The course consists of sixteen units in three modules and a course guide. The course takes you through the meaning and basic concepts in educational administration, the development of administration, leadership in educational institutions, supervision of instruction, educational law and control of education in Nigeria, organisation of ministries of education, the functions of the state ministry of education, the functions of the State Primary Education Board (SPEB) and other boards of education in Nigeria, school plant, mapping and maintenance and planning of school plant. This course takes you through school records, time-table, budget, discipline and school – community relationship.

This Course Guide tells you briefly what the course is all about, what course materials you will be using and how you will work your way through these materials. It suggests some general guidelines for the amount of time you should spend on each unit of the course for its successful completion.

It also gives you some guidance on your tutor-marked assignment which will be available at the end of every unit. There are regular tutorial classes that are linked to the course at designated centers throughout the country. You are advised to attend tutorial sessions at designated centre close to you.

WHAT YOU WILL LEARN IN THIS COURSE

The overall aim of EDU 412: Principles of Educational Management is to introduce basic concepts of educational management and acquaint you with some important skills needed for the application of knowledge of educational management to the day-to-day activities in educational organisations.

An understanding of this course is vital because it serves as a framework for the application of educational management knowledge to administration and other activities in educational institutions. From time-to-time, educational administrators need to make decisions, which may include interpretation of the policies and programmes of government of the country as they affect educational institutions. During this course, you will learn about educational management as a concept and the roles expected of educational administrators in applying these concepts to daily school activities, such as school records, education law and control of education in Nigeria, functions of state primary education board and other boards in the education industry in Nigeria, school records and school budgets.

The course will expose you to an understanding of various types of management support systems available for educational managers which can assist in arriving at a decision without time wastage. Specific reference will be made to other uses of educational management.

COURSE AIMS

The aim of the course can be summarised as follows: to provide students with an understanding of the concepts which underline the use of the knowledge of educational management to enable educational administrators to evaluate the appropriate usage of management techniques, to analyse the influence of educational management to educational organisations, and to plan and manage the available records in the school. The course also aims to explain:

- the meaning of management and basic concepts of educational administration
- the functions of school administrators and qualities of school administrators
- the various types of school administrators
- the various types of leadership styles we have
- the factors influencing the choice of leadership style adopted by a school leader
- the concept of supervision and inspection
- the history of supervision in Nigeria
- the reasons instructional supervision is a must in Nigerian schools;
- the various forms of inspection
- the challenges of supervision of instruction in Nigeria
- the evolution of education laws in Nigeria
- the functions of the federal and states ministries of education in Nigeria

- the reasons for the establishment of State Primary Education Board
- the functions of NUC, NCCE, and NBTE
- the meaning of school plant, school mapping and management of school plant
- the principles of school plant planning
- the stages involved in the provision of school plant
- the solutions to the problem of school plant maintenance
- the importance of school records
- the reasons for keeping school records
- the various types of records kept in schools
- the importance of school time-table
- the meaning of a school budget and methods of preparing school budget
- the importance and challenges of school budget
- the meaning and causes of acts of indiscipline in our schools
- ways of controlling the act of indiscipline in the schools
- the roles of the school to the community and the roles of the community to the school.

COURSE OBJECTIVES

To achieve the aims set out, the course sets overall objectives. Each unit also has specific objectives at the beginning of the unit; you should read them carefully before you start working through the unit. You may want to refer to them during your study of the unit to check on your progress. You should also look at the unit objectives after completing a unit. In doing so, you will be sure that you have followed the instructions in the unit.

Below are the wider objectives of the course as a whole. By meeting these objectives, you should have achieved the aims of the course.

On successful completion of the course, you should be able to:

- define management, administration, organisation and educational administration
- explain the functions of educational administration
- distinguish between management and educational administration
- explain the characteristics of organisation
- enumerate the principles of organisation
- define leadership and leadership styles
- identify the various types of leadership styles that can be adopted by educational administrator
- distinguish between supervision and inspection

- define supervision of instruction and explain the purpose of supervision of inspection
- explain the various forms of inspection we have and the challenges facing supervision of instruction
- suggests solutions to the identified challenges
- distinguish between law and rule; written and unwritten law, and statutory and customary laws
- trace the history of education law in Nigeria
- distinguish between federal and state ministry of education
- draw the organogram of the federal and state ministries of education
- explain the functions of the federal and state ministry of education
- explain why SPEB is needed
- explain the importance of NUC, NCCE, and NBTE in Nigeria
- trace the historical development of NUC in Nigeria
- define school plant, school mapping and management of school plant
- give reasons why school plant must be maintained
- highlight the various types of school plant maintenance
- define school plant planning
- list the principles of school plant planning and the process of arriving at logical school plant facilities
- mention the types of spaces expected to be provided for at the school site
- explain the constraints militating against school maintenance
- explain the meaning of a school record
- explain the reasons why records are kept in schools
- mention the various records on the statutory and non-statutory lists
- list some vital records in the school and their uses
- mention the usefulness of admission register
- define the school time-table
- mention the importance of the school time-table
- mention the various types of time-table
- highlight the guidelines to be followed in constructing a school time-table
- explain the steps to be followed by a school head to ensure school effectiveness through effective school time-table
- distinguish between budget and school budget
- list the purpose of a school budget
- explain the various methods to be followed in preparation of a school budget

- highlight the challenges facing school heads in preparing a workable school budget
- define indiscipline
- mention some acts of indiscipline among Nigerian adolescence
- discuss the various causes of indiscipline in Nigerian schools
- suggest what school heads can do to ensure discipline in schools
- give a brief definition of a school and a community
- list two types of communities
- highlight the roles of community to the school
- highlight the roles of school to the community
- discuss the factors influencing the school community relationship.

WORKING THROUGH THIS COURSE

To complete this course, you are required to read all the study units in the study material, related books and materials provided by the National Open University of Nigeria (NOUN). Each unit has self assessment exercises, and at regular intervals in the course, you are required to submit assignments/exercises for assessment purposes. At the end of the course, is a final examination. The course should take you about 16 weeks to complete. Below, you will find listed all the components of the course, what you have to do and how you should allocate your time to each unit in order to complete the course successfully.

Each study unit consists of one to two weeks work, and includes introduction, objectives, reading materials, exercises, conclusion, summary, tutor-marked assignments (TMAs), references/further readings. In general, these exercise/practice questions test you on the materials you have just covered and reinforce your understanding of the materials. Together with the Tutor-Marked Assignments, these exercises will assist you in achieving the stated learning objectives of the individual units and of the course.

STUDY UNITS

The study units in this course are as follows:

Module 1 The Concept Of Administration And Instruction

Unit 1	Definition and Interpretation of Basic Concepts
Unit 2	The Development of Administration
Unit 3	Leadership in Educational Institution
Unit 4	School – Community Relations

- Unit 5 Supervision of Instruction 1
- Unit 6 Supervision of Instruction 2

Module 2 Education Laws And School Plant

- Unit 1 Education Law and Control of Education in Nigeria
- Unit 2 Organisation of the Ministry of Education
- Unit 3 Functions of the State Primary Education Board and Other Boards of Education/Commission in Nigeria
- Unit 4 School Plant, Mapping and Maintenance
- Unit 5 Planning of School Plant

Module 3 School Records And Administration

- Unit 1 School Records 1
- Unit 2 School Records 2
- Unit 3 School Time-Table
- Unit 4 School Budget
- Unit 5 Discipline and the School Administration

ASSESSMENT

There are three aspects to the assessment of the course; the first is the self assessment/exercises, the second is the Tutor-Marked Assignments; and the third is the end of the semester written examination.

In tackling the assignments, you are advised to be sincere in attempting the exercises/practices; you are expected to apply the information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor for formal assessment in accordance with the deadlines set by the authority of the National Open of Nigeria (NOUN). The Tutor-Marked Assignments you submit to your tutor will count for 30 per cent of your total course mark.

At the end of the course, you will need to sit for a final written examination of two hours duration. This examination will also count for 70 per cent of your total course mark.

TUTOR-MARKED ASSIGNMENTS

You are to contact your study centre to collect the approved tutor marked assignment for the semester. You are advised to attempt and submit all the Tutor-Marked Assignments given to you at the study centre, the best three will be counted for you. Each assignment counts 10 per cent towards your total course mark.

Assignment questions/practice exercises for the units in this course will be contained in the *Assignment Folder*. You will be able to complete your assignments from the information and materials contained in your reading, references and study units. However, it is desirable in all degree level education to demonstrate that you have read and researched more than the required minimum. Using other references will give you a broader viewpoint and may provide a deeper understanding of the course.

When you have completed each assignment, send it together with the TMA (Tutor-Marked Assignment) form, to your study centre manager/counsellor who will hand it over to the instructional facilitator appointed for the course at the study centre. Make sure that each assignment reaches your study centre on or before the deadline set by the authority of the National Open University Nigeria (NOUN) which will be made known to you through your study center manager/counsellor. If for any reason, you cannot complete your work on time, contact your study centre manager/counsellor before the assignment is due for submission to discuss the possibility of an extension. Extension will not be granted after the due date except in exceptional circumstances.

FINAL EXAMINATION AND GRADING

The final examination for EDU 412 will be of two hours' duration and have a value of 70 per cent of the total course grade. The examination will consist of questions, which reflect the types of self-testing, practice exercises and tutor-marked assignments you previously attempted. All areas of the course will be assessed.

Use the time between finishing the last unit and sitting for the examination to revise the entire course. You will find it useful to review your self-tests, Tutor-Marked Assignments and the comments on them before the examination. The final examination covers information from all parts of the course.

HOW TO GET THE MOST FROM THIS COURSE

In distance learning, the study units replace the university lecturer. This is one of the great advantages of distance learning. You can read and work through specially designed study materials at your own pace, and at a time and place that suit you best. Think of it as reading the lecture instead of listening to a lecturer. In the same way that a lecturer might set you some reading to do, the study unit will tell you when to read other materials. Just as a lecturer might give you an in-class exercise, the study units provide exercises for you to do at appropriate time.

Each of the units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with other units and the course as a whole.

Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the unit you must go back and check whether you have achieved the objectives. If you make a habit of doing this, you will significantly improve your chances of passing the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from a reading section of some other sources.

Self-assessment practices are interspersed throughout the end of the units. Working through these practices will help you to achieve the objectives of the unit and prepare you for the assignments and examination. You should do each self-assessment exercise as you come to it in the study unit.

There will also be numerous exercises given in the study units, work through these when you come to them too.

The following is a practical strategy for working through the course. If you run into any trouble, telephone your facilitator or send an e-mail which will be replied in less than 72 hours. Remember that your tutor's job is to assist you when you need help, therefore do not hesitate to call and ask your tutor to assist you.

- Read through this Course Guide thoroughly.
- Organise a study schedule. Refer to the Course Overview for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information e.g. details of your tutorials, and the date of the first day of the semester will be made available through the study centre. You need to gather all these information in one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working through each unit of the course.
- Once you have created your own schedule, do everything you can to stick to it. The major reason students fail is that they get behind with their course work. If you get into difficulties with

your schedule, please keep your tutor informed before it is too late for help.

- Turn to unit 1, read the introduction and the objectives for the unit.
- Assemble the study materials. Information about what you need for a unit is given in the “*Overview*” at the beginning of each unit; you will always need both the study unit you are working on and the one on your references, on your desk at the same time.
- Working through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the units, you will be instructed to read sections from your other sources. Use the unit to guide your reading.
- Well before the relevant due date, check your assignment file and make sure you attend to the next required assignment. Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
- Review the objectives for each study unit; confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.
- When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to face your study so that you keep yourself on schedule.
- When you have submitted an assignment to your study centre for onward submission to the facilitator to mark, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your facilitator's comments, both on the tutor-marked assignment form and also on the comments written on the assignment. Consult your facilitator as soon as possible if you have any questions or problems.
- After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the course guide).

FACILITATORS/TUTORS AND TUTORIALS

There are tutorial/facilitation hours provided by the National Open University of Nigeria (NOUN) in support of this course. You will be notified of the dates, time and location of this tutorials/facilitation, together with the names and telephone number of your tutor/facilitator, as soon as you are allocated a tutorial group.

Your tutor/facilitator will mark and comment on your assignments, keep a close watch on your progress and on any difficulties you might encounter and provide assistance to you during the course. You must submit your tutor-marked assignments to your tutor/facilitator well before the due date. They will be marked by your tutor/facilitator and returned to you as soon as possible. Do not hesitate to contact your tutor by telephone, e-mail, or discussion board if you need help. The following might be circumstances in which you would find help necessary.

Contact your Tutor/Facilitator if:

- you do not understand any part of the study units or the assigned readings
- you have difficulty with the self-assessment exercise
- you have a question or problem with an assignment or
- you have a question with your tutor's/facilitator's comment on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials/facilitation provided by the NOUN. This is the only chance to have face-to-face contact with your tutor/facilitator and your mates and to ask questions which are answered instantly. To gain the maximum benefit from course tutorials/facilitation, prepare a question list before attending them. You will learn a lot from participating in discussions actively.

SUMMARY

EDU 412 (Principles of Educational Management) intends to introduce the concepts and meaning of educational management to you. Upon completion of this course, you will be equipped with the basic knowledge of the important concepts of educational management and the importance of educational management to educational administration.

You will be able to answer these questions:

- What is management?
- What are the functions of educational management?

- What are the challenges of educational management in Nigeria?
- What is supervision?
- What are the nexus between supervision and inspection?
- What are the factors that influence the leadership styles adopted by any leader?
- What are the challenges facing supervision in Nigeria?
- What are the differences between civil and criminal law?
- What are the functions of the federal ministry of education?
- What are the functions performed by SPEB in your state?
- What are the reasons for the establishment of NUC in Nigeria?
- Mention the various types of school plant maintenance
- What is school plant?
- What is school mapping?
- What is management of school plant?
- What are the processes of arriving at logical school plant facilities?
- What are the constraints militating against school maintenance?
- List the principles of school plant planning.
- What are the solutions to the problems of school plant maintenance?
- Why do school heads keep school records?
- What is school time-table and its importance?
- What are the challenges facing the school head in the preparation of a school budget?
- What is school – community relationship?

Indeed, the list of questions that you can answer is not limited to the above. To gain the most from this course you should try to apply the principles and concepts of educational management to the practice of administration of educational institutions.

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MODULE 1 THE CONCEPT OF ADMINISTRATION AND INSTRUCTION

Unit 1	Definition and Interpretation of Basic Concepts
Unit 2	The Development of Administration
Unit 3	Leadership in Educational Institution
Unit 4	School – Community Relations
Unit 5	Supervision of Instruction 1
Unit 6	Supervision of Instruction 2

UNIT 1 DEFINITION AND INTERPRETATION OF BASIC CONCEPTS

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4.0	Conclusion
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1.0 INTRODUCTION

Management is often described as a ubiquitous concept which is present in every aspect of human endeavour. Whether in business, hospital, religion, or even at home, management is indispensable. Therefore, management is not only necessary, it is also compulsory, as every organisation needs to be controlled, ruled or governed. The absence of management in any organisation may not only lead to derailment of the objectives of the organisation alone, it may also lead to breakdown of law and order. It is in this regard that Ogunsaju (1998) contends that management becomes a crucial function in every organised society, especially when there are complex assignments to be performed and when two or more people are involved.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define management
- distinguish between management and administration
- explain what organisation is.

3.0 MAIN CONTENT

3.1 The Meaning of Management

Everyone manages something, even if it is just themselves, and their personal finances. The essence of management is to achieve a goal as efficiently as possible. One can also plan for holiday by carefully planning how to spend every day and make better time and get more out of the holiday. Management is like investment. Managers have resources to plan with, their own time and talent as well as human and material resources. The goal of management is to get the best return on those resources by getting things done efficiently and economically.

The term management means many things to many people. In modern general saying, the term management implies the process by which a cooperative group directs action towards common goals. But to a modern industrialist, management means “getting things done through other people”. To the economist, management is just “one of the factors of production”; to the sociologist, management is “a class or status system”. However, in the modern organised context, management is viewed as a social process which is designed to ensure the cooperation, participation and involvement in the effective achievement of a given objective.

Management, to Peter Drucker (1999), is an organ of institutions, the organ that converts a mob into an organisation and human efforts into performance. Peretomode (1991) also defines management as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day-to-day running of an organisation. Nwadiani and Sokefun (1999) conceive management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organising human and material energies with a unified system, designed to accomplish pre-determined objective of the organisation. Sherlekar (1984) defines management as the guidance, leadership and control of the efforts of a group toward some common objectives. It is a social/interactional and economic process involving a sequence of coordinated events planning, organising, coordinating and controlling or leading – in order to use

available resources to achieve a desired outcome in the fastest and most efficient way.

From the foregoing, management may be defined as a process of coordinating human and material resources in order to achieve an organisation's objectives. It can also be said that management is a process of assessing and maintaining an environment in which individuals working together in groups, can accomplish pre-selected missions and objectives effectively and efficiency.

The definition of management above has the following implications:

1. **Function:** Management implies that managers have functions to perform within organisations. Even though such functions may vary from one organisation to another, the process involved is likely to be the same. Several authors like Henri Fayol and Elton Mayo identify the five basic functions performed by management of all organisations as planning, organising, directing, coordinating and controlling. Some scholars have added budgeting, leading, communicating and educating as other functions of the manager.
2. **Productivity:** The essence of management is to produce. It is interesting to note that most of the enterprises whether private companies, government agencies, or educational institutions (either profit or non – profit oriented) are set up to produce either goods, product, people or services. The ultimate objective of a manager is to create surplus. In raw economic term, this is referred to as profit maximisation. Management therefore would want to use people and materials efficiently to achieve this goal.
3. **General Application:** Management applies to all kinds of organisations. Owing to the wide distribution of the enterprise which of course includes all kinds of organisations goal might vary, materials used could be different and people within the organisation may differ in age, sex, qualifications. Whatever the differences, the essence of management is to put them into efficient and effective use. Therefore, management as an organised body of knowledge provides clear insight as to how to apply management techniques to achieve organisational goals.

4. ***Applicable to all levels:*** Management applies to all levels of organisational life. It is pertinent to observe that within each organisation, there is a mapped out structure. The structure so to say depicts the organisational hierarchy. Both the structure and the hierarchy therefore depend on individual responsibilities and authorities to perform. The performance of these therefore, at any level requires management.

Interestingly, not all groups believe that they need management, but it is undisputable that management is essential in all organised corporations as well as at all levels of organisation in an enterprise.

SELF ASSESSMENT EXERCISE 1

From what you have learnt, what is the meaning of management and what are its implications to a manager?

3.2 The Meaning of Administration

Administration is the ability to mobilise human and material resources towards achievement of organisational goals. Ogunsaju (1998) opines that administration is concerned with a variety of tasks. Nwankwo (1987) in his own view describes administration as the careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of specific objectives. However, Campbell, Bridges & Nystrand (1984) say the main purpose of administration in any organisation is that of coordinating the efforts of people towards the achievement of its goals. Peretomode (1991) defines administration as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day-to-day running of an organisation.

From all the above, administration is a process and it is sometimes used synonymously with management. Beach (1975) corroborate the statement by saying that administration is a part of management which is concerned with the installation and carrying out of the procedures by which programmes, plans and targets are laid down and communicated, and the progress of activities regulated and checked against them. Administration may be defined as a process of coordinating human and material resources in order to achieve organisational goals.

3.3 The Meaning of Educational Administration

The concept of educational administration may not be totally different from what we are familiar with in the concept of administration. In Nigeria, education at different levels has its objectives as stated in the National Policy on Education, the most important of the objectives that cut across all the levels of education is teaching and learning. It is the function of the school to produce educated and enlightened human beings who would be able to contribute positively to the development of the society. This forms the opinion of Olaniyi (2000) who describes school as a social institution which does not exist in a vacuum. He said further that a school is a micro-community, existing within a macro-community to mould the habits, interest, attitudes and feelings of children and transmit from one generation to another. The school comprises certain personnel i.e. teaching and non-teaching staff as well as students. These human resources in the school work with some materials, such as instructional materials, equipment, and financial resources in order to achieve the objectives of the school as stated in the National Policy on Education (2004).

Administration is very germane to the realisation of the school's objectives – indeed, the success of the school system depends largely on the administration of the school is handled. The teachers, students, non-teaching staff and resources must be efficiently arranged, monitored and controlled, so that they would work harmoniously according to (educational plan). Even the National Policy on Education (2004) emphasises the success of the entire educational system on proper planning, efficient administration and adequate funding. School administration is the process by which principles, methods and practices of administration are applied in educational institutions to establish, maintain and develop such institutions in line with the goals of the institutions. Akinwumi & Jayeoba (2004) define school administration as the scientific organisation of human and material resources and programmes available for education and using them systematically and meticulously to achieve educational goals.

Basically, educational administration implies the arrangement of the human and material resources and programme available for education and carefully using them systematically for the achievement of educational objectives. Thus, an educational administrator, whether in the ministry of education, the schools board, or in a school is essentially the organiser, the implementer of plans, policies and programmes meant for achieving specific educational objectives. The educational administrator may contribute, one way or the other, in planning, policy – making and programme designing, yet his major role rests with the effective and efficient implementation of such plans, policies and

programmes for the benefit of education. Viewed from this angle, educational administration is concerned with organisation and implementation – it may be categorised under broad areas of:

- Planning and Policy
- Implementation

Although such a categorisation is essentially arbitrary and broad and these aspects of management are closely tied, inseparable and inductive, it is possible to separate the functions of administration from that of planning and policy – making in education. For example, the administrator at the ministry of education (essentially a planner and a policy maker) is concerned with formulating general plans and policies for education.

SELF ASSESSMENT EXERCISE 2

Distinguish between administration and school administration.

3.4 The Meaning of Organisation

Every human being belongs to one organisation or the other. In Nigeria, government workers spend one third of the day i.e. 8 hours (except weekends) out of the 24 hours in the organisation where he/she works for a living. All over the world, groups of people who share common interests tend to come together to plan and arrange for how they can actualise such interests. Any such group of people working together in a coordinated manner to accomplish group results is known as an organisation. Organisations are not new creations. The Pharaohs used organisation to build the pyramids in Egypt; in modern world, there are many organisations established to cater for daily needs of the society.

The word ‘organisation’ has as many definitions as there are perhaps writers in management. Scholars define the concept differently depending on individual circumstance, experience and/or background. To Frame and Horton (1996) organisations are social constructs created by groups in society to achieve specific purposes by means of planned and coordinated activities. These activities involve using human resources and other inanimate resources in order to achieve the aims of the organisation. Organisations most times are corporate and they have definite purpose (s) to achieve. They also have structures that define the behaviour of their members.

Schein (1972) defines an organisation as the rational coordination of the activities of a number of people for the achievement of some common explicit purpose or goal, through division of labour and functions, and through a hierarchy of authority and responsibility.

From the foregoing, an organisation can be said to be a collection of human beings with a common goal. It is a network of relationships among individuals and activities; it involves a process of executive function aimed at ensuring that resources, activities and authority relationships are coordinated to achieve a common goal. It can also be said that an organisation is a collection of people who have united together to pursue and achieve a common aim through collective effort and the pooling of resources.

Organisations are essential to modern life for a number of cogent reasons. First, organisations enable us to accomplish things which we cannot achieve as individuals. Second, organisations help in providing continuity of knowledge through the keeping of records, and third, they provide jobs or careers. Consequently, every modern man or woman, for most of his/her life, is obliged to belong to one organisation or the other, be it an age group, a town or ethnic union, a school or other educational institutions, a religious or civic society, a branch of the armed forces.

