



NEW PERSPECTIVES IN TEACHING AND LEARNING OF EDUCATIONAL ADMINISTRATION IN NIGERIA

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ABSTRACT

Educational Administration plays a crucial role in equipping educational leaders, administrators, and managers with the knowledge, skills, and attitudes necessary for effective school governance and educational system management in Nigeria. Traditional approaches to teaching educational administration have faced challenges in engaging students effectively and preparing them for the complexities of modern educational leadership. This paper explored new perspectives in the teaching and learning of educational administration in Nigeria, and aimed at highlighting emerging perspectives and innovative strategies that can enhance the teaching and learning of educational administration in Nigeria. It examined new practices and approaches that should be deployed in teaching and learning endeavours, including engagement of learners into practical experience and observations of Nigerian educational system dynamics, school leadership challenges, and professional capacity building strategies required of 21st century educational administrators. It further discussed different pragmatic and dynamic assessment strategies that could be deployed along with traditional examination and test, including performance-based assessments, authentic assessments, document-based assessments, portfolio assessments, and self-assessments and reflections. It was concluded that the new perspective that should be adopted and effectively practiced in all teaching and learning endeavours in educational administration is student-centered approach as it triggers a positive narrative into teaching and learning of educational administration.

Keywords: New Perspective, Teaching, Learning, Educational Administration, Nigeria.

Introduction

Educational Administration education plays a vital role in shaping students' understanding of educational systems, leadership theories, policy implementation, and their roles as effective school administrators and educational managers. It is a comprehensive field which encompasses and touches every other aspect of educational management, including school finance, human resource management, educational policy, supervision, curriculum leadership, etc. This is in consonance with Bush (2020), who stressed that the teaching of Educational Administration is meant to provide coordinated, systematic study which draws upon such disciplines as organizational theory, management science, sociology, political science, economics, law, psychology, as well as appropriate contents from the humanities and social sciences. No wonder, Okonkwo, cited in (Adebayo, 2015) posited that Educational Administration is aimed at helping learners acquire and improve their understandings, skills, attitudes and values that are necessary for effective school



leadership and societal development. This portrays educational administration as a field that is meant to prepare and equip educational leaders to become appreciable managers of educational institutions. Similarly, the National Policy on Education (2014) pointed out that Educational Administration is designed to promote competent leadership in every educational institution, and impart integrative knowledge to learners as it incorporates many fields of endeavour.

Recently in Nigeria and globally, the teaching and learning of Educational Administration have experienced noticeable innovations leading to the emergence of new and improved perspectives and approaches. The new perspectives and approaches to teaching and learning Educational Administration are perceived to aim at fostering critical thinking, leadership sensitivity, active decision-making, and a deeper understanding of diverse educational contexts in the society (Hallinger & Bridges, 2017). In relation to this, there has been significant emphasis on migrating from the traditional teacher-centered instruction to student-centered methodologies, such as project-based learning, inquiry-based learning, case study analysis, and cooperative learning. Also, in the Nigerian context, lecturers are now to be referred to as educators and facilitators, who are expected to simulate learners into embarking on personal projects and discoveries that will equip them with the need to value and understand Nigerian educational policies, school leadership challenges, and indigenous administrative practices.

Being aware of the unavoidable innovations in the teaching and learning of Educational Administration, Ogunleye (2023), stressed that facilitators of the all-inclusive subject should create a conducive learning experience that allows learners to collaborate and carry out tasks as a team. The world undoubtedly functions on the fundamental principle of collaboration; hence teachers should foster the connections between educational administration and subjects like policy studies, sociology of education, economics of education, psychology, and technology, emphasizing how interdisciplinary connections and cooperation can enhance students' understanding of educational administration concepts and their application in real-world educational contexts. In teaching and learning of Educational Administration, instructional strategies that foster critical thinking, problem-solving, and independent inquiry, empowering students to become active learners, are what facilitators are expected to be emphasizing. This is in tandem with Ogunleye (2023), who stressed that the value of encouraging students to think critically, ask questions, investigate educational issues, and develop research skills as effective strategies for 21st century learners cannot be overemphasized. Ogunleye added that even the traditional method assessments should drift towards more robust and dynamic strategies, such as project-based assessments, performance-based assessments, case study analysis, self-assessments, constructive feedback to support student growth.

