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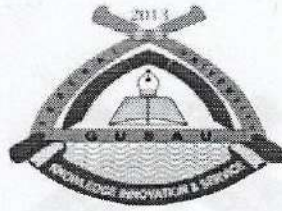
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EDITORIAL NOTE

This is volume 2 of the Journal of Humanities and Education – a bi- annual publication of the Faculty of Humanities and Education Federal University Gusau. The volume has forty (45) articles from distinguished scholars across the country . Journal of Humanities and Education (JHE) is a high quality open access, peer reviewed research journal that is published by the Faculty of Humanities and Education, Federal University Gusau (FUGUS). The journal provides a platform for researchers, academicians, professionals, practitioners as well as students to impart and share knowledge in the form of high quality, empirical and theoretical research papers, case studies, book review and conceptual framework. The journal publishes in both print and online versions and has a link with other experienced publishers and researchers. It is my ardent hope and prayer that members of the academia , student and commentators and other people alike would find this volume good reference material . To those whose articles appeared in this edition I say congratulations.

Thanks.

Prof. Aliyu Muhammadu Bunza
Editor-in-Chief



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**MANAGING UNIVERSAL BASIC EDUCATION FOR RAPID GLOBAL ECONOMIC
RECOVERY: THE ROLE OF HEADTEACHER AS SCHOOL MANAGER IN
NIGERIA**

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Abstract

This study investigated the roles of head teachers in managing universal basic education and global economic recovery in North-Central. To achieve this, two hypotheses were formulated and tested. Descriptive research design was used for the study. A self constructed questionnaire titled: "Head teachers Roles and Global Economic Recovery Questionnaire" (HRGERQ) was used for data collection. Pearson Product Moment Correlation Statistics was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there was significant relationship head teachers' method of supervision and global economic recovery with $r(322) = 0.92$, $p < 0.05$, there was a significant relationship between head teachers' motivation of teachers and global economic recovery with $r(322) = 0.92$, $p < 0.05$. It was, therefore, recommended that school head teachers should continue to maintain effective supervision towards recovery global economy. Furthermore, principals should continue to motivate teachers as this will poster the achievement of Universal Basic Education goals for improved recovery of global economy.

Keywords: Universal Basic Education, Rapid Global Economy, Managing. Recovery, Head teacher, Role, Nigeria.

INTRODUCTION

Education are regarded as paramount to economic growth and has remained the major social structure for capacity builders in today's globalized world in the area of skilled manpower. The universal basic education (UBE) programme was launched in Nigeria in 1999 and passed into law in the year 2004 with the primary target of ensuring that every Nigerian child acquires a minimum of nine (9) years basic of continuous education, every child that passes through the system should acquire appropriate level of literacy, numeracy, communication, manipulative and life skills and employable, useful to himself and the society at large by possessing relevant, ethical, moral and civic value.

Universal Basic Education is fundamental to human and rapid global economic recovery. It is the foundation upon which other levels of education are built and a necessary requirement for human and global economic. The objectives of UBE are to provide free and compulsory universal and nine years basic education for every Nigerian child of school-age, reduce drastically the incidence of dropout from formal school system (Ukeje, 2000).

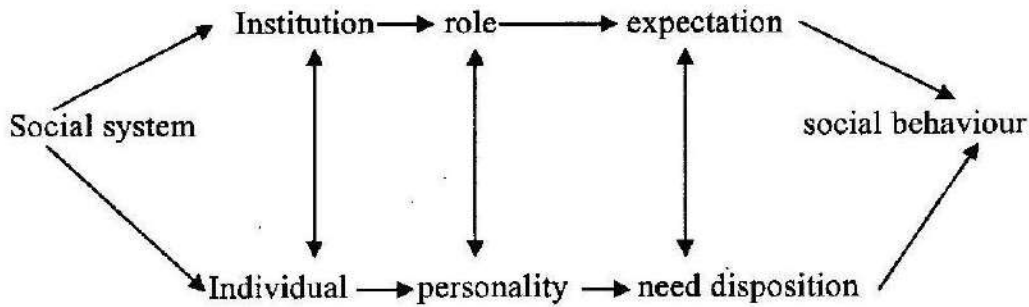
Global economic refers to the economy of the world, comprising of different economics of individual countries with economy related with the others in one way or another. Global economy as a globalization is a process that leads to individual economies around the world economics. The role of head teachers cannot be overemphasis in the attainment of universal basic education goals. For UBE to have intended impact on the learners, their teachers must be capable of imparting literacy, numeracy and use of communication and life skills to them. Such teachers cannot accomplish the goals without adequate being supervised and motivated by the school head for good quality.

