Assessment of school administrators and pupils' academic performance in regular and nomadic primary schools in Taraba State, Nigeria

Y.F. Joshua[1] and M.R.S. Mlozi[2]

This study investigates the influence of school administrators on pupils' academic performance in regular and nomadic primary schools pupils in Donga and Wukari local government areas of Taraba State, Nigeria. The study adopted a cross-sectional research design and employed both primary and secondary methods of data collections. T-test and descriptive statistics (frequencies and percentages) were used to analyse and interpret data obtained from respondents. The study found that regular primary schools pupils' performed better than their counterparts in nomadic primary schools. It was also revealed among others, that school inspection was more consistent in regular schools than in nomadic schools. Regular primary schools administrators had relatively less problems with schools inspection than their counterparts in nomadic schools. Teaching and learning facilities were inadequate in both schools with nomadic schools being more seriously affected. The study recommended that, the local government in Taraba State should collaborate with the State government to allocate enough money for school administrators to carry out regular school inspections and provide adequate teaching and learning facilities in schools to ensure high pupils performance. Also employ more qualified teachers, motivate teachers and ensure adequate posting of teachers particularly in nomadic schools.

Key words: Administrators, pupil's academic performance, regular and nomadic schools.

Introduction

One of the major aims of establishing primary education is to develop quality of life of the learners so that they can properly serve the society according to their roles and responsibilities as good citizens. To achieve this, school administrators need to play their roles effectively to enhance pupils' academic performance in schools. Government has deliberately made effort to improve on infrastructure and other educational inputs in our primary schools. Despite this, there is still an out cry from the general public on poor pupils' academic performance. Ogunsaju (2004) states that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. Also, Akanle (2007) observed that frequent change in educational administrator and politicization of education by politicians have brought about disparity in educational practice which caused differential academic performance and classroom functioning of both teachers and students from state to state. He further

pointed out that, management and provision of funds to run schools is increasingly corresponding with improved teachers supervision/inspection by the Ministry of education and local inspector of education office, with corresponding improvement in teaching method and learning environment through decongestion but academic performance of students is not receiving improvement.

State and federal departments of education are charged with the improvement in schools, and so devise methods of measuring success in order to create plans for improvement. Similarly, Adeboyeyi (2000) reported that schools with well coordinated plant, planning and maintenance practices recorded better student performance. Hence, conducive school physical environment could enhance student's school attendance, involvement in academic activities and academic performance positively.

It is believed that when school administrators' work in partner with teachers and support pupils in their learning process, academic performance will be enhanced. Some significant roles of school administrators were identified and examined at local government levels as independent variables. While, pupils' academic performance as dependent variable. These independent variables were compared to see whether or not they influence pupil's academic performance in regular and nomadic primary schools.

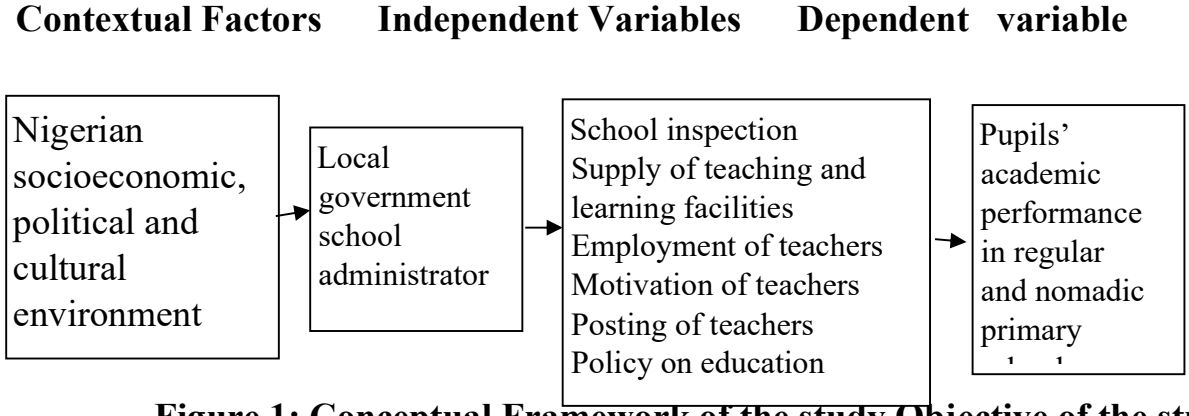


Figure 1: Conceptual Framework of the study Objective of the study

The objective of the study is to examine the influence of school administrators at local government level on the performance of pupils in regular and nomadic primary schools.

