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EXTENT OF MANAGEMENT OF PRIMARY EDUCATION IN THE 21ST CENTURY FOR SUSTAINABLE DEVELOPMENT IN DELTA STATE, NIGERIA

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Abstract
The present poor and devastating state of primary schools in Delta State especially at this technological age has warranted the researchers to understudy and assess the extent of management of primary education in the 21st century for sustainable development in Delta State, Nigeria. Four research questions guided the study. Descriptive survey research design was adopted in the study. Population for the study constituted one thousand and seventy-nine (1,079) public primary school head teachers and fifteen thousand, eight hundred and sixteen (15,816) teachers from the

three Senatorial Districts in Delta State. The sample size for the study compriseda total of 1,331 respondents which consisted of 540 head teachers and 791 teachers selected using proportionate stratified random sampling technique. The sample was drawn at 50% and 5% out of the entire population of head teachers and teachers in the public primary schools in Delta State. Instrument for data collection involved a set of questionnaires developed by the researchers for the head teachers titled "Extent of Management of Primary Education for Sustainable Development Questionnaire (EMPESDQ)" which contained 43items. The instrument was validated by three experts from the Department of Educational Management and Foundations, Faculty of Education, Delta State University, Abraka.Reliability of the research instrument wasestablished through a pilot-test. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. These yielded coefficients reliability values of 0.79, 0.73, 0.74 and 0.81, for the four clusters with an overall coefficient of internal consistency of 0.77. Data collected were analyzed using only mean statistics rated at 2.50 and standard deviation for answering all the research questions. Findingsof the study indicated among othersthat the extent to which primary schools in Delta State were effectively managed was to a low extent. The findings included that the provisions made for sufficient educational resources and services, quality processes, effective leadership and adequate teacher motivation for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were all provided and promoted to a low extent. From the findings of the study, recommendations were made, and they include among others that educational resources which includes school plant facilities, teaching resources, instructional materials, educational services nutritional, health and sanitary facilities should be adequately and sufficiently provided to a high extent by the Delta State Government and the Delta State Universal Basic Education Board (DSUBEB) through adequate funding or budgetary allocation for the management of primary education in the 21st century for sustainable development. Also, the private sector which includes financial institutions, voluntary agencies, private individuals or business philanthropist and NGOs should be encouraged to contribute financially towards the management of primary education for sustainable development.

Key words: Extent, Management, Primary, Education, 21st Century, Sustainable, Development



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Introduction

Education is generally an important instrument for national development. It is a formidable for social change, national reconstruction and sustainable development. Education is the bedrock of socio-economic, cultural and politicalemancipation and development.Primary education which is also called elementary education and the main focus of this present study, is an initial or early education given to a child to learn some basic concepts and develop certain potentials and skills. It lays solid foundations for other higher education levels. According to Etor, Mbon and Ekanem (2013), primary education is universally accepted as the foundation laying level of education in all nations of the world. It provides the mini-structural framework on which the quality of other levels of education is anchored.Primary education offers diversified curriculum which prepares a child for future educational endeavours.It provides children with a basic understanding of various subjects as well as the skills they will use throughout their lives.Primary education however, provides children with fundamental skills that will be the foundation for the rest of their academic careers.The Locus Assignment Group online (2012) describes primary education as the foremost and basic right of every child and the incubator for the next generation of leaders, thinkers, and innovators. To this group, primary education is to bring awareness among the children, opens avenues of opportunities along with self-development and reduces inter-generational poverty. It is the first step in the making of welfare and society. Primary education is an out-and-out pre-requisite for continuous development. The key objective of the primary education is to teach children to think analytically, to achieve high living standards, to face the challenges posed by technological development and advancement of citizenship and basic values. According to the Federal Republic of Nigeria (FRN, 2013:9), primary education provides 6 years of schooling for children between the ages of 6 to 12 years. It provides teaching for children in different subject areas of English, Mathematics, basic science and technology, general studies, religion and national values, music, Nigerian and foreign languages including Arabic

which is optional, cultural and creative arts, among others. Furthermore, the objectives of primary education as enlisted by the Federal Republic of Nigeria (FRN, 2013:10) in the National Policy on Education (NPE) includes; inculcating permanent literacy, numeracy and the ability to communicate effectively, laying a sound basis for scientific, critical and reflective thinking on children, promoting patriotism, fairness, understanding and national unity, instilling social, moral norms and values in the child, developing in the child the ability to adapt to the changing environment, and providing opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability. From the above objectives, the role, importance or relevance of primary education towards the development of children can never be overemphasized.

The Locus Assignment Group online (2012) still highlights the importance of primary education as supporting social and emotional development of the child, **teaching the child how to become independent and self-confident, improving reading and communication skills of the child,** influencing children's overall development than their family background by shaping them into a better thinker, learner and human being and determining the development and growth of various aspects of a child in context to the society. Early education, just like primary education is the time to find out a caring and supportive atmosphere that champions individuality while introducing the values of coordination to reach both individual and group goals. Primary education is measured as the base for the future intellectual developments of children. Citing instances, the subjects of humanities are introduced in the programme of study with the aim of making the child familiar with the human world. Moral education is also brought together as an important part of the curriculum with the purpose of develops moral sentiment and positive outlook in the early phase of a child (Locus Assignment Group, 2012). Primary education is very advantageous not only for an individual but also for the country as well. It is the foundation for the further education. It forms the lives of children by promoting their decision-making skill. The children who got early education become more productive and skilled than those who don't get this fundamental education. Furthermore, when a nation is educated, it does not

