

A STUDY OF ADMINISTRATIVE PRACTICES OF HEAD-TEACHERS OF MIGRANT FISHERMEN SCHOOLS IN RIVERS STATE, NIGERIA

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ABSTRACT

In this study, the researcher investigated the administrative practices of teachers and head-teachers in migrant fishermen schools in Rivers State. The descriptive survey research design was adopted for the study. Five research questions and five hypotheses guided the study. The population consisted of 336 teachers and 50 head-teachers and this population of 386 was used as the sample size as it is a manageable size. The instrument used to obtain data from the respondents consisted of a 32 item questionnaire that had 4 clusters. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha with an average of 3.14. Mean and standard deviation was used to answer the research questions and test the hypotheses at a 2.50 level of significance. The finding of the study among others was that the use of positive reinforcement is rare and this affects students' strive for academic excellence. It was therefore recommended among others that teachers and head-teachers of the migrant fishermen schools in Rivers state should use positive reinforcement to boost students' effort to improve in their studies.

Keywords: Administrative Practices, Head Teachers, Migrant Fishermen Schools.

1.0 INTRODUCTION

The Niger Delta region consists of nine states and they are Abia, Akwa Ibom, Bayelsa, Cross River, Delta, Edo, Imo, Ondo, and the River States. Topographically, the place is waterlogged with regular flooding for the most part of the year. This makes it difficult to attract teachers to the coastal parts of the Niger Delta. Movement in the area is by boat from the camps to where schools are located and this is quite difficult.

Migrant fishermen are fish farmers who move from one place to another. Most of them relocated from their homes or nativities to the coastal areas and this is primarily because of their jobs or occupation which is fish farming. Most of them are not educated but their children desire to be educated and they have the right to go to school, in line with the National Policy on Education (FME, 2004). Schools are therefore established in the coastal areas so that the children of the migrant fishermen would be availed of the opportunity of having a formal education.

Migrant fishermen schools were set up by the Federal Government through the Normadic Education Commission. However, the Ministry of Education in the various states they are

located administers the schools. The schools, therefore, become the agency through which government takes their children out of fishing. School activities, therefore, compete with their fishing business. Most of the students do not go to school regularly because they live in sedimentary communities where they use boats as means of transport which they do not catch up a school with periodically (Tawari, 2002).

Administrative practices of head-teachers are the responsibilities of the school heads broken down into functional specifics (Peretmode, 2012). They are interventions by a second party that is geared towards improving the standard of work that has to be done (Muriti, 2012). They are roles played by the head-teachers to ensure that expected standards are met. Instructively, administrative practices in a school refer to all the activities undertaken by the head-teacher for the implementation and attainment of the objectives of education. Some of the administrative practices include; staff personnel administrative practice, student-personal administrative practice, instructional supervision, and budget planning.

Staff-personnel administration entails the responsibilities of the head-teacher in identifying the personnel needs of the school (teaching and non-teaching). The objectives of staff personnel administration are to plan and direct activities necessary to select and assign the best qualified individual staff, to provide opportunities for the growth in service for these individuals, and to maintain a good interpersonal relationship (Ogunsaju, 2006). Staff-personnel administration constitutes a vital responsibility of the head-teachers of the migrant fishermen schools in Rivers State.

Student-personnel administrative practices incorporate the definition of students' needs and satisfaction of such needs through effective mobilization of requisite resources. These activities are carefully planned and coordinated by the school head-teachers for a pre-determined outcome. Student-personnel administration involves the selection of students through appropriate admission policy and placement of students in order to achieve the organizational set goals and objectives. With regards to the migrant fishermen schools in Rivers State, it could be further defined as the effective selection and utilization of human resources through the management of student-related activities.

Instructional supervision and its practices in education can be traced to the early American systems. Instructional supervision in education evolved from a mere judicious nature of the inspection. According to Asodike, Kaegbu, Olawolu, and Anadike (2012), instructional supervision in the fishermen migrant schools, is the use of experts or superordinates to oversee, evaluate and cooperatively improve the conditions and techniques of instructional programs in teaching and learning. Head-teachers of these schools in Rivers state is expected to be instructional supervisors and motivational leaders. As instructional supervisors, the school head-teachers create time to visit and observe teachers in the class see how they transfer knowledge to students, and dictate areas of fault.