Head teacher as school manager, need to monitor the performance of teachers for further improvement of teaching and learning environment in order to promote effective learning in the school system. It is important for the head teacher as supervisor of the school to create a good organization and climate by giving adequate incentives that will make his subordinates to increase their performance. Also, school managers need to create conditions that will encourage their teachers to do a good job. They need to be skillful in motivation to get the best out of their staff for rapid global economic recovery.

The theoretical framework of this study is based on Getzel and Guba (1957) which postulated that management behaviour may said to be a function of the interaction between the organizational ("nomothetic") and individual ("ideographic"). The theory explains that those who behave better are the people whose personality and needs agree with the roles

and aspiration of the organization, while those whose individual personalities and needs do not tally with the goals and aspirations of the organization may not fit in well. That is, observed behaviour in an organization is a function of the interaction between organizational and the individual dimensions.

Figure 1.



The normative and personality dimensions of social behaviour. (adopted from Getzel and Guba, p. 429).

This theory can be applicable in the school system in that each individual (manager, teachers or students) enter the school like a new born child entering the world with neutral and unbiased perception and possibly, without predetermined positive and negative dispositions towards learning, or the environment of the organization. The behaviour or perception of the individual principal, teachers or students that later emerge as the positive or negative in the school may be as a result of the nature of the management in terms of motivation and supervision of teachers and environment of the organization. Therefore, the management role of principal and effectiveness of teachers determine the positive or negative perception and behaviour of the students which will however lead to positive or negative global economy.

Ofejebe & Onuh (2009) investigated repositioning UBE in Anambra State for Sustainable Development through Effective communication. A sample of 60 principal and 600 teachers were selected using proportionate stratified random sampling. The data collected were analyzed using weighted mean. The finding indicated that through effective communication, teachers who are the principal actors in the implementation of UBE programme will be fully involved and thereby enhance the achievement of the UBE objective. The finding is germane to this study in that it looked at the repositioning of UBE for sustainable development. However, the study is quiet different to this study in that it did not look at the management of UBE as a tool for recovery global economy also not make use of principal as a major factor in supervising and motivating teachers which is critical for the achievement of UBE goals

and objective towards the rapid global economic recovery in Nigeria. This is what this study set out to fill.

STATEMENT OF THE PROBLEM

Unemployment is a major economic problem in many African countries like Burundi, Sudan, Rwanda, Zimbabwe, Liberia, Chad, Nigeria to mention a few, in recent times which has resulted to many factors like insecurity, poverty, social vices including arm robbery, prostitution, political thuggery, militancy, oil theft, and insurgency. The achievement of UBE goals is possible through effective supervision and motivation of teachers by the head teachers in school. This and many others related issues prompted the researchers as to investigate managing UBE for global economic recovery in Nigeria.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To ascertain the relationship between head teachers' supervision of teachers and global economic recovery in Public junior Secondary Schools in North-Central zone and
2. To investigate the relationship between head teachers' motivation of teachers and global economic recovery in Public junior Secondary Schools in North-Central

RESEARCH QUESTIONS (RQS)

The following research questions were raised and answered in this study:

RQ₁: What is the method of supervision used by head teachers in public junior secondary schools in North-Central zone?

