

# Enhancing Agricultural Education Lecturers' Teaching Effectiveness in Nigeria Colleges of Education: The Human Resource Supervision Perspective

**Camilus Bassey Ben and Ajigo Ikutal**  
University of Calabar, Calabar, Nigeria

**Abstract.** This study was conducted to determine the extent to which human resource supervision relates with teaching effectiveness of Agricultural Education lecturers in Nigerian Colleges of Education. Two null hypotheses were formulated to guide the study. A 30-item questionnaire was structured to obtain data for the study. Expost facto research design was adopted for the study. Sixty three Agricultural Education lecturers were involved in the study. The Pearson Product Movement Correlation and Population t-test were the statistical tools used in data analysis. The results of the study revealed that there was significant relationship between human resource supervision and Agricultural Education and that lecturers' teaching effectiveness in Nigeria colleges of Education was not significantly high with respect to teachers' self-control, classroom design techniques, teaching of appropriate behaviour and students'-lecturers' relationship. To enhance Agricultural Education lecturers' teaching effectiveness, it was recommended among others that Agricultural Education lecturers should be involved in human resource supervision in Colleges of education in Nigeria.

**Keyword:** Agricultural Education; Agricultural Education lecturers; institutional variable, human resource supervision, teaching effectiveness, human resource

## **Introduction**

Education is the pivot to the development of the society. Apart from being the most powerful instrument for social progress, it is also the greatest power for self-improvement. The fundamental considerations upon which most educational institutions are established are productivity, profitability and efficiency made possible through teacher education. Agriculture is one of the core subjects in Nigeria education system. This important accorded it in the school curriculum reflects the recognition of the vital role it plays in

contemporary society. Teacher education in Nigeria is aimed at encouraging innovativeness in prospective teachers and the provision of professional background for operation. Agricultural Education is a formal academic programme of instruction systematically organized for in-school learners who are willing and ready to be prepared for a teaching career in agriculture. As an academic programme, Agricultural Education stresses in its content those professional skills required by a learner in professional education and vocational/ technical areas of agriculture. The vision is to produce globally competitive teachers who will contribute significantly to development through quality research and teaching. Agricultural Education Programme is hinged on the national philosophy of agriculture. It emphasizes self-reliance based on the production of professional teachers of agriculture endowed with balanced approach between principles and practice of agriculture for academic and skill development ends. The objectives of Agricultural education programme at the Nigeria College of Education level among others;

1. The production of teachers with the appropriate attitude, knowledge, and professional competences in agriculture
2. The production of teachers who will be capable of encouraging students to acquire interest in and attitude for agriculture occupations.
3. The development of in prospective agricultural educator required communicative skills for successful communication of agricultural information and skills to the students
4. The equipment of the prospective agricultural teacher with adequate knowledge and ability to establish and manage model school farm.
5. The provision of a sound background to enhance further academic and professional progress of prospective agricultural teachers.
5. The provision of high-level academic manpower in agricultural education needed at various levels of education (Ben, 2010).

The professional training of teachers of agriculture in Nigeria is achieved through pre-service and in-service training. The Nigeria Colleges of Education as one of the major teacher training institutions established to provide pedagogical and technical training to prospective teachers in these regards. Graduates of these colleges are assigned to teach at the nation's pre-school, primary and junior secondary school levels. The Nigerian colleges of Education have generally been observed to be affected by issues bordering on human resources supervision. This adversely impacts on teaching and learning effectiveness of lecturers. Teachers hold the key that unlocks the door to modernization (National Universities Commission (NUC), 2006). If Nigeria will achieve success in the production of well-informed and effective Agricultural Education lecturers, sustained attention should be given to human resource supervision. According to Okure (2001), effective teaching of agriculture is indispensable of well supervised appropriate workforce and proportionate staff-student ratio among other factors. It was against this backdrop that this study was conceived.