Budget planning administrative practice is the act of preparing and using funds to achieve the objectives of an administration. Budget planning involves a comprehensive and coordinated effort expressed in financial terms for the future (Alhassan, 2014). In educational institutions especially in the migrant fishermen schools, the realization of desired educational goals and objectives depends largely on the efficient planning and management of school funds by the head-teachers. In the migrant fishermen schools in Rivers State, one thing is to raise funds

but the other thing is to ensure that the fund raised is well utilized by the school head-teachers. Budgeting has been a very important and useful part of the administrative practice of educational organizations. In every school like the migrant fishermen schools in Rivers State, it follows a systematic procedure, which includes budget planning, budget defense, budget approval and adoption, budget implementation, and budget evaluation.

2.0 STATEMENT OF PROBLEM

The operation of the administrative practices of migrant fishermen schools in River State covers the whole models of administrative practices in every school. The essence of the migrant fishermen schools as it were is to ensure that the children of the migrant fishermen in Rivers State are provided with the opportunity of formal education like their counterparts in the upland.

It is an extension of the functions of nomadic education set up by the government for the children of all forms of nomads. However, the administrative heads of the migrant fishermen schools in Rivers State need a lot to enhance their performance. This is against the background of what appears to be the insufficient provision of funds and materials by the government.

Additionally, there seems to be inadequate empirical research on the administrative practices of heads of migrant fishermen schools in the study area. It is in due consideration of this that the research investigated the administrative practices of the heads of migrant fishermen schools in Rivers State.

3.0 PURPOSE OF THE STUDY

The main purpose of the study was to ascertain the administrative practices of head-teachers of migrant fishermen schools in Rivers State. Specifically, the study investigated the mean rating of;

1. Student-personnel administrative practices of head-teachers of migrant fishermen schools in Rivers State.
2. Staff-personnel administrative practices of head-teachers of migrant fishermen schools in Rivers State.
3. Instructional supervisory administrative practices of head-teachers in migrant fishermen schools in Rivers State.
4. Budget planning administrative practices of head-teachers in migrant fishermen schools in Rivers State.

3.1 Research Questions

The following research questions guided the study;

1. What are the mean rating of student-personnel administrative practices of the head-teachers of migrant fishermen schools in Rivers State.
2. What are the mean rating of staff-personnel administrative practices of head-teachers of migrant fishermen schools in Rivers State.
3. What are the rating of instructional supervisory practices of head-teachers in migrant fishermen schools in Rivers State.

4. What are the mean rating of budget planning practices of head-teachers in migrant schools in Rivers State.
5. What are the mean rating of administrative practices of male and female, head-teachers of migrant fishermen schools in Rivers State.

3.2 Hypotheses

The following hypotheses guided the study;

1. There is no significant difference in the mean rating of student-personnel administrative practices of heads migrant fishermen schools in Rivers State.
2. There is no significant difference in the mean ratings of staff-personnel administrative practices of administrative heads of migrant fishermen schools in Rivers State.
3. There is no significant difference in the mean ratings of instructional supervisory practices of administrative heads of migrant fishermen schools in Rivers State.
4. There is no significant difference in the mean ratings of budget planning practices of administrative heads of migrant fishermen schools in Rivers State.
5. There is no significant difference in the mean ratings of male and female administrative practices of migrant fishermen schools in Rivers State.

4.0 METHOD

In this study, the researcher investigated the administrative practices of teachers and headteachers of migrant fishermen schools in River State. The descriptive survey research design was adopted for the study. Five research questions and five hypotheses guided the study. The population of the study consisted of 386 staff comprising 336 teachers and 50 heads of schools. The instrument for the study was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all from The Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach alpha while the mean and standard deviation was used to answer the research questions and test the hypotheses at a 0.05 level of significance. One of the findings of the study was that the use of positive reinforcement is rare in the fishermen migrant schools and this has affected the efforts of the students to enhance their academic achievement. It was therefore recommended that among others that teachers and headteachers of fishermen migrant schools in Rivers State should employ positive reinforcement often as this will boost the desire of the students in their work to improve their academic performance

Research Question One: What are the student-personnel administrative practices of head-teachers in migrant fishermen schools?

