

# FACTORS IMPACTING EFFECTIVE MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN MAKURDI EDUCATIONAL AREA OF BENUE STATE

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## Abstract

*This study examined Factors impacting effective management of public primary schools in Makurdi Educational Area of Benue State. The study adopted survey design. The population was 2,300 teachers from public primary schools in Makurdi Educational Area of Benue State. A sample of 230 teachers representing 10% of the population was selected from public primary schools in Makurdi using simple random sampling technique. A constructed questionnaire titled: Impact of educational issues on effective management Questionnaire (IEIEMQ) containing 14-items was used for data collection. The instrument was validated by two experts, one each in Measurement and Evaluation and Educational Management respectively. The reliability of the instrument was established using test-retest method and a reliability coefficient of 0.70 was obtained. The mean and Standard Deviation was used in answering the research questions while the chi-square ( $\chi^2$ ) test of goodness of fit was used to test the hypotheses. Two research questions and two hypotheses guided the study. The null hypotheses were tested at 0.05 level of significance. The findings of the study revealed that congested classroom has impact on effective management of public primary schools in Makurdi Educational Area of Benue State. Based on the findings, it was recommended that more funds should be allocated to primary schools for provision of infrastructural facilities in order to avoid congested classroom which interfere with teachers' movement making class control to become a big problem in Makurdi Educational Area of Benue State.*

**Keywords:** Factors impacting effective management, Primary education

## Introduction

Education is an instrument par excellence for effecting national development. According to Adeyemi and Adu (2010), education is said to be widely accepted as a leading tool for promoting economic development as it covers some processes individuals go through to help them develop and use their potentials. In an attempt to have sound education, many factors have been identified as being responsible for falling standard of education; such factors include congested classroom and inadequate infrastructural facilities. Wahab Alawiye-king, the executive chairman of Lagos State Universal Basic Education Board (LASUBEB) in a chat with Business Day paper on fixing the economy stated that finance was an

important factor for any successful educational system (Ogwo, 2023). Primary school education is the base of education and any government that neglects primary education may not have good secondary and or tertiary education. According to the National Policy on Education, education was said to have witnessed active participation by non-governmental agencies, communities, individuals as well as government intervention. The researchers opined that the interventions however might have been inadequate.

According to World Bank publication (2017), there was a progressive withdrawal of Federal Government financing of primary education in the mid-1980s and since then primary school education has been under serious financial pressure and unstable till date. Besides, there are inadequate human and material resources, overcrowded classrooms, poor maintenance, and poor learning environment. This is so because though, primary education administration is being controlled by the State Universal Basic Education Board of the various states, the funding is the responsibility of the Federal, State and Local Government. This without doubt affects the inputs and outputs of the system adversely. A critical survey of the situation of things in many states and of course Benue State revealed non-payment of several months' salaries of teachers, congested classrooms brought about by lack of infrastructural facilities and inadequate teachers.

Many factors have been interfering with effective management of public primary schools in Nigeria and Makurdi Educational Area of Benue State. Management is the process of working with and through others to achieve organizational objectives in a changing environment. Bua (2020) defined it as collection of processes, including such things as decision-making, problem solving and action-planning. These processes involve the management of resources like human, material, financial and time. This is why effective management has to be put in place to address factors impacting on effective management of primary schools. Classroom environment plays an important role in teaching and learning, where the space is congested, teaching and learning are possibly going to be hindered; therefore, congested classroom is an important factor for educational goals to be achieved.

Congested classroom is a factor impacting on effective management of primary schools. Many classrooms in Makurdi Educational Area of Benue State are congested. A great number of the classes are filled to capacity due to lack of adequate classrooms and teachers. The educational policy as regards class size ratio is 1:35 teacher: pupils to a class size but some of the public schools are congested. Some classrooms have over fifty pupils. Kajo (2009) & Egwu (2009) noted that congested classroom was due to high pupils' enrolment which exceeded the provision of furnished classrooms. Jor (2017) noted that congested classroom may affect the pupil and it is due to high pupils' enrolment that has exceeded the provision of adequate furnished classroom. Shah and Imamullah (2012) found that overcrowding classes could have a direct impact on pupils learning, this does not only affect pupils' performance but also lead to teachers stress and burnout of energy and increase

school dropout rate of pupils. Congested classroom could degenerate into giving room for examination malpractices because the pupils sit in close range while the teacher find it difficult to move around in the classroom during teaching because the infrastructural facilities required by the pupils are inadequate. These issues have been a concern to educational managers and this is the reason for this study.

