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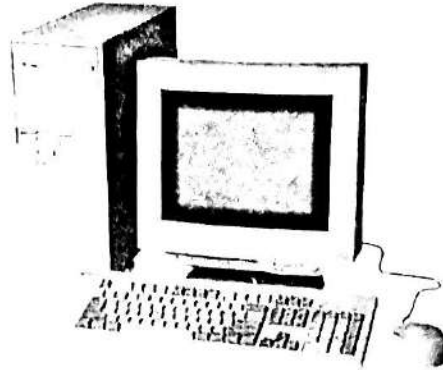
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Information and Communications Technology Impact on Teachers' Perceptions of Headmaster's Administrative Effectiveness

By

DR. S. AWUJA-ADEMU

*Department of Curriculum Studies & Educational Technology,
College of Education,
Agbor, Delta State, Nigeria*

And

PROFESSOR E. KPANGBAN

*Department of Science Education,
Delta State University, Abraka,
Nigeria*

Abstract

The study investigated the Headmaster's provision of instructional materials with ICT as an indicator of administrative effectiveness in UBE - curricula implementation through teachers' perceptions. Teachers are the Chief implementers of the UBE curricula who necessitate achievement of the objectives and they are seen as one of the best judges of the H/M because they work with him on a daily basis to determine administrative effectiveness. The population of the study was 388 teachers and the sample size was 96 from Kogi East Senatorial district. A survey design was used. "Teachers Rating Scale of Headmaster's Perceived Effectiveness" (TRSHPE) was the instrument adopted to collect data. It was validated by two experts in Educational Evaluation in DELSU, Abraka. Test-retest reliability was used outside the designated place of study via Pearson Product Moment Correlation Coefficient and the reliability index of 'r' .67 was obtained. Simple percentage mean rating and ANCOVA were the methods used to analyze the data collected. The result from table 1 revealed that urban male teachers perceived H/M's provision of instructional materials as an indication of administrative effectiveness. Table 2 indicated no interaction effect between urban male and female teachers' perceptions of H/M's provision of instructional materials. To

this effect, it is recommended that H/M should provide teaching materials among other things to augment with ICT to ensure UBE curricula' full implementation.

Information and communications technology (ICT) has turned the entire world into a global village as it has become an accepted instrument for instruction, administration, research, sports, music, education, social, economics, politics, military, counselling and religious events directly or indirectly (Awuja-Ademu and Kwaja, 2010). Globalization of ICT consists of the internet and intranet gadgets including networks of hardware and software for media collection, processing, storing, transmitting and presenting information/instruction.

The teaching-learning process cannot be successful without someone who does the teaching (the teacher), another person to be taught (the pupils) and yet another person who supervises the teaching (the headmaster) according to Inomiesa, (2010). The teacher performs a number of functions as he strives to help learners learn either in the classroom or laboratory. This can be seen as the reason why the school has been regarded as a tool for all-round educational development of our children. Some of the roles the teacher plays include facilitating learning, guiding learners, being a parents' substitute, confidant to learners, behaviour model, sensitive to learner's needs, evaluating learners fairly, judge of achievement, curriculum developer, curriculum innovator and implementer as well as being expert in some areas of knowledge or skills such as ICT (Inomiesa, 2010).

The headmaster according to Nwaham (2008) is not an ordinary member of staff as such but a leader of both the teachers and pupils of the institution, the director of activities and indeed the chief of staff of the institution. The headmaster is recognized by appointment as a teacher with special responsibilities - the duty post holder. The administration, supervision and crystallization of all educational objectives at the primary school level of the Universal Basic Education rest solely upon his shoulders as far as his school is concerned (Okorie, 1990). It is reported by Eluowa (2002) that the policies and decisions taken high up on the administrative ladder are put into practical reality by the headmaster.

As a leader, the H/M can influence the satisfaction, motivation and performance of subordinates basically through rewards by making the rewards contingent upon the accomplishment of performance goals. He helps the subordinates obtain rewards by clarifying, coaching, directing and guiding other teaching staff when necessary (Okorie, 1990). Hence, the effective H/M engages in different leadership styles/behaviours depending upon the nature and demands of a particular school. For these reasons, the H/M's administrative effectiveness depends on the extent to which he improves teachers' job satisfaction to enhance the acceptance of the leaders, thereby increasing his teachers' motivation (Nwaham, 2008). As one of the central roles of the headmaster, he employs instructional supervision to ensure full curricula

implementation while placing the right teacher in the right class. Bosah (1998) viewed primary school administration as the system of knowledge whereby a man may understand the science of relationships to predict results and influence outcomes in any situation where men are organized to work together for a common goal.

