



Human Resource Management Through Staff Development Programmes For Quality Education In Primary Schools In Rivers State

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ABSTRACT

This study examined Human Resource Management through Staff Development Programmes for Quality Education in Primary Schools in Rivers State. Two (2) research questions and two (2) hypotheses guided the study. The design of the study was descriptive survey, the population of the study was made up of 943 head teachers and sample drawn from it was 283 head teachers, stratified random sampling was used to draw the sample from the three senatorial districts in Rivers State. The instrument used was questionnaire titled: "Human Resource Management through Staff Development Programmes for Quality Education Questionnaire" (HRMSDPQEQ) to elicit response from the respondents. The instrument was subjected for scrutiny to experts in the field of educational administration. A reliability index of 0.86 was gotten using cronbach alpha statistics. Mean, standard deviation and z-test statistics were used to answer the research questions and test the hypotheses respectively. Based on the analysis, the following findings were made: staff development programmes can enhance quality education through regular organization of workshop, provision of professional training programmes for teachers and adequate supervision to ensure that teachers are committed to school goal achievement and that non involvement of teachers in the decision making process in schools, no positive reinforcement after training programmes are been carried out, no specialist teachers in public primary school, teacher's are not promoted regularly, public primary schools do not have enough staff, incentives are not provided and insufficient funds are all constraints to human resources management. Based on the findings, the study recommended that Government through the ministry of education should train and retrain teachers using staff development programmes designed by professionals in education to improve their competencies and be fully equipped for the task of teaching and providing quality education and that Teachers should be involved in the decision making in the school, funds be made available for training of teachers, government should promote teachers regularly, employ more competent teachers and provide incentives so as to motivate teachers and bring about quality education.

Keywords: Human Resource Management, Staff Development Programmes, Quality Education, Primary Schools.

INTRODUCTION

Over the course of human history, society has changed as knowledge; resources, human development, technology, science, Law and culture has evolved, so also educational organizations have also changed over the years as they have adapted to emerging technologies and services and also the approach of managing people in response to other changes in the society.

Human resources are the human components of the organization, the skilled and unskilled manpower that manipulate the other resources to the benefit of mankind (Abraham, 2003). According to Adesina, as cited in Abraham (2003) Human resources in the school system include all the men and women in that system from the principal to the gateman. It includes every member of the organization that plays a role, no matter how little in the attainment of goals. This implies that teachers are not the only

human resources but it comprises of several others such as curriculum planners and school administrators to ensure the attainment of educational goals.

Maduagwu and Nwogu (2006:8) states that, management is a process which exists to get results by making the best use of human, financial and material resources available to the organization and in the individual managers.

Human resource management in education could be seen as a systematic approach towards the acquisition, motivation, development and control of the human resources in any given educational sector. Human resource management has been defined as that part of the management process that specializes in the management of people in work organizations, Bratton and Gold, (2012). In every organization, the human resources are the most important of all other resources because without the human resources, all other resources like finance, time, and material cannot be fully utilized. Human resources management involves all management decisions and actions that affect the nature of the relationship between the organization and the employees, (Obasi and Asodike, 2014). Human resource management is holistic in nature in that it concerns itself with the satisfaction of the needs of the employee as it relates to his work and also deals with the problems of the employee. School managers who are task oriented should not only focus on the job but also on the welfare of their subordinates.

In the same vein, Peretomode, (2003), contends that:

Human Resource Management in Education is not only effective utilization of people per se at work but is the harnessing of the totality of people skills, energies, talents, capacities, social characteristics like beliefs to achieve educational objectives and simultaneously making the people to be part and parcel of the organization in fulfilling their life goals. It is the systematic utilization of human potential to realize educational objectives and staff contentment. (p.29)

As much as organizational goals are set to be achieved the human beings within the organization should be properly managed because human beings are complex, dynamic and erratic in nature and will likely work to satisfy their individual needs and aspirations.

Quality is a distinctive attribute; it shows the standard of something when compared to other things like it. Quality management in education is determined by how and what people perceive quality to be. It also entails proper planning, organizing, controlling, coordinating and evaluation by school managers to achieve quality results. Especially at the primary level of education since the rest of the education system is built upon it. The primary level of education is the key to the success or failure of the whole system of education. The quality of education a child receives at the primary level should be such that will make him remain literate for the rest of his life.

The National Policy on Education (2013) states that one of the major goals of education is to produce citizens who are useful to the Nigeria society. In order to achieve this goal, the school must be effectively organized by participants within the system for if this is not done, the aim of education will be defeated. Therefore to achieve the goals of education, the human resources within the system must be properly managed.