### **Statement of problem**

The formal teaching of Agricultural Education in Colleges of Education in Nigeria emanated when the then Federal and Regional Governments of Nigeria with technical assistance from UNESCO established advanced teachers training colleges in 1962 across the country as an emergency measure for the purpose of producing well qualified non-graduate teachers for the lower forms of secondary school. Science education, including Agricultural education was accorded top priorities in these colleges (Ben, 2010). Then Agricultural Education human resources were relatively adequate (Fafunwa, 2004).

As students' enrolment increased with years, the human resources became grossly inadequate as there was no corresponding additional provision of human resources to match with the demands. The available ones were improperly supervised as some the relevant staffs of Agricultural Education Department for instance were rarely carried along on staff recruitment, deployment, and development matters. Consequently, Agricultural Education lecturers were faced with the problem of excess workload which culminated into ineffective and inefficient job delivery and students' poor academic performance.

Besides, it has generally been observed that this trend is still maintained inspite of the introduction of e-learning technologies which have the capabilities of educating an infinite number of students with a few teachers. Findings from related researches in this regard points to the fact that most of Agricultural Education lecturers in Colleges of education in Nigeria are not yet at home with this new initiative. As pointed out by Agbulu and Ademu, (2010), although the application of Information and Communication Technologies (ICTs) has caused significant fast changes in lectureship, where digital and electronic software complement, and in some cases replace conventional settings but the problem is that agricultural education lecturers who are confronted with this radical change experience shock, confusion and become disoriented. In other words, some agricultural education lecturers are still out of touch with reality of utilizing ICT facilities e.g. e-learning technology in the performance of their work roles. It was upon this basis that this study was conceived; to establish the relationship between human resources supervision and Agricultural Education lecturers' teaching effectiveness.

### **Purpose of the study**

The purpose of this study was to ascertain the relationship between human resource supervision and Agricultural Education lecturers' teaching effectiveness in Nigeria Colleges of Education.

Specifically, the study sought to:

1. Find out the relationship between human resources supervision and Agricultural Education lecturers' teaching effectiveness in Nigeria Colleges of Education.
2. Ascertain the status of Agricultural Education lecturers' teaching effectiveness in Nigeria Colleges of Education.

### **Statement of hypotheses**

The following hypotheses were formulated to guide the study:

1. Human resources supervision does not significantly relate to teaching effectiveness of Agricultural Education lecturers in Nigeria Colleges of Education
2. The teaching effectiveness of Agricultural Education lecturers in Nigeria Colleges of Education is significantly high

## **Literature review**

### **Human resource supervision and teaching effectiveness**

Colleges of Education need adequate and well supervised human resources at its disposal to achieve its goals. A major human resource in this regard is the human workforce in lecturers' category. Human workforce is very important for optimization of academic programmes including Agricultural Education. There is a consensus among academic institution administrators, educational planners and researchers that human resource is essential ingredients for effective teaching and learning outcome and ensures the achievement of objectives. A study by Okedara (2001) on administrators' human resources supervision and teachers' productivity revealed that teachers' productivity was dependent on administrator's supervision. In the same vein,

Effective supervision of available workforce can lead to satisfaction which can enhance teachers' teaching effectiveness. This is because when the personnel to be used are adequately supervised, the assurance that the lecturers use them to facilitate their teaching effectively is ensured. In a situation where the human resources are not effectively supervised, Agricultural Education teachers are forced to make choices which are unpleasant and often compromising. The teachers may be forced to resort to verbal explanations of practical-based lessons or may resort to giving assignments to students who will have to undertake an uphill task of searching for the required solution. Besides some teachers may skip or totally abandon some courses when faced with the challenges of paucity of essential workforce. This is an aberration on teaching effectiveness.

The concept of teacher effectiveness can be viewed broadly as the integration of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. It involves building strong relationship with students that cultivate the socially as well as intellectually behaviour and working collaboratively with other teachers and administrators to create a culture of excellence and active encouragement. As identified by Sinha (2008) there are four core components of teaching effectiveness which are self-control, classroom design techniques, teaching appropriate behavior, and students' teachers' relationship. However, the key elements towards achieving high teaching effectiveness encompasses prioritizing key tasks and remaining dedicated, focusing on team work, good leadership role, and good relations with students, good quality of workforce and a sound organizational culture.