suffer many losses due to innovativeness and capabilities of its citizens who are able to bring about the revolution both at the grass root level and national level. Getting primary education provides a meticulous boost to a child (Locus Assignment Group, 2012). From all the foregoing, for sustainable development in the Nigerian society and Delta State inclusive, primary education is very essential for every child's development and functionality especially in this 21st century technological age. Sustainable development as described within the context of this present study simply entails all-round development of social, economic, political and environmental developments of the society, which benefits both the present and future generations. According toStrange and Bayley (2008), sustainable development (SD)meansdevelopment that meetsthe needsof thepresent without compromisingthe abilityoffuture generationsto meettheirown needs.Sustainable development (SD) is all about integration: developing in a way that benefits the widest possible range of sectors, across borders and even between generations. Inother words, the concept of sustainable development (SD) involves conserving resources for future generations. The overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision-making process. The key principle of sustainable development underlying all others is the integration of environmental, social, and economic concerns into all aspects of decision making. All other principles in the SD framework have integrated decision making at their core (Dernbach, 2003; Stoddart, 2011).Besides, development entails the act or process of developing, growth and progress.Sustainable development in primary education will entail conserving the resources in this educational level for both present and future generations to benefit.As regards, attainment of sustainable development coupled with the achievement of the goals of primary education will requireproper management of primary education in the 21st century. In the 21st century which is knowledge as the technological age, children are supposed to be familiar with the use of modern technological tools and gadgets like computers tablets and laptops and other software applications, among others. This necessitates early exposure in the school system which

calls for effective management of primary education.

Management however, can be defined as the art of getting things done through others in systematic and effective manner. It is equally the process of getting things done through others with the help of some basic activities like planning, organizing, directing, coordinating and controlling (Nath, 2016). Management involves the activities of managers, like communicating information decision making and maintaining interpersonal relation to achieve goal.Nath (2016) further provided other definitions of management as that function of an enterprise or educational organization which concerns itself with application, utilization, direction and control of the various activities to attain educational objectives. Management is essentially an executive function; it deals with the active direction of the human and material efforts. Management embraces all duties and functions that pertain to the initiation of an enterprise, its financing, the establishment of all major policies, the provision of all necessary equipment, the outlining of the general form of organization under which the enterprise is to operate and the selection of the principal officers.Management is therefore a multipurpose organ that manages an educational enterprise or organization, manages a manager and manages workers and works as identified by Peter Drucker cited in Nath (2016). All the managers from the chief executive to the first-line supervisors and their functions are collectively known as management. As well, management can be seen as a discipline which involves a branch of human knowledge drawn from various sectors like psychology, social science, economics and other professional disciplines. It involves a process,which is the distinct process consisting of planning, actuating and controlling to determine and to accomplish the educational objectives by the use of people and resources (Terry cited in Nath, 2016). Management is the process of converting inputs into outputs through series of inter related functions consisting planning, organizing, staffing, directing and controlling. Management as a science is the systematized body of knowledge, principle and truth which is experimentally proved. The basic principles of management are based on observation and experiment and are applied in all types of organizations,so it is a social science as it deals with the people and their behaviour. Management as an art is the art of getting things done through and with people in formally

organized group. Management is the art of getting things done through others. For this, managers have to play the role of artist.Management is also a profession constituting of specialized knowledge, formal education and training, service elements/social obligation and ethical standards (Koontz &Donnel cited in Nath, 2016). Given all these definitions, the basic functions of management in the school organization in order to foster sustainable development includes planning, coordination, directing, decision making, controlling, staffing, recording and reporting, budgeting, among others.

Management of primary education therefore requires effective planning of the education system through policy formulation and implementation, providing quality control system and processes, resources utilization and coordination of activities as regards to the inputs, process and outputs. This also entails adequate provision and administration of human and material resources that will promote qualitative teaching and learning environment.The process includes the teaching and learning itself and the environment, assessment and evaluation procedures, teacher-pupil ratio, curriculum content and coverage, among others. The essence of this process is ultimately to attain positive outputs and outcomes (Enueme, 2014). Etor, Mbon and Ekanem (2013:156) quoting the Federal Republic of Nigeria (2013) attested that as part of management ofthe process, primary education shall be tuition free, universal and compulsory, implementing the curriculum, providing educational services, using practical, exploratory and experimental methods of teaching, using the language of the immediate environment for the first three years as a medium of instruction, making the teacher-pupil ratio 1:35, promoting pupils from one class to another based on continuous assessment, discouraging the incidence of dropout at this level by integrating information and communication technology (ICT) into education in Nigeria, proving basic infrastructure and training of teachers for the realization of these goals at the primary school level, and provision of infrastructure, equipment and instructional facilities. Additionally, the prescribed curriculum for the primary schools, according to FRN (2013) include languages, mathematics, sciences, physical education, religious knowledge, agricultural science, economics, social studies, citizenship education, culture and creative arts, and computer education. This will lay a solid foundation for the primary school

pupils.Also, as part of promoting and improving the management of primary education, the following educational services has to be provided and they include library services, basic health scheme, counseling services, educational resource centre and specialist teachers of particular subjects such as mathematics, science, physical education, language arts, music, fine arts and home economics.From all the above discussions, the management of primary education in the 21st century for sustainable development in Delta State, Nigeria, as for the present study, will focus on the extent to which educational resources including the educational support services,quality processes, effective leadership and teachers' motivation are highly provided and promoted for the management of primary education. Education resources are all human and material resources including funds and educational support services provided for the management of primary education in Delta State. They can be school plant, other facilities and services which promote teaching and learning. Examples of these educational resources include quality teachers, funds, classrooms, school buildings, library, school meals, portable water points or bore holes, well-equipped first aid equipment, hostels, instructional materials and teaching aids, equipment, furniture, audio-visual materials, sport facilities, sanitary and health facilities, among others (Ugwuanyi, 2014).

