



Socio–Political Considerations in the Management of Nigerian Teachers: Implications for Educational Governance in Rivers State

Torukwein M. David-West¹

Department of Educational Management

Ignatius Ajuru University of Education

Port Harcourt, Nigeria

torukweindavidwest@yahoo.com

Abstract

The pre-occupation of educational managers (principals) at every point in time in the organizational hierarchy (school system) is to co-ordinate the human, material and physical resources through the functions of planning, organizing, directing and controlling the activities of subordinates (teachers) for the purpose of achieving the predetermined educational objectives. It is only well-motivated teachers that enthusiastically move towards the achievement of coveted educational goals. It therefore behooves of the educational administrators to satisfy the needs of the teachers (idiographic) and at the same time satisfy the organization itself (nomothetic). It was concluded that a good school manager is the one who has the required capacity to balance these two dimensions (idiographic and nomothetic) to make for effective instructional task delivery geared towards changing the behavioural pattern of the learner. It was recommended among others that teachers should be effectively motivated through prompt payment of salaries and promotion arrears, welfare packages, involving them in decision making process that concerns them to attain stated optimal results.

Keyword: Socio-Political Considerations, Social Dimension, Political Dimension, Educational Management, Instructional Task Delivery.

Reference to this paper should be made as follows:

David-West, T. M. (2018). Socio-Political Considerations in the Management of Nigerian Teachers: Implications for Educational Governance in Rivers State. *International Journal of Scientific Research in Education*, 11(2), 228-237. Retrieved [DATE] from <http://www.ij sre.com>.

INTRODUCTION

The aim of every organization whether profit making or non-profit making is to achieve its predetermined goals and objectives. There is no organization that can achieve its goals and objectives without proper management of its employees. The employees (human resource) in the organization work towards the achievement of the set goals. They turn the raw materials into finished products. Without them nothing happens. Human and material resources under-utilized or unutilized will become unproductive and wasteful. The teachers are the employees of our educational system and the students the raw materials refined and turned into finished product as they graduate from the school. The major goal of our educational system as enshrined in the National Policy on Education (FRN, 2014) is the preparation of the individual for useful living within the society so that the individual can contribute to national development. This goal cannot be achieved without the activities of the teacher. The functions of the teacher in the educational system are to facilitate the teaching and learning process aimed at learners' behavioural change. No educational system can rise above the quality of its teachers. It is in recognition of the pivotal role of quality teacher that the National Policy on Education (FRN, 2014) provides that "teacher education shall continue to be emphasized in educational planning and development. The importance of the teacher in the achievement of educational goals and objectives calls for the need to manage them properly with care and love. This paper will therefore focus on concept of management, the role of the teacher in education, the goals of teacher education, socio-political consideration in the management of the teacher and its implications in educational governance.

CONCEPT OF MANAGEMENT

Management is a social or interaction process designed to ensure cooperation, participation and involvement of others in order to achieve predetermined goals of any organization (Obasi and Asodide, 2007). It is the co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives (Nwachukwu, 1988). It is the function that coordinates the efforts of people to accomplish goals and objects using available resources efficiently and effectively in an organization (Wikipedia, 2015). It is the process of getting activities completed efficiently and effectively with and through other people. Management functions are planning, organizing, staffing, reporting, directing, coordinating and budgeting. Agabi and Ebong (2004) opined that management is the organization of all human and material resources in a particular system for the achievement of some specific organizational objectives in the most rational manner. Management is the efficient coordination of all organizational activities and material resources with or through other to ensure that the objectives of the organization are achieved efficiently (Onuka, 2009). Adeyemi (2009) sees management as a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within a social system.

Management is required in every organization whether profit or non-profit making for effective performance. The need for management arise whenever people work together to achieve predetermined objective. It is the duty of the manger to ensure that people work towards the achievement of the set goals. According to Obasi and Asodike (2007):

A good human resource manager can then be described as a person who organizes and motivates other organizational members to achieve desired results capable of keeping the organization alive through Total Quality Management (QTM). He should be able to understand the other members and their individual needs but should skillfully manipulate them into what translates into organizational success. This is because if he does not possess the wisdom of integrating such individual needs, the oneness of purpose needed for maximum achievement will elude the organization (p. 3).

