

HUMAN RESOURCE MANAGEMENT AND QUALITY CONTROL AS PREDICTORS OF TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE

Dr. Nwagbata, Amaka Rose

Department of Educational Foundations and Administration

Nwafor Orizu College of Education, Nsugbe

Email: amakarose80@gmail.com

Abstract

The study investigated Human Resource Management and Quality Control as Predictors of Teachers' Task Performance in Public Secondary School in Anambra State. Three research questions and three hypotheses guided the study. The study adopted correlational research design. Population of study was 263 principals and 5149 teachers in Public Secondary School in Anambra State. A sample of 757 respondents consisted of 176 principals and 581 teachers were used for the study. Three structured instruments by the researcher were used for data collection. The first instrument is titled "Human Resource Management Questionnaire" (HRMQ) with 51 items, the second instrument is titled 'Quality Control Questionnaire' (QCQ) with 21 items while the third instrument is Teachers Tasks Performance Questionnaire" (TTPQ) with 11 items. The instruments were validated by three experts and the reliability test was determined using Cronbach Alpha Statistic which yielded an average coefficient of .86 for "Human Resource Management Questionnaire" (HRMQ), 0.91 for Quality Control Questionnaire' (QCQ) and The research questions developed for this study were answered with simple linear regression analysis, while the hypotheses were tested at .05 level of significance with simple linear regression analysis. The findings of the study revealed that motivation, Job orientation, promotion, delegation of functions, in-service training, effective communication, supervision are modest to positive predictors of Teachers' task performance in Public Secondary Schools in Anambra State, Nigeria. It was therefore concluded that Human Resources Management and Quality Control are positive and significant predictors of Teachers' Task Performance in Public Secondary Schools in Anambra State, Nigeria. Based on the findings, the researcher recommended among others that, Ministry of Education should ensure that Motivation, which can come in form of compensation packages, financial incentives and fringe benefits, should be made available to teachers and that Principals should organize Job orientation for teachers, especially to new teachers' as it communicate the duties or responsibilities of a job to them.

Keywords: Human Resource management, Management Quality Control and Teachers' Task Performance

Introduction

Background to the Study

Education is a systematic process through which a child or an adult acquires knowledge, experience, skills and sound attitude. It makes an individual to be civilized, refined, cultured and sound in thinking. Parankimalil (2012), education in the broadest sense is to aid a human being in his/her pursuit of wholeness. Wholeness implies the harmonious development of all the potentials God has given to human. Education is the most powerful instrument for social progress and the greatest power yet known to man for his improvement. He categorically stated that, "education constitutes the major engine for sustainable human development as well as the fulcrum around which every activity revolves." The purview of education includes knowledge, skill and understanding which an individual acquires from attending school. In schools, the teacher is solely in charge for training the child to become a good and 'active' world citizen. Teachers regulate the quality of a country's educational system, especially the degree to which the products of education meet the requirements of societal development (Turkkahraman, 2012). The Federal Republic of Nigeria in her National Policy on

Education (FRN, 2014) agreed with this view when it stated that “no education system can rise above the quality of its teacher”. This is because it is the teachers who, in the final analysis translate policies into practice and programme into action.

Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2011), however, teachers being the engines that drive the nations towards the attainment of the goals must be developed for improved task performance. The quality of teaching workforce needs to be improved in order to enhance the educational standard of Nigeria. For the achievement of higher teaching standard, it is essential to determine the factors enhancing teachers’ performance. Therefore, acquiring teachers’ services, developing their skills, motivating them to high levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational goals. To effectively achieve the goals and objectives of higher quality educational standards, teacher task performance management plays a vital role as it is a continuous process for identifying, evaluating and developing the work performance of teachers.

Management is the process of guiding or taking charge, directing and controlling people in an organization in a structured and thorough manner. It is the process of achieving organizational goals by working with and through people and other organizational resources (Boselie, 2011). The human management process must place an emphasis on goal-setting, measuring results, individual accountability and their linkage to remuneration. Management by results is one of the ways in which human resource can be appraised and evaluated. Management by results focuses on the past and emphasizes on what was not achieved as well as future needs that might arise in the human resource area. If an organization places emphasis on employee engagement, it may promote human resource performance improvement (Gruman & Saks, 2011). Human resource is a very important input and is regarded as the ultimate basis for the wealth of nations. They are the active agent of production who accumulates capital, exploit natural resources, build and develop social, political and economic organizations and who plan and implement national development programmes. Therefore, the proper management of human resource enhances the dignity by satisfying their social needs (Mamoria & Gankar, 2016).

