



Analysis of Teachers' Utilisation in Educational Centres, Delta State, Nigeria

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Abstract: Teachers are important tools in educational system particularly in secondary education. They are the ones who impart knowledge to the students and play other fundamental roles in shaping students' intellectual skills. This may be the reason why it is generally believed that no nation can grow without teacher. Thus, adequate utilisation of these teachers should be paramount to any educational centres. Generally, some teachers are under-utilised while others are over-utilised. In most cases, the utilisation of these teachers could depend on a particular school, be it public, private or missionary schools. At this point, it becomes important to examine which of these educational centres (public, private and missionary) utilise teachers more and in what capacity are they been utilised. There are speculations that teachers in private and missionary schools are over-utilised that teachers in public. Though no empirical evidence known to the researcher has established factors such as class size and usual assignment influence teachers' utilisation. This study therefore analysed teachers' utilisation in educational centres, Delta State, Nigeria. It was a descriptive survey which adopted the ex-post-facto design, with a population of 1227 principals in educational centres in Delta State from which a sample of 245 was drawn representing 20% of the entire population when purposive sampling technique was adopted. Self-developed questionnaire titled "Teachers' Utilisation in Educational Centres" (MUEC) was used to acquire information from respondents. The instrument was validated through experts' judgement thereby established face and content validity. Split-half reliability test was further conducted on the instrument and a coefficient of 0.81 was obtained indicating a high reliability index. Data was analysed with mean rating and standard deviation while Analysis of Variance (ANOVA) was adopted in hypotheses testing at 0.05 level of significance. Findings revealed that factors influencing teachers' utilisation are number of classes handled by the teacher, number of subjects taught by teachers among others. Also, class size could influence teachers' utilisation since classroom management is difficult in large class-size and finds it difficult to identify students by name. Also, significant difference exists among educational centres in Delta State on how class size and usual assignment influence teachers' utilisation. From the findings it was recommended that school principals should try to distribute responsibility equally such that there will be no under or over utilisation of teachers within the school.

Keywords: Teachers' Utilisation, Educational Centres, Delta State, Nigeria

1. Introduction

Teachers are the major instrument for implementation of any educational programme. According to the National Policy on Education, secondary education is considered the education received by children after their primary or basic education [9]. This means that it is also the education received before the tertiary stage. It is the education designed to: provide all primary school leavers with the opportunity for higher education irrespective of sex, social status of parents, and even religion; prepare children for opportunities

for future roles; provide trained teachers in the applied sciences, technology and commerce at sub-professional grades; promote Nigerian language, arts and culture in the context of the world's cultural heritage; inspire children with a desire for self-improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unites Nigeria's diversity; raise a generation of people who can think for themselves, respect the views and feelings of others, dignity of labour, appreciate those values specified under Nigeria's broad goals and live as good citizens; provide technical and vocational knowledge needed for

economic, industrial, agricultural, commercial development.

Thus, secondary education would be of six years' duration, in dual stages: the junior secondary schools and the senior secondary schools. Each of the stages shall be three years' duration (FGN, 2014). The hope of attaining these goes, could be considered a trend of the educational transformation needed in the state for the expected development. These broad goals and objectives can only be attained with the availability of the required teaching workforce in schools. Education had always been posited, to be the key that unlocks the door of modernization while the teachers are at the centre of the prospect. Hence, teachers are the instruments used for transformation of any society. According to Babalola and Ige the effective utilisation of teachers rather than its mere availability would impact student academic performance and contribute to educational transformation [4].