Educational managers are Vice Chancellors of Universities and their deputies, Provost of Colleges of Education and their deputies, Rectors of Polytechnic and their deputies, other Heads of Tertiary institutions, Principals of Secondary Schools, Head teachers of Primary Schools, Zonal Education Board, State Education Board and Ministry of Education. These educational managers manage the teachers by assessing and satisfying their needs, maintaining and improving their services. It also behove on them to maintain good working conditions that will make the teachers to contribute willingly and meaningfully to the attainment of coveted education objectives. The activities of educational managers can make negative or positive impact on the behaviour of the teacher towards carrying out the primary assignment.

Teacher management involves organizing, controlling and utilizing the teacher in the educational system and been concerned about their welfare and development for the attainment of desired educational goals (David-West and Kaegon, 2017). The management of teachers is the next in importance after curriculum development in all the operational areas of the educational manager. The way individuals' are organized and treated at work can make for the realization of intrinsic abilities leading to the attainment of predetermined optional results. Ebong (2006) asserts that:

Managers can plan, organize, direct utilize resources but the central focus of all their efforts hinges on the people. People determine whether the organization is going to succeed and the key to success is the result of the way the people therein perceive how they are treated by the management (p. 164).

Management must understand that each individual in the organization has personal goals and aspirations that are influenced by social, political and economic environment and that these needs must be satisfied in order to get the people put in their best in the achievement of the organizational goals. Management is blamed whenever an organization failed to achieve its objectives.

THE ROLE OF THE TEACHER IN EDUCATION

The teachers' role in education is paramount. The teacher is the human resource who aids the teaching and learning process. He is the independent variable of the teaching process which influences the students with the help of content and different strategies. The teacher helps the students to learn by impacting knowledge and setting up a situation in which the students can and will learn effectively. For David-West and Kaegon (2017), the teacher is the yardstick,

curriculum implementer, goals getter and knowledge disseminator that facilitates the effective teaching and learning process. Broadly speaking, the functions of teachers is to help students learn by impacting knowledge to them and by setting up a situation in which students can and will learn effectively (Hawighurst, 2014). Teachers are mediators and disciplinarians of the teaching and learning process. They organize, interpret, inculcate educational curriculum and evaluate the students' academic performance and achievement. The best curriculum and the most perfect syllabus remains dead unless quicken into action by the right method of teaching and the right kind of teacher. David-West and Abraham (2017) sees the teacher as an input operator who is charged with the responsibility of converting raw material especially students into finished product for society to benefit. The teacher is indispensable in the teaching/learning process for there can be no meaningful socio-political and economic development in any society without the teacher (Afe, 2009). According to Nwakougha (2014), the teacher is so fundamental that he is at the centre of all reforms and innovations in education to the point that "perfect" educational policies and programme with corresponding financial backings can translate to nothing if teachers who the implementers and drivers of the policies in the education industries are not in adequate supply, committed and dedicated (p. 15).

It is therefore obvious that teachers are responsible for translating and actualizing educational policies and programmes into action. It is against this backdrop, that efficient management of teacher becomes paramount.

The Goals of Teacher Education

The government in recognition of the role of the teacher in the achievement of educational goals provides in its National Policy on education (FRN, 2014) that teacher education shall continue to be emphasized in educational planning and development. The goals of teacher education as stated by the National Policy on Education (FRN, 2014) are to:

- Produce highly motivate, conscientious and efficient classroom teacher for all levels of the educational system;
- Further encourage the spirit of enquiry and creativity in teachers;
- Help teachers fit into the social life of the community and the society a large and enhance their commitment to national goals;
- Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situation; and
- Enhance teachers' commitment to the teaching profession.