RQ₂: How do public junior secondary school head teachers motivate their teachers in North-Central zone?

RESEARCH HYPOTHESES

To guide the conduct of this study, the following hypotheses were formulated:

H₀₁: There is no significant relationship between head teachers' supervision of teachers and global economic recovery in Public junior Secondary Schools in North-Central.

H₀₂: There is no significant relationship between head teacher' motivation of teachers and global economic recovery in Public junior Secondary Schools in North-Central.

RESEARCH METHODOLOGY

The study adopted a descriptive survey research design. The population of this study comprised 19,499 teachers in 2,335 public junior secondary schools in North-Central. Sample of 322 teachers were selected with the use of Krejcie and Morgan's (1971) table for determine sample size from a given population. Proportional stratified random sampling technique was used to select participants in the six states including FCT in North-Central, Nigeria as follows: 61 teachers in Benue, 46 teachers in FCT, 57 teachers in Kogi, 54 teachers in Kwara, 15 in teachers in Nasarawa, 63 in Niger and 26 in Plateau state.

Table 1: Population Sample

S/N	North-Central zone	Number of teachers	Sample teachers
1	Benue	3,709	61
2	FCT	2,764	46
3	Kogi	3,440	57
4	Kwara	3,302	54
5	Nasarawa	989	15
6	Niger	3,791	63
7	Plateau	1,554	26
Total		19,499	322

The instrument used for data collection for this research was self constructed questionnaire titled head teacher Roles and Global Economic Recovery Questionnaire (HRGERQ) was used for the study. The instrument is in two sections; section A contains personal information of the teachers. While section B used to elicit information concerning head teachers' roles. The instrument was validated by the experts in the Department of Educational Management, University of Ilorin. Its reliability was determined with the use of Chrobach's Alpha to obtain a reliability index of 0.82. The instruments were administered with the help of research assistants to the teachers of the sampled schools. This method facilitated on the spot collection of the completed copies of the instruments. Pearson product moment correlation coefficient statistic was used to test the hypotheses at 0.05 significance level.

DATA ANALYSIS AND RESULT

Weighted mean and standard deviation were used to provide answers to the research questions raised.

Research Question one: What is the method of supervision used by the head teachers in public junior secondary schools in North-Central zone?

Table 2: Head teachers' Method of Supervision in Public Junior Secondary Schools in North-Central

S/N	Head teacher Supervision and Global Economy	Response of Principals		
		Mean	SD	Decision
1.	Head Teacher see to the even and fair distribution of instructional materials made available by government.	2.93	.973	Agreed
2.	Head teacher supervise effective delivery of the educational content.	3.01	.936	Agreed
3.	Head teachers supervise and judiciously manage fund provided.	2.92	.965	Agreed
4.	Head teachers review teaching practices in classroom regularly.	2.91	1.003	Agreed
5.	Head teachers supervision is based on encouragement	2.90	1.004	Agreed
	Grand Mean	2.93	0.78	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

Researchers' field work

Table 2 showed that, items with serial number 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, respondents agreed that head teachers' supervision of UBE programme for global economic recovery is effective in North-central zone, Nigeria.

Research Question two How do public junior secondary school head teachers motivate their teachers in North-Central zone?

Table 3: Head teachers' Motivation of Teachers in Public Junior Secondary Schools in North-Central Zone

S/N	Principals' Motivation and Global Economy	Response of Principals		
		Mean	SD	Decision
1.	Head teachers promote atmosphere of caring and trust among teachers.	2.79	.974	Agreed

2.	Head teachers put special emphasis on professional development of teachers.	2.86	.988	Agreed
3.	Head teachers regularly acknowledged teachers accomplishments.	2.89	.990	Agreed
4.	Head teachers appreciate teachers on their achievements.	2.71	1.044	Agreed
5.	Head teachers address issue of teachers immediately.	2.90	.971	Agreed
	Grand Mean	2.83	0.99	

(Mean \geq 2.50 Agree, Mean $<$ 2.50 Disagree)
 Researchers field work

Table 3 showed that, items with serial number 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, respondents agreed that principals' motivation of teachers is effective for global economy recovery in North-Central zone, Nigeria.