Gregory (2002) pointed out the importance of teaching effectiveness to include increase in the staff degree of control over their work, providing staffs the opportunity for participative decision making, enhancing the professional competency of the teachers through in-service training, organizational communication and delegation of authority among others. Robbins (2000) collaborating this maintained that to enhance teaching effectiveness, the administrators should give effective supervision to lecturers directly to know how well they are doing. Supervision will engender the agitation for the lecturers' pay and promote policies that that can ginger high performance. Enumerating the importance of teaching effectiveness, Robbins (2000) asserted low performed teachers skip work more often and more likely to resign; that teachers who are satisfied in his/her teaching effectiveness have better health and job satisfaction and this can be extended to the life outside the job. An effective teacher helps students to learn, and build strong relationship with students hence aids them socially as well as intellectually. Components like self-control strategies, classroom design techniques, teaching to appropriate behavior and student teacher relationship could be used to achieve teaching effectiveness.

An effective administrator has pertinent role to play in supervising the staff for enhanced output and for achievement of the goals of the organization. This is because human resources play prominent role in effective utilization other resources, such as materials, equipment, facilities and finances. According to Udo and Ankpa (2001), human resource is of great importance to any organization because it constitutes a usable commodity as well as decides how much can be achieved with other resources. In the same vein Onwuka (2008) sees human resource as the most important resource because it is saddled with the onerous task of coordinating other available resources for the attainment of the goals of the organization.

Human resource supervision could be seen as "the harnessing of the totality of the people's skills, energies, talents, talent capacities, social characteristics and the like to achieve educational objectives and simultaneously making the people to be part of organization in fulfilling the goals. It involves utilizing, coordinating and checking the activities of the staff for the purpose of realizing the goals. On importance of human resources supervision Peretomode (2005) pointed out that it is recognized by laws as a functional areas of supervision that must be practiced and that in Nigeria, it is enshrined in National Policy on Education in Nigeria and in the Civil Service Reform Degree No. 43 of 1988. Besides, human resource supervision ensures that the staffs regularly undergo developmental programmes It assists personnel in building up a good career; ensures that the selection and placement of staff are done devoid of favoritisms ; assists in the formation of staff policies; staff, boosts staff morale; ensures the maintenance of staff record and bio data; ensures staff are rewarded based on merit; and provides guidance and counseling to staff .

Many activities are involved in human resources supervision, but the include human resources planning, recruitment and selection, induction and orientation, development programmes, performance appraisal and promotion, retirement as well as industrial relations. Human resource planning as defined by Graham

(2009), is an attempt to forecast how many and what kind of employee will be required in future, and to what extent this demand is likely to be met. Here it is seen as a process of providing the required number of staff to achieve the future objectives of the organization. The activities in human resource planning predicting in advance the needs of various types of staff, comparing those needs with present staff strength as well as determining the number and category of staff to be appointed or retrenched. Human resource planning ensures that the organization maintains the right numbers of staff who has acquired the right skills for the available job and who are capable of carrying out these tasks effectively. Human resource planning is very essential if lecturers must be functional in their jobs. In the first place the administrators or the bodies that employ lecturers in the various colleges o must know the staff need in terms of types of skills, levels and age category, present number available and then forecasting future needs in areas of changes. This process ensures that the wrong people are not employed i.e. people who may not have the required skills for teaching the course. The number of lecturers should be proportional to the number of students. In this connection, lecturers' teaching effectiveness becomes possible where they are properly utilized by the administrators.

Recruitment and selection of lecturers into our Nigeria colleges of Education is a very important process. The departmental heads have roles to play in this process. The initial application for employment is usually expected to be rooted through the heads of departments who is officially required to comment on the suitability or otherwise of the applicant and thereafter on the Provost, the chief executive who reserves the mandate to recruit or not depending on the situation at disposal. The administrator should be in the panel so as to determine who should be employed and who should not. They also have to supervise the lecturers well so as to enhance retention.

