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ADMINISTRATION OF PRIMARY EDUCATION FOR A BETTER TODAY AND TOMORROW IN DELTA STATE, NIGERIA: CHALLENGES AND STRATEGIES

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Abstract

This study examined the administration of primary education for a better today and tomorrow in Delta State, Nigeria: challenges and strategies. Two research questions however guided the study. The descriptive survey research design was employed in order to conduct the study.Population of the study constituted of 1,079 public primary school head teachers from the 25 LGAs within the three Senatorial Districts in Delta State. Sample size of the study consisted of540 head teachers from 540 public primary schools from 13 LGAs within the three Senatorial Districts in Delta State selected using the proportionate stratified random sampling technique. The sample represented 50% (percent) of the head teachers and public primary schools selected from 13 LGAs within the three Senatorial Districts in Delta State. A researcher's self-developed 31-item questionnaire titled "Administration of Primary Education Questionnaire - (APEQ)" served as the main instrument for data collection from the respondents. The content validity of the questionnaire was determined by three experts from the Faculty of Education, Delta State University, Abraka. Also, reliability of the questionnaire was established through a pilot-test carried out once on a sample of 15 head teachers selected from 15 public primary schools from three LGAs in Delta State. After the pilot test, scores were collated and measured using Cronbach Alpha statistics to determine the internal consistency of the items in the questionnaire and this gave reliability value of 0.66 and 0.79 for the two clusters

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which were added up to give an overall reliability value of 0.73, showing that the instrument was reliable. Data retrieved from the respondents were analyzed using mean score rated at 2.50 and standard deviation. The findings of the study revealed that poor funding, poor facilities provision, lack of constant training of administrators and teachers, poor incorporation of ICT into the teaching and learning processes at the primary schools, among others, were the challenges inhibiting effective administration of primary schools for a better today and tomorrow in Delta State, Nigeria. While some strategies for administration of primary schools for a better today and tomorrow were also discovered. From these findings recommendations were proffered and among them included that the State government should utilized an improved financial or budgetary strategy for better funding of primary education in Delta State for effective administration for a better today and tomorrow.

Key words: Administration, Primary, Education, Better, Today, Tomorrow, Challenges, Strategies, Delta State

Introduction

Primary education is the type of education children receive at early stage of life before secondary education. This type of education exposes a child to the rudiments of learning and prepares the child for further academic endeavours. According to the Federal Republic of Nigeria (FRN, 2013), primary education is education children receive at the ages of 6 to 12 years. Primary education also offers diversify curricular that provide diverse basic knowledge and manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability. A child that receives primary education possesses certain potentials and abilities that will enable him or her function and adapt to the changing environment. Primary education inculcates rightful social, moral norms and sound values into the child (Federal Republic of Nigeria, FRN, 2013, pg. 9). Umoh (2006) opined that education including primary education helps the individual to develop physically, mentally, morally, spiritually, and emotionally by providing suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society. Therefore, the benefits of primary education to both the individual

and the society cannot be overemphasized. Given the relevance and contributions of primary education towards human empowerment and development at early stage of life, it is however imperative that this level of education be effectively administered or managed for a better today, tomorrow and in the future. This statement confirms the fact that the primary level of education is most crucial to the success of other levels, hence the need for the stakeholders to do everything possible to lay a solid foundation for its sustainability as observed by Umoh (2006).On the other hand, primary education in Nigeria has been set up with certain objectives which includes inculcating into the young child permanent literacy, numeracy and the ability to communicate effectively; laying sound basis for scientific, critical and reflective thinking; 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 within the environment. Achievement of the above objectives requires effective administration of primary education.

