

Management Of Innovative Basic Education Method For Job Creation In Rivers State

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Abstract – The study examined management of innovative basic education method for job creation in Rivers State. Two objectives and two research questions in line with two corresponding null hypotheses were formulated to guide the study. The theoretical framework was anchored on “Resource Based Theory of Entrepreneurship propounded by Barney in (1991). This study adopted a descriptive survey design with a population of the 278 junior public secondary schools across the 23 Local Government Areas in Rivers State. A stratified random sampling technique was used to draw a sample size of 125 principals from the population. A self-designed questionnaire titled: “Management of Innovative Basic Education Method for Job Creation Questionnaire (MIBEMJCQ)” was used for data collection. Scoring was done on a modified 4 point likert type scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. Test-retest technique was used to determine the reliability of the study. Reliability index of 0.69 was computed using Pearson Product Moment Correlation Coefficient which is high, reliable and adequate for the study. The mean and rank order were used in answering the research questions while z-test statistics was used in testing the hypotheses at 0.05 level of significance. The findings revealed amongst others that instructional supervision and team teaching are innovative basic education method for job creation in Rivers State. Based on the findings, the study therefore recommended amongst others that government and other stakeholders in education should through in-service training such as seminars, workshops and conferences enlighten school management on the need for instructional supervision in order to boost the quality of education and teaching staff.

Keywords – Management, Innovative, Basic Education, Job creation.

I. INTRODUCTION

Education is the greatest force that can be used to bring about change in any society. It is also the greatest investment that a nation can make for the quick development of its economic, political, social and human resources. It was in realization of this that a National Policy on Education (NPE) was formulated for the country. The policy seeks the inculcation of national unity; the inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society; the training of the mind in understanding the world around; and the acquisition of appropriate skills, abilities, and competence both mental and physical as equipment for the individual to live in and contribute to the development of his society (Federal Republic of Nigeria, 2013).

Oguche (2012) opined that basic education is the foundation for job creation and sustainable life-long learning. It provides reading, writing and numeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy. In Nigerian context, basic education includes primary, junior secondary and nomadic education as well as adult literacy.

Other efforts made towards educational development came from the world conference declaration Thailand in 1990 to which Nigeria was a signatory with a host of other nations (about 155 in all). This declaration emphasizes on the need for all to have basic and useful education for all by the year 2000 further added impetus to Nigeria's reaction towards the realization of providing basic education for all by the year 2000.

No nation can achieve any meaningful development without developing its material and human resources because relevant manpower is needed to harness and utilize mineral and other resources for development. It is in recognition of this fact that the UBE programme was conceptualized with the following objectives:

- i. To develop in the entire citizenry a strong consciousness for education;
- ii. To provide free basic education for every Nigerian child of school age;
- iii. To drastically reduce the rate of drop-outs from the school system;
- iv. To cater for the learning needs of young persons who interpreted their school through complementary approaches to provision of basic education
- v. To ensure the acquisition of the appropriate levels of literacy. Innumeracy, moral and civic values needed for a solid foundation for lifelong learning (Federal Ministry of Education, 2014).

In order to achieve the above stated objective, and create job opportunities to sustain development in Nigeria generally and Rivers State in particular, the Federal Government further stated that she shall provide free, compulsory primary, secondary, university and adult literacy education programmes when practicable.

Job creation is important to the wellbeing of an economy and has become an urgent national priority following the recent financial crisis. The term job as used in this study refers to devoting one's labour time to achieving economic task. Two types of jobs are identified in this study- employment jobs and entrepreneurial jobs. An employment job is contractual arrangement between an employer and an employee that specifies work for pay. In contrast, an entrepreneurial job is a self-created position for exerting own efforts directly to the business creation (David, 2017). "Job Creation" is the notion that jobs are created in response to some sort of event or situation. Conceptually it is the proactive opposite of unemployment. Therefore job creation is the provision of new opportunities for paid employment, especially for those who are unemployed.

Accordingly, if education must move with the trend of development recorded in recent times, then school management have no option but to be innovative. In this context, a leader continuously scans the environment noticing where innovativeness is needed. In other words, leader or school managers who are agents of change are proactive in their efforts to introduce innovations and improve situations around them and their schools. Lack of innovativeness by school principals/teachers is one of the factors responsible for the degrading standard in school system.