There are various types of staff development programmes for administrators such as, seminars, workshops conferences, in-service education, inter-school visitation part-time programmes, sandwich, seminars, workshops on effective leadership to diploma and bachelor of higher degrees on educational administration, etc. Asiabaka and Emenalo (2011) state thus, that in-service training is a form of personal development which teachers receive at various times in the course of their career and which provides opportunity for lifelong learning. This type of training has the singular advantage of equipping the administrator with new knowledge without interfering with the administrators' normal school programme. Development of administrators in the education sector and the school context in particular refers to all the programmes designed for the continuous improvement of skills and job performance of staff. Part time programmes for school administrators include on-the-job short term training programmes. These type of programmes are common in industrial organizations where more skilled workers supervise the less skilled as they perform their respective routine functions. In the educational system, this could be conducted in form of week-end courses, evening courses, sandwich holiday courses, distant or correspondent courses, seminars/workshops, conferences and clinics. The part-time programmes could be seen as organized programmes for serving administrators whom as a result of the pressure of job and position could not go in for the full-time regular programmes.

Research in education has revealed that it is only through sandwich programmes that the gulf between advancing knowledge and practice can be bridged (Okobia, 2013). This programme is designed to add to the knowledge and skills already possessed by serving administrators (Ikediegwu, 2001; Okojie, 2009). The most popular sandwich programme in Nigeria is the one being organized by most universities where administrators have opportunity to attend during long vacation. It is usually a four/five year's long vacation programme. But the beauty of it is that, it is arranged when schools are on holidays. It promotes life-long professional development of administrators. These programmes are common in our universities.

Emechebe, as stated in Obasi and Asodike (2014), also identified staff development programmes to include:

- i. **On-the job Training:** This is where teachers learn as they do their job. This takes the form of observation, a situation where the newly employed takes time to observe the older ones on the job, and also job rotation.
- ii. **Apprenticeship:** This is training that makes the employees (teachers) acquire skills, so that after the training they become skilled workers.
- iii. **Lectures:** This enables large group of employees to be trained at the same time.
- iv. **Literacy Training:** This is targeted at those who are deficient in reading and writing.
- v. **Audio Visual Training:** This training focuses on enabling organizational employees to acquire skills needed to operate audio-tapes, video, power point, video tapes.
- vi. **Computer Base Training:** This is where the employees in the educational sector are trained to acquire operating skills. They also get knowledge of the computer and learn how to use it extensively to improve on and increase output.
- vii. **Conference/Seminars:** These are organized for participants in an organization. The emphasis is on enabling them develop in their relevant areas of specialization, participants discuss and contribute to issues that concern them and also present scholarly papers.
- viii. **Workshops:** The major reason for organizing workshop is to acquaint the employee with fundamental knowledge and skills needed in job performance; it helps to update old knowledge of techniques used at work.

Since no pupil can rise above the educational knowledge of the teacher, it is imperative that teachers should be regularly exposed to staff development programmes. The National Policy on Education was formulated bearing in mind the enormous responsibilities placed on the shoulders of school teachers. Since, its first publication as a document in 1977, the place of teachers' education and development as an instrument to achieving the goals of education in Nigeria was given due regard. It went further to state that "no education system can rise above the quality of its teachers; teacher education shall continue to be given major emphasis in all educational planning and development" NPE (2013, p: 34). It also stated the goals of teacher's education to include:

- a. Promote highly motivated, conscientious and effective classroom teachers for all levels of an educational system.
- b. Encourage further the spirit of enquiry and creativity in teachers.
- c. Help teachers to fit into social life of the community and society at large and enhance their commitment to national goals.
- d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.

The main aim of any development and training programme is to increase organizational efficiency and effectiveness. As earlier stated it increases productivity, improves quality and enhance better human resources planning, develop higher morale among staff, promote better health and safety for increased organizational effectiveness and enhance organizational/personal growth. In the educational sector it improves performance of teachers, help them acquire or sharpen professional competencies and also prepare them for positions of greater responsibilities.(Obasi and Asodike, 2014).

Arikewuyo (2009) have drawn the attention of all to the estimable value of staff development programmes by agreeing that it is an avenue to acquire more and new knowledge and to further develop the skills and techniques to function effectively within any organization. Teachers' development is obviously indispensable not only in the development of the individuals but also in the productive capacity of the teacher. It is not persuading people to do what is wanted but rather a process of making people willingly do what the organization wants.