Research question:

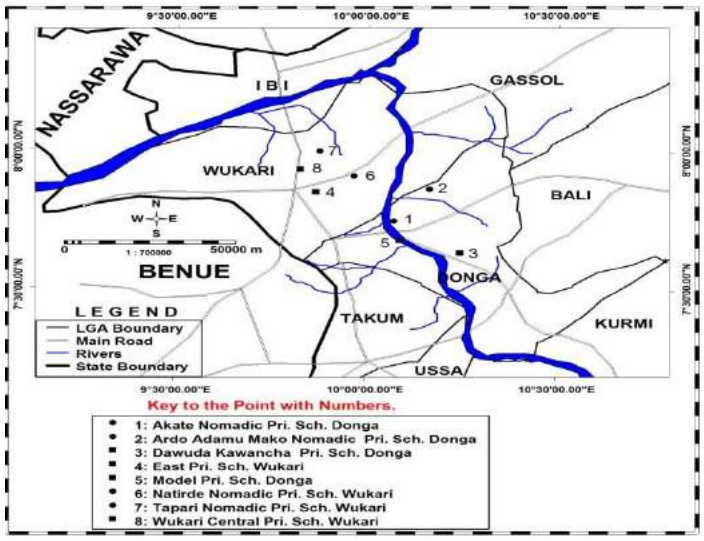
What is the influence of school administrators on regular and nomadic primary schools pupils' academic performance? **Significance of the study:**

It was anticipated that the findings and recommendations of this study would help in generating required information that would be used by school administrators in education to improve on the quality of education in both regular and nomadic primary

schools with a view of improving pupils' performance. Help Ministry of Education, educational managers and school administrators identify their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles. The study would also furnish policy makers, with information on school administrators roles and their implications on pupils' academic performance; thereby assisting them in planning and implementing policies that will enhance the system.

Methodology

The study was conducted in Taraba State in Nigeria. A cross sectional research design was used for this study. There are sixteen (16) Local Government Areas in the state and these local government areas are divided into three (3) educational zones. One (1) educational zone was selected using simple random sampling technique so that all members of the population have equal chance of being selected (Kothari, 2004). Two (2) local government areas were selected from the educational zone using simple random sampling. In each local government area two (2) nomadic and two (2) regular primary schools were selected purposively. That is, four (4) schools in one local government area, given a total of eight (8) schools in the two local government areas figure 2. Eighty (80) primary five pupils were randomly selected, that is, ten (10) pupils (five boys and five girls) in each of the eight schools. Twenty (20) local government school administrators were purposely selected, ten (10) from each of the two local government areas.



Source: Department of Geography FCE, Zaria

Figure 2: Wukari and Donga of Taraba State Showing Study Schools

The study employed both primary and secondary methods of data collection. Primary data was obtained through the use of questionnaire, while secondary data was collected from the school record (terminal examination results of five subjects which include,

English, Mathematics, Primary Science, Social Studies and Agricultural Science) text-books, journal articles, internet and websites. Close and open ended questionnaire items were administered to school administrators. Pupils' performances were compared using the grade obtained by each pupil in the five subjects. The results were graded as: 70 – 100=A, 60 – 69=B, 50-59=C, 45 – 49=D, 40 – 44=E and 0 – 39=F. An independent – sample t– test was conducted to compare the examinations scores for regular and nomadic primary schools pupils' to show whether there is a significant difference in the mean scores for the two types of schools. The examination scores as dependent variable while the school types as independent variable. Frequencies were also used to obtain variability among different variables at school level between administrators of regular and nomadic primary schools.