If teaching and learning of Educational Administration in Nigeria must be relevant and effective, global and innovative practices must be strictly adhered to. Unfortunately, it seems the pedagogical changes and practices in this field of study in Nigeria is dysfunctional, as much of the emphasis is rarely put into practice, let alone being effectively implemented. This is evident as some scholars Adeyemi (2014); Hallinger & Bridges (2017); Bush (2020), have lamented that a lot of graduates from the discipline do not possess the right knowledge, skills or values expected of them, perhaps,



due to poor instructional and learning strategies they are exposed to, which are not plausible enough to achieve the objectives of Educational Administration. It is an attempt to encourage the application of general innovations in the discipline that the paper is targeted at bringing onboard the new perspectives in teaching and learning of Educational Administration in Nigeria.

Engaging Learners in Practical Experience of Nigerian Educational System and Administration

If learners must really appreciate the Nigerian Educational System and Administration, the approach to teaching this aspect of Educational Administration has to become more engaging. The following dimensions and strategies have been put forward by Ogunleye (2023):

Nigerian Educational Policy and History: Learners are expected to attend every Nigerian educational policy review sessions, as well as make visitations to educational institutions and ministries that portray Nigerian educational heritage, and draft comprehensive reports with relevant pictures and videos of their observations. Ensuring a comprehensive study of Nigerian educational history, focusing on significant events, key policy documents, and the struggle for educational development should become more engaging for learners.

School Leadership and Management Practices: Visitation to various educational institutions to observe leadership and management practices should become a routinely encouraged activity, for learners to really grasp the content of the curriculum, thereby fostering leadership pride in learners. The significance, rituals, and values associated with effective school administration, such as participatory leadership in public schools, strategic planning in private institutions, or community engagement in rural schools, etc., can deepen students' understanding of Nigerian educational administration.

Indigenous Administrative Practices and Community Engagement: Engaging students in learning and practicing common administrative approaches, leadership styles, and community engagement strategies in local educational contexts, including traditional school governance structures in various regions, as well as Nigerian educational folklore, and successful administrative practices can provide insights into traditional leadership beliefs, values, and wisdom passed down through generations. This enriches learners' experiences and curiosity to explore further.

Nigerian Educational Innovations and Best Practices: Nigerian educational innovations are vibrant expressions of the country's educational heritage. The curriculum can include lessons on prominent Nigerian educational administrators and policy makers, such as Dr. Tai Solarin, Dr. Babatunde Fafunwa, or the traditional Nigerian educational systems like the Almajiri system and its modern adaptations. Students can engage in analyzing educational innovations while also exploring the historical, cultural, and social contexts of such administrative practices.

Educational Diversity and Equity: The educational administration curriculum should emphasize Nigeria's educational diversity and encourage learners to respect and appreciate diverse educational contexts at all times. Lessons can explore the different educational systems, their languages, traditional approaches, funding mechanisms, and beliefs. Students can engage in



projects that showcase the educational diversity of Nigeria, such as creating presentations, organizing educational fairs, or conducting interviews with administrators from different educational settings, including private schools, public schools, and faith-based institutions.

Local Educational Institutions and Heritage Sites: The curriculum can encourage students to explore, visit and appreciate local educational institutions within Nigeria. Educators can organize field trips to historical schools, educational landmarks, or administrative centers in their region. For example, visits to sites like the King's College in Lagos, the University of Ibadan, or the National Educational Research and Development Council (NERDC) provide opportunities for students to learn about their local educational history and administrative heritage.