1.1. Statement of the Problem

Interactions with teachers in Delta State secondary schools shows that teachers are index that measures aspiration and achievements of nation's education. It is generally believed that values and potentialities of a nation get appraised through work of teachers, in a country, individuals may be replica of their teachers. Thus, teachers are the real nation's builders. Apart from teachers' roles mentioned, there are also pivot of any educational system. Failure and success of the educational system are rested on teachers. If teachers are well educated, knowledgeable alive and have interest on their task, then only, achievement is guaranteed. But, if on the other hand, teachers lack capacity building in education and they cannot put in their best to teaching profession, then education is destined to fail. Hence, the teacher is vital component of the school. Undermining these roles play by the teachers, scholars have reported that the performance of secondary school leavers are on decline. While, the society alleged that teachers have not done well enough in cognitive, affective and psychomotor training of the students who will be useful to themselves in particular and the society in general. However, it becomes imperative to ascertain if teachers in educational centres in Delta State are either under/over-utilized. This study therefore, was conducted to analysis of teachers' utilisation in educational centres, Delta State, Nigeria.

1.2. Purpose of the Study

This study aimed at analysing teachers' utilisation in educational centres, Delta State, Nigeria. In specific, the study examined factors influencing teachers' utilisation, how class size influence teachers' utilisation and usual assignment of teachers in educational centres, Delta State.

1.3. Research Questions

To give the study a direction, the following research question were raised;

1. What are the factors that influence teachers' utilisation

in educational centres in Delta State?

2. How does the class size influence teachers' utilisation in educational centres in Delta State?
3. What is the usual assignment of teachers in educational centres in Delta State?

1.4. Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance;

1. Significant difference does not exist among educational centres in Delta State on factors that influence teachers' utilisation.
2. Significant difference does not exist among educational centres in Delta State on how class size influence teachers in Delta State.
3. Significant difference does not exist among educational centres in Delta State on usual assignment of teachers.

2. Literature Review

2.1. Teachers' Utilisation

Teachers' utilisation is the ability of a country to produce and utilize the available workforce. It is also the quality or state of usefulness and the ability to satisfy human wants [19]. Amongst resources necessary in organizations, human resources are most precious to the management of organization. It is the most important resources which combined other material resources to work towards the actualization of organizational premeditated objectives. Teachers' utilisation has occupied a special place in the life of administrators and an indispensable function of any administrator in an organization. It is a veritable tool for the attainment of the organizational goals and objectives. It, therefore, goes without saying that any organization that want to make optimal use of its resources should give specialized attention to the human being in terms of the need to develop and support their potential for effective and efficient performance. Development of teachers is carried out so that they can contribute their quota to the economic and social progress of the nation [14]. In educational industry, the teachers and other non-academic teachers constitute the workforce. In the teaching-learning process, it is the teachers that impact the knowledge to students as they are described as the key men in educational programme. Adequate supply and efficient utilisation of teachers are expected to engineer the performance of the school system and also serve as a catalyst to students' academic performance and overall effectiveness of any school.

It is an educational discovery that a teacher can only teach what he knows. Tanner and Tanner, said that the success of a curriculum largely depends on the teachers handling it [17]. Unfortunately, availability and adequacy of qualified teachers are disturbingly absent in some educational centres. Udofor, lamented that insufficiently qualified teachers in schools have often resulted in the employment of unqualified people and this de-motivate the student through bad teaching [18]. Ana,

states that the quality and quantity of teachers in the schools have contributed immensely to the falling standard of secondary school education [2]. Andreyka, stressed that the prime requisite for successful implementation of the educational programme is qualified teachers who are occupationally skilled in the use of teaching methods [3]. Bereday, stated that the strength of an educational system must largely depend on the quality of its teachers [5]. In the same way Jegede, observed that the pivot for successful implementation of any nation's educational plans is the quantity and quality of its teaching force [10]. In a study conducted by Onukwu, and Tiebebedigha, on managing teaching teachers for educational transformation of Bayelsa State secondary schools revealed that the teaching teachers available for secondary schools in the state is adequate with a total ratio of 1: 26 for teacher-students' ratio. However, that there exists inadequacy in Brass and Nembe local government areas, under-utilisation in Yenagoa, Ogbia, Kolokuma and Sagbama local governments. Furthermore, that the teaching teachers in the state is predominantly male teachers [15].