Administration however is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization (Amadi-Eric,2008). When applied to the school system, the process is referred to as educational administration or school administration. Administration occurs in every organization. The basic aim of administration is the need to get things done for defined objectives to be accomplished. In primary education system, administration will entail a process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of administration in primary education is the enhancement of teaching and learning (Amadi-Eric, 2008). Igbinedion (2018) defined administration as the ability to mobilize both human and material resources towards the achievement of organizational goals. It also involves planning of activities which aim at the fulfillment of the goals of a particular organization. Sometimes administration and management are usually used interchangeably. Both administration

and management are used as the same word in this present paper because administration is an offspring of management. Effective administration is guided by certain principles which entails good planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSDCORB). As regards to all these definitions, proper administration of primary education will generally include broadly outlining things to be done in the school through effective leadership; grouping of activities in an interrelated manner and assigning responsibilities, pulling and gathering adequate resources together in the school; hiring and employing of suitable persons and best qualified personnel to occupy different positions or seats in the school and undertaking certain activities and tasks in the organization; getting the best out of every employee in the interest of the school; harmonizing and unifying all the operations of the organization; appraisal and examination of results obtained in the organization; effective communication to both supervisors and subordinates; and making proper estimates of the future financial needs of the school based on its goals, among others (Amadi-Eric, 2008).In this modern technological age, the reality in taking a look at the administration of primary education today, show cases that there are so many problems bedeviling this level of education and if absolute redress or strategies are not undertaking in solving all these problems might mar the system making it unproductive. For primary education to be the bedrock of educational system in the country and Delta State inclusive, Umoh (2006) maintained that it must bring to the learners elementary and general knowledge of science and technology, by teaching them to use and operate scientific or technological objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels. For scholars such asAdesina and Ajayi (2006), Alani (2005), Etor, Mbon and Ekanem (2013) and Ubani (2007), among others, the continuous persistent outcry on the problems of primary education in Nigeria tends to raise the question about the administration and management of primary education. Adesina and Ajayi (2006) observed that the problems or challenges facing primary education in Nigeria include inadequate funding, inadequate facilities/learning materials, lack of motivation for teachers, inconsistencies in government policies, and inadequate

schools' supervision by government officials. Each of these problems have been linked to other sub problems. For example, it can be said that inadequate funding has been judiciously utilized for the management of our primary schools? This is a problem because where there are urgent academic needs and the funds are not readily available for use, the school business activities are hampered and the administrator and teachers are frustrated. Supporting the above statement, Egberibin (2014) and Iwuanyanwu and Anene (2001) opined that the issue of under-funding of primary education is so endemic that, it has encompassed series of other problems of shortages of human and material resources.

Alani (2005) contends that the problems of public primary schools are inadequate physical, material, and human resources needed to give qualitative education. He further lamented that this has remained a perennial problem arising from the age-long neglect of the funding of education. A case of neglect of primary schools where our Nigerian elites had their initial education was reported by Ubani (2007) in the House of Representative contract scam. The amount of money spent in the renovation of magnificent residence of the speaker could have been used to rebuild a thousand of dilapidated primary school blocks across the country, like the one at the Holy Cross School, Ikire, where the former speaker had her primary education (The Punch Newspaper cited in Etor, Mbon & Ekanem, 2013). Corruption and examination malpractice which is found in many higher educational levels in Nigeria schools is currently a big business involving syndicate and stakeholders in the primary schools. Unfortunately, this started as a proverbial small mustard seed, planted by teachers with the support of some parents at the primary school level. Notably, some teachers who do not teach effectively and cover their scheme of work do resort to helping pupils to cheat in internal and external examinations. By so doing, a wrong foundation is laid in the children at the primary education level (Etor, Mbon & Ekanem, 2013). Furthermore, researchers like Igbuzor (2006, Iwu and Iwu (2013), Nakpodia (2011), Odia and Omofonmwan (2007), among others, reported the problems affecting the administration of primary schools in the country to include problem of funding, overpopulation, teacher inefficiency, lack of supervision and programme

