

*Full Length Research Paper*

# The effective management of primary schools in Ekiti State, Nigeria: An analytical assessment

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**This study investigated the management of education in primary schools in Ekiti State, Nigeria. As a correlational research, the study population comprised all the 694 primary schools in the State. Out of this, a sample of 320 schools was selected through the stratified random sampling technique. Two instruments were used to collect data for the study. These were an inventory and a questionnaire. The data collected were analyzed using mean score, t-test, correlation analysis and multiple regressions. The findings show that the level of management of primary schools in the State was low and ineffective. Human resources were better managed than physical resources in the schools while small schools were found to be more effectively managed than large schools. Rural schools were also more effectively managed than urban schools while years of teachers' teaching experience had significant relationship with effective management of schools. It was however, found that there was a low level usage of management tools by school head teachers. Based on the findings, it was recommended that head teachers of schools should be exposed to seminars and workshops to equip them with modern tools of management. Increased efforts should also be made by the State Ministry of Education and its agencies at regular supervision and monitoring of schools for effective management.**

**Key words:** Effective, management, primary, schools, Ekiti, Nigeria.

## INTRODUCTION

The term 'management' has been defined in various ways. Musaazi, (1982) defined it as a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within a social system. In such a social process, there is always a structural hierarchy comprising the subordinates and super ordinates. Sherlekar (1984) described it as a guideline, leadership and the control of the efforts of a group of people towards some common objectives. Management has also been seen as a hierarchy of people and their functions within an organization (Akintayo and Adeola, 1993). It is concerned with the efficient and effective performance of a task in achieving the goals and objectives of an organization.

Supporting these points, Nwadiani (1998) described management as a variety of sequential and related activities that are designed and carried out in order to effectively and efficiently achieve the goals of teaching and learning in relation to the needs of the society. This achievement could be made through effective planning, organizing, coordinating, supervising, directing, motivating,

controlling, budgeting and evaluating programmes as well as undertaking of risks and handling of uncertainty (Webber and Skau, 1993; Lodiaga and Sitna, 1993; Fabunmi, 2000; Ajayi and Ayodele, 2002).

Against this background, educational management is the process of providing leadership within an educational system in the way of coordinating activities and making decisions that would lead to the attainment of the school's objectives, which are effective teaching and learning. In order to accomplice this task, the school manager must co-ordinate the activities of the divergent groups in order to achieve the objectives. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making use of resources both human and material to achieve the goals of the organization while effective management involves ensuring efficiency and effectiveness in the use of the available human and physical resources together with the ability to combat any constraints that might hamper the achievement of the objectives. Human resources in any organization are the people who act as coordinators of all other factors of pro-

duction to produce and distribute goods and services. They are available in different categories of sub-ordinates and super-ordinates. Physical resources, on the other hand, include resources such as classrooms, assembly halls, other halls, administrative blocks, science rooms, libraries and workshops.

School effectiveness could be seen in the number of inputs into the system in relation to the outputs of the system (Dunkin, 1997). The human resources available in organizations are addressed as the personnel or staff of the organization. The school manager must bring all his abilities, physical, mental and emotional to the job. It is equally important that the school head teacher should involve people in various aspects of his organizational activities. The main job of the head teacher as the school personnel manager is to see that the pupils receive educational services through the efforts of the teachers. He is therefore charged with the responsibility of promoting the goals of the system. The head teacher tends to achieve greatly when he endeavours to understand his staff as individuals and as a group and when he respects the personality of all his sub-ordinates in the way of creating favourable atmosphere. He should be concerned with the problem of his staff, understand their needs as well as consider their ideas and suggestions. He should also encourage staff participation in decision making and have confidence in staffs' ability to perform task (Oyedeggi, 1998).