Contemporary Educational Issues and Leadership Perspectives: The educational administration curriculum should address contemporary educational issues in Nigeria through a leadership lens. Students can examine topics such as educational funding, quality assurance, curriculum implementation, teacher motivation, or infrastructural development in the Nigerian context. Encouraging discussions and critical analysis of these issues from different administrative perspectives fosters understanding, empathy, and informed educational leadership.

Innovative Student-Centered Teaching Methods for Enhancing Learning in Educational Administration

Teaching and learning of Educational Administration in Nigeria must look forward to putting into practice the best practices worldwide, which is emphatic about students playing active roles in exploiting their learning potentials. The following new perspectives in teaching and learning are expected to be applied in Educational Administration to enhance 21st century learning experience.

- **Project-Based Learning (PBL):** Project-based learning involves engaging students in hands-on, real-world projects that explore educational administration concepts. Students work collaboratively to investigate, research, and solve problems related to educational policies, leadership challenges, or administrative practices. PBL promotes critical thinking, inquiry skills, and deepens students' understanding of educational administration content.
- **Case Study Analysis and Simulations:** Case study analysis and simulations allow students to take on different roles or assume the perspectives of school administrators, policy makers, or community members. This approach helps students develop empathy, understanding, and critical thinking skills by experiencing administrative challenges from different viewpoints. It can also encourage active participation and promote deeper engagement with educational administration topics.
- **Inquiry-Based Learning:** Inquiry-based learning encourages students to ask questions, conduct research, and explore educational administration topics independently (Farmson, 2020). Teachers facilitate the learning process by guiding students' inquiries, providing resources, and encouraging critical analysis of primary and secondary sources. This approach fosters curiosity, problem-solving skills, and a deeper understanding of educational policies, administrative issues, and institutional contexts.
- **Technology Integration and Digital Resources:** Integrating technology into educational administration classrooms offers numerous innovative teaching possibilities. Teachers can



utilize multimedia resources, online assessment and feedback, interactive websites, online research and digital archives, and virtual field trips to enhance students' understanding and engagement. Technology tools, such as data management applications, online collaborative tools, simulations and educational games, and data visualization software, can also help students analyze and interpret information, enabling them to explore educational administration topics in new and interactive ways (Yusuf, 2014).

- **Collaborative Learning:** Haruna (2018), advised that collaborative learning methods promote teamwork, communication, and the development of interpersonal skills. In other words, participating in group projects, discussions, debates, and peer-to-peer interactions provides opportunities for students to learn from one another, share perspectives, and construct knowledge collectively. This is understandable as collaborative learning mirrors real-world administrative dynamics, preparing students for active leadership and cooperation in diverse educational settings.
- **Dynamic and Authentic Assessment Methods:** Moving beyond traditional tests, authentic assessments evaluate students' understanding and application of educational administration concepts in real-world contexts. Examples include research papers, multimedia presentations, policy briefs, debates, or community engagement projects. Authentic assessments emphasize critical thinking, problem-solving, and communication skills, as students showcase their learning through practical applications rather than rote memorization.
- **Multicultural and Community Connections:** Making connections between educational administration and students' cultural backgrounds or local educational communities can foster relevance and engagement. Teachers can incorporate diverse perspectives, guest speakers, field trips, or service-learning projects that highlight the contributions of various educational leaders, administrative approaches, or local school histories. This approach promotes cultural awareness, empathy, and a deeper understanding of educational administration concepts in students' everyday lives.

Professional Capacity Building Programmes for 21st Century Educators of Educational Administration

Professional development programs for educators of educational administration are essential for staying updated with current research, pedagogical approaches, and content knowledge. These programs provide opportunities for teachers to enhance their instructional strategies, engage in collaborative learning, and deepen their understanding of effective educational administration teaching practices.