On a study to determine the extent to which staff recruitment and retention correlate with institutional task performance, Ukpong (2000) found out that the level of teaching effectiveness and supervision relates positively with lecturers' level of effectiveness in the job performed; that supervision and other related variables significantly influenced lecturers' level of task performance and their degree of intention to stay in the job.

Aguokoagbuo (2003) revealed that most often applicants with strong personality behind them are generally selected for appointment. This has often resulted in the incompetent workers in the system. It leads to proliferation of mediocrity. Besides, the incompetent lecturer would surely breed poor results and undesirable attitudes in students towards studies. It might even be easier to supervise a competent lecturer. Also, if the necessary working conditions are put in place, such lecturer may perform very high in instructional delivery. Therefore if the departmental heads must supervise the lecturer effectively and efficiently, they must have a hand in the recruitment and selection process.

Staff development is another pertinent aspect of staff human resource supervisory process in Nigeria colleges of Education. It involves training and

retraining of the lecturers through various development programs. Training or development programs are designed to increase the knowledge, skills, experience, attitude as well as release staff talent potentials so as to meet the present and future job requirements and thus achieve the college objectives. Specifically, staff development program performs functions of utilization and supervision. It provides the capacity for the staff to perform effectively on the assigned work role. Adamu (2007) aptly coined the term “continuous professionalism development” (CPD) to describe this type of training. Ajidahun (2007) sees staff development as the imprint of human resource supervision which contributes immensely to success of any organization. A genuine way of enhancing the productivity of academic lecturers is training. In other words effective training is *sine quo non* in today’s dynamic work environment thereby calling for the exposure of staff to new technological innovations.

According to Bland (2000), every lecturer in the Nigeria Colleges of Education has a high degree of personal responsibility for assembling and presenting the course content to achieve instructional objectives, and therefore they need should give every positive encouragement to the lecturer to perform to the best advantage. The head of department can encourage a lecturer by recommending him or her for development programs such as in-service for graduate study depending on his academic status. Other aspects of such development programs are workshops, conferences, seminars and symposia. Staff high and low performance through career development, has positive relationship with the staff feeling of personal and financial fulfillment derived from the job. To him job fulfillment is achieved when the job provides those things which the staff feels are important in life. If the employer can provide the opportunity for continued growth and advancement, then an attitude of loyalty and high satisfaction is developed which will lead to enhanced performance and increased productivity. Graham (2009), Peretomode (2005) and Idih (2007) outlined the importance of development programs to include, greater productivity, qualitative performance, adaptability to new methods, lower labour turnover and reduced absenteeism, acquisition of higher qualification for greater responsibilities and status, keeping in touch with counterparts and new developments within and outside the country in professional growth.

A pertinent human resource supervisory role of the head of department should be able to appraise the teachers’ performance. Adequate performance appraisal is the process of assessing the degree of the staff performance in carrying out his assigned duties in order to achieve the goals of the institution. Rao and Rao (2000) defined performance appraisal as a method of evaluating the behavior of staff at work. Schermerhorn, Hunt and Osborn (2008) submitted that performance appraisal is a process of evaluating performance and providing feedback for making of performance adjustment. Denga (2000) stated that the administrator should use assessment instrument that will reflect items such as commitment level to work, attitude to work, productivity rate, extra performance or unusual initiative amongst others. The head of Department, in appraising lecturers should ensure that there is no favoritism or victimization. Fairness and objectivity should prevail. This can also make a committed lecturer

to be self-actualized in the job. Based on this, the strength and weaknesses of the staff can be identified easily and recommended for development training programs as the need arises. Oduegbulem (2003) maintains that lecturer's participation in decision making; organizing workshops and enlightenment programs for staff among others are relevant staff supervision strategies that could be adopted by administrators. It is therefore evident that when staffs are involved in some aspects of college organization and administration, it creates a "we-feeling" of togetherness and comradeship, resulting in improved teaching effectiveness.