Medley and Shannon (1994) distinguished between teachers' effectiveness and teachers' performance. They argued that teacher effectiveness is the degree to which a teacher achieves desired effects on pupils while teacher performance is the way in which a teacher behaves in the process of teaching. They further argued that teachers' competence is the extent to which a teacher possesses the knowledge and skills necessary or desirable to teach. These dimensions are important because they influence the types of evidence that are gathered in order to make judgments about teachers. As Medley and Shannon (1994) pointed out, the main tools used in assessing teachers' competence are paper-and-pencil tests of knowledge while the tools for assessing teachers' performance are observational schedules and rating scales. On the other hand, the main tools for assessing teachers' effectiveness include the collection of data on the teacher's influence on the progress made by pupils toward a defined educational goal and these are likely to be based on the pupils' achievement tests. Supporting these arguments, Tabir (2004) argued that head teachers should be provided with basic monitoring and evaluation, tools for effective supervision of school activities.

In this regard, Adeyemi (2004) enumerated the duties of the school head teacher as including responsibility to pupils, responsibility to staff, financial transactions, public relations and the evaluation of schools' programmes. In doing this, the school head teacher should establish channels of communication between himself and his staff. Effective communication between the head teacher and

his staff can be brought about through the administration of instructional programmes, administration of personnel, administration of school's community relations as well as the administration of school business such as budgeting, financing and purchase of materials.

As such, an effective school head teacher must develop certain rules for carrying out his functions. These include the development and maintenance of the organization's structure and the recognition of future requirements (Aliyu, 2003). Since there are structural flaws such as delegation of insufficient authority, holding one individual accountable to more than one boss and the confusion of roles in a school setting, Akintayo and Adeola (1993) argued that a school head teacher should seek the structural causes of performance problems before looking for psychological ones. They also argued that positions in the school should be defined in terms of results expected and such positions should be arranged so that work would be carried out with maximum effectiveness. In situations where the objectives of different departments in a school conflict, they argued that such should be recognized and corrected. How effective these strategies are carried out in primary schools in Ekiti State, Nigeria is subject to scrutiny.

### Statement of the problem

The failure in achieving the national objectives of Nigeria as entrenched in the National Policy on Education (Federal Government of Nigeria, 2004) has been a matter of concern to educationists (Ibukun, 1997; Aghenta, 2000). In all primary schools, every member of staff has specific duties to perform. How these duties are performed leaves much to be desired. It is pertinent therefore to ask the question how primary schools in the State effectively managed? Considering this question, the problem of this study was to determine how effective the management of primary schools in Ekiti State, Nigeria has been in meeting the objectives of primary education in Nigeria? In addressing this problem, the following research questions were raised.

### Research questions

1. What is the performance level of pupils in public examinations in primary schools in Ekiti State, Nigeria?
2. What is the level of teachers' job performance in primary schools in Ekiti State, Nigeria?
3. What is the level of head teachers' management effectiveness in primary schools in Ekiti State, Nigeria?
4. Is there any difference in the management of human resources and the management of physical resources in primary schools in Ekiti State, Nigeria?
5. Is there any difference in the effective management of large and small primary schools in Ekiti State, Nigeria?
6. Is there any difference in the effective management of urban and rural primary schools in the state?

**Table 1.** Credit performance level of pupils in Primary Six Leaving Certificate Examinations in Ekiti State, Nigeria.

Years	English Language	Mathematics	Integrated Science	Introductory Technology	Social Studies
2001	%	%	%	%	%
2002	42.1	38.5	36.4	32.1	44.7
2003	43.5	39.1	36.9	35.7	45.6
2004	45.3	44.7	37.5	36.4	47.4
2005	46.8	45.9	38.8	37.3	48.1
2006	47.2	46.8	41.2	40.6	48.6
2007	48.4	47.3	42.6	41.5	49.2

7. Does the length of head teachers' teaching experience have any relationship with the effective management of primary schools in Ekiti State, Nigeria?

8. None of the management tools used by head teachers could best predict the effective management of primary schools in Ekiti State, Nigeria.

## METHODS

This study was designed to follow the strategies of a correlational research. Cohen and Manion (1989) described a correlational research as a study that tends to answer three questions about any two variables being examined such as: is there any relationship between the two variables? If yes, what is the direction of the relationship and what is the magnitude? In doing this, they remarked that correlational research provides information about the degree of relationship between two variables. It also involves the collecting of data in order to determine whether and to what degree, a relationship exists between two or more quantifiable variables (Gay, 1996; Anderson, 1998).