1. **Workshops and Conferences:** Workshops and conferences offer educators the chance to attend sessions led by experts in the field of educational administration education. These events provide opportunities for teachers to learn about new teaching strategies, explore innovative resources, and engage in discussions with peers. Workshops and conferences often cover a wide range of topics, including curriculum design, assessment strategies, technology integration, and culturally responsive teaching in educational administration.
2. **Webinars and Online Courses:** Webinars and online courses provide flexibility for educators to engage in professional development at their convenience. These digital



platforms offer training on specific topics related to educational administration education. Online courses can range from short modules to full-length courses, allowing educators to deepen their understanding of educational administration content and instructional methods. Webinars and online courses often include interactive elements, such as discussions and assignments, to promote active engagement and application of learning.

3. **Professional Learning Communities (PLCs):** Professional Learning Communities are groups of educators who come together regularly to discuss and collaborate on topics related to educational administration education. PLCs can be formed at the school, district, or regional levels. They provide opportunities for teachers to share resources, exchange ideas, and reflect on their practice. PLCs often engage in activities such as lesson planning, curriculum development, analyzing student work, and examining best practices in educational administration instruction.
4. **Curriculum Development and Review:** Professional development programs may focus on curriculum development and review to support educators in aligning their educational administration curriculum with current standards and best practices. These programs provide guidance on designing inquiry-based units, incorporating diverse perspectives, and creating engaging learning experiences. Through curriculum development and review sessions, educators can refine their curriculum to promote deeper understanding, critical thinking, and student engagement.
5. **Collaborative Lesson Planning:** Collaborative lesson planning sessions bring teachers together to design educational administration lessons that incorporate effective instructional strategies. These sessions promote the sharing of ideas, resources, and best practices among educators. Collaborative lesson planning allows teachers to develop lessons that integrate cross-curricular connections, technology, inquiry-based learning, and assessment strategies. It fosters a supportive learning community and encourages professional growth through peer collaboration.
6. **Mentoring and Coaching Programs:** Mentoring and coaching programs pair experienced educational administration educators with novice or less-experienced teachers. Mentors provide guidance, support, and feedback to help teachers improve their educational administration instruction. Mentoring and coaching programs often involve observation, feedback sessions, modeling of effective practices, and collaborative lesson planning. These programs promote continuous professional growth and support the development of strong pedagogical skills.
7. **Action Research and Reflective Practice:** Professional development programs may incorporate action research and reflective practice to encourage educators to examine their teaching practices, evaluate student learning outcomes, and make data-informed instructional decisions. Through action research projects, teachers can investigate specific areas of interest, such as the effectiveness of a particular teaching strategy or the impact of an intervention. Reflective practice activities promote self-reflection, self-assessment, and continuous improvement in educational administration instruction.



Pragmatic and Flexible Assessment Methods for Improving Learning and Student Performance in Educational Administration Education

Evaluation or assessment of learning has often been subjected to traditional examinations and tests. This can be frustrating for students because of obvious test-related anxiety and other factors which interfere with the true readiness and achievement of most learners, whether or not in Educational Administration. This makes the issue of assessment very critical, as it determines the direction of decisions made or to be made about a learner. It is important to look into some of the complementary options to assess a learner's performance in the context of the behavioural general and specific objectives which the learner is expected to achieve.

Performance-Based Assessments require students to demonstrate their understanding and skills through hands-on activities or presentations. Ogunleye (2023) pointed out that performance-based assessments might include but are not limited to students playing the roles of school administrators or participate in simulations to showcase their understanding of leadership challenges and decision-making processes; students compiling a collection of their work, including research papers, policy briefs, leadership portfolios, or multimedia presentations, demonstrating their learning and growth on the courses or tasks over time; students presenting their research findings, arguments, or viewpoints on educational issues. These aspects of works done or participated in by the student allow them to articulate their understanding and critical thoughts about the subject of discourse or interest. This can be synchronized and awarded suitable scores as aspects of students' academic performance for any official decision with which it could be put to.

