

STAFF PRIMARY EDUCATION ADMINISTRATION IN NIGERIA: IMPLICATION OF STAFF QUALIFICATIONS FOR THE CHILDS PREPARATION FOR HIGHER EDUCATION, UNIVERSITY OF CALABAR AS EXAMPLE

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Abstract

The administration of primary education has witnessed series of guiding principles since from the Seventies. The administrative hierarchy of the primary school has in many ways permitted a smooth channel flow in the structure for effective communication and administration. Staff qualification which was stipulated on minimum basis has improved from TC11 & 1 to NCE, and first degree. However, with the new policy structure, and complicated system of learning compared to exposure to new technology, the child and his teacher requires a revisiting of the administrative structure for an attainment of specific objectives. This paper therefore explores the administrative structure of the university staff demonstration primary school, their teachers' qualifications and responsibilities. The paper suggests a replication of the requirement for a stable administration in the staff primary schools to public schools for the smooth attainment of educational goals and objectives of primary education and the sure preparation of the child for higher education

Key words: Administration, Organisation, Structure

Introduction

No school system, no matter the suitability of the environment in which it is built, the high qualifications of the teachers and their dedication, dexterity of the non academic staff, all together backed up by a constant body of reliable associations, and patrons, functions effectively without a well-planned organizational structure. The organizational structure is that binding element that distributes the daily functions of the school to the various members of the system. It meaningfully divides the labour of the school system. It could be said that a school organization structure is to the school system what the ligaments are to the bones of the human body. It is a very essential requirement in any setup. In fact, it does exist before the identification of the members because the administration is built along with the system.

Definition

Administration in education is a process involving the use of methods, principles and practices geared towards its introduction, development, and attainment of goals and achievement of the objectives of education. (Douglas J. F. 2013). The framework therefore on which the methods, principles, practices, policies and procedures in administration process are

being distributed and mounted is called the administrative structure. (Chambers Dictionary. 2018).

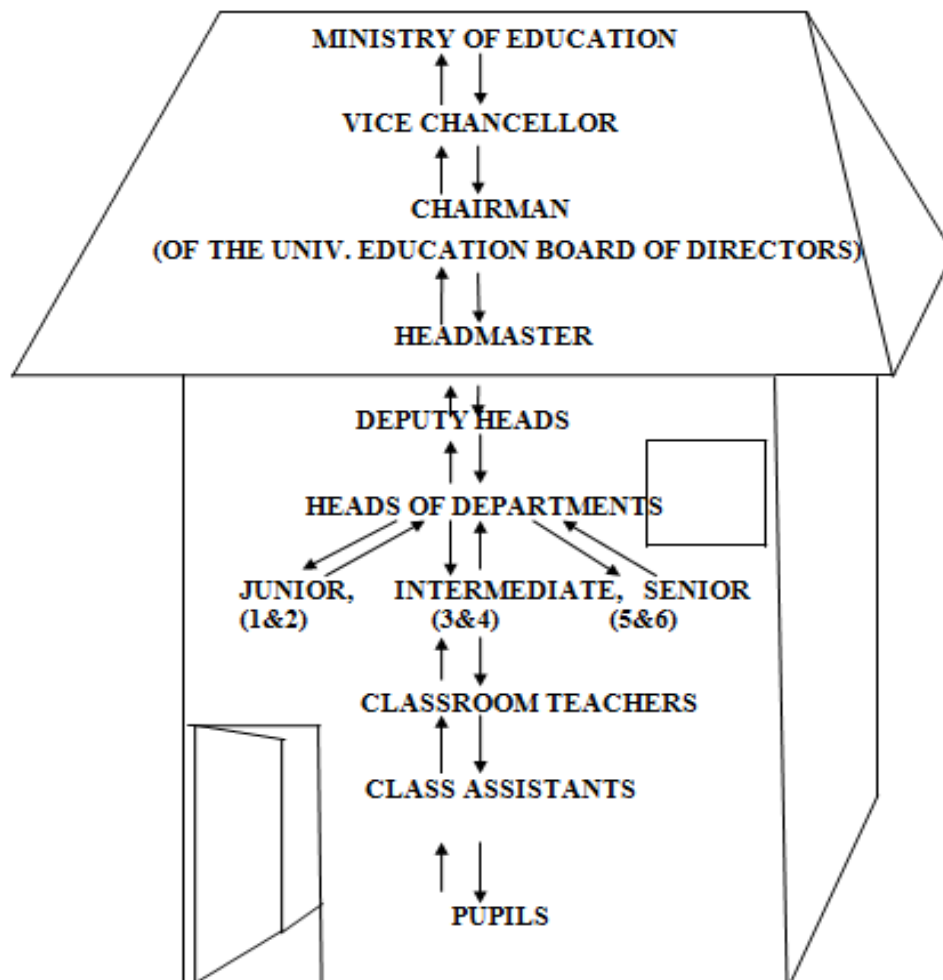
In other words, administrative structure of a school system is the building, or fitting together of all the components of a school system, specifically the inner form of the system, hence the internal administrative structure of the University of Calabar staff primary school.