## **Methodology**

The Ex-post facto research design was used for this study. This research was conducted in the six states that constitute the south-south geo-political zone of Nigeria namely, Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers State. The population of the study was 63 lecturers. This comprised all the lecturers in Colleges of Education that offer Agricultural Education programme in south-south Geo political Zone. The total population of the Agricultural Education lecturers from both federal and state Colleges of Education in south-south geo-political zone of Nigeria was small therefore no sampling was carried out hence the entire population of Agricultural Education lecturers were involved in the study. A structured questionnaire was used as instrument for collecting data for the study. The items in the study instruments were developed personally by the researcher. The items were developed on the basis of the major independent and dependent variables that directed the study. To determine the reliability of the instrument, a trial testing was done using 20 lecturers drawn from Colleges of Education located in south East zone of Nigeria. Test retest method of reliability was used to determine the reliability estimate of the instrument. This method yielded reliability coefficients as follows: Institutional variables of human resource supervision strategy (0.68); Teaching effectiveness: self-control (0.85), classroom design techniques (0.82), teaching of appropriate behavior (0.831), student's lecturer relationship (0.88). These indicated that the instrument was reliable. The research instrument was administered personally by the researcher with the help of a research assistant who was trained specifically for this purpose. The hypotheses postulated for this study were tested at 0.05 significance level using Pearson's Product Moment correlation Coefficient, the Population t-test and multiple linear regressions for hypothesis 1, 2 and 3 respectively. The decision rule that guided the result interpretations was that the null hypothesis was accepted if the calculated t-value was less than or equal to the critical t-value and vice versa.

## **Results**

### **Hypothesis one**

#### **Human resource supervision is not significantly related to of Agricultural Education lecturers**

The dependent variable in this hypothesis was teaching effectiveness of Agricultural Education lecturers (categorized into self-control, classroom design techniques, teaching of appropriate behaviour and Students'- lecturers'



relationship. The independent variable was human resource supervision strategy. To test this hypothesis, the Pearson Product Moment Correlation Coefficient (r) analysis was used. The results of the analysis are presented in Table 1

**Table 1: Pearson Product Moment Correlation analysis of the relationship between human resource supervision and Agricultural Education lecturers' teaching effectiveness**

Variable	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum XY$	r-cal.	p-val
Self-control	915.0	2380.3	1599	0.563*	.000
Classroom design techniques	1002.0	2114	1438	0.387*	.000
Teaching of appropriate behaviour	1022.0	2229	1483	0.357*	.002
Students'- lecturers' relationship	1067.0	2018	3755	0.410	.003
Teaching effectiveness	869.0	5154			

N = 63, \*Significant at  $P < .05$ ,  $df = 61$ , Critical -r = 0.195 (2 tailed)

Data in Table 1 indicated that all the calculated r-values of 0.563, 0.387, 0.357 and 0.410 were found to be greater than the critical r-value of 0.195 needed for significance at 0.05 alpha levels with degrees of freedom. With these results the null hypothesis was rejected in terms of self-control, classroom design techniques, teaching of appropriate behaviour and Students'- lecturers' relationship. This meant that human resource supervision and teaching effectiveness of Agricultural Education lecturers were significantly related. Further indications were that the calculated r-values were all positive. This meant that the more the lecturers are involved in human resource supervision, the more the Agricultural Education lecturers' teaching effectiveness and vice versa.

### Hypothesis Two

The Agricultural Education lecturers' teaching effectiveness in Nigeria Colleges of Education is significantly high

To test this hypothesis, population t-test statistical analysis procedures were applied. The results of the analyses are presented on Table 2.

**Table 2: Population t-test analysis of Agricultural Education lecturers' teaching effectiveness in Nigeria College of Education**

Variable	$\mu$	SD	Cal. T value	P-value
Hypothesized mean	12.50			
Self-control	13.816	2.433	7.019*	.000
Classroom design techniques	14.812	3.214	10.713*	.000
Teaching of appropriate behavior	15.464	2.816	14.672*	.000
Students'- lecturers' relationship	17.377	2.2499	27.007*	.000

N = 60, \*Significant for all groups at  $P < .05$ ,  $df = 62$ , critical value  $t = 1.968$  (1 tailed)

In Table 2, the calculated t-values of 7.019, 10.713, 14.672 and 27.007 were all found to be greater than the tabulated t-value of 1.968, at 0.05 significance level, with 62 degrees of freedom. With these results, the null hypothesis was rejected. This meant that the teaching effectiveness of Agricultural Education lecturers in Nigeria Colleges of Education was significantly low in terms of teachers' self-control, (13.816), classroom design technique 14.812), teaching of appropriate behaviour (15.464) and Students'- lecturers' relationship (17.377). By this analogy, the respondents in this study perceived lecturers' teaching effectiveness as poor in terms of students'- lecturers' relationship teaching of appropriate behaviour, classroom design technique and teachers' self-control.