3.5 Classification of Organisation

Organisations may be classified into three types:

- i. **Formal Organisation:** This is the type of organisation that has been intentionally planned and structured in such a way that its membership, the rights and obligations of members, degrees of authority, mode of operations and activities are well defined and guided by laid down rules and regulations which are often documented and known to members. Formal organisations in the education industry include Federal and State Ministries of Education and their different parastatals. Others include all institutions of learning e.g. colleges of education, polytechnics, universities, secondary schools, technical colleges and primary schools. Formal organisations comprise groups of people with definite identity, rules, authority and responsibility.

In essence, every formal organisation is set up for the explicit purpose of achieving specific goals and can therefore be distinguished by its task, position and authority relationships. Each formal organisation is characterised by:

a specific task or mission for which it is established

- a single executive head
- a mechanism for planning and coordinating the human and materials resources available to it
- a rational decision making mechanism
- the institution of documented rules and regulations for facilitating and enhancing discipline and common organisational behavioural standard
- the practice of stimulating and motivating members for optimal performance and
- a structure with well defined positions, authority relationships and jobs.

- ii. ***Informal Organisation:*** An informal organisation is the set of evolving relationships and patterns of human interactions within a formal organisation which are not officially prescribed. These are informal groups which emerge within the formal organisation with a desire to protect the interest of members within the formal organisation. Factors that lead to the formation of informal groups are the nature of work, the location of the staff, poor condition of service, government/management insensitiveness to workers needs etc. Examples of informal organisations are trade union, pressure groups within the formal group. To be a member of an informal organisation, one needs to first be a member of a formal organisation. Unlike the formal organisations, informal organisations are usually flexible in that they rarely have clearly stipulated and documented rules and regulations to control their activities and operations.

Since the emergence of informal organisations within the formal organisations is inevitable, they constitute an integral part of every organisation. They are therefore important because they could both be beneficial as well as harmful to the host organisation. Since they grow out of the informal relationships and interactions among members across the structure of the formal organisation, they can also assist in:

- promoting cooperation among departments that have indirect points of official contact
- providing additional channel of communication through the grapevine
- removing or correcting weakness in the formal structure
- getting work done
- helping members to satisfy their social needs and
- providing emotional support for organisation members.

It should be noted that informal organisations could have negative influences on the formal organisation by:

- pursuing goals which are contrary to the goal of the formal organisation
 - participating in acts that can increase the time required to complete formal organisational work and
 - operating as a protective shield against the management of the formal organisation.
- iii. **Social Organisation:** This group arises out of spontaneous feeling without any hard and fast rules of behaviour and there are no clear cut objectives or goals. This group comprises groups of people with the same social interest. Example of social organisations are group of friends, landlord association in a community, social clubs etc.

3.6 Characteristics of Organisations

The following are some of the characteristics shared by organisations:

- i. **Purpose, Objective or Goal:** Organisations are set up to pursue certain objectives, goals or purposes. This serves as a rallying point for all activities of its members. Apart from serving as a common bond for unity, goals/objectives are means of ensuring organisation performance.
- ii. **Task or Activity:** There are jobs or tasks to be performed or carried out. Every organisation carries out a major task of one kind or the other that has a relationship to it and is directed towards the realisation of its objectives/goals.
- iii. **Resources:** Organisations make use of human and materials resources to transform raw materials into finished products to achieve the set goals. Human resources in an organisation include both skilled and non-skilled workers or teaching and non-teaching staff in educational industries, while the material resources include physical facilities, school plant, instructional facilities, laboratories, libraries, etc.
- iv. **Division of Labour:** There is a structure within which various tasks are to be executed by these interacting individuals/groups based on the concept of division of labour. For the achievement of desired goals, division of labour can be vertical or horizontal. It is vertical when somebody preferably a superior staff is

appointed by the organisation to coordinate group's work. It is horizontal if at least two people work together to achieve the same objectives.

- v. ***Dependence on Environment/Community***: No organisation can survive without the community. All organisations depend largely on external environment both for the resources to use, and the consumers that would consume the product/services rendered. Any organisation that does not live in harmony with the host environment/community will find it very difficult if not impossible to survive.
- vi. ***Sub-Units***: There must be sub-units in form of departments, divisions or units which are responsible for specific objectives and tasks. The activities of various sub-units within the organisation are well coordinated towards a pre-determined goal.

3.7 Principles of Organisation

There are some principles that are common to all organisations. They are highlighted and discussed below:

- i. ***Unity of Objective*** – To avoid conflict between the employers and management staff of any organisation the objectives of the organisation must be clearly defined. Any organisation that wants to remain relevant in the society, shall clearly define the objective, and the recognition of these objectives is given serious attention in large and complex organisations because one of the principal functions of the chief executive of an organisation is to coordinate activities, interests and assignments.
- ii. ***Stability*** – The policies and programmes of an organisation must not be a toy in the hand of chief executives. There is the need for continuity of the organisation's policies/programmes for a reasonable length of time before it is assessed. An organisation that changes its policies and programmes frequently is an ineffective one.
- iii. ***Flexibility*** – There is the need to allow simplicity and flexibility in an organisation. It should be simple to make it manageable and it should be flexible to pave way for quick decisions when there is the need to take urgent decisions. The organisation policies should be stated in terms broad enough to permit reasonable flexibility in management. This will also allow policies that have been in place a long time to be assessed and for necessary amendment to be made.

- iv. **Cooperation** – For efficiency and effectiveness, there is need for all the members of the organisation to cooperate with one another. This cooperation can be secured from organisation members voluntarily or by force. If cooperation is lacking in any organisation such organisation will fold up in short time.
- v. **Division of Labour** - The policy of the organisation should provide for maximum homogeneity in the major divisions of work. If there is no appropriate division of labour, cooperation and coordination becomes very difficult. For realistic division of labour, attention must be given to individual competences and interests.
- vi. **Evaluation** - The policies of the organisation must be evaluated at regular intervals to determine whether the objectives of the organisation are being achieved or not. If yes, there is need for improvement and if no, there is need to adjust. An organisation that does not evaluate its policies and programmes frequently may not be able to meet current challenges.

4.0 CONCLUSION

From what we have explained so far, management is a process of coordinating human and material resources towards the attainment of organisational goals while administration is the ability to mobilise resources towards the achievement of organisational goals. The words management and administration are sometimes used synonymously because they mean the same thing.

5.0 SUMMARY

In this unit, we have discussed the meaning of management, the meaning of administration, the meaning of educational administration, and the meaning of organisation. We also classified organisation into formal, informal and social organisations, we also discussed the characteristics and principles of organisation. The principles discussed include: unity of objectives, stability, flexibility, cooperation, division of labour and evaluation.

6.0 TUTOR-MARKED ASSIGNMENT

1. Distinguish between management and educational administration.
2. Explain the characteristics of organisation.
3. Enumerate the principles of organisation.

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UNIT 2 THE DEVELOPMENT OF ADMINISTRATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Development of Administration
 - 3.1.1 Administration as an Art
 - 3.1.2 Administration as a Science
 - 3.2 Types of School Administrators
 - 3.3 Functions of School Administrators
 - 3.4 Qualities of a School Administrator
- 4.0 Conclusion
- 5.0 Summary
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1.0 INTRODUCTION

Administration is one area where, because of its basic and general applicability to every organisation, competence is claimed by all and most people therefore tend to rate it low. This is one of the reasons various organisations which tend not to recognise the specialty and professionalism of administration do not perform efficiently and effectively. Even though all human beings carry out administration in their daily lives, there is still the need to be conversant with the principles, procedures and practices which make administration a profession.

It is therefore a must for all who intent to become administrators in whatever form or capacity to have a comprehensive knowledge about the history, development, principles, procedures and practices of administration which in modern times has become scientific.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- define administration
- explain why administration could be a science / or an art
- highlight the functions of school administrators
- mention the qualities of school administrators.

3.0 MAIN CONTENT

Administration is often described as a ubiquitous concept which has been an indispensable feature of human society for as long as one can remember. It is present in every aspect of human endeavour. Whether in business, hospital, religion, politics, education or even at home, no one can do without administration. As a result of this, administration is not only necessary, it is also compulsory because of the need to control every organisation. Miewald (1978) opines that administration is the means by which formal goals are achieved through cooperative effort. To Adams (1913), it is the capacity to coordinate many and often conflicting social energies in a single organisation so adroitly that they shall operate as a unity.

3.1 The Development of Administration

Over the years, different organisations and different schools of thought have viewed administration differently. Some viewed it as a practical exercise requiring no special study or effort. Others feel that administration as a discipline only exists in theory and in the minds of people. Others still regard administration as a technology which requires not only sound theory but also specialised principles and techniques. It is not feasible for us to pursue the arguments of the various schools here. But the major schools shall be examined. The schools are those who view it as art and science.

3.1.1 Administration as an Art

Those who view administration as an art believe that administration like art (painting, drawing, sculpture, etc.) belongs to those who have the natural gifts, traits or abilities for it. This “trait” point of view holds that only those who have the in-born qualities and traits for the practice of the art of administering succeed as administrators. Therefore, one becomes a good administrator not by training or the mastery of any special techniques of administration but by possessing the essential in-born traits of administration. As one prominent university administrator argue, ‘the successful administrator has skills which have not been reduced to order and codified in textbooks. Administration is an unqualified art. Therefore, the only way to learn administration is to administer’. This implies that good administrators are not trained in any educational institution, rather they are born administrators. The problems of organisations, therefore, are how to identify and select good administrators rather than how to train them. However, recent developments and many studies on administration tend to show that “successful” administrators today need more than inborn personality traits to manage modern complex organisations. Obviously, those who

have the inborn capabilities for administration are blessed, but they, in addition, need appropriate training and techniques to properly utilise these natural traits in the modern complex organisation/society.

3.1.2 Administration as a Science

The view that administration is a science and not art emanated from the conception of administration as a “technology” – a matter of applying administrative principles and rules to the solution of management or organisational problems. Exponents of this viewpoint, characterise the administrative process by such terms as human or social engineering, human management, resources optimisation, or just “management”. It was argued that as a scientist, the administrators must know and apply the rules – the “dos” and “don’ts” of administering. Scientist administrators must know what action leads to what result and what rule fits what action. Those who view administration as a science believe that administrators are made through scientific selection and training not through in-born traits or hereditary factor.

Exponents of administration as a science contributed more to the development of administrative practice. It is clear that not all administrative issues and problems can be reduced to the rule of the thumb. Hence, it is currently being argued that rather than talk of administration as a science, it may be better to talk of the science of administration.

3.2 Types of School Administrators

In Nigeria, there are three main categories of educational administrators; they are as mentioned and discussed below:

- i. ***Local School/Primary Administrators:*** This group consists of heads of school and their assistants at the primary, secondary, teacher training and technical schools. They are appointed as the chief executive of their schools. At the primary schools, they are known as the headmasters/mistresses and assistant headmasters/mistresses, while at the secondary school level, they are known as the principals and the vice principals so also at the teacher’s training and technical colleges. The assistant head teachers/mistresses and vice/deputy principals assist the school heads in executing the enormous administrative tasks.
- ii. ***State and Federal Ministry of Education Officials/Intermediary Level:*** This group comprises officials of state and federal ministry of education. They are external bodies working for the ministry of education to ensure that schools comply with

educational policy and curriculum set by the government. They are intermediary between the government and the school. They are Local Inspectorate of Education (LIE) and Education Officers who monitor activities of teachers at both the primary and secondary schools. The LIE monitors activities at the primary schools while the education officers at state/federal ministries of education monitor activities at secondary schools, teachers training and technical colleges

- iii. ***Officials of Institutions of Higher Learning:*** This group comprises chief executives in institutions of higher learning for example, colleges of education, polytechnics, and universities. They are known as Provosts at the Colleges of Education, Rectors at the Polytechnic, and Vice-Chancellors at the Universities. These are chief executives of their various institutions and are appointed by the owner (usually the government except the private owned institutions) of the institutions. They are also assisted by their deputies.

3.3 Functions of School Administrators

Obemeata (1984) refers to a school head as an administrator who is responsible for running a school and also responsible for policy decisions, and determining the direction and objectives of the school. The function of a school head, according to Obemeata, is more than mere controlling the staff of the school, its finances and curriculum; it also includes the management of resources towards the achievement of educational goals. Fadipe (1990) however, highlights the major functions of the school head as: interpretation of policy, execution of instructional programmes and the selection, induction and retention of personnel. Cranston (2002) opines that the duties of the school administrators include: the demonstration of a variety of management and leadership abilities and, making complex decisions in collaboration with other staff in the school. The function of school administrators could be summarised as follows:

- production and management of resources (human and materials) needed to support organisations and its programme
- supervision of instructional activities in the school system
- obtaining and training personnel
- providing leadership for curriculum
- maintaining peaceful co-existence between the school, the community and the external agencies
- influencing staff behaviour
- discerning and influencing the development of goals and policies

- evaluating the effectiveness and efficiency or otherwise of the school
- initiating work activities
- grouping the tasks into activities
- defining the task to be done
- taking remedial action if the objectives are not being met
- supplying incentives to stimulate productivity.

3.4 Qualities of a School Administrator

After discussing the functions of the school administrator, there is also the need to discuss some of the imperative qualities which a school administrator must possess in order to achieve an efficient school administration.

- i. ***He must be tactical:*** The school administrator needs some tactics to deal with the subordinates under his/her direct control in the school e.g. the teaching and the non-teaching staff, and the superior office at the ministry of education level whom he is responsible to. He must be tactical in dealing with political office holders; he must not be confrontational in his approach at any time.
- ii. ***He must be capable of making decisions quickly:*** School administrators are confronted with many issues to decide on, many of which require urgent. He decides on personnel, circulars, students and co-curricular matters on daily basis. He must be versed in accurate facts and figures on issues relating to school enrolment, student-teacher ratio, drop-out rate, school facilities etc., and must also be able to cope with the daily tasks as the head of the school.
- iii. ***He must delegate responsibilities and authorities:*** The school head has so many functions that he cannot single-handedly handle everything. To avoid a vacuum, there is need to adequately involve every member of staff in the administrative machinery of the school by delegating various responsibilities backed by authorities to avoid unnecessary problems and avoidable delays. As a matter of fact, democratisation of school administration should be encouraged as this is an avenue for training future leaders/heads of schools.
- iv. ***He must be resourceful:*** The school head must at all times look for better way(s) of doing a particular job. He must look for new ways of working, tapping new ideas, suggestions and must be willing to assist others with his/her wealth of experience.

- v. ***He must have good human relations:*** There is need for school head to maintain peace and good relationship between the school and various groups in the school as well as between the school and the host community.

Other qualities expected of a school administrator are: high degree of enthusiasm, and ability to command respect and confidence.

4.0 CONCLUSION

No organisation be it business or education (private or government owned) can do without administration. The concept 'administration' has been viewed differently by different schools of thought. Some view it as an 'art' while some view it as a 'science'. Those that view it as an art believes that for anyone to be a good administrator, he must have the inbuilt qualities, trait, natural gift and or natural abilities for it, while those who view it as a science believes that good administrators are made through selection and training, they believe that administrators are made through education and training not through in-born or any form of hereditary factor.

5.0 SUMMARY

In this unit, we have learnt that administration could be an art or a science. It is art when those who administer are those who have the in-born qualities to lead without necessarily going for leadership courses in any educational institution. Administration could be a science when those who administer are those who are scientifically selected and trained in educational institutions. We also discussed various types of school administrators: local/primary administrators, state/federal/intermediary administrators, and officials of institutions of higher learning. We also considered the functions of school administrators as well as the qualities of school administrators.

6.0 TUTOR-MARKED ASSIGNMENT

1. Write short notes on three levels of school administration in Nigeria.
2. What are the qualities of a good administrator?

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UNIT 3 LEADERSHIP IN EDUCATIONAL INSTITUTION

CONTENTS

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 - 3.2 Positive and Negative Approaches
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1.0 INTRODUCTION

In every organisation, be it educational or industrial, the prime mover is the leadership. It is the duty of the leader to see that he manages the organisation while at the same time keeping the subordinate/followership happy, satisfied and motivated. In educational institutions, there are various levels of leadership; the headmaster is a leader at the primary school level, the principal is a leader at the secondary school level, while provosts, rectors and vice-chancellors are leaders at the colleges of education, polytechnics and universities. So also at the local, states and federal government levels, we have local inspectors of education, commissioners of education and ministers of education as the leaders. It is therefore imperative for educational administrators to equip themselves with leadership skills in preparation to assume positions of leadership to enable them fashion out their own styles or models of leadership.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define leadership and leadership styles
- identify the various types of leadership styles in an organisation
- mention the best leadership style that an institutional administrator could adopt and why?

3.0 MAIN CONTENT

Leadership is an important aspect of management. The essence of leadership is followership; in other words there can be no leadership without followership. Leadership is a process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organisation. Army (1973) defines leadership as a means of getting people to do what you want them to do. It is the means or method of achieving two ends: operating and improving.

In educational institutions, there must be a force to manage both the human and material resources towards achieving educational goals. A force is needed in schools to guide the activities of teaching, non-teaching staff and students towards achievement of the institution's goals. Leadership provides the needed force. At the primary and secondary levels of education, the force is provided by the headmaster/headmistress and principal while it is provided by provosts, rectors and vice-chancellors in the colleges of education, polytechnics and universities respectively.

3.1 Leadership Styles

Whether you are managing a team at work, captaining your sports team or leading a major corporation, your leadership style is crucial to your success. Consciously or subconsciously, you will no doubt use some leadership styles. Leadership styles are the manner and approach of providing direction, implementing plans, and motivating people. There are a number of different styles to leadership and management that are based on different assumptions and theories. The style that individual leaders use will be based on a combination of their beliefs, values, and preferences, as well as the organisational culture and norms which encourage some styles and discourage others.

SELF ASSESSMENT EXERCISE 1

Mention and explain the various leadership styles you are used to.

3.1.1 Autocratic Leadership

This is a leadership style in which a leader exerts high levels of power over his/her employees. People within the team or employees are given few opportunities for making suggestions, even if the suggestions would be of advantage to the organisation's interest. This style is used when leaders tell their employees what they want them to do and how they want it done, without getting the advice of their followers. Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power.

Many people resent being treated like this, because this leadership style often leads to high levels of absenteeism, and high staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost. However, for some routine and skilled jobs, this style can be adopted and it remains effective where the advantages of control outweigh the disadvantages. The leader that adopts this style does not consider the interest or views of the employees but that of himself alone. He treats his/her employees as tools/machines that are there to be used to affect his perceived goals. He passes down orders and has no feelings for the followers.

3.1.2 Bureaucratic Leadership

This type of leadership works 'by the book', ensuring that their staff follow procedures exactly the way it is written down. This is a very appropriate style for work involving safety risks e.g. working with machinery with toxic substances or at heights or where large sums of money are involved e.g. cash-handling. In other situations the inflexibility and high levels of control exerted can demoralise staff, and can diminish the organisation's ability to react to changing external circumstances.

3.1.3 Charismatic Leadership

This leadership style is similar to a transformational style; the leader injects huge doses of enthusiasm into his or her employees and is very energetic in driving others forward. Charismatic leaders believe more in themselves than in their employees. This can create a risk that a project or even an entire institution, might collapse if the leader were to leave. In the eye of the followers, success is tied with the presence of the

charismatic leader. As such a charismatic leader carries a lot of responsibilities, and needs long-term commitment from the followers.

3.1.4 Democratic/Participative Leadership

This style of leadership invites one or more members of the team with himself to make decision(s) (determine what to do and how to do it) for the organisation. This style does not only increase employees job satisfaction, by involving them in what is going on, but it also helps to develop people's skills. Employees feel in control of their own destiny, and are motivated to work harder. This style is normally used when the leader has part of the information, and the employees have the other part.

A leader is not supposed to know everything; this is why the leader employs knowledgeable and skillful employees. As participation takes time, this style can lead to things happening more slowly than using autocratic approach, but often the end result is better. It can be most suitable where team work is essential, and where quality is more important than speed. Using this style is of mutual benefit and allows the employees to become part of the team and also allows the leader to take better decisions.

3.1.5 Laissez -Faire Leadership

Laissez-faire is a French phrase 'non-interference in the affairs of others'. This is used to describe a leader who leaves his employees to get on with their work without his interference. The Laissez - faire leader allows the employees to make decisions. However, the leader is still responsible for decisions that are made. This style can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. It can also be effective when employees are able to analyse the situation and determine what needs to be done and how to get it done. No leader can do everything, a leader needs to set priorities and delegate certain tasks. Hence, it works for teams in which the individuals are very experienced and skilled self-starters.

However, it is not a style to use in order to blame others when things go wrong. Rather it is a style to be used when you fully trust and have total confidence in the people working under you. It can be referred to as situations where managers are not exerting sufficient control over the employees. You should not be afraid of using this style but it must be used wisely.

SELF ASSESSMENT EXERCISE 2

Apart from the leadership styles you have read in this unit, mention other leadership styles that we have.

3.1.6 People – Oriented/Relations – Oriented Leadership

This style of leadership is the opposite of task-oriented leadership; people-oriented leaders are totally focused, supporting, motivating and developing the employees or those in the leaders' team. This leadership encourages participative decision – making which leads to good team work and creative collaboration. However, if it is taken to the extreme, it can lead to failure in achieving the organisational goal. In practice, most leaders do not use this style alone. Where it will be used, it is advisable to combine it with task-oriented style.

3.1.7 Task – Oriented Leadership

A task-oriented leader focuses only on how to get the job done; this type of leader can be quite autocratic. He or she will actively define the work and the roles required by the employees, and will also put structures in place, plan, organise and equally monitor the work. Task-oriented leaders care less about the well-being of the employees; they are more concerned with how to get the job done. This approach can also suffer many of the flaws of a leader that adopts autocratic style of leadership. He will also have problem of motivating staff as well as high rate of staff turn-over.

3.1.8 Transactional Leadership

This style of leadership starts with the premise that the employees agree to obey their leader totally when they take up the appointment. The 'transaction' is that the organisation pays the employees, in return for their effort and compliance. As such, the leader has the right to punish employees if their work does not meet the predetermined standard. It is a process through which the tasks and human dimensions of organisation are reconciled and integrated. Nwankwo (1980) says that transactional leadership style is the leadership style that is most popular in Nigeria and it is resulting in high staff performance. This leader tries to match organisational needs with those of the employees of the organisation and strives to attain them.

The employees can do little to improve their job satisfaction under transactional leadership. The leader shows the employees some measure of control of their income/reward by using incentives that encourage even higher standards. Alternatively a transactional leader could practice 'management by exception' whereby rather than reward better work, he or she would take corrective action if the required standards were not met.

3.1.9 Transformational Leadership

A leadership who employs this style of leadership is a true leader who inspires the employees with a shared vision of the future. Transformational leaders are highly visible, and spend a lot of time communicating with the employees. They do not necessarily lead from the front, as they tend to delegate responsibility amongst their teams. In many organisations, both transactional and transformational leaders are needed. The transactional leaders ensure that routine work is done reliably while the transformational leaders look after employee's initiatives and add new value.

3.10 Situational /Contingency Leadership

A situational leader is a leader that adopt the best leadership style or combination of styles to every situation he is dealing with, it also depends on the type of forces involved between the followers, the leader, and the situation, the time available, the relationships between employer and employees, the level of training of employees, the type of tasks and laws that establish the organisation. A situational leader believes that there is no single leadership style that suits all situations, the situation demands the type of style to adopt.

SELF ASSESSMENT EXERCISE 3

What are the factors that influence the choice of leadership style adopted by any leader?

3.2 Positive and Negative Approaches

There is a difference in the ways leaders approach employees. Positive leaders use rewards, such as praise, commendation, financial rewards etc., to motivate employees, while, negative leaders emphasise penalties. The negative approach must be used carefully due to its high cost on people's morale. Negative leaders are domineering and superior with people. They believe the only way to get things done is through penalties, such as threat, loss of job, days off without pay, reprimand of employees etc. They believe their authority is increased by frightening

everyone into higher level of productivity. Yet what always happens when this approach is wrongly used is fall in employee's morale, which of course leads to lower or fall in productivity.