The word innovation is derived from the Latin word "innovatus" meaning altered. It is an aspect of educational change that involves the alteration of some aspects of educational programmes and practices. It applies to radical or incremental changes to products, processes or services. There have been changes over the years in the way education is designed and delivered in many parts of the world. Educational innovations are the holistic changes of educational system and management eventually leading to the use of the system for faster and easier resolution of issues and concerns. Though, it is not comprehensive like reforms, the main aim of innovation is the renewal of input, processes and outputs. It brings about changes of initiating new things in a place or organization. From time to time, governments/organizations and individuals initiate innovations whenever the need arises. Innovation has become part of living in such a dynamic world and also indispensable for growth and also indispensable for growth and progress of human beings or institutions. This dynamic nature of innovation has made it imperative for education as a human institution to respond to various challenges that constantly confront it in order to meet such demands. Such challenges could manifest in the form of economic, social and technological advances (Osim, 2012).

However, some of the components/elements of innovative basic education are instructional supervision, team teaching and amongst others. These are potential aspect of innovative basic education for job creation.

Meanwhile, the educational system by its nature is a complex organization and the school as an institution is not an exception such that instructional supervision is unavoidable. Ukeje (2014) defined instructional supervision as a collaborative effort

involving a set of activities designed to improve the teaching and learning process. The act of teaching and learning is supervised to see that the designed objectives were achieved. Therefore, one of the most important attribute expected of school administrator is therefore instructional supervision. This is so because school managers and administrator at whatever levels, primary, secondary and tertiary are saddle with the responsibilities of knowing what it means to supervise instruction, its importance and how to do it effectively.

Another aspect of innovative basic education for job creation worthy of mentioning is team teaching. This is because team members in an organization or institution interact to help each other accomplish specific task and promote one another's success, team members build on the capabilities of their combination through a workable synergy. This is to say that team members must take an interest in both the group and each individual's achievement and be prepared to achieve their stated goals collectively (Nwafor and Leton, 2016).

Therefore, it follows that to introduce sustainable innovations in basic education (junior secondary schools), the school manager must be the initiator or part of the initiation of innovative practices in the system. Hence, the study examined management of innovative basic education method for job creation in Rivers State.

II. STATEMENT OF THE PROBLEM

The desire of basic education students is to receive quality education capable of enhancing their employability skills. The government is also concern with quality education that could help in producing quality people who become useful to society in so many ways. Evidences abound that there is a serious case of unemployment among school leavers at all levels which the Nigeria society generally and Rivers State in particular is seemingly not paying any attention to presently. The job creation alternative is not also being achieved as expected. This statement above agreed with Evelyn and Kingsley (2018) who observed that school leavers are still finding it difficult to create jobs. These, therefore constitute the rationale for this study which specifically to identify innovative basic education method for job creation in Rivers State.

III. AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to examine management of innovative basic education method for job creation in Rivers State. Specifically, the objectives were to:

1. determine how instructional supervision innovative basic education method are managed for job creation in Rivers State.
2. examine how team teaching innovative basic education method are managed for job creation in Rivers State.

IV. RESEARCH QUESTIONS

The study was guided by the following research questions.

1. What are the ways of managing instructional supervision innovative basic education method for job creation in Rivers State?
2. What are the strategies of managing team teaching innovative basic education method for job creation in Rivers State?

V. HYPOTHESES

The study was anchored on the following hypotheses.

1. There is no significant difference between the mean ratings of male and female principals on the ways instructional supervision innovative basic education method are managed for job creation in Rivers State.
2. There is no significant difference between the mean ratings of male and female principals on the strategies of managing team teaching innovative basic education method for job creation in Rivers State.

VI. THEORETICAL FRAMEWORK

The study is anchored on Resource-Based Theory of Entrepreneurship propounded by Barney (1991). The theory seems to explain how an individual can successfully become an effective entrepreneur. It lays emphasis on the ability of individuals to take advantage of different resources available to him and exploring them. The resources to take advantage and leverage on may

include capital, education and interpersonal relationship and techniques or skills. Alvarez and Barney (2000) suggest that if an entrepreneur has all the resources within his disposal, he will be able to take advantage of business opportunities.