Considering these points, the study population comprised all the 694 primary schools in Ekiti State, Nigeria. This is made up of 298 urban schools (43%) and 396 rural schools (57%). Out of this population, a sample of 320 primary schools was taken and selected through the multi-stage and stratified random sampling techniques. Since the State is made up of urban and rural settlements, the sample was made up 138 urban schools {43%} and 182 rural schools (57%). Since there are 16 Local Government Areas in the State, 20 primary schools were selected from each Local Government Area. Out of all the 6731 teachers in the sampled schools, 860 teachers were selected for the study. The selection was through the stratified random sampling technique taking into consideration the urban and rural location of the schools. Out of this number, 374 teachers were selected from urban schools while 486 teachers were selected from rural schools. All the 320 head teachers of the sampled schools were also involved in the study.

Two instruments were used to collect data for the study. These were an inventory and a questionnaire. The inventory was titled 'primary schools pupils' performance inventory' while the questionnaire was titled 'management of primary schools questionnaire'. The inventory consisted of two parts. Part A was demographic. It elicited information on the name of the school, its location and the number of teachers in place. Part B required data the grades obtained by pupils in the

Primary School Leaving Certificate examinations in English Language, Mathematics, Integrated Science, Introductory Technology and Social Science in the sampled schools between years 2001 and 2007. The questionnaire also consisted of two parts. Part A

elicited information on the name of the school and its location. Part B consisted of consisted of twenty-five items that were based on the management of primary schools in the State.

The content validity of the instruments was determined by experts in tests and measurement. Only the questionnaire was exposed to a test of reliability. Hence the test retest reliability was conducted for the questionnaire. In doing this, the questionnaires were administered to 50 respondents outside the study area. After a period of two weeks, the questionnaires were re-administered to the same respondents. The data collected on the two tests were collated and analyzed using the Pearson's Product Moment Correlation analysis. A reliability coefficient of 0.72 was obtained indicating that the instruments were reliable and consistent for the study. The instruments were administered through the use of research assistants. Returns were received from all the 320 head teachers and 810 teachers and these were used for the study. The data collected were analyzed using the t-test, correlation analysis, analysis of variance and multiple regression. All the hypotheses were tested at 0.05 level of significance.

## Data analysis

### Question 1: What is the performance level of pupils in public examinations in Primary schools in Ekiti State, Nigeria?

In answering this question, the grades obtained by students in Primary School Leaving Certificate examinations in English Language, Mathematics, Integrated Science, Introductory Technology and Social Science in Ekiti State, Nigeria were collected from head teachers of the schools and the State's Ministry of Education through the use of inventory. The findings are presented in Table 1.

As indicated in Table 1, the performance level of pupils in the Primary Six Leaving Certificate examinations in the State was low in each of the subjects. The performance level did not reach 50% in any subject in each of the years. This suggests that effective teaching and learning might not have taken place in the schools. It implies that the management of primary schools in the State might not have been effective as to yield high level performance of pupils in public examinations.

### Question 2: What is the level of teachers' job performance in primary schools in Ekiti State, Nigeria?

In examining this question, teachers' job performance was measured in terms of performance in teaching, lesson preparation, lesson presentation, evaluation of teaching, teachers' commitment, extra-curricula activities, supervision, monitoring pupils work, effective leadership, motivation and disciplinary ability. Data on the

**Table 2.** Teachers' level of job performance in primary schools in Ekiti state, nigeria.

Variables	N	High	3	Moderate	2	Low	1	Total	Weighted Mean Scores	Cut Off Mean scores 3+2+1= 6/3
Performance in teaching	320	44	132	125	250	151	151	533	1.66	2.00
Lesson preparation	320	52	156	119	238	149	149	543	1.69	2.00
Lesson presentation	320	54	162	127	254	139	139	555	1.73	2.00
Evaluation of teaching	320	49	147	148	296	123	123	566	1.76	2.00
Teachers' commitment	320	53	159	125	250	142	142	551	1.72	2.00
Extra-curricula activities	320	62	186	118	236	140	140	562	1.75	2.00
Supervision	320	68	204	146	292	106	106	602	1.88	2.00
Monitoring pupils work	320	56	168	113	226	151	151	545	1.70	2.00
Effective leadership	320	54	162	123	246	143	143	551	1.72	2.00
Motivation	320	43	129	115	230	162	162	521	1.63	2.00
Disciplinary ability	320	56	168	108	216	156	156	540	1.68	2.00
Average	320	54	162	124	248	142	142	552	1.73	2.00

responses of the head teachers on the variables were collected through the management of primary schools questionnaire in all the schools. The data collected were analyzed with the use of weighted mean scores.

