

**ADMINISTRATION OF PRIMARY EDUCATION TOPWARDS MEETING THE
CHALLENGES OF HUMAN CAPITAL DEVELOPMENT IN NIGERIA BEYOND 2020**

BY

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Abstract

This paper investigates the administration of primary education towards meeting the challenges Human Capital Development in Nigeria beyond 2020. The aim is to examine the ways in which the functions of educational administration namely, planning, and decision making, curriculum and instructional management, physical facilities and finance can be implemented in primary school administration in order to meet the challenges of Human Capital Development beyond 2020. Data was collected using 20 – item questionnaire responded to by all the Head – teachers in Enugu East and North local Government Areas. Results of the 4 research questions were analyzed using mean and hypothesis tested, using t – test statistics. Results revealed that effective planning and decision making of primary education programme will go a long way in meeting the challenges of Human Capital Development beyond 2020. Also it was discovered that proper management and development of curricular and instruction will help in meeting the challenges of HCD in Nigeria beyond 2020. At the same time procurement and development of staff personnel, administration of pupil personnel, management of fund and facilities will go a long way towards meeting the HCD challenges of 2020. Based on this it was recommended that Primary Head – teachers will employ effectively all the functions of administration in order to meet the challenges of HCD in Nigeria beyond 2020.

Introduction

Management or administration is an integral part of any organization. The survival or efficiency of any organization is dependent largely on the quality of management or administrative functions available. Peretomode (2001) stated that Educational Administration is concerned with the planning of educational policies or the application of the processes of planning, organizing, coordinating, controlling and evaluating human and material resources for the achievement of educational objectives. The systematic arrangement of human and material resources and programmes that are available and the careful and systematic use of them within defined policies, to achieve educational goals fall within the periphery of Educational Administration (Nwankwo, 1987).

The National Policy on Education (2004:55) states that the success of education is hinged on proper decision making, effective administration and adequate planning. It further posits that administration includes decision making, Development of Curriculum and instruction, staff personnel development, administration of pupils’ personnel, management of physical facilities and finance.

Primary education serves as the foundation of education where basic education is given. The breeding ground for human capital development. Education is the most human capital element that helps to make an individual more positive. It is pertinent to note that with good administration by

the head teachers, primary schools, will achieve the aims and objectives for which they are established. The primary school is a place to lay the foundation for human capital development, a place for harnessing of human resources, talents, endowments as well as character molding and sound education. The government and private individuals of most countries are investing maximally on education, even the United Nations in their millennium development. Goal number 2 centers on the need to educate the world at least up to primary school level by the year 2015. How to achieve effective primary education is the major challenges of 2020, in line with human capital development.

Human capital refers to the stock of competences, knowledge and personality attributes embodied in the ability to perform labour so as to produce economic values. It is the attribute gained by a worker through education and experience. Nadler (1984) saw human capital development as a programme that prepares an individual to undertake a higher level of work, organized learning over a given period of time, to provide the possibility of performance change.

In other words, one cannot talk about human capital development without functional education; administration is an integral part of any educational industry. The survival of any school as an organization is dependent largely on the quality of administrative functions implemented. It is with the realm of educational administration that the human capital development hinges. Therefore, the background of this paper is to identify how the administration of primary education can help in meeting the challenges of Human Capital Development in Nigeria beyond 2020.

Odimegwu (2005) defines human capital as “human capability and knowledge and skill acquired from education, training and experience and facilitated by an enabling environment” (P.9). While Schultz (1961) define Human Capital Development inside every human being which can be used to improve on the persons well being, such as knowledge, skills and exhibition desirable behaviour when carrying out the task. All the above are within the domain of education. When one tries to look at human capital development, the first thing that calls to mind is education. It is a well known issue that when one is investing in education, one is investing in human capital or developing human capital. Education is the corner stone of human capital development. There are areas where educational administration can help to meeting the challenges of Human Capital development in Nigeria beyond 2020. These include curriculum and instructional management, staff and pupils personnel management, physical facilities and financial management. The content of curriculum should be implemented so that the educational objectives at that level should be achieved.

Supervision of instruction to ensure that qualitative teaching and learning should be religiously carried out by the administrator. Educational policy should be implemented in order to improve in our human capacity development, qualitative education and challenging issues and concepts should be taught in the schools, so that our products can face the challenges of new innovation globalization, information and communication technology.