However, it should be noted that most leaders do not strictly use one or another, but are somewhere on a continuum ranging from extremely positive to extremely negative. People who continuously work out of the negative approaches are bosses while those who primarily work out of the positive are considered real leaders.

4.0 CONCLUSION

Leadership has been defined as a method of getting people do what the leader wants them to do. Headmasters/headmistresses, principals, provosts, rectors, vice-chancellors, commissioners, ministers are leaders of educational institutions at various levels. There is no best style of leadership; the situation will determine which style of leadership to adopt or combination of styles – this is known as situational/contingency leadership style. We have many leadership styles which can be adopted independently or combined to suit situation a hand. Such styles include autocratic, bureaucratic, charismatic, democratic, laissez-faire, people – oriented, task – oriented, transactional, and transformational. A good leader should adopt leadership style(s) that can result in high staff performance. He should also be able to match the needs of the organisation with the needs of the employees and work out how those needs could be achieved.

5.0 SUMMARY

In this unit, we have treated the meaning of leadership as well as the meaning of leadership styles. We also considered various styles that a leader can adopt. In addition, we also treated the two approaches that a leader can adopt in approaching their employees. The first one is the positive approach which is used to motivate employees such as rewards, praise, commendation, financial rewards etc., and the second one is the negative approach which is use to punish employees. Leaders that uses the positive approach encourages employees and are not domineering, while the leaders that adopt the negative approach are domineering and bossy in nature. This type of leader believes the only way to get thing done is through penalties and various forms of threat

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention and explain five leadership styles that an institutional administrator could adopt.

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UNIT 4 SCHOOL – COMMUNITY RELATIONS

CONTENTS

- 1.0 Introduction
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- 3.0 Main Content
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 - 3.6 The Roles of the Community to the School
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 - 3.8 The Roles of School Head in School-Community Relationship
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
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1.0 INTRODUCTION

In this unit, we are going to discuss the meaning of a school and the concept of a community separately. After this, we discuss the roles of the school to the community as well as the roles of the community to the school. Finally, we shall discuss the various factors that can encourage mutual relationship between the school and the community.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- give brief definitions of ‘school’ and ‘community’
- list the two types of community
- highlight the roles of the school to the community
- highlight the roles of the community to the school
- discuss the factors influencing the school community relationship
- explain ways of maintaining effective school-community relations.

3.0 MAIN CONTENT

Anywhere in the world where there is no peace, there cannot be peace of mind. People cannot settle, and organise themselves into meaningful groups because they will be thinking of safety at all times, hence there cannot be development. Let us look at what happened in Somalia, Liberia, Iran and Iraq when war broke out in those countries. Development ceased, because war and development have no meeting point, they are two parallel lines. Let us bring our mind back home to Nigeria; in some parts of the country there has been various forms of crisis. For instance, in the Niger-Delta abduction, kidnapping, JTF attacks, and other forms of reprisal attacks have not allowed for any meaningful development in those areas. People in those areas run for the safety of their lives. No reasonable investor will dream of investing in troubled areas.

For any school to function effectively, therefore, there is need for cordial relationship between the school and the host community. The reason is not farfetched: the school depends on the community for its survival.

3.1 The Concept of a School

A school has been defined in various ways. It can be said that a school is any organised educational institution where knowledge is transmitted from the teachers to the learners. A school can also be defined as a social institution that transmits the culture of the society from one generation to another. We can define it as an agent of socialisation. Ottaway & Smith (1980) define school as a social unit formally established by members of the society for the purpose of developing the younger members of their society. Olaniyi (2000) defines it as a formal agency of education established by member of the macro-community/society to mould the habits, interests, attitudes and feelings of children and transmit the societal norms, culture, value and tradition from one generation to another.

A school is a formally established institution by appropriate law and authorities where the knowledge, attitudes, and skills required for both personal and social development are acquired. A school is a place where people learn about the past, present and project the future of a society at large.

3.2 The Concept of a Community

Towns, cities, states and even the country comprise different communities. Community however can be said to comprise groups of people living in a particular place who share the same historical background, with common economic, cultural and social values. Mussazi (1982) defines community as a group of people living in the same place, with common value, history, bound together by multiple economic, social, religious, and kingship-ties. To Bray (1987), a community is a group of people who share the same social, economic and cultural interests. From all the above, a community comprises people who live together in a community and interact with one another, share the same interest and ideology. It can also be said that a community is a group of people living together in one place having common religion, race and similarity of attitudes or interests.

3.3 Types of Communities

i. Rural Community

Rural communities are found in the rural areas or in thinly populated areas. A rural community is a close unit which comprises members with strong ties and lives a subsistence life. These groups of people are less influenced by institutional or economic activities because these are less pronounced in rural area where the communities are based.

ii. Urban Community

Urban communities are found in the urban areas or a densely populated area. The community comprises number/group of people who have less in common with each other's within the same community with weak ties. They are highly influenced by many institutions in their socio-political and economic activities because the community where they live (urban community) may highly industrialise with presence and concentration of political and economic activities.

SELF ASSESSMENT EXERCISE 1

Distinguish between a school and a community

3.4 School – Community Relationship

School- community relationship is cordial and mutual interactions that exist between the school and the community where the school is situated. This relationship assists both the school and the community to achieve their set goals in a healthy atmosphere. Bortner (1972) defines school-community relationship as planned activities and a way through which the school seek to learn about the community and interpret, when need be, the purpose, programme, problems and needs of the school; and involve the community in the planning, evaluating and management of school policies and progress.

School - community relationship is a two-way interaction that exists between the school and the community. The school cannot exist in isolation or independent of the community because the community provides and prepares the input into the school system. The inputs from the community include educational objectives and curriculum, students, school personnel, funds and facilities. The inputs are processed to output in the school through teaching, assignments, exercises, research studies, guidance and counselling etc. The output from the school which consists of cultured, disciplined, and productive individuals cannot be consumed/retained by the school, but are sent back to the community to make their own contribution in various capacities based on the acquired knowledge from the school to the development of the community. Where the outputs from the school perform below the standard set by the community, the community investment on the school is not worthwhile and vice versa.

Both the school and the community are interdependent and interrelated. The community prepares the input (i.e. students) needed by the school for survival, the output from the school (i.e. graduates) also come back to the community and assists in various capacities. For the school - community relationship to be peaceful, healthy, mutual, cordial, worthwhile and productive; the school and the community must be willing to assist each other to achieve their respective set goals in conducive and loving atmosphere, where there is mutual trust, support and cooperation.

3.5 The Roles of the School to the Community

The following are the roles of the school to the host community or the society at large.

1. ***Provision of Education.*** The school assists the community to train the children and young pupils on how to read and write basic literacy/numeracy. The curriculum used for the children by the school lay emphasis on the need and problems of the community and on how to assist the children contribute their quota to the development of the community.
2. ***Preservation of Community Culture.*** In the school also, the children are taught the community norms, values, culture, tradition, beliefs. Apart from teaching the children all these, the school also ensures its transmission from one generation for another. The school also carries out research to improve on good culture of the community and to discourage the children from bad or anti social character.
3. ***Provision of Facilities for Community Use.*** The school provides and makes available some school facilities for community use when needed by the community. Some of the facilities made available for use by the community are the school playing ground (for community rallies, socials, religious and other activities), school halls and classrooms (for receptions and entertainments as well as for adult and continuing education classes), school vans/buses (for social outings). However there must be some rules governing the use of the school facilities by the community to ensure proper use.
4. ***Provision of Means of Livelihood to Members of the Community.*** The school provides a means of livelihood to members of the community by employing them as teachers, administrative officers, day/night guards, drivers, cleaners, gardeners or any other available position qualified for by the member of the community. The payment received for the service (s) rendered to the school are used as a means of livelihood and to cater for their own immediate and extended family.
5. ***Manpower Supply.*** There are various categories of manpower needed by the community to serve in the various sectors of the economy, for example, medical doctors to provide medical service, lawyers to provide legal service, bankers to provide banking service, teachers/lecturers to teach in schools, engineers to serve in the engineering units of the community, computer

scientists to take care of the internet service and other information technology service of the country, etc. There are so many other services needed to sustain the country which are provided by the school. Without these manpower supplies in quality and quantity, there cannot be any meaningful growth and development in a community. The school provides these, after giving the required training that makes them qualified and competent.

6. ***Assistance in Community Development Programme/Service.*** Members of the school play active role in some project embarked on by the community. The school students are engaged in various projects embarked on by the community. Examples of community development projects are – road construction and maintenance. Teachers and students also render community service to the community where the schools are situated, and they serve as members of Road Safety Corps, Civil Defense Corps, Man-O-War, Red Cross Society etc.

3.6 The Roles of the Community to the School

The community in appreciation of the roles of the school to the community and for mutual co-existence performs the following functions to the school.

1. ***Provision of Funds.*** The community generates funds for the development of the school through special levies. Parent-Teacher Association (PTA) levies, donation by old students associations, religious groups, non-governmental organisations, philanthropists etc.
2. ***Provision of Land.*** The community makes available landed property (either freely or at a reduced price) to erect school structure of various categories and also for gardening and farming purposes.
3. ***Maintenance of School Plant.*** Various artisan groups within the community such as carpenters, bricklayers, mechanics, etc assist in installation, maintenance and repair of school physical facilities at a reduced rate.
4. ***Provision of Facilities.*** The community provides physical facilities which members of the school make use of. Examples of the physical facilities provided by the community are public library, which assist the teachers and students to pursue academic excellence; community halls which are used by the school for

teaching and learning and social activities; hospitals and clinics which are used as first aid in case of the need to refer to a specialist or other hospitals.

5. ***Provision of Accommodation.*** The community provides residential accommodation to both the staff and students of the school. Most schools have no befitting accommodation for their staff or even their students. This makes the school and/or the staff concerned explores opportunity of getting an accommodation in the community where the school is situated or nearby communities.
6. ***Provision of Scholarship.*** The communities make provision for scholarship to or indigent brilliant students depending on the fund available. Some well meaning individuals and groups (who appreciate education and educated citizens) within the community also award various scholarships to assist students within the community in primary, secondary or institution of higher learning. The scholarship may cover school fees, books, etc.

3.7 Factors Influencing School-Community Relationship

It is necessary for the school head to be familiar with the factors influencing the school- community relationship to facilitate cordial relationship between the school and the community. Some of the factors are discussed below.

- i. ***The Location of the School.*** The location of a school within the community goes a long way in influencing the school - community relationship. For example, parents are more likely to visit a school more frequently if it is located at the heart/centre of the community than if a school is located at the outskirts of the community. A school that is also attractive, safe, accessible with opportunity for future expansion will enjoy patronage by the community members. However, if the location of the school is at the outskirts of the town, the school head can use his initiative/power to be organising meetings and activities which will be bringing members of the community into the school at regular intervals to see the school, know what the school has and what it needs.

- ii. **Facilities Available.** The type of facilities available in the school will determine the level of cordial relationship the school receives from the community. For example, a school that has a good hall for conferences/wedding receptions, classroom for adult education/extra mural studies, playground for community rallies and meetings and make it available for community use at a subsidised/lower rate will enjoy more cordial relationship between the school and the community because, the community benefits from the use of these facilities and will want good relationship to continue to be able to continuing to enjoy the facilities. However, where these facilities are not available for community use or available at expensive rate, the school community relationship cannot be/may not be as cordial as when those facilities are available for community use at no cost or at subsidised rate.
- iii. **Communication.** Effective communication between the school and the community at all time will enable community members to assist the school and give them good advice. It is compulsory that the school head should integrate members of the community into the school system by giving them feedback on school activities through effective communication. The school head must communicate effectively with the various governing/regulatory/voluntary agencies, PTA, and Old Student Association members in the community regularly. In a situation where there is poor communication between the school and community, the result is unhealthy or poor school- community relationship.
- iv. **Leadership Style.** The leadership style adopted by the school head will go a long way in enhancing positively or negatively, the relationship between the school and the community. For example, a school head that adopts democratic leadership style will enjoy cordial school-community relationship because he will be approachable and listen to community view at all times than the school head that adopts autocratic/laissez-faire leadership style. This is because, the school head that adopts democratic leadership style will involve people in his administration and consult with them and other members of the community if need be, before arriving at major decisions. This strengthens mutual understanding between the school and the community. However, the school head that adopts autocratic leadership style does not consult with people or community members before arriving at decisions. He decides single- handedly and enforce his opinion on people. This situation creates a gap and distance between the school and the community and also creates suspicious

environment. The school head that adopted *liazzez - faire* is also the uncared type, who shows no concern for the workforce and the community will not also enjoy the full support of the workers neither will he be able to create/maintain cordial relationship between the school and the community. It is only the school head who adopts democratic leadership style that enjoys the full support and maximum cooperation of the community.

- v. ***Attitude of School Staff.*** The attitude/behaviour of the school head and his staff towards the members of the community will either enhance their relationship or otherwise. If the school head and the staff are accessible, friendly and fair in dealing with the members of the community, there will be a cordial relationship. If they make themselves inaccessible and unfriendly to the members of the community, the community will be hostile to them and this will not enhance good/cordial relationship between them. However, for the school to enjoy cordial relationship with the community there is the need for the school head and the staff to project good image of the school through their own good attitude and behaviour towards the community members.

SELF ASSESSMENT EXERCISE 2

Why is it necessary for mutual relationships to exist between the school and the community?

3.7 The Roles of School Head in School-Community Relationship

To achieve the set goals for schools, healthy relationship is a must between the school and the community. Therefore, the school head needs to ensure that there is love, understanding, and mutual trust between the school and the community. To ensure this, the school head needs to take the following measures:

- i. ***He should establish a functional PTA.*** The school head should make the PTA a functional one rather than making it an income generating association alone. The members should be allowed to have a say in the running of the school. For example, they can be involved in the school promotion exercise, maintenance of discipline in the school, school plant and management. If the school head allows a functional PTA, it will facilitate healthy relationship between the school and the community, but when he/she refuses to make the PTA functional, there is the likelihood of having various crises between the school and the community.

- ii. ***He should be accessible.*** The school head must make himself accessible to members of the community such as the PTA chairman or other executive, parents, the chiefs, religious leaders and members of old student association and other visitors that may visit the school occasionally from the community. The school head must be a good listener, nice, humble, and approachable, to enhance and sustain healthy relationship between the school and the community.
- iii. ***He should involve members of the community in the school activities.*** Members of the community where the school is located must be involved in the school activities, because the school is within the community, hence the need for the school head to involve the members of the community in the school activities. For example, members of the community should be allowed to play active role in the school's sporting activities and socials such as: end of the year get-together, founder's day, Christmas carol, valedictory service, and other social activities of the school. This type of involvement will enhance cordial relationship between the school and the community.
- iv. ***He should make himself available.*** The school head must make himself available to the members of community, the parents, PTA executives, old students group, chiefs and religious leaders. He should not be the type that administer in absence or have a lot of bureaucratic procedures before he can be seen by members of the community. A school head that makes himself available at all times will attend to the community needs timely and he/she will enjoy the support and healthy relationship from the community
- v. ***He should avoid realistic politics in the community.*** The school head and staff members should avoid taking part in the political activities in the community to avoid bad blood between the school and the community, the school head should ensure that he does not represent any political party within the school to achieve some political goals. This will enable the school head to be neutral on all issues at all times.

4.0 CONCLUSION

The school is a social unit formally established by members of the society to transmit the societal culture to the younger generation. The community is a group of people living together and sharing the same social, economic and cultural interests. School – community relationship is the type of relationship that exists between the school and the society. There is need to ensure cordial and healthy relationship between the

school and the community because none of the two can exist in isolation and both will benefit more if there is cordial relationship between them. When there is no cordial relationship between the school and the community, the goals of the school will not be achieved as expected and the community will not also enjoy the benefit expected from the school. For the parties to enjoy themselves the school head must ensure cordial relationship between the school and the community by establishing a functional PTA, having good attitude towards members of the community, being accessible and involving community members in school activities.

5.0 SUMMARY

In this unit we have discussed the meaning of a school, a community, the two types of communities, the meaning and need for good school-community relationship. We discussed the roles of the school to the community as well as the roles of the community to the school. We also took a look at the factors influencing school-community relationship and the role of the school head in ensuring cordial school-community relationship.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the responsibilities of a school to the host community?
2. Does the host community have any duty in the school?
3. The role of the school head cannot be overestimated in ensuring a peaceful co-existence between the school and the community. Do you agree and why?

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UNIT 5 SUPERVISION OF INSTRUCTION 1

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Evolution of Supervision in Nigeria
 - 3.2 The Meaning of Supervision and Inspection
 - 3.3 The Purpose of Supervision of Instruction
 - 3.4 The Techniques of Supervision
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
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1.0 INTRODUCTION

The primary objective of educational institutions set up all over the country is to train and teach learners needed skills, societal norms and values in preparation for adulthood and membership of the larger society. However, you will agree with me that there is need to supervise the type of instruction to be delivered in the classroom to make sure that the right instruction is delivered to the right people at the right time.

Education is becoming more expensive day-in-day out. Parents are spending so much on their wards' education and government is also spending a lot on the recurrent and capital items in our educational institutions. Hence the need to ensure that the financial provisions for the system by government, parents, and individuals are efficiently utilized and accounted for. A venture like this which is of such magnitude in terms of finance must be appropriately monitored and controlled to ensure that it achieve its stated objectives.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define supervision
- define inspection
- distinguish between supervision and inspection
- define supervision of instruction
- explain the purpose of inspection and
- explain the various techniques of inspection.

3.0 MAIN CONTENT

The Nigerian government recognises the need to monitor not only the financial management of schools, but also the teaching of students. Educationists at the Ministries of Education both at the federal and state levels have set up quality control divisions in their respective ministries to ensure that quality education is maintained. It has been established that quality and standard could be maintained in the educational institutions through regular inspection and continuous supervision of instruction in schools.

Supervision and inspection have been identified as germane to the day-to-day activities of educational institutions. The supervisor assesses and records the performance of teachers, their ability and consistency in carrying out the classroom activities and keeping of high quality records. The activities of supervisors include the following: inspecting, monitoring, rating, assisting, recommending etc. All these activities if carried out by professional supervisors are aimed at improving instructional delivery and quality of teaching in the educational institutions. However, not all the appointed supervisors by ministries of education (federal and state levels) are trained, this accounts for the reasons why the quality of work of supervisors is very low.

3.1 The Evolution of Supervision in Nigeria

The introduction of western education in Nigeria could be traced back to 1842 when the missionaries established the first primary school in Badagry. At this time, the missionaries were responsible for supervising their own schools by the use of administrative supervision approach prevalent at that time. During this period, the catechist was also used as teacher by the missionaries while the layman in the church was used as supervisor or inspector of education.

However, in 1882, government started to demonstrate commitment to the standard of education by appointing Red Metcalf Sunter as the Her Majesty's Inspector of Schools of the West Africa. In 1889, Henry Carr, was appointed as the Local Inspector of Schools for Lagos colony. This further showed the commitment of government to the improvement of the standard of education in Nigeria.

During the first quarter of the twentieth century, the inspectorate service got another boost with the appointment of a Director of Education and three Zonal Inspectors of schools in order to improve the efficiency and effectiveness of school inspection. This development was influenced by the prevailing scientific management approach to supervision. The regionalisation of education by the McPherson Constitution of 1954

gave birth to the establishment of Western Region Inspectorate Service. This inspectorate was able to make considerable impact on the educational standards of the Western Region. In 1973, the federal government through the federal ministry of education established the federal inspectorate division within the ministry to supervise the quality of instructional delivery in schools.

Since 1975, when the government took over the provision of education in Nigeria, the same government is also responsible for the supervisory function. The practice makes the government a judge on its own case. The supervisors at this time being government agents were not taken serious because most of them were not professionally trained. Gradually, supervision of instruction became very weak and more ineffective and generally degenerated to its present state.

3.2 The Meaning of Supervision and Inspection

In the first instance, supervision is a concept that emanated from the American tradition while the concept of inspection emanated from the British tradition. Not only that, supervision was a hand of assistance given to a professional colleague in the process of instructional delivery while inspection activities focused on school administration and finding faults as well as what was wrongly done by the teachers in order to punish them.

Inspection can be defined as a process involving regular school visits to check that everything in the school is satisfactory and that the school rules and regulations are obeyed by the school head, teachers and students. Supervision can be said to be a process facilitated by a supervisor, through which the supervisor assists the school head, teachers and students, counsel each other, plan with each other and rub minds together on how to improve teaching and learning in the school. Supervision can also be said to be an interaction between at least two people for the improvement of an activity. School supervision is a process of bringing about improvement in instruction by working with people who are working with learners. Supervision in school is a process and coordination of activities which is concerned with the teaching and improvement of the teaching in the school.

Supervision and inspection are two different concepts that have been used at various times in management of education industry to mean the same thing. But to some people they still mean different things. The school head, teachers, students and the parents view it from an angle at which each relates with the supervision. To the school head, supervision may be inquisition or fault finding exercise; to a teacher it may mean challenge to his personality. Mbiti (1974) defines supervision as one of

the basic requirements of administration that concern itself with the tactics of efficiency and effective management of human and material resources. It is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers with the hope of seeking their cooperation in order that they may be successful in the task of teaching and classroom management. According to Ghiselli (1971), supervision involves directing the work of others, organising and integrating activities in order to ensure that the goals of the group are achieved.

However, Okoro (1994) defines inspection as an instrument with which the government through the ministry of education maintains the necessary contact with the schools, teachers, pupils and the community and ensure that the system is working satisfactorily. In this sense, inspection is to be viewed as fulfilling a coordinating, controlling, and communicating role as guardian of educational standards. It seems evident from both concepts that effective teaching and learning can be developed within the schools and that such development is essentially derived from the control of the nexus of connections among staff, pupils, parents and other stakeholders within the school community with a view to developing a positive teaching and learning environment.

SELF ASSESSMENT EXERCISE 1

1. Distinguish between supervision and inspection.
2. Trace the history of supervision of instruction in Nigeria.

From all the above, supervision does not mean inspection, because supervision is not fault finding exercise or inquisition but it means guidance, assistance, support, sharing of ideas by all those involved. It is a help provided by professional supervisors to the teachers and learners to realise their full potentials in school.

In modern day, we talk more of instructional supervision or supervision of instruction in our educational institutions. Instructional supervision is focused on how to improve learning. The objective of supervision of instruction is to improve the overall teaching process and to ensure that effective educational services are rendered by the teachers to the students. Supervision of instruction is carried out by those designated to do so. They are known by different names within and outside the school system; some are referred to as supervisors, some are called superintendents, principals, vice-principals, heads of department, deans, provosts, rectors, vice-chancellors etc.

Supervision of instruction takes place in educational institution which is a social system with a number of interacting sub-systems. These sub-systems are the teaching sub-system, the school management sub-system, the counselling and co-curriculum sub-systems etc. It can also be said that supervision of instruction is a professional, continuous and cooperative exercise that covers all the aspects of the life of a school. It covers all the sub-systems of the school and influences them. The main purpose of influencing all the sub-systems in the school is to ensure improvement in teaching-learning situation and also to ensure quality teaching and learning in the school.

Ofoegbu (2004) defines instructional supervision as a process of ascertaining that teachers carry out the task of teaching to an expected level, according to the stipulated guidelines, which control the educational system. It is a way of persuading teachers to desist from application of wrong teaching methods and procedures in instructional delivery. Instructional supervision is a concept that emphasises the improvement of instructional delivery methods.