Consequently, teachers are the chief implementers of the curriculum at the classroom level who necessitate the achievement of the objectives as enunciated in the National Policy on Education (FGN, 2004). The teachers' roles begin where the roles of the headmaster stop (Ejike, 2008). On the flip side, there are three sets of people capable of assessing the headmaster's effectiveness. They include teachers, pupils and society. Obviously, teachers are seen as the best judges of the headmaster because they work closely with him in the field of the day-to-day administration of primary schools to attain the objectives of curricula implementation. In fairness, the classroom teachers can best judge the activities and administration of the headmaster because some heads are completely inaccessible to both staff and pupils, they lack initiative; they possess poor leadership styles; lack integrity and firmness (Ejike, 2008). Some of them do not have any initiatives to tackle pressing administrative problems of the school but sit down somewhere while blaming some quarters (Eneasator, 1998).

Poor leadership styles of the headmaster can negatively affect the attainment of the Universal Basic Education Scheme as teachers pay lip service to teach while using school hours to trade (Ejike, 2008). Indiscipline increases among staff and pupils leading to low productivity as pupils no longer study hard to pass their examinations due to the inability of the headmaster to provide instructional supervisory roles for teaching and learning. Some teachers may play truant as against the achievement of objectives of teaching and learning leading to energy, time and money wasting in schooling (Eresimadu, 2003).

The Universal Basic Education is a nine-year programme targeted at attaining Education for All (EFA) through eradication of illiteracy, ignorance and poverty thereby stimulating national development as well as a way of actualizing National Economic Empowerment and Development Strategies (NEEDS). Extract from the key objectives of UBE is the provision of free basic education for every Nigerian child of school-going age, ensure reduction of incidence of dropout from the formal school system, catering for learning needs of young persons and ensuring the appropriate acquisition of level of literacy, numeracy, manipulative, communicative as well as life skills required for laying a solid foundation in life-long learning (Encasator, 1998). It is deemed to be universally free for every Nigerian child and compulsory too because it is the foundation-laying level upon which the rest of the educational levels build. Some of the curricula implications of the UBE required of the headmaster are the actualization of full implementation of languages (English, French & Language of the environment), Mathematics, Science, Physical & Health Education, Agriculture, Social Studies, Cultural and Creative Arts (FGN, 2004).

Statement of Problem

The objectives of the policy document stipulated that instructional methods shall include practical, exploratory and experimental while specialist teachers in areas such as physical education, Mathematics, Language Arts, Science, Home Economics and Fine Arts shall be used to teach. Despite the policy statements, there is observed the poor implementation of UBE curricula by most UBE schools in Kogi State. The question now is: can H/M's provision of instructional materials to augment ICT plus regular classroom visits improve UBE curricula implementation in Kogi State? Another issue is whether ICT has an impact on teachers' perceptions of the H/M's administrative capability in UBE curricula implementation or not. Hence, the study seeks to investigate teachers' perceptions of the headmaster's administrative effectiveness in Kogi State.

Research Hypothesis: The following research hypotheses were formulated to guide the study.

Ho₁: There is no difference between mean scores of urban and rural male and female teachers' perceptions of the Headmaster's provision of instructional materials as an indication of administrative effectiveness.

Ho₂: There is no significant interaction in the mean scores between urban and rural male and female teachers' perceptions of HM's provision of instructional materials as an indication of administrative effectiveness.

Research Method: A survey design was adopted for this study. The total population was 388 teachers in Kogi East Senatorial District while the sample size was 96 male and female teachers using balloting with random sampling techniques. The instrument used for the study was a questionnaire entitled "Teachers' Rating Scale of Headmaster's Perceived Effectiveness" (TRSHPE). The rater (teacher) was expected to indicate his/her perceptions which best describe the extent of the H/M's effectiveness. The instrument (TRSHPE) had sections A & B. Section 'A' dealt with demographic data of individual respondents like name of school, qualification and subject area of specialization while Section "B" consisted of 30 objective questions of the Likert modified four-point scale. The instrument was validated by two experts in Educational Evaluation at Delta State University, Abraka (DELSU) who recommended it for use. Test-retest reliability was administered two weeks after the first test administration in four schools outside the location of the study and it yielded a reliability coefficient index of .67 using the Pearson Product Moment Correlation Coefficient. Simple mean rating cum percentage was used to analyze hypothesis one while analysis of covariance (ANCOVA) was used to analyze hypothesis two.

