
**MANAGEMENT OF SECONDARY SCHOOLS' HUMAN RESOURCES
FOR QUALITY ASSURANCE AND SUSTAINABLE DEVELOPMENT
IN ENUGU STATE, NIGERIA**

**Chukwuma, Ifeoma Salome (PhD), Ezeaku, Felicia Ngozi (PhD), Eneh, Annastasia
Uchenna (PhD)**

Department of Educational Foundations, University of Nigeria, Nsukka

ifeoma.chukwuma@unn.edu.ng

Abstract

This study investigated management of secondary schools' human resources for quality assurance and sustainable development in Enugu state, Nigeria. Three research questions and three null hypotheses guided the study. Descriptive survey design was adopted for the study. The population of this study comprised 293 public secondary schools in Enugu state. The sample size was 618 principals and teachers drawn using stratified simple random sampling technique. Researchers developed questionnaire titled "Management of Secondary Schools Human Resources Quality Assurance Sustainable Development Questionnaire" (MSSHRQASDQ) was used to collect data for this study. The instrument was face validated by three experts and Cronbach alpha was used to test the reliability which yielded an overall reliability index of 0.78. Descriptive statistics (mean and standard deviation) were used to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance ($p > 0.05$). The findings of this study revealed among others that; in-service training such as conferences, seminars, orientations, skill acquisition programmes: utilization of motivational techniques such as praise, non-monetary appreciation, awards, regular remuneration, promotion, respect for teachers by the administration, discipline by positive reinforcement, conducive working environment and utilization of instructional supervision such as regular classroom visitation, proper guidance, counseling, giving feedback, among others for improved students' performance in their studies, quality assurance and sustainable development. Based on the findings, it was recommended that Government should use in-service training as a motivation package for teachers for increased productivity, quality assurance and sustainable development.

Keywords: Management, secondary schools, Human resources, Quality assurance, Sustainable development.

Introduction

Production takes place in an organization and human resources are the instrument used to effectively achieve this goal. For resources to be properly organized to achieve production goals in an organization, management has to be involved. According to Unachukwu and Okorji (2014), management is the task of getting work done through the efforts of the people and the available resources to obtain results in an organization. Management is the systematic process of using available human and material resources for the achievement of individual and group's desired goals (Edikpa, Nwabueze & Iremeka, 2017). According to Edikpa, Nwabueze & Chukwuma (2018), management in educational setting is the process of harnessing human, material, finance and time resources for the achievement of educational goals of effective teaching and learning. Akumah (2018) observed that the task of management focuses on activities concerning how an overall organization can be structured in order to be able to achieve desired results. Operationally, management means the systematic process of handling human resources (tutorial and non-tutorial staff) in secondary schools for increased productivity, quality assurance and sustainable development.

Management is the art or science of performing work with the available resources and achieves result. Udey & Bassey (2018) opined that management is the coordination of all the human and material resources within the organization through the process of planning, organizing, directing and controlling in order to achieve the desired objectives. Planning is the first step in management functions which is the process of preparing or arranging a set of decisions for future actions directed at

achieving goals and objectives maximally (Nwogbo, 2014). Planning human resources development programmes such as in service training for educational administrators can serve as a blueprint for improved students academic performance and quality assurance. After the planning stage which determines the course of action comes the organization of the motivational strategies towards achieving the planned desired results.

Organizing is part of management that is concerned with relating all the components of an organization in to a whole so as to achieve a set goal. According to Okorie (2015), organizing entails identifying what to be done, arranging them into roles for individuals and motivating the employees to accomplish the goals. Motivation in education is a management function which when organized, stimulates employees to accomplish laid down educational goals for improved students academic performance and quality assurance. Motivation is goal oriented and aimed at mounting certain pressure on educational administrators to initiate, sustain and direct their instructional activities for improved teaching, learning and quality assurance for sustainable development (Nwabueze, Edikpa& Chukwuma, 2018). Some of the motivational strategies used by educational administrators include praise, non-monetary appreciation, awards, regular remuneration, promotion, respect for teachers by the administration, discipline by positive reinforcement, conducive working environment, among others (Uchendu, Anijaobi-Idem, &Nkama, 2013). In this study, organizing is the process of stimulating educational administrators through the use of the above mentioned motivational strategies to enhance effective teaching, improved students academic performance and maintain quality assurance. After organizing, arranging the work to be done and motivating employees to achieve the desired results, there is a need for proper co-ordination towards realization of objectives.

