

**PROBLEMS ASSOCIATED WITH TEACHING AND LEARNING OF
EDUCATIONAL MANAGEMENT AS A COURSE OF STUDY IN
UNIVERSITY OF BENIN**

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FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

NOVEMBER, 2023.

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION B.Sc (Ed)
DEGREE IN ECONOMICS**

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CERTIFICATION

We, the undersigned certify that this project work was carried out by Mercy Itohan IGBINOBA with Matriculation Number EDU1511483 of Department of Educational Management, Faculty of Education in partial fulfilment of the requirements for the award of a degree of Bachelor of Education (BSc. Ed) Degree in Economics Education.

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DEDICATION

This project work is dedicated to the Almighty God for providing the enablement to undertake this work.

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ABSTRACT

The study focused on the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City. Three research questions were raised to guide the study. Survey research design was adopted for the study. The population of the study comprised of all the eight departments in the Faculty of Education with a total number of 7369 students. 288 students in the Department of Educational Management, Faculty of Education, University of Benin, Benin city formed the sample population using purposive sampling technique. A questionnaire titled “Problems Associated with Teaching and Learning of Educational Management Questionnaire (PATLEMQ)” was used and validated by the supervisor. The reliability of the instrument was calculated with the application of Pearson’s Product Moment Correlation Coefficient and the reliability was found to be 0.78. Simple percentages were used to analyse the data collected.

The findings revealed that the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City include: lack of funding, instructional materials and students attitude towards educational management as a course of study. There was significant impact of the problems associated with teaching and learning of educational management on students’ academic performance in University of Benin, Benin City.

Based on the findings of this study, it was concluded that problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City include: lack of funding, instructional materials and students attitude towards educational management as a course of study. The following recommendations are made: The government should ensure that there is provision of funds for the provision of instructional materials and smooth running of school activities. The government and school authorities should endeavour to ensure that the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City are solved.

CHAPTER ONE

INTRODUCTION

Background to the Study

It is widely believed that Education is very important to the economic, scientific and political development of any nation. It is because of this common phenomenon that made every nation in the world to make basic level of education compulsory including in Nigeria. No nation will be able to achieve development without the development of its man power (labour force) which can be achieved through education, amongst others.

Education on its own cannot be effective neither its goals realized without educational managers and stakeholders (including teachers). Educational Management is a vital factor in the enforcement and realization of educational goals and objectives. According to Ibrahim (2017), the concept of management overlaps with other similar terms, leadership and administration. Since Management refers to the set of actions and tasks in relevance to application of the highest order of organization and effectiveness in using resources within, to achieve the objectives of the organization. Educational management may be considered to be all about factual application of management principles in education fields (Ibrahim 2017).

Kimani (2011), defined educational management as an applied field of management. According to him, one can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational Institutions in order to effectively and efficiently achieve educational goals and objectives. Therefore, it is imperative to have well-trained educational managers; hence the relevance of the inclusion of educational management as a course of study in tertiary institutions across Nigeria. The quality of educational managers is totally dependent on the quality of teaching and learning processes. Teaching and learning as a process intended to cause or stimulate a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude (Sequiera 2012). The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally.

However, there seem to be problems confronting effective teaching and learning of educational management as a course of study. Nwadiani (2004) itemized some of the problems as lack of funding and infrastructural facilities. Adeola (2012) included lack of instructional materials and students' attitude as problems besetting teaching and learning of educational management. And these perceived problems

are militating against the realization of the university educational goals and objectives as well as implementation of university set plans and administrative goals and if not addressed may cause further harm to the University educational system (Nwadiani 2004). Hence, this study is aimed at identifying the major problems associated with teaching and learning of educational management as a course of study using University of Benin as a case study.

Statement of the Problem

The importance of educational management as a course of study to the world and to a nation's development, including technology breakthrough and man power enhancement has been highlighted in the foregone section. This has been the reason why educational management is given prominence in the school curriculum. However, the teaching and learning of educational management as a course of study have not been without problems. For some time now, there has been a growing concern over the quality of educational management graduates. Most of them seem to lack the motivation to practice as education managers, some others seem to lack teaching affective characteristic and sufficient managerial skills. Hence, the researcher is poised on finding out if the perceived problems associated with

teaching and learning which include: lack of funding and infrastructural facilities, lack of instructional materials and students' attitude, amongst others as highlighted by Nwadiani (2004) and Adeola (2012) in the background of study is factual using University of Benin as a case of study and if the perceived problems are resulting to educational management graduates lack of motivation to practice as education managers, lack of teaching affective characteristic and sufficient managerial skills among graduates and students' nonchalant attitude towards educational management as a course of study. And if these problems

Research Questions

The following questions are raised to guide the study:

1. What are the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?
2. Is there any significant impact of the problems associated with teaching and learning of educational management on students' academic performance in University of Benin, Benin City?

3. What are the possible strategies to be adopted to solve the perceived problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?

Purpose of the Study

The main purpose of this study is to find out the problems associated with teaching and learning of educational management as a course of study in university of Benin. Specifically, the study seeks to:

1. Find out the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City.
2. Find out if the problems associated with teaching and learning of educational management have impact on students' academic performance in University of Benin, Benin City.
3. Find out the possible strategies to be adopted to solve the perceived problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City.