Description of the Administrative Structure on Chart

This chart of the administrative structure of staff primary school is a clear hierarchy distribution of the various authorities handling different duties that are required to be in operation daily in the school system. As is shown on the chart, information flows from the top to the bottom. The flow of information from the top passes through a channel, and is distributed to the various members of the system and returns back to source with a feedback. This is what was obtainable at the time of this research from the administrative structure and organisation of the University of Calabar staff school.

The Ministry of Education as the host and custodian of the school calendar and academic requirement approves and informs the Vice Chancellor basically of the tradition to be observed within the school structure and also the expectations according to the national education goals and objectives of primary education in Nigeria. The university has a board of directors responsible for her primary and secondary schools. The chairman of this board receives information from the Vice Chancellor, deliberates with the board and passes same information in a more simplified and easily understandable manner to the headmaster.

The first three bodies at the top of the chart therefore are responsible for receiving already made policies from the ministry and relate the information to members of the system. From the Headmaster, information gets to the deputy heads; the various heads of departments receive directives from the management of their various departments – junior, intermediate, and senior sections respectively. This information is shared by the different teachers' dependent on them, then with the class assistants and then lastly the pupils.



3D Chart Showing the Organogram of the Primary School Administration

The same flow of power applies to the non-teaching staff which includes, the typist, nurse, security officers, cleaners and labourers. The chart operates from the individual assigned as the highest in authority and rank, to the lowest in rank in the system. This structure allows for a free flow of information thereby enforcing effective communication. It is flexible enough and it is subject to modification, addition when the need arises. The arrows represent the flow of information, directives and later a feedback from where the information was delivered in the form of a conformity or response in character, to the directive given from the top.

Qualification and Functions

The qualification of the various contributors in the system differs and their placements depend on their experiences, therefore we can have an NCE and BEd. holder as a head of department while a master's degree or Ph.D. holder is only a class room teacher.

Chairman of the Univ. Education Board of Directors

In university staff schools, the chairman of the board of directors responsible for the demonstration primary school is a professor, appointed by the vice chancellor of the University. His duties as the chairman are a replica to the functions of the educational school boards executive chairman.

- He formulates policies for the better running of the school system.
- He appoints teachers with merited qualifications in their relevant fields.
- He approves the timely payment of teachers' salary, promotion, and leave bonuses.
- He informs the school head on national policies, or undertakings that would affect the school, like public holidays.
- He is the highest authority from whom final decisions concerning the school are taken.
- His status, qualification and long experience makes him competent to administer his duty effectively.

Headmaster

The next in authority in the hierarchy is the Headmaster of the school. He has an N.C.E National Certificate on Education, Bachelor of Education degree B.Ed, masters MEd and a PhD in Education.