Several studies have been conducted on educational resources. Enueme (2004) in a study confirmed that most facilities in primary schools were grossly inadequate.Specifically, these are electricity, water supply, library, staff room, games and medical facilities, toilet facilities were not adequate. The entire learning environment was in deplorable and pathetic state which continues to hamper students' academic performances and achievements. In a previous study, Eze (2005) investigated the effect of improvised instructional materials on primary school pupils' achievement in mathematics. The study which adopted a quasi-experimental design and conducted in Kano municipal public schools, Kano State, revealed among others that pupils in the experimental group achieved better than those in the control group due to the use of instructional materials. Therefore, for sustainable development of primary education in this 21st century, educational resources together with technological and support services are essential.Alani (2005) contends that the problems of public primary schools are inadequate physical, material, and

human resources needed to give qualitative education. He lamented that this has remained a perennial problem arising from the age-long neglect of the funding of education.

On the issue concerning of quality processes, Enueme (2014) explained that quality processes in primary education centres on the systems inputs such as the quality of educational services, curriculum content, teacher competence, continuing support for student-centred learning (that is, teaching methodology), feedback mechanisms, pupil-teacher ratio which according to the FRN (2013) should be 1:35, that is, one teacher to 35 students, administrative support and leadership, among others. Notwithstanding, the importance of quality processes in the management of primary education, Enueme (2014) and Etor, Mbon and Ekanem (2013) observed that it is quite obvious and unfortunate that quality processes are not attainable or obtainable in many primary schools. This has been hindered by the high increase in pupil's enrolment and admission, poor assessment procedures, bad leadership, indiscipline and other malpractices, and the number of incompetent teachers, among others, found within primary school'ssystem which has kept them in devastating state. Ugwuanyi (2014) discovered in a study that teaching methodologies had significant effect on students' academic performances. The effect of teaching methods on students' achievement, interest and retention in mathematics are positively significant.Effective leadership is also a requisite for effective management of primary education in the 21st for sustainable development. Without effective leadership, it would be very difficult to achieve educational goals and objectives. This is so because leadership is very essential for general administration and coordination human and material resources in the school.All the day-to-day activities of the school hinges on the head teacher who is at the peak of administration and also sees to the management of academic or curricular and extra-curricular activities in the school (Chike-Okoli, 2007).Enueme (2014) opined that effective head teachers understands the policies and how they affect primary schools, gives leadership in managing and deploying school resources efficiently, ensures satisfactory standards in the maintenance of the school environment, organizes staff development in school, facilitates parental and community involvement in the teaching/learning process and development, coordinate the processes

by which the standards of performance and achievement within the school are monitored and assessed, provides adequate facilities for the school, encourages collaboration and teamwork in school, among others. Essentially, such school heads should avail themselves opportunities for constant leadership training and retraining in order to upgrade their competences in general school administration.

Tabir (2004) argued that head teachers should be provided with adequate training, tools for effective supervision, basic monitoring and evaluation of school activities. In a study Odia and Omofonmwan (2007) reported among the besieged colossal problems facing the management of school which included poor funding, pooreducational infrastructure – including inadequate classrooms, unqualified teachers and polluted learning environment; heads ofschools' efforts to administer schools diligently was also a problem. Most schools were associated with bad governance. Ayeni (2010) insisted that in pursuit ofquality teaching and learning for sustainable development, school-community relationships should be promoted, that is, schools must seethemselves as open systems deriving its energies from a network of relationships includingthose of host communities.As such, an effective school head teacher must develop certain rules for carrying out his functions. These include the development and maintenance of the organization's structure and the recognition of future requirements (Aliyu, 2003).

The teaching staff are also important in the management of primary education in the 21st century for sustainable development. They are one of important human resources that make positive impact on students learning. Etor, Mbon and Ekanem (2013) recognized that the teacher is the facilitator of learning. Without the teacher, most of the goals and aims of education cannot be achieved. The teacher holds the key to learners' educational attainment; if he can use the key effectively, the needed foundation will be laid in the primary level hence the need for him to be properly trained. The FRN (2013) also recognizes this fact and emphasized that 'no education can rise above the quality of its teachers', so therefore, teacher education shall continue to be given major emphasis. Presently, the training of teachers for this level of education is done at the colleges of education, National Teachers' Institute, Institute of Education and Faculties of Education in Universities and School of Education in

Universities of Technology. This is because the government has phased out teachers with Grade Two Certificate (TCII), and pegged minimum qualification for teaching in the primary school at Nigeria Certificate in Education (NCE). These institutions that are mandated to train teachers for the primary schools should endeavour to enrich their programmes so as to equip these teachers for better foundation laying in children. Competent teachers should be employed to train these teachers, and students without the required entry qualification should not be admitted in the teacher training programmes. Only the competent teachers should be sent into the primary education system, because it is only this set of teachers that can lay a solid foundation in the primary schools. However, teachers given their importance, should be adequately motivated through adequate remunerations and salary, constant staff training, good welfare packages, among others, in order to boost their commitment, performances and productivity.