Co-ordination is the task of harmonizing the activities of various units of the organization. According to Ezeugbo (2014), co-ordination ensures team work and is the function of school administrators to co-ordinate all the activities of the various units within the school especially instructional supervision. Since employees are interdependent in the schools, the school administrators owe it as apoint of duty to coordinate their activities to eliminate conflict and ensure effective teaching and learning. Obi (2013) identified some of the instructional supervision strategies to be coordinated in the schools to includeregular classroom visitation, proper guidance, and counseling, giving feedback, among others for improved students' performance in their studies, quality assurance and sustainable development. Operationally, co-ordination is the process of harnessing the instructional supervisory roles of educational administrators for improved academic performance and quality assurance which can only be achieved through effective human resources.

Human resources are individuals working in an organization who carry out the tasks of harmonizing and seeking to match the expectations, needs and the objectives of the employees with that of the organization for the achievement of the desired goals of the organization. According to Chukwuma (2022), human resources are individuals working in an organization who are endowed with a range of abilities, talents and attitudes and these individuals in the organizationtherefore, become "human resources" by virtue of the roles they perform in the organizations and their participations in the achievement of the organizational objectives. Okonkwo (2016) opined that human resource constitutes the active agents that harness and combine financial and material resources towards the realization of educational goals. This means that individuals' collective abilities and experiences make significant contribution towards the success of an organization. Human resources are trained manpower in an organization whose combined efforts bring results through the use of available material and financial resources (Chike-Okoli, 2013) Operationally, human resources are principals and teachers working in our secondary schools who are faced with the tasks of harnessing the available human and material resources in the schools for effective teaching and learning, improved students academic performance, quality assurance and sustainability.

Quality assurance is an effective method of achieving and maintaining desired standards. According to Abraham (2019), quality assurance is administrative and procedural activities that are implemented in a system in such a way that all the requirements and goals for a product, service or activity are fulfilled. Chukwuma, Ezenwaji, Eneh & Adepoju (2014) observed that quality assurance is a planned and organized process in educational system which is learner centred approach. Osakwe (2016) opined that quality assurance is critical and depends on adequate planning, implementation and monitoring. This implies that quality assurance is proper monitoring and value judgement of the various parts of the programmes in educational system and policies so as to maximize the objectives of quality assurance. Operationally, quality assurance is a mechanism in education which ensures that instructional activities received by the learners are for efficiency, by making the individuals useful for self-development and productive both in the educational setting and in the society at large.

The federal government of Nigeria has formulated many policies that could bring about students' academic improvement, quality assurance and sustainable development but it seems not working in educational sector due to school administrators' individual differences. Consequently, in the secondary schools, the principal is the chief executive of the school who is charged with the responsibility of planning for in-service training of employees, effective supervision of instructions and motivation of staff for improved academic performance of students, quality assurance and sustainability development. If the teachers are not well motivated, effective teaching will be adversely affected and effective learning may not be achieved. Negligence in the improvement of teaching through improper motivation of teachers, lack of plan for in-service training by the principals can go on unnoticed indefinitely. This may result to low quality of instructions and invariably, lack of quality assurance and sustainability development. This can also result to teachers unwillingness to participate in school activities, unexpected and non-stimulating teaching, massive failure of students in examinations and production of students who cannot be productive in the labour market and society at large.

However, for quality teaching and learning to be achieved, there is every need to plan in-service training of teachers to acquire knowledge on the new trends in education and organize good accommodation, learning environment and other motivational packages for individuals involved in teaching and learning. This is because improper motivation of teachers can negatively affect their job performances leading to students' poor academic performances, lack of quality assurance and sustainability development. Therefore, this study seeks to investigate the extent principals manage human resources in secondary schools for quality assurance and sustainability development.

Purpose of the Study

The aim of this study is to investigate management of human resources in secondary schools for quality assurance and sustainability development. Specifically, this study sought to:

- 1) Identify the extent to which principals plan in service training of teachers for quality assurance and sustainability development in Enugu state.
- 2) Find out the extent to which principals organize motivational strategies for teachers for quality assurance and sustainability development.
- 3) Determine the extent to which principals coordinate supervision of teachers' instructions for quality assurance and sustainability development in Enugu state.