Significance of the Study

The need for this research is to elicit useful information that could be the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City. Specifically, the study will benefit the government and policy makers, students and researchers.

The research will be of help to government and policy makers in education, as it will expose the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City and also highlight how they can help to eliminate these problems so as to ensure effective and efficient teaching and learning of educational management in schools.

The study is an eye opener to students as it would educate them on the usefulness of educational management as a course of study to nation building and economic development. The study will also be of benefit to researchers as the findings of the study properly documented would act as a reference point for further research in the line of this study as well as add to the body of literature review.

Scope and Delimitation of the Study

This study covers problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City. It is also delimited to University of Benin, Benin City as a case study.

Limitation of the Study

The study is limited to University of Benin, Benin City. So, the findings may not be a true reflection of other universities in the country. Therefore, the findings may not be generalized.

Definition of Terms

Educational Management: educational management refers to the application of theory and practice of management to the field of education or educational institutions in order to effectively and efficiently achieve educational goals and objectives in schools.

Teaching and Learning: Teaching and learning as a process intended to cause or stimulate a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude

Problems Associated with Teaching and Learning: lack of funding and infrastructural facilities, lack of instructional materials and students' attitude.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature on the problems associated with teaching and learning of educational management in University of Benin. Attention will be focused on the following sub-headings:

- Concept of Teaching and Learning
- Concept of Educational Management
- Problems Associated with Teaching and Learning of Educational Management
- Impact of the Problems Associated with Teaching and Learning of Educational Management on Students Academic Performance
- Possible Strategies to be Adopted to Solve the Problems Associated with Teaching and Learning of Educational Management
- Summary of Literature Reviewed

Concept of Teaching and Learning

Aronson (2002) explained learning as the degree of attainment by student in schools, either in class, laboratory, library, project or field work in which the student is

sufficiently exposed to. Anekwe (2006) sees learning as a test for the measurement and comparison of skills in various fields of academic study. Hence learning could be described as a task which has been accomplished successfully, especially by means of exertion, skill practice or perseverance. Learning enables us to obtain information on the extent to which a student has attained the criterion performance. It also enables us to determine the relative position or rank of individual student with respect to their performance (Etuk, Koko & Eno, 2011). Students, teachers, parents and the society are much concerned about the academic achievement of students. Some of the purposes of learning are itemized by Ekhasemomhe (2010) as follows:

- To determine the relative effectiveness of the programme in terms of student's behavioral output.
- To identify students growth or lack of growth in acquiring desirable knowledge, skills, attitudes and societal values.
- To help teachers determine the effectiveness of their teaching technique and learning materials.
- To help motivate students to achieve more as they discover their progress or lack of progress in a given task.

- To encourage students to develop sense of discipline and systematic study habits.
- To acquaint parents or guardians with their children's performance.
- To predict the general trend in the development of the teaching –learning process. To make reliable decision about educational planning
- To provide educational administrators with adequate information about teachers' effectiveness and school needs.

In summary teaching and learning is used for instructional, administrative, guidance and counseling and research purposes. Many researchers have long investigated factors that affect the academic achievement of students in science. One of the factors that have been investigated for its effects on biology teaching and learning is classroom environment. According to Talton and Simpson (2006) classroom environment is composed of six areas; the emotional climate of science classroom, science curriculum, physical environment of science classroom, science teacher, students in the science classroom, friends attitude toward science. Talton and Simpson stated that there exists a significant correlation between attitude towards science and all the classroom environmental variables and that these affect students achievements.

Concept of Educational Management

Management is the process of planning, organising, directing, controlling and evaluating to accomplish predetermined objectives of an institution through coordinated use of human and material resources.

Management is the Art/Science of:

- Getting work done.
- With the help of other people
- Within the given budget
- Within the given deadlines

Management is the heart and science of decision making and leadership. Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society. Educational Management is, The process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Some experts who explain the meaning of management is Frederick W. Taylor and Henry Fayol. They put forward the scientific management movement. Educational management also influenced by their views. Taylor recommended the use of performance standards, namely the achievement of the expected labor productivity. A goal is something to be achieved by the organization. While the standard is a measure of performance which if met will result in the destination set. The other management expert is Fayol. On his book *Administration Industrielle et Generale*, which translated in America become *General and Industrial Management*, he was the first who developed the theory of administrative management. He identified the difference between operational and managerial activities, and he wanted to find ways to improve management. So, Fayol focuses more on operational issues. He wrote five principles which become management functions, they are: planning, organizing, commanding, coordinating, and controlling.

Many people have used the term administration to mean management. Administration is a generalized type of human behavior found in an organization. Administration is a process through which decisions are reached. Administration is the process of directing and controlling life in any social organization such as schools

or in an industry. On the other way, we may say that management is a science which concern with how the people cooperate to reach the organization goal. (Kimani, 2011).

Basically, educational management is the implementation of management principles in education field. According to Kimani (2011) it is quite clear that educational administration and educational management are applied fields of study. Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions. Educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals. We conclude, the educational management is called as a science or process which based on resources managing to reach the productive education goal according to the planning effectively and efficiently.