The relevance of this theory to this study is that it presents the prelude to entrepreneurial education which is an important resource to be possessed by the entrepreneur. It also emphasizes the importance of entrepreneurial abilities. The success of entrepreneurial practice lies in the possession of entrepreneurial skills and capital, which Barney (1991) also identified as a major resource in entrepreneurship.

VII. CONCEPTUAL FRAMEWORK

Ways of managing instructional supervision innovative basic education method for job creation

This aim of supervision is the improvement of the total teaching and learning processes. The success of instructional programmes in schools depend mainly on the competence of teachers and also on the efforts made through supervision towards improving and assisting the teachers. Instructional supervision is highly needed in Rivers State basic education in order to achieve the purpose for which they are established. Therefore, the supervision of school instruction should develop some qualities that will make him/her derive respect while undertaking the activities of supervision of instruction. The qualities include his personal academic and professional qualities that will enable him to derive respect from those he is supervising or advising.

Techniques of instructional of Instructional Supervision

The following techniques are available for supervisor of instruction

1. **Classroom Visitation:** here the supervisor or principal arranges to visit a class in session. It may not be announced.
2. **Conference Technique:** It may be a group or individual conference. After supervision, the supervisor is expected to hold a conference with the group of individuals supervised and correction is being pointed out and guide is given as to how to improve.
3. **Collegial Technique:** In this type of supervision, all the teachers are involved. They are made to supervise each others' classroom teaching (Efurhievwe, 2017).

Shilpa (2015) emphasizing the role of supervision for teachers, observed that the quality of education depends on how well teachers trained and supervised since they are one of the key input to educational delivery. To sum up, Nwoke (2017) in his empirical study discovered that supervision enabled the ability and qualities of individual teachers to be identified, discover teachers' weakness and offer suggestions for improvement, enhances relevant functional skills, inculcate the spirit of self-reliance for job opportunities.

Strategies of managing team teaching innovative basic education method for job creation

Team teaching is a form of instructional organization on which individual teachers decide to pool resources, interests and expertise in order to decide and implement a scheme of work suitable to the needs of their students and the facilities. The emphasis is on team, rather than the individual teacher, though the unique abilities, professional skills and competence of each member of the team are required on curriculum delivery. As known, each team member specializes in particular area of the curriculum and is therefore more effective in that area.

According to Mbakwem (2016), team teaching affords the opportunity for shared observation as well as self-evaluation procedure that lead to self-improvement. The great appeal of team of teaching staff in diagnosing learner's needs, planning activities, determining goals/objectives and assessing students, therefore principals should encourage this technique.

Also, Edward (2012) opined that teams are resources of an organization which help to encourage togetherness in the work place in line with the achievement of administrative task and organisational goals. They consist of professionals from different fields with the intention of promoting mutual understanding and commitment to build and sustain organization objectives. This is to say that teams are made up of individuals with different personalities, ideas, strengths, weaknesses, and levels of enthusiasm and demands from the job. This implies that weaknesses and strengths are common among the professionals, but with team approach, organization objectives can be achieved through adequate monitoring and nurturing (Nwafor, 2016).

Summarily, Nwafor (2016) opined that provision of new opportunities is an essential component of team work. Thus, in order to keep the most effective team members attractive, opportunities and challenges must be provided normally, effective team members can be attracted through the following:

- To help team members plan their long-term career plan based on projected organizational needs
- To help members to identify their existing and desired talents and strength to meet the needs of each other
- By creating an organizational environment rich in creativity, openness, and energy in order to attract and keep vital team members that are major part of the “key to success”.

VIII. METHODOLOGY

This study adopted a descriptive survey design. The population of the study comprised all the principals in junior public secondary education across the 23 Local Government Areas in Rivers State. Source (Statistics Department of Rivers State Ministry of Education, Port Harcourt, 2021). A stratified random sampling technique was used for this study. Sample size of 125 principals representing 76% of the population was used. The instrument for data collection was 13 items questionnaire titled: “Management of Innovative Basic Education for Job Creation Questionnaire (MIBEJCQ)”. The instrument was validated by experts in the field of Educational Management and Measurement and Evaluation of the University of Port Harcourt. Test-retest technique was used to determine the reliability of the study using data from the pilot study carried out on 20 participants outside the sample size. A reliability index of 0.74 was obtained using Pearson Product Moment Correlation Coefficient which is high, reliability and adequate for the study. The instrument was administered personally by the researcher and all the copies distributed were retrieved without loss. Research questions were analyzed using table, mean and standard deviation and the mean scores 2.50 and above were seen as agreed while below 2.50 were seen as disagreed. The null hypotheses formulated were tested using z-test at 0.05 alpha level of significance. The weighted mean scores are as follows:

Strongly Agree (SA) = 4 points

Agree (A) = 3 points

Disagree (D) = 2

Strongly Disagree (SD) = 1 point

IX. RESULTS

Research Question One: What are the ways of managing instructional supervision innovative basic education method for job creation in Rivers State?

Table 4.1: Weighted mean, standard deviation and rank order statistics of male and female principals on the ways of managing instructional supervision innovative basic education method for job creation in Rivers State

S/No	Items	Male principals 94		Female principals 31		Set \bar{X}	Remarks
		\bar{X}	SD1	\bar{X}	SD2		
1.	Instructional supervision helps to develop the teachers professionally as well as job opportunities	3.35	1.31	3.36	1.28	3.36	Agree
2.	To know effectiveness of classroom management by teacher	3.17	1.17	3.25	0.51	3.21	Agree
3.	To provide a guide for staff development	2.96	1.20	2.90	1.18	2.93	Agree
4.	To assess the tone of the school and identify some of its urgent needs	3.64	0.57	3.60	0.57	3.62	Agree
5.	To know the direction of the	3.29	1.38	2.75	1.39	3.30	Agree

6.	school To bring about quality assurance and control	3.30	1.38	3.04	1.24	3.17	Agree
7.	Through the philosophy of continuous improvement	2.91	0.46	3.20	1.29	3.60	Agree
8.	Through proper organizational training and retraining	2.84	1.16	2.80	1.15	2.81	Agree
Grand mean x — Criterion x 2.50		3.18	0.91	3.11	1.08	3.25	

Data on table 4.1 showed that all the items (1 – 8) had mean scores above the criterion mean of 2.50. In summary, item 4 had a mean score of 3.62, item 7 with mean of 3.60, item 1 had a mean of 3.36, item 5 with a mean of 3.30, item 6 with 3.17, item 3 with 2.93 and item 8 with 2.82. This is to say that the respondents agreed that the ways of managing instructional supervision innovative basic education method in Rivers State are; instructional supervision helps to develop the teacher professionally as well as job opportunities, to know the effectiveness of classroom management by the teacher, to provide guide for staff development, to assess the tone of the school and identify some of its urgent needs, to know the direction of the school to bring about quality assurance and control and through proper organizational training and retraining.

Research Question Two: What are the strategies of managing team teaching innovation basic education method for job creation in Rivers State?

Table 4.2: Weighted mean, standard deviation and rank order statistics of male and female principals on the strategies of managing team teaching innovation basic education for job creation in Rivers State?

S/No	Items	Male principals 94 \bar{X}		Female principals 31 \bar{X}		Set \bar{X}	Remarks
			SD		SD		
9.	Team members help in building capabilities of their combinations through workable synergy	3.08	1.21	3.28	1.29	3.54	Agree
10.	Team members can develop effective mutual relationship to achieve team goals	2.55	1.11	2.94	1.20	2.75	Agree
11.	Team teaching affords the opportunity for shared teaching, shared observation as well as self-evaluation procedures to lead to self development	3.25	1.25	3.37	0.59	3.3	Agree
12.	Teamwork in school in stress reduction which add to job effectiveness	3.01	1.23	3.11	1.27	3.07	Agree
13.	Team cooperation enable members to be flexible and adapting to solution	3.05	1.25	3.01	1.23	3.03	Agree
Grand mean x — Criterion x 2.50		2.99	1.21	3.14	1.12	3.14	Agree

Data on table 4.2 indicated that all the items (9 – 13) had mean scores above the criterion mean of 2.50. That is item 9 had the highest mean score of 3.54 followed by item 11 with 3.31, item 12 with 3.06, item 13 with 3.03 and item 1 with 2.75. This is to say that the respondents agreed that the strategies of managing innovative team teaching basic education method in Rivers State include amongst others; team members help in building capabilities of their combinations through workable synergy, team members can develop effective mutual relationship to achieve team goals, teaching affords the opportunity for shared teaching, shared observation as well as self-evaluation procedures that lead to self-improvement, teamwork in school help in stress reduction which add to administrative effectiveness and through team cooperation team members become more flexible and more capable for adapting solutions.