Research Questions

The following research questions guided the study

- 1) What is the extent to which principals' plan in service training for teachers for quality assurance and sustainability development in Enugu State?
- 2) To what extent do principals organize motivational strategies for teachers for quality assurance and sustainability development in Enugu State?
- 3) To what extent do principals coordinate supervision of teachers' instruction for quality assurance and sustainability development in Enugu State?

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level of significance.

H₀₁: There is no significant difference between the mean scores of principals and teachers on the extent to which principals' plan in service training for teachers for quality assurance and sustainability development in Enugu State

H₀₂: There is no significant difference between the mean scores of principals and teachers on the extent to which principals organize motivational strategies for teachers for quality assurance and sustainability development in Enugu State.

H₀₃: There is no significant difference between the mean scores of principals and teachers on the extent principals coordinate supervision of teachers' instructions for quality assurance and sustainability development in Enugu State

Methodology

The design for the study was a descriptive survey design. The area of the study was Enugu state, Nigeria. The population of the study included all the 293 public secondary schools in Enugu state. There are 659 principals and teachers in public secondary schools in Enugu state. This implies 293 principals and 6298 teachers. A sample size of 93 principals and 620 teachers were drawn from

the 93 secondary schools using stratified random sampling technique. This represented 9.4% of the population. The instrument used in this study was researchers developed questionnaire titled: Management of Human Resource Secondary School Quality Assurance Sustainability Development Questionnaire (MHRSSQASQ). The questionnaire was divided into 2 sections: section A comprised of the demographic information of the respondents. Section B comprised of questionnaire items based on the variables. The instrument was placed on a modified 4-point Likert rating scale from Very great extent (VGE), Great extent (GE), Little extent (LE) and Very little extent (VLE) and were used to collect data for analysis. The instrument was face validated by three experts, reliability tested with Cronbach alpha which yielded an overall reliability index of 0.78. Mean scores and standard deviation were used to answer the research questions; a criterion mean of 2.50 was used as a benchmark for the responses of the respondents. Responses within 2.50 and above are accepted while responses below 2.50 are rejected. Z-test was used to test the hypothesis at 0.05 level of significance. A table value of + 1.96 was obtained and the acceptance or rejection of the null hypotheses depends on the Z-test and the table value. If Z-test > table value, the null hypothesis is rejected and vice versa.

Results

Research question one: What is the extent to which principals plan in-service training for teachers for quality assurance and sustainability development in Enugu state?

Table1: Mean scores of principals and teachers on the extent to which principals plan in-service training for teachers for quality assurance and sustainability development.

S/N	Extent to which principals plan in-service training for teachers	Principals		Teachers		Mean set	Decision
		Mean	SD	Mean	SD		
1	Seminars	3.30	0.72	3.08	0.43	3.19	Accept
2	Workshops	3.23	0.74	3.08	0.44	3.14	Accept
3	Conferences	3.03	0.74	3.02	0.43	3.04	Accept
4	Exhibitions	2.85	0.76	3.01	0.43	2.94	Accept
5	Orientations	3.21	0.73	3.06	0.42	3.12	Accept
	Aggregate Mean	3.12	0.74	3.05	0.43	3.09	Accept

Table 1 above showed the mean scores and standard deviation of principals and teachers on the extent to which principals plan in-service training for teachers for quality assurance and sustainability development. Principals and teachers accepted all the items on the table with high mean scores greater than the criterion mean of 2.50. The aggregate mean of 3.12 for principals and 3.05 for teachers showed the extent principals plan in-service training for teachers to maintain quality assurance and sustainability development by involving teachers in training/development programmes such as seminars, workshops, conferences, exhibitions and orientations, to update their knowledge, improve students' academic performance and maintain quality assurance.

Research Question Two: To what extent do principals organize motivational strategies for teachers for quality assurance and sustainability development in Enugu State?

Table 2: Mean scores of principals and teachers on the extent principals organize motivational strategies for teachers for quality assurance and sustainability development.