Ogunsaju (2000) stated the relevance of staff development to include increased productivity, improved quality of work, improves skills, knowledge, understanding and attitude. He asserts further

that it enhances the use of methods and techniques to reduce waste, accidents, turnover, lateness, absenteeism and overhead cost, and eliminates obsolescence in skills, technologies, methods, products, capital management and so on. Staff development programme brings incumbents to that level of performance which needs the performance of the job, enhances the implementation of new policies and regulations, prepares people for achievement, improve man-power development and ensure the survival and growth of the enterprise.

Constraints could be seen as anything that prevents a system from achieving a higher performance relative to its goal, Black Stone (2010). Constraints could occur in form of human resource management, physical facilities resources management, financial resource management and time resource management. The constraints to human resource management are demographic constraints, political and policy constraints, administrative constraints and economic constraints.

Demographic Constraints: The demographic constraints have to do with inadequate or insufficient data to plan and project into the future. The human resources are the most important resource in the educational system, so the increase in the drop-out rates and repeaters rates are caused by inadequate academic staff to teach the students. Most times the teachers are not qualified to teach the subjects they are teaching, especially at the primary level where teachers are made to teach all subjects.

Political and Policy Constraints: The educational sector is been influenced by the policy makers hence the sector faces challenges and pressures from within and outside the educational organization. Some situations where people are appointed politically to head educational sectors whereby they are not professionals in the field of education. Nwafor (2011), in his study demonstrated the extent to which the use of resource allocation power can affect the performance of the education system. For example the policy of admitting students based on quota system is a human resource management constraint to education. In a situation where the admission procedure into the universities and unity schools are mostly based on community list, politician's list, vice chancellor list and no longer on merit is a problem to the achievement of educational goals and objectives.

Administrative constraints: The staffing and promotion process in the civil service are often not based on laid down procedures because there are external influences and for the past 10 years teachers ' have not been promoted , they are earning the same salary when price of products has increased largely.

Economic Constraints: The nation's economy has a great role to play in the quantity and quality of staff employed. This affects the staff welfare and invariably the educational output. When the staff welfare is not taken into consideration it can lead to increase in strike actions which also affect the attainment of educational objectives. Also inadequate funding in the education system can lead to the government placing embargo on employment thereby causing inadequate staffing in the educational system.

Statement of the problem

The role of managing Human Resources for Quality Education is a necessity and cannot be over emphasized. The falling standard of education at all levels has been a concern to all (government, parents, teachers, school administrators etc) especially in government primary schools.

The goals of primary education in Nigeria is to provide the necessary knowledge, healthy attitude and manipulative skills needed by the primary school child, hence, the curriculum of primary education is designed to meet these goals. It should be noted that no educational system can rise above the quality of teachers in the system, because the quality of teachers determines the quality of education the child receives. In view of this, Oladipo in Babalola (2009) observed that, most of the children that are sent to the secondary schools are not ready for that level of education, which is the major cause of primary school drop-outs, examination malpractice, cultism and other social vices. These are indications that the quality of education and its management at the primary level is faulty. In a society where there is so much outcry on the falling standard of education, there is the need to channel much energy towards the improvement of the quality of education, It becomes imperative to investigate the ways Primary school teachers can improve on their productivity for quality outcomes. It is in line with this that this study investigated the type of staff development programmes that can enhance quality education in primary schools, and ascertaining the constraints to human resources management in order to achieve quality education.

Purpose of the study

This study examined Human Resource Management through Staff Development Programmes for Quality Education in primary schools in Rivers State. Based on the articulated problems, the aims of this study is to:

- i. Ascertain the type of staff development programmes that can enhance quality education in primary schools in Rivers State.
- ii. Ascertain the constraints to human resources management in achieving quality education in primary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the types of staff development programmes that can enhance quality education in government primary schools in Rivers State?
2. What are the constraints to human resource management in achieving quality education in government primary schools in Rivers State?

Hypotheses

1. There is no significant difference between the mean ratings of urban and rural Head teachers on the types of staff development programmes that can enhance quality education in government primary schools in Rivers State.
2. There is no significant difference between the mean ratings of male and female teachers on the constraints of human resources management in achieving quality education in government primary schools in Rivers State.