Problems Associated with Teaching and Learning of Educational Management in Nigeria Universities

Employment of Academic and Non-academic Staff

Workers are employed in organizations for the primary purpose of rendering essential duties required for the attainment of organizational goals. This is more so in tertiary institutions especially universities widely acknowledged as a place of conglomerations of intellectuals for the primary purpose of expanding knowledge and research needed for society to grow.

The lecturers are the teaching or academic staff of Nigerian universities. The teacher's (lecturer's) role is pivotal in the improvement of quality of teaching and learning in universities. Lecturers are frontline producers of university education in Nigeria. The lecturer is a pace setter who sets plans aimed at ensuring students' effective learning by devising learning experiences which arouse students interest and inspire them to work diligently so as to become creative problem solvers. All over the world, the teacher is recognized as a major factor in implementing educational reform efforts aimed at improving the quality of education. Teachers are the most significant change agent in educational reform (Villegas-Reimers, 2003). Teachers are key players in the process of educational change and school improvement, who not only deliver the curriculum, but are engaged in defining and interpreting curriculum. The teachers classroom practices can help to ignite the interest of students and inculcate in them, positive attitude towards their studies.

The lecturer is a professional in a given discipline, an instructional expert who plans, guides, and evaluates students' learning. The lecturer's role in improving the quality of university education is that of a manager charged with the provision of stimulating and conducive learning environment for students' productive learning as well as ensuring effective classroom management during lectures. Lecturers must ensure that they provide good teaching and be supportive of students' problem. They should improve students' transferable skills to enhance their chances of employment. According to Ramsden (1991) good teaching involves giving clear explanation through interesting lessons and providing useful and timely feedback. As rightly observed by Dembele, (2005), unless teachers provide effective instruction and create classroom environment conducive to learning, students will not achieve at high levels even when essential material inputs are available and curriculum is relevant. Lecturers are critical to quality improvement in universities and their sense of ownership is important in order to ensure quality teaching and learning.

High quality staff, better teacher incentives, relevant curriculum and decentralized decision making involving lecturers would help to facilitate improvement in university education systems in Nigeria. Describing a holistic model for assuring quality in higher education, Srikanthan and Dalrymple (2003) upholds that learning

is based on dynamic engagement between students and teachers especially about the nature, scope and styles of their learning and hence they recommended transformation by shifting attention from teaching to learning. According to Kettunen and Kantola (2007), the sense of responsibility and high level of engagement between students and teachers makes quality assurance effective. Lecturer commitment is one of the quality values in congruence among higher education stakeholders (Telford and Masson, 2005).

The lecturer can also help in the improvement of university education through involvement in collaborative action research with employers of labour. Such research must have bearing with the needs of students and the society. To improve the quality of teaching and learning in Nigerian university, the lecturer's roles are:

- Adopt a good work ethics and habit
- Encouraging team work, innovation and creativity among students
- Provision of guidance to students in their learning
- Ensuring effective classroom management and control during instruction
- Creating positive leaning environment or climate so that students can actively be involved in learning process to ensure in them, a permanent change in desirable behavior

- Promotes a classroom atmosphere that motivates self-directed and cooperative learning
- Communicating with parents students learning progress
- Ensuring that they attend their lectures regularly and timely
- Ensuring that lectures are student-centered
- Teaching effectively, using active learning strategies
- Avoiding unethical conducts such as plagiarism, poor teaching, aiding examination malpractice and missing students scores
- Conducting researches that can help improve instructional practices
- Monitoring and evaluating students learning.

The learning environment is positive when it is favourable for students' meaningful and productive learning. In such an environment as noted by Morphet cited in Nwadiani (2014), "educational programs, materials and procedures are designed to meet the needs of each student.

Funding of Information and Communication Technology

Information and communication technology (ICT) in education is the mode of education that uses information and communication technology to support, enhance and optimize the delivery of information in teaching and learning process. ICT

supports information activities such as gathering, processing, storing and retrieving data. Increasingly, these activities also involve collaboration and communication; hence IT has become ICT; Information and Communication Technology.

ICT refers to technology that provides access to information through telecommunications. This includes; the internet, wireless network, cell phone, and other communication mediums. ICT is the digital processing and utilization of information by the use of electronic computers. It comprises; storage, retrieving, conversion and transmission of information (Ifueko 2011). Margaret (2005), defined ICT as an umbrella term that includes any device or application, encompassing, radio, television,

Information and Communication Technology (ICT) in education is the mode of education that uses information and communication technology to support, enhance and optimize the delivery of information. ICT is technology that supports activities involving information, such activities include gathering, processing, storing and printing data. Increasingly, these activities also involve collaboration and communications. Hence, IT has become ICT: Information and communication technology.

ICT refers to technologies that provide access to information through telecommunication. This includes the internet, wireless networks, cell phones and other communication mediums. ICT is the digital processing and utilization of information by the use of electronic computers. It comprises the storage, retrieval, conversion and transmission of information. Ifueko (2011).

Margaret (2005) defined ICT as an umbrella term that includes any communication device or application, encompassing, radio, television, cellular phones, computer and network hardware and software, satellite systems etc. as well as various devices and applications associated with them, such as videos conferencing and distance learning. According to Margaret, ICTs are often spoken of in a particular context. Such as ICT in education, healthcare, or libraries. ICT according to Chandler, Daniel, Munday, Rod and Iaugust (2012) in the study design, development, application, implementation, support or management of computer based information systems. The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as Av, and telephones.