3.3 The Purpose of Supervision of Instruction

The purpose of supervision of instruction is to ensure that the right instruction is passed to the students with the right method by the right people at the right time. This will influence the attainment of the major instructional and educational goals. Other reasons for carrying out supervision of instruction in schools are as follows:

- assess and establish the performance of the teachers in the school
- provide specific assistance to teachers with deficient teaching methods
- discover teachers with special teaching skills and qualities in schools
- ascertain and assess teachers classroom management skills
- provide level playground for teachers' growth and development
- provide both knowledge and encouragement to young and inexperienced teachers
- provide teachers with professional magazines, journals or references that would enlighten, motivate and encourage them to be familiar with changes in the instructional delivery methodologies
- ensure the conformity of dissenting teachers to the appropriate instructional delivery methods through directional leadership
- organise induction programme to new teachers on various teaching methods available and make available other staff

- development programme that should serve as incentives to improve incompetent teachers and
- assess the overall climate of the instruction available in the school and identify some of its most urgent needs.

SELF ASSESSMENT EXERCISE 2

1. Define instructional supervision
2. Why is instructional supervision a must in our educational institutions?

3.4 The Techniques of Supervision

There are various techniques of supervision. Before any strategy can be applied by the supervisor, the supervisor must respect the worth and dignity of the supervisee. Modern supervision is cooperative and is focused on the aims and objectives of education, instructional materials, methods of teaching, staff and students and the entire school environment. It involves all those who are involved and engaged in the task of solving the problems in the school and improving instruction. The following are the techniques of supervision:

- i. ***Classroom Visitation and Observation Technique:*** This is a live systematic observation of a teacher at work. The supervisor visits the classroom in an actual situation and observes how the teacher teaches, manages and controls the students in the classroom. The supervisor that adopts this technique focuses on planning and preparation of the lesson, presentation of the lesson (teachers voice, speech and habit clarity, appropriateness of language), teacher and students relationship, students participation in the lesson, appropriateness of the instructional aides and methods, classroom management, teacher's personality and knowledge of the subject content.

This technique has been recognised as a good technique for supervision, because it provides the supervisor the opportunity to see the teacher in action.

- ii. ***Inter-School/Teacher Visitation Technique:*** This technique involves teacher(s) in a particular school visiting teacher(s) in another school and observing them while teaching. Inter-school/teacher visitation can either be "inter-class visitation" or "inter-school visitation". It is inter-class visitation when teacher(s) in the same school visit another teacher teaching in another class within the same school. It is inter-school visitation

when teacher(s) in one school visit another teacher in another school teach in the class.

Apart from the fact that this technique enhances interaction among teachers within and outside the school, it also assists new teachers to learn class management. It also helps both the experienced and in-experienced teachers to plan effectively and make judicious use of available resources. Inter-school visitation involves pre-visitation planning to bring about the desired results.

- iii. **Workshop Technique:** The use of this technique involves organising various workshops, seminars, conferences with intention of rubbing minds together on current and other issues that could lead to improvement in teaching and learning condition in the school. This technique has recently become a very useful tool and method of supervision. It affords teachers the opportunity to exchange ideas, foster good spirit and relationship among professional colleagues and acquaint them with the new and special problems that they might be confronted with in the school. A good workshop, seminar or conference is planned several weeks before commencement and it may run into several days or weeks depending on the objective(s). A good degree of flexibility is necessary in the planning of a workshop.
- iv. **Demonstration Technique:** This technique involves the presentation of pre-arranged series of events in form of teaching by a 'master-teacher' to a group of teachers to see. This technique is used to enhance individual teacher's growth and skill on the job. The viewers should be given enough notice because of importance of attendance and they should be adequately involved in the exercise. This technique should be realistic and practicable. Video tapes and guided practice can also be used to enhance the effectiveness of this technique
- v. **Micro-Teaching Technique:** This technique is adopted when a teacher is teaching a group less than the normal classroom population with time that is equally less than the normal 40 minutes for a period. For example, if a teacher is to teach a group of 5-10 students within 5-10 minutes, this method is best suited. This method allows the supervisors and teachers to identify, define, describe, point-out, highlight, and re-try certain teaching skills without the risk of teaching the actual class and also with a period that is less than 40 minutes. The method gives room for immediate feedback because the group involved is very small in size, also it gives the student-teacher and the supervisor the opportunity to watch and listen to his/her mistakes.

To effectively use micro-teaching technique, the following conditions must be met:

- a. there should be a pre-conference meeting between the would be supervisee and supervisor to agree on terms (what to be taught and how it should be taught)
 - b. there should be audio and visual equipment e.g. tape, video recorder, television, films etc.
 - c. there should be the actual teaching to be observed by the supervisor and
 - d. there should be a post-conference meeting between the supervisor and supervisee, and the group to discuss on the strength and weaknesses of the supervisee.
- vi. **Audio – Visual Technique:** This technique is becoming popular in recent times; it involves the use of sound recordings through video tape, computers, and media or film to present ideas to one or more listeners in such a way as to assist in the development of skills. Class activities are recorded and re-played to stimulate class discussion and improve teacher's behaviour hence improvement in teaching and learning activities.
- vii. **Guided Practice Technique:** Peretomode (1995) refers to this technique as the type that is sometimes associated with inter-visitation and observation. The technique stresses actual doing with the needed support rather than mere talking independently. It may indicate the need for skill development, and it may compliment a follow-up activity in which the supervisee develops the teaching plan to use in the class with direct assistance and support from the supervisor.

4.0 CONCLUSION

The introduction of western education could be traced back to 1842 when the missionaries established the first primary school in Badagry. At this time, the catechists were used as teachers while layman in the church performs supervisory duties. However, since 1882, government started to demonstrate commitment to education standard by appointing Inspector of Schools of the West Africa, and in 1889, Inspector of Schools for Lagos colony was also appointed. This showed that government was committed to the improvement of the standard of education in Nigeria.

The inspectorate unit got another boost in the first quarter of the twentieth century when government appointed a Director of Education and three Zonal Inspectors of schools; this was also to improve the effectiveness and efficiencies of school inspection. There was also the establishment of Western Region Inspectorate Service in 1954 to make considerable impact on the education standard of the Western Region, and in 1973 the federal government established the Federal Inspectorate Division through the federal ministry of education to supervise the quality of instructional delivery in schools.

5.0 SUMMARY

In this unit, we have discussed the evolution of supervision in Nigeria, various meanings of supervision, inspection, and supervision of instruction. From our discussion in this unit, supervision and inspection are two different concepts. Supervision from all the various meanings given is assistance given to a professional colleague in teaching exercise while inspection is a school administration focused on fault finding in order to ensure maintenance of standards. We also discussed the various techniques of supervision e.g. classroom, inter-visitation, workshops, demonstration etc. It should be noted that no single technique can be applied in all circumstances, because teachers and teaching methods differ; so also do students and classroom environments.

6.0 TUTOR-MARKED ASSIGNMENT

1. Distinguish between supervision of instruction and inspection.
2. Mention and discuss any five techniques that a supervisor could adopt.

7.0 REFERENCES/FURTHER READING

- Ajayi, I. A. & Ayodele, J. B. (2001). *Introduction to Education Planning, Administration and Supervision*. Lagos: YPPS.
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UNIT 6 SUPERVISION OF INSTRUCTION 2

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Meaning of a Supervisor
 - 3.2 Qualities of a Good Supervisor
 - 3.3 Types/Forms of Inspection
 - 3.4 Challenges Facing Supervision in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, we discussed the evolution of supervision in Nigeria which was traced back to 1842 when the missionaries established the first primary school in Badagry (CMS Primary School). During that time, the missionary was responsible for supervising their schools. In 1882, the government appointed 'Inspector of Schools of West Africa' and in 1889, local inspector of schools was appointed for Lagos colony. Since that time, supervision has had expression in the Nigeria educational system. We also discussed the meaning of supervision and inspection, the purpose of supervision of instruction and techniques of supervision. In this unit we are going to discuss the various types of supervision and the problems of supervision in Nigeria.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain all the various forms of inspection (we have)
- identify the challenges facing supervision
- proffer solutions to the challenges facing supervisors/instructional supervision in Nigeria.

3.0 MAIN CONTENT

Inspection as discussed in the last unit is a way to review the quality and quantity of educational inputs. Such input includes the quality and quantity of teachers, the quality of instruction and the quality of its evaluation procedure. Educational inspection could be described as a

means by which the educational system ensures that the education it delivers will serve the purpose for which it is intended.

3.1 Meaning of a Supervisor

A supervisor can best be described by the nature of the work performed and the services rendered, rather than according to any title. Adams and Dickey (1953) opine that a supervisor may be a school head in a small system, the building principal in a large system, supervisor of a special field, such as physical education, art or music, the director of instruction in a country or city school system, the country or city school superintendent or a helping teacher. Wiles and John (1975) posit that a supervisor is a person formally designated by the organisation to interact with members on the teaching behaviour system in order to improve the quality of learning by students or students' learning.

Ogunsaju (1978) defines supervisors as officers performing supervisory duties. They are mostly education officers working in the ministry of education and charged with the following responsibilities:

- (i) planning of school curricula
- (ii) allocating funds and scholarships to students and needy students who demonstrated eligibility through competitive examination and interview administered by the ministry
- (iii) supervising teacher education and provision of textbooks and other instructional materials and
- (iv) occasionally visiting schools to see how effectively their curriculum planning is working.

A supervisor could be said to be any professionally trained staff from the ministry of education and within the school system who can proffer advisory assistance to teachers for the purpose of improving learning.

3.2 Qualities of a Good Supervisor

A supervisor in his own capacity is regarded an instructional leader. He is expected to perform certain functions and fulfill the expectations, aspirations, needs, and demands of the society in which he operates. For a supervisor to be successful, he needs to possess certain qualities that will put him over those under his supervision:

- (i) He must be true to his own ideas
- (ii) He must be flexible
- (iii) He must be loyal
- (iv) He must command respect
- (v) He must be strong-willed

- (vi) He must be consistent
- (vii) He must be fair in dealing with other people
- (viii) He must be open-minded in making decisions
- (ix) He must respect others' opinions
- (x) He must be teachable
- (xi) He must be sincere, firm, and approachable
- (xii) He must be ready to help people solve their problem.

3.3 Types/Forms of Inspection

Below are the various forms of inspection that we have:

- (i) **Full General Inspection:** This form of inspection involves a comprehensive assessment of all aspects of life in a school. The inspection will include the subjects taught, the qualification and adequacy of teachers as well as adequacy of various resources compared with the established standards. For a full general inspection to be successful, a large team of inspectors must be put together and this type of inspection usually last up to four to five days depending on the number of inspectors that make up the inspection team.

Prior to the inspection, the school head should be contacted to provide information on: the list of the subjects on the curriculum, staff subjects analysis, a copy of the current class time table, individual teacher's time table showing the teacher's period and class, staff list with their ranks and qualifications and a copy of school daily routine. The information supplied based on the request above will enable the inspectorate division to choose the right inspectors to form the team. The team should have a team leader who should not be lower in rank than the school head of the school to be inspected and a reporting inspector who would produce the final inspection report.

- (ii) **Routine Inspection:** This type of inspection is carried out to determine the adequacy of school facilities. It is a visit organised to familiarise the inspectors to the day-to-day activities/management of the school. The inspectors at the end of the visit report on the staff situation (whether under/over staffed, or over/under utilised) with regard to approved standard/quota, the number in post, vacancies by subjects (if available), absentees, enrolment and attendance, drop-out, environmental sanitation, the school records.
- (iii) **Follow-Up Inspection:** This is a type of inspection carried out a year after the full general inspection had taken place. This is a

repeat visit to find out how the suggestions or recommendations made for the school during the full general inspection have been effected. This type of inspection is regarded as the on-the-spot assessment to see whether the action taken during the full inspection is achieving the desired results.

- (iv) ***Special Inspection:*** This is the type of inspection that is carried out on special or specific problem identified by disciplinary or specific education committee. Cases inspected by inspectors on special investigation visits range from minor cases of students disobedience, principal/teacher's administrative mismanagement to serious cases like financial mismanagement/mis-appropriation, rape, student riot, robbery, arson, examination malpractice, immoral sex act and so on.
- (v) ***Recognition Inspection:*** This is a special inspection carried out by inspectors to assess the number of subjects offered in a school as well as the number of human and material resources available in the school for purpose of accreditation by appropriate bodies or external examinations bodies like West African Examination Council (WAEC), National Examination Council (NECO). The inspectors will assess the available laboratories and other expected infrastructure, textbooks, the number of teaching and non-teaching staff by grade, sex, qualification, and years of cognate experience. All these will assist the school in the accreditation of courses in the school or recognition by the external examination bodies

SELF ASSESSMENT EXERCISE 1

Highlight the various challenges facing supervision of instruction in Nigeria.

3.4 Challenges Facing Supervision in Nigeria

It is pertinent to also discuss the challenges facing supervision of instruction in Nigeria since supervision is a vital tool in enhancing the standard and maintaining quality in Nigerian schools. A lot of problems hinder supervision of instruction, but we are going to discuss the most fundamental ones.

- (i) ***The dearth of qualified and trained personnel:*** Most of the personnel used as supervisors of instruction in most states in Nigeria do not have the pre-requisite teachers' qualification and experience.

- (ii) ***Inadequate funds for supervision of instruction:*** Funding has been a major challenge facing not only supervision of instruction but also education in general. The available fund to the inspectorate unit in the ministry of education is not sufficient to carry out the enormous task given to them. It is becoming increasingly impossible for inspectorate unit of the education ministries to service and repair vehicles needed for supervision exercises and even to pay Duty Tour Allowance (DTA) of supervisors where need be.
- (iii) ***Lack of relevant supervisory competencies:*** Nigerian supervisors of education are deficient in relevant supervisory skills because there is no pre-professional or pre-practice training for the supervisors. School heads need to be trained in order to acquire the relevant skills for performing the supervisory functions.
- (iv) ***Styles of supervision adopted by supervisors:*** Some supervisors still adopt autocratic, fault-finding styles of inspection. This makes the school head and teachers apprehensive. This set of supervisors always assumes mastery of the subjects and expect the teacher to be subservient to them. They assume that supervisors have the knowledge and regard the teachers as inferior workers who should take instruction from them without questioning; this will always breed disdain and contempt instead of cooperation.
- (v) ***Low teachers' morale:*** School supervisors, school heads and the supervisees do not receive corresponding or much incentive to enable them to be totally committed to their jobs. The general belief by Nigerians is that teaching profession is of low esteem. More than half of the teachers on the job are bidding their time to get alternative employment and opt out of teaching because they are dissatisfied with the job. It is difficult for teachers with the mindset that teaching is a stepping stone to be totally committed to their job and this could greatly have negative influence on their teaching, thereby making supervision more tedious.
- (vi) ***Inadequate transport facilities:*** Supervisors of education have often complained of inability to cover most of their areas of operation. This is compounded by inaccessibility of some areas e.g. riverine, nomadic and rural areas where schools are located. The problem of transportation cannot be separated from poor funding of the inspectorate unit in the ministry of education and the state of many Nigerian roads.

- (vii) ***Pre-occupation of school heads with administrative duties:*** School heads are sometimes occupied with administrative duties to the extent that they have no time for academic leadership. They are more occupied with obtaining information from the ministry of education; attend parents-teachers association meetings, maintaining community – school relationship at the detriment of supervision of instruction which is one of their primary duties. School heads prefer to travel most time because of self-gain in traveling. This situation makes them loose grip of the situation in their schools.
- (viii) ***Attitude of ministry of education officials:*** During the colonial and post colonial era, funding of schools was based on the submitted reports by the supervisors of education about the development of the schools. Funding schools in contemporary times does not depend on school performance in examinations. Supervisor's report is now worthless at the ministry because the reports are not being taken seriously by the ministry of education officials in the recent past as they were in the colonial period.
- (ix) ***Policy instability:*** This has to do with frequent change in educational policy without adequate knowledge of the supervisors which often leads to confusion or uncertainty. The supervisors are not carried along when policies affecting education are to be changed/amended. For example, change of school calendar, abolition and re-establishment of bodies like NPEC, abolition and re-introduction of private universities etc.

In addition to all the above discussed problems, there are so many other problems facing instructional supervision in schools. They are almost inaccessible in areas that include: the location of the schools, inadequate data, overutilisation of facilities, religious and political problems. These in addition serve as serious constraints to supervision in the Nigerian educational system.

4.0 CONCLUSION

The need for supervision is pertinent to the growth and development of Nigerian education. This is the main reason Nigerian government should pay more attention to supervision. The challenges of supervision on the morale of its agents should be seriously addressed. The supervisors should benefit from regular in-service training in form of workshops, seminars, conferences, and other relevant short and long term courses that would expose the supervisors to increased effectiveness and efficiency in supervision exercise.

5.0 SUMMARY

In this unit, we have explained the various forms of inspection we have, they are: full general, routine, special, advisory, recognition and follow-up inspection. We also discussed some of the problems facing supervision in Nigeria. The following problems are also discussed in the unit: the dearth of qualified supervisors, inadequate funding, lack of relevant supervisory competencies, styles adopted by supervisors, pre-occupation of school heads, attitude of ministry of education officials, policy instability and enrolment, the location of the school, inadequate data, over - utilised facilities, religious and political problems.

6.0 TUTOR-MARKED ASSIGNMENT

1. List and explain five forms of inspection.
2. Identify any five challenges facing of supervisory function in Nigeria and suggest possible solutions to them.

7.0 REFERENCES/FURTHER READING

- Adam, J & Dickey, M. (1953). *Basic Principles of Supervision*. New York: American Books.
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MODULE 2 EDUCATION LAWS AND SCHOOL PLANT

Unit 1	Education Law and Control of Education in Nigeria
Unit 2	Organisation of the Ministry of Education in Nigeria
Unit 3	Functions of the State Primary Education Board and Education/Commissions in Nigeria
Unit 4	School Plant, Mapping and Maintenance
Unit 5	Planning of School Plant

UNIT 1 EDUCATION LAW AND CONTROL OF EDUCATION IN NIGERIA

CONTENTS

1.0	Introduction
2.0	Objectives
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3.2	Law in Nigeria Traditional Education
3.3	Evolution of Education Law in Nigeria
3.4	Education Ordinance of 1887
3.5	Education Ordinance of 1908
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1.0 INTRODUCTION

For any organisation or institution (educational or otherwise) to be established, managed and perform effectively, there must be guiding principles in form of rules and regulations guiding the activities of such an organisation or institution. These rules and regulations may be in form of taboos/customs/traditions, depending on the practices of the community where the institution is situated. It may also be in form of constitutional laws made by relevant government agencies. If there is no law, there will be no need to prosecute offender(s). The essence of promulgating laws for educational institutions is to guide the activities of the operators in the system to ensure that, THEY FALL within the framework of the whole community.

Management of educational institution is a complex task for administrations because the industry (education) is the largest employer of labour in Nigeria as well as in other parts of the world and all other sectors depend on education industry for survival. As a result of these, it is imperative to have some set rules and regulations guiding the operations of the industry and the operators.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define law as a concept
- distinguish between law and rule
- distinguish between written and unwritten law
- distinguish between statutory and customary laws
- trace the history of education law from 1882-1926.

3.0 MAIN CONTENT

Law can either be written or unwritten. It is written when those rules and regulations guiding the conducts and operations of a society are written and people recognise that, it is binding on them and sanctions could be imposed by appropriate authority if such rules and regulations are violated. But when the rules and regulations guiding the operations of a society are not written and the people recognise that it is binding on them with appropriate sanctions if violated, it is unwritten law.

Law could either be statutory or customary. Statutory laws are the laws created by statute or acts of parliaments or the legislative arm of government. The legislative arm of government is saddled with the responsibility of making laws. Customary laws on the other hand are the laws, derivable from the customs and traditions of a society over a period of time but these customs and traditions must be known and recognised by the constitution of the land.

There is a difference between rules and laws. Rules are regulations or ordinances which are statements of general norms. Rules are made by the president, governors, ministers, commissions, and chief executives of institutions/parastatals without passing through the legislative arm of government. But in case of law, it must be passed through the legislature arm of the government before it can become operative and recognised as the law of the land. No single executive/chief executive can enact a law; it must pass through the legislative process. Decree is another type of law; it is a law made by the supreme military authority

of a country during military administration. Laws made by State military governors are referred to as edicts.

3.1 Definition of Law

The term law has been defined differently by different authors. Some perceive it as a system of rules which all citizens of a country must obey. This means that the law of a country is superior to the citizens of that country whether written or unwritten as long as it is the law of the country. Elias (1962) defines law as a rule laid down for the guidance of an intelligent being by an intelligent being having power over him. Renter (1970) opines that law comprises all rules and arrangements recognised by the law courts. From the above, law can be defined as rules written or unwritten recognised by the courts. However, law can also be a discipline or course of study in higher institutions of learning, just as we have courses like: education, medicine, engineering, pharmacy etc. it may also be a profession. But in this unit, the term law is used for the proper regulation of a society by appropriate authority.

Law has two main branches, civil and criminal. Civil laws are those applied to settle civil cases such as: disputes between private individuals, between individual and businesses and between business, in this category we have law of torts, family law, land law, and law of contract. Criminal laws on the other hand are those laws applied to settle criminal cases. Criminal cases are wrongs committed against community, state or individual property.

3.2 Law in Nigeria Traditional Education

Traditional education in Nigerian is the education which each community hands over to the succeeding generations; this is different from the western education or the formal education. Nigeria comprises various communities with different cultures and ethnic groups. Nigerian children who do not have the opportunity to have the western education or quranic education only enjoy the traditional education. Traditional education is not obtained from the four a classroom; it is obtained from the parents/communities.

The main objective of either formal/western or traditional education is to assist the child to grow into a functional member of the family and society. A child has the right to be exposed to basic education; basic education is education for living in conformity with the norms and values of the society. For traditional education; parents, various members of the family (nuclear and extended) located within the same compound, household and his neighbourhood are the child's teachers. If a person is referred to as "uneducated" in a society, it is an insult on that

person and the family because it is assumed that the parents did not fulfill their obligation by not providing basic education for the child at the right time. Every child in the traditional education is also exposed to some form of apprenticeship to enable him acquire an occupation to maintain himself and his family at the appropriate time in the future.

In traditional education, the environment/society reinforces acceptable societal values on the child. The principle of seniority within the traditional society strengthens the principle of authority and responsibility in the society. People in a society are not only familiar to cooperative efforts, they also have divergent views. To clarify issues on divergent views, elders in the society are looked on to with unquestioning obedience by the younger ones. As soon as a child is born, the process of education starts and continues into adulthood until death. A child derives knowledge from observation, customs, traditional beliefs and religious tenets. During the slave trade era, parents reserved the rights to sell their children into slavery, they can also administer corporal punishment without limit, and theft was seen as an offence that should be visited with capital punishment. Every child in the traditional form of education must be corrected by the older children and members of the extended family and if the child refuses correction, corporal punishment can be applied.

At this time, disobedience and other forms of indiscipline were rare among children because of the methods/sways of administering punishment. The whole community as well as the parents serves as teachers who can punish errant children.

3.3 Evolution of Education Law in Nigeria

The history of education laws in Nigeria could be traced to 1882 when the first educational ordinance was enacted. The 1882 education ordinance was the first education official law made by the colonial masters in Nigeria. The ordinance makes the following provisions:

1. establishment of a general board of education for Lagos colony made up of the governor as the chairman and members of the state executive council as members and other four nominees by the government
2. that the general education board is empowered to hire and fire local education boards which were meant only to advise the general education board on the needs and areas where new schools are to be established, conditions for granting certificate to teachers and set condition for schools to be qualified for government grant-in aids

3. that there shall be one inspector of schools for West African colonies and three assistant inspectors to be based in Lagos, Sierra Leone and Gold Coast
4. that there shall be both the government, missionary and community primary schools and
5. that the school curriculum should include subjects like Reading, Writing, Arithmetic, Domestic Science, English Language, History and Geography.