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monitoring, indiscipline, inadequate facilities, inadequate staff training and retraining, poor access to schools, poor maintenance, among others. According to the aforementioned researchers poor funding is one of the biggest challenges of primary school management. The extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Shortage of money or inadequate funds often leads to large classes for teachers, meagre libraries, few instructional supplies, cheap building constructions and poorly trained teachers. Omwami and Keller (2010) are in agreement that because most sub-Saharan African countries depend on foreign financial aid, it is not surprising that African economies will be unable to provide universal access to education because their national budgets lack the capacity to do so. The issue of overpopulation is another problem affecting administration of primary education. Oni (2009) narrated the despicable state of over-population through the experience of a one-time federal minister of education in Nigeria who witnessed an appalling situation where three classes made up of a total of 200 children were sitting under the sun facing one blackboard. This perhaps meant that as a result of overpopulation, pupils could not be accommodated in the classrooms prompting an outside of classroom location. In the issue concerning facilities, facilities in a lot of primary schools are inadequate to commensurate with the number of pupils in the school. This is evident in a study conducted by Adepoju and Fabiyi (2007), whereby it was revealed that 12% of the pupils sat on the floor; 38% of the classrooms had no ceilings; while 87% of the classrooms were overcrowded. With poor funding, the few classrooms built on some of the primary school grounds decay faster as a result of poor maintenance. However, the deplorable state of many primary schools in the country coupled with those in Delta State calls for effective and workable strategies to be employed in order to curb these challenges inhibiting proper administration of primary education for a better tomorrow and future.

To salvage the present problems affecting effective administration of primary education scholars like Igbuzor (2006, Iwu and Iwu (2013), Nakpodia (2011), among others made their contributions by pointing out that primary education in Nigeria needs

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adequate funding, constant monitoring, supervision and programme evaluation, adequate facilities or resources provision and mobilization, among others. Effort must be channeled to promoting quality education in primary education which can be realized by promoting a healthy conducive learning environment and so on. As observed by Sanubi and Akpotu (2015)good quality primary education is an education that provides students with the tools to deal with and find solutions to the challenges confronting mankind. In a changing world, this means that what was considered good quality education yesterday might not meet the standard of what may be understood as good quality today or tomorrow. This is particularly true at present when taken into consideration the rapid changes created by new technologies. The attainment of basic skills, such as reading, writing and arithmetic, are regarded as essential parts of a qualitative primary education. Also, the provision of adequate and modern infrastructural facilities that promote good quality impartation of science, technology and even general liberal education is crucial for the present administration of primary education. Good quality manpower that is well motivated and retained to implement the desired curriculum is also very critical to the attainment of good primary education for economic development. As regards to the above facts, Sanubi and Akpotu(2015) further opined that effective administration of primary education needs well-defined quality of its inputs, a strong financial and infrastructural provision and a relevant curriculum that meets the ever changing needs of the learners and society. One important aspect of quality administration of primary education in Delta State is the relevance of the subjects taught in achieving the objectives of education. Therefore, from all the foregoing, the present study sought to investigate the administration of primary education for a better today and tomorrow in Delta State, Nigeria, looking at the challenges and strategies.

Statement of the Problem

Primary education especially those in Delta State play great role in children personality development and character formation. At the primary schools' children are taught to imbibe good morals and sound values that will enable them socialize and leave a better and successful life both now and in the future. With all the benefits of primary education in Delta State, yet it is

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saddening that the level of education seems to be neglected by the stakeholders. Observations show that primary education in the country is saddled with myriad problems which makes it difficult for effective administration for goal attainment. A cursory look at the primary schools in Delta State showcases a situation where children learn under an unconducive environment, corruption and indiscipline seems to be the order of the day and most teachers are inefficient in executing their task. Most schools are in devastating and deplorable state. This situation with its negative consequences in promoting quality education creates a worrisome and uncomfortable state of inadequate or lack of administration of primary education, therefore, draws the attention of the researcher to examine generally, challenges and workable strategies for the administration of primary education for a better today and tomorrow. The present study however sought to investigate administration of primary education for a better today and tomorrow in Delta State, Nigeria: challenges and strategies, and this stands to be the problem of the study and the gap to be filled by this present study.

Purpose of the Study

The purpose of this study was to examine the administration of primary education for a better today and tomorrow in Delta State, Nigeria: challenges and strategies. The study specifically determined the following:

1. The challenges inhibiting effective administration of primary education for a better today and tomorrow in Delta State, Nigeria.
2. The strategies for effective administration of primary education for a better today and tomorrow in Delta State, Nigeria.

Research Questions

1. What are the challenges inhibiting effective administration of primary education for a better today and tomorrow in Delta State, Nigeria?
2. What are the strategies for effective administration of primary education for a better today and tomorrow in Delta State, Nigeria?