In a study, Baleghizadeh and Gordani (2012) cited in Han and Yin (2016) set out an investigation on the relationship between quality of work and teacher motivation among secondary school teachers in Iran. The study confirmed their assumption of quality of work as a contributor to motivation. Similar findings were also revealed in Karavas' study (2010) also cited in Han and Yin (2016) with Greek teachers which indicated that students' low level of learning motivation and negative behaviour in the classroom was a resultant effect from lack of teacher motivation.Adesina and Ajayi (2006) in their study observed that one of the problems of primary education in Nigeria included inadequate and lack of motivation for teachers, whose resultant negative effect is usually poor students' academic performances and achievements. From all the discussions above, it is however important to examine the management of primary education in the 21st century for attainment of sustainable development in Delta State, Nigeria. A cursory look at the management of primary education in Delta State showcases that there is a problem affecting its effective management which makes doubts the sustainability of many of the primary schools in Delta State. Because of the poor and devastating nature of many primary schools in the State, this has warranted the present research investigation.

Statement of the Problem

Primary education is the first level of education which exposes children to early schooling and learning. It prepares children for other higher level of education, that is secondary and tertiary education. At the primary school level, every child it exposed to such learning that will inculcate in the individual certain basiccapabilities and social skills which will enable the child function effectively in the society. Given the relevance and contributions of primary education to sustainable development in this 21st century society, yet the management of this level of education seems to be in a deplorable and pathetic state. Many of the primary schools in the country as observed by scholars and researchers have continued to face a lot of management challenges and difficulties in relation to poor facility provision, shortage of teachers and ICT tools,low academic performances, bad governance, lack of teachers' commitment, dedication to duty and low productivity, indiscipline and other malpractices, among others.And these situationsare not too far from what is been experienced also in Delta State. The poor and devastating state in the management of primary schools in Delta State especially during this technological age has created a gapwhich needs to be filled and has equally warranted the researchers to conduct this present study. Therefore, the need towardsassessing the extent of management of primary education in the 21st century for sustainable development in Delta State, Nigeria, has become the problem of this present study.

Purpose of the Study

The purpose of this study is to examine the management of primary education in the 21st century for sustainable development in Delta State, Nigeria. Specifically, the study ascertained the following:

1. The extent to which educational resourcesare provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria.
2. The extent to which quality processes are promoted for management of primary education in the 21st century for sustainable development in Delta State, Nigeria.
3. The extent to which effective leadership are provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria.
4. The extent to which adequate teacher motivation are provided for management of primary education

in the 21st century for sustainable development in Delta State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent are educational resources provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria.
2. To what extent are quality processes promoted for management of primary education in the 21st century for sustainable development in Delta State, Nigeria.
3. To what extent effective leadership are provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria.
4. To what extent are adequate teacher motivation provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria.

Methods

Research Design

Descriptive survey research design was adopted in the study. This design was used to collect information from the public primary school head teachers and teachers in Delta State in order to seek their opinions concerning the extent of management of primary education in the 21st century for sustainable development in Delta State, Nigeria. Nworgu (2015) opined that the design involved collecting information from a sample of a population using a research instrument like the questionnaire and thereafter scores are collated and analyzed in order to form inferences and generalization based on the findings. This design however suits the present study because of the method of the investigation involved.

Population

Population for the study constituted one thousand and seventy-nine (1,079) public primary school head teachers and fifteen thousand, eight hundred and sixteen (15,816) teachers from the three Senatorial Districts in Delta State.

Source: Delta State Universal Basic Education Board, 2019.

Sample and Sampling Technique

The sample size for the study comprised a total of 1,331 respondents which consisted of 540 head teachers and 791 teachers selected using proportionate stratified random sampling technique. The sample was drawn at 50% and 5% out of the entire population of head

teachers and teachers in the public primary schools in Delta State.In selecting the sample, the head teachers and public primary schools were stratified based onthethree Senatorial Districts in Delta State and then, the sample was randomly drawn at 50%. The teachers were randomly selected at 5%. Justification for the choice of 50% and 5% for the sample is in accordance with Nworgu (2015) who stated that samples between 5% and 80% are sizeable enough for a study with large population. This was therefore considered in selecting the samples for the study.

Instrument

Instrument for data collection involved a set of questionnaires developed by the researchers for the head teachers and teachers titled "Extent of Management of Primary Education for Sustainable Development Questionnaire (EMPESDQ)" which contained 43 items. The questionnaire was organized in four clusters on a 4-point scale response items of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point for answering the research questions. Construction of the questionnaire was equally guided by the purpose of the study, research questions and all theoretical studies reviewed.

Validation of the Research Instrument

The instrument was validated by three experts from the Department of Educational Management and Foundations, Faculty of Education, Delta State University, Abraka.The expert established the face and content validity of the instrument. Corrections were made by these experts on few items and language construction which were incorporated before the final produce of the questionnaire.