ICT covers all form of computer and communication equipment and software used to create, design: store, interpret and manipulate information in it's various formats,

personal computers, laptops, tablets, mobile phones, transport systems, televisions and network technologies are just some example of the diverse array of ICT tools. ICT can also be described as a branch of engineering dealing with the use of computers and telecommunications equipment to store, retrieve, transmit and manipulate data. (Daintith, 2009). The above definitions share a similar notion that ICT has to be generated and shared. They also assert that some information must be digital or electronic. Margaret (2005) however, goes further to explain that ICT as applying to software and not only hardware as seems to be the case in other definitions. Finally, ICT is a general term that describes the process of creating, modifying, storage, transmission of information, in various formats between humans and machines alive globally, using several different electronic technologies, to achieve an outcome (be it recreational, or otherwise)

As part of the benefits of ICT, the National Universities Commission (NUC) has prescribed that there should be at least one computer to every four students and one P.C to every two lecturer between the grades of lecturer 1, one PC for senior lecturer and one notebook for reads/professor (Olehiria (2007). Checking and huang (2005) emphasized the use of ICT as an effective teaching tool in university education as

many university teachers now publish their courses materials via the internet. They suggested that it is insufficient for only university to use ICT for good job combination learning out the student's ability to do same.

Funding of Infrastructural facilities

Infrastructural facilities are the corner stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers. Adebeyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of infrastructural facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a infrastructural. In the same vain, Hinum (1999) also report that there is a significance relationship between students' achievement and the condition of the built environment. The report of public secondary education in Nigeria by FGN/UNICEF/UNESCO/UNDP (2000) shows that chalkboard and chalk were the only materials reported as being

adequately available in the infrastructural. The introduction of Universal Basic Education (UBE) has increased enrolment in primary infrastructural from 17.9 million in 1999 to 19.2 million in 2000 and 19.4 million in 2001, (FME, 2003). This increase translates to demand for more places at secondary infrastructural resulting to overstretching of the existing physical facilities.

Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives, (Umoru-Onuka 2004). Adegboyega (2002) observed that little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities. The general conditions of infrastructure as well as instructional materials in some public secondary infrastructures are poor, (Oredein, 2000). These prevailing condition would definitely show negative influence on the instructional quality which may translate to poor academic performance. Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the public secondary infrastructural in Delta State cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective.

Funding of Staff Training and Development Programmes

Staff training both physically, socially, intellectually and mentally is very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a context relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently. Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power.

Abiodun (1999) submitted that: Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization. Adeniyi (1995) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic approach to training which encases the main elements of training. The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an

organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge.

In appreciation of this fact, organization like educational institution, conduct final training and development programmes for the different levels of their manpower. Usually, before training or development programmes are organized efforts are being made through individuals and organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified. It is worthy of mention that organization development follows the development of individual who form the organization. It follows that no organization becomes effective and efficient until the individual have and apply the required skills and knowledge. Training has been observed as part of human development.

Human development is a process of enlarging people's choices. In principle, these choices can be infinite and change over time. But at all levels of development, the three essential ones are for people to live a long and healthy life, to acquire knowledge through training, and to have access to resources needed for a decent standard of living. If these essential choices are not available many other

opportunities remain inaccessible. According to the concept of human development income is clearly only one option that people would like to have, albeit an important one. Development must therefore be more than just the expansion of income and wealth. (HDR 1990) since administering involves the creation and maintenance of an environment for performance, working closely or in isolation towards the accomplishment of common goals, it is obvious that administrators cannot be successful without well skilled and well trained people.

The importance of incorporating training into organizational or institutional roles the staffing of these roles and the entire process of direction and leading people must be premises on knowledge and skills. The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Thus, the role played by staff training and development can no longer be over-emphasized.

However, the need for organizations to embark on staff development programme for employees has become obvious. Absence of these programme often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2000) submitted that training and development aim at developing competences such

as technical, human, conceptual and managerial for the furtherance of individual and organization growth, also Isyaku (2000) postulated that the process of training and development is a continuous one.

Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make staff development a necessity, to keep track with current event and methods. Griffin, (1978) Ajibade, (1993) Adeniyi, (1995) and Arikewuyo (1999) have drawn the attention of the entire sundry to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientist and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers.

Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance. Among other scholars that highlighted the usefulness of training are Oguntimehin (2001), Akintayo (1996) and Graig (1976). They identified the functions of training as follow: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and

machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise. Pitfield (1982) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if he has the potentials, he may progress, increase efficiency by reducing spoiled work, misuse of machines and lessening physical risks. Chris Obisi (1996) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Akinpeju (1999) postulated that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory.

Impact of the Problems Associated with Teaching and Learning of Educational Management on Students Academic performance

According to Sammons, (2007), the level of school effectiveness depends solely on school management, provision of adequate infrastructural facilities and adequate man power has tremendous impact on students' academic performance. Since in the context of educational systems goals and effects are represented in terms of achievement, a school that contributes more to better student achievement is considered to have efficient school management (Sammons, 2007; Scheerens, Glas & Thomas, 2007; Vlasceanu, Griinberg, & Parlea, 2004).