Results

Table 1: Mean Score Difference between Urban & Rural Male & Female Teachers' Perceptions of H/M's Effectiveness

School Location	Sex	N	Mean Score	Difference
Urban	Male	19	26.79	
	Female	13	26.77	.02
Rural	Male	36	24.17	
	Female	28	22.46	1.71

Table I presents descriptive analyzed data on the perceived effectiveness of the headmaster by urban and rural male and female teachers on H/M's provision of instructional materials as an indicator of his administrative effectiveness. The urban male teachers had a mean score of 26.79, followed by urban female teachers (26.77) with a difference mean score of .02 in favour of urban male teachers. The next in the queue is rural male teachers (24.17) and lastly rural female teachers with the least perceptions rating of 22.46 and a mean score difference of 1.71 in favour of rural male teachers. It could be noticed from the observation of analyzed data in Table I that urban male teachers had the highest mean score of 26.79 while the rural female teachers had the lowest mean score of 22.46. This implies that urban male teachers perceived H/M's provision of instructional materials to be an indicator of administrative effectiveness.

Table 2: ANCOVA Summary Table of Rating Between Urban and Rural Male and Female Teachers' Perceptions on H/M's Administrative Effectiveness

Source of Variation	Type III $\sum X^2$	DF	X2	F-Cal
Connected Model	2655.63	16	246.19	22.10
Intercept	244.51	1	244.51	38.51
Pre-Test	2249.59	1	2449.59	299.02
School Location	19.66	1	19.78	3.34
Sex	16.86	1	16.86	2.66
Urban * Rural (sex)	2046.85	94	25.72	2.02
Total	190125.00	96	1901.25	
Corrected	6022.48	95	6022.48	

Table 2 shows ANCOVA statistical summary table two. The F-calculated table value is 2.02 while the F-critical table value is 3.94 at 05 level of significance. The null hypothesis two was thus retained since the F-calculated table value of 2.02 was less than the F-critical table value of 3.94. The decision was that there was no interaction between urban and rural male and female teachers' perceptions of the provision of instructional materials as an indication of H/M's administrative effectiveness.

Discussion

The result from data analyzed under hypothesis one showed that urban male teachers who had a mean score of 26.79 perceived the headmaster's provision of instructional materials as a clear indication of his administrative effectiveness within the UBE programme. Rural female teachers' rating perceptions of 22.46 gave a different background view that the provision of instructional materials could not adequately form the basis of judging H/M's provision of instructional materials to be effective since the teachers' roles begin where the headmaster's roles stopped according to Ejike (2008). An effective H/M engages in different leadership styles and behaviours depending upon the nature and demands of a particular school setting to satisfy, motivate and improve teachers' job satisfaction.

The H/M provides instructional materials and engages in instructional supervision to ensure full UBE curricula implementation (Okorie, 1990; Eluowa, 2002; Nwaham 2008). However, H/M's poor leadership styles, lack of initiative and indiscipline among staff and pupils bring about low productivity which affects the attainment of the objectives of UBE curricula. The finding supports and confirms that the headmaster could use any good leadership style to fine-tune his/her administrative effectiveness.

The finding under hypothesis two reveals that there was no significant interaction effect of urban and rural male teachers and their female counterparts' perceptions of the provision of instructional materials as an indication of the administrative effectiveness of the headmaster. This could be as a result of H/M's inaccessibility to classroom teachers and pupils. Encasator (1998) reported that the headmaster who sits down somewhere while blaming other teachers could not fully achieve UBE curricula desired policy goals. Of course, some school headmasters are completely inaccessible to their staff and pupils. Such traits do not promote cordial relationships which facilitates teaching and learning situations. This report agrees with Inomiesa's (2010) assertion that conducive teaching and learning environment facilitate science learning outcomes. The result of this study agrees with other previous findings that urban and rural male and female teachers' perceptions of their H/M's provision of instructional materials have no interaction effect on his/her administrative effectiveness.

Conclusion

As a result of the findings got from this study, it was concluded that UBE teachers' perceptions of the headmaster's provision of instructional materials is an indicator of his administrative effectiveness particularly among urban male teachers while there is no interaction effect between urban and rural male and female teachers' perceptions of the H/M's provision of instructional materials as an indicator of administrative effectiveness.

Recommendation

Consequent to the conclusion drawn from this study, H/M has been urged to provide instructional materials to augment with ICT in UBE teaching and learning environment as it is an indicator of an effective school administrator. Furthermore, headmasters' have been encouraged to visit the classrooms at regular intervals to ensure full UBE ICT curriculum implementation.

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