Table 1: Mean Ratings on the students’ personnel practices of head-teachers in migrant fishermen schools

S/N	Items	Mean	SD	Remark
1.	Ensure the development of goodwill friendliness between students and departments.	3.73	.44	Agree

2. Recommend reinforcement for high-achieving students.	3.51	.50	Agree
3. Provide opportunity and means for students to solve their own problems.	3.02	.79	Agree
4. Recommend punishment for erring students.	3.15	.57	Agree
5. Move from class to class to know how students are faring.	3.40	.49	Agree
6. Provide guidance and counselling services.	3.62	.49	Agree
7. Develop a sense of individual responsibility for the welfare of all group interest.	3.43	.67	Agree
8. Preparation of students to understand the necessity of fair and ethical co-operation demand in business trip.	2.57	.93	Agree

The analysis displayed in Table 1 shows that the respondents agree to the eight listed items as the students-personnel administrative practices of head-teachers in migrant fishermen schools. They include: ensuring the development of goodwill friendliness between students and departments (mean, 3.72), recommending reinforcement for high-achieving students (mean, 3.51), providing opportunity and means for students to solve their own problems (mean, 3.02), recommending punishment for erring students (mean, 3.15), move from class to class to know how students are faring (mean, 3.40), provide guidance and counseling services (mean, 3.62), develop a sense of individual responsibility for the welfare of all group interest (mean, 3.43) and preparation of students to understand the necessity of fair and ethical co-operation demand in the business trip (mean, 2.57).

Research Question Two: What are the staff personnel practices of head-teachers in migrant fishermen schools?

Table 2: Mean Ratings on the Staff personnel practices of head-teachers in migrant fishermen schools

S/N	Items	Mean	SD	Remark
1.	Take regular attendance of staff members.	3.53	.54	Agree
2.	Plan for workshops and seminars for teachers upon introduction of curriculum innovation.	3.37	.72	Agree
3.	Encourage staff professional growth by encouraging teachers to undergo on -the -job training like seminars and workshops.	3.54	.67	Agree
4.	Delegate duties and responsibilities to staff in his own interest and the interest of the institution he serves.	3.64	.48	Agree
5.	Approach and regard each teacher as a professional colleague.	3.73	.44	Agree

6. Ensure internal supervision of teachers by their heads of department or subject coordinators.	3.23	.95	Agree
7. Conduct orientation programme whenever new staff are posted to the school.	3.42	.94	Agree
8. Assign duties to teachers based on specialization and expertise.	3.70	.67	Agree

Table 2 shows that the respondents agree to all the listed items as the staff personnel practices of head-teachers in migrant fishermen schools. The practices are: taking regular attendance of staff members (mean, 3.53), planning for workshops and seminars for teachers upon introduction of curriculum innovation (mean, 3.37), encouraging staff professional growth by encouraging teachers to undergo on-the-job training like seminars and workshops (mean, 3.54), delegating duties and responsibilities to staff in his own interest and the interest of the institution he serves (mean, 3.64), approaching and regarding each teacher as a professional colleague (mean, 3.73), ensuring internal supervision of teachers by their heads of department or subject coordinators (mean, 3.23), conducting orientation program whenever new staff is posted to the school (mean, 3.42) and assigning duties to teachers based on specialization and expertise (mean, 3.70).

Research Question Three: What are the instructional supervisory practices of head-teachers in migrant fishermen schools?

Table 3: Mean Ratings on the Instructional Supervisory practices of head-teachers in migrant fishermen schools

S/N	Items	Mean	SD	Remark
1.	Lesson observation.	3.05	.50	Agree
2.	Giving feedback to teachers after lesson observation.	3.10	.58	Agree
3.	Determining subjects offered in the school.	2.90	1.08	Agree
4.	Checking lesson plans.	3.42	.53	Agree
5.	Checking schemes of work at the beginning of the term.	3.60	.56	Agree
6.	Personally over-viewing curriculum effectiveness and planning necessary improvements through regular meetings with heads of departments.	3.32	.65	Agree
7.	Giving instructional guidance to teachers on school curriculum.	2.68	.70	Agree
8.	Checking teacher's record of work.	3.01	.68	Agree

The mean ratings in Table 3 show that the respondents agree to the eight items as the instructional supervisory practices of head-teachers in migrant fishermen schools. These practices are lesson observation (mean, 3.05), giving feedback to teachers after lesson

observation (mean, 3.10), determining subjects offered in the school (mean, 2.90), checking lesson plans (mean, 3.42), checking schemes of work at the beginning of the term (mean, 3.60), personally over-viewing curriculum effectiveness and planning necessary improvements through regular (mean, 3.32), giving instructional guidance to teachers on school curriculum (mean, 2.68) and checking teacher's record of work (mean, 3.01).

Research Question Four: What are the budget planning practices of head-teachers in migrant fishermen schools?