In order to calculate mean scores, weights 3, 2 and 1 were assigned to the indicators high, moderate and low respectively such that 3 = high, 2 = moderate and 1 = low. Each weight was used to multiply the frequencies of responses or the number of respondents for each of the columns high, moderate and low respectively. As such, for variable named "performance in teaching" the frequencies 44, 125 and 151 were multiplied by 3, 2 and 1 respectively ( $44 \times 3 = 132$ ;  $125 \times 2 = 250$ ;  $151 \times 1 = 151$ ). The subtotal 533 was divided by 320 (total respondents) to obtain the mean score of 1.66. In order to obtain the cutoff, the values 3, 2, and 1 were added together and divided by 3 ( $3+2+1 = 6/3 = 2.0$ ). The findings are shown in Table 2.

As indicated in Table 2, the level of teachers' job performance was low considering each of the variables examined. It was found that each of the variables had a mean score of less than 2 which was the mean cut-off point of the weights 3 + 2 + 1. On the average, all the variables put together had a mean score of 1.73 which also less than the mean cut-off point of 2. This indicates that the level of teachers' job performance in primary schools in Ekiti State, Nigeria was low and ineffective. Although the mean scores were low in respect of each of the variables, motivation had the lowest mean scores of 1.63. This indicates that teachers in the schools might not have been well motivated in their job Performance. The finding suggests that effective management has not been put in place in primary schools in the State.

### Question 3: What is the level of head teachers' management effectiveness in primary schools in Ekiti State, Nigeria?

Examining this question, data on the level of head teachers' ma-

agement effectiveness in primary schools in the State were collected from the responses of teachers to items in the management of primary schools questionnaire in all the schools. The variables on which the head teachers' management effectiveness was scored included effective supervision, motivation, communication, monitoring, delegation of duties, disciplinary ability and effective leadership. The data collected were analyzed using the weighted mean scores. In order to calculate mean score, weights 3, 2 and 1 were assigned to the indicators high, moderate and low respectively such that 3 = high, 2 = moderate and 1 = low. Each weight was used to multiply the frequencies of responses or the number of respondents for each of the columns high, moderate and low respectively. In order to obtain the cutoff, the values 3, 2, and 1 were added together and divided by 3 ( $3+2+1 = 6/3 = 2.0$ ). Table 3 shows the findings.

In Table 3, each of the variables examined had a mean score of less than 2 which was the mean cut-off point of the weights 3 + 2 + 1. On the average, all the variables put together had a mean score of 1.70 which was also less than the mean cut-off point of 2. This shows that the level of head teachers' management effectiveness in primary schools in Ekiti State, Nigeria was low. Although the mean scores were low in respect of all the variables, delegation of duties had the lowest mean scores of 1.27. This indicates that the delegation of duties had not been put in place in the management of primary schools in the State and it suggests that head teachers perhaps might not have been delegating duties to their subordinates in their schools.

### Question 4: Is there any difference in the management of human resources and the management of physical resources in primary schools in Ekiti State, Nigeria?

In analyzing this problem, the question was transformed into the fol-

**Table 3.** Level of head teachers' management effectiveness in primary schools in Ekiti State, Nigeria.

Variables	N	High	3	Moderate	2	Low	1	Total	Weighted Mean Scores	Cut Off Mean scores 3+2+1= 6/3
Effective supervision	810	134	402	396	792	280	280	1474	1.82	2.00
Effective Leadership	810	127	381	372	744	311	311	1436	1.77	2.00
Effective Communication	810	112	336	362	724	336	336	1396	1.72	2.00
Disciplinary Ability	810	125	375	294	588	391	391	1354	1.67	2.00
Monitoring	810	105	315	321	642	384	384	1341	1.66	2.00
Motivation	810	110	330	298	596	402	402	1328	1.64	2.00
Delegation of duties	810	102	306	318	336	390	390	1032	1.27	2.00
Average	810	117	351	337	674	356	356	1381	1.70	2.00