Human resources are the individual who make up the workforce of an organization. Other terms sometimes used to describe human resources according to William (2014) include employees, manpower, people, staff, labour, and human capital. Oyeboji (2012) described human resources as the intellectual resource pool of any educational institution. Oyeboji (2012) also refers to human resources as the building blocks and active agents of an educational institution; on them rest the success or failure of an organization or institution. Every educational enterprise needs adequate skilled manpower to function well. Other resources namely physical facilities and equipment are mere complementary resources. The success of what is done in the school is attributed to the human resources management.

Green and Ronza (2012) noted that human resource management strategy must lead the firm to attain its objectives. Performance of an organization depends largely on effective operational performance. The operational performance is function of people, process and technology; therefore they need to be competent with the required knowledge, skills and abilities. Every organization wants to attract, retain and motivate employees to enhance its performance. There are many HRM practices which management of organizations can adopt in order to realize organizational goals. Thus, the need for human resource management in the school system is integral and offers a wide range of channels through which the school administrator carry out statutory duties and other responsibilities. There are many ways in which human resources within the formal school system can be effectively managed. These include promotion, discipline, remuneration, motivation, the involvement of staff in decision-making, inter-personal relationship, and delegation of responsibilities and so on. In order to achieve the goals of the education system especially in Public Secondary School, there is need for human resource management which refers to, motivation, job orientation, promotion, delegation of functions and in-service training.

Quality control is a central feature of organizational performance. It is an essential part of management activities of people and directing their efforts towards the objectives of the organization. There must be an appropriate form of behavior to enhance performance. Two aspects of quality control in this study includes communication and instructional supervision. King (2012) stated that

communication lays the keystone to every organizational upbringing and grooming of the environment of that particular organization for effective and efficient production. According to king, communication is one of the most important ways to ensure a productive and creative staff, as well as to avoid complications and mishaps, and to ensure the optimum in a range of skills. The absence of communication between the human resource managers and the staff (academic) can affect the institutions.

Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2012). Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. School heads therefore, need to provide this support to teachers; they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well articulated (Okendu, 2012) The menace of teachers' poor job performance in the area had been on the high strain and cannot be overemphasized as it has not only eaten deep into the quality of students produced but has also contributed to the poor quality of leaders produced into the Nigerian economy (Oluwaseun, 2016).

Having stressed the need for human resource management and quality control for teachers' task performance, however, the emphasis was based on five aspects of human resource management in this study which include motivation, orientation, promotion, delegation of functions, in -service training, and quality control aspects which includes communication and supervision as comprehensive practice that aims to promote the performance of teachers'. Human resource management broadens their knowledge and modernizes their skills to cope with changes and innovation and also handle the various challenges brought about by advancement in technology. Teachers' morale will be raised and they will develop confidence in discharging their duties when they are professionally managed and developed. Based on these gaps identified above, this study investigate human resource management and quality control as predicts of teachers' task performance in Public Secondary School in Anambra States, Nigeria.

Statement of the Problem

Teachers are the engine of the national development agenda yet the conditions that determine their performance have remained largely ignored and there seems to be a growing concern that the teaching profession is in crisis. The problem of this study is traceable to the fact that most teachers tend to be ineffective in their task performance as displayed in their poor attitude to work, poor record keeping habit, poor punctuality habits, irregular attendance to classes, unethical marking of the attendance register and several other unacceptable behaviours which undermine the quality of the teaching profession, and which deter the schools from achieving set goals and objectives.

Inefficient control mechanisms are not in place to achieve the set educational objectives and quality of people and how they are managed seem to be neglected. Poor academic performance of students in Nigeria may be linked to poor teachers' performance and poor quality control in terms of accomplishing the teaching task. These prevailing conditions would definitely show a negative impact on teachers' which may translate to poor educational attainment of students'. The societal quest for quality teaching which is a vital aspect of quality control is imperative because of the emergence of new information technologies, the evolution of the global digital economy and the global competition for technically skilled workers creates a national urgency to improve the educational standard in Public Secondary School in Anambra, Nigeria.

A proper understanding of the relationship between human resource management and quality control in Public Secondary School in Anambra, Nigeria is imperative so as to enable teachers to give out their best in their tasks performance since human resource management and quality control appears to be the major input to the success of any organization. The problem of this study therefore is does

human resource management and quality control predicts teachers' task performance in Public Secondary School in Anambra, Nigeria?

Purpose of the Study

The main purpose of the study was to investigate human resources management and quality control as predictors of teachers' task performance in Public Secondary School in Anambra State, Nigeria. Specifically, the study sought to:

1. Investigate motivation as a predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria.
2. Ascertain job orientation as a predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria
3. Examine promotion of staff as a predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria.