Subject English	**School**	**Mean**	**SD**	**SE**	**t-valu**	**p-valu**
	Regular	59.8250	9.559821.51154			
	Nomadic	45.1167	6.688231.0575		7.973	0.000*
Mathematics	Regular	54.0333	10.7908	1.70619		
	Nomadic	59.2917	10.1159	1.59947	-2.248	0.027**
Primary science	Regular	59.4667	9.833891.55487			
	Nomadic	47.5583	6.215220.98271		6.474	0.000*
Social studies	Regular	71.6083	10.7628	1.70176		
	Nomadic	58.6083	7.8812	1.24613	6.163	0.000*
Agric. Sciences	Regular	64.6583	8.557661.35308			
	Nomadic	58.8000	7.858721.24257		3.189	0.002*

Table 1: Relative Performances between Regular and Nomadic Pupils in 2013 *= statistically significance at p≤ 0.001;**=statistically significance at p≤ 0.05, SD = Standard deviation; SE = Standard error; t-value = T-test value; p-value = Level of probability.

Source: Field data, 2013

The data on primary science subject revealed that t-value is 6.474 with a significant value of $p \leq 0.001$ showing that there was a statistically significant differences of means

in performance of pupil respondents between regular and nomadic primary schools in primary science subject, of which regular primary school pupils performed better (59.467) than nomadic primary schools pupils (47.558). Further, on Social studies subject, results shows that, t-value is 6.163 with a significant value of $p \leq 0.001$. Hence, there was a statistically significant differences of means in performance of pupil respondents between regular and nomadic primary schools for social studies subject of which regular primary schools pupils performed better (71.608) than nomadic primary schools pupils (58.608). Also, in Agricultural science subject, the results in Table 1 shows that, , t-value is 3.187 with a significant value of $p \leq 0.002$ hence; there was a statistically significant difference of means on the performance of pupil respondents in regular and nomadic primary schools on agricultural science subject. Results show that regular primary school pupils performed better (64.658) in agricultural science than nomadic primary schools pupils (58.8). The outcome of the analyzed data showed that there was a significant difference between the academic performance of pupils in regular and nomadic primary schools of which regular primary school pupils performed better than their counterparts in nomadic primary schools.

Results and Discussion

In comparison between regular and nomadic primary schools pupils academic performance, the results in Table 1 shows that, for English subject t-value is 7.973 with a significant value of $p \leq 0.001$, meaning that there was a statistically significant difference on the means of performances of pupil respondents between regular and nomadic primary schools in English subject as means show that regular primary schools pupils performed better (59.825) than nomadic primary schools pupils (45.117). However, for Mathematics subject the t-value is -2.248 with a significant value of $p \leq 0.027$. Hence, there was statistically significant difference of means on the performances of pupil respondents between regular and nomadic primary schools in Mathematics subject as means show that nomadic primary schools pupils performed better (59.292) than regular primary schools (54.033) Table 1.

Factors Influencing Pupils' Academic Performance at Local Government School Administrators' Level

To determine factors at local government level that influence regular and nomadic primary schools pupils' academic performance. The views of school administrators at the local government level were elicited on school inspection, supply of teaching and learning facilities, and availability of school facilities, employment, posting and motivation of teachers as well as government policy on education. Descriptive statistics (percentage) were used to interpret the findings as seen in Table 2.

Results in Table 2 show that, of the ten local government schools administrators in nomadic primary schools few, 10% mentioned that they inspected schools once in a term. On the contrary, 50% and 60% of the local government schools administrators in regular and nomadic schools mentioned that they inspected schools two times in a term, respectively. However, 50% and 30% of the local government schools administrators in regular and nomadic primary schools reported that they inspected schools three times in a term, respectively. This implied that school inspection was more consistent in regular schools than in nomadic schools. Hence, consistency in school inspection influences pupils' academic performance in school. This finding corroborates with Neagley and Evans (1970) who reported that, effective inspection can improve teaching and learning in school. The inconsistency in inspection of nomadic schools could be due to problems such as inadequate transportation, irregular payment of allowances, and schools locations (distances and terrains). The schools administrators views on whether they faced problems with schools inspection show that, of the ten local government schools administrators in regular primary schools, 30% indicated that they faced problems with schools inspection, while 60% of the schools administrators in nomadic primary schools said so (Table 2). This implied that regular primary schools administrators had relatively less problems with schools inspection than nomadic schools administrators. This could also be associated with the inconsistency in schools inspection observed in nomadic primary schools, which might have contributed to poor pupils' academic performance in there schools.