Both staff and pupils should be adequately managed. The number of students in a class should not be unwidely motivating the students to be ready to learn; so as to produce high qualitative students who are ready to learn and enhance human capacity of global standard. The administrator should provide enough extrinsic motivation in order to make teachers managing our educational system, to be qualitative in other to compare favourably with teachers of other countries. Teachers will be highly qualifies through pre – teacher educational services and in – service training. Teachers’ recruitment should be competent and functional in order to be productive. Discipline should be ensured both on the part of staff or pupils. The administrator should guide against cultism’ bribery and examination malpractices of any kind. Ozigi (1977) identified some broad aims of students’ activities which include training in good manners and maintenance of school discipline. There should be conscious effort to train the student in good manners. School rules and regulations are essentials for the effective management of the students.

Adroumu and Ehiametaler (1981) defined personnel administration in the public schools as a process of getting qualified personnel to provide instructional services necessary for the achievement of the goal of the system. the goal of any school system is to provide the society with man – power needed for development and to enhance the quality of the conditions of living of their product, which is the same as human capital development.

The school plant or physical facilities management s the process of planning to meet the need of the school for facilities, constructing such facilities and keeping the facilities in good condition so that they can be put into operation when required for teaching and learning. Knezevich (1975) has rightly stated that the time it takes for a building to become physically obsolete depends on the quality of the original construction and material as well as the quality of housekeeping and maintenance. This has shown that the condition of these facilities which is meant to enhance human capital development depends on their management. The school administrator has to develop a routine culture in order to keep them safe.

The money provided should be prudentially managed by the school administrator. Eresimadu (1996) posits that it has become absolutely necessary to proficiently exploit other avenues for generating school funds as well as embark on cost saving devices. It is against this background that the researcher is challenged to investigate on how effective administration of primary education can help in meeting the challenges of Human Capital development in Nigeria beyond 2020.

Problem of the study

The problem we have in Nigeria is that emphasis is not given in building human capital rather we are interested in accumulation of physical capacity. Martin Luther King Junior once said that the prosperity of any nation depends not on the abundance of its revenue nor on the strength of its fortification, not on the beauty of its public building but it consists on the number of cultivated citizens, its men of character and enlightenments, its men of usefulness.

At the same time, at primary school level, qualitative and sound education which will make for human capital development is not ensured. For instance pupils who graduated from primary schools cannot read a simple passage or do simple arithmetical calculations whereas in the National Policy of Education, the first Primary Education objectives, was the inculcation of permanent literacy and numeracy and the ability to communicate effectively. (NPOE 1981).

Head teachers find it difficult to carry out their administrative functions or task areas. For instance in the curriculum and instructional implementation, they find it difficult to break down the developed curriculum content by the NERDC into scheme of work. Thereby teachers may not teach in line with the curriculum developed by this Federal Government Agency. Some Head teachers may be operating at the autocratic level and thereby not involving their teachers in decision making and planning. From personal experience it was discovered that Head teachers do not allow teachers under them to participate in any in – service training meant for them, and as such hindering development in human resources.

Finally, evidence has shown that facilities and equipment are lacking in the primary schools, the few available ones are not properly managed. One may ask what will primary education administrators do to meet up with the challenges of Human Capital development in Nigeria beyond 2020. Academic integrity and high moral standard are not achieved. Meaningful and effective administration is needed to give a qualitative education at the basic level, in order to achieve human

capital development through educational administration. It is only effective educational administration that can curb the challenges of Human Capital Development in Nigeria beyond 2020.

Purpose of the study

The general purpose of this study is to examine how effective administration of primary schools can solve the challenges of HCD in Nigeria beyond 2020.

Specifically it tends to:

1. To ascertain the extent to which effective administration of primary school curriculum and instructional implementation helps in meeting the challenges of human capital development in Nigeria beyond 2020.
2. Identify the extent to which the management of primary school helps human resources solves the challenges of human capital development in Nigeria beyond 2020.

Research Questions

1. To what extent does effective administration of curriculum and instructional implementation in Enugu East and North primary schools help in meeting up with the challenges of human capital development in Nigeria beyond 2020?
2. To what extent does administration of human resources in the primary school solve the challenges of human capital development in Nigeria beyond 2020?

Hypotheses

Ho₁ – There is no significant difference in the mean score of Enugu East and Enugu North primary school head teachers on the extent of effective administration of curriculum and instructional implementation in solving the challenges of human capital development in Nigeria beyond 2020.

Ho₂ – the difference in the mean score of Enugu East and Enugu North L.G.A. primary school head teachers is not statistically significant.

Method

Descriptive survey was employed to collect data that help to identify the extent of administration of primary education towards meeting the challenges of human capital development in Nigeria beyond 2020. Descriptive survey according to Nworgu (2006) is one which groups of people or items are studied by collecting and analyzing data from those considered being representatives of the entire group.