Methodology

The descriptive survey research design was employed in order to conduct the study. This design was employed in order to seek information from a sample of public primary school head teachers out of their entire population and the information retrieved from them were

used to draw generalization based on the study. Population of the study constituted of 1,079 public primary school head teachers from the 25 LGAs within the three Senatorial Districts in Delta State. This information was retrieved from the Delta State Universal Basic Education Board (DSUBEB, 2019). Sample size of the study consisted of 540 head teachers from 540 public primary schools from 13 LGAs within the three Senatorial Districts in Delta State selected using the proportionate stratified random sampling technique. The sample represented 50% (percent) of the head teachers and public primary schools selected from 13 LGAs within the three Senatorial Districts in Delta State. The reason for selecting only head teachers was as a result that they were in better position to describe the challenges facing primary education and strategies for effective administration of primary education for a better today and tomorrow in Delta State, Nigeria. A researcher's self-developed 31-item questionnaire titled "Administration of Primary Education Questionnaire - (APEQ)" served as the main instrument for data collection from the respondents. The questionnaire was organized into two clusters and arranged on a 4-point scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point, response items for answering the two research questions. The content validity of the questionnaire was determined by three experts from the Faculty of Education, Delta State University, Abraka. These experts after scrutinizing the instrument, made useful corrections that were incorporated before the final print out. The content and face validity of the instrument was determined by these experts. Reliability of the questionnaire was established through a pilot-test carried out once on a sample of 15 head teachers selected from 15 public primary schools from three LGAs in Delta State. This area was not included in the study. After the pilot test, scores were collated and measured using Cronbach Alpha statistics to determine the internal consistency of the items in the questionnaire and this gave reliability value of 0.66 and 0.79 for the two clusters which were added up to give an overall reliability value of 0.73, showing that the instrument was reliable. Method of data collection was on a face to face contact with all the respondents using the help of three trained research assistants. These research assistants,

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who were communicated about the essence of the study, were also instructed and directed on how to meet the respondents and gather the necessary information for the study. A total of540 copies of the questionnaire were distributed to the primary school head teachers and they were all retrieved at a 100% rate of return. Data retrieved from the respondents were analyzed using mean score rated at 2.50 and standard deviation. The decision rule was that any mean score which rated 2.50 and above was regarded as Agree, while mean score that rated below 2.50 was regarded as Disagree.

Results

Research Question 1: What are the challenges inhibiting effective administration of primary education for a better today and tomorrow in Delta State, Nigeria?

Table 1: Mean Scores and SD of Respondents on the Challenges Inhibiting Effective Administration of Primary Education for Better Today and Tomorrow in Delta State, Nigeria

N = 540

S/N	Please determine the challenges inhibiting effective administration of primary education	SA	A	D	SD	X	SD	Decision
1.	Poor facilities provision	219	227	52	42	3.1	0.8	**Agree**
2.	Poor funding by the State government	271	187	49	33	3.2	0.8	**Agree**
3.	Mismanagement of available funds by some head teachers	77	166	134	163	2.2	1.0	**Disagree**
4.	Inefficient or incompetent teachers in the system	199	258	40	43	3.1	0.8	**Agree**
5.	Poor accountability by	194	221	66	59	3.0	0.9	**Agree**

	school leadership							
6.	Dilapidated infrastructure	276	210	36	18	3.3	0.7	**Agree**
7.	Overcrowded classroom	212	238	52	38	3.1	0.8	**Agree**
8.	Shortage of teachers especially in the rural areas or villages	226	223	40	51	3.1	0.9	**Agree**
9.	Inadequate constant supervision	195	290	19	36	3.1	0.7	**Agree**
10.	Inadequate teacher empowerment	288	203	20	29	3.3	0.8	**Agree**
11.	Insufficient training and retraining for both old and newly employed teachers	205	278	27	30	2.3	1.0	**Disagree**
12.	Poor maintenance culture	287	197	39	17	3.4	0.7	**Agree**
13.	Non active involvement of stakeholders in administration like parents, NGOs, financial institutions	247	222	38	33	3.2	0.8	**Agree**
14.	Corruption couple with other corrupt practices like favouritism, examination malpractices, indiscipline.	211	294	21	14	3.3	0.6	**Agree**
15.	Ineffective quality control system	250	233	25	32	3.3	0.8	**Agree**
16.	Bad leadership in	241	277	11	11	3.3	0.6	**Agree**