- His duties are specified from information received from the university education board chairman. He organises the division of labour in the school system emphasizing duties to the members of the administrative structure. He does this by allocating experienced teachers who apply variety of methods in an experienced manner while teaching children.
 - He sees that everyone in the system does their assigned work well, by going round to supervise them at their various working places.
 - He sometimes teaches specific topics in different classes.
 - He ensures the payment of teachers' salaries and leave bonus.
 - He informs them on their promotions and renders official and academic help to them when necessary.
 - The headmaster is responsible for admitting pupils into school,
 - Giving out school leaving certificates and testimonials to outgoing pupils and transfer certificates to pupils going to continue their education at other schools.
 - The headmaster informs the members of the school concerning matters affecting the system educationally, politically and otherwise.
 - He distributes to teachers, diaries, lesson notes, registers, school time table, and calendar, available teaching aids, including other materials that are required by teachers and pupils with the non-teaching staff.
 - He represents the school outside by attending educational board meetings.
 - He also calls for P.T.A. meetings and attends NUT meetings.
 - He also calls for beginning, and end of term meetings in schools to discuss matters concerning the school system.
 - He warns, queries, and defends teachers or his employees.
 - He outlines the school needs and sends them to the board for approval and supply.
- The duties of the headmaster are very many, but one thing to note is that the headmaster is a part of all the duties and post in the school system. He is very knowledgeable in the affairs of the primary school system.

Deputy Head

The deputy head is also a degree holder and an experienced National Certificate holder in Education. The deputy assist the headmaster carry out his duties more effectively acting

mostly in the absence of the headmaster or handles work load as assigned to him by the head. In addition, the deputy owns and teaches a class and also marks lesson notes of teachers assigned to the deputy's office.

Heads of Department

The departments of the school system are divided into three. The junior, intermediate and senior sections respectively. The head of department for the junior section is responsible for classes 1 and 2. The junior section head has a Diploma in Education and a first degree in education. Functions include drawing of the scheme of work for teachers in that sector. Checking teachers' records by correcting their lesson notes. Coordinating continuous assessment, monthly test; preparation and storage of instructional materials for her department. In addition the junior section head is a classroom teacher, and also inspects teachers teaching in classes in the junior department. When inspection is ongoing, a class assistant takes care of the heads class.

The head for the intermediate section is an experienced graduate in education and a classroom teacher. The intermediate head coordinates the works of basic 2 and 3 teachers. Inspects them while they are teaching most complex lessons indicated in their lesson notes. Coordinates Preparation of instructional materials for both classes and helps a teacher teach a lesson effectively.

The head of department for the senior section also is a graduate in education and with a master's degree. The senior head is responsible for Classes 5 and 6 sections. Duties of the head include checking and marking class register, teachers' lesson notes and monitoring teachers' duty movement. The senior section head is responsible for the reception of new teachers in the school. Teaches an arm of primary six and gives pupils well-coordinated projects monthly aimed at developing the learning domains.

The class assistant assist the various class room teachers in the control of the class, in the absence of the class teacher. The assistant also teaches specific lesson topics under the classroom teacher's supervision. They are holders of the General Certification of Education (GCE), NCE and B.Ed. The school was well staffed with a total of thirty-five progressive number of teachers including the heads and heads of departments, security and cleaners from 1990 to forty-seven staff in 2015. This number is made up of:

1990-2000

Qualification	Number
M.Ed.	3
DIP	4
BA	2
NCE	9
GCE	2
ACE	4
TC 1	1
TC 11	5
Sch. Cert.	5
TOTAL	35

2001-2017

Qualification	Number
Ph.D.	1
M.Ed.	4
DIP	4
BA	2
B.Ed.	10
NCE	15
GCE	3
ACE	1
Sch. Cert.	7
TOTAL	47

The general function of every teacher in the system is to teach the pupils in the class assigned to them with adequate instructional materials and the use of methods for the transmission of knowledge. All teachers are dependent on the head for a free flow of information. They mark their registers, enrol new pupils, head their classes in match passes or inter-house/school sports and organize debates and drama in the school. They evaluate academic work of pupils through the administration of test and examinations.