Reliability of the Research Instrument

Reliability of the research instrument was established through a pilot-test which was conducted through a single administration of the validated questionnaire on a sample of 17head teachersand 34 teachers selected from 17 public primary schools in Edo State, Nigeria. Although Edo State was not part of the study but they shared same boundary with Delta State. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded coefficient reliability values of 0.79, 0.73, 0.74 and 0.81, for the four clusters with an overall coefficient internal consistency r-valueof 0.77; showing that the questionnaire was

reliable to collect the necessary data for the study.

Method of Data Collection

Copies of the questionnaire were distributed to the head teachers and teachers on a personal and face to face contact with them using the help of three research assistants who were familiar with the area of study and the various public primary schools sampled for the study. The research assistants were communicated about the essence of the study and told what to do in order to retrieve the necessary information from the head teachers and teachers. Distribution of all copies of the questionnaire took a period of two weeks and thereafter all the copies of the 1,331questionnaire were gathered and sent for appropriate data analysis.

Method of Data Analysis

Data collected were analyzed using only mean statistics rated at 2.50 and standard deviation for answering all the research questions.The decision rule for taking decision was that any mean score which rated above 2.50 and above was accepted and termed High Extent; while mean score which rated at 2.49and below was not accepted and termed Low Extent.

Results

Table 1: Mean Score Ratings and SD of Respondents on the Extent to which Educational Resources are provided for Management of Primary Education in the 21stCentury for Sustainable Development in Delta State, Nigeria

N = 1,331 respondents (540 head teachers & 791 teachers)

S/N	Statements: Please indicate the extent to which these educational resources are provided in your school	Head Teachers			Teachers		
		X	SD	Decisions	X	SD	Decisions
1.	Well-furnished and ventilated classrooms with adequate seating positions	1.92	0.92	Low Extent	2.18	1.03	Low Extent
2.	School building with	2.06	1.10		2.09	1.02	

	good architectural structure and design			**Low Extent**			**Low Extent**
3.	Well-equipped library with updated books	2.04	0.90	**Low Extent**	2.09	0.98	**Low Extent**
4.	Teaching aids or instructional materials to facilitate teaching/learning such as chalkboards, specimens, two- or three-dimensional objects, nature corner, teachers' manual or guide, etc	2.05	1.07	**Low Extent**	2.14	0.98	**Low Extent**
5.	Well-furbished computer laboratory	2.06	0.99	**Low Extent**	2.26	0.94	**Low Extent**
6.	Audio-visual technological equipment in the school such as radio, television, DVD, computers, tablets, projectors, etc	2.14	1.01	**Low Extent**	2.24	0.93	**Low Extent**
7.	Well-equipped first aid box	2.15	1.01	**Low Extent**	2.02	0.91	**Low Extent**
8.	Indoor and outdoor sports facilities	1.87	0.86	**Low Extent**	2.16	0.97	**Low Extent**
9.	Portable water points or borehole in the school	2.19	0.99	**Low Extent**	2.17	1.02	**Low Extent**
10.	Health/sanitary facilities such as gender separate toilets, washing hand basins in the classroom, tissue	2.16	0.90	**Low Extent**	2.17	0.99	**Low Extent**

	papers, soaps, detergents, disinfectants,						
11.	Nutritional services such as school meal initiative programme provided by the government	2.07	0.95	**Low Extent**	2.31	0.97	**Low Extent**
12.	Funds for emergencies and maintenance of facilities	1.89	0.87	**Low Extent**	2.24	1.02	**Low Extent**
13.	Well-structured guidance and counselling unit	2.06	0.97	**Low Extent**	2.29	0.98	**Low Extent**
14.	Constant electricity supply in the school together with a power supplying equipment such generator set	2.23	0.99	**Low Extent**	2.28	0.99	**Low Extent**
15.	Well-furnished staff rooms for teachers	2.27	0.97	**Low Extent**	2.43	1.07	**Low Extent**
16.	Teachers with at least a minimum of NCE qualification in all subjects	2.79	1.17	**High Extent**	2.58	1.23	**High Extent**
	Grand Mean Score & SD =	**2.12**	**1.00**	**Low Extent**	**2.23**	**1.01**	**Low Extent**

Analysis of data presented in Table 1 reveals that all the items from 1 to 15 were rated below 2.50 of the acceptable mean score by the head teachers and teachers in order to disagree with all these statements. Only item 16 was rated above 2.50by the head teachers and teachers, in order to agree with this statement. Their grand mean and standard deviation (that is, SD) were 2.12 and 1.00 for the head teachers; 2.23 and 1.01for the teachers respectively, which showed closeness in their responses.This result indicated that all the respondents reacted negatively towards all the statements

to showcasethat the extent to which educational resources were provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were to a low extent.

Table 2: Mean Score Ratings and SD of Respondents on the Extent to whichQuality Processes are promoted for Management of Primary Education in the 21st Century for Sustainable Development in Delta State, Nigeria

N = 1,331 respondents (540 head teachers & 791 teachers)