The population of the study consisted of all the Head teachers in Enugu North and East primary schools. The data collected from the universal Basic education Board showed 113 head teachers. All were used in the study, no sampling was done.

The instrument for data collection was 20 – item questionnaires on the extent of administration of primary education towards meeting the challenges of human capital Development in Nigeria beyond 2020 (APECHCD). Two experts in Educational management and one in Measurement and Evaluation all in the faculty of Education, Enugu State University of Science and technology validated the instrument. To determine the reliability coefficient of the instrument, 0.75, and 0.078 for the two clusters while the overall is 0.77 was obtained using cronbach alpha method. The instrument was a four point scale ranging from Very High Extent (VHE – 4) High Extent (HE = 3), Low Extent (LE = 2), Very Low Extent (VLE = 1) was used.

The researcher engaged the services of two research assistants who were trained on how to administer and retrieve the instrument from the respondents in each of the two local government areas. Out of the 113 copies of questionnaires distributed 110 copies were retrieved, thereby giving 98 percent.

After collating the scores, mean (\bar{x}) and standard deviation (SD) were used in answering the research questions. T – test were used to test the two null hypotheses to establish the significant difference between the mean perception scores of Enugu East and Enugu North head teachers. For decision making 2.50 was used as benchmark, any item with a score of 2.50 and above was regarded as positive whereas those with a score less than 2.50 was negative or low. For null hypotheses, if the t – calculated is greater than the t – critical, the null hypothesis is rejected whereas the reverse means that the null hypothesis is not rejected.

Results

The results are presented in table according to research questions

Table 1: Mean ratings of primary school head teachers on the extent management of curriculum and instructional implementation help in meeting the challenges of human capital development in Nigeria beyond 2020.

S/N	Item statements	Enugu East head teachers N = 43			Enugu North head teachers N = 67		
		x	SD	Decision	x	SD	Decision
1	Assist teachers in planning of lesson to enhance Human Capital Development in Nigeria Beyond 2020	2.60	1.13	Agreed	2.36	1.12	Agreed
2	Conducting research on integrating qualitative curriculum contents for instruction.	2.51	0.89	Agreed	2.55	1.10	Agreed
3	Insisting on teacher basing what they teach on the syllabus.	2.56	1.12	Agreed	2.55	1.09	Agreed
4	Relating the implementation of curriculum to the learners need and need of the society	2.53	0.98	Agreed	2.51	1.01	Agreed
5	Adequate supervision of teaching and learning in their schools	2.56	1.16	Agreed	2.52	1.20	Agreed
6	Insisting that teachers use methods that make for active learners	2.60	1.34	Agreed	3.10	0.89	Agreed
7	Use of teaching aids in teaching every subject to enhance learning	2.47	1.25	Disagreed	2.46	0.87	Disagreed
8	Ensure that teachers complete teaching what their scheme of work in record is.	2.84	0.95	Agreed	2.55	1.18	Agreed
	Grand mean	2.58	1.10	Agreed	2.60	1.06	Agreed

Summary of table 1 with the grand mean of 2.58 and 2.60 for head teachers in Enugu East L.G.A. and Enugu North L.G.A. respectively, showed that most of the items relating to enhancing curriculum and instructional management for meeting the challenges of Human Capital Development were agreed to a high extent by the teachers in Enugu East and Enugu North Local Government Areas.

Table 2: Mean rating of Enugu East and Enugu North Head teachers on the administration of primary school human resources to meet with the human capital development challenges in Nigeria beyond 2020.

S/N	Item statements	Enugu East head teachers N = 43			Enugu North head teachers N = 67		
		x	SD	Decision	x	SD	Decision
9	Recruitment of qualified teachers.	3.05	0.93	Agreed	2.75	0.96	Agreed
10	Exposing them to workshops, attendance for training and retraining	2.57	1.12	Agreed	2.66	1.16	Agreed
11	Attendance of seminars and conference to learn innovations on pedagogy	3.03	1.20	Agreed	2.76	0.97	Agreed
12	Ensuring discipline on the part of teachers.	2.79	0.97	Agreed	2.85	0.97	Agreed
13	Maintenance of rules and regulations of the schools	2.98	1.31	Agreed	2.97	0.72	Agreed
14	Teachers are well motivated to put in their best.	2.90	0.91	Agreed	2.60	1.09	Agreed
15	Maintenance of cordial relation with head teachers/teachers and teachers/teachers.	2.84	1.07	Agreed	2.78	1.14	Agreed
16	Discipline on the part of pupils should be maintained	2.95	0.95	Agreed	2.62	1.08	Agreed
17	Establish cordial relationship between teacher/student and pupils/students.	2.47	0.94	Disagreed	2.97	0.94	Agreed
18	Pupils should be given orientation on the rules and regulations of the school.	2.60	1.12	Agreed	2.91	0.83	Agreed
19	Avoidance of overcrowding of pupils because it mars learning	2.84	0.95	Agreed	2.73	1.01	Agreed
20	Cordial school – community relationship should maintain to assist in the enhancement of Human resource Development	2.56	1.07	Agreed	2.81	1.06	Agreed
	Grand mean	2.87	1.05	HE	2.79	0.99	HE