Non-Teaching Staff

The clerical officers are divided into two sections, a section for administrative and the other for accounts. He accounts for the fund of the school. He prepares teachers voucher and gives instructions on their payment. The senior clerical officer account is a school certificate GCE holder. He carries out the instruction of the finance officer concerning the use of school funds or an incoming fund. This includes teachers' salary.

The clerical officer for accounts, acts as assistant to the senior clerical officer. He adheres to directives from the top. He collects tellers of fees paid in by pupils and accounts for it to the senior clerical officer.

The clerical officer administration – a general certificate of education holder. He keeps accounts of the money gotten from books, uniforms and materials sold out to pupils or teachers in school. He has clerical assistance in administration to assist him.

The library assistant was a GCE holder. He sees to the management of the library. He keeps records of books borrowed, and keeps watch so no book is taken in or out of the library. He takes record as an evidence to identify where each book is.

The messenger or Clark as called circulates circulars to the teachers in school and responds to the heads if called to some errands required. (FSLC) First School Certificate and attempted GCE.

The cleaners keep the various offices and the school premises in order. They too have the first school leaving certificate. These functions as narrated cannily fit to the description of administrative duties comprehensively explained by A.C.E series (1988) & Edem (1990).

Professional View

Every representative in the administrative structure is an authority. How he conducts his functions will certainly affect the entire organisations output. The primary school is the

foundation for other levels of education primarily higher education. Whatsoever the child learns at the primary school is the foundation of knowledge he builds on at the secondary and accomplishes at the higher education level. The child therefore learns informally as much as he learns formally. What the authority in the hierarchy do as service to maintain the fluid administrative system is a bulk of learning experience for the child. In essence, the child learns informally from the responsibility held by every member of the school administered body. The staff therefore should be conscious of how the child learns and only exhibit requisites as expected. The distinct difference between the boss and leader attitude spelt out by www.growth.hackers.net (2018) therefore should not be a conduct at the primary level of education.



(List of differences between a boss and a leader. Adopted from www.growth.hackers.net 2018.)

Task discharged in the school administration should assist the child to internalize the essence for difference in functions and when singularity is adopted in the line of duty. Children should learn that a good leader actually should assume both characteristics. Lead in the context of when and where it is expedient but be the boss to emphasize disparity and weight of functions. If you stick to leading too consistently, you would become a caricature to the led and situations where you consistently become too bossy you could lose the trust and loyalty of the team. So at moments where relevance is the keyword, be the 'I' but when examples given must be demonstrated and understood, use the 'we' key. That is the way the leadership lock functions cooperatively works without complications. I am the Headmaster. We are the staff! In this context, we all cannot be the headmaster and staff at the same time. The child learns this concept and identifies each authority according to their unique functions and behaviours that help the system work better.

Conclusion

In an organizational structure, qualification is not just how many degrees or papers one can accumulate from courses studied but your experience in the job is what matters. As it is in this structure all duties are equally spaced out and there is a free flow of information from the top. All members holding a position in the system, from the chairman down to the cleaners is qualified enough for their duties. However, most of them would not be placed in their post if not for their experience in the job. Example given being that, the school could have Master's degree holders in education, but an NCE holder could be a head of department in the senior section (5 – 6). The fact that the system has a structure on which her daily activities are built, with a clear division of labour makes it an efficient and systematic organization.

Managerial Recommendations

Orderliness is a keyword in every administrative structure therefore the following recommendations are very important.

- Every personnel in the organisation is a potential administrator.
- The duties of all members of the organisation must be discharged according to the organisations rules and regulations and within the specified official time assigned. This is important because administration is liquid. It is a flowing process. If stagnated there will be consequences. The University staff school has operated very effectively in this stable manner for a very long time and outstanding success has also been recorded over the period.
- With the periodic introduction of new system of education, like the Universal Primary Education (UPE), 6.3.3.4, and the Universal Basic Education (UBE) subsequently, the structure should adjust to the requirements of the system.
- In this respect therefore, the paper further recommends in addition that all other institutions whose administrative system is not yielding measurable results could adopt the University staff school administration as a format, a model and a functional blue print in the framework of the school system.

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