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	school administration							
17.	Poor incorporation of ICT into teaching and learning processes to meet the demands of the 21st century technological age	225	268	27	20	3.1	0.7	**Agree**
18.	Poor access to primary education	218	247	33	42	3.1	0.8	**Agree**
19.	Lack of constant retraining of school administrators	207	273	41	19	3.2	0.7	**Agree**
	Overall Mean Score & SD					**3.2**	**0.8**	**Agree**

Analysis of data in Table 1 shows that only item 3was rated below the region of the acceptable mean score of 2.50 in order to disagree with the statement by the respondents. The rest of items1 to 2 and 4 to19were rated abovethe region of the acceptable mean score of 2.50 in order to agreewith these statements by the respondents. The grand mean score of 3.20 with standard deviation of 0.86 indicates that the mean scores from the primary school head teachers' responses were relatively close. By this analysis, majority of the head teachers responded positively towards the challenges inhibiting effective administration of primary education for a better today and tomorrow in Delta State, Nigeria.

Research Question 2: What are the strategies for effective administration of primary education for a better today and tomorrow in Delta State, Nigeria?

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Table 2: Mean Scores and SD of Respondents on the Strategies for Effective Administration of Primary Education for Better Today and Tomorrow in Delta State, Nigeria

N = 540

S/N	Please determine the strategies for effective administration of primary education	SA	A	D	SD	X	SD	Decision
20.	Increase in financial budgetary allocation for adequate funding of primary schools	219	236	53	32	3.1	0.8	**Agree**
21.	Establishment of effective quality assurance unit or department in primary schools to checkmate teachers inefficiency and promote good governance in schools	240	255	24	21	3.32	0.74	**Agree**
22.	Establishment of more primary schools accompanied by adequate teacher employment to accommodate students	234	247	31	28	3.27	0.79	**Agree**
23.	Building adequate classrooms for teaching and learning	238	244	25	33	3.27	0.81	**Agree**
24.	Provision of adequate teacher motivation for empowering teachers	261	230	39	10	3.37	0.70	**Agree**
25.	Constant training and retraining of teachers	231	261	27	21	3.30	0.74	**Agree**
26.	Employment of teachers	224	231	46	39	3.19	0.87	**Agree**

	based on merit and good qualifications							
27.	Constant supervision coupled with follow-up visit in primary schools	211	272	43	14	3.26	0.71	**Agree**
28.	Active involvement of stakeholders like NGOs, other financial institutions to support the general administration of primary schools	227	268	30	15	3.31	0.70	**Agree**
29.	Integration of ICT in school administration through effective implementation of ICT policy	234	254	38	14	3.31	0.71	**Agree**
30.	Adequate mobilization of facilities through the support of external bodies like private individuals, other non-governmental organizations	230	241	42	27	3.25	0.80	**Agree**
31.	Promoting effective maintenance culture of facilities in schools	231	263	28	18	3.31	0.72	**Agree**
	Overall Mean Score & SD					**3.28**	**0.76**	**Agree**

Analysis of data in Table 2 shows that none of the items were rated below the region of the acceptable mean score of 2.50 in order to disagree with any of the statements by the respondents. All the items from 20 to 31 were rated above the region of the acceptable mean score of 2.50 in order to agree with these statements by the respondents. The grand mean score of 3.28 with standard deviation of 0.76 indicates that the mean scores from the primary school head teachers' responses were relatively

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close. By this analysis, all the head teachers responded positively towards the strategies for effective administration of primary education for a better today and tomorrow in Delta State, Nigeria.