2.2. Factors Influencing Teachers' Utilisation

In explaining factors influencing teachers' utilisation, Ehiametalor, stated that salary structure in a school is one of the major factors in maintaining and improving teachers' commitment [8]. The above statement signifies that a separate teacher's salary is a crucial factor in the process of attracting and maintaining a good and virile workforce. He also posits that while sound academic attainment may positively affect teacher's motivation, conscientiousness and efficiency, one should not be oblivious of the fact that those considerations operate in a social setting. Okebukola, opined that an enabling environment should be created in our schools such that students can learn better and teachers can teach well [13]. Moswela, believed that effective learning can only take place if learning setting is friendly to teachers and students [12]. Thus, learning can be stimulating and effective when school atmosphere is welcoming and conducive than being hostile. School buildings should be regularly inspected to detect areas that needed repairs the doors and windows should be closed at the end of each day and provision of door and windows for an area that do not have. The author agreed that the quality of school building, affect discipline among students and hence their school work. Kiamba, stated that based on the needs and level of performance of the workers, the management may subject their workers to training and skills, sharpening programmes, short course study sessions can be arranged for the identified teachers, new technology can be introduced to the employees so that it can be applied constructively to the production [11].

2.3. Influence of Class Size on Teachers' Utilisation

Most of the classrooms of Nigerian secondary schools are rather too small when the number of students who occupy such are considered. Class size in the Nigeria secondary school

environment is too large, and present additional constraint in the teaching/learning process [1]. Broughton, stated that a large class-size reflects a wide range of inabilities of teachers to teach. Such a class according to Broughton is likely not to arouse or stimulate good learning attitude and will also reduce teaching motivation and ineffective teaching and learning [7]. Bisoye, stated that inadequate classroom space is one problem encountered by teachers in Nigerian school [6]. In the same way, Smith, asserted that a relationship appears to exist between the class size and the academic performance of students. The author went further to assert that the larger the number of students in class, the lesser the attention the teacher gives to the individual students. This problem according to her has been worsened by a reduction in the supply of learning facilities and materials [16]. Inadequate classroom space affects the teachers' performance as well as the educational achievement of the students.

2.4. Usual Assignment of Teachers

Anything that happens in the classroom daily is generally linked to teachers' usual assignment. There is the attendance register to be marked every day and the attendance to be totalled and averaged at the end of the month. There is often a register of books issued by the form teacher to a particular class in order that the responsibility for the loss of books can be ascertained. There is often an inventory of the furniture issued to each classroom, and this is checked at least once a term. Every teacher also keeps a mark book, in which are recorded the marks awarded throughout the year. Increasingly, teachers are being required regularly to assess pupils on confidential cumulative record cards or progress cards; a serious duty because of its implications for testimonial for employment and for selection of higher level of education and linked with both the mark book and the cumulative record cards is the tedious but important ritual of making entries on the student reports. Finally, there is also a punishment book in which the teacher is legally required to enter details of the punishment awarded to whom and for what reason. To classify teachers' workload, it includes; supervision, teaching activities, administering assignment, marking students work, coping with extra responsibility, preparation of lesson notes, co-operation with students, colleagues and school authority, involvement in sport, participation in decision making, involvement with disciplinary matters, participation in labour and record keeping activities. Ugwu and Ugwu, revealed that librarians job productivity was high when their task and extra-roles was determined [20]. Rotundo and Sackett discovered that each of the three mechanisms of job productivity have a compound effect on comprehensive evaluation of workers' performance, with core job performance having the most weight, counterproductive and contextual performance respectively [21].

3. Methods

3.1. Design

This study is a descriptive survey which adopted the ex-

post-facto design.

3.2. Population and Sample/Sampling Technique

The population of the study consists of 1227 principals in educational centres in Delta State, that is 476 public, 114 missionary, and 637 registered private secondary schools' principals. The sample for this study consists of 245 principals in educational centres in Delta State drawn from the population of the study representing 20% of the population. The sampling procedure was purposive sampling technique. This was done by sampling 20% respondents from each educational centre respectively.