World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the school administrative heads. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa.

Literature related to relationship between school management and students' academic performance has revealed uniformity of results (Croninger & Lee, 2001;

Zepeda, 2004; Fullan, 1991; Lamb, 2007 ; Waweru & orodho, 2014; World Bank, 2008). Croninger and Lee (2001) reported that the degree of efficiency of school management and has a significant impact on performance of students. In a review of effective schools in the US, Croninger and Lee (2001) found evidence that schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive adult student relationships are efficient in promoting a range of academic and social outcomes reflecting students' engagement and commitment.

Possible Strategies to Solve the Problems Associated with Teaching and Learning of Educational Management

Stakeholders in the education sector have argued that the efficient operation of Treasury Single Account can result to efficient implementation of academic programmes and timely access to funds by universities in Nigeria would help in eradicating the problems associated with teaching and learning of educational management in Nigeria Universities.

The quality of teaching and non-teaching staff employed by a university is pivotal in the development of quality educational output. They ensure quality and adequate teaching and learning in universities. As critical input in the education process, both

academic and non-academic, to a large extent determine the quality of graduates (output) that are produced from the university education system, Therefore, the proper functioning of the system and the employment of the right caliber of staff, is largely dependent on the timely release of fund for the employment of relevant human resource input.

It is important to note that teaching and non-teaching staff in the universities need adequate provision of infrastructural facilities for effective discharge of their duties. Infrastructural facilities are the basic physical and organizational structures and facilities needed for the operation of academic programmes in the universities. University infrastructural programmes include but not limited to: science laboratories, workshops, students' hostels, staff accommodations, libraries, classrooms and lecture halls, electricity among numerous others. For quality delivery, these facilities must meet the minimum standards specified by NUC. The university library is expected to be stocked with up to date textbooks and current academic journals. Kamm (1980) described the library as the heart of the academic efforts in a university or college. For a university to be strong academically, it must have a formidable library put in place. As at 2005 when NUC carried out needs assessment survey of the infrastructure status of universities, it was observed that

only 30% of Nigerian students' population has adequate access to classrooms, workshops, lecture halls, laboratories and libraries. Okebukola (2005). To procure and maintain the necessary infrastructural facilities and Information and Communication Technology (ICT) for academic programmes require adequate and speedy access to funds.

Information and Communication Technology is another major facility required for academic programme implementation which also aid e-learning and e-teaching. ICT integration in the educational practice is meant to improve teaching and learning and enhance higher education research, enhance collaboration among peers and improve overall quality of education. This digital technology is meant to bring about a learning revolution in education (Resnick 1998). ICT could be used to collect data, prepare lesson notes and analyze students' achievement (Onuma 2007). Use of information and communication technology according to Kirschner and Weperies (2003) make the school more efficient and productive. Yusuf and Onasanya (2014) agreed that ICT provides opportunities for schools to communicate with one another through emails, chat rooms, Skype and video conferencing which make it possible for a large group to participate in discussions and meetings from different locations amongst other facilities. It provides quicker and easier access to more extensive

and current information. It provides researchers with a steady avenue for dissemination of reports and findings. As a constantly changing facility, it needs to be upgraded and updated regularly and this is contingent on the availability and access to fund if the output will be sustained. In addition, there is need for the training/development of teaching and non-teaching staff on the use of modern information communication technology and facilities for effective implementation of academic programmes in the university. Staff Development Programme is perceived as a key factor for academic programme implementation (Peretomode 2008).

Staff Development Programme as a key factor for academic programme implementation is the availability of staff training and development programmes on a continuous basis. This helps to clarify and modify workers' behavior, attitude, skill, value and competencies. However, the weakness of post graduate programmes of some institutions of higher learning in Nigeria is that they do not have personnel as well as facilities (Peretomode 2008). Again, the increasing number of pseudo scholars in Nigerian universities, in the wake of enormous rapid expansion of higher education, it is clearly seen that the doctorate degree is not sufficient for an elite (Peretomode & Chukwuma, 2007). Similarly, Adeogun (2006) has observed that an

employee who is not properly trained or exposed to continuous retraining in the modern methods and new discoveries in his or her chosen field will soon become irrelevant to the organization. To attain this, fund becomes pre-requisite. Many people who undergo training programmes have had their training abandoned as a result of non-timely release of fund for such programmes. Under the TSA, there ought to be access and timely release of funds for such academic programme.

Summary of Literature Reviewed

This chapter reviewed related literature on the problems associated with teaching and learning of educational management as a course of study in universities. The review of literature was carried out under the following subheadings: concept of teaching and learning, concept of educational management, problems associated with teaching and learning of educational management, impact of the problems associated with teaching and learning of educational management on students academic performance, possible strategies to be adopted to solve the problems associated with teaching and learning of educational management and summary of Literature reviewed.