S/N	Extent to which principals organize motivational strategies for teachers	Principals		Teachers		Mean set	Decision
		Mean	SD	Mean	SD		
1	Praise	3.25	0.72	3.31	0.39	3.28	Accept
2	Appreciation	3.22	0.71	3.29	0.40	3.24	Accept
3	Awards	3.10	0.72	3.17	0.41	3.14	Accept
4	Regular remuneration	3.12	0.73	3.18	0.41	3.16	Accept
5	Promotion	3.02	0.74	3.12	0.42	3.07	Accept
	Aggregate Mean	3.14	0.72	3.21	0.41	3.18	Accept

Table 2 showed the mean scores and standard deviation of principals and teachers on the extent principals organize motivational strategies for teachers for quality assurance and sustainability development. Principals and teachers accepted all the items on the table with high mean scores greater than the criterion mean of 2.50. The aggregate mean of 3.14 for principals and 3.12 for teachers showed the extent to which principals organize motivational strategies for teachers to maintain quality assurance and sustainability development which include the use of praise, appreciation, awards, promotion, regular remuneration and other non monetary motivations make teachers active and promote good working condition of service. This when well organized motivate teachers to teach effectively for improved productivity and quality assurance. This also creates respect for teachers and help to control their classroom instructions for improved students academic performance.

Research Question Three: To what extent do principals coordinate supervision of teachers' instruction for quality assurance and sustainability development in Enugu State?

Table 3: Mean scores of principals and teachers on the extent principals coordinate supervision of teachers' instructions for quality assurance and sustainability.

S/N	Extent to which principals coordinate supervision of teachers instructions	Principals		Teachers		Mean set	Decision
	Principals engage teachers in:	Mean	SD	Mean	SD		
1	Regular classrooms visitation	3.18	0.71	3.20	0.40	3.21	Accept
2	Regular checks of teachers notes of lessons	3.15	0.71	3.03	0.41	3.09	Accept
3	Regular checks of teachers class attendance registers	3.12	0.72	3.22	0.42	3.07	Accept
4	Identifying teachers abilities/qualities possessed by teachers	3.06	0.74	3.10	0.41	3.31	Accept
5	Appointing duties based on areas of specializations	3.30	0.70	3.35	0.37	3.24	Accept
6	Encourage teachers to develop all the required skills for classroom instructions	3.21	0.71	3.26	0.38	3.27	Accept
7	Using feedbacks after supervision to encourage teachers for quality delivery	3.25	0.71	3.29	0.38	3.16	Accept
	Aggregate Mean	3.18	0.71	3.21	0.40	3.19	Accept

Data in table 3 above showed the mean scores and standard deviation of principals and teachers on the extent principals coordinate supervision of teacher's instructions for quality assurance and sustainability development. Principals and teachers accepted all the items on the table with high mean scores greater than the criterion mean of 2.50. The aggregate mean of 3.18 for principals and 3.21 for teachers showed that principals to a very great extent coordinate supervision of teachers instructions which include regular classroom visitations, regular checking of lesson notes and class attendance register, identifying of qualities possessed by teachers, assigning of duties based on areas of specializations, encouraging teachers to develop the required skills and using feedbacks from supervision to encourage quality delivery.

Hypothesis

H₀₁: There is no significant difference between the mean scores of principals and teachers on the extent to which principals' plan in service training for teachers for quality assurance and sustainability development in Enugu State

Table 4: Z-test analysis of the difference between the mean scores of principals and teachers on the extent principals plan in-service training for teachers for quality assurance and sustainability development

Staff	N	Mean	SD	Df	z-cal	Critical value	Decision
Principals	93	3.12	0.74	710	0.49	±1.96	H₀₁ is accepted
Teachers	620	3.05	0.43				

Table 4 above showed the z-test analysis of the difference between the mean scores of principals and teachers on the extent principals plan in-service training for teachers for quality assurance and

sustainability development. The result showed that z-cal value of $0.49 > \pm 1.96$ critical value at 0.05 level of significance. Therefore, hypothesis one is accepted. There is no significant difference between the mean scores of principals and teachers on the extent to which principals' plan in service training for teachers for quality assurance and sustainability development in Enugu State

H0₂: There is no significant difference between the mean scores of principals and teachers on the extent to which principals organize motivational strategies for teachers for quality assurance and sustainability development in Enugu State.

Table 5: z- test analysis of the difference between the mean scores of principals and teachers on the extent principals organize motivational strategies for teachers for quality assurance and sustainability development.

Staff	N	Mean	SD	Df	z-cal	Critical value	Decision
Principals	93	3.14	0.72	710	-0.48	± 1.96	
Teachers	620	3.21	0.41				H0₂ is accepted

Table 5 showed the z-test analysis of the difference between the mean scores of principals and teachers on the extent principals organize motivational strategies for teachers for quality assurance. The result showed that the z-cal of $-0.48 < \text{the critical value } \pm 1.96$ at 0.05 level of significance. Hence, the null hypothesis is accepted that there is no significant difference between the mean scores of principals and teachers on the extent to which principals organize motivational strategies for teachers for quality assurance and sustainability development in Enugu State.