3.3. Instrument

Self-developed questionnaire titled "Teachers' Utilisation in Educational Centres" (MUEC) was used to obtain information from respondents. On a four options scale, respondents were expected to tick (✓) one option. The options were Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1.

3.4. Validity and Reliability

The instrument was validated through experts' judgement thereby established face and content validity. Split-half reliability test was further conducted on the instrument using 30 respondents who did not participate in the main study and a coefficient of 0.81 was obtained indicating a high reliability index which made the instrument useful for the study.

3.5. Method of Data Analysis

Data gathered were carefully converted into mean rating and standard deviation to provide answers to the research questions while Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance.

3.6. Presentation of Results

Research Question 1: What are the factors that influence teachers' utilisation in educational centres in Delta State?

Table 1. Mean rating on factors influencing teachers' utilisation.

S/N	Factors influencing teachers' utilisation	Mean	SD	Decision
1	Number of classes handled by the teacher	2.79	.84	Agreed
2	Number of subjects taught by teachers	2.63	.80	Agreed
3	Making teacher form master of a class	2.74	.81	Agreed
4	Ask teacher to act as counsellor	2.69	.81	Agreed
5	Ask teacher to escort students on field-trip	2.55	.83	Agreed
6	Teacher acting as game-master	2.89	.81	Agreed
7	Teacher acting as students' academic club master	2.99	.81	Agreed

Data in Table 1 shows mean rating on factors influencing teachers' utilisation. The result shows that both educational centres agree on all the items with rating above 2.50, thus it can be concluded that factors influencing teachers' utilisation are number of classes handled by the teacher, number of subjects taught by teachers, making teacher form master of a

class, ask teacher to act as counsellor, ask teacher to escort students on field-trip, teacher acting as game-master and teacher acting as students' academic club master.

Research Question 2: How does the class size influence teachers' utilisation in educational centres in Delta State?

Table 2. Mean rating on how class size influence teachers' utilisation.

S/N	How class size influence teachers' utilisation	Mean	SD	Decision
1	Classroom management is difficult in large class-size	2.90	.82	Agreed
2	It difficult for teacher to identify students by name.	3.29	.82	Agreed
3	It difficult for teachers to access student class work during instruction	2.74	.82	Agreed
4	Teachers find it difficult to control large class during instruction	2.82	.82	Agreed
5	Large class-size makes it difficult for teachers to mark attendance register of students	1.62	.82	Disagreed
6	Large class-size makes it difficult for teachers to identify student's absenteeism	2.71	.81	Agree
7	Individual difference is not considered	2.65	.82	Agreed

Data in Table 2 shows mean rating on how class size influence teachers' utilisation. The result shows that teachers in educational centres agree on items 1, 2, 3, 4, 6 and 7 with mean rating above 2.50. But disagree on item 5 with mean rating below 2.50. Thus, class size could influence teachers' utilisation when classroom management is difficult, find it difficult to identify students by name, access student class work during instruction, control large class during instruction, difficult for teacher to notice students' absenteeism and individual difference is not considered.

Research Question 3: What is the usual assignment of teachers in educational centres in Delta State?

Data in Table 3 shows mean rating on usual assignment of teachers. The result shows that teachers in educational centres agree on all the items with mean rating above 2.50. It implies therefore that usual assignment of teachers includes; marking students register daily, complete scheme at the end of term, create conducive teaching/learning environment, dealing with students' truancy, effective delivery of lessons, ensuring punctuality of students to school and discipline is

maintained in the school environment.

Table 3. Mean rating on usual assignment of teachers.