It was discovered during the review of literatures that the importance of educational management as a course of study to the world and to a nation's development,

including technology breakthrough and man power enhancement has been highlighted in the foregone section. This has been the reason why educational management is given prominence in the school curriculum. However, the teaching and learning of educational management as a course of study have not been without problems. For some time now, there has been a growing concern over the quality of educational management graduates. Most of them seem to lack the motivation to practice as education managers, some others seem to lack teaching affective characteristic and sufficient managerial skills. Hence, the researcher is poised on finding out if the perceived problems associated with teaching and learning which include: lack of funding and infrastructural facilities, lack of instructional materials and students' attitude, amongst others as highlighted by Nwadiani (2004) and Adeola (2012) in the background of study is factual using University of Benin, Benin City as a case of study and if the perceived problems are resulting to educational management graduates lack of motivation to practice as education managers, lack of teaching affective characteristic and sufficient managerial skills among graduates and students' nonchalant attitude towards educational management as a course of study.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedure to be used in the study are discussed under the following sub-headings

- Research Design
- Population of the Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The researcher adopted the use of survey research design. A survey research design is one in which a group of people or item is considered to be representative of the entire group. It is used to obtain the people's opinion through questionnaire.

Population of the Study

The Faculty of Education; University of Benin, Benin City, comprising eight departments: Adult and Non-formal Education, Educational Management, Curriculum and Instructional Technology, Vocational and Technical Education, Health, Safety Environmental Education, Human Kinetics and Sports Education, Education Evaluation and Counseling Psychology and Educational Foundation with a total population of 7369 students who are the respondents of the study (Academic Planning and Statistics Division, 2019/2020).

Sample and Sampling Procedure

The sample for the study is one department out of the eight departments in the Faculty of Education, which is Department of Educational Management, selected by purposive sampling technique because the study is on educational management. The respondents are all the 288 educational management students as listed in table using convenience sampling technique. All the students were selected because if 10% is used it will be too small.

Table 1: List of Educational Management Students in the Department of Educational Management 2019/2020 session

S/N	LEVELS	NUMBER OF STUDENTS
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1	100L,	12
2	200L	86
3	300L	107
4	400L	83
	TOTAL	288

Source: Department of Educational Management (2023)

Research Instrument

The instrument used for the data collection was a questionnaire named “PROBLEMS ASSOCIATED WITH TEACHING AND LEARNING OF EDUCATIONAL MANAGEMENT QUESTIONNAIRE” (PATLEMQ). It comprises two sections; sections A and B. Section A was designed to generate information about the students, while section B consists of questions drawn from the research questions. The scale used was:

SA = Strongly Agree,

A = Agree,

D= Disagree,

SD = Strongly Disagree.

Validity of the Instrument

The instrument was submitted to the supervisor for validation. The comments, suggestions and corrections from the supervisor were effected in the final draft of

the instrument.

Reliability of the Instrument

The reliability of the instrument was tested using the test-retest method. This is the consistency of a measure of stability over time, the procedure for estimating test retest involve administering the same test two times to the same sample, outside the sample of the study. The result was calculated with the application of Pearson's Moment Correlation Coefficient and the reliability was found to be 0.78 which shows high level of reliability.

Method of Data Collection

The researcher administered the questionnaire using direct administration approach in order to minimize the rate of instrument mortality.

Method of Data Analysis

Simple percentages were used to analyze the data collected.

CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results and the discussion of findings:

Research Question 1: What are the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?

Table 2: Problems Associated with Teaching and Learning of Educational Management as a Course of Study in University of Benin, Benin City

S/N	ITEMS	SA	A	D	SD	TOTAL
1	Lack of funding	212 73.6%	38 13.2%	17 5.9%	21 7.3%	100
2	Lack of infrastructural facilities	75 26%	-	150 52%	63 22%	100
3	Lack of instructional materials	163 56%	67 23.3%	25 8.7%	33 12	100
4	Students' attitude towards educational management as a course of study	95 33%	150 52%	20 7%	23 8%	100

Source: Researcher's Field Work (2023)

From Table 2 analysis of research question one, the result of Item 1 showed that 212 (73.6%) and 38 (13.2%) of the respondents respectively showed strongly agreed and agreed that lack of funding is one of the problems associated with teaching and learning of educational management in University of Benin, Benin City while 17

(5.9%) and 21 (7.3%) of the respondents disagreed and strongly disagreed respectively.

Analysis of Item 2, showed that 75 (26%) of the respondents agreed that lack of infrastructural facilities is one of the problems associated with teaching and learning of educational management in University of Benin, Benin City, while 150 (52%) and 63 (22%) of the respondents disagreed and strongly disagreed respectively.

Analysis of Item 3, showed that 163 (58%) and 67 (23.3%) of the respondents respectively agreed and strongly disagreed that lack of instructional materials is one of the problems associated with teaching and learning of educational management in university of Benin, while 25 (8.7%) and 33 (12%) of the respondents respectively disagreed and strongly disagreed.

Analysis of Item 4 showed that 95 (33%) and 150 (52%) of the respondents agreed and strongly agreed respectively that students' attitude towards educational management as a course of study, while 20 (7%) and 23 (8%) of the respondents respectively disagree and strongly disagreed.

Research Question 2: Is there any significant impact of the problems associated with teaching and learning of educational management on students' academic performance in University of Benin, Benin City?