**Table 4.** t-test findings on the management of human and physical resource in primary schools.

Variables	N	Mean	SD	df	t-calculated	t-table
Management of human resources	462	72.5	.82	808	2.71	1.96
Management of physical resources	348	47.8	.78			

$p < 0.05$ .

lowing hypothesis:

**Ho:** There is no significant difference between the management of human resources and the management of physical resources in primary schools in Ekiti State, Nigeria. In testing the hypothesis, data on the responses to questions on the management of human resources and the management of physical resources in primary schools in the State, in the questionnaire were collected and tested using t-test statistic. The findings are indicated in Table 4.

As indicated in Table 4, the calculated t (2.71) was greater than the table t (1.96). The probability was less than 0.05. Hence, the null hypothesis was rejected. This shows that there was a significant difference between the management of human resources and the management of physical resources in primary schools in the State. The management of human resources had a higher mean score {72.5} as against a lower mean score {47.8} recorded for the management of physical resources. This implies that more emphasis was placed on the management of human resources in the schools than on the management of physical resources by the head teachers of the schools.

#### **Question 5: Is there any difference in the effective management of large and small primary schools in Ekiti State, Nigeria?**

In response to this problem, the question was transformed into the following hypothesis:

**Ho:** There is no significant difference between the effective management of large and small primary schools in Ekiti State, Nigeria.

In testing the hypothesis, data on the responses to questions in the questionnaire on the management of large and small primary schools in the State were collected and tested using the t-test statistic. The findings are indicated in Table 5.

In Table 5, the calculated t value (2.67) was greater than the table t value (1.96). The probability was less than 0.05. Hence, the null hypothesis was rejected indicating that there was a significant difference between the management of large primary schools and the management of small primary schools in the State. Head teachers of small primary schools showed more of effective management than head teachers of large primary schools. This was reflected in the higher mean score (87.5) recorded for small schools as against the lower mean score (47.8) recorded for large schools. This suggests that the small population of pupils in small schools might perhaps have influenced effective management in such schools.

#### **Question 6: Is there any difference in the effective management of urban and rural primary schools in the state?**

Addressing this problem, the question was transformed into the following hypothesis:

**Ho:** There is no significant difference between the effective management of urban and rural primary schools in Ekiti State, Nigeria.

In testing the hypothesis, data on the responses to questions on the management of urban and rural primary schools in the questionnaire were collected and tested using the t-test statistic. The findings are shown in Table 6.

In Table 6, the calculated t (3.12) was greater than the table t

**Table 5.** t-test on the management of large and small primary schools.

Variables	N	Mean	SD	df	t-calculated	t-table
Large Schools	462	47.8	.74	808	2.67	1.96
Small schools	348	87.5	.89			

$p < 0.05$ .

**Table 6.** Student t-test on the management of urban and rural schools.

Variables	N	Mean	SD	df	t-calculated	t-table
Urban Schools	462	43.5	.68	808	3.12	1.96
Rural Schools	348	87.2	.72			

$p < 0.05$ .

**Table 7.** Length of head teacher's teaching experience and the management of primary schools.

Teaching Experience	N	Mean	SD	df	t-calculated	t-table
>15 Years	462	85.2	.89	808	3.46	1.96
15 Years & Below	348	52.1	.73			

$p < 0.05$ .

(1.96). The probability was less than 0.05. As such, the null hypothesis was rejected. This shows that there was a significant difference between the effective management of urban and rural schools in the State. This was reflected in the higher mean score (87.2) recorded for rural schools as against the lower mean score (43.5) recorded for urban schools. The finding suggests that the management of rural schools is more effective than the management of urban schools.

**Question 7: Does the length of head teachers' teaching experience have any relationship with the effective management of primary schools in Ekiti State, Nigeria?**

In addressing this problem, the question was transformed into the following hypothesis:

Ho: The length of head teachers' teaching experience is not significantly related to the effective management of primary schools in Ekiti State, Nigeria.