S/N	Usual Assignment of Teachers	Mean	SD	Decision
1	Marking students register daily	2.68	.82	Agreed
2	Complete scheme at the end of term	2.79	.81	Agreed
3	Create conducive teaching/learning environment	2.90	.82	Agreed
4	Dealing with students' truancy	2.89	.81	Agreed
5	Effective delivery of lessons	2.58	.82	Agreed
6	Ensuring punctuality of students to school	2.89	.83	Agreed
7	Ensuring that discipline is maintained in the school environment	2.67	.82	Agreed

Hypothesis 1: Significant difference does not exist among educational centres in Delta State on factors that influence teachers' utilisation.

Table 4. ANOVA summary on difference among educational centres in Delta State on factors that influence teachers' utilisation.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.482	2	.241	.025	.976
Within Groups	2362.718	242	9.763		
Total	2363.200	244			

Data in Table 4 revealed that f-cal. value of .025 was less than f-crit. value of .976 with df (2,242) at .05 level of significance. The calculation entails that significant difference does not exist among educational centres in Delta

State on factors that influence teachers' utilisation.

Hypothesis 2: Significant difference does not exist among educational centres in Delta State on how class size influence teachers.

Table 5. ANOVA summary on difference among educational centres in Delta State on how class size influence teachers.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	82.622	2	41.311	1.490	.227
Within Groups	6710.578	242	27.730		
Total	6793.200	244			

Data in Table 5 revealed that f-cal. value of 1.490 was higher than f-crit. value of .227 with df (2,242) at .05 level of significance. The calculation entails that significant difference exist among educational centres in Delta State on how class size influence teachers. To test for educational centre that caused the difference, a post hoc test was

conducted applying Scheffe comparison. Result obtained revealed that significant difference exists between missionary educational centre and private/public educational centres on how class size influence teachers. Thus, difference was observed from responses of missionary educational centre.

Table 6. Post Hoc Test.

Multiple Comparisons						
Scheffe						
(I) Educational Centres	(J) Educational Centres	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Private	Public	1.22586*	.71431	.231	-.5335	2.9852
	Missionary	.73845	1.19331	.826	-2.2006	3.6775
Public	Private	-1.22586*	.71431	.231	-2.9852	.5335
	Missionary	-.48741	1.22374	.924	-3.5014	2.5266
Missionary	Private	-.73845	1.19331	.826	-3.6775	2.2006
	Public	.48741	1.22374	.924	-2.5266	3.5014

*Significant

Hypothesis 3: Significant difference does not exist among educational centres in Delta State on usual assignment of teachers.

Table 7. ANOVA summary on difference among educational centres in Delta State on usual assignment of teachers.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	52.813	2	26.406	.774	.462
Within Groups	8257.212	242	34.121		
Total	8310.024	244			

Table 8. Post Hoc Test.

Multiple Comparisons						
Scheffe						
(I) Educational Centres	(J) Educational Centres	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Private	Public	-.25296	.79236	.950	-2.2045	1.6986
	Missionary	1.43033*	1.32370	.559	-1.8299	4.6906
Public	Private	.25296	.79236	.950	-1.6986	2.2045
	Missionary	1.68330*	1.35745	.465	-1.6601	5.0267
Missionary	Private	-1.43033*	1.32370	.559	-4.6906	1.8299
	Public	-1.68330*	1.35745	.465	-5.0267	1.6601

*Significant

Data in Table 7 revealed that f-cal. value of.774 was higher than f-crit. value of.462 with df (2,242) at.05 level of significance. The calculation entails that significant difference exist among educational centres in Delta State on usual assignment of teachers. To test for educational centre that caused the difference, a post hoc test was conducted applying Scheffe comparison. Result obtained revealed that significant difference exists between missionary educational centre and private/public educational centres on usual assignment of teachers. Thus, difference was observed from responses of missionary educational centre.