Table 3: Significant Impact of the Problems Associated with Teaching and Learning of Educational Management on Students' Academic Performance in University of Benin, Benin City

S/N	ITEMS	SA	A	D	SD	TOTAL
5	Students perform poorly in their examination	12 4.1%	38 13.2%	17 5.9%	221 76.8%	100
6	More than half of the class had more than five carryovers	45 15.6%	30 10.4%	150 52%	63 22%	100
7	There is decline in the quality of educational management graduates.	191 66.3%	67 23.3%	25 8.7%	5 1.7	100
8	Most students lack the motivation to practice as education managers after graduation	95 33%	150 52%	20 7%	23 8%	100
9	Some students seem to lack teaching affective characteristic and sufficient managerial skills.	212 73.6%	38 13.2%	17 5.9%	21 7.3%	100
10	Some students have negative view towards educational management as a course of study	161 56%	67 23.3%	25 8.7%	35 12	100

Source: Researcher's Field Work (2023)

From Table 3 analysis in research question above, the result of Item 5 showed that 12 (4.1%) and 38 (13.2%) of the respondents respectively strongly agreed and agreed, while 17 (5.9%) and 221(76.8%) of the respondents respectively disagreed and strongly disagreed that Students perform poorly in their examination.

Analysis of Item 6 showed that 45 (15.6%) and 30 (10.4%) of the respondents respectively strongly agreed and agreed, while 150 (52%) and 63 (22%) of the respondents respectively disagreed and strongly disagreed that More than half of the class had more than five carryovers.

Analysis of Item 7 showed that 191 (66.3%) and 67 (23.3%) of the respondents respectively strongly agreed and agreed, while 25 (8.7%) and 5 (1.7%) of the respondents respectively disagreed and strongly disagreed that there is decline in the quality of educational management graduates.

Analysis of Item 8 showed that 95 (33%) and 150 (52%) of the respondents respectively strongly agreed and agreed, while 20 (7%) and 23 (8%) of the respondents respectively disagreed and strongly disagreed that most students lack the motivation to practice as education managers after graduation.

Analysis of Item 9 showed that 212 (73.6%) and 38 (13.2%) of the respondents respectively strongly agreed and agreed, while 17 (5.9%) and 21 (7.3%) of the respondents respectively disagreed and strongly disagreed that some students have negative view towards educational management as a course of study.

Analysis of Item 10 showed that 161 (58%) and 67 (23.3%) of the respondents respectively agreed and strongly disagreed that some students have negative view

towards educational management as a course of study, while 25 (8.7%) and 35 (12%) of the respondents respectively disagreed and strongly disagreed.

Research Question 3: What are the possible strategies to be adopted to solve the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?

Table 4: Possible Strategies to be Adopted to Solve the Problems Associated with Teaching and Learning of Educational Management as a Course of Study in University of Benin, Benin City

S/N	ITEMS	SA	A	D	SD	TOTAL
11	Government should ensure prompt disbursement of budgetary allocations to universities	95 33%	150 52%	20 7%	23 8%	100
12	University authorities should ensure that there is provision of adequate instructional facilities	150 52%	75 26%	-	63 22%	100
13	University authorities should ensure that there is provision of adequate instructional materials	191 66.3%	67 23.3%	25 8.7%	5 1.7	100
14	Students should be sensitized on the relevance of educational management as a course of study	95 33%	150 52%	20 7%	23 8%	100
15	Teaching and learning of educational management as a course of study should be made exciting	212 73.6%	38 13.2%	17 5.9%	21 7.3%	100

Source: Researcher's Field Work (2023)

From Table 4 analysis in research question above, the result of Item 11 showed that 95 (33%) and 150 (52%) of the respondents respectively strongly agreed and agreed, while 20 (7%) and 23 (8%) of the respondents respectively disagreed and strongly disagreed that government should ensure prompt disbursement of budgetary allocations to universities.

Analysis of Item 12 showed that 150 (52%) and 75 (26%) of the respondents respectively strongly agreed and agreed, while 63 (22%) of the respondents strongly disagreed that university authorities should ensure that there is provision of adequate instructional facilities.

Analysis of Item 13 showed that 191 (66.3%) and 67 (23.3%) of the respondents respectively strongly agreed and agreed, while 25 (8.7%) and 5 (1.7%) of the respondents respectively disagreed and strongly disagreed that university authorities should ensure that there is provision of adequate instructional materials.

Analysis of Item 14 showed that 95 (33%) and 150 (52%) of the respondents respectively strongly agreed and agreed, while 20 (7%) and 23 (8%) of the respondents respectively disagreed and strongly disagreed that students should be sensitized on the relevance of educational management as a course of study.

Analysis of Item 15 showed that 212 (73.6%) and 38 (13.2%) of the respondents respectively strongly agreed and agreed, while 17 (5.9%) and 21 (7.3%) of the respondents respectively disagreed and strongly disagreed that teaching and learning of educational management as a course of study should be made exciting.

Discussion of Findings

The problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City include: lack of funding, instructional materials and students' attitude towards educational management as a course of study. This is in line with Onyeachu (2006) who noted that no organization functions effectively without funds. Unfortunately, funds allotted for education are inadequate. This affects the management of secondary education. A situation where there is no money for payment of teachers salaries, purchase of equipment, books, furniture and other facilities that enhance teaching and learning, teachers cannot perform effectively.