Table 2: Local Government Schools Administrators' Factors Influencing Pupils' Academic performance (n =20)

Variable	Regular School (n= 10)%	Nomadic School (n = 10)%	Total (%)
School inspection			
Once	0 (0.00)	1 (10.0)	1 (5.0)
Twice	5 (50.0)	6 (60.0)	11 (55.0)
Thrice	5 (50.0)	3 (30.0)	8 (40.0)
Problem with school inspection			
Yes	3 (30.0)	6 (60.0)	9 (45.0)
No	7 (70.0)	4 (40.0)	11 (55.0)
Supply of teaching and learning facilitie			

Adequate	5 (50.0)	2 (20.0)	7 (35.0)
Not Adequate	5 (50.0)	8 (80.0)	13 (65.0)
Available School facilities			
Adequate	6 (60.0)	1 (10.0)	7 (35.0)
Not Adequate	4 (40.0)	9 (90.0)	13 (65.0)
Employment of teachers			
Adequate	9 (90.0)	3 (30.0)	12 (60.0)
Not Adequate	1 (10.0)	7 (70.0)	8 (40.0)
Problem with employment of teachers			
Yes	2 (20.0)	8 (80.0)	10 (50.0)
No	8 (80.0)	2 (20.0)	10 (50.0)
Motivation of teachers			
Yes	8 (80.0)	4 (40.0)	12 (60.0)
No	2 (20.0)	6 (60.0)	8 (40.0)
Posting of teachers			
Adequate	5 (50.0)	1 (10.0)	6 (30.0)
Not Adequate	5 (50.0)	9 (90.0)	14 (70.0)
Government policy			
Yes	10 (100.0)	5 (50.0)	15 (75.0)
No	0 (00.0)	5 (50.0)	5 (25.0)

Source: Survey data, 2013

Views of schools administrators on supply of teaching and learning facilities are shown in Table 2. Of the ten local government schools administrators in regular primary schools, half 50% indicated that supply of the teaching and learning facilities were adequate, while 20% of their counterparts in nomadic primary schools said so. On the other hand, half 50%, and majority 80% of the local government schools administrators in regular and nomadic primary schools indicated that the supply of the teaching and learning facilities were not adequate, respectively. Similar trend of results were observed on the availability of school facilities, among the ten local government schools administrators in regular primary schools, 60% indicated that the available school facilities were adequate, while few 10% of their counterparts in nomadic schools said so. Yet, 40% and majority 90% of the local government schools administrators in regular and nomadic primary schools said that the availability of school facilities were not adequate, respectively. Teaching and learning facilities such as, desks, seats, chalkboard, and cupboard among others are necessary in achieving quality education. Inadequate supply of school facilities may lead to lack of interest among pupils and

frustration of teachers in achieving educational goals and objectives. Kafui (2005) asserted that the availability or non-availability of facilities and their adequacy in schools have an effect on the academic performance of pupils in primary schools. In the same trend, Adesoji and Olatunbosun (2008) pointed out that for good education policy or programmed to guarantee quality outputs, it must be adequately supplied with necessary school facilities and equipment.

Furthermore, Table 2 show that of the ten local government schools administrators in regular primary schools, most 90% reported that employment of teachers was adequate, and 30% of their counterpart in nomadic primary schools said so. However, Iyamu (2005) stated that excellent academic performance is a function of quality and quantity of teaching personnel in school. Study results on whether local government schools administrators faced problem with employment of teachers' show that, of the ten local government schools administrators in regular schools, 20% indicated that they faced problems with teachers' employment, while majority 80% of their counterparts in nomadic primary schools said so (Table 2). This implied that there were more problems with teachers' employment in nomadic primary schools than in regular primary schools. These problems could be due to unwillingness of qualified teachers to work in nomadic schools because of poor working condition (housing, infrastructure, teaching materials). For example, of the ten local government schools administrators in regular primary schools, most 80% mentioned that they motivated their teachers, while 40% of their counterparts in nomadic primary schools said so. This implied that regular primary schools teachers were better motivated. This could also be another reason as to why more teachers were found in regular primary schools than in nomadic ones. However, Akinsolu (2010) observed that when teachers are motivated and provided with all the basic incentives such as adequate salaries, good working conditions and other fringe benefits received by their counterparts in other profession. Such practices will assist greatly in influencing academic performance positively.