3.4 Education Ordinance of 1887

Up to 1886, Lagos colony was administered by the same colonial authority that governed the Gold Coast colony. But from 1886, Lagos and Gold Coast colonies were separated; Lagos became a separate colony and a protectorate. This led to the attention given to the problems and prospects of educational development in Nigeria. It was this event that led to the enactment of the second education ordinance in 1887. Fafunwa (1974) opines that, this was technically the first education ordinance to be enacted for Nigeria; the 1882 education ordinance was for the British West African colonies in which Lagos was one.

The 1887 ordinance provided that:

1. a board of education be established for Lagos colony comprising the Governor as the chairman, members of house of legislature and other four Governor nominee
2. the board established shall assist school with grants and scholarship awards to pupils and
3. the board shall establish conditions for granting scholarship to pupils. Among the conditions set were that:
 - a. schools must have a manager with power to hire and fire teachers and also be accountable to schools on financial matters
 - b. teachers must be qualified and certified
 - c. schools academic performance in public examination must be good
 - d. schools must be open for inspection
 - e. school must be for all children irrespective of their religion or ethnic background and no religious education must be given to students without the parent background, and
 - f. school curriculum must include: Reading, Writing, Arithmetic, English, Needlework, History and Geography.

3.5 Education Ordinance of 1908

In Nigeria, the Northern Protectorate was established in 1899 and in 1906 the colonies of Lagos and Southern Nigeria were merged. But prior to this merger, in 1908, the Department of Education was created for the new Southern Protectorate of Nigeria. This department was responsible for production of education codes to oversee the education need, expansion and management of education in the Southern Protectorate. The 1908 education ordinance focused on the Southern Protectorate and also provided the following;

- i. that there shall be a department of education in the colony
- ii. that there shall be a director of education to head the department of education who would be responsible to the governor on education matters only and
- iii. that there shall also be superintendents of schools.

The establishment of a separate department for education for Southern Protectorate was a major development in the history of Nigerian education because prior to this time, education had been administered from the Governor's office when need be. No specific department was designated to oversee the activities in the education department then. The establishment of the department of education changed the scenario. Training was organised for some officers who were given responsibility to plan, co-ordinate, control and supervise the educational development in the merged Lagos colony and Southern Protectorate and the head gave account of the stewardship in the ministry to the governor. This resulted in greater efficiency and accountability in the management of education.

SELF ASSESSMENT EXERCISE 1

1. Distinguish between written and unwritten laws.
2. There is no difference between civil law and criminal law. Do you agree?

3.6 Education Ordinance of 1916 and 1926

The amalgamation of the Southern and Northern protectorates came up in 1914 by Sir Frederick Lugard who was also appointed the Governor - General for Nigerian territory by the British government. Lugard was aware of the gap in educational development between the Southern and Northern Nigeria and the importance of education to development of the people and the nation at large. He devoted special attention to the formulation of education policy and its implementation. After a few

months of assumption of office, Luggard proposed new guidelines for grant-in-aids to missionary schools, because the 1914 education ordinance was criticised by the colonial master's office in London and leaders of the various missionary groups in Nigeria. Other provisions of the 1916 education ordinance were:

- grants-in-aid to the mission for running the missionary schools should be increased and inspection of schools should be more frequent
- Christian Religion should not be taught in schools located in the Muslims communities in the Northern Nigeria
- schools located in the rural areas should teach Agriculture and Local Crafts and
- no interference among the various agencies involved in education and there should be cooperation among these agencies.

The 1916 education ordinance resulted in the improvement of efficiency and effectiveness of school management and leadership, better teaching staff quality, and higher pupils' academic performance. But the ordinance was not without critics. It was said that the ordinance focused mainly on missionary schools which were located mostly in the Southern Nigeria. It also contained nothing to bridge the education gap between the Southern and Northern Nigeria.

In 1922, the Phelps - Stokes Commission published a report on education in Africa, this report spurred the British government to produce a memorandum on education in its territories in 1925. However, in 1926, there was an education ordinance to respond to the Phelps - Stokes Commission's recommendations. The ordinance addressed the issue of school management, staffing and supervision as observed by Phelps - Stokes Commission. It was spelled out in the ordinance that a person needed to be a registered teacher before he could be hired to teach in any school in Southern Nigeria. The ordinance also mandated voluntary agencies or communities to take approval from the director of education as well as the board of education before establishing new schools. This measure was to check the establishment of sub-standard schools within the protectorate.

The ordinance also expatiated the functions and duties of supervisors and inspectors of education. The work of supervisors and inspectors assumed a different dimension because their reports not only improved the academic standard and performance; it also assisted the Board/Director of Education in arriving at vital decisions on education. The ordinance also put in place stringent conditions for teachers to be employed; it also stipulated the minimum salaries that should be paid to any registered teacher in all the government or government assisted

schools. This 1926 ordinance therefore, became the first education ordinance that enhanced the status of teaching profession and made teaching attractive to the qualified teachers.

SELF ASSESSMENT EXERCISE 2

Trace the history of Nigerian Education Law from 1882 to 1926.

4.0 CONCLUSION

Law can be a discipline/or course of study in institutions of higher learning, and it can also be used for proper regulation of a society by appropriate authority. Civil laws are applied to settle civil cases while criminal laws are applied to settle criminal cases in the society. The history of education law could be traced back to 1882 when the first education ordinance was made for the entire British colonies to 1926 when education ordinance was made for the Southern and Northern Protectorates after the amalgamation of Southern and Northern Protectorates in Nigeria.

5.0 SUMMARY

In this unit, we have discussed the historical development of education laws in Nigeria from 1882 when the first education official law was made by the colonial master (i.e. British). The 1882 ordinance was meant for the entire British West African colonies, while the 1887 ordinance was the first one for Nigeria. The education ordinance of 1908 was for the Lagos colonies and Southern Protectorate after their merger in 1906. This ordinance was focused on that new Southern Protectorate which was a landmark in the history of education in Nigeria, because this ordinance stipulated and established a separate department (department of education) to oversee education ministry. However, the 1916 and 1926 ordinances were made for the Southern and Northern Protectorates after the amalgamation of the duo in 1914 by Sir Fredrick Lord Lugard who became the first Governor - General of the Southern and Northern Nigeria. The education ordinances made various provisions for education at one time or the other.

6.0 TUTOR-MARKED ASSIGNMENT

1. Trace the historical development of education law in Nigeria from 1887-1926.

7.0 REFERENCES/FURTHER READING

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UNIT 2 ORGANISATION OF THE MINISTRY OF EDUCATION IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Structure of the Federal Ministry of Education
 - 3.1.1 Organisational/Structure/Chart Organogram of the Federal Ministry of Education
 - 3.2 Functions of the Federal Ministry of Education
 - 3.3 The State Ministries of Education
 - 3.3.1 Structure/Organogram of State Ministry of Education
 - 3.4 Functions of the State Ministry of Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, we are going to discuss the organisational structure of the ministries of education in Nigeria (federal and state). We will also discuss the functions of federal and state ministries of education. The various departments that make up the federal ministry of education and other agencies under it will also be looked into.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- distinguish deliver federal ministry and state ministry of education
- draw organogram of federal ministry of education
- explain the functions of the federal ministry of education
- draw the organisational structure of state ministry of education
- explain the functions of the state ministry of education.

3.0 MAIN CONTENT

Education in Nigeria is on the concurrent list of the Nigerian constitution. Apart from the concurrent list, there are also the exclusive and residual lists. All items on the exclusive list are exclusively under the total control of the federal government, for example: the Nigerian Police Force, the Nigerian Army: The Nigerian Custom Services, the Nigerian Prison Service. The residual list is made up of those items that are under the total control of state governments, State governments are solely responsible for the provision, controlling and funding of items on the residual list at their various states because the law has given them the statutory right to do so.

However, education is one of the items on the concurrent list. This means it is to be jointly provided by both the federal and state governments. In the process, if there is any clash, the position of the federal government takes precedent. The federal government owns, controls, finances and operates federal secondary schools and institutions of higher learning i.e. Federal Secondary Schools, Federal Colleges of Education, Federal Colleges of Agriculture, Federal Polytechnics, and Federal Universities etc. So also the state government owns, controlled, financed and operate the state owned secondary schools, state owned colleges of education, state owned polytechnics, state owned colleges of agriculture and state universities. These institutions (secondary and institutions of higher learning at state levels) are owned, managed, financed and controlled by the state government. However the Primary Basic Education is provided by the local government through the primary school.

3.1 Structure of the Federal Ministry of Education

Federal ministry of education is the organ of federal government that is responsible for the administration, finance and control of federal government-owned education institutions both at the secondary and higher institutional levels. There are vertical and horizontal flows of authority and responsibility in the ministry of education. This will be seen in the hierarchical structure.

The ministry is headed by a minister of education who is nominated for appointment by the president subject to the approval of the National Assembly in a civilian government or approval of the supreme military council in a military government. At the ministry of education there are seasoned educational administrators and civil servants who work directly or indirectly with the minister in various capacities. The ministry comprises eight different departments and several agencies. The departments are:

- i. Personnel
- ii. Finance
- iii. Planning Research and Statistics
- iv. Primary and Secondary
- v. Post Secondary and Higher Education
- vi. Technology and Science
- vii. Inspectorate
- viii. Education Support Service.

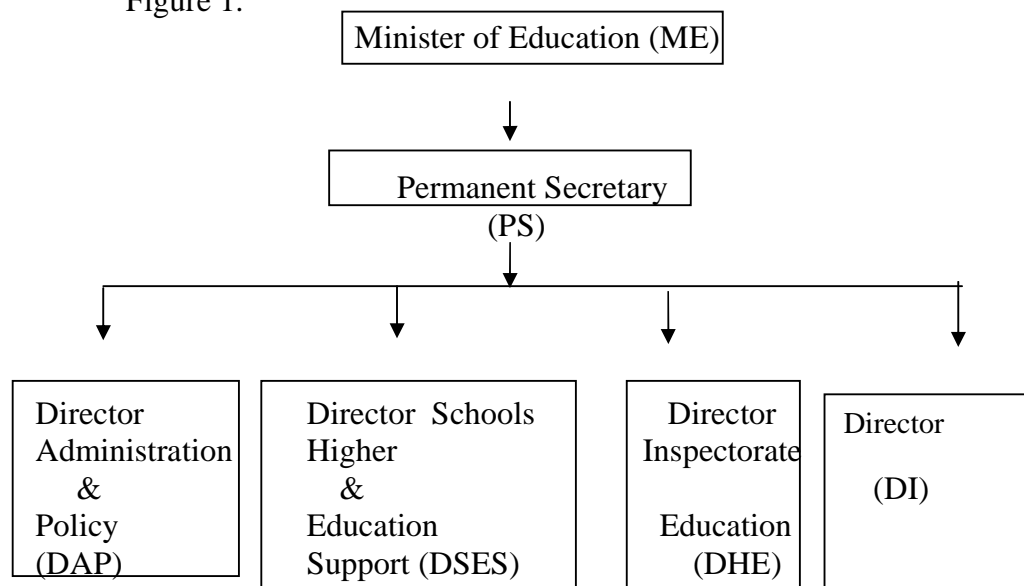
Some of the agencies under the supervision of the ministry of education are:

- i. The National Council of Education (NCE)
- ii. The Joint Consultative Committee on Education (JCCE)
- iii. The Nigerian Educational Research and Development Council (NERDC)
- iv. The National Teachers Institution (NTI)
- v. Joint Admission and Matriculation Board (JAMB)
- vi. The National Universities Commission (NUC)
- vii. The National Board for Technical Education (NBTE)
- viii. The National Commission for Colleges of Education (NCCE).

3.1.1 Organisational/Structure/Chart Organogram of the Federal Ministry of Education

Figure 1 below is the hierarchical structure/or organisation chart of the federal ministry of education in Nigeria

Figure 1.



It can be observed from figure 1 that authority flows downward from the ME = PS = DAP, DSES, DHE & D1. However, horizontal relationship exists between DAP = DSES = DHE = D1, because these personnel operate at the same level and are headed by officers of the same cadre i.e. director.

3.2 Functions of the Federal Ministry of Education

The functions of the federal ministry of education are discussed below:

i. Formulation of National Policy on Education

The federal government through the federal ministry of education lays down broad general education policies covering the various aspects of education in the country. These policies are handed over to various state ministries of education through the state government to implement. The federal ministry of education draws a bench mark for some educational programmes at certain levels e.g. the minimum O'level qualification(s) to be possessed by candidates before being admitted into the colleges of education, polytechnics and universities.

ii. Funding of Educational Institutions/Agencies

The federal ministry of education solely finances all the educational institutions owned by the federal government (i.e. the federal unity schools popularly called federal government colleges, the federal colleges of education, federal polytechnics and federal universities). The federal ministry of education finances federal colleges of education through the National Commission for Colleges of Education (NCCE), also the ministry finances the federal polytechnics through the National Board for Technical Education (NBTE) and finances the federal universities through the National Universities Commission (NUC). The federal ministry of education also funds some special agencies and institutions under it such as Nigerian Education Research and Development Council (NERDC). The National Teachers Institute (NTI) the National Council on Education (NCE) etc.

iii. Provision of Statistical Data

Another major role of the federal ministry of education is the collection, collation and publication of students' enrolment statistical data. This assist the government to make necessary budgetary allocation to schools, have first hand information about the total number of students in the each school and all over the country. Educational information is disseminated throughout the country through newsletters, statistical digests, pamphlets,

journals and periodicals. All educational plans are based on the statistics provided by the federal ministry of education.

iv. **Quality Control**

The federal ministry of education formulates general guidelines and bench mark aimed at ensuring educational standards both at the state and federal levels. The set guidelines and bench mark are complied with by both the states and federal government-owned institutions throughout the country.

v. **Development of Syllabuses/Curricular**

The federal ministry of education in conjunction with other relevant agencies/bodies develop uniform curricula and syllabuses for use by all educational institutions in Nigeria. The syllabuses/curricula developed are handed to states for implementation in the state-owned schools.

vi. **Provision of Consultancy Services**

In addition to all the above functions, the federal ministry of education also provides advisory sand consultancy services to schools at the state levels and other interested organisations requiring educational information or advice.

SELF ASSESSMENT EXERCISE 1

Apart from all the functions of the federal ministry of education discussed above think of more functions of the federal ministry of education.

3.3 The State Ministries of Education

Nigeria is made up of 36 states and the Federal Capital Territory (FCT) Abuja. All the states have their respective state ministries of education. This means that there are 36 state ministries of education in Nigeria, apart from the federal ministry of education. The state ministries of education are the organs of state governments responsible for the administration, finance and control of the state government owned educational institutions both at the secondary school and higher institutional levels.

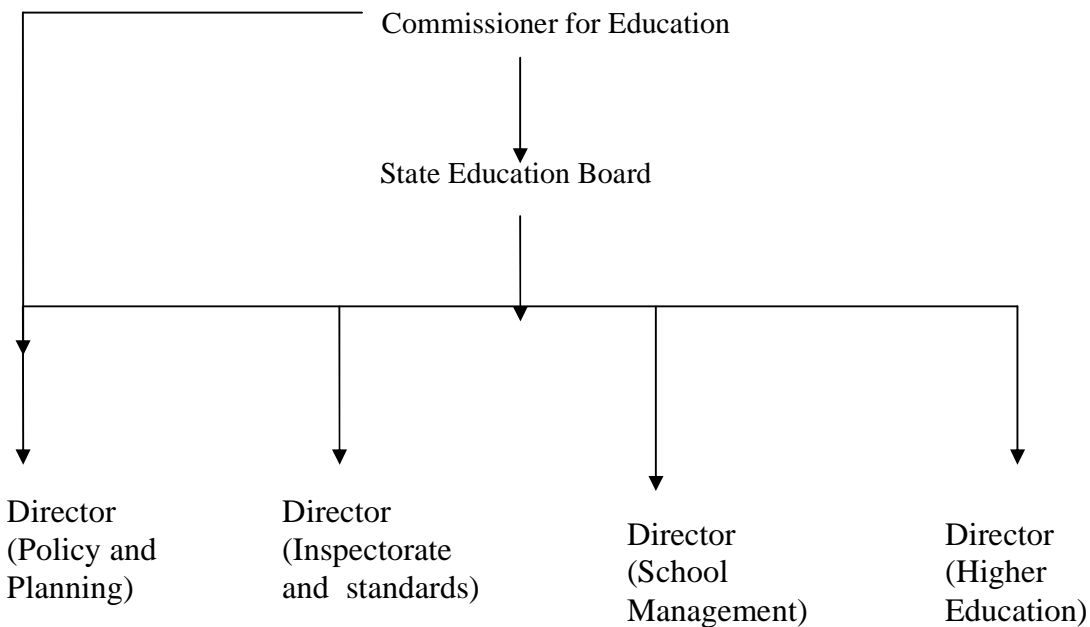
The state ministry of education is headed by a commissioner for education who is nominated by the executive governor subject to the ratification of the legislative arm of government at the state level (in Nigeria, it is called the House of Assembly). Apart from the commissioner for education, there are also seasoned educational administrators (Permanent Secretaries, Directors), and civil servants that

work in the ministry of education who manage the affairs of various divisions, directorates, units and sections of the ministry. There are some statutory management agencies under the state ministry of education e.g. Secondary School's Management Board (SSMB), the State Education Commission (SEC), and the Teaching Service Commission (TSC).

3.3.1 Structure/Organogram of State Ministry of Education

Figure 2 below is the organogram of the state ministry of education in Nigeria. There may be differences in the nomenclature depending on states, but a typical organogram of the state ministry of education looks like this:

Figure 2



From the above, as we have in the federal ministry of education, authority flows downward while responsibility flows upward. There are also line authority relationships at the state ministry of education as we have at the federal level.

SELF ASSESSMENT EXERCISE 2

What are the differences between the organogram of the federal ministry of education and state ministry of Education?

3.4 Functions of the State Ministry of Education

i. **Implementation of Educational Policies**

The state governments through the state ministries of education implement national educational policies formulated by the federal government through the federal ministry of education. State ministries formulate educational policies, based on the broad national policies on education set by the federal government through the federal ministry of education.

ii. **Funding of Educational Institutions/Agencies**

The state ministry of education is the sole financier of all the educational institutions owned by the state. The ministry is responsible for recurrent and capital expenses on monthly, quarterly or yearly basis. Capital expenses are money expended on site acquisition, construction of school buildings, procurement of equipment and machinery. The state ministry of education also finances the statutory education agencies under the ministry. Some of the agencies are: Teaching Service Commission, State Education Commission, Secondary Management Board or Post Primary Schools Management Board.

iii. **Coordination of Educational Activities**

The state ministries of education also coordinate educational activities within the states because of their leadership positions. They also ensure that different parts of the school system and the people within it work harmoniously. The state ministry of education streamlines the structure of the state educational system to avoid multiple control, direction and management. In some states, we have post primary school management board or the secondary education management board at zonal levels to monitor educational activities within the zone and report back to the parent body i.e. the state ministry of education.

iv. **Provision of Statistical Data**

This is another vital role of the state ministry of education. The ministry collects, collates and make available data on admission, enrolment, drop-out and other relevant data that will assist the state government in making adequate preparation on planning for smooth operation of educational system at the state level. Availability of correct data will enable the government to make adequate plan and vice versa.

v. **Regulations of Admission into Schools**

The states ministries of education provide regulation that guide the admission of student's into state-owned schools as well as student transfers and withdrawals.

vi. **Quality Control**

It is reasonable to argue that one of the most important functions of the state ministry of education is the maintenance of educational standards. The ministry inspects and supervises both the administrative and instruction components of the school and ensures that it meets the set standard.

vii. **Formulation of Educational Policies**

Based on the broad educational provision and practices within the context of the policies from the federal ministry of education, the state ministry of education formulates state education policies which are included in the state education laws and cover every aspect of educational provisions and practices at the state level.

viii. **Recruitment and Payment of Teachers/Other Staff**

The statutory agencies in the state ministry of education e.g. Post-primary Education Board, Teaching Service Commission as the case may be, are responsible for the recruitment of teachers into state-owned educational institution. The board also sees to the payment of teachers, and other staff salaries and allowances as at when due.

4.0 CONCLUSION

In this unit, you have learnt that education is a service provided by both federal and state governments in Nigeria. The federal government provides education through the federal government owned educational institutions e.g. federal government colleges, federal technical colleges, and federal colleges of education, federal polytechnics and federal universities. These institutions are financed and controlled by the federal government through federal ministry of education which is headed by a minister appointed by the president based on the approval of the National Assembly in a democratic government. State governments also provide education through the state owned educational institutions. All the state-owned educational institutions are controlled and financed by the state government through the state ministry of education which is headed by a commissioner for education who is appointed by the executive governor of the state based on the approval of the state House of Assembly.

5.0 SUMMARY

In this unit, we have discussed the concurrent and residual list and that the concurrent list contains items to be jointly provided by the federal and state governments e.g. education. The residual lists contain items solely reserved for the federal government to provide, e.g. Nigeria Police Force etc. We also discussed the functions of federal and state ministries of education and structure of both the federal and state ministries of education. It was pointed out that the federal ministry of education is headed by a minister of education while the state ministry of education is headed by a commissioner for education.

6.0 TUTOR-MARKED ASSIGNMENT

1. Draw the organogram of the ministry of education of your state.
2. Explain in full, the various functions performed the state ministry of education of your state.

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UNIT 3 FUNCTIONS OF THE STATE PRIMARY EDUCATION BOARD AND EDUCATION/COMMISSIONS IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Functions of State Primary Education Board (SPEB)
 - 3.2 National Universities Commission (NUC)
 - 3.2.1 Function of the National Universities Commission (NUC)
 - 3.3 National Commission for Colleges of Education (NCCE)
 - 3.3.1 Functions of National Commission for Colleges of Education (NCCE)
 - 3.4 National Board for Technical Education (NBTE)
 - 3.4.1 Functions of National Board for Technical Education (NBTE)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, our discussion was on the federal and states ministries of education and we are able to see that education is provided by both the federal and state governments. At the federal government level, education is under the federal ministry of education which is headed by a minister who is appointed by the president subject to the approval of the National Assembly. So also at the state level, education is under the ministry of education, but this ministry at the state level is headed by a commissioner appointed by the executive governor subject to the approval of the state House of Assembly.

In the unit, we are going to discuss the establishment and the functions of State Primary Education Board (SPEB) as well as the various commissions that we have in the ministry of education at the federal level.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the reasons why SPEB is needed
- explain the important of NUC
- distinguish between NUC, NCCE and NBTE
- trace the historical development of NUC in Nigeria
- mention the reasons for the establishment of NBTE.

3.0 MAIN CONTENT

The State Primary Education Board (SPEB) was established for each state of the Federal Republic of Nigeria by the federal government by Decree 96 of 1993. It was established to oversee the activities and management of primary school education in their respective states. There are 37 State Primary Education Board offices in Nigeria, it comprises one in the 36 states and one at the FCT.

3.1 Functions of State Primary Education Board (SPEB)

The following are some of the functions for the establishment of SPEB in Nigeria.

i. **Management of Primary Schools Level**

The statutory role of SPEB is to manage primary schools in the state. This is done through co-ordination and supervision of the primary schools and their activities. Needed assistance is rendered by SPEB to primary schools in areas discovered during supervisory visit to assist schools and teachers to achieve the school's objectives.

ii. **Appointment of Staff**

SPEB is responsible for the appointment, promotion and discipline of teaching and non-teaching staff on grade levels 07 and above. The board is also responsible for transfer of teachers within the state and inter-state transfer.

iii. **Disbursement of Funds**

SPEB disburses funds provided to it from both the federal and state government to pay teachers and other supporting staff salaries and allowances. SPEB also embarks on capital projects in the primary schools (building of classrooms, administrative blocks, library etc).

iv. **Supervision of Institutions**

SPEB carries out supervisory duty either on routine basis, advisory basis, full-time basis special basis or follow-up basis, with the intention to improve the instruction, and maintain high standards of instruction in primary schools. SPEB also ensures that primary schools are run in accordance with the laid down regulations.