METHODOLOGY

The design of this research was descriptive survey, the population of this study consists of all the 943 government primary schools, spread across the (3) three senatorial districts in Rivers State, with the headmistress/headmasters of these schools as the respondents. As posited by Nwana (2008) that for many hundreds, 20 percent or more should be used as sample as such a sample of 283 schools/head teachers representing 30% of the total population of 943 schools from the urban and rural schools' was selected using stratified random sampling technique out of which 103 are urban while 180 are rural school heads. An instrument titled "Human Resource Management through Staff Development Programmes for Quality Education Questionnaire " (HRMSDPQEQ) was designed and used to collect data, the instrument has 2 sections, A and B. Section A contained the bio-data while section B contains items relating to the research questions which elicited responses on human resources management to achieve quality education, and was scored on a 4 – 1 scale as follows: Strongly Agree (SA) 4 Points, Agree (A) 3 Points, Disagree (D) 2 Points and Strongly Disagree (SD) 1 Point. The reliability of the instrument was determined using Cronbach Alpha method. The researcher administered the instrument to 20 respondents who were not part of the sample, 10 each from rural and urban schools were used, a reliability index of 0.86 was established which indicates a high reliability index. In order to ascertain the face and content validity of the instrument, the researcher submitted a set of the instrument to experts in the field of Educational Management and planning in the University of Port Harcourt, their inputs were incorporated into the final draft of the instrument before it was administered to the respondents.

The research questions were answered using mean score, weighed mean scores and aggregate weighed mean while the z - test statistics was used in testing the hypotheses at 0.05 significance level. A criterion mean of 2.5 and above are accepted while below 2.5 was rejected. The research instrument was administered to the respondents by the researcher and two research assistants who were properly tutored on what to do. On the completion of their responses, 275 copies of the instruments was retrieved for coding and further activities for use in answering the research questions and testing the hypotheses.

RESULTS

Research Question 1: *What are the types of staff development programmes that can enhance quality education in government primary schools in Rivers State?*

Table 1: Mean ratings of Rural and Urban Primary School Head Teachers on the types of staff development programmes that can enhance quality education in Government Primary Schools in Rivers State.

S/N	Items	Weighed Mean		Average weighed mean	Remarks
		Urban	Rural		
1	Induction courses or orientation programmes for new Teachers	3.65	3.82	3.74	Accepted
2	Administrative seminars and workshops	3.61	3.26	3.44	Accepted
3	Citizenship and leadership training courses like those organized by Man O' War	1.78	2.38	2.08	Rejected
4	Part-time, weekends or sandwich post graduate programmes organized by universities	3.09	3.85	3.47	Accepted
5	Long distance or correspondence training programmes by NTI	2.64	3.29	3.97	Accepted
6	Full time post graduate training programme in educational management	3.87	2.72	3.30	Accepted
7	Professional conferences and symposia like those organized by ICAN, NIM, IPM for their members	3.52	2.98	3.25	Accepted
8	Leadership and management training programmes organized by voluntary agencies like boys scout, red cross, philanthropic clubs etc.	1.35	2.45	1.90	Rejected
9	Leadership training courses organized by religious and church organizations	2.62	2.08	2.35	Rejected
10	In house training from quality assurance officers	2.75	2.62	2.69	Accepted
Aggregate mean				3.35	

From the data on table 1, it shows that items 1, 2, 4, 5, 6, 7, and 10 have means above the criterion mean of 2.50 which means that these programmes are capable of enhancing productivity in teaching thereby bringing about quality in public schools and items 3, 8, 9 has means less than the criterion mean which is an indication that those programmes cannot enhance quality education. The aggregate mean of 3.35 indicates that staff development programmes can enhance quality education in government primary schools in Rivers State

Research Question 2: *What are the constraints to Human Resources management in achieving quality Education?*

Table 2: Mean ratings of Rural and Urban Primary School Head Teachers on the constraints to human resources management in achieving quality education.

S/N	Items	Weighted Mean		Average Weighted Mean	Remark
		Urban	Rural		
11	Teachers are not involved in the decision making process in the school.	3.38	3.23	3.31	Accepted
12	No positive reinforcement after employment	3.43	3.83	3.63	Accepted
13	Non-availability of specialist teachers in government primary schools	3.58	3.87	3.73	Accepted
14	Introduction of new subjects in the curriculum	1.46	1.86	1.66	Rejected
15	Non availability of funds for staff development	3.93	3.58	3.76	Accepted
16	Public primary schools do not have conducive learning environment	1.38	2.62	2.00	Rejected
17	Teachers in public primary schools are not well trained	1.85	2.53	2.19	Rejected
18	Teachers do not engage in off the job training	3.18	3.12	3.15	Accepted
19	Teachers are not promoted regularly	3.86	3.92	3.89	Accepted
20	public primary schools do not have enough staff	2.95	3.56	3.30	Accepted
21	Incentives are not provided	3.43	3.13	3.28	Accepted
	Aggregate mean			3.08	

Data on table 2 shows that items 11, 12, 13, 15, 18, 19, 20 and 21 are above the criterion mean of 2.50 indicating that they are seen as constraints to human resources management in achieving quality education while items 14, 16 and 17 fall below the criterion mean of 2.50 which is an indication that they are not constraints. However the aggregate mean of 3.08 which is above the criterion mean of 2.50 indicates that these constraints can affect the management of human resources in achieving quality education.