Inadequate infrastructural facilities are another educational issue affecting management of primary schools in Makurdi Educational Area. Many primary schools are in terrible state of despair because of poor maintenance. Ochai and Olatunde (2015) noted that physical facilities provided in public schools were in a state of disrepair hence during rain it was common to see classrooms leaking and school environment flooded with water and the building seem to be source of worry. Infrastructural facilities are referred to as social capital within the school environment (Ogunode and Agwor 2021). These facilities include school building such as classrooms, tables, desks and chairs, board, staff offices, libraries, laboratories and so on. The infrastructural facilities if available would bring about effective management and would enable the teachers to teach well and the learners too would be comfortable but where these are lacking, teachers would not be comfortable to stay and teach and the pupils would be disorganized affecting effective management. Adamu and Adole (2015) and Christine and Hayatu (2014) also found that the problems facing the administration of primary school education in Nigeria was inadequate infrastructural facilities. It is worth noting that infrastructural facilities would enable pupils to learn with ease and learn well.

It is worthy to note that effective management has much to do in actualizing educational goals and this could be achieved through the teacher's ability to control the classroom. It is against this background that this study examines the Factors impacting on effective management of public primary schools in Makurdi Educational Area of Benue State.

Educational managers and teachers are worried over the state of primary schools being the bedrock for other educational system. The classrooms situation has become a thing of worry with falling structures, in some cases, some parts of the school building have falling with or without roof. According to Ochai and Olatunde (2015), physical facilities provided in public schools were said to be in a state of disrepair, hence during rain it was common to see classrooms leaking. Materials that would aid the pupils are insufficient and available ones are broken. Over the years, primary schools were effectively managed with solid structures and adequate infrastructure but nowadays, the state of the primary school has become a nightmare for teachers. The number of available classrooms could no longer accommodate the pupils. Insufficient available teachers have caused the merging of pupils in classes which could be due to non-payment and or inconsistent payments. Also, necessary funds have not been given, causing the facilities to be in a state of disrepair. It is common to find pupils sitting on log of wood, some laying flat on the ground in the classroom without chairs and tables. The realization of an effective primary educational system hinges highly on finance. The researchers are concerned with

finding out the factors impacting on effective management of primary schools in Makurdi Educational Area of Benue State.

The general purpose of the study was to investigate factors impacting effective management of public primary schools in Makurdi Educational Area of Benue State. Specifically, this study sought to determine:

1. the impact of congested classroom on effective management of public primary schools in Makurdi Educational Area of Benue State
2. impact of infrastructural facilities on effective management of public primary schools in Makurdi Educational Area of Benue State.

### **Research Questions**

The following research questions were developed for the study:

1. What impact does congested classroom has on effective management of primary schools in Makurdi Educational Area of Benue State?
2. What impact does infrastructural facilities has on effective management of primary schools in Makurdi Educational Area of Benue State?

### **Hypotheses**

1. There is no significant impact of congested classroom on effective management of public primary schools in Makurdi Educational Area of Benue State.
2. There is no significant impact of infrastructural facilities on effective management of public primary schools in Makurdi Educational Area of Benue State.