Data presented on table 2 with grand mean of 2.87 and 2.78 for head teachers in Enugu East L.G.A. and Enugu North L.G.A. respectively showed that most of the items relating to the administration of

primary school human resources to meet with the human capital development challenges in Nigeria beyond 2020, were agreed to a high extent by the head teachers in Enugu East and Enugu North Local Government Areas.

Table 3: t-test of the difference between the mean ratings of Enugu East and Enugu North Head teachers of primary school in the extent of administration of curriculum and instructional implementation.

S/N		x	SD	No	Level of significance	df	t-crit	t-cal	Decision
1	Enugu East L.G.A. head teachers	2.50	1.15	43	0.05	108		-0.09	Accept
2	Enugu North L.G.A. Head teachers	2.60	1.06	67			2.00		

Summary of table 3, it is evident that t-cal of -0.091 is less than the t-crit of 2.00. Therefore the null hypothesis is upheld. This implies that there is no significant difference in the mean rating of Enugu East L.G.A. and Enugu North L.G.A., head teachers. Almost all of them agreed at the same level that effective administration of primary school curriculum and instruction enhances solving the challenges of human capital development in Nigeria beyond 2020.

Table 4

S/N		x	SD	No	Level of significance	df	t-crit	t-cal	Decision
1	Enugu East L.G.A. head teachers	2.89	1.05	43	0.05	108	2.00	0.50	Accept
2	Enugu North L.G.A. Head teachers	2.79	0.99	67					

From the data on table 4, it is evidence that the t-cal of 0.50 is less than the t-crit of 2.00. Therefore we fail to reject the null hypothesis. This implies that there is no significant difference in the response of Enugu East L.G.A. and Enugu North L.G.A. head teachers. Almost all the head teachers in the two local government areas agreed at the same level that effective administration of the

human resource in the primary schools will help in meeting up the challenges of human capital development in Nigeria beyond 2020.

Discussion

This study reveals that effective management of curriculum and instruction have positive influence on human capital development to a high extent. This has shown that if the school administrator (Head teachers) supervises teaching and learning properly, making sure the curricular contents are covered then those who are the recipients of primary education will achieve their aim and the challenges in the development in human capital will be reduced. Wikipedia (2009), said in relation to the above that human capital is seen as a stock of competences, knowledge and personality attributes which can be in his ability to perform tasks. This attribute is gained by a worker through adequate curriculum and instructional development. As a follow up Oyizi (1977) asserted that pupils should be trained in good manners and maintenance of discipline.

Finally, the result of table 3 and 4 revealed that there is no significant difference in the response of Enugu East and North head teachers in using administrative functions to solve challenges of human capital development challenges in Nigeria, beyond 2020.

Conclusion

The areas where educational administrators like Head teachers in the primary school will emphasize are curriculum and instructional development. That is the content of curriculum should be implemented, supervision of instruction to ensure qualitative teaching and learning. Also all the human resources, that is staff and pupils personnel, will be properly managed and because all these will go a long way to alleviate the challenges of human capital development beyond 2020.

Recommendation

Effective administration of curriculum and instruction in the school which are critical human capital based issues are important so that the product of education will be well trained and developed to meet up with their counterparts worldwide and challenges in Nigeria beyond 2020.

Adequate qualitative and quantitative staff personnel that render services in the school should be recruited and retrained through exposure to in-service training workshops, conference and other incentives given to them in order to perform. Effective management of both staff and pupils

personnel interim of discipline and welfare should be made in the school in order to enhance human capital development. Effective leadership must not be neglected in order to ensure achievement of good result in the school.

Government's support in terms of financing educations is needed; in order to enhance human capital development. Also in the procurement of infrastructure ranging from building of good classroom, laboratories, recreational facilities and good access road towards the school. Effective management of the available areas is highly needed since they are used to ensure human resource development. Ministry of education should include teachers and all stakeholders in education in decision making so that their decision will enhance the development of pupils in the school which will in turn take care of the challenges of HCD in Nigeria beyond 2020.

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