4. Discussion of Results

Findings revealed that factors influencing teachers' utilisation are number of classes handled by the teacher, number of subjects taught by teachers, making teacher form master of a class, ask teacher to act as counsellor, ask teacher to escort students on field-trip, teacher acting as game-master and teacher acting as students' academic club master. Hypothesis revealed that significant difference does not exist among educational centres in Delta State on factors that influence teachers' utilisation. This finding has occurred since it is believed that no matter the situation, teachers' utilization is influenced by a number of factors. These factors could either create an advantage or a disadvantage to the teacher. It simply means that the factors could make teacher productive or not productive on the job. This finding agrees with Moswela, who believed that effective learning can only take place if learning setting is friendly to teachers and students. Thus, learning can be stimulating and effective when school atmosphere is welcoming and conducive than being hostile. School buildings should be regularly inspected to detect areas that needed repairs the doors and windows should be closed at the end of each day and provision of door and windows for an area that do not have. The author agreed that the quality of school building, affect discipline among students and hence their school work [12]. Kiamba, who stated that based on the needs and level of performance of the workers, the management may subject their workers to training and skills, sharpening programmes, short course study sessions can be arranged for the identified teachers, new technology can be introduced to the employees so that it can be applied constructively to the production [11]. Ehiametalor, who stated that salary structure in a school is

one of the major factors in maintaining and improving teachers' commitment [8].

Findings revealed that class size could influence teachers' utilisation when classroom management is difficult in large class-size, find it difficult to identify students by name, access student class work during instruction, control large class during instruction, difficult for teacher to notice students' absenteeism and individual difference is not considered. Hypothesis revealed that significant difference exists among educational centres in Delta State on how class size influence teachers. This result could be that in some educational centres, classroom maybe of standard or substandard. When it is of standard and accommodate the specified number of students, it could reduce teachers' utilization. On the other-hand, when it accommodates more students than required, it could put stress on the teacher during teaching and learning. This finding supports Broughton, who stated that a large class-size reflects a wide range of inabilities and a sea of in capabilities. Such a class according to Broughton is likely not to arouse or stimulate good learning attitude and will also reduce teaching motivation and, therefore, ineffective teaching and learning [7]. Bisoye, who stated that inadequate classroom space is one problem encountered by teachers in Nigerian school [6]. Smith, who asserted that a relationship appears to exist between the class size and the academic performance of students [16].

Findings revealed that usual assignment of teachers includes; marking students register daily, complete scheme at the end of term, create conducive teaching/learning environment, dealing with students' truancy, effective delivery of lessons, ensuring punctuality of students to school and discipline is maintained in the school environment. Hypothesis revealed that significant difference exists among educational centres in Delta State on usual assignment of teachers. This finding could be as a result that some educational centres are more equipped with human resources (staff), which could result to division of labour and less workload on staff. For example, public educational centres have more staff than missionary and private educational centre. This reason is sufficient to reveal that usual assignment of teachers could be more in private and missionary educational centres than in public educational centre. This finding supports Ugwu and Ugwu, revealed that librarians job productivity was high when their task and

extra-roles was determined [20]. Rotundo and Sackett, discovered that each of the three mechanisms of job productivity have a compound effect on comprehensive evaluation of workers' performance, with core job performance having the most weight, counterproductive and contextual performance respectively [21].

5. Conclusion

In conclusion, there are several factors like classes handled by the teacher/subjects taught, assigning teacher to a class as form master and act as a school counsellor, game master and students' academic club master could influence teachers' utilization in Delta State educational centres. Outside that, class size could influence teachers' utilisation particularly when the class is large for teachers to handle as a result of students overcrowded, managing the classroom and identifying students by name will be difficult for the teacher in Delta State educational centres. These could increase teachers' usual assignment to marking students register daily and creating a conducive teaching/learning environment among others in Delta State educational centres. It is important to note that in Delta State educational centres significant difference exists on how class size and usual assignment influence teachers' utilisation.

6. Recommendations

The following recommendations were made;

1. School principals should try to distribute responsibility equally such that there will be no under or over utilisation of teachers within the school.
2. There is need for government and other educational centres to build more classrooms so that adequate ratio of 40 students to a classroom will be maintained, thereby reducing students' population in the classroom.
3. More qualified teachers should be recruited into the educational centres, this could help stabilize teachers' utilization.

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