Furthermore, the Policy provides amongst others that:

- All teachers in educational institution shall be professionally trained;
- All newly recruited teachers shall undergo a formal process of induction;
- in-service training shall be an integral part of continuing teacher education;
- Promotion opportunities shall continue to be created for unhindered professional growth at all levels;
- Only professionally qualified and registered teachers shall be allowed to practice at all levels;

- Improvement and regulations of career long professional development of teachers through the provision of a wide range of programmes and multiple pathways to provide serving teachers with regular opportunities for updating their knowledge and skills;
- Provision of improved condition of service and incentive to motivate teachers and make the teaching profession more attractive.

These provisions were made so that Nigerian teachers will be properly managed, have a sense of belonging and willingly committed to the achievement of educational goals.

Statement of Problem

The target of educational managers (principals) in the school system is to effectively and efficiently co-ordinate the human and material resources for the achievement of desired educational goals. They blend the conceptual skills, human relation skills and technical skills to make for effective instructional task delivery aimed at the attainment of coveted educational objectives. But over the years, it seems the educational managers are not alive to their statutory duties as there is steady decline in the instructional task delivery resulting to poor academic performance of students. It appears there is no balance between the idiographic and nomothetic dimensions in the school system. Training and retraining programmes to update the knowledge, skills and techniques of the teachers are not given the prompt attention it deserves to make for effective teaching and learning process. This to a large extent has caused stagnation of teachers' knowledge and reduction in quality teaching and learning aimed at learners' behavioural change.

Aim and Objectives of the Study

The aim of this study was to examine the socio-political considerations in the management of the Nigerian teachers: implications for educational governance in Rivers State. The study sought for the following specific objectives:

1. determine the social dimension in the management of teachers
2. identify the political dimension in the management of teachers

Research Questions

- What are the social dimension put into consideration in the management of Nigerian teachers?
- What are the political dimension put into consideration in the management of Nigerian teachers?

Social Dimension put into consideration in the Management of Nigerian Teachers

Social dimension is concerned with the general welfare of the teachers in the schools. Teachers choose to be employed in the school system because by so doing, they can satisfy their interest. But the management and the teacher have a range of interest to satisfy. In the school system, understanding the nature of teachers' interest will help the management to know what to do in order to motivate the teachers to perform their duty in the school effectively and efficiently. It

behove the management to create a reward system or condition within the job situation which will help them to meet the teachers' needs.

The management can help the teacher meet his needs through his commendation and evaluation report which will go a long way to raise the teacher from one level of remuneration grade to another. The principals should through their association ensure that they make the government see the need to pay teacher's salaries as at when due. Principals should give loans to teachers who need it from internally generated revenue. Obasi and Asodike (2007) opines that for effective management of human resource a means must be devised by the manager to say "well done" to those members of staff who have gone extra mile to exceed the set standard. The manager should cultivate the habit of given incentives to the teacher from time to time. A small amount of money or food items can be shared among the teacher especially during Christmas and New Year period. These can go a long way to satisfy the teachers' physiological needs and stimulate the teacher to stay in the job and work towards the achievement of the educational goals. The principal should maintain a good channel of communication within the school so that all teachers will be carried along in the scheme of things.

The management should ensure the security of the teachers. According to Achunine and Irondi (1998) workers in any agency may be attracted to more commitment if they are protected from general hazard of life and the insecurity that may arise from their job place. Management should ensure that the interest of the teacher is protected by ensuring that they are protected from danger, intimidation from within and outside the school and lost of employment. Teachers need respect, reverence, honour, approval, high regard, appreciation. The teacher needs recognition, self respect, prestige, status and ego. To help teachers meet these needs, management should love and care, recognize, commend and appreciate the teachers who are dedicated to duty (David-West and Kaegon, 2017). Education managements should recognize the levels and categories of staff and the type and magnitude of compensation that can be made available so that a balanced utilization and retention of personnel can be achieved.