In testing the hypothesis, data on the responses to items in the questionnaire on the length of head teachers' teaching experience and the management of primary schools in the State were collected and tested using the t-test statistic. Table 7 shows the findings.

As shown in Table 7, the calculated t (3.46) was greater than the table t (1.96). The probability was less than 0.05. Hence, the null hypothesis was rejected. This indicates that there was a significant difference in the effective management of primary schools by having above 15 years teaching experience and those having 15 years and below teaching experience in primary schools in the

State. Head teachers' having above 15 years teaching experience had a higher mean score (85.2) in the effective management of primary schools as against a lower mean score (52.1) recorded for head teachers having 15 years and below teaching experience. This implies that head teachers having above 15 years teaching experience performed better in effective management of their schools than head teachers having 15 years and below teaching experience. The finding suggests that teaching experience is a critical variable in the effective management of primary schools in Ekiti State, Nigeria.

**Question 8. None of the management tools used by head teachers could best predict the effective management of primary schools in Ekiti State, Nigeria.**

In answering this question, data on the responses to items in the questionnaire on the management tools used by head teachers and the effective management of primary schools in Ekiti State, Nigeria were collected. The predictor variables were namely effective supervision, monitoring, effective communication, delegation of duties, motivation, effective leadership and disciplinary ability while the criterion variable was effective management. Since one of the first steps in computing a regression equation with several variables is to calculate a correlation matrix for all the variables (Norusis/SPSS Inc., 1993), correlation analysis was carried out and a correlation matrix was derived showing the coefficient of correlation for each pair of variables examined. The findings of the correlation matrix are shown in Table 8.

In Table 8, all the variables show significant relationship with each

**Table 8.** Correlation matrix on head teachers' management tools and effective management of primary schools in Ekiti State, Nigeria.

Variables	Effective Management	Effective supervision	Effective Leadership	Effective Communication	Disciplinary ability	Monitoring	Motivation	Delegation of duties
Effective Management	1.00							
Effective supervision	.52	1.00						
Effective Leadership	.41	.43	1.00					
Effective Communication	.36	.32	.32	1.00				
Disciplinary ability	.37	.33	.31	.27	1.00			
Monitoring	.36	.41	.29	.28	.25	1.00		
Motivation	.29	.27	.26	.23	.22	.24	1.00	
Delegation of duties	.23	.21	.21	.24	.22	.23	.21	1.00

**Table 9.** Regression analysis on the effective management of primary schools.

Predictive variables	B	SE B	Beta	T	Signif. T
Effective supervision	.37246	3.9347	.37438	1.4632	.0000
Effective Leadership	.31523	.011342	.31735	1.0265	.0000
Effective Communication	.29763	.010536	-.17342	14.274	.0100
Disciplinary Ability	.26351	.010586	.27324	.19812	.0200
Monitoring	.22149	.010374	-.19271	-.36235	.0000
Motivation	.20635	.001475	.19364	1.3764	.0200
Delegation of duties	.19752	.001378	.20462	.12783	.0100
(Constant)	3.02561	.026718		100.725	.0000

**Table 10.** Analysis of variance.

	df	Sum of Squares	Mean Square
Regression	8	6.5631	1.1462
Residual	802	3.9765	.00537
		F = 138.631	Sign. F = .000

each other and with the effective management of primary schools in the State. The value of  $r$  shows the correlation coefficient between each pair of variables. However, since the correlation analysis determines only the relationship between each pair of variables, it could not show the relationship among all the variables put together. Hence, the multiple regression analysis was carried out to determine the intercorrelation among the variables and to determine which of the predictor variables (management tools) could best predict the values of the criterion variable (effective management of primary schools). Table 9 shows the findings..

In view of the findings in Table 9, the following regression equation was derived:

Table 9 shows the output of the analysis of variance in respect of the variable examined in the study. The Sum of Square (Regression) was 6.56 while the Sum of Square (Residual) was 3.98. The Mean Square (Regression) was 1.15 while the Mean Square (Residual)

was .005. The F Ratio was 138.63 while the significant F was .000. This shows a significant difference among the predictor variables and the criterion variable. The Multiple R was 0.71356, R Square was 0.60473, and Adjusted R Square was 0.60135 while the Standard Error was 0.075625. The contributions of each of the predictor variables to the regression equation were examined. The  $Y = 3.02561 + .37246$  (effective supervision) +  $.31523$  (effective leadership) +  $.29763$  (effective communication) +  $.26351$  (disciplinary Ability) +  $.22149$  (monitoring) +  $.20635$  (motivation) +  $.19752$  (communication).