### **Methodology**

The study employed descriptive survey design. According to Ezechukwu, Ihiegbulem, Nwaji, Ejimaji, Ojedapo & Ukofia (2020), survey design is used to obtain information concerning the current status of the phenomena and to describe what exists with respect to variables or conditions in a situation. The study was carried out in Public Primary schools in Makurdi Educational Area of Benue State. The population of the study consists of 2,300 teachers from public primary schools in Makurdi Educational Area of Benue State. A sample of 230 teachers representing 10% of the population was selected from 23 public primary schools in Makurdi Educational area using proportionate stratified random sampling technique. A constructed questionnaire titled: 'Impact of educational issues on effective management Questionnaire' (IEIEMQ) was used for data collection. The questionnaire was divided into two sections: "A" and "B". A was on the impact of congested classroom on effective management of public primary schools and B on the impact of infrastructural facilities on effective management of public primary schools and the responses were structured on rating scale of High Impact (HI) = 4-3, Impact(I) = 2.9-2, Low Impact (LI) = 1.9-1.0 and No Impact (NI) = 0.9-0. The instrument was validated by two experts, in Measurement and Evaluation and Educational Management respectively. The reliability of the instrument was established using test-retest method and a reliability coefficient of 0.70 was obtained

which showed that the instrument was reliable. The 230 questionnaires were properly responded to and returned. The data collected were analyzed using mean and Standard Deviation to answer the research questions while the chi-square ( $\chi^2$ ) test of goodness of fit was used to test the null hypotheses at 0.05 level of significance. Items with mean scores of 2.50 and above were regarded to have High Impact, while items with mean scores below 2.50 were regarded as Low Impact.

## Results

### Research question One

What is the impact of congested classroom on effective management of primary schools in Makurdi Educational Area of Benue State?

**Table 1:** Mean and Standard Deviation of respondents on the impact of congested classroom on effective management of primary schools in Makurdi Educational Area of Benue State

S/N	Items	N	Mean	Standard Deviation	Remark
1	Chaotic environment due to congested classroom has negative impact on effective management	230	3.22	0.61	Agree
2	Disruptive behaviour of students due to congested classroom hinders effective management	230	3.15	0.97	Agree
3	Frequent misbehaviour as a result of congested classroom impact effective management negatively	230	2.85	0.78	Agree
4	More time is devoted to controlling pupils in congested classroom and this has negative impact on effective management	230	2.95	0.88	Agree
5	Mass failure experienced among pupils is as a result of congested classroom	230	3.01	0.92	Agree
6	Conflicts among pupils is as a result of congested classroom	230	3.29	0.63	Agree
7	Lack of focus experienced during teaching is due to congested classroom	230	2.78	0.70	Agree
<b>Grand Mean</b>			<b>3.04</b>		

Data presented in Table 1 revealed that all the 7 items on the impact of congested classroom on effective management of primary schools in Makurdi Educational Area of Benue State had their mean values ranged from 2.78 to 3.22, indicating that their mean values were above the cut-off point of mean 2.50. The grand mean of 3.04 shown in the Table indicates that congested classroom has negative impact on effective management of primary schools in Makurdi Educational Area of Benue State. The Table further showed that the standard deviation of the items ranged from 0.61 to 0.97, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on the impact of congested classroom

on effective management of primary schools in Makurdi Educational Area of Benue State

### Research Question Two

What is the impact of inadequate infrastructural facilities on effective management of primary schools in Makurdi Educational Area of Benue State?

**Table 2:** Mean and Standard Deviation of respondents on the on impact of inadequate infrastructural facilities on effective management of primary schools in Makurdi Educational Area of Benue State

S/N	Items	N	Mean	Standard Deviation	Remark
1	Dilapidated classroom has negative impact on effective management	230	2.75	0.91	Agree
2	Lack of chalkboard has negative impact on effective management	230	3.00	0.57	Agree
3	Lack of library has negative impact on effective management	230	2.63	0.76	Agree
4	Lack of chairs and table has negative impact on effective management	230	2.86	0.65	Agree
5	Lack of staff room has negative impact on effective management	230	3.10	0.94	Agree
6	Unavailability of fan has negative impact on effective management	230	2.52	0.89	Agree
7	Lack of toilet facilities has negative impact on effective management	230	2.94	0.68	Agree
<b>Grand Mean</b>			<b>2.83</b>		

Data presented in Table 2 revealed that all the 7 items on the impact of inadequate infrastructural facilities on effective management of primary schools in Makurdi Educational Area of Benue State had their mean values ranged from 2.52 to 3.10, indicating that their mean values were above the cut-off point of mean 2.50. The grand mean of 2.83 shown in the Table indicates that inadequate infrastructural facilities have negative impact on effective management of primary schools in Makurdi Educational Area of Benue State. The Table further showed that the standard deviation of the items ranged from 0.57 to 0.91, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on the impact of inadequate infrastructural facilities on effective management of primary schools in Makurdi Educational Area of Benue State