SELF ASSESSMENT EXERCISE 1

What are the other functions performed by SPEB apart from the ones discussed above?

3.2 National Universities Commission (NUC)

As fallout of Sir Eric Ashby Commission report on higher education in 1962, NUC was established in that same year. However, between 1962 and now, the university system has undergone three developmental phases.

The first phase was between 1962 -1968 when NUC was a part of the Federal Cabinet. It was an administrative department at this time and it was headed by Head of Department (HOD) to advice the prime minister on university matters. That time, the membership was comprised of 12 non-academic members. Then, there were three regional universities (Ahmadu Bello University, Zaria, University of Nigeria, Nsukka, and University of Ife, now Obafemi Awolowo University), and two federal universities (University of Lagos and University of Ibadan) in Nigeria.

The second phase was between 1968 -1974. During this period NUC still remained an advisory body, but the membership was expanded to 17 comprising 12 non-academic and 5 academic members. During this time, University of Benin was established; this increased the total number of university in Nigeria to six.

The third phase was from 1974 to date. This phase could be regarded as statutory phase because, it was during this period that NUC was given statutory powers, on 25th April 1974. Since then, NUC has been empowered to employ staff, discuss and reward staff, and was given definite roles to play. NUC increased its staff strength and created professional departments and committees and had been one of the statutory agencies of the Federal Ministry of Education.

3.2.1 Function of the National Universities Commission (NUC)

Below are some of the functions of the NUC:

- coordinating the entire activities in all Nigerian universities
- harmonizing and co-ordinating the development of Nigerian universities to meet national goals
- advising government on the financial needs of the universities
- distribution of funds to Universities when such is made available by the government
- setting the minimum bench mark for Nigerian universities
- ensuring compliance of the universities to the minimum bench mark set
- collecting, collating, analysing and storing data collected from Nigerian universities for use in advising the government on the need to expand the existing universities or establish new ones
- setting standards to be followed in establishing universities in Nigeria
- issue operating license to Nigerian universities
- accrediting courses in Nigerian universities
- participating in universities annual estimate hearings to determine the financial need of the universities and
- keeping accurate and up-to-date financial records for all local and foreign transactions.

3.3 National Commission for Colleges of Education (NCCE)

Increase in school enrolment occasioned by the federal government Universal Primary Education scheme introduced in 1974, brought about scarcity of qualified teachers. This situation forced the federal government to be directly involved in teachers training programme for the first time by providing buildings (classroom and administrative), equipment, teachers' salaries, bursary awards to students-teachers in the department of education in Nigerian Universities, Colleges of Education and Teacher Training Colleges.

The product of teacher training colleges needed higher education, for them to be qualified to teach in secondary schools, this led to increase in demand for higher education in education discipline. As a result of this, between 1979 -1983, more Colleges of Education were established all around the country which created problems and necessitated a national body to checkmate and to coordinate activities at the Colleges of Education in the country. This led to the establishment of National Commission for Colleges of Education as one of the agencies under the

Federal Ministry of Education in 1989 by Act No.3 of the constitution of the Federal Republic of Nigeria.

3.3.1 Functions of National Commission for Colleges of Education (NCCE)

The following are among the functions of the National Commission for Colleges of Education (NCCE):

- (i) to coordinate the activities of all Colleges of Education and other institution of higher learning offering teachers education other than universities
- (ii) to advise the federal government through the Minister of Education on all the aspects of teacher education outside the universities and polytechnics
- (iii) to make recommendations to the government on matters affecting teachers education
- (iv) to manage the financial affairs of the colleges of education
- (v) to develop scheme of national certification for the various products of Colleges of Education
- (vi) to collect, analyse and publish information relating to teachers' education
- (vii) to set bench mark for Colleges of Education
- (viii) to accredit courses in Nigeria Colleges of Education and receive grants from the federal government and allocate them to colleges of education according to the laid down formula.

SELF ASSESSMENT EXERCISE 2

Distinguish between the National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) and their functions.

3.4 National Board for Technical Education (NBTE)

The National Board for Technical Education was first established by Decree No.7 of 1977 but it was later reconstituted by way of amendment Decree No.8 of 1993. It was established to develop and manage technical and technological education in Nigeria. This board was one of the agencies of the Federal Ministry of Education to oversee institutions offering technical and technology related courses in Nigeria. National Universities Commission (NUC) was put in a place to monitor teaching and learning activities in Nigerian Universities, National Commission for Colleges of Education (NCCE) monitors teaching and learning in the Colleges of Education. National Board for Technical Education

(NBTE) was however established to monitor teaching and learning in Polytechnics and Technical institutions in Nigeria.

3.4.1 Functions of National Board for Technical Education (NBTE)

NBTE was established to perform some statutory roles, among which we are to:

- (i) coordinate all aspects of technical and vocational education outside the universities in Nigeria
- (ii) make recommendations on the national policy necessary for the training of craftsman and skilled manpower in technical and vocational courses
- (iii) advise the federal government on issues relating to all aspects of technical and vocational education outside the university,
- (iv) set minimum bench mark for Nigerian polytechnics
- (v) make recommendation based on the available data on the need to establish new polytechnics or expand facilities in the existing polytechnics
- (vi) review the terms and conditions of service of personnel in polytechnics and make recommendation to the federal government
- (vii) assess the financial needs of polytechnics and technical institutions and advise the government appropriately and
- (viii) act as channeling agents by channeling all external aids to polytechnics.

4.0 CONCLUSION

The State Primary Education Board (SPEB) was established by decree 96 of 1993 of the Federal Republic of Nigeria to oversee the activities of primary schools in Nigeria. SPEB has 37 offices in the country, one office each in a state and one at the federal Capital Territory (FCT) Abuja. There are also other commissions established by the federal ministry of education to serve various functions, such commissions apart from SPEB are NUC, NCCE, and NBTE. These commissions perform various regulatory functions in their various capacities.

5.0 SUMMARY

In this unit, we have discussed the reasons behind the establishment of State Primary Education Boards and the number of SPEB in Nigeria; we equally discussed other commissions/boards under the federal ministry of education. Commissions discussed are National Universities Commission (NUC), NCCE, and NBTE and we are able to see the various roles played by these commissions/boards to ensure that there is improvement in educational system at large.

6.0 TUTOR-MARKED ASSIGNMENT

1. Justify the need for the establishment of the National Universities Commission (NUC) in Nigeria.
2. Primary School in Nigeria can survive without State Primary Education Board. Do you agree?

7.0 REFERENCES/FURTHER READING

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UNIT 4 SCHOOL PLANT, MAPPING AND MAINTENANCE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Meaning of School Plant
 - 3.2 Management/Maintenance of School Plant
 - 3.3 Types of School Plant Maintenance
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, we are going to look at the concept of school plant, and how to maintain the school facilities. Adequate and appropriate school plants are indispensable in educational process. Proper maintenance of school plants will not only boost the morale of teachers and students, it will also ensure that the objectives of the school system are achieved.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define school plant
- explain/state the meaning of school plant management
- give reasons why school plant must be maintained
- briefly describe the various types of school plant maintenance.

3.0 MAIN CONTENT

Education is an industry that also makes use of human, material and financial resources like the production industry. The school plant is the physical facilities available in the school; this can be likened to capital in production industry. There is no gainsaying that school plants are necessary ingredients towards achievement of effective teaching-learning activities. As a result of this, there is need to ensure availability of school plant and it should be maximally utilised and maintained by school administrators and their staff. Adaralegbe (1983) observes that, inspectors' reports over the years have indicated that there is abundant

evidence of a catalogue of inadequacies in the provision and judicious use of school buildings and instructional materials.

The proportion of increase in students population in Nigerian schools at all levels year-in year-out is much higher than the proportion of increase in the provision of school plant. Government has not considered the need to expand or put in place new school plants in the same proportion to student population growth. This has led to over-utilisation of existing school plants because of the pressure on them.

3.1 Meaning of School Plant

The term 'school plant' embraces all physical structures and infrastructural facilities in the school premises such as the classroom buildings, hostels, halls, offices, libraries, laboratories, instructional materials room, workshops, and equipment used for the achievement of educational goals. Olagboye (1998) refers to school plant as school physical facilities which include buildings, equipment, machinery, vehicles, books, electrical infrastructure and water supply. Durosaro (1998) opines that school plant embraces both permanent and semi-permanent structures on the school premises as well as means of transport, teaching equipment and even the cleaner's tools. To Fadipe (1998), school plants are the non-consumable materials in the school for the promotion of teaching-learning activities. Adeboyeje (2000) defines school plant as the physical facilities within the school which are basic materials that must be available and considered to be able to achieve the objectives of the school.

The availability of these facilities (in quantity and quality) determines the quality of instruction and students performance in the school's internally and externally conducted examinations. To Olutola (2000), school plant embraces both permanent and semi-permanent structures as well as items such as machines, laboratory equipment, the chalkboard and the teachers' tools.

From all the definitions above, school plant covers all facilities required to facilitate teaching and learning. School plant can also be said to include: buildings (classrooms, hostels, libraries, laboratories, assembly halls, administrative blocks, staff quarters where available), equipment (laboratory and workshop equipment, sporting equipment, instructional teaching materials, typewriters or and computers, printers), machinery (duplicating and secretarial machines, workshops machines and tools), furniture (classroom and office furniture, hostels and staff quarters furniture), vehicles (official vehicles for school head and principal officers of the school, school bus, water tankers), books (text-books, stationery, library books), electrical infrastructure (overhead electrical

conductor lines, meters generating sets, air conditioners, fans and other electrical fittings) and water supply infrastructure (public water extension to the school, bore holes, deep well, water tanks, either used for teaching and learning or to support those activities).

SELF ASSESSMENT EXERCISE 1

From all the definitions provided above, think of an appropriate definition of your own for the term ‘school plant’.

3.2 Management/Maintenance of School Plant

School plant or school physical facilities are essential aspects of educational administration. Effective and efficient teaching and learning may not be achieved if schools are wrongly located, or if the classrooms are not well constructed or if the equipment available are over-utilised, under-utilised or are not well maintained. Management of school plant is a process of planning to meet the need of the school in terms of physical facilities, maintaining and keeping such facilities in good condition at all times so that the facilities can be used as at when needed for teaching and learning. Adeboyeje (1994) posits that efficient management of school plant is a must to make the school a pleasant, safe and comfortable place for the activities of the community. One of the important duties of an institutional administrator is the maintenance of the school plant.

Maintenance of school plant is an important aspect of school administration. It is the activities embarked upon by school administrators to ensure that the school plant remain in the same state, the activities include repairs, servicing, painting, greasing etc. Maintenance can also be those activities put in place to keep and restore the original condition of an item. When activities such as repairs, servicing, painting, etc., are put in place to keep or restore the original condition of an item, the item is being maintained. Maintenance of school plant therefore implies the process of or any other activities that involve repairs, servicing, painting, etc and which is been carried out on any of the components of school plant in an attempt to keep or restore it back to the original condition and more importantly to ensure that the school plant is in good shape.

The aim of maintenance of school plant is to ensure that it remains in the best condition for educational instruction at all times. Miller (1965) observes that construction of new block of classroom and other buildings and alteration to the existing buildings are not the whole housing effort; it also involves the continuing operation and maintenance of the school plant. It is therefore necessary for school

administrators to have the knowledge of operating and maintaining school plants. School plant maintenance requires maximum cooperation and hard work from the officials of ministry of education, the school administrator, the school staff (academic and non-academic), the students and the community where the school is located.

3.3 Types of School Plant Maintenance

Maintenance services of school plant may take any of the following forms:

- (i) ***Preventive and Predictive Maintenance:*** This form of maintenance is aimed at preventing the occurrence of total breakdown of school plants available for use. It is also aimed at preventing situations which can put parts of the school plant out of use. Examples of services under preventive maintenance are timely and regular servicing of vehicles, generating sets, duplicating machines, cutting of trees, periodic repair and painting of classroom building and other school buildings.
- (ii) ***Corrective and Emergency Maintenance:*** This is spontaneous repair carried out at the appropriate time. For example, the timely rectification of electrical faults in the school buildings will prevent the possibility of any fire outbreak. Other activities that could be grouped under this are: replacing leaking pipes, replacing bad plugs, or cleaning of the plugs on time.
- (iii) ***Breakdown Maintenance:*** This type of maintenance is otherwise known as emergency maintenance. It is the maintenance that is aimed at rectifying breakdowns in any component of the school plant. It involves preparation for a possible but unpredictable breakdown of school plant by procuring in advance spare parts that will be needed in case of breakdown. Breakdown maintenance is carried out after the breakdown of the school plant which will require heavy monetary outlay. Ineffective/inefficient preventive maintenance leads to total breakdown and invariably breakdown maintenance.
- (iv) ***Running Maintenance:*** This is otherwise known as regular maintenance. It is carried out when the school plant is still in use. For example the repair carried out on the school generating set in the day while the lesson is going on and before it will be needed at night; the repair/servicing done on the school van during the school lesson period and before the students are ready to be taken back to their various homes/bus stops. This type of maintenance is referred to as running maintenance.

- (v) **Shutdown Maintenance:** This type of maintenance is carried out only when the operations of the school have been closed or postponed or suspended for a given period of time to carry out the maintenance work. This type of maintenance is carried out when a major work/repair is to be done in a classroom. For example, if a windstorm damages a classroom block or if a building collapses in the school, the school may be shut for a specific period of time to carry out major repair on the dilapidated building occasioned by storm.

4.0 CONCLUSION

The achievement of the overall goals and objectives of education revolves around the ability of the learners to utilise the various opportunities offered by the school and its environment. It is not just imperative that the school should have a functional school plant, it is equally important that each school plant be well maintained to improve students' academic performance.

5.0 SUMMARY

In this unit, we are able to see that school plant embraces all infrastructural facilities in the school premises. It could also be said to mean both permanent and semi-permanent structures on the school premises which also include machines, vehicles, and instructional materials. Various ways of maintaining school plant was discussed as well as the various types of school plant maintenance.

6.0 TUTOR-MARKED ASSIGNMENT

1. Give a brief definition of school plant.
2. Briefly discuss five types of school plant maintenance.

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UNIT 5 PLANNING OF SCHOOL PLANT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Planning of School Plant
 - 3.2 Stages Involved in the Provision of School Plant
 - 3.3 Type of Spaces on School Site
 - 3.4 Challenges of School Plant Maintenance
 - 3.5 Solutions to the Challenges of School Plant Maintenance
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, we discussed the meaning of school plant. We learnt that it is made up of all physical facilities which include buildings, equipment, furniture, vehicles etc. We also looked at the meaning of school mapping as a process of identifying and estimating educational institutions requirements and identify the communities and locations for new schools

In this unit however, we shall be looking at the meaning of planning of school plant, the principles of planning school plant and the guidelines to be followed in arriving at logical effective school plant facilities. We shall also be looking at the various types of spaces expected at the school site, the problems of school plants maintenance and the solutions to the various problems associated with school plants.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define school plant planning
- list the principles of school plant planning
- mention the types of spaces expected to be provided for at the school site.

3.0 MAIN CONTENT

3.1 Planning of School Plant

School plant planning is the process of identifying, selecting and acquiring a suitable site for the school to be located, erecting appropriate physical structures that will assist in achieving the educational goals/objectives. The planning process involves citing, construction, and provision of recreation spaces for the achievement of educational goals/objectives. It is a comprehensive process in which a suitable site is chosen and adequate buildings are designed with the aim of satisfying the educational needs of the students.

Essentially, school buildings are designed to meet the educational programme requirements and satisfy the students and teachers physical and emotional needs. The quality of instruction given to the students by the teacher depends on the type of school building and the learning environment. This is why it is emphasised that the school building should be adequately considered, planned effectively and executed thoroughly to allow for effective teaching and learning.

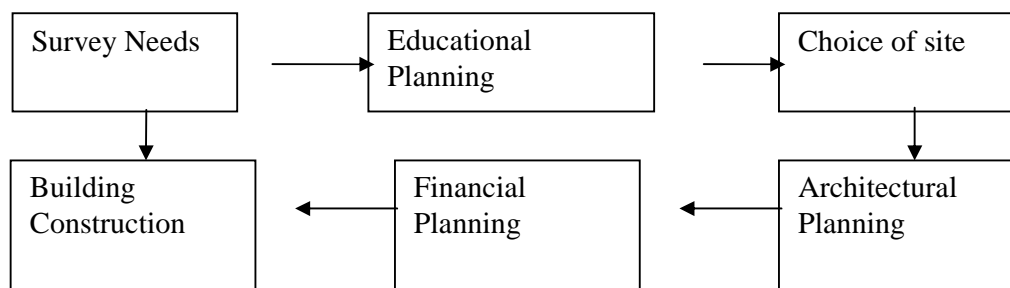
3.2 Stages Involved in the Provision of School Plant

The provision of adequate and appropriate school plant is one of the most important responsibilities of school administrators. To ensure that the school plant is relevant, adequate and efficient, the following six stages should be observed:

- i stage of adequate survey of needs
- ii stage of wise educational planning
- iii stage of choice of site
- iv stage of architectural planning
- v stage of prudent financial planning
- vi stage of efficient plant construction.

The stages can be in form of a model (see figure 1). Each of these stages has its peculiar characteristics and requires specialists from the ministry of education, school architects, educational consultants, accountants, and engineers. The model shows the interrelationship of the stages involved in the procurement of school buildings and after the last stage i.e. building construction, it goes back to the survey to find out if there is need for new project or expansion of the existing one.

Figure 1



Adapted from Adeboyeje (1994)

3.3 Types of Spaces on School Site

There are five major spaces necessary on the school site to enable it carry on the effective activities of teaching and learning.

- i. ***Instructional Spaces:*** These are spaces set aside for students to receive instruction; they include classrooms, auditorium, gymnasium, library, laboratory workshops, arts room, music room, multipurpose rooms and all other rooms set aside for students to receive learning instruction.
- ii. ***Administrative Spaces:*** These are spaces set aside for administrative offices of the school administrators, other staff members' office (academic and non-academic), school counsellor's office, and health centres.
- iii. ***Circulation Spaces:*** These are spaces meant for corridors, lobby, staircases, and other spaces where students can recreate.
- iv. ***Spaces for Convenience:*** These are spaces designed for toilets, bathrooms, cafeteria, kitchen, dormitories, custodian sheds and stores.
- v. ***Accessories:*** These are spaces meant for car parks, relaxation and football/tennis field, volleyball court and tennis lawn.

3.4 Challenges of School Plant Maintenance

Several challenges are militating against proper maintenance of school plant. These account for the reasons school facilities are not what they used to be. Among the challenges, we have:

i. ***Financial Constraints***

This problem is very common in primary and secondary schools. The head at these levels of education are starved of funds to maintain the school plant by the controlling and regulatory body. Most of them are not even given imprests. This makes it very cumbersome to procure or maintain the essential equipment and structure needed by the schools.

ii. ***Misuse of School Physical Facilities***

Some members of the school make use of physical facilities in the school very carelessly, because of the impression they have that school facilities are government property. This is often common with the way students and staffs make use of the toilets, lecture rooms, libraries, furniture, fittings, and other school facilities.

iii. ***Mismanagement of Maintenance Funds and Materials***

School administrators in Nigeria mostly do not spend the allocation for maintenance appropriately. Money allocated for maintenance is either used for personal purposes or on other things rather than maintenance. Left over materials most times are not cared for; they are abandoned after use.

iv. ***Lack of Dedication on the Part of Custodians***

The custodians are those in charge of the maintenance of the physical facilities in the school. The attitude of the custodians to work is very poor. Some of them are absent from work without reasons. They lack maintenance culture. Incessant power failure and bureaucratic procedure involved in getting order are primary excuses given by the custodians for failing to take proper care of the school plant.

3.5 Solutions to the Challenges of School Plant Maintenance

With the present economic situation, school administrators are not sure of the amount of money to be received from the government as impress or for maintenance. The following strategies could be adopted to deal with the challenges of school plant maintenance.

- i ***Community Participation:*** The need to seek the support of the community where the school is located in solving school plant maintenance problem should not be overlooked. This is because the community needs must have been considered and given priority at the initial plant planning for the school. Members of the community especially members of Parents-Teachers'

Association (PTA) of the school should be actively involved in solving the problems of school plant maintenance. The professionals/artisans among them e.g. carpenters, bricklayers, plumbers, etc should be co-opted as at when needed in the various committees for professional advice or repairs.

- ii ***Creation of Awareness:*** The government at local, state and federal levels, educational administrators and curriculum planners should embark on enlightenment campaign through the media on the need to properly use and maintain school plants.
- iii ***Setting up of Special Committees:*** These committees should be set up by school administrators at the beginning of the term. The committees will be in charge of maintaining and carrying out any form of repair on the existing physical structures in the school.
- iv ***Regular School Inspection/Supervision:*** Regular school inspection by the school head or ministry of education will assist in detecting the problems on any of the school plants which if necessary action are taken to remedy them early will prevent total breakdown of the school plant.
- v ***Provision of Adequate Funds:*** Government/Supervisory agencies should make available to the institutional administrators adequate funds to maintain school plant in schools. If the government does not make available adequate fund, the existing school plant cannot be adequately maintained or utilised. Most of the physical facilities in our schools are lying idle and have broken down because of inadequate funds to maintain them.

4.0 CONCLUSION

The maintenance of school plant is one of the most important responsibilities of the school head. School buildings are designed to meet the educational programme requirements and to satisfy both the physical and emotional needs of both the teachers and learners. For this reason, and many more, school building should be adequately considered and planned effectively to allow for effective teaching and learning. There are five major spaces (instructional, administrative, circulation, convenience and accessories spaces) that must be provided on the school site to enable it carry on effective teaching and learning. However, there are also some challenges militating against school plant maintenance.

5.0 SUMMARY

In this unit, we have considered what school plant planning is all about. It is a comprehensive process in which a suitable location is chosen and adequate buildings are designed with the intention of satisfying the educational needs of a community. So also we examined the basic principles to be followed before a good school plant planning can be done as highlighted by UNESCO (1982). The basic guidelines in the process of arriving at logical school plant facilities were also mentioned. We also discussed the various stages involved in the provision of school plants as well as the various spaces that should be provided on the school site. Various problems facing school plant maintenance such as financial constraints, mismanagement, misuse of school plant facilities etc are discussed. Solutions to the identified problems were proffered.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the factors militating against proper maintenance of school plant in Nigeria?

7.0 REFERENCES/FURTHER READING

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MODULE 3 SCHOOL RECORDS AND ADMINISTRATION

Unit 1	School Records 1
Unit 2	School Records 2
Unit 3	School Time-Table
Unit 4	School Budget
Unit 5	Discipline and the School Administration

UNIT 1 SCHOOL RECORDS 1

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Meaning of School Records
3.2	Meaning of Record Keeping
3.3	Reasons for Keeping School Records
3.4	Classification of School Records
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

Record keeping is vital for the proper functioning of any system, be it private or public; the school system is not an exemption. Effective teaching and learning can be achieved if proper school records are kept and these records are effectively utilised. Information is a perishable commodity; hence human beings have to rely on written document to store ideas and impressions. One of the major challenges in our school system today is record keeping. Information has to be documented for future use and reference purpose, hence the need to keep school records. Records are indispensable to a progressive society, whether for government, in schools or any other activities.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the meaning of a school record
- explain reasons why records are kept by school administrators
- distinguish between statutory and non-statutory records in a school

- mention the various school's records.