HYPOTHESES TESTING

The null hypotheses formulated to guide the study were tested, using Pearson product-moment statistic techniques at 0.05 significance level as follows:

H_{01} : There is no significant relationship between head teachers' method of supervision and global economic recovery in Public Junior Secondary Schools in North-Central.

Table 4: head teachers' Method of Supervision and Global Economic Recovery

Variable	N	X	SD	Df	Cal-r	p-value	Decision
Supervision of teachers	322	11.93	4.124				
				642	0.92	0.00	H_{05} Reject
Global economic	322	2.73	2.063				

Table 4 indicated there was a positive correlation between head teachers' method of supervision and global economic recovery, $r(322) = 0.92$, $p < 0.05$. The hypothesis that there was no significant relationship between head teachers' method of supervision and global economic recovery in Public Junior Secondary Schools in North-Central was rejected.

H₀₂: There is no significant relationship between head teachers' motivation of teachers and global economic recovery in public junior secondary schools in North-Central.

Table 5: Relationship between head teachers' Motivation of Teachers and Global Economic Recovery in Public Junior Secondary Schools in North-Central.

Variable	N	X	Sd	Df	Cal-r	p-value	Decision
Motivation of teachers	322	11.21	4.423	642	0.92	0.00	H ₀₅ Rejected
Global economic	322	2.93	2.169				

Table 5 indicates that Pearson product-moment correlation test revealed a positive and significant relationship between head teachers' motivation of teachers and global economic recovery in public junior secondary schools in North-central zone, $r(322) = 0.92$, $p < 0.05$. Therefore, the hypothesis which states there was no significant relationship between head teachers' motivation of teachers and global economic recovery in public junior secondary schools in North-central Zone was rejected.

Summary of the Findings

The result of data analysis to answer the two research questions raised and the two hypotheses formulated to guide the study shows that:

1. The whole majority of the public junior secondary school head teachers maintained appropriate methods of supervision towards rapid global economic.
2. Majority of these principal motivate their teachers in recovery global economic.

Discussion of Findings

The findings of hypothesis one revealed that there was positive and significant relationship between head teachers' method of supervision and global economic recovery in Public Junior Secondary Schools in North-Central. This means that the more the head teachers supervise UBE programme, the better the recovery of global economic. The finding of this study agreed with Lawal (2003) who strongly maintained that supervision of instruction guided each individual teacher within the school system to perform the duties for which he was scheduled and to improve the effectiveness of teachers on order to contribute maximally to the achievement of educational goal. The finding also supported by Ofejebe & Onuh (2009) who found that head teachers effective communication with teachers enhanced the achievement of UBE objective.

The findings of hypothesis two revealed that there was positive and significant relationship between head teachers' motivation of teachers and global economic recovery in public junior secondary schools in North-central zone. This means that the more the head teachers motivate teachers, the better the enhancement of global economic recovery. The findings of this study agreed with Kadir (2014) who found that motivations were made part of managerial behaviour to arouse teacher's enthusiasm in performing their duties efficiently.

Conclusion

The findings of this study have shown that, head teachers' supervision and motivation of teachers in junior secondary schools are very important in rapid global economic recovery.

Recommendations

Based on the findings of this study, the following recommendations are rendered:

1. Head teachers should continue to maintain effective supervision of teachers by seeing to the even and fair distribution of instructional materials, judiciously manage fund provided as well as regular review teaching practices of teachers in classroom in order to achieve goals and objective of UBE programme for the enhancement of rapid global economic recovery.
2. Head teachers should continue to motivate teachers by promoting atmosphere of caring and trust among teachers, regularly acknowledge and appreciate teachers accomplishment and achievement as well as putting more emphasis on professional development of teachers for the attainment of UBE objectives towards rapid global economic recovery.

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