There should be good human relationship between the educational managers and the teachers. According to David-West (2016), this involves integrating the teacher into work situations in a way that motivates him to work cooperatively and productively with economic, psychological and social satisfaction. The success and efficiency of our educational system depends on the degree of cooperation, compromise and partnership which exist between the teachers and the educational managers. The existence of peace in the educational system will ensure increase productivity and high level of discipline among teachers.

One of the goals of teacher education as provided by the National Policy on Education (FRN, 2014) is to help the teacher to fit into the social life of the community and society at large so that they can be committed to national objectives. This goal is important because it is the teachers that inculcate social and sound moral values of the society into the child. It is therefore necessary to manage the teacher to know the culture and desirable values of the community or society where he finds himself. As the values of the society changes from time to time so the curriculum changes to absorb the new values. The role of the teacher is key in the implementation of the curriculum and inculcating of disseminating the new values into the child leading to change in the child's behavioural pattern.

POLITICAL DIMENSIONS PUT INTO CONSIDERATION IN THE MANAGEMENT OF NIGERIAN TEACHER

Politics is the authoritative allocation of values and resources for society. It is who gets what, how and when. Politics is the struggle for power. Man is a political animal. He seeks to take responsibility and be in position of authority where he can give order man seeks to be in charge so as to give charge. The desire of teachers to lead and the assignment of leadership position to them are political. Maduagwu and Nwogu (2006:26) rightly observed that “people seek different goals in life, nevertheless power is deemed one of the major goals often sought after by people through their career. The scholars augured the teaching is a career and that, if people seek to achieve power through their career then the teacher must be managed effectively to achieve this political consciousness. Educational managers can manage the teachers for political development through political sensitization programmes for leadership development seminar programmes, allocation assignment of responsibilities and involving the teacher in decision making process (Maduagwu and Nwogu, 2006).

Political sensitization programmes for teacher is necessary because teachers serves as government agent for the actualization of political programmes in the educational system. It is vital for the teacher to be knowledgeable in the field of endeavour so as to transmit same to the learner. Educational policies and goals are made by the government and government is politics. The National Policy on Education contains the educational goals and objective and how they will be achieved. The decision of the government to achieve national development through the implementation of these goals and objectives are all political matters. It is the teacher (government agent) who implement the curriculum and inculcates it to the students.

Educational management to encourage teachers to attend leadership development seminar conferences. Knowledge gained from such programme will position the teachers to play leadership role in their various areas of primary assignment in the school. Developing the teacher is equivalent to empowering the entire education system and the society. When we develop the teacher, we develop the chances of the students in the school being better educated. Akudo (2010: 2006) states that “the collective strength of the potential of teachers so nurtured will be nurtured for overall societal regeneration and continuous development”.

The allocation and assignment of responsibility to teachers is key because it serves as apprenticeship programme. Positions should be assigned to teachers by the management on merit. The positions assigned to teachers are Vice Principal, Senior Tutor, Year Head, Head of Department-Science, Arts and Social sciences, class master, Disciplinary master, Games master, labour master, just to mention but a few. Knowledge gained by the teachers in carrying out their duties in these positions can prepare them for a higher position in the future. Teachers should be made Heads of Department by virtue of their salary grade level. The Vice Principal and the Heads of Department should be given well-furnished offices. A situation where a position meant for a senior staff is allocated to a junior staff because of personal interest of the principal is unhealthy. This can sour the relationship between the Principal and his teachers and is capable of reducing the morale of the teacher in the task of carrying out his primary assignment in the school. The principal should also form the habit of delegating authority to the teachers to perform certain duty which the Principal would have performed. The principal by so doing is training the teacher to perform leadership role. This will make the teacher to have a sense of belonging and be more committed to duty.

The educational management can also manage the teacher for political development by involving the teacher in decision making process that concerns them. This is imperative in that, such decisions taken will be difficult for a teacher to go against it. The extent to which teachers

are involved in decision making determines the extent to which they will abide by the decision. The Principal should have regular staff meeting with the teachers. In course of the meeting the problems of the teachers can be shared and solution proffered.

