

THE IMPACT OF PUBLIC- RELATIONS AND SUPERVISORY DUTIES OF SCHOOL HEADS ON THE IMPLIMENTATION OF UNIVERSAL BASIC EDUCATION IN SOUTH-WEST NIGERIA.

BY

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Abstract

The study examined the impact of public-relations and supervisory duties of school heads on the implementation of Universal Basic Education (UBE) in South-West, Nigeria. The descriptive research of the survey design was employed. Two sets of validated instruments, "School Heads' Public-Relations and Supervisory Duties Questionnaire" and "Implementation of Universal Basic Education Questionnaire", were used to collect data from a sample of 1,367. The population of the study consisted of 20,518 school heads and 134,030 teachers in public primary schools as well as 78,847 teachers in public Junior Secondary Schools in South-West, Nigeria. Proportionate random sampling technique was used to select 643 teachers from primary schools and 514 teachers from Junior Secondary Schools as well as 120 school heads from primary schools and 90 school heads from Junior Secondary Schools. The reliability co-efficient obtained for SHPRASDQ and IUBEQ through test-re-test method were 0.76 and 0.81, respectively. Pearson Product Moment correlation analysis was used to analyse the data. The two null hypotheses formulated were tested at 0.05 level of significance. The study revealed that there was significant relationship between public-relations duties of the school heads and the implementation of the Universal Basic Education on one hand, and between supervisory duties of the school heads and the implementation of Universal Basic Education, on the other hand. It was recommended that the school heads should not relent on their efforts at improving upon the level of public-relations and supervisory duties for effective implementation of UBE. The government should also continue to lay emphasis on the public-relations and the supervisory duties of the school heads since they were significantly related to the implementation of the Universal Basic Education.

Key Words: Public-relations duties, Supervisory duties, School heads, Implementation, Universal Basic Education

Introduction

Public-relations duties are very prominent among the administrative duties of the school heads and the best way to sustain the scheme is to build a school-community relationship which must be mutually beneficial. The need for a successful implementation of the Universal Basic Education requires effective public-relations by the school heads. Oyedele cited in Ogundele, Oparinde, and Oyewale (2012), noted that through the relationships that exist between the schools and the community, the school heads seek to learn about the progress, development, problems, purpose, programmes and the needs of the school where the community could be involved and assisted. In addition, Adesokan (2003) opined that the school authority should establish harmonious relationship with the community where the school is

located, and external agencies like the ministry of education/schools board. The author stated that an ideal administrator liaises with the appropriate organ of the government for proper placement and adequate provision of staff in all disciplines.

The importance of supervision in all educational pursuit cannot be overlooked. According to Mbiti cited in Arogundade(2009), supervision is the 'nervous system' of any organization. Supervision of schools in Nigeria is a formal activity exercised by educational administrators. Glickman, Gordan and Ross-Gordon (2007) posited that one of the most important functions of the school head in any school is that of being an instructional leader. The school head oversees teaching and learning in the school to ensure that quality instruction takes place. The school head should be a distinguished teacher so as to be able to offer appropriate instructional leadership. According to Leithwood, Saeshore-louis, Anderson and Wahlstrom (2004), effective instruction leadership affects the quality of teaching and students learning. The Universal Basic Education programme manual prepared on supervision cited in Chike-Okoli (2006) stated that in the context of education, supervision refers to the role played by an education officer (or supervisor) in being responsible and making sure that teachers do their work effectively.

Assessing the quality of any educational system demands effective supervision. This is why all ministries of education in Nigeria have supervisory division. Nwagwu and Yoloye cited in Fadipe (2000) noted that quality in educational system includes quality of its inputs, quality of teachers, instructions, and evaluation procedures among others which must be properly supervised for sustenance.

Supervision of schools in the Universal Basic Education programme is an aspect of quality control. It is bound with the efficiency of learning and the improvement of the teaching/learning services. Quality control of Basic Education centre is closely associated with a vital component of education, Monitoring and Evaluation. Today, 'Quality Control' is used more or less synonymous to supervision or inspection which is within the comprehension of the wider segment of educated public.

It has been observed that there is inefficiency in the levels of public-relations and supervision by the school heads and these could have serious implications for the implementation of Universal Basic Education. It is against this backdrop that this study investigated the relationship between public-relations and supervisory duties of the school heads and the implementation of Universal Basic Education. The study was designed to cover public primary schools and Junior Secondary Schools in South-West, Nigeria. Although, there are other duties that are performed by the school heads, this study was delimited to public-relations and supervisory duties in view of the importance of these among other managerial roles of the school heads. This is with a view to ensuring and enhancing the successful implementation of the Universal Basic Education programme.

Universal Basic Education is a national issue in Nigeria. To this end, public relations and supervisory duties of the school heads seem to be among the strategies for its implementation. Hence, the likelihood of educational development at the national level in Nigeria.

The outcome of the study would enlighten all the stakeholders of education on the impact of public-relations and supervisory duties of school heads on the implementation of Universal Basic Education in Nigeria. The result of the study would also enlighten school heads on the impact of public-relations and their supervisory duties on the implementation of Universal Basic Education.