Authentic Assessments mirror real-world tasks and challenges that students might encounter outside the classroom. These assessments focus on applying educational administration knowledge and skills to authentic situations. Students could be tasked with analyzing real or hypothetical administrative scenarios, applying educational administration concepts to identify challenges, evaluate impacts, and propose solutions; students could be required to collaborate with community members or educational organizations to address local administrative issues by applying their educational administration knowledge to make a positive impact in their educational community; and students could as well be directed to carry out research and develop policy proposals related to educational, political, or economic issues, considering multiple perspectives and making evidence-based recommendations. All these aspects of authentic assessments should be well-structured and awarded process-based marks or scores.

Document-Based Assessments require students to analyze and interpret primary and secondary sources, such as educational policy documents, administrative records, school reports, or institutional data. Students use these sources to construct arguments, draw conclusions, or make connections to educational administration concepts. This kind of assessment might involve requesting that students critically examine policy documents, evaluate their credibility, using evidence from the sources to support their interpretations and arguments; tasking students to respond to prompts or questions that require them to analyze and synthesize information from multiple sources to form a coherent response. These document-based analytical tasks should be



graded according to acceptable standards and form part of the total achievement score of the students involved.

Portfolio Assessments focus on evaluating students' ability to apply educational administration skills and knowledge in specific tasks or contexts. Portfolio assessments could involve instructing students to analyze and interpret data to understand educational trends, school performance patterns, or administrative challenges; assigning students to analyze and interpret data related to educational, economic, or political trends to draw conclusions and make informed administrative decisions; requiring students to critically evaluate educational reports, such as school inspection reports, policy documents, or administrative records, to understand challenges, identify multiple perspectives, and assess the credibility of information. In doing this, the teacher encourages students to accept their responsibilities to make their own learning and to meet the different learning needs of all (Hallinger & Bridges, 2017). The grades awarded to the student for accomplishing this kind of task should be officially documented as an aspect of her general assessments.

Self-Assessments and Reflections encourage students to evaluate their own learning, progress, and growth in educational administration. In this aspect of testing, students are expected to document their thoughts, questions, and reflections on their learning journey, connecting their experiences to educational administration concepts. It could also demand that students use rubrics or checklists to assess their own work based on specific criteria, providing insights into their understanding and areas for improvement. This helps the student involved to generate insight and develop deeper understanding of what was needed of him. It goes a long way to impacting his general grasp of content of instruction, and aspects of his abilities that need to be put to use in the context of learning experience.

From the foregoing reviews, it could be understood that alternative assessment methods in educational administration provide students with opportunities to apply their knowledge, think critically, and engage in real-world problem-solving. These methods encourage active learning, deeper understanding, and the development of essential skills for effective and responsible educational leadership.

Conclusion

The significance of new perspectives in teaching and learning of Educational Administration in Nigeria cannot be overemphasized, as it is quite revealing, in terms of the teaching methods and strategies, more practical approach in exposing students to Nigerian educational systems and administrative practices, dynamic training needs of educational administration facilitators, and flexible and more encompassing aspects of assessments that should be embraced and put to functional use. It underscores the need for students to be culturally sensitive and participatory, engage in critical thinking, problem-solving, and collaborations within and across the field of educational administration. To say the new perspective that should be adopted and effectively practiced in all teaching and learning endeavours in educational administration is the student-



focused strategies is to affirm the fact, turned truth. Therefore, student-centered approach is the suitable and positive narrative in teaching and learning of Educational Administration.

Recommendations

Based on major contemporary issues that have been brought to light, the paper throws support to the following:

1. Educational administration educators should ensure students are productively engaged in practical experience and observations of Nigerian Educational System and Administrative practices. Comprehensive reports of their encounters should be submitted for formal use.
2. All stakeholders of educational administration education should support student-centered strategy for enhancing learning. All the resources needed to make this approach functional should be encouraged and provided.
3. Facilitators or educators of Educational Administration should avail themselves for relevant professional trainings required of 21st century educators. They have to demonstrate commitment to keying into the dynamics of teaching pedagogies.
4. The Ministry of Education should approve and support the various pragmatic, flexible and comprehensive assessment methods to offer learners more opportunities to deploy all their abilities and skills into the assessment system.

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