S/N	Statements: Please indicate the extent to which these quality processes are promoted in your school	Head Teachers			Teachers		
		X	SD	Decisions	X	SD	Decisions
17.	Teacher-pupil ratio of 1:35	2.27	1.10	**Low Extent**	2.34	1.04	**Low Extent**
18.	Free tuition fee for all classes of pupils	2.75	1.14	**High Extent**	2.63	1.13	**High Extent**
19.	Curriculum with wider content coverage	2.64	1.05	**High Extent**	2.62	1.01	**High Extent**
20.	Efficient ways of coordinating students' continuous assessments and evaluation processes	2.14	0.94	**Low Extent**	2.28	1.10	**Low Extent**
21.	Use of adequate experimental, exploratory or practical methods of teaching	2.31	1.07	**Low Extent**	2.33	1.08	**Low Extent**
22.	Effective feedback mechanisms	2.36	1.00	**Low Extent**	2.15	1.06	**Low Extent**
23.	Admission processes is based on government directives of pupils' enrolment on the	2.32	0.99	**Low**	2.28	1.08	**Low**

	school's carrying capacity			**Extent**			**Extent**
24.	Establishment of quality assurance department or section in the school to ensure quality teaching-learning in the school	2.34	1.04	**Low Extent**	2.21	1.07	**Low Extent**
25.	Disciplinary unit for curtailing students and teachers indiscipline in school	2.42	1.00	**Low Extent**	2.16	1.10	**Low Extent**
26.	Promotion of quality examination processes or conducts in the school	2.46	0.95	**Low Extent**	2.26	1.04	**Low Extent**
	Grand Mean Score & SD =	**2.40**	**1.04**	**Low Extent**	**2.33**	**1.08**	**Low Extent**

Analysis of data presented in Table 2 reveals that only items 18 and 19 were rated above 2.50 of the acceptable mean score by the respondents (head teachers and teachers) in order to agree with these statements. All the other items from 17 and 20 to 26 were rated below 2.50 of the acceptable mean score by the head teachers and teachers in order to disagree with all these statements. Their grand mean and standard deviation (that is, SD) were 2.40 and 1.04 for the head teachers; 2.33 and 1.08 for the teachers respectively, which showed closeness in their responses. This result indicated that all the respondents reacted negatively towards majority of the statements in order to showcasethat the extent to which quality processeswere promoted for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were to a low extent.

Table 3: Mean Score Ratings and SD of Respondents on the Extent to which Effective Leadership are provided for Management of Primary Education in the 21st Century for Sustainable Development in Delta State, Nigeria

N = 1,331 respondents (540 head teachers & 791 teachers)

S/N	Statements: Please indicate the extent to which effective leadership are provided in your school	Head Teachers			Teachers		
		X	SD	Decisions	X	SD	Decisions
27.	Consistency in supervision of instructional activities including teachers task and students work in the school through effective instructional leadership or constructive criticisms	2.51	1.05	**High extent**	2.30	1.05	**Low Extent**
28.	Active involvement of community stakeholders in the general school's administration	2.44	1.03	**Low Extent**	2.28	1.07	**Low Extent**
29.	Promoting team teaching in the school in order to boost students' performances	2.10	0.90	**Low Extent**	2.20	1.00	**Low Extent**
30.	Encouraging constantly teachers and parents' collaborations in the school	2.22	1.17	**Low Extent**	2.10	1.01	**Low Extent**
31.	Encouraging teachers' full participation in decision making processes	2.19	1.18	**Low Extent**	2.04	1.06	**Low Extent**
32.	Accountable to both teachers and parents in the	2.46	1.05	**Low**	2.22	1.02	**Low**

	school			**Extent**		**Extent**
33.	Always makes effort to source external funds support to administer the school projects	2.27	1.17	**Low Extent**	2.03	1.01 **Low Extent**
34.	Consistent in organizing programmes that will promote school's relationship or collaborations with immediate community through inter-house sport, open day, school magazine, community service, for school improvement	2.20	1.14	**Low Extent**	2.23	0.98 **Low Extent**
35.	Promoting effectiveness of teaching-learning delivery in school through constant staff on-the-job training and development	2.34	1.00	**Low Extent**	2.02	1.04 **Low Extent**
36.	Providing effective means of counseling teachers and students in order to solve their areas of difficulties	2.37	1.01	**Low Extent**	2.04	1.01 **Low Extent**
37.	Employing good conflict management strategies in order to solve school conflicts	2.41	1.03	**Low Extent**	2.36	1.02 **Low Extent**
	Grand Mean Score & SD =	**2.32**	**1.08**	**Low Extent**	**2.17**	**1.03** **Low Extent**

Analysis of data presented in Table 3 reveals that only item27 of the head teachers' responseswas rated above 2.50 of the acceptable mean score by them in order to agree

with thestatement. All the other items from 27 of only the teachers' responses and 28 to 37 were rated below 2.50 of the acceptable mean score by the head teachers and teachers in order to disagree with all these statements. Their grand mean and standard deviation (that is, SD) were 2.32 and 1.08 for the head teachers; 2.17 and 1.03 for the teachers respectively, which showed closeness in their responses. This result indicated that all the respondents reacted negatively towards majority of the statements in order to showcase that the extent to which effective leadershipwere providedfor management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were to a low extent.