Test of hypotheses

The null hypotheses formulated for the study were tested by the means of z-test analysis, which is a test of difference of mean.

H₀₁: There is no significant difference between the mean ratings of male and female principals on the ways instructional supervision innovative basic education method are managed for job creation in Rivers State.

Category	N	\bar{X}	SD	Level of sig	Df	z-cal	z-crit	Decision
Male	94	3.18	0.91					
Female	31	3.11	1.08	0.05	123	0.38	+1.96	Accepted

The result of table 4.3 showed that the z-calculated value of 0.38 is less than the z-critical value of +1.96 at the degree of freedom of 123 at 0.05 level of significance. The researchers therefore accept the null hypothesis and uphold that there is no significant difference between the mean ratings of male and female principals on the ways instructional supervision innovative basic education method are managed for job creation in Rivers State.

H₀₂: There is no significant difference between the mean ratings of male and female principals on the strategies of managing team teaching innovative basic education method for job creation in Rivers State

Table 4.4: Summary of z-test analysis on the mean ratings of male and female principals on the strategies of managing team teaching innovative basic education method for job creation in Rivers State.

Category	N	\bar{X}	SD	Level of sig	Df	z-cal	z-crit	Decision
Male	94	2.99	1.21					
Female	31	3.14	1.12	0.05	123	-0.96	+1.96	Accepted

The result of table 4.4 showed that the z-calculated value of -0.96 is less than the z-critical value of +1.96 at degree of freedom of 123 at 0.05 level of significance. The researchers therefore accept the null hypothesis and uphold that there is no significant difference between the mean ratings of male and female principals on the strategies of managing innovative method of basic education for job creation in Rivers State.

X. DISCUSSION OF FINDINGS

The findings from research question one showed that the ways of managing instructional supervision innovative basic education method for job creation in Rivers State are; instructional supervision helps to develop the teacher professionally as well as job opportunities, to know effectiveness of classroom management by teacher, to provide a guide for staff development, to assess the tone of the school and identify some of its urgent needs and to know the direction of the school. This finding is in line with Nwoke (2017) who discovered in his empirical study that instructional supervision enables the ability and quality of individual teachers to be identified, discover teachers' weakness and offer suggestions for improvement, enhances relevant functional skill, inculcate the spirit of self-reliance for job opportunities. Also, the finding from hypothesis one showed that there is no significant

difference between the mean ratings of male and female principals on the ways instructional supervision innovative basic education method are managed for job creation in Rivers State.

Accordingly, the result of the analysis signified that strategies of managing innovative method of team teaching basic education for job creation in Rivers State include amongst others; team members help in building capabilities of their combinations through workable synergy, team members develop effective mutual relationship to achieve team goals, team teaching affords the opportunity for shared teaching, shared observation as well as self-evaluation procedures to lead to self-development, teamwork in school help in stress reduction which add to job effectiveness and team cooperation enable members to be flexible and adapting to solution. This is supported by Edward (2012) who opined that teams are resources of an organization which helps to encourage togetherness in the work place in line with the achievement of administrative task and organisational goals. In the same vein, the finding from hypothesis two indicated that there is no significant difference between the mean ratings of male and female principals on the strategies of managing innovative team teaching method of basic education for job creation in Rivers State.

XI. CONCLUSION

Based on the findings of the study, it was concluded that helping to develop the teachers professionally as well as job opportunities, provision of guide for staff development and building the capabilities of their combinations through workable synergy are the ways and strategies instructional supervision and team teaching innovative basic education method are managed for job creation in Rivers State.

XII. RECOMMENDATIONS

Based on the conclusion and as well as findings above, the study recommended among others;

1. Government and other stakeholders in education should through in-service training such as seminars, workshops and conferences enlighten school management on the need for instructional supervision in order to boost the quality of education and teaching staff.
2. Also, emphasis should be placed on team teaching method of innovative basic education in order to achieve unity of direction in goals accomplishment.

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