Discussion of Results

The result of the findings indicated that there were some the challenges inhibiting effective administration of primary education for a better today and tomorrow in Delta State, Nigeria. Given these challenges, strategies for effective administration of primary education for a better today and tomorrow in Delta State, Nigeria were also discovered through the finding of this present study. The challenges inhibiting effective administration of primary education for a better today and tomorrow discovered through the finding of this study included the following; poor facilities provision, poor funding by the state government, inefficient or incompetent teachers in the system, poor accountability by school leadership, dilapidated infrastructure, overcrowded classroom, shortage of teachers especially in the rural areas or villages, inadequate constant supervision, inadequate teacher empowerment, insufficient training and retraining for both old and newly employed teachers, poor maintenance culture, non-active involvement of stakeholders in administration like parents, NGOS, financial institutions, corruption couple with other corrupt practices like favouritism, examination malpractices, indiscipline, ineffective quality control system, bad leadership in school administration, poor incorporation of ICT into teaching and learning processes to meet the demands of the 21st century technological age, poor access to primary education, and lack of constant retraining of school administrators. Given all the above challenges, it has been found out that most of the primary schools in Delta State, lack sufficient facilities like classrooms, thereby causing overcrowded populations in the school. Students find it difficult to learn in such condition therefore affecting their academic achievements.

Similar situation was discovered in the finding of Oni (2009) study which found out that the despicable state of over-population through the experience of a one-time federal minister of education in Nigeria who witnessed an appalling situation where three classes made up of a total of 200 children were sitting under the sun facing one

blackboard. This perhaps meant that as a result of overpopulation, pupils could not be accommodated in the classrooms prompting an outside of classroom location. In the issue concerning facilities, facilities in a lot of primary schools are inadequate to commensurate with the number of pupils in the school. Also, teaching aids, including others teaching resources are found lacking in many schools which makes it difficult for effective teaching and learning to be actualized. Corruption and favouritism has now become the order of the day, while the state government funding is nothing to talk about coupled with many more challenges. All these findings discovered showcases that there is a general problem with effective administration of the primary education today and if care is not taken to resolves these challenges, then, administration of primary education will be difficult to handle in tomorrow's future. This particular finding agrees and concurs with some previous studies. Previous studies cited in the present study like those Adesina and Ajayi (2006), Alani (2005), Etor, Mbon and Ekanem (2013) and Ubani (2007), have the continuous persistent outcry on the problems and challenges of primary education in Nigeria which affects the administration and management of primary education. Adesina and Ajayi (2006) in their study found out that the problems or challenges facing primary education in Nigeria include inadequate funding, inadequate facilities/learning materials, lack of motivation for teachers, inconsistencies in government policies, and inadequate schools supervision by government officials. Each of these problems have been linked to other sub problems. For example, it can be said that inadequate funding has been judiciously utilized for the management of our primary schools? This is a problem because where there are urgent academic needs and the funds are not readily available for use, the school business activities are hampered and the administrator and teachers are frustrated. Egberibin (2014) and Iwuanyanwu and Anene (2001) in their studies also found out that the issue of under-funding of primary education is so endemic that, it has encompassed series of other problems of shortages of human and material resources. Alani (2005) study confirmed that the problems of public primary schools are inadequate physical, material, and human resources needed to give qualitative education. He further lamented that this has remained a

perennial problem arising from the age-long neglect of the funding of education. A case of neglect of primary schools where the Nigerian elites had their initial education was reported by Ubani (2007) in the House of Representative contract scam. The amount of money spent in the renovation of magnificent residence of the speaker could have been used to rebuild a thousand of dilapidated primary school blocks across the country, like the one at the Holy Cross School, Ikire, where the former speaker had her primary education (The Punch Newspaper cited in Etor, Mbon & Ekanem, 2013).

Corruption and examination malpractice which is found in many higher educational levels in Nigeria schools is currently a big business involving syndicate and stakeholders in the primary schools. Notably, the study discovered some teachers who do not teach effectively and cover their scheme of work do resort to helping pupils to cheat in internal and external examinations. By so doing, a wrong foundation is laid in the children at the primary education level (Etor, Mbon & Ekanem, 2013). Furthermore, studies like those of Igbuzor (2006), Iwu and Iwu (2013), Nakpodia (2011), Odia and Omofonmwan (2007)confirmed that the problems affecting the administration of primary schools in the country include problem of funding, overpopulation, teacher inefficiency, lack of supervision and programme monitoring, indiscipline, inadequate facilities, inadequate staff training and retraining, poor access to schools, poor maintenance, among others. These studies also found out that poor funding is one of the biggest challenges of primary school management. The extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Shortage of money or inadequate funds often leads to large classes for teachers, meagre libraries, few instructional supplies, cheap building constructions and poorly trained teachers.