Research Questions

To achieve the purpose of the study, the following research questions guided the study;

1. Does motivation predict teachers' task performance in Public Secondary Schools in Anambra State, Nigeria?
2. Does orientation predict teachers' task performance in Public Secondary Schools in Anambra State, Nigeria?
3. Does promotion predict teachers' task performance in Public Secondary Schools in Anambra State, Nigeria?

Hypotheses

The following hypotheses guided the study and were tested at .05 level of significance

1. Motivation does not significantly predict teachers' task performance in Public Secondary schools in Anambra State
2. Job orientation does not significantly predict teachers' task performance in Public Secondary Schools in Anambra State
3. Promotion does not significantly predict teachers' task performance in Public Secondary Schools in Anambra State

Methodology

This study adopted a correlational design. This study was conducted in Anambra State, one of the 36 States of the Federal Republic of Nigeria. Located in the South-Eastern part of Nigeria. The population for this study comprised 263 principals as respondents for the study in Anambra State public secondary schools (Post Primary School Service Commission, Awka, 2021). A sample of 263 principals in 263 public secondary schools in the six education zones in the State was used for the study. Three structured instruments by the researcher were used for data collection. The first instrument is titled "Human Resource Management Questionnaire" (HRMQ), the second instrument is titled 'Quality Control Questionnaire' (QCQ) while the third instrument is Teachers Tasks Performance Questionnaire" (TTPQ). The instrument were face validated by subjecting them to proper scrutiny by two experts in Educational Management and one expert in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus for face and content validity. To establish the reliability of the instrument, sample for the trial testing comprised 20 teachers who were selected randomly from River State, who were not a part of the main study. The average reliability coefficient showed a value of 0.86 for Human Resource Management Questionnaire' (HRMQ)', and for 0.91 for 'Quality Control Questionnaire' (QCQ) and 0.91 for Teachers Tasks Performance Questionnaire" (TTPQ) which is considered adequate for the study. Direct method was used to administer 263 copies of questionnaire by the

researcher and her four briefed research assistants. The data collected were analyzed using simple linear regression analysis.

Results

Research Question 1: Does motivation predict teachers' task performance in Public Secondary School in Anambra Nigeria?

Table1. Summary of simple regression analysis with motivation as a predictor of teachers' task performance in Public Secondary School in Anambra Nigeria.

	<i>Unstandardized B</i>	<i>SE B</i>	<i>Standardized β</i>
Constant	.463	3.094	
Motivation	.743	.846	.296
R	.937		
R ²	.879		
Adj R ²	.813		

****Significant at $p < 0.05$**

The above Table showing a simple regression analysis indicates that motivation is a strong predictor of teachers' task performance in Public Secondary School in Anambra Nigeria. This information is inferred from the regression coefficient ($R = .296$) and the coefficient of determination ($R^2 = .879$). Also, motivation significantly predict 30% of teachers' task performance in Public Secondary School in Anambra Nigeria. The coefficient of determination (R^2) of .879 explained about 88% of the variance in teachers' task performance in Public Secondary School in Anambra Nigeria. This means that teachers' task performance in Public Secondary School in Anambra Nigeria account for 88% of motivation. The adjusted R square (Adj. R^2) supports the R^2 with .813 (81%), showing that motivation account for about 81% of the variance in teachers' task performance in Public Secondary School in Anambra Nigeria. The unstandardized beta weight ($\beta = .743$) showing that motivation has a positive relationship with teachers' task performance in Public Secondary School in Anambra Nigeria. This is an indication that a unit increase in motivation leads to about .743 increases in teachers' task performance in Public Secondary School in Anambra Nigeria.

Research Question 2: Does job orientation predict teachers' task performance in Public Secondary School in Anambra Nigeria?

Table 2. Summary of simple regression analysis with job orientation as a predictor of teachers' task performance in Public Secondary School in Anambra Nigeria.

	<i>Unstandardized B</i>	<i>SE B</i>	<i>Standardized β</i>
Constant	3.654	1.268	
Job orientation	.144	.376	.338
R	.692		
R ²	.479		
Adj R ²	.305		

****Significant at $p < 0.05$**

The Table 2 represents a simple regression analysis showing that Job orientation is a moderate predictor of teachers' task performance in Public Secondary School in Anambra Nigeria. This information is gotten from the regression coefficient ($R = .692$) and the coefficient of determination ($R^2 = .479$). The Unstandardized beta weight ($\beta = .144$) shows that Job orientation is a positive predictor of teachers' task performance in Public Secondary School in Anambra Nigeria. This is an indication that a unit increase in job orientation leads to .144 increase in teachers' task performance in Public Secondary School in Anambra Nigeria. The study shows that job orientation significantly predict 34% of teachers' task performance in Public Secondary School in Anambra Nigeria. The coefficient of determination (R^2) of .479 explained about 48% of the variance in teachers' task performance in Public Secondary School in

Anambra Nigeria. This means that teachers' task performance in Public Secondary School in Anambra Nigeria account for 48% of Job orientation. The adjusted R square (Adj. R^2) supports the R^2 with .305 (31%), showing that Job orientation account for about 31% of the variance in teachers' task performance in Public Secondary School in Anambra Nigeria.

Research Question 3: Does promotion predict teachers' task performance in Public Secondary School in Anambra?

Table 3. Summary of simple regression analysis with promotion as a predictor of teachers' task performance in Public Secondary School in Anambra Nigeria.

	<i>Unstandardized B</i>	SE B	Standardized β
Constant	4.614	1.681	
Promotion	.433	.503	.291
R	.620		
R^2	.385		
Adj R^2	.30		

****Significant at $p < 0.05$**

The summary of the simple regression analysis as shown in the above Table 3 specifies that promotion is a moderate predictor of Teachers' task performance in Public Secondary School in Anambra. This is seen by the regression coefficient ($R = 0.620$) and the coefficient of determination ($R^2 = .385$) which indicates that promotion clarified .385 of the variance in Teachers' task performance in Public Secondary School in Anambra. The unstandardized beta weight ($\beta = .433$) shows that promotion is a positive predictor of Teachers' task performance in Public Secondary School in Anambra which is an indication that a unit increase in promotion leads to .433 corresponding increase in Teachers' task performance in Public Secondary School in Anambra. The result shows that Promotion significantly predicts 29% of teachers' task performance in Public Secondary School in Anambra. The coefficient of determination (R^2) of .385 explained about 39% of the variance in teachers' task performance in Public Secondary School in Anambra. This means that of teachers' task performance in Public Secondary School in Anambra account for 39% of promotion. The adjusted R square (Adj. R^2) supports the R^2 with .30 (30%), showing that Promotion account for about 30% of the variance in teachers' task performance in Public Secondary School in Anambra Nigeria.

Hypothesis 1: Motivation does not significantly predict teachers' task performance in Public Secondary Schools in Anambra State, Nigeria

Table 4. Test of Significance of Simple Regression Analysis with motivation as predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria

	<i>B</i>	B	<i>T</i>	<i>P</i>
Constant	.463		.150	.000
Motivation	.743	.846	.878	.041
R	.937			
R^2	.879			
<i>F</i>	.002			.041

****Significant at $p < 0.05$**

The Table 4 indicates the regression coefficient (R) as .937 while the $R^2 = .879$. The F-ratio associated with regression is .002 with the P -value = .041. Since the P -value is less than the stipulated 0.05 confidence level, the null hypothesis is rejected and thus is decided that motivation is a significant predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria.

Hypothesis 2: Job orientation does not significantly predict teachers' task performance in Public Secondary Schools in Anambra State, Nigeria

Table 5: Test of Significance of Simple Regression Analysis with Job orientation as predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria

	<i>B</i>	<i>B</i>	<i>T</i>	<i>P</i>
Constant	3.654		2.881	.000
Job orientation	.144	.338	-.382	.020
R	.692			
R ²	.479			
<i>F</i>	.146			.020

****Significant at $p < 0.05$**

The result of the simple regression analysis from the table above showed the significant relationship between Job orientation and teachers' task performance in public secondary school in Anambra, Nigeria with regression coefficient (R) as .692, $R^2 = .479$, F-ratio as .146 and P-value = .020. Since the p-value is less than .05, the study rejects the null hypothesis and accepts the alternative hypothesis that Job orientation significantly predict teachers' task performance in public secondary school.

Hypothesis 3: Promotion does not significantly predict teachers' task performance in Public Secondary Schools in Anambra State, Nigeria

Table 6. Test of Significance of Simple Regression Analysis with Promotion as a predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria

	<i>B</i>	<i>B</i>	<i>T</i>	<i>P</i>
Constant	3.654		2.881	.000
Promotion	.144	.338	-.382	.020
R	.692			
R ²	.479			
<i>F</i>	.146			.020

****Significant at $p < 0.05$**

As shown in table 10, the simple regression coefficient (R) is .692 while the R^2 is .479. The F-ratio associated with the regression R is .146 and the P-value = .020, since the P-value is less than the stipulated 0.05 level of significance, it was decided that promotion does significantly predict teachers' task performance in Public Secondary Schools in Anambra State, Nigeria. The null hypothesis was therefore rejected.

Discussion of the Finding

Findings from the study revealed that motivation is a positive predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria. Findings, also showed that motivation is a significant predictor of teachers' task performance in Public Secondary Schools in Anambra State, Nigeria. This showed that increase in motivation leads to increase in teacher's task performance. Several factors could lead to increase in the teacher's motivation which included that teacher have asses to Health Insurance, recognition of performance as an important responsibility for motivation, monetary appreciations to teachers to motivate them, teachers achievements recognized publicly to motivate them, (e.g selection as the best teacher of the month) and commendations for accomplishing a hard task in the school. This present finding of the study is in line with that of Ombuya (2015) whose findings revealed that motivation was crucial in enhancing teachers' commitment to job performance. Also this present finding is in line with that of Asim (2013) found motivation played positive

results in the performance. The findings of this present study is agreement with that of Ssekakubo, Lwanga, and Ndiwalana (2014) whose results indicated that if employees are well motivated through, for example, fair promotions and justifiable salary differences, they would work more towards a better performance of the organization

Findings from the study on job orientation as a predictor of teachers' task performance revealed that job orientation is a moderate predictor of teacher's task performance in area of study. Orientation of teachers is absolutely necessary as it becomes risky if they are not taught the rudiments of the job or task assigned to them. The process of communicating the duties or responsibilities of a job to a new employee cannot be overemphasized.. Various researches conducted show that employees do better when proper orientation is carried out. Most times, teachers tend to slack in their responsibilities. At such instance, re-orientation is needed to forestall the effect it would cause on the system. Re-orientation is also necessary as it remind the employees of duties and responsibilities. Re-orientation can be done monthly or quarterly depending on the directives of the management of the school. Special orientation exercise becomes a necessity for those who are beginners to help them in their transition from pre-service education to professional teaching. Sufficient duration should be given for any orientation exercise. The use of useful materials can be of great importance in the exercise. These materials may include teacher's attitude to the job assigned to them, time management in execution of task and delivery of set goals and objectives. As highlighted by various researchers, Organizations that have good orientation programmes get new people to have better alignment between what the employees do and what the organization needs them to do and the effect on performance as well. A well-planned employee orientation programme will help to get new employees off on the right foot immediately. This findings is in support of Gitonga (2015) who established in his findings that orientation and induction carried out for a period not less than one month in most schools have being helping newly recruited teachers to adjust to the school environment quickly, helps in building confidence in the newly recruited teachers and enhances the social relationship between the new teacher and the old teachers. This findings are in agreement with that of Sarpong (2012) whose findings showed that orientation programmes positively affect employee performance. The results indicated that the orientation programmes provided by the organization improved the quality of the employees in terms of their performance. It also pointed out that an orientation practice in the institution is facing many problems.

Findings from the study showed that promotion is a moderate and significant predictor of Teachers' task performance in Public Secondary Schools in Anambra State, Nigeria .The high positive and significant relationship existing between promotion and Teachers' task performance in Public Secondary Schools in Anambra State could be as a result of principals accepting the fact that prompt promotion of teachers enhances their tasks performance, irregular promotion of teachers affects their tasks performance, unilateral promotion of teachers affects their job performance, promotion is done in conjunction with the Ministry of Education officials in school to encourage teachers' job performance , discriminatory promotion of teachers affect their task performance , Promotion through written examinations enhances teachers' task performance, improvement in the promotion of teachers in school enhances their job performance , timely promotion increases teachers tasks performance. The findings of the study is in agreement with the findings of Nwogbo (2016) whose findings revealed that teachers and principals were getting proper promotion and this motivated them for better and quality performance in secondary schools. The Similarly, Soomro et al (2020) posited that there is a direct and positive relationship between rewards and promotion and job satisfaction and motivation. Therefore, if the rewards and promotion are given to employees, it leads to a corresponding change in work motivation and satisfaction.

Recommendation

Based on the finding of this study, the Researcher recommends the following;

1. Ministry of Education should provide motivation in the form of compensation packages, financial incentives and fringe benefits to teachers .
2. Principals should organize Job orientation for teachers, especially to newly employed ones, as it communicates the duties or responsibilities of a job to them. This should be done as frequently as possible.
3. Government should ensure that promotion exercise should be conducted promptly and should be void of ethnocentrism and bias.
4. Principals should delegate duties to teachers to ensure maximum task performance since critical thinking and innovation can be properly harnessed through the delegation of functions.
5. Government should encourage teachers to undertake in service training in order to increase their scope of understanding.

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