



Impact of Educational Administration and Management on the Standard of Education in Nigeria: Rivers State Secondary Schools as Case Study

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Abstract

Administration and management of educational programmes for purposes of achieving educational goals in Nigeria has been the dream of stakeholders of education. This study examined the impact of education in Nigeria, using Rivers State secondary schools as a case study. The study adopted a descriptive survey research design. A sample of two hundred respondents was drawn from the total population of 565 principals of Rivers State secondary schools, which is about 35% of the population. The instrument for data collection was a questionnaire titled Educational Administration and Management for Standard of Education (EAMSE). The face validity of the items was determined by three experts. The reliability was tested using Cronbach Alpha which gave a reliability coefficient of 0.87. The study formulated six research questions which guided it. The data collected was analysed using simple percentage to determine the relationship between the variables. The study revealed that a significant relationship exists between proper administration and standard of education. It also revealed that education lacks in structural materials, enabling environment and proper administrative skills to achieve its standard. Among the recommendations made was that government and educational authorities should adopt appropriate administrative skills to achieve educational goals.

Keywords: Education, Administration, Management and Standard.

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INTRODUCTION

Achieving standard education in Nigeria is imperative as the quality of any nation depends on the quality of education prevalent in it. Education as acclaimed the fundamental pillar of human right, democracy, sustainable development and peace globally is the best legacy any nation can give to her citizenry. A man without education is like a building without foundation, just as a child without education is like a bird without wings (Omoifo, 2016). In same vein, Nwosu and Oputa (2018), add that educating an individual is giving him some desirable knowledge, understanding, skills, interests, attitudes and critical thinking. It is the transmission of what is desirable to individuals to make them knowledgeable and contributing members of the society (Obunadike, 2013).

These explain the major role of education in the lives of the individual and the entire society in providing knowledge and understanding such that it characterises a person's way of looking at things and the positive use of that knowledge. It is on this basis that educational administration and management for quality standard is required. Administration is a means by which formal goals are achieved through co-operative human effort as well as the art and science of getting things done effectively (Nwosu, 2016). Management on the other hand is the involvement of human activities directed towards planning, organising, directing, coordinating and controlling human and material resources for the achievement of the organisational goals. (Salami & Ufoma, 2013).

A review of the above clearly indicates that both concepts complement each other, as they pursue a common interest in actualising organisational goals. They are the process of stipulating policies and getting them accomplished through the application of some strategies and techniques. These strategies and techniques may include planning, organising, staffing, scrutinising, controlling, coordinating, budgeting, supervision, evaluation and implementation. As a matter of urgency, effective administration and management of education ought to be considered paramount in pursuit of standard education in Nigeria.

It is worthy to note that the actualisation of goals in every organisation including education is dependent on its administration and management. For organisations with effective management techniques and strategies, the workforce is motivated, productive and committed to duty, whereas an ineffective administration and management lack competence and skills to lead the organisation to greater heights (Nwosu, 2019). This is the reason educational administrators in Nigeria should strive to discharge the responsibility saddled on them accordingly to achieve the expected goals.

Attaining standard education implies maintaining a level of excellence, requirements and specifications