**Hypothesis One:** Congested classroom has no significant impact on effective management of primary schools in Makurdi Educational Area of Benue State

**Table 3:** Chi-square goodness of fit on the impact of congested classroom on effective management of primary schools in Makurdi Educational Area of Benue State

	<b>Observed N</b>	<b>Expected N</b>	<b>df</b>	<b>Chi- square</b>	<b>Asymp .sig</b>	<b>Sig. value</b>
SD	34	57.5	3	13.399	0.004	0.05
D	17	57.5				
A	87	57.5				
SA	92	57.5				
Total	230					

The data presented on Table 3 shows that the Asymp.Sig value of 0.004 is less than the set significant value of 0.05 and this shows that the test of hypothesis is significant; therefore, the hypothesis is rejected. This implies that Congested classroom has significant impact on effective management of primary schools in Makurdi Educational Area of Benue State.

**Hypothesis Two:** Inadequate infrastructural facilities have no significant impact on effective management of primary schools in Makurdi Educational Area of Benue State

**Table 4:** Chi-square goodness of fit on the impact of inadequate infrastructural facilities on effective management of primary schools in Makurdi Educational Area of Benue State

	<b>Observed N</b>	<b>Expected N</b>	<b>df</b>	<b>Chi- square</b>	<b>Asymp .sig</b>	<b>Sig. value</b>
SD	31	57.5	3	54.00	0.000	0.05
D	39	57.5				
A	61	57.5				
SA	99	57.5				
Total	230					

The data presented on Table 8 shows that the Asymp.Sig value of 0.000 is less than the set significant value of 0.05 and this shows that the test of hypothesis is significant; therefore, the hypothesis is rejected. This implies that inadequate infrastructural facilities have significant impact on effective management of primary schools in Makurdi Educational Area of Benue State.

### **Discussion of Findings**

From the results of the data analysis, chaotic environment, disruptive behaviour, frequent misbehaviour, more time being devoted to controlling pupils, mass failure experienced among pupils, conflicts among pupils and lack of focus experience by the pupils as a result of congestion classroom are indication that

congested class rooms no doubt have impact on teacher's effective management. This view is in agreement with Jor (2017), that noted that congested classroom was caused by high pupils enrolment that exceeded the provision of adequate furnished classroom and that it may affect the pupils. Kajo (2009) further supported this view, that congested classroom was due to high pupils' enrolment which exceeded the numbers of furnished classrooms provided.

The findings on the impact of inadequate infrastructural facilities on effective management, identified dilapidated classroom which may not be habitable for pupils, lack of chalk board, lack of library, lack of chairs and tables for pupils to write, lack of staff room for teachers to recess and plan for activities, unavailability of fans for good air circulation and lack of toilet facilities have impact on effective management. This is in line with Ochai and Olatunde (2015) that noted that physical facilities provided in public schools were in a state of disrepair hence during rain, it was common to see classrooms leaking and school environment flooded and the building seem to be source of worry. Adamu and Adole (2015) and Christine and Hayatu (2014) noted that the problems facing the administration of primary school education in Nigeria was inadequate infrastructural facilities. They noted that if the facilities are available that pupils would learn with ease and learn well.

### **Conclusion**

Based on the findings of the study, it was concluded that congested classroom and inadequate infrastructural facilities have significant impact on effective management of public primary schools in Zone B, Educational Area of Benue State.

### **Recommendations**

1. The government should pay more attention to primary school education. This could be done by allocating more funds to this basic level of education,
2. Management of these primary schools should ensure that attention is paid to facilities that are in a state of disrepair.
3. Management of schools should take deliberate step to adhere to the educational policy on the ratio of teacher: pupil that is 1:35 for effective management.
4. Management of these schools should solicit the supports of Alumnus of the schools for construction of classrooms and other amenities live rest room for teachers and pupils

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