3.0 MAIN CONTENT

The complexity of administration of educational institutions brought about by the explosion in students population at all levels of our education (i.e. primary school, secondary school and institutions of higher learning) and the need to keep accurate and up-to-date information about the school and the students makes it unavoidable for school administrators to be exposed to ways and means of making their job less stressful. One way to do this is to know what a school record is, how it can be kept safely and how it can be retrieved easily.

3.1 Meaning of School Records

School records could be explained to be a document through which information is transmitted within the school system and between the school and other stake holders in the education sector. Such document may be in form of letters, reports, pictures, minutes, maps, forms, films, microfiche and soft copy. School records could be many and varied. They are to be kept by the generality of schools staff members, head teachers (headmasters/headmistress at the primary school level and principals at the secondary school levels) bursars, heads of departments, coordinators etc.

Mbiti (1974) defines school records as the records that comprises all books, files and other documents containing information relating to what goes on in the school, who is in the school as well as what type of property the school owns. Eleanor (1984) describes school records as a document through which information is transmitted. However, in the opinion of Akinyemi & Sanni (1999), school records document accurate information about the history, activities, students list, staff list, past and present events or happenings, among others of a school.

SELF ASSESSMENT EXERCISE 1

From the knowledge you have just acquired on what a school record is, give a precise definition of your own of what a school record is.

3.2 Meaning of Record Keeping

A record is the detailed and meticulous account of any phenomenon. It can be set down permanently in writing on a flat plate, film strip, computer flash/hard disk or any other form that is permanent. A record serves as a memorial or authentic evidence of a fact or event. A record if well preserved lasts from one generation to another. Records are

collected and stored by different people for different reasons. Record keeping is the art, habit or practice of keeping information or fact in such a way or manner that it can be retrieved when needed. The gate man in some schools have visitors' book, he may also keep the time-in and time-out book. The store keeper has an inventory of items in and out of store i.e. records showing who collects what; what is left and what needs to be replaced.

Keeping of school records should be seen as an indispensable aspect of effective school management and a way to preserve the tradition of the school, culture and image. This is because; school records are where all the necessary information about the teachers, pupils and all activities being done in the school are kept. Therefore, record keeping should not be seen as an undue imposition by the Ministry of Education or any other external agency. If we believe in the frailty of man, we must also acknowledge the fact that human memory needs to be supplemented with accurate records.

The school like any other organisation has its own records, which are kept for its efficient management. The class teacher has his own records, the subject teacher has his/hers, the heads of departments have theirs, the vice principal academic and administration have theirs etc. The practice nowadays is to store school records in soft copy or computer memory for easy retrieval and accuracy. This method of keeping records in soft copy or in computer memory is not common in our secondary schools because most of the schools are located in the rural areas where they are yet to adopt the computer culture due to lack of funds and facilities. As a result of these, our emphasis will be more on the manual storage of school records.

The use of documents in school management has increase as a result of increasing in students' enrolment. Parents are all concerned with education industry nowadays and tend to be more serious with a school whether public or private, that has its business properly documented. Akinwumi & Jaiyeoba (2004) define record keeping as the processes and systems which an institution or individual staff member puts in place for compiling information.

3.3 Reasons for Keeping School Records

1. Record keeping in a school helps the head teacher to give all necessary information about the school, staff and pupils to any inspector from the Ministry of Education or any other regulatory body.

2. Record keeping plays a very crucial role in the life of the students because after leaving the school to further his or her studies, the institution of higher learning may request for any information about his/her previous school.
3. It enables parents to know the performance of their children. The parents may ask the school administrator about the record which shows the performance of their children.
4. Apart from students' academic performance, it also helps the parents to get adequate information about the children, how regular and punctual they are in the school and the general behaviours.
5. Record keeping helps the government through ministry of education to get adequate information about the school, and
6. Without relevant records, the development of scheme of work, lesson notes, and curriculum cannot be easy as records of past years will be helpful in these processes. There may also be problems and confusion when compiling students' results.

Other reasons why school records are kept are:

7. To ensure strict compliance with the requirement of education law.
8. For planning and budgetary purposes.
9. To save school from unnecessary embarrassment (and legal tussle).
10. To provide useful information not only for members of the school community but also for members of the public, employers of labour, researchers and government.
11. To aid administrative decision making and efficiency in the school, and
12. To enable the teacher know something about his pupil and through this, be in a better position to assist him/her academically, morally, socially and in addition to be able to predict his behaviour and provide needed information to whoever may need it.

From all the above, it could be concluded that “no comprehensive record, no efficient management” as records are life wires of any school management. Every teacher or head teacher should therefore cultivate a good record keeping culture, because if the records are kept for a long time, it makes the school head/new school heads to have knowledge about what has happened in the school in the past/before his arrival as the school head, and also enables him/her to make prediction.

SELF ASSESSMENT EXERCISE 2

Apart from the above reasons for keeping school records, pause and think of more reasons for keeping school records.

3.4 Classification of School Records

There are countless numbers of records a school must keep subject to the level of affluence, tradition and status of the school. School records are conventionally classified into two broad categories:

- A. Statutory Records
- B. Non-Statutory Records

A. Statutory Records

These are documents stipulated by the education law of the state. They are mandatory records which must be kept by each school. The following statutory records must be kept and maintained by each school and made available for inspection whenever they are demanded.

- i. A certificate of registration, letter of approval or other such document such as law, decree, edict, and gazette published giving legal authority for the establishment of the school
- ii. The log book
- iii. Admission progress and withdrawal register
- iv. Class attendance register
- v. Class dairies
- vi. Corporal punishment book
- vii. School time-table
- viii. National curriculum
- ix. Examination syllabus and individual subject teaching syllabus
- x. Scheme of work
- xi. The education law
- xii. The National Policy on Education
- xiii. Staff time book
- xiv. Students testimonial and transfer certificate book

- xv. Stores and inventory records including all school plant and equipment
- xvi. School prospectus
- xvii. Site plan, showing evidence of survey, registration and extent of the school card
- xviii. School budget
- xix. School audit file/book
- xx. Staff records
- xxi. Continuous assessment book/file
- xxii. Individual students file
- xxiii. Visitors book
- xxiv. Board of governors records
- xxv. P.T.A. records
- xxvi. School annual report file
- xxvii. List of approved textbooks
- xxviii. Teachers' class/attendance registers
- xxix. Teachers' lesson notes
- xxx. Staff minute book
- xxxi. Staff movement book
- xxxii. Students' honour roll including school projects
- xxxiii. School inspection file.

B. Non-Statutory Records

They are equally important records but not mandatory. They are kept to assist the school head and or officers delegated by him in the day-to-day management of the school's affairs. The lists of such supportive records are in-exhaustive but salient ones include:

- i. Records of physical development
- ii. Schools' management board/committee records
- iii. Staff registers showing the current staff list including personal details of each staff especially the registration number, qualification with dates, subject specialisation, and date of employment, deployment and current salary
- iv. Staff and students' clubs and societies
- v. School sports
- vi. Mark book for each class
- vii. Record of work book
- viii. Staff instruction book/internal circular file
- ix. Inventory of school library books
- x. Daily roster
- xi. Fees register
- xii. Account records including the cash book, bank reconciliation/statement, staff advances, auditor's reports, impress book and record of vouchers.

SELF ASSESSMENT EXERCISE 3

Distinguish between Statutory Records and Non-Statutory Records.

4.0 CONCLUSION

In conclusion, school administrations are to understand why the need for safe record keeping is a must. They also need to understand the differences between statutory and non-statutory records and what they are meant for. Good understanding of statutory and non-statutory records by the school head will enable the school head to know the implication of keeping record safely

5.0 SUMMARY

In this unit, we have been able to see that record keeping is an essential instrument for effective school management, and that school records are documents through which information is transmitted. We also looked at the reasons for keeping school records and types of records.

6.0 TUTOR-MARKED ASSIGNMENT

1. Do you agree that record keeping is a must in educational institution? Support your position.
2. Distinguish between statutory and non-statutory records. Give at least 10 examples of each.

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UNIT 2 SCHOOL RECORDS 2

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Types of Records Kept in Schools
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, we started discussion on school records. We defined a record as a detailed account of any phenomenon and stated/learnt that record keeping is an art and a habit that a good school head should cultivate. We also discussed the importance of keeping school records. Effective and efficient record keeping is important for successful school management. School records were also categorised into statutory and non-statutory records.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- list some vital records in the school
- explain the use of the vital records listed
- highlight the usefulness of admission register only.

3.0 MAIN CONTENT

3.1 Types of Records Kept in Schools

The area of school record keeping is one in which bureaucracy is exemplified. Education laws specify that schools keep some documents. Apart from the requirement, school records are a source of information on a variety of sources and interests. It is not possible to discuss in details the procedure and value of all the statutory and non-statutory records in schools, efforts would be focused on the vital records kept in the school.

- i. ***The Log Book:*** The log book is a document containing the comprehensive information about an institution, its establishment and equipment. It is a historical record of events that have significant effect on schools' activities. It is similar to 'black box' in an aircraft which records all activities, discussions, and problems in the aircraft during a flight. In case of an accident/air crash, the black-box is the main source of tapping information. It is also similar to personal diaries, motor vehicle log books where details of movements and repairs are written. Events happening within the immediate environment of the school, capable of influencing the school life, should be adequately recorded in the school log book. The type of events that are recorded in the log book include: change of staff, date of vacation and resumption, mid-term date, examination dates, visits by important people, special occasions and functions, workshops, sandwich, seminar course attended by teachers, reports of inspectors when they visited the school and so on.
- ii. ***The Admission Register:*** This is a book that shows the particulars of the registration of pupils enrolled in a particular school. The book indicates a complete list of all pupils admitted each year with the following details: age, date of enrolment, class into which admitted, previous school, progression in the school, year of withdrawal/leaving indicating reason (s) and the certificate number. Other information in the admission register are: registration numbers, names in full with surname written first, sex, date of birth, address of the parents or guardians. Since we have to respect the cultural and religious sensitivities of the students in our schools, their state of origin and religion affiliation should also be entered in the admission register.

The admission register serves as the historical document or reference with detailed records of every child who was admitted into the school right from the year it was founded. It is also a reference book for tracing the entry, progress and exit of any student admitted into the school. From the admission register, reliable data which may be needed for the planning and management of the educational system at the local, state and federal levels are stored.

- iii. ***Attendance Register:*** This is a book in which the presence or absence of pupils in a school is recorded on a daily basis. It is marked twice a day (morning and afternoon) to show pupils attendance in school. There is a column in the register which shows whether the child comes to the school or absent from the school. Attendance register enables the school authority to keep

track of the pupils because whatever happens to pupils during school hours is the major responsibility of the school. The register enables the teacher to observe the behavioural traits of the pupils e.g. punctuality, lateness, absence/truancy. Data needed by researchers, educational planners and officials of the ministry of education can be obtained from the register and it serves as a valid evidence to save the school from a lot of embarrassment in case of a legal tussle.

- iv. **Staff Record:** This is a record that shows the current staff list as well as their personal details, the teacher's registration number, qualifications, subject specialisation, date of employment/deployment and the current salary scale.
- v. **Record of Work (Diary):** This is a record that shows the teacher's plan of work in each subject area and the actual work covered weekly, and this is recorded at the end of each week. The school head is expected to check and be certain that all entries are correctly made. It helps new teacher(s) to know the topics taught and from where to take over.
- vi. **Staff Meeting Minute Book:** This is a record of every formal meeting of the staff under the chairmanship of the school head. In this book, the discussion and decisions of the staff are always written and it is kept with the secretary appointed by the members of staff.
- vii. **Education Law:** It is a document which contains the education law obtained from the ministry of education. It contains the objectives and policies of government on education and educational procedures. This document spells out regulations guiding the management of the schools and education in general.
- viii. **School Time-Table:** This is a comprehensive outline of the school schedules for the week. Subjects for each day of the week are stipulated in the time-table and period for each subject also appears, so also the time for break. This is usually in the school head teacher's office so that the head teacher or any other supervisor can at a glance knows what subject is being/to be taught in any class and which teacher is to teach/teaching it at that time.

Other books are as follows:

- ix. ***Continuous Assessment Cumulative Record:*** This is a record of students performance in various continuous assessment tests carried out during the course, each year or session. These scores are computed cumulatively.
- x. ***Terminal Record Card:*** This is a record where all the assessments of the students are recorded either weekly or fortnightly, or quarterly according to (what the head of the school wants) the school's policy.
- xi. ***Visitor's Book:*** This is a book that contains information about important visitors to the school. An important visitor is presented with the book during his visit to the school to enter the date, purpose of his visit, some comments on his visit or impression about the school and suggestion if any for improvement. Apart from important visitor's/personalities from the society, ministry of education officials who come to the school for important assignments like inspection of the school could also fill the visitor's book.
- xii. ***Teachers Lesson Note:*** This is the most important record kept by the teacher. It is sometimes called 'teachers companion'. Every teacher is expected to prepare notes for the entire lesson he/she has to teach in all the classes. This may be on a daily or weekly basis. It is the duty of the head teacher or his delegates to ensure that such notes are well prepared and in line with the approved scheme of work. If there is any record which must be properly prepared and kept very well, it is the lesson note because it is an indicator of a possible successful class lesson. Familiarity with textbooks and many years of teaching experience cannot be a justifiable reason for not writing a lesson note. A lesson note is the only convincing evidence that the teacher has given adequate thought and consideration to what he/she is teaching. It is therefore; imperative that every teacher must have his/her lesson notes and make it available for inspection by the school head/delegates and other appropriate authorities as may be demanded.
- xiii. ***Stock Book:*** This is a book containing a record of materials and other equipment supplied or bought by the school. The school stock includes materials such as: duplicating paper, ink, pad, pencils, pens, typing sheets, which are constantly being used in the school.

- xiv Time-Book:** This is a book where teachers attendance is shown, including the arrival and departure time. It is kept to monitor the time of arrival and departure of each teacher. The book should be filled by all members of staff twice daily. The head teacher or appointees should rule-off at an agreed time so that anybody signing below the ruled-line is late for that day. The name of teacher who is absent could also be written down when the school closes.
- xv. Teachers' Movement Book:** This is a book where teachers' movements every day are recorded to enable the school management to monitor the movement of teachers during each working day. The book is usually placed in the principal's office; it should be filled by any teacher who has obtained permission to go out.

SELF ASSESSMENT EXERCISE 1

Mention other records that school keeps.

4.0 CONCLUSION

School record keeping is a compulsory task. Schools are required to keep records on all children and staff to monitor their academic growth, development, skills, abilities, progress made in the school, class management, performance among other things. Good record keeping will lead to efficient and effective school management with effective teaching and learning.

5.0 SUMMARY

In this unit, we have discussed record keeping in schools and we have identified the vital records in schools and we have also discussed them. Among those records discussed are: the log-book, admission register, staff record, record of work, staff meeting minute book, etc.

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention and discuss ten (10) vital records that must be kept in the school and why?

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UNIT 3 SCHOOL TIME-TABLE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Meaning of the School Time-Table
 - 3.2 Types of School Time-Table
 - 3.3 Importance of School Time-Table
 - 3.4 Guideline for Constructing the School Time-Table
 - 3.5 School Time- Table and School Effectiveness
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- 5.0 Summary
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1.0 INTRODUCTION

It is necessary for a school to have a time-table; this will enable the school to plan in order to ensure orderliness and decorum among the teachers and students. There must be time for every subject in the school. Teachers lesson are guided by the school time- table. In this unit, we are going to define the school time-table, the importance of school time-table, the guidelines to be followed in constructing school time-table and steps to be followed by the school head in order to ensure effective utilisation of time through a well planned time-table.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define school time- table
- mention the importance of school time –table
- mention the types of time table
- highlight the guidelines to be followed in constructing a school time-table.

3.0 MAIN CONTENT

Time is a precious resource in the school; it must be managed well along with other resources to achieve the school's goals. A good school head must be able to plan the school time-table and ensure compliance to it. There are instances where some school heads complain of non-working time-table. This is because the school head or those in charge are not well guided by basic principle of time-table.

3.1 Meaning of the School Time-Table

School time-table is one of the important records which a school is required to keep. It regulates the teaching and learning activities in the school. A school time-table can be defined as a schedule prepared by the school management indicating the subjects to be taught per day and per week, the time allocated for each subject as well as the number of periods per subject, per day and per week in a particular school. Obi (2001) defines school time-table as a plan of action in which the subjects of the school curriculum are distributed over the teaching periods of the school day of the weeks that make up the terms and academic sessions.

A school time-table can also be defined as a schedule of classroom teaching by subjects per period, per day, designed by a committee or group of people usually time-table committee appointed by the school authority to guide and to regulate the teaching activities in the school. A normal school time-table is usually divided into eight (8) periods per day and for five days (i.e. Monday-Friday) in a week with each period lasting for 40 minutes. There is always an allowance for short and long breaks. The short break lasts for about 10 minutes and usually it is between 10.00am -10.10am while the long break lasts for about 30 minutes and it is usually between 11.30am- 12.00pm. The short break is meant for the pupils to stretch their muscle and urinate while the long break is for the pupils to take their refreshment that was brought from home or bought at the school canteen. However, in some schools, there is only one break period and it is tagged long break but it will be for forty minutes between 11.20am-12noon.

3.2 Types of School Time-Table

There are three main types of time –table:

- (i) **General Time-Table:** This comprises the whole school time-table, the various classes and various levels drawn for the school by a designated staff or committee under the supervision of the school head. It is usually drawn and displayed in the office of the school head and the assistant. General time-table is a comprehensive time-table that consists of all the time-tables of the different classes of the school.
- (ii) **Class Time-Table:** This type of time-table is meant for a particular class, it is extracted from the general time table and it is usually drawn/displayed on the wall, besides the class chalkboard or in a conspicuous place in a particular class.

- (iii) **Individual Time-Table:** This is a time-table prepared by individual student to guide his or her personal reading and learning per day, per week. It is usually prepared by very few students.

3.3 Importance of School Time-Table

The following are the reasons timetable is a must in a school organisation:

- i. It assists the teachers to know what subject, what time and which class to teach
- ii. It assists the students to know which books and other learning materials to take to school on a particular day
- iii. It assists the students to know when a particular lesson will be taught and who will teach it
- iv. It eliminates possible clashes in the teaching schedules, thereby preventing unhealthy rivalry among the teachers
- v. It ensures maximum utilisation of time resources available for subject teaching and learning
- vi. It assists in the implementation of curriculum through well planned teaching and learning activities
- vii. It makes it possible to bring together the school subjects and other resources human (teachers), physical facilities (classrooms) and other supporting facilities to achieve the goals of the school and
- viii. It reminds the students of the assignment which could have been ordinarily be forgotten and when to submit the assignment.

3.4 Guideline for Constructing the School Time-Table

The school head must be guided by some guidelines in constructing a school time-table, so also the officer/group of people/committee who is/are in charge of the school time. If the time-table is to serve the intended purposes, the following guidelines must be followed:

- i. **Allocation of Periods:** Periods should be allocated to subjects based on their importance. For example English Language and Mathematics are allocated the highest numeric periods in the week when compared with other subjects because these are the basic subjects and pre-requisites for any institution of higher learning admission requirement. The two subjects feature on the time-table almost every day. In addition subject(s) that needed practical sessions are allocated double periods on the time table (i.e. 80 minutes) to allow for effective practical exercise with the

lesson. For example subjects like Fine-Art, Agricultural Science, Home Economics, Technical Drawing.

- ii. ***Scheduling of the Subjects:*** The nature of the subject will determine when it will feature on the time-table. Subjects that need full concentration and that involve calculation such as Mathematic and Principles of Accounts should feature in the mornings on the time-table, so also subjects with practical that must be done on the field/in the farm such as Physical & Health Education and Agricultural Science are better in the mornings than afternoon when the weather is hot. However, subjects that require less calculation and mental concentration such as some humanities subjects (Economics, Commerce Social Studies, Literature in English, Christian/Islamic Religion Studies, etc.) can be taught in the afternoons.
- iii. ***Lengths of the Period:*** The age of the students and the nature of the subject should be considered in determining whether a subject will be for a period or double period per day and the number of times such a subject will appear in a week. However, the standard time for a period at the primary school level is 35minutes while it is 40 minutes at the secondary school level. Double period at the primary school is 70 minutes while it is 80 minutes at the secondary school level.

Other guidelines are:

- iv. ***Arrangement of the Subjects:*** The nature of the subjects should be taken into consideration when drawing the time-table. Subjects that require practical sessions such as Woodwork, Typewriting, Home Economics, and Fine Art should not be fixed close to some subjects that require physical activities such as Physical & Health Education and Agriculture practical.
- v. ***Break Period:*** There is government regulation guiding the break period. This is the standard practice and should not be deviated from by any school or the time-table committee. It is mandatory to observe a break session of about 20-30 minutes before the commencement of afternoon session. This should be noted when drawing the school time-table.
- vi. ***Available Space:*** The available space in form of classroom, laboratories, library etc. should be considered by the time-table committee at the construction stage. The space determines the number of students that a class can contain. When there are enough and adequate spaces in the classroom, laboratory, library,

etc the task of the time-table committee becomes easier and effective/working time-table could be constructed in such a situation than in a school that is having the challenge of space. In such a school there will be overcrowded classrooms which will have negative effect on teaching and learning of the subject.

- vii. Availability of Teaching Staff:** The number of the teaching staff in a school must be considered when constructing a school time-table. This will be used to determine the school student-teacher ratio (STR) as well as the teachers' workload. If the number of teachers required to teach a subject is adequate, this could facilitate efficiency because the teachers will not be overloaded with extra class without any form of incentive as we have in a school where the number of teachers needed to teach a subject is insufficient. To ensure effective time-table, there must be adequate number of teaching staff for each subject on the time-table.
- viii. Availability of Supporting Facilities:** Availability of supporting facilities should be taken into consideration when preparing the school time table. Supporting facilities such as non-teaching personnel, electricity, water, generator, etc. Are very important in assisting in the maintenance and security of the school and especially in the teaching and learning of subjects that requires laboratory practical. In a situation where these supporting facilities are not available or inadequate, it may be difficult if not impossible to teach these practical subjects effectively as it may appear on the time table.
- ix. Number of Available Subjects in the School:** The total numbers of subjects on offer by the school will determine how they are allocated in the time-table and their frequencies. A compulsory subject for example at the school and class levels must be identified and be given priority if the teachers that are to teach them are available. This will also determine their frequency and time.

SELF ASSESSMENT EXERCISE

1. What is a school time-table?
2. Identify the three types of time-table you know
3. Apart from the above- listed guidelines in the construction of a school time- table which other guidelines do we have to follow?

3.5 School Time- Table and School Effectiveness

The aims and objectives of preparing a time-table for school is to ensure that all the activities scheduled on the time table are carried out as expected and effective teaching and learning take place. When this is achieved in a school, every staff both teaching and non-teaching are said to be effective. For a school head to achieve this, he/she must take the following steps:

- i. ensure compliance with government directives and policies in regard to the school time-table
- ii. ensure that every teacher conducts his lesson as scheduled on the time-table
- iii. supervise instructional activities of the teachers to ensure that they adopt the right teaching methods
- iv. ensure that every teacher makes the optimum use of the school resources
- v. ensure amicable resolution of clashes in the time-table between teachers,
- vi put in place time-table monitoring committee that will ensure strict adherence to the school time-table
- vii. make the school environment conducive for teaching and learning and
- viii. maintain discipline among staff and students.