H0₃: There is no significant difference between the mean scores of principals and teachers on the extent principals coordinate supervision of teachers' instructions for quality assurance and sustainability development in Enugu State

Data in Table 6 showed the z–test analysis of the difference between the mean scores of principals and teachers on the extent principals coordinate supervision of teachers' instructions for quality assurance and sustainability development in Enugu State.

Staff	N	Mean	SD	Df	z-cal	Critical value	Decision
Principals	93	3.18	0.71	710	-0.21	± 1.96	
Teachers	620	3.21	0.40				H0₃ is accepted

Data in Table 6 showed the z-test analysis of the difference between the mean scores of principals and teachers on the extent principals coordinate supervision of teachers' instructions. The results showed that the z-cal value of $-0.21 < \text{z-critical value of } \pm 1.96$ at 0.05 level of significance. Therefore, the null hypothesis is accepted that there is no significant difference between the mean scores of principals and teachers on the extent principals coordinate supervision of teachers' instructions for quality assurance and sustainability development in Enugu State.

Discussion of the Findings

The findings of this study revealed the extent principals plan in-service training for teachers which include; principals and teachers to a very great extent pointed out that involving teacher in development programmes like seminars, workshops, exhibitions, conferences and orientations will help them to acquire more knowledge and skills especially on the new trends in education for quality assurance and sustainability development. This is in line with Nwogbo (2014), who observed that planning is the first step in management that helps school administrators to prepare or arrange a set of decisions which in service training is part of it for future actions directed at achieving goals and objectives maximally. This also buttressed Udey & Bassey (2018) who opined that planning of in-service training for educational administrators can enhance teachers' dedication to their duties in order to achieve the desired objectives of effective teaching, learning and quality assurance. The test of hypothesis one showed that there is no significant difference between the mean scores of principals and teachers on the extent to which principals' plan in service training for teachers for quality assurance and sustainability development. Involvement of teachers in training/development programmes improves their job satisfaction and achieves quality delivery in the classrooms thereby maintaining quality assurance.

The findings of this study also revealed the extent principals organize motivational strategies for teachers for quality assurance to include; principals and teachers responded to a great extent that when principals organize the use of praise and other non-monetary motivation well, teachers become active in classroom activities and improves students' academic performance. This agreed with Nwabueze, Edikpa & Chukwuma (2018) who assert that motivation is goal oriented and aimed at mounting certain pressure on educational administrators to initiate, sustain and direct their instructional activities for improved teaching, learning and quality assurance for sustainable development. This is also in line with Uchendu, Anijaobi-Idem, & Nkama (2013) who indicated that some of the motivational strategies used by educational administrators include praise, non-monetary appreciation, awards, regular remuneration, promotion, respect for teachers by the administration, discipline by positive reinforcement, conducive working environment, among others directs, sustains and energizes the actions and performances of teachers thereby improving students academic performances and quality assurance. The test of hypothesis two showed that there is no significant difference between the mean scores of principals and teachers on the extent to which principals organize motivational strategies for teachers for quality assurance and sustainability development in Enugu State. However, uses of motivational strategies for teachers promote accomplishment of institutional goals.

Finally, the findings of this study revealed the extent principals coordinate supervision of teachers' instructions for quality assurance. Principals and teachers responded to a very great extent that if supervision of teachers' instructions is well coordinated by the principals, teaching behaviours of teachers improve resulting to quality learning for students. This can be done through regular classroom visitation, regular checks of lesson notes and class attendance register, proper guidance, counseling, giving feedback, among others for improved students' performance in their studies, quality assurance and sustainable development. This is in line with Obi (2013) who identified some of the instructional supervision strategies to be coordinated in the schools to include regular classroom visitation, proper guidance, and counseling, giving feedback, among others for improved students' performance in their studies, quality assurance and sustainable development. This also supported Ezeugbo (2014) who opined that proper supervision of teachers instructions ensures team work and is the function of school administrators to co-ordinate all the activities of the various units within the school especially instructional supervision. However, the respondents were of the opinion that quality supervision of instructions influence to a great extent teachers' job performances and enhance students' academic performances.