Table 4: Mean Ratings on the Budget Planning practices of head-teachers in migrant fishermen schools

S/N	Items	Mean	SD	Remark
1.	Making sure that various departmental needs are forwarded by heads of department or subject coordinator for inclusion in the school budget.	3.26	.63	Agree
2.	Involvement of experts like the school bursar or accountant in the preparation of school budget.	3.31	.50	Agree
3.	Seeking the input/advice of teachers on the most needed capital project(s) to be included in the school budget.	3.44	.50	Agree
4.	Considering the expected revenue and the source (s) possible of derivation before preparation of budget.	3.44	.50	Agree
5.	Setting up budget monitoring team in the school.	2.95	.85	Agree
6.	Sourcing for funds from PTA/private sectors for budget implementation.	2.89	.55	Agree
7.	Sourcing for funds from foreign donors for budget implementation.	2.76	.59	Agree
8.	Preparing a supplementary budget when the need arises.	2.58	.67	Agree

The analysis displayed in Table 4 shows that the respondents agree to all the items as the budget planning practices of head-teachers in migrant fishermen schools. The practices include: making sure that various departmental needs are forwarded by heads of department or subject coordinators for inclusion in the school budget (mean, 3.26), involvement of experts like the school bursar or accountant in the preparation of the school budget (mean, 3.31), seeking the input/advice of teachers on the most needed capital project(s) to be included in the school budget (mean, 3.44), considering the expected revenue and the source (s) possible of derivation before preparation of budget (mean, 3.44), setting up budget monitoring team in the school (mean, 2.95), sourcing for funds from PTA/private sectors for budget implementation (mean, 2.89), sourcing for funds from foreign donors for budget implementation (mean, 2.76), preparing a supplementary budget when the need arises (mean, 2.58).

Hypothesis 1: There is no significant difference in the mean ratings of head-teachers and teachers on the students' personnel practices of head-teachers in migrant fishermen schools?

Table 5: t-test Comparison of Head-teachers and Teachers' Mean Ratings of Head-teachers' Students' Personnel Practices in Migrant Fishermen Schools.

Source of variation	N	Mean	SD	df	t-cal	P-value	Decision
Headteachers	50	3.46	.15	378	2.51	.01	Sig
Teachers	330	3.28	.54				

The results in table 5 show that the mean score for head-teachers ($M=3.46$, $SD=.15$) was significantly greater than that of the teachers ($M=3.28$, $SD=.54$); $t(378) = 2.51$, $p=.01$. The null hypothesis of no significant difference between the two groups on the students' personnel practices of head-teachers in migrant fishermen schools was therefore rejected.

Hypothesis 2: There is no significant difference in the mean ratings of head-teachers and teachers on the staff personnel practices of head-teachers in migrant fishermen schools?

Table 6: t-test Comparison of Head-teachers and Teachers' Mean Ratings of Head-teachers' Staff Personnel Practices in Migrant Fishermen Schools.

Source of variation	N	Mean	SD	df	t-cal	P-value	Decision
Head-teachers	50	3.59	.31	378	.92	.36	Not-Sig
Teachers	330	3.51	.62				

The results in table 6 show that the mean score for head-teachers ($M=3.59$, $SD=.31$) was not significantly greater than that of the teachers ($M=3.51$, $SD=.62$); $t(378) = .92$, $p=.36$. The null hypothesis of no significant difference between the two groups on the staff personnel practices of head-teachers in migrant fishermen schools was therefore not rejected.

Hypothesis 3: There is no significant difference in the mean ratings of head-teachers and teachers on the instructional supervisory practices of head-teachers in migrant fishermen schools?

Table 7: t-test Comparison of Head-teachers and Teachers' Mean Ratings of Head-teachers' Instructional Supervisory practices in Migrant Fishermen Schools.

Source of variation	N	Mean	SD	df	t-cal	P-value	Decision
Headteachers	50	3.36	.23	378	3.44	.00	Sig
Teachers	330	3.10	.57				

Table 7 shows that the mean score for head-teachers ($M=3.36$, $SD=.23$) was significantly greater than that of the teachers ($M=3.10$, $SD=.57$); $t(378) = 3.44$, $p=.00$. The null hypothesis of no significant difference between the two groups on the instructional supervisory practices of head-teachers in migrant fishermen schools was therefore rejected

Hypothesis 4: There is no significant difference in the mean ratings of head-teachers and teachers on the budget planning practices of head-teachers in migrant fishermen schools?