IMPLICATIONS OF MANAGEMENT OF NIGERIAN TEACHERS TO EDUCATIONAL GOVERNMENT

The way Nigerian teachers are managed can have a positive or negative effect on the educational system and the achievement of educational goals and objectives. If the teachers are well motivated by meeting their needs, they will be motivated to work towards the achievement of educational goals and vice versa. In corroboration, Akinwumiju and Agabi (2008) opines that education can yield good or bad result depending on the quality of teachers and their level of performance which itself is an outcome of their level of job motivation. If the educational managers make the welfare of the teachers a priority and the national Policy on Teacher Education implemented to the letter, teachers will be motivated have a sense of belonging and high moral to perform their duty. Unfortunately implementation is the major bane of educational development in Nigeria.

For instance, teaching is not legally recognized as a profession in Nigeria. This has negative influence on the remuneration, promotion and other conditions of service of teachers. The promotion of teachers do not come as at when due. Even when it comes, the arrears are either delayed or not paid at all in some states today, teachers' qualifications are not considered in the salary structure because of limited fund. All these reduce the moral of the teacher to perform their task and have resulted to brain drain and lack of commitment of teachers to duty. Dalube (2005) opined that teacher should be adequately motivated with attractive salary structure, allowances to improve on their productivity level. The non-professionalization of teaching and making teaching an all-comer affair is a way of corroding teachers' power. Akudo (2010) opines that teachers will become a powerful group when recognized and acknowledged as specialists in educational matters.

Akanwa (2007) made it clear that training is organizational effort aimed at helping an employee to acquire basic skills required for the efficient executions of the function for which he was hired. Training in other words has to do with the acquisition of the basic skills, knowledge abilities required for one to perform his primary duty in the organization to meet organizational goals. The educational managers seldom organize training and retraining programmes to update the knowledge and skills of the teachers. This has caused stagnation of teachers' knowledge and reduction of quality of teaching and learning.

The educational managers can be partly blamed for the truancy and indulgence in examination malpractices found among teachers today. Some teacher resort to these vices because their basic needs are not met by the education managers. Examination malpractices have posed a threat to educational goals achievement and consequently the development and transformation of the nation's economy.

In Nigeria today, some teachers in our institutions of learning from Primary to Tertiary are not teachers by profession. In Rivers State today except "Medicine" as a profession, there is no enduring profession. This is evident in the employment of teachers by the Rivers State Government in 2014. Ehiamezor (2005) observed that teachers' quality has a great deal of influence on students' performance. Since some of these teachers are not educationist, it will

definitely affect the quality of teaching and learning process aimed at the achievement of desired educational goals.

Some of the conflicts between the educational managers (principals) and the teachers are caused by the failure of involving teachers in decision making process. This is affecting teaching and learning in our educational institution even to the extent of disrupting the school calendar. This situation does not promote the achievement of educational goals and objectives.

CONCLUSION

The efficient management of teachers in our educational system is paramount. Teachers are the most important asset of the educational system. They are the interpreters, goal getters and drivers of educational policies. A lot need to be done in the areas of providing incentives to the teachers. A well-motivated teacher will be more committed to duty than a non-motivated teacher. Educational managers need to adopt suitable teacher management practices to satisfy both the idiographic and nomothetic need in the school system. This is because if the teachers are poorly treated the educational institutions will be left to work in the atmosphere of apprehension and insecurity, which will hinder their productivity in the implementation of educational goals and objectives.

Recommendations

For proper management of teachers and good governance of the educational system in Rivers State, the educational managers should ensure that:

- Teachers' welfare is their priority in their scheme of things by satisfying their physiological, safety and social needs as this will make the teachers to have a sense of belonging.
- Teachers are involved in decision making especially those decisions that concern them as this will make them committed to carry out those decisions.
- Authorities are delegated to teachers to perform certain tasks as this will prepare them for leadership positions.
- Teachers attend political sensitization programmes, seminars, workshops to keep themselves abreast with the current political matters affecting the educational system.
- There is good school/community relationship as this will enhance the smooth operation of the school in the area.