Table 4: Mean Score Ratings and SD of Respondents on the Extent to which adequate Teacher Motivation are provided for Management of Primary Education in the 21st Century for Sustainable Development in Delta State, Nigeria

N = 1,331 respondents (540 head teachers & 791 teachers)

S/N	Statements: Please indicate the extent to which these teacher motivation are adequately provided in your school	Head Teachers			Teachers		
		X	SD	Decisions	X	SD	Decisions
38.	Constant in-service training and retraining for teachers' efficiency	2.34	0.96	**Low Extent**	2.18	1.07	**Low Extent**
39.	Adequate reward system together with the use of incentives such as monetary reward or fringe benefits for best performance, letter of award/commendation, appraisals, educational scholarship and teacher recognition	2.21	0.94	**Low Extent**	2.14	1.06	**Low Extent**
40.	Good pay and	2.31	0.93	**Low Extent**	2.18	1.03	**Low**

	remunerations						**Extent**
41.	Conducive learning environment with adequate facilities	2.26	1.03	**Low Extent**	2.17	1.00	**Low Extent**
42.	Good welfare packages/scheme like health scheme, housing, life insurance and car loans	2.25	0.98	**Low Extent**	2.12	1.01	**Low Extent**
43.	Provisions for adequate teacher freedom and autonomy	2.42	0.99	**Low Extent**	2.33	1.02	**Low Extent**
	Grand Mean Score & SD =	**2.30**	**0.91**	**Low Extent**	**2.19**	**0.91**	**Low Extent**

Analysis of data presented in Table 4 reveals that all the items from 38 to 43 were rated below 2.50 of the acceptable mean score by the head teachers and teachers in order to disagree with all these statements. None of the items were rated above 2.50 by the head teachers and teachers, in order to agree with any of the statements. Their grand mean and standard deviation (that is, SD) were 2.30 and 0.91 for the head teachers; 2.19 and 0.91 for the teachers respectively, which showed closeness in their responses. This result indicated that all the respondents reacted negatively towards all the statements to showcase that the extent to which adequate teacher motivationwere provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were to a low extent.

Discussions

The findings of this study revealed that the extent to which primary schools in Delta State were effectively managed was to a low extent. The findings included that the provisions made for sufficient educational resources and services, quality processes, effective leadership and adequate teacher motivation for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were all provided and promoted to a low extent. It was however discovered through one of the findings that educational resources and service such as: well-furnished and ventilated classrooms with adequate seating

positions, school building with good architectural structure and design, well-equipped library with updated books, teaching aids or instructional materials to facilitate teaching/learning such as chalkboards, specimens, two or three dimensional objects, nature corner, teachers' manual or guide, etc., well-furbished computer laboratories, audio-visual technological equipment in the school such as radio, television, DVD, computers, tablets, projectors, etc, well-equipped first aid box, indoor and outdoor sports facilities, portable water points or borehole in the school, health/sanitary facilities such as gender separate toilets, washing hand basins in the classroom, tissue papers, soaps, detergents, disinfectants, nutritional services such as school meal initiative programme provided by the government, funds for emergencies and maintenance of facilities, well-structured guidance and counselling unit, constant electricity supply in the school together with a power supplying equipment such generator set,andwell-furnished staff rooms for teachers, were all provided to a low extent. This finding agrees with previous studies of those of Alani (2005), Eze (2005) and Enueme (2004) which found out that most facilities in primary schools were grossly inadequate. Specifically, these are electricity, water supply, library, staff room, games and medical facilities, toilet facilities were not adequate. The entire learning environment was in deplorable and pathetic state which continues to hamper students' academic performances and achievements. Alani also confirmed that the problems of public primary schools are inadequate physical, material, and human resources needed to give qualitative education. This has remained a perennial problem arising from the age-long neglect of the funding of education. Supporting these previous studies and also present study finding Ugwuanyi, (2014) confirmed in a study that most schools lacked the necessary facilities and resources that will promote teaching and learning. Even, the Federal Republic of Nigeria (FRN, 2013) in the national policy on education gave directives on the need for schools or educational institutions to provide certain essential support services like the use of ICT facilities, libraries, laboratories, nutritional services, guidance and counseling services, health services, among others, to support school's management. The reality through this finding is that many public primary schools in Delta State lack so many of these essential support services. For primary schools to lack many educational resources and services to a

low extent, it will be difficult for schools in this 21st century to attain sustainable development. This means that the educational resources provided in the management of primary schools as it is in the present, cannot be persevered for the future generation to benefit from them.

It was discovered through the finding that the extent to which quality processes were promoted for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were to a low extent. It was found out that such quality processes such as: promoting teacher-pupil ratio of 1:35, efficient ways of coordinating students' continuous assessments and evaluation processes, use of adequate experimental, exploratory or practical methods of teaching, use of effective feedback mechanisms, admission processes based on government directives of pupils' enrolment on the school's carrying capacity, establishment of quality assurance department or section in the school to ensure quality teaching-learning in the school, disciplinary unit for curtailing students and teachers indiscipline in school, and promotion of quality examination processes or conducts in the school, were all promoted to a low extent. This finding is in line and corroboration with the studies ofEnueme (2004) and Etor, Mbon and Ekanem (2013) which found out that quality processes are not attainable or obtainable in many primary schools. This has been hindered by the high increase in pupil's enrolment and admission, poor assessment procedures, bad leadership, indiscipline and other malpractices, and the number of incompetent teachers, among others, found within primary school's system which has kept them in devastating state.Etor, Mbon and Ekanem (2013)also confirmed in a study that many schools have failed to comply with the federal government directives on the pupil-teacher ratio of 1:35 in the primary schools. Many schools have outrageous number of students admitted in the school which makes primary schools in Delta State to have increased class-size making it difficult for teachers to handle. With poor quality processes in the management of primary schools in the 21st century, it creates difficulties for sustainable development to be attained.