4.0 CONCLUSION

An effective school head must be able to plan a working and acceptable time-table for the school. For subjects to be taught at the right time, there must be a time-table which is prepared by the school head/appointed committee/group. Time table is a schedule of classroom teaching by subjects, per period, per day, designed by the time-table committee to guide teaching activities in the school. To ensure that all teaching activities come up as at when scheduled, there is need to have a time-table and when the aims and objectives of preparing the school time table are achieved, the school is said to be effective.

5.0 SUMMARY

In this unit, we have discussed the meaning of time-table. We highlighted and discussed the various types of time-table: general time-table, classroom time-table and individual time-table. We also discussed the importance of school time-table in a school organisation, and the guidelines that must be followed to come up with acceptable and effective school time-table. Finally, we discussed time-table and school effectiveness as well as the various steps that could be taken by the

school head to ensure that the objectives of preparing the school time-table is achieved.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the concept of school time-table and state the reasons for preparing a time-table for school.
2. Mention and explain the various guidelines for construction of an effective school time-table.

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UNIT 4 SCHOOL BUDGET

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- 3.0 Main Content
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 - 3.2 Meaning of School Budget
 - 3.3 Purpose of a School Budget
 - 3.4 Methods of Preparing a School Budget
 - 3.5 Importance of School Budget
 - 3.6 Challenges of School Budget in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, we are going to look at the meaning of a budget as well as that of a school budget; we will also explain the purpose of school budget. The various methods of preparing school budget will also be examined. We will equally examine the importance of preparing a school budget and look at the various challenges facing the proper preparation and implementation of a school budget in Nigeria.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- distinguish between budget and school budget
- list the purpose of a school budget
- explain the various methods that could be adopted in the preparation of a school budget
- highlight the challenges facing the school heads in the preparing a workable school budget.

3.0 MAIN CONTENT

The three major financial functions in education – budgeting, accounting and auditing are separate, discrete operations, but they are nonetheless closely interrelated. They are required activities in providing reliable fiscal information, guidance and accountability in the use of allocated fund. Budgeting is a process and plan for determining how money is to be raised and spent, as well as document – the budget – developed and

approved during the budgeting process. Money is organised and spent according to an accounting system, using a general ledger that standardises each spending category and accounts for its use. Auditing however, is a formal or official inspection of an organisations books of account.

3.1 Meaning of a Budget

Every reasonable individual and organisation all over the world plans for the present and future. Part of the plan is to forecast how much an individual/organisation would realise over a period of time as well as how much to be expended. Forecast of income to be realised and expended is known as budget. Budget is an itemised summary of estimated or intended expenditure for a given period along with proposals for financing them. A budget is a two-way proposal i.e. proposal on income and proposal on expenditure. This is why budgeting is given special attention in everyday life, because no organisation can perform without income generation and expenditure. At least, every organisation must source/generate the salaries of its work force.

Budget can also be said to be an analytical financial statement of income and expenditure for a specific period of time. It can also be said that it is a systematic plan for the expenditure of a usually fixed resource, such as money or time during a given period. From this point of view, time can also be regarded as one of the resources that must be budgeted for just like we budgeted for money. Budget could be deficit, surplus or balanced. It could be deficit when the proposed expenditure is more than the proposed income, but when the proposed income is more than the proposed expenditure, the budget is surplus. However, when the proposed income equals the proposed expenditure, it is referred to as balanced budget

SELF ASSESSMENT EXERCISE 1

Now that we have knowledge of what a budget is, can you think of what a school budget is?

3.2 Meaning of School Budget

Hartman (1999), defines school budget as a “working tool” for the successful operation of state and local schools and a significant opportunity to plan the mission, improve their operations, and achieve their educational objectives. To Clabaugh (1988), school budget is a financial blueprint for the operation of the school for the fiscal year. Musaazi (1982), in his own view perceives school budget as a financial plan through which educational objectives are being implemented and

translated into reality. Edem (1987) posits that school budget is a statement which describes how various educational objectives outlined for the year or another stated period are to be achieved. To Adesina (1981), school budget is an outline of the plan for financing the school programme for a given period

In a more technical term, school budget is a statement of the total educational programmes for a given unit, as well as an estimate of resources to carry out the programme and the revenues needed to cover those expenditures. The various definitions show that school budget is concerned with procedures of funding a school system to accomplish its pre-determined objectives over a period of time. It is an estimated financial standard meant to guide the activities of a school administrator toward the attainment of the aims and objectives of the school system in the financial year. School budget like budgets of the local governments, state governments and the federal government usually cover a period of one year. The budget reveals the expected income and intended expenditure for a school. School budget is usually prepared by the school head though the duty may be delegated to the bursar of the school.

Preparation of a school budget is neither a one-man affair nor one-department affair. All the departments of the school must be involved in the preparation of the school budget. The school head has to collect information on various activities and the financial needs of each unit from the units head and heads of departments so as to incorporate it into the draft of the school budget. In a large school, a budget committee may be appointed by the head of the school to review the various departmental demands and make sure that they are in line with the school's objectives. Involvement of a committee/staff in budget preparation ensures better budgeting and will also serve as encouragement to the staff as well as cooperation of the staff when the budget is to be implemented. A school head should not monopolise the preparation of a school budget in order for the budget to incorporate the needs of the various departments of the school.

Budget could be vertical or horizontal. A budget that includes the various income and expenditure estimates by line item, function, and object in a given fiscal year is known as a vertical budget, but when the budget includes current estimates for a given fiscal year compared to prior audited income and expenditures, and a projection of costs, it is horizontal budget.

3.3 Purpose of a School Budget

The following are some of the reasons to prepare a school budget:

- (i) to forecast the activities, services and programmes, which the appropriate school governing body/council has approved for a given period
- (ii) to reveal the anticipated revenue for a given period and the source
- (iii) to show the details of the intended expenditures for the school for a given period
- (iv) to control the official financial activities of the school head be it at the primary, secondary and tertiary institution levels
- (v) to reduce to the bearest minimum the level of wastages or reckless spending of approved funds for various educational facilities in the school and
- (vi) to reveal other contributions and pressures on the budget that are expected during the given period.

3.4 Methods of Preparing a School Budget

There are various methods of preparing a school budget, some of which are discussed below:

- (i) **Line–Item Budgeting/Traditional Method**
This is a method whereby specific items of revenue and expenditure are listed on line-by-line basis. In this type of budgeting, proposed revenue and expenditure are done in tabular forms showing the detailed items for the budgeted year and one or two previous years. This method allows each unit to continue with the implementation of existing projects because it is backward-looking in preparation and it is based on certain increase or decrease in the amounts granted for the preceding year (s). This method makes the preparation and auditing of budgeting easy and guards against misappropriation of funds. However, it is lengthy to prepare, it is not good for planning or management, and does not relate to specific projects, because the functions of the expenditures are not explained. For example, teachers' salaries are a budget line-item, but it will not explain which teachers, at which schools, teaching which type of students.
- (ii) **Zero-Based Budgeting (ZBB) Method**
This method of budgeting was popular in the 1950s and 1960s. However, unlike the line-item budgeting, it does not take cognisance of the previous year(s) budget. It began with the assumption that the school system starts out every year on a

“clean slate”. It puts each programme under review every year and its cost is computed from the scratch as if the programme never existed. With this assumption, every unit has to justify its expenditures annually by relating all costs to system goals and objectives to prevent arbitrary spending. This method enables school heads to allocate resources to programmes based on importance. Nevertheless, the method is very expensive to implement and could make some school administrators exaggerate the benefits of pet projects in order to have them funded.

(iii) **Performance Budgeting Method**

This method of budgeting emphasises the performance of the work to be done. There are ways of measuring the achievement of each programme. It is possible to ascertain performance based on each unit of work. For example, when budget is to be for the construction of a block of classroom, performance budgeting method would not only show the total amount of money to be spent on the whole block, but it would also show the amount to be spent on foundation, setting of blocks, roofing, plastering, wiring, plumbing, painting etc. This budgeting method is very informative and makes it easy to control school spending, but it requires elaborate accounting, data processing and a lot of paper work. Inflationary rate could also be a treat to this method.

(iv) **Programme Budgeting Method**

When this method is used to prepare school budget, all the programmes to be executed are provided for, but it will be prepared according to the functions, programmes and activities of each unit/department in the school. This means that the school budget will be classified according to the various unit/department in the school. For example, in school, we have units/departments like Business and Vocational, Science and Technology, Language Arts, Humanities, Bursary, Expenditure and Control, General Administration etc. Programme budgeting method will reveal how funds are distributed for various programmes in the units/departments in the school. This method reduces the goals and objectives of the school system into specific operations and the method to accomplish them is determined. However, the type of management information system required may take several years to be developed, thereby, delaying the take-off.

(v) **Programme-Planning-Budgeting Systems (PPBS)**

This is a new method of preparing school budget; it requires the school head to spell out or identify the goals and objectives of a school in measurable terms, lay out alternatives to achieve the stated goals, attribute cost to each alternative, analyse the costs implication, then select the best method for achieving the goals, and then build the budget around the selected option, and finally feed data back to adjust the cost to results. This method was first used by the U.S. Defense Department during the Vietnam War; it seeks greater efficiency by attaching spending to particular programmes. The method enables schools to eliminate costly programmes that can waste resources, it also helps the school administrator to identify and define the goals and objectives of the school, on the basis of which appropriate programmes are designed to achieve such goals and objectives. However, while this method sounds ideal, it is too complex for developing countries such as Nigeria where there is inadequate data to plan with and shortage of skilled manpower.

SELF ASSESSMENT EXERCISE 2

Mention and explain the various methods of preparing a school budget. Which one would you as a school head prefer?

3.5 Importance of School Budget

The role of school budget in administration of a school cannot be overestimated. Some of the importances of the school budget are listed below:

- (i) School budget is an instrument of planning and control in the school system because it specifies the financial procedures through which the goals and objectives of the school system can be achieved.
- (ii) It also serves as an instrument of control because it is an established standard against which performance of the school system is evaluated.
- (iii) School budget makes it easier to ascertain the extent to which the school has achieved its aims and objectives through implementation of various programmes budgeted for in a year.
- (iv) The school budget also reveals possible inability of the school to implement/achieve some of the programmes budgeted for as this will enable appropriate action to be taken to ensure its implementation/achievement in the future.

- (v) School budget encourages teamwork among the staff as they work together to achieve common goals and objectives.
- (vi) It also enhances the coordination of the activities of the school by giving financial direction to the various activities being carried out by the school for the purpose of achieving the aims and objectives of the school system.

3.6 Challenges of School Budget in Nigeria

There are various challenges facing the preparation and implementation of school budget. Some of them are identified and explained below:

- (i) *Lack of Accurate Statistical Data.* In order to make a working budget by the school, there must be available accurate data of past projects and budgets. In some schools, these records are not properly kept while they are not even available in some schools. This makes it difficult for school heads to make accurate financial projection for the school programmes, and with this problem preparation and implementation of budget in a school is difficult.
- (ii) *Political Instability.* The unstable political environment and policies, as well as lack of continuity in all government policies in Nigeria give room to poor economy. This leads to reduction in allocation of funds to the public schools which have adverse effect on the preparation and implementation of the school budget.
- (iii) *Inflation.* This is a situation whereby much money buys fewer goods; inflation is a persistent fall in the purchasing power of citizens of a country. This situation makes the preparation and implementation of school budget so difficult in Nigeria where the accurate rate of inflation cannot be ascertained. As a result of this, some budgeted projects may not be implemented due to rising cost of materials. This makes the preparation of school budget faulty and makes the implementation very difficult.
- (iv) *Dependence on Government Grants.* The largest part of revenue for public schools in Nigeria comes from the government, while very insignificant financial resources come from other sources and internally generated revenue. Government gives both recurrent and capital expenditures to public schools. Whenever, there is a delay in the allocation, the implementation of the budget becomes so difficult to the extent that schools at times are grounded. In Nigeria nowadays, government allocation is unpredictable, especially with the trend of economic situation in

the world, where prices of oil which is the major source of revenue for Nigeria is fluctuating. This and other problems had reduced school budget to a mere paper work and no more a working budget.

- (v) *Insincere School Heads.* Most of the school heads in Nigeria are not sincere, and greedy. Most of the time; they misappropriate the allocated funds and also commit other forms of indiscipline such as embezzlement in their schools. This will jeopardize the attainment of objectives of the school system as contained in the school budget.
- (vi) *Lack of Orientation for School Heads.* Most of the school heads are not given induction training on assumption of headship position. They only use the residual knowledge gained when assisting their school head to prepare their budget when they eventually become the school head. To those who do not assist before assuming headship position, this is a serious threat. Most school heads give this function to their bursars or other delegated staffs; this practice does not give room for realistic budgeting.

4.0 CONCLUSION

Budget has been defined as an analytical financial statement of income and expenditure for a specific period of time. It can also be said that it is a systematic plan for the expenditure of a usually fixed resource, such as money or time during a given period. However, a school budget is a statement of the total educational programmes for a given unit, as well as an estimate of resources to carry out the programme and the revenues needed to cover those expenditures. Budgets are used to forecast and reveal the anticipated revenue for a given period and the source, to control the official financial activities of the school head among others.

5.0 SUMMARY

In this unit, we have discussed the meaning of budget as well as the meaning of school budget. Budget may be for either the whole country, or an organisation, but the school budget is a budget meant for a school. However, whether a budget or a school budget, it is specifically for a period of one year. We also looked at the purpose for preparing a school budget as well as the various methods that could be adopted for preparing a budget. We also examined the various challenges facing the preparation and implementation of budget.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define a school budget.
2. Explain the various challenges facing school administrators in the preparation of a school budget and suggest possible solutions.

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UNIT 5 DISCIPLINE AND THE SCHOOL ADMINISTRATION

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- 7.0 References/Further Reading

1.0 INTRODUCTION

Discipline in Nigerian schools has long been an issue that is of main concern not only to the government at all levels but also to educational practitioners (private and public). The parents are also not left out when the issue of discipline in school is brought up for discussion. To a very large extent, good schools are usually known for their high level of discipline among their students. The frequent occurrence of students' unrest in Nigerian Universities, Polytechnics and Colleges of Education is a reflection of the level to which discipline has degenerated.

It should be noted that year-in year-out, people change with time. Students are influenced by their peers and immediate environment. The type of influence in students' life is manifested in their relationship with schools and environment. Discipline during the pre-colonial era, is not the same with the same during the colonial era and even not the same at the immediate post-colonial era and now.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define discipline
- mention some acts of indiscipline among the secondary school students
- discuss the various causes of indiscipline in Nigerian schools
- suggest what school head can do to ensure discipline in schools.

3.0 MAIN CONTENT

Oniyama and Oniyama (2002) posit that a problematic child is the one who cannot adjust to the socially acceptable norms of behaviour and consequently disrupts his/her own personal academic progress, the learning efforts of his/her classmates and interpersonal relations. Thus problematic children denote children with unacceptable behaviour. They are found in many schools at various levels influencing other students negatively and constituting a major source of worry to all educators.

The citizens of the country are governed by the laws of the land. These laws also affect all agencies, whether government, inter-ministerial, parastatals or education for the purpose of promoting peace, justice and equity. It is evident that the purpose of law is to ensure orderliness in the society. So also the school system needs a conducive teaching and learning environment that is peaceful at all times for a functional and productive school work.

3.1 Meaning of Discipline

The word 'discipline' is derived from the Latin word 'discipulus' which means to learn. It means group of people are bound by rules and regulations towards attainment of a common goals. The term discipline is construed in different forms such as; discipline as punishment, discipline as control, as training, and as learning. Umukoro (1997) posits that discipline is training or learning by an individual to attain self-control, self-will, self-direction to act in a proper or right manner at the right time and place without being deceived or forced to do so. Idoghor (2001) opines that discipline implies procedure and rules, which lead a child to manage his/her behavioural patterns by self in order to be able to act in a socially acceptable manner. Olagboye (2004) also posits that discipline may be considered as the readiness and ability of students and teachers to respect the constituted authority, observe and obey school rules and regulations, and maintain a high standard of behaviour necessary for the smooth running of the teaching - learning process.

Discipline as conceived by various authors suggests, it is an internal state of the mind where in an individual thinks and acts in the proper manner anytime, anywhere, without anybody urging him/her to do so. This is against the discipline that comes forcefully by an external factor so that the individual carries out the intended behaviour. The first form of discipline is the positive type of discipline, while the second form of discipline resulted from external control or force is the negative type of discipline. The willingness of the students to obey school laws and regulations is absent in the second form. Therefore that type of discipline is not desirable. The best form of discipline advocated for the

school is self control that leads to good behaviour without any external force. It is this type of discipline that can foster stability in the schools thereby paving the way for qualitative education.

3.2 Meaning of Indiscipline

Indiscipline is the direct opposite of discipline. Dittimiya (1995) defines indiscipline as any act that does not confirm to the societal value and norms. Otu (1995) also defines it as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulations.

From the above, it can be inferred that indiscipline refers to behaviours which are capable of impeding the achievement of the goals set for institutions. In other words, indiscipline is a violation of school rules and regulations. Indiscipline is capable of obstructing the smooth and orderly functioning of the school system. It can be summarised that indiscipline is any form of mis-behaviour which the student can display in the following ways; general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, quarrelsome, use of abusive language, rudeness etc as the forms of indiscipline are inexhaustible. Indiscipline can also be said to be the unwillingness of students and or teaches to respect the constituted authority, observe, and obey school rules and regulations, and to maintain high standard of behaviour conducive to teaching learning process and essential to the smooth ruling of the school to achieve the educational objective with ease. It can also be said that an act of indiscipline is when students and or teachers refuse to obey the rules or a code of behaviour set aside by a constituted authority within the educational system/school.

SELF ASSESSMENT EXERCISE 1

1. Distinguish between discipline and indiscipline.
2. Highlight 15 types of indiscipline common to secondary school students.

3.3 Causes of Indiscipline in School

1. To facilitate and enhance the attainment of the goals of the school
2. To create a conducive teaching and learning environment
3. To produce cultured citizens who will have respect for themselves and others in the society
4. To help individuals to do the right thing all the time without any compulsion
5. To produce loyal and respectful citizens

6. To help student to develop and have respect for constituted authority and
7. To facilitate the creation of a disciplined society where people of various interests learn free and apply the norms and values of that society.

3.4 Causes of Indiscipline in School

There are many factors responsible for indiscipline acts among the students in the schools. The behaviour of the students usually reflects the society in which they are brought up. Since they are products of the society, they mostly exhibit and share in its values and beliefs. The causes of indiscipline in the schools are therefore traceable to the parents at home, the headmaster/headmistress or principal, the teachers in the school the peer group, the government and the general public.

i. The Parents

Many parents have abandoned the responsibility of taking care of their children. Some parents have little or no time for the children who are left in the care of house helps; hence many of these children pick up the behaviour of the house helps which they exhibit in schools. Many parents are not disciplined too in terms of moral behaviour. Some of them embezzle money in their various places of work; tell various lies in their places of work. Everybody knows it is easier to copy bad behaviours than good ones. As the children watch their parents' bad behaviour, they practise them and with time they become perfect at putting up such bad behaviours.

ii. School Staff

The attitude of teachers to work, teachers' appearance (i.e. dressing) and illicit relationship with students, failure to prepare for class work/lesson, teachers involvement in examination malpractices, cultism, illegal school fees collection/other fees, poor learning environment and the like breed indiscipline among the students.

iii. School Head

The inability of the school head master/mistress or principal to provide or influence or have a say in the provision of adequate facilities, employment of qualified staff, encouragement to teachers, and admission of students with poor academic standard into schools may degenerate into various acts of indiscipline on the part of the students whenever there is need to show their disagreement with some of the policies of the school head.

iv. **Peer Group**

Once a child is of school-going age, he/she spends more time with peers outside the family where the child is exposed to various pressures from the peers and with this, there is the possibility that the child may be more influenced by the peer's character where he/she spends most of the time than home where less of the child's active time is spent, because the peers are in the same age bracket with him. The pressure from the peers as well as students characteristics plays a strong role in shaping children's behaviour. Some peers have formed gangs who recruit members from among children who have experienced adjustment problems at school and at home. Gangs/peers often create problems for schools by using drugs, encouraging violence among their members and by participating in illegal acts.

v. **The Government**

Frequent change of government's educational policies, poor funding, lack of sustainable plans, distorted value system, corruption, embezzlement, favouritism, nepotism, records alteration and all negative actions by government agencies, office holders, and mass media, breed indiscipline among the students and in the society as a whole. The policy that affects the principle and practice of education in Nigeria seem to lack consistency. Different administrations always come out with different policies instead of consolidating the existing ones. This inconsistency does not only affect teachers' morale and it also affects students' interest and wastes their time. Frequent strikes as a result of inconsistent policies waste human and material resources which can also lead to students' protests and demonstration.

SELF ASSESSMENT EXERCISE 2

Why is indiscipline on the increase among Nigerian adolescents?

3.5 How to Control Indiscipline in Schools

Indiscipline is an act that can better be prevented than corrected. The following pre-cautions are necessary to prevent occurrence or re-occurrence of indiscipline acts among students in schools.

- i. **Basic Managerial Skill** – The school head should acquire basic managerial skill through training, and seminars to improve his technical skills as well as to improve his knowledge of school administrative techniques, and procedures in order to foster and enhance discipline in school.

- ii. ***Appointment of Dedicated Trained Teachers*** – Dedicated professional trained teachers are those with professional competence who can bring the desired level of professionalism into teaching by ensuring that students comply with rules and regulations and ensure that culprits are brought to book.
- iii. ***School Head Should Lead by Example*** - Indiscipline can be reduced in schools when school heads and other staff members are disciplined. Those who are not disciplined among them should be ready to lose the right of forcing others to be disciplined.
- iv. ***Prioritise Student Welfare*** – The school management must give high priority to the welfare of the students by providing health centres, sports facilities, conducive learning environment, water, regular electricity and meet with the students on regular basis to know their needs, and let them know why some of their demands may not be met if any.
- v. ***Establishment of Guidance and Counselling Service*** – This service will promote discipline in schools because the service will assist maladjusted students in the areas in emotional, social and personal adjustments. This will reduce indiscipline among the students.
- vi. ***Teaching of Moral and Religious Studies*** – In schools where we have moral and religion education, more emphasis should be laid on it and where there is none, it should be introduced. This will instill the fear of God in the students, draw them closer to God, and make them obedient.
- vii. ***Establishment of Parents – Teachers Association*** – This is a forum where the school head can brief the parents and guardians of students on various acts of indiscipline found among the students and issues related to disciplinary matters could also be discussed. This forum will allow parents and the school staff to jointly enforce discipline on the students.

4.0 CONCLUSION

To achieve self control, there is need to behave according to the laid down rules and regulations in school setting. Everyone in a given society needs to take part in the act of discipline and discipline should not be seen as a negative force. It should be a habit in the home, classroom and even in the society. Parents should be disciplined and be good models to their children, the society should equally be disciplined; bribery and corruption at various levels should be checked so that children will not imitate this bad habit, since students are the product of the society and leaders of tomorrow. If Nigeria is to progress and advance into a developed nation, our youths must be disciplined. The home should lay the foundation, the school builds on it and this is transferred into the society where they will eventually function as disciplined adults.

5.0 SUMMARY

In this unit, we have discussed the act of discipline and indiscipline. Discipline has been viewed as training by an individual to attain self-will and to act in the right manner at the right time and place, without being forced to do so, while indiscipline is the opposite of discipline. Examples of acts of indiscipline found among the children in schools were mentioned; the causes and what can be done to prevent indiscipline among students were also mentioned and discussed.

6.0 TUTOR-MARKED ASSIGNMENT

1. Why is indiscipline more pronounced in educational institutions?

7.0 REFERENCES/FURTHER READING

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