REFERENCES

- Achunine, R. N. (1998). Task and activities of the secondary school principals. In R. N. Achunine & E. O. Ironi (Eds.), *Management and administration of secondary education. Issues, policies, realities, challenges*. Owerri: Totan Publishers.
- Adeyemi, T. O. (2009). *Resource management in education*. In J. B. Babalola & A. O. Ayeni (Eds.), *Educational management theories and tasks*. Lagos: Macmillan Nigeria Publishers.
- Afe, J. O. (2002). *Reflection on becoming a teacher and the challenges of teacher education: in Nigerian University Lecture Series ABUJA*: National University Commission.

- Agabi, O. G., & Ebong, J. M. (2004). Nature and scope of educational management. In P. O. M. Nnabuo, N. C. Okorie, & O. G. Agabi (Eds.), *Introduction to school management*. Port Harcourt: Eagle Lithograph Press.
- Aghenta, J. A. (1991). *Teacher effectiveness in the Nigerian educational system*. In B. C. Emenogu & O. V. N. Okoro (Eds) Onitsha: Orient Publisher.
- Akanwa, P. U. (2007). *Personnel/human resource management*. Owerri Osprey publication centre.
- Akinwumiji, J. A., & Agabi, C. O. (2008). *Foundation of school management*. Port Harcourt: University of Port Harcourt Press.
- Akudo, F. U. (2010). Management of teachers education to improve senior secondary education in Nigeria. *Journal of educational leadership*, 1(1),
- Daluba, N. (2005). Motivation as an ingredient for revitalizing the quality of agricultural education industry. *Journal of quality education*, 1(3),
- David-West, T. M., & Abraham, L. N. (2017). Principals disciplinary and co-ordination techniques as correlates of teach instructional task performance in public secondary schools in Rivers State. *Journal of Education of Developing Areas*, 25(1), 115-123.
- David-West T. M., & Kaegon (2017). Principals' techniques as correlates of teachers' service delivery in public secondary schools in Rivers State. *International Journal of Scientific Research in Education*, 10(3), 343-351.
- David-West, T. M. (2016). Principals' emotional intelligence and effective secondary education delivery in Nigeria. *International Journal of Education Development*, 6(1), 92-98.
- Ebong, J. M. (2006). *Understanding economics of education*. Port Harcourt: Eaglelithograph press.
- Ehiametalor, E. T. (2005). *Education resources management. The failure of past*. Inaugural lecture series 69. University of Ibadan.
- Federal Republic of Nigeria (FRN) (2014). *National policy on education*. Lagos: NERDC Press.
- Hawighurst, R. J. (2014). *Functions and Roles of Teachers*. Encyclopedia Britannica. Retrieved on February 28, 2018 from www.britannica.com/EBchecked.
- Maduagwu, S. N., & Nwogu, U. J. (2006). *Resource allocation and management in education*. Alakahia: Chadik Publishing Press.
- Nwachukwu, C. C. (1988). *Management theory and practice*. Onisha: African-Fep Publishers.
- Nwakougha, D. O. (2014). Key issues in teaching. In N. C. Okorie, L. E. B. Igwe., J. D. Asodike, V. C. Onyeike & R. O. Anyaogu (Eds.). *Teachers schools and society*. Port Harcourt: Pearl Publishers.
- Obasi & Asodike (2007). *Resources management in Nigerian schools*. Owerri: Alphabet Nigeria Publishers.
- Onuka, A. O. U. (2009). Resources management in education. In J. B. Babalola & A. O. Ayeni (Eds.) *educational management theories and tasks*. Lagos: Macmillan Nigeria Publisher.
- Ukeje & Okorie (1990). *Leadership in educational organization*. Port Harcourt: Pan Unique Publishing Company.

ⁱ **Torukwein M. David-West** is of the Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Nigeria. He can be reached via email at torukweindavidwest@yahoo.com.