Hypotheses

H₀₁: There is no significant difference between the mean ratings of rural and urban head teachers on the type of staff development programmes that can enhance quality education.

Table 3: comparison of the Opinions of Urban and Rural Primary School Head Teachers on the types of staff development programmes that can enhance quality education.

Subject	No	Means	Sd	D. F	z CAL	z CRIT	RESULT
Urban Primary School Head Teachers	102	3.40	2.11	273	0.88	1.96	ACCEPT
Rural Primary School Head Teacher	173	3.25	2.39				

The data on table 3 shows the summary of scores, means, standard deviation and z-test of difference between the mean ratings of rural and urban school head teachers on the type of staff development programmes that can enhance quality education. The z test value calculated and used in testing the hypothesis stood at 0.88 while the critical z-value stood at 1.96 at 0.05 level of significance.

Hence, there is no significant difference between the responses of the respondents. Consequently, the researcher upheld the hypotheses that there is no significant difference between the mean ratings of rural and urban primary school head teachers on the types of staff development programmes that can enhance quality education.

HO₂: There is no significant difference between the mean ratings of Urban and Rural primary school head teachers on the constraints to human resources management in achieving Quality Education in Government primary schools in Rivers State.

Table 4: comparison of the Opinions of Rural and Urban Primary School Head Teachers on the constraints to Human Resources Management in achieving quality education.

Subject	No	Means	SD	D. F	Z CAL	Z CRIT	RESULT
Urban Primary school Head Teacher	102	2.80	2.47	273	1.20	1.96	Accept
Rural Primary School Head Teachers	173	2.56	3.41				

Data on table 4 shows the summary of scores, means, standard deviations and Z-test of difference between rural and urban primary school head teachers to ascertain the constraints to Human resources management in achieving quality education.

The result in table 4 reveals that z-cal (1.20) is less than the critical z- value of 1.96. It implies that there is no significant difference between urban and rural school heads on the constraints to human resource management at 0.05 level of significance.

DISCUSSION OF FINDINGS

The first finding of the study indicated that staff development programmes can enhance quality education through regularity of organized workshop, provision of professional training programmes for teachers and adequate supervision to ensure that teachers are committed to school goal achievement. These findings agreed with the views of the National Staff Development Council (2002), Cole (2002), Iwundu (2008), Nwabueze (2010), who have all made impressive comments and contributed to the field of education. They are of the view that the place of the teacher cannot be undermined in the school. So there is the need for constant training and re-training of the teachers to enable them improve on their skills and knowledge. NPE (2013) noted that no education system can rise beyond the quality of the teachers within the school system; also the teachers must be encouraged to acquire professional competencies to meet the needs of the society for National development. In line with this Obasi and Asodike (2014) stated the needs and importance of staff development and training. According to the mean responses, there is no significant difference between the urban and rural head teacher as regards staff development programmes in enhancing quality education. A possible explanation to this is that both rural and urban primary school teachers needs training to improve on their skills, knowledge and competencies which will enhance quality education.

The finding also stated based on the mean responses that there is no significant difference between the opinions of rural and urban primary school head teachers on the constraints to human resources management in achieving quality education. This finding agrees with Blackstone (2010), Egbezo & Okanezi (2008), Nwafor (2012) who have made vital contributions on the different constraints to resources in education. According to Blackstone (2010), constraints could be seen as anything that prevents a system from achieving a higher performance relative to its goals. The implication is that these outlined constraints can hinder quality education.

CONCLUSION

Based on the findings of the study, it was concluded that staff development programmes can enhance quality education, although there are some constraints which can hinder the development of the human resources, however these constraints can be curtailed.

RECOMMENDATIONS

In Line with the findings and conclusions of the study, the following are outlined as recommendations.

1. Government through the ministry of education should train and retrain teachers using staff development programmes designed by professionals in education to improve their competencies and be fully equipped for the task of teaching and providing quality education.
2. Teachers should be involved in the decision making in the school, funds be made available for training of teachers, government should promote teachers regularly, employ more competent teachers and provide incentives so as to motivate teachers and bring about quality education.

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