Table 6: t-test Comparison of Head-teachers and Teachers' Mean Ratings of Headteachers' Budget Planning practices in Migrant Fishermen Schools.

Source of variation	N	Mean	SD	df	t-cal	P-value	Decision
Headteachers	50	3.28	.19	378	3.34	.00	Sig
Teachers	330	3.04	.52				

As shown in the above table, the mean score for head-teachers ($M=3.28$, $SD=.19$) was significantly greater than that of the teachers ($M=3.04$, $SD=.52$); $t(347) = 3.44$, $p=.00$. The null hypothesis of no significant difference between the two groups on the budget planning practices of head-teachers in migrant fishermen schools was therefore rejected.

5.0 DISCUSSION

The findings of the study indicated that student-personnel administrative practices adopted by head-teachers of migrant fishermen schools in Rivers State ensured the development of a good working relationship between students and teachers with the principals. Guidance and counseling services were provided for students by teachers and head-teachers and it provided students with the opportunity to learn how to solve their problems. However, the application of positive reinforcement was near absent and this has resulted in a low cognitive development drive. Students are therefore not motivated to strive for enhanced intellectual capacity.

The study also showed that staff-personnel administrative practices in the migrant fishermen schools in Rivers State included organizing periodic workshops and seminars for teachers and taking regular attendance of teachers to the school and to class. The head-teachers also delegated duties and responsibilities to the teachers and monitor their performance of such duties. The teachers are allowed to engage in in-service training and when new teachers are posted to the migrant fishermen schools, orientation programs are organized for them to integrate them fully into the work of the schools

Supervision of instruction entails that the subordinates are being monitored by the superordinates. In the migrant fishermen schools, teachers and head-teachers supervise their junior staff. Supervision by teachers is done through the heads of department and subject heads while the head-teachers monitor and correct subject heads, heads of departments, and assistant head-teachers. Aja-Okerie and Usulor (2016) are of the opinion that instructional

supervision is a planned program in the school system. According to them, it is a deliberate effort to observe how teachers perform in the classroom.

In the migrant fishermen schools, supervision of instruction is an exercise that enables the head-teachers to identify the weaknesses and strengths of their teaching staff. It helps the super-ordinates to assist their staff in their weak areas. In most cases as Asodike, Kacegon, Olawoh, and Amadike (2012) put it, it can lead to some adjustments in staff subject allocation.

The budget statement of a school is the outline of the proposed income and revenue of the school prepared for every academic session. The findings of showed that the budget planning administrative practices of the migrant fishermen in Rivers State are exhaustive. This presupposes that the teachers and head-teachers are detailed and thorough in their budget planning administration.

In their budget planning, unit heads who are also subject heads submit their requisitions to the heads of department who compile same and forward them to the head-teachers. It was also found that in preparing the budget, the head-teachers of the migrant fishermen schools included the sources of revenue which showed internal and external sources of revenue. The further finding revealed that they equally prepare supplementary budgets when the need arises. It was also indicated that the head-teachers of the migrant fishermen schools set budget implementation and monitoring teams, the budget implementation team also assist in sourcing for fund

6.0 CONCLUSION

Based on the findings of the study, it was concluded that teachers and head-teachers of the migrant fishermen school in Rivers State were actually engaged in administrative practices in their schools but much still needs to be desired. This means that the gray areas identified in the study in various administrative practices of the migrant fishermen school exist and need to be tidied up.

6.1 Educational Implications of the Findings

The findings of this study have implications on school administration and the realization of school objectives, especially the migrant fishermen schools in Rivers State. If the use of positive reinforcement is not regular in the administration of both student and staff personnel by teachers and head-teachers, the former could be demoralized and this would affect their output. Also, if the head-teachers do not interface with teachers after supervising their classroom teaching, their weakness could linger and this will affect the schools' effort to achieve school objectives. Similarly, if the Ministry of Education does not set up an independent audit unit to check the income and expenditure of the migrant fishermen schools, embezzlement of funds could be at a large scale.

7.0 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made;

1. Teachers and head-teachers of the migrant fishermen schools should engage in positive reinforcement regularly to encourage the students to study hard.

2. The head-teachers of the migrant fishermen schools should accommodate the non-teaching staff in their administrative practices. This will help them support the teaching staff and contribute meaningfully to the head-teachers effort to realize school objective
3. The Ministry of Education Rivers State should set up an independent audit panel to check the income and expenditure of the schools in order to avoid or at least reduce graft.

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