There is a significant impact of the problems associated with teaching and learning of educational management on students' academic performance in University of Benin, Benin City. This corroborates with Summons (2007), who asserted that the level of school effectiveness depends solely on school management, provision of

adequate infrastructural facilities and adequate man power has tremendous impact on students' academic performance.

The possible strategies to be adopted to solve the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City are: university authorities should ensure that there is provision of adequate instructional facilities, University authorities should ensure that there is provision of adequate instructional materials, Students should be sensitized on the relevance of educational management as a course of study, Teaching and learning of educational management as a course of study should be made exciting and government should ensure prompt disbursement of budgetary allocations to universities. This is in line with Nwadiani (2004) who stated that lack of funding and instructional materials are one of the major problems of educational management in Nigeria Universities. And hence, the government should provide prompt access to funds to boost academic activities in Nigeria universities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter focused on the summary, conclusion and recommendations.

Summary

The purpose of the study was to find out the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City.

Three research questions were raised to guide the study as follows:

1. What are the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?
2. Is there any significant impact of the problems associated with teaching and learning of educational management on students' academic performance in University of Benin, Benin City?
3. What are the possible strategies to be adopted to solve the perceived problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?

Survey research design was adopted for the study. The population of the study comprised of the eight Departments in the Faculty of Education with a total number

of 7369 students. One of the department out of the eight departments were selected by purposive sampling techniques because the study is on educational management. The respondents were 288 educational management students using convenience sampling technique. A questionnaire titled “PROBLEMS ASSOCIATED WITH TEACHING AND LEARNING OF EDUCATIONAL MANAGEMENT QUESTIONNAIRE (PATLEMQ)” was used and validated by the supervisor. The reliability of the instrument was calculated with the application of Pearson’s Product Moment Correlation Coefficient and the reliability was found to be 0.78. Simple percentages were used to analyse the data collected.

Findings:

1. The problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City include: lack of funding, instructional materials and students attitude towards educational management as a course of study
2. There was significant impact of the problems associated with teaching and learning of educational management on students’ academic performance in University of Benin, Benin City

3. The possible strategies to be adopted to solve the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City are: university authorities should ensure that there is provision of adequate instructional facilities, University authorities should ensure that there is provision of adequate instructional materials, Students should be sensitized on the relevance of educational management as a course of study, Teaching and learning of educational management as a course of study should be made exciting and Government should ensure prompt disbursement of budgetary allocations to universities.

Conclusion

Based on the findings of the study, it was concluded that the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City include: lack of funding, instructional materials and students attitude towards educational management as a course of study.

Recommendations

Based on the findings of this topic the following recommendations are made:

1. The government should ensure that there is provision of funds for the provision of instructional materials and smooth running of school activities.
2. The government and school authorities should endeavour to ensure that the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City are solved.
3. The government and university authorities are encouraged to adopt the possible strategies to solve the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City are, which include: university authorities should ensure that there is provision of adequate instructional facilities, University authorities should ensure that there is provision of adequate instructional materials, Students should be sensitized on the relevance of educational management as a course of study, Teaching and learning of educational management as a course of study should be made exciting and Government should ensure prompt disbursement of budgetary allocations to universities

Suggestion for Further Studies

This study focused on University of Benin, Benin City, Edo State. It can be extended to other universities in the country. More so, this study employed the use of simple percentage to test the respondents' responses to the research questions. Further studies could employ the use of mean and standard deviation, chi-square or fishers' Z test to test the respondents responses in other universities to check the correlation of the results in each universities to see the similarities or dissimilarities in the results obtained.

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APPENDIX
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY,
EDO STATE.

PROBLEMS ASSOCIATED WITH TEACHING AND LEARNING OF
EDUCATIONAL MANAGEMENT AS A COURSE OF STUDY
QUESTIONNAIRE (PATLEMCSQ)

Dear Respondents,

This questionnaire is designed for you to express your opinion on the problems associated with teaching and learning of educational management as a course of study in university of Benin.

The study is purely for academic purpose and any information supplied by you will be treated with utmost confidentiality.

Thanks for your anticipated cooperation.

Igbinoba Mercy Itohan
 Researcher

INSTRUCTION

Section B

Please tick in the appropriate box [, , ,], the responses that you consider to be most appropriate to each item. Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

S/N	STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
	What are the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?				
1	Lack of funding				
2	Lack of infrastructural facilities				
3	Lack of instructional materials				
4	Students' attitude towards educational management as a course of study				

	Is there any significant impact of the problems associated with teaching and learning of educational management on students' academic performance in University of Benin, Benin City?				
5	Students perform poorly in their examination				
6	More than half of the class had more than five carryovers				
7	There is decline in the quality of educational management graduates.				
8	Most students lack the motivation to practice as education managers after graduation				
9	Some students seem to lack teaching affective characteristic and sufficient managerial skills.				
10	Some students have negative view towards educational management as a course of study				
	What are the possible strategies to be adopted to solve the problems associated with teaching and learning of educational management as a course of study in University of Benin, Benin City?				
11	Government should ensure prompt disbursement of budgetary allocations to universities				
12	University authorities should ensure that there is provision of adequate instructional facilities				
13	University authorities should ensure that there is provision of adequate instructional materials				
14	Students should be sensitized on the relevance of educational management as a course of study				
15	Teaching and learning of educational management as a course of study should be made exciting				