Multiple R .71356; R Square .60473; Adjusted R Square .60135; Standard Error .075625.

As indicated in Table 10, all the variables entered the regression equation. The significant  $t$  was less than 0.05 for each of the variables. This indicates a significant relationship between the predictor variables and the criterion variable. The best predictor of effective management of primary schools was effective supervision which contributed 37.2% to the regression equation. The contributions of other predictor variables to the regression equation were as follows, effective leadership 31.5%; effective communication.29.8%; disciplinary ability 26.3%; monitoring 22.1%; motivation 20.6% and delegation of duties 19.8%.

## DISCUSSION

The foregoing has shown an analytical review of the ma-

agement of primary schools in Ekiti State, Nigeria. The findings show that effective management has not been put in place in primary schools in the State. This was evidenced in the low level of management of the schools found in this study. The findings agreed with the findings of previous researchers (Ogunsaju, 1989; Adeyemi, 2004). The findings also revealed that human resources were better managed than physical resources in the schools. The findings was consistent with the findings made by Olabode (2002) and Ireogbu, (2004) who described the teacher as a role model who must not only show care and concern for the pupil but must also show exemplary good behaviour both within and outside the school.

Teachers' performance in terms of teacher preparation, lesson preparation, teachers' commitment to work, extra-curricula activities and monitoring of pupils' work, were also found to be at a low level while the management tools used by head teachers such as effective supervision, effective leadership, effective communication, disciplinary ability, monitoring, motivation and delegation of duties have not been effectively utilized by school head teachers. This finding agreed with what Musaazi (1982) claimed could lead to poor management of schools. The low level motivation given to staff negated the views made by Koroma (2003) who reported that an employee must be adequately motivated to enhance better performance.

The findings on low level of effective monitoring of schools was consistent with Tabir's (2004) contention that education managers such as the head teachers of schools should be provided with the basic monitoring, supervision and evaluation skills. However, since quality education is the only means of sustainable human capital development, the findings of this study supported the findings made in previous studies (Ogunsanwo, 2003; Musa, 2004) which emphasized the need for effective management of resources in schools in a bid to enhance the efficiency, resourcefulness and competence of teachers.

The findings showing effective management on the basis of length of teaching experience was consistent with the findings made by Choy and Fatt's (1993) who found in Singapore that experience plays a great role in management while schooling, with its cornerstone of learning, is the major distributor of life chances. Towards this end, the extent of learning is believed to be measured by examination grades. The findings showing effective management in rural schools as against urban schools disagreed with the findings made by Olabode (2002) who found no significant difference in human resources management in rural and urban schools. The findings showing effective management in small schools as against large schools agreed with Oyedejis' (1998) findings that the way education managers perform their instructional programmes and interact with pupils could be influenced by school size.

## Conclusion

Considering the findings of this study, it was concluded that the level of management of primary schools in Ekiti State, Nigeria was low. This suggests that it might take a long time for the achievement of the objectives of primary education in the State as stipulated in the National Policy on Education. The findings have led the researcher to conclude that school size, school location and teacher' teaching experience are critical variables in the effective management of primary schools in the State. It was also concluded that certain administrative tools such as effective supervision, effective leadership, effective communication and discipline are vital tools in the effective management of primary schools.

## Recommendations

Based on the findings of this study, it was recommended that head teachers should equip themselves more with various administrative tools such as effective supervision, effective leadership, effective communication and discipline in a bid to improve their level of effectiveness in the management of primary schools in the State. Head teachers should be exposed to seminars and workshops to equip them with modern tools of management. Increased efforts should also be made by the State Ministry of Education and its agencies at regular supervision and monitoring of schools for effective management. This is in a bid to achieving the goals and objectives of the National Policy on Education.

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