Conclusion

This paper focused on the management of secondary school human resources for quality assurance and sustainability development. Based on the findings, conclusion can be made that proper planning of in-service training for teachers equip them with the knowledge of the new trends in education. A proper teacher motivation improves their job productivity and students academic performances through adequate organization of the use of praise and other non-monetary motivations. Finally, proper coordination of supervision of teachers instructions enhances quality teaching and learning, maintains quality assurance and sustainability development.

Recommendations

Based on the findings, the following recommendations were made.

- 1) Government and school administrators should make adequate plans for in-service training of teachers to acquire new skills and knowledge for the job.
- 2) Secondary schools principals should properly motivate their teachers for good classroom control for effective teaching and learning to be achieved.
- 3) Principals should adopt regular supervision of teachers' instructions to improve teachers job productivity, maintain quality assurance and sustainability development.

References

- Abraham, N. M (2019). Quality assurance: managing education for school improvement. *Quality assurance in the management of education: prospects and challenges*. NAEAP. 15-30
- Akumah, E. (2008). *Educational administration: managerial issues & problems*. Enugu: Celex Publishing company
- Chike-Okoli, A. N. (2013). *Fundamentals of human resource management*. Minna: Succeed and Prosper Books.
- Chukwuma, I. S., Ezenwaji, I. O., Eneh, A.U & Adepoju, E. C. B. (2014). Factors affecting quality assurance in secondary schools administration in Nigeria. *Quality assurance in the management of education: prospects and challenges*. NAEAP. 242-250.
- Chukwuma, I. S. (2022). Human resources development and COVID-19 as correlates of quality assurance practices of principals in secondary schools in South East, Nigeria. *Sustaining Educational Values and COVID-19 Pandemic. Implication for the 21st century*. In P. Nweke, V. C. Onu, J. M. Abidogun, L. N. Onuigbo & B. C. Nwankwo. LIFYEAD Educational consult 41-59
- Edikpa, E. C., Nwabueze, A. I., & Iremeka, F. U. (2017). Percieved impact of knowledge management applications on teaching staff instructional task performance for productivity in secondary schools. *European Journal of Scientific Research*. 150 (1), 101-115.
- Edikpa, E.C., Nwabueze, A. I., & Chukwuma, I. S (2018). Enhancing teaching and learning through effective classroom management in secondary schools. *International Journal of Educational Research and Policy*. 1 (1), 107-119.
- Ezeugbo, F. O. (2014), *Educational administration and planning*: Nsukka. Optimal computers.
- Nwabueze, A. I., Edikpa, E. C., & Chukwuma, I. S. (2018). Principal's motivational strategies and teachers' commitment to work for enhanced national cohesion and global competitiveness in secondary schools in Enugu state. *Nigerian Journal of Educational Administration and Planning*. 18 (2), 40-58.
- Nwogbo, V. N. (2014). Basic concepts in Educational administration. In G. O Unachukwu & P. N. Okorji. *Educational management. A skill building approach*. Nimo: Rex Charles & Patrick Ltd. 12-34.
- Obi, E. (2013). *Educational management: Theory and practice*. Enugu: JAMOE Enterprises.
- Okonkwo, J. A. (2016). *Human resource development, demographic variables and job performance of lecturers in colleges of education in the North East, Nigeria*. (Unpublished doctoral thesis). University of Nigeria, Nsukka, Enugu State, Nigeria.
- Okorie, N. C. (2015). *Organizational setting of leadership: theoretical perspectives*. Owerri: Totam
- Osakwe, R. N. (2016). Principals quality assurance techniques for enhancing secondary school quality education in the 21st century. *Journal of Emerging Trend in Educational Research and Policy Studies* 7 (2), 176-180
- Uchendu, C. C., Anijaobi-Idem, F. N. & Nkama, V. I. (2013). Organizational behavior and teachers' work performance in Cross River state, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies* 4(2), 288-292.
- Udey, F. U. U., & Bassey, M. O. (2018). Management of functional tertiary education for national cohesion and global competitiveness: a case study of public tertiary institution in cross river state, Nigeria. *Nigerian Journal of Educational Administration and Planning*. 18 (2), 340-350.
- Unachukwu, G. O., & Okorji, P. N. (2014). *Educational management. A skill building approach*. Nimo: Rex Charles & Patrick Ltd.