It was further found out that the extent to which effective leadership were provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were to a low extent. This included that providing effective

leadership through consistency in supervision of instructional activities including teachers task and students work in the school through effective instructional leadership or constructive criticisms as indicated by only the teachers, active involvement of community stakeholders in the general school's administration, promoting team teaching in the school in order to boost students' performances, encouraging constantly teachers and parents collaborations in the school, encouraging teachers' full participation in decision making processes, leadership accountability to both teachers and parents in the school, sourcing of external funds support to administer the school projects by the head teachers, consistency of head teachers in organizing programmes that will promote school's relationship or collaborations with immediate community through inter-house sport, open day, school magazine, community service, for school improvement, promoting effectiveness of teaching-learning delivery in school through constant staff on-the-job training and development, provision of effective means of counseling teachers and students in order to solve their areas of difficulties, and employing good conflict management strategies in order to solve school conflicts, were all provided to a low extent.

This finding concurs with the studies of Aliyu (2003), Ayeni (2010), Odia and Omofonmwan (2007) and Tabir (2004) which found out most of the problems in the management of primary schools is associated with bad leadership and bad governance. For quality teaching and learning for sustainable development,Enueme (2014) confirmed that effective head teachers understands the policies and how they affect primary schools, gives leadership in managing and deploying school resources efficiently, ensures satisfactory standards in the maintenance of the school environment, organizes staff development in school, facilitates parental and community involvement in the teaching/learning process and development, coordinate the processes by which the standards of performance and achievement within the school are monitored and assessed, provides adequate facilities for the school, encourages collaboration and teamwork in school, among others. Good leadership they say employs good governance which promotes high efficiency, effectiveness and productivity in the school organization but with bad leadership in the school, the school does not stand a chance of

continuous development, whose outcomes or resultant results is negative with consequences. However, if the management of primary schools in Delta State are consistently faced with ineffective leadership especially in this 21st century, sustainable development will be difficult to be sustained or attained.

It was however discovered through the finding of this study that the extent to which adequate teacher motivation were provided for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were to a low extent. Teachers' motivation such as: constant in-service training and retraining for teachers' efficiency, adequate reward system together with the use of incentives such as monetary reward or fringe benefits for best performance, letter of award/commendation, appraisals, educational scholarship and teacher recognition, good pay and remunerations, conducive learning environment with adequate facilities, good welfare packages/scheme like health scheme, housing, life insurance and car loans, and provisions for adequate teacher freedom and autonomy, were all provided to a low extent. This finding agrees with the findings of Adesina and Ajayi (2006) and HanandYin(2016)which confirmed in their studies that the problems of primary education in Nigeria included inadequate and lack of motivation for teachers, whose resultant negative effect is usually poor students' academic performances and achievements. In a study Han and Yin (2016) confirmed that there was a relationship between quality of work and teacher motivation among secondary school teachers in Iran. The study furtherfound outthat the quality of teacher's work was a contributor to motivation. Similar findings were also revealed in Karavas' study (2010) also cited in Han and Yin (2016) with Greek teachers which found out that students' low level of learning motivation and negative behaviour in the classroom was a resultant effect from lack of teacher motivation. Whereby teachers in the primary schools in Delta State are not adequately motivated, this will have negative influence or effect on their performance and productivity which in turns affect sustainable development of the school. However, for sustainable developmentin the management of primary schools in the 21st century, teacher motivation is highly important and demanded. Only when teachers are motivated, this will make

them put in more effort and dedication to their jobs for sustainable development.

Conclusion

Primary education is important in every child's life. It is the foundation on which other levels of education are built upon. Therefore, for sustainable development in the management of secondary education in this 21st century certain factors which aid effective management of primary education system such as the provision of adequate educational resources,quality processes, effective leadership and teacher motivation needs to be highly put into considerations to a high extent.The present study therefore submits that the educational resources and services, quality processes, effective leadership and adequate teacher motivation for management of primary education in the 21st century for sustainable development in Delta State, Nigeria, were all provided and promoted to a low extent.This situation calls for absolute redress for quality education to triumph in the management of primary schools in the 21st century for sustainable development in Delta State. Upon this premise, recommendations were made.

Recommendations

From the findings of this study, the following recommendations were made:

1. Educational resources which includes school plant facilities, teaching resources, instructional materials, educational servicesnutritional, health and sanitary facilities should be adequately and sufficiently provided to a high extent by the Delta State Government and the Delta State Universal Basic Education Board (DSUBEB) through adequate funding or budgetary allocation for the management of primary education in the 21st century for sustainable development. Also, the private sector which includes financial institutions, voluntary agencies, private individuals or business philanthropist and NGOs should be encouraged to contribute financially towards the management of primary education for sustainable development.
2. Head teachers should employ effective managerial practices that will promote quality processes to a high extent for the management of primary education in the 21st century for sustainable development. However, the Delta State Universal Basic Education Board (DSUBEB) should ensure that head teachers

compile with the government directives concerning the teacher-pupil ratio and admission requirement in order to control pupil's enrolment in the primary schools.

3. Constant leadership training and retraining programmes should be organized and conducted for the head teachers by the State government and the Delta State Universal Basic Education Board (DSUBEB) in order to boost their efficiency, effectiveness and productivity to a high extent in the management of primary education in the 21st century for sustainable development.
4. Primary school teachers should be adequately motivated, supported and empowered to a high extent through the provision of better pay or salaries, welfare packages, reward systems and incentives, scheme/conditions of service, conducive learning environment with adequate facilities and constant in-service training and retraining, for the management of primary education in the 21st century for sustainable development.

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