Research Hypotheses

The following hypotheses were formulated for the study were tested at 0.05 level of significance:

1. There is no significant relationship between public-relations duties of the schoolheads and the implementation of Universal Basic Education in South-West, Nigeria.
2. There is no significant relationship between supervisory duties of the school heads and the implementation of Universal Basic Education in South-West, Nigeria.

Methodology

The descriptive survey design was adopted in the study. The population of the study consisted of 20,518 school heads and 134,030 teachers in public primary schools as well as 78,847 teachers in public Junior Secondary Schools in Southwest, Nigeria (Federal Ministry of Education, Abuja). The Southwest, Nigeria geo-political zone consists of six states thus: Ondo, Osun, Ekiti, Lagos, Oyo and Ogun.

The sample for the study consisted of 1,367 respondents made up of 1,157 teachers and 210 school heads. Multistage sampling technique was used for the study. The first stage involved the use of a simple random sampling technique for selection of 3 states namely, Ekiti, Osun and Ondo out of the 6 states in Southwest, Nigeria. The second stage involved the use of stratified random sampling technique to select 20 primary schools and 15 Junior Secondary Schools from each state and this gives a total of 105 schools.

Two sets of instruments: "School Heads Public-Relations and Supervisory Duties Questionnaire" (SHPRASDQ) and "Implementation of Universal Basic Education Questionnaire" (IUBEQ) were designed and used to collect data for the study. The instruments used were structured on a 4- point rating scale. The instruments were shown to specialists in the fields of Tests and Measurement, and Educational Management who checked and read the content for adequate coverage of the topic and clarity of the items for face and content validities. The reliability co-efficient(r) calculated were 0.76 and 0.81 for SHPRASDQ and IUBEQ, respectively through the test-re-test method, which was high enough to ensure the reliability of the instruments. The two sets of instruments were administered by the researcher with the help of research assistants. Out of 1,200 copies of SHPRASDQ and IUBEQ administered to the teachers, a total of 1,157 copies each (96%) were properly completed and returned. All the 210 copies of the instrument, IUBEQ administered to the school heads were properly completed and returned. All the hypotheses formulated were tested at 0.05 level of significance using Pearson Product Moment correlation statistics.

Results

2. The two null hypotheses formulated for the study were tested as shown in tables 1 and

Table 1: Test of relationship between public-relations duty of the school heads and the implementation of Universal Basic Education

Item	N	\bar{X}	SD	Df	r-cal*	r-tab
Public-relations duty of the school heads	105	24.93	1.57	208	0.252	0.195
Implementations of Universal Basic Education	105	35.62	4.93			

*P<0.05 (significant result)

Table 1 shows that the value of r-calculated (0.252) is greater than r-table value of (0.195). The relationship between public-relations duty of the school heads and the implementation of Universal Basic Education was, therefore, positive and significant at 0.05 alpha levels. Hence, the null hypothesis earlier formulated is rejected. This shows that there is significant relationship between public relations duty of the school heads and the implementation of Universal Basic Education.

Table 2

Test of relationship between supervisory duties of the school heads and the implementation of Universal Basic Education

Item	N	\bar{X}	SD	Df	r-cal*	r-tab
Supervision by the school heads	105	40.35	2.38	208	0.199	0.195
Implementation of Universal Basic Education	105	35.62	4.93			

*P<0.05 (Significant result)

Table 2 shows that the value of r-calculated (0.199) is greater than the r-table value of (0.195). Hence, the null hypothesis earlier formulated was therefore rejected. This shows that there is significant and positive relationship between supervisory duties of the school heads and the implementation of Universal Basic Education

Discussion

The result showed that there was significant and positive relationship between public-relations duty of the school heads and the implementation of Universal Basic Education. This implies that a cordial relationship between the school and the community where the school is located and external agencies will enhance the successful implementation of Universal Basic Education. This finding is in support of Ogundele et al (2012) who noted that through the relationship that exists between the schools and the community, the school heads seek to learn about the progress, development, problems, purpose, programmes and the needs of the school where the community could be involved and assisted. This finding is also in line with Adesokan (2003) who asserted that the school authority should establish a harmonious relationship with the community where the school is located and the external agencies for effectiveness and the achievement of school goals.

The results also revealed that there was significant and positive relationship between supervisory duties of the school heads and the implementation of Universal Basic Education. This implies that the types of supervisory techniques employed by the school heads will enhance the successful implementation of Universal Basic Education. This finding is in support of Leithwood et al (2004) who noted that effective instructional leadership affects the quality of teaching and students' learning.

Conclusion

This study has shown that public-relations and supervisory duties of the school heads made meaningful impact on the implementation of Universal Basic Education. More so, this study would contribute to the body of knowledge in the area of improving the level of public-relations and supervisory duties of the school heads.

Recommendations

The school heads should not relent on their efforts at improving upon the level of public-relations and supervisory duties. The government should continue to lay emphasis on public relations and supervisory duties of the school heads since they were significantly related to the implementation of the Universal Basic Education. School heads should always take issues concerning the implementation of Universal Basic Education programme so seriously now that new subjects are being incorporated into the school curriculum.

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