The finding of this present study further confirmed the strategies which can be applied for effective administration of primary education for a better today and tomorrow in Delta State, Nigeria. These strategies include; increase in financial budgetary allocation for adequate funding of primary schools, establishment of effective quality assurance unit or department in primary schools to checkmate teachers' inefficiency and

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promote good governance in schools, establishment of more primary schools accompanied by adequate teacher employment to accommodate students, building adequate classrooms for teaching and learning, provision of adequate teacher motivation for empowering teachers, constant training and retraining of teachers, employment of teachers based on merit and good qualifications, constant supervision coupled with follow-up visit in primary schools, active involvement of stakeholders like NGOS, other financial institutions to support the general administration of primary schools, integration of ICT in school administration through effective implementation of ICT policy, adequate mobilization of facilities through the support of external bodies like private individuals, other non-governmental organizations, and promoting effective maintenance culture of facilities in schools. Therefore, for effective administration of primary education in Delta State, these strategies which must be highly considered should be implemented. However, the finding of this study agrees and concurs with other previous studies like those of Igbuzor (2006, Iwu and Iwu (2013) and Nakpodia (2011)which found out that primary education in Nigeria needs adequate funding, constant monitoring, supervision and programme evaluation, adequate facilities or resources provision and mobilization, among others. Effort must be channeled to promoting quality education in primary education which can be realized by promoting a healthy conducive learning environment and so on. Sanubi and Akpotu(2015)in their finding discovered that good quality primary education is an education that provides students with the tools to deal with and find solutions to the challenges confronting mankind. In a changing world, this means that what was considered good quality education yesterday might not meet the standard of what may be understood as good quality today or tomorrow. Therefore, effective administration of primary education needs well-defined quality of its inputs, a strong financial and infrastructural provision and a relevant curriculum that meets the ever changing needs of the learners and society. All these findings have necessitated effective administration of primary education for a better today and tomorrow in Delta State, Nigeria.

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Conclusion

Primary education is an important education level necessary for every child's development in the country. Being an important education level, it introduces children to early schooling which calls for its effective administration by eradication the challenges inhibiting the functionality of primary education using appropriate strategies. The present study however submits that there are still challenges such as poor funding, poor facilities provision, lack of constant training of administrators and teachers, poor incorporation of ICT into the teaching and learning processes at the primary schools, among others, inhibiting effective administration of primary education for a better today and tomorrow in Delta State, Nigeria. It was further found out in the present study that strategies such as increasing financial budgetary allocation for adequate funding of primary schools, establishment of effective quality assurance unit or department in primary schools to checkmate teachers' inefficiency and promote good governance in schools, establishment of more primary schools accompanied by adequate teacher employment to accommodate students, building adequate classrooms for teaching and learning, provision of adequate teacher motivation for empowering teachers, constant training and retraining of teachers, among others, were workable and effective for administration of primary education for a better today and tomorrow in Delta State, Nigeria. All these findings has necessitated few recommendations to be made.

Recommendations

Based on the findings of the study, the following recommendations were proffered;

1. Delta State government should utilized an improved financial or budgetary strategy for better funding of primary education in Delta State for effective administration for a better today and tomorrow. Also, the State government in collaboration with the State Universal Basic Education Board (ASUBEB) should ensure that the challenges especially the ones investigated and confirmed by the present study which negatively affected effective administration of primary education for a better today and tomorrow should be curtailed and if possible eradicated entirely from the primary education system.

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2. All the stakeholders of primary education sector which includes Delta State government, policy makers, State Universal Basic Education Board (ASUBEB), head teachers and their auxiliary heads, teachers, financial institutions and parents should work very closely to adopt most of these strategies confirmed in the present study for effective administration of primary education for a better today and tomorrow. Effective administration of primary education should be highly supported through adequate funding and facilities provision.

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