Additionally, the study results on posting of teachers are shown in Table 2. Of the ten local government schools administrators in regular schools half, 50% indicated that posting of teachers was adequate, while few, 10% of the local government schools administrators in nomadic primary schools said so. This finding is in conformity with Owoeye and Yaro (2011) who reported that teachers do not accept postings to rural areas because their conditions are not up to the expected standards. Finding from this study revealed that adequate posting of teachers to school assist greatly in influencing pupils' academic performance positively.

Opinions of the ten local government schools administrators in regular primary schools showed that the curriculum, enrolment, school calendars, schools inspection and evaluation and supply of school facilities positively influenced pupils' academic performance positively, while half 50% of their counterparts in nomadic primary schools said so (Table 2). This implied that government policies were more adhered to in regular primary schools than in nomadic primary schools. The low pupils' performance observed in nomadic schools was due to problems of bad terrains resulting to poor roads to schools and poor transportation. Others are lack of electricity, good water and social amenities. All these appeared to affect schools inspection, supply of teaching and learning materials, posting of teachers and proper implementation of government policies on education.

Conclusion

The views of school administrators at the local government level were elicited on school inspection, supply of teaching and learning facilities, and availability of school facilities, employment, posting and motivation of teachers as well as government policy on education. It was found that school inspection was more consistent in regular schools than in nomadic schools. Regular primary schools administrators had relatively less problems with schools inspection than their counterparts in nomadic schools. Teaching and learning facilities were inadequate in both schools with nomadic schools being more serious. There were more problems with teachers' employment and posting in nomadic primary schools than in regular primary schools. Teachers in regular primary schools were better motivated than their counterparts in nomadic schools. Again, the government policies were more adhered to in regular primary schools than in nomadic primary schools.

Recommendations

The study recommended that:

1. The local government should employ more qualified teachers
2. Teachers posted to rural areas must be motivated for better performance of pupils.
3. Appropriate teaching materials should be allocated to all schools for better academic performance.
4. Teachers salary and allowances should be paid as at when due
5. Communities in rural areas should provide accommodation for teachers posted to their schools.
6. Government should provide vehicles/machines for effective inspection particularly to enable the inspectors reach the nomadic schools.

References

Adeboyeyi, R.A. (2000). *Management of school physical facilities*. Foundation Publisher, Ibadan. 236pp.

Adesoji, F.A. and Olatunbosun, S.M. (2008). Student, teacher and school environment factors as determinants of achievement in senior secondary school chemistry In Oyo State, Nigeria. *Journal of International Social Research 1 (2): 13-34.*

Akanle, O.B. (2007). Socio-economic factors influencing students' academic performance in Nigeria. Some explanations from a local survey. Sociology and social work community. [Free online library articles. Base.com] site visited on 10/3/2013.

Akinsolu, O.A. (2010). Teachers and students academic performance in Nigeria secondary school: Implication for planning. *Florida Journal of Educational Administration and Policy 3(2): 86-103.*

Iyamu, E.O.S. (2005). Parents' and teachers' perception of selection as a factor of quality in the curriculum process in Nigeria. *International Education Journal, 6 (1): 96–103.*

Kothari, C.R. (2004). Research methodology, methods and techniques. New age international publishing company, New Delhi. 401pp

Neagley, R. l., and Evans, N. D. (1970). Handbook for effective supervision of instruction.

Englewood Cliffs, NY: Prentice-Hall Inc.

Kafui E. (2005). Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly in Ghana. Regional conference on education in West Africa Dakar, Senegal 1st– 2nd November 2005.

Ogunsaju, S. (2004). A Guide to School Effectiveness in Nigeria. Ibadan. Laville Publications.

Owoeye, J.S. & Yaro, P.O. (2011). Teachers education in sub-Saharan Africa: Policies and practice. Paper presented at the development of teacher education in African conference at Makerere University, Kampala, Uganda. August, 4 – 6.

Y.F. Joshua[1] and is a Lecturer in the Department of Agricultural Education, Federal College of Education, PMB 1041, Zaria

M.R.S. Mlozi is a Lecturer in the Department of Agricultural Education and Extension Sokoine University of Agriculture, P.O. Box 3002, Chuo Kikuu, Morogoro, Tanzania, Email: mrsmlozi@yahoo.com