## Discussion of findings

### Human resources supervision and Agricultural Education lecturers' teaching effectiveness

The findings in this aspect of the study revealed that human resource supervision is significantly related with the teaching effectiveness of Agricultural Education lecturers in Nigeria Colleges of Education. Furthermore, the more the lecturers are involved in human resource supervision, the higher their teaching effectiveness. These findings agree with Udo and Ankpa (2001) who in their separate studies recognized human resources supervision as being of great importance to any organization because it constitutes not only a usable commodity but also a factor upon which the achievements as well as advancement in society depends upon. Corroborating the above facts, Onwuka (2008) and Peretamode (2005) whose separate studies see human resources supervision as an onerous task of coordinating of all other resources of a nation (or of an organization like an academic institutional set-up) to achieve not only the objectives of the organization but also the satisfaction and development of the staff.

This study also concurs that of Hunt and Osborn (2008), who in their studies identified that such supervisory activities like human resource planning, recruitment and selection, induction and orientation, development, programmes, performance appraisal and promotion, retirement as well as industrial relation, are all related to the role of heads of department as supervisors. Human resource planning is an essential human supervisory function in the college of Education system. The Provost must know the requirement in terms of types of skills, levels and age category, present number available and then predict future needs in area of changes. This process further ensures that only the people who possess the right skills are employed, and in correct proportion to the number of students admitted in the programmes. In this case, lecturers' teaching effectiveness becomes possible where they are properly and effectively utilized by the institution,

### **The extent of teaching effectiveness of Agricultural Education lecturers in Nigeria Colleges of Education**

The findings in this aspect of the study revealed the fact that the teaching effectiveness of Agricultural Education lecturers in Nigeria Colleges of Education is not significantly high with respect to self-control, classroom design techniques, teaching of appropriate behavior, and students'- lecturers' relationship. This implied that all Agricultural Education lecturers perceived themselves as fairly effective in teaching Agricultural Education in their various Colleges. This could be human resources supervision besides other related variables. Earwood (2009) is in concurrence with this finding when he said that apart from human resource, other factor such as level of finance, level of security, and work conditions have significant influence on teaching effectiveness of and teachers. Job fulfillment is achieved when the job provides those things which the staff feels are important in life. If the employer cannot provide the opportunity for continued growth and advancement for example, then lackadaisical disposition, disloyalty and apathy is developed towards work which will ultimately lead to ineffective performance and reduced productivity.

### **Conclusion**

Based on the findings of the study, it was concluded that there was significant relationship between human resource supervision and Agricultural Education lecturers' teaching effectiveness in Nigeria College of Education. When the lecturers are well supervised and also involved in human resource supervision activities, effective teaching is bound to ensue this will be reflected in classroom design technique, teaching of appropriate behaviour, students'-lecturer' relationship, and self-control.

### **Recommendations**

On the basis of the findings, the following recommendations were made:

1. The college administration should not independently employ and impose staff on heads of departments.

2. Agricultural education lecturers should be carried along in issues of human resource supervision in Nigeria College of Education
3. The agricultural education lecturers should be given opportunity to develop their professional capacities, through in- service courses for higher degree
4. Agricultural Education lecturers should be sponsored by the College authorities to attend conferences and workshops to acquire new ideas through interaction with their peers from other institutions.
5. The Federal and state governments as major stake holders in the Nigeria college of Education system should employ more Agricultural Education lecturers in Nigeria College of Education.
6. The college administration should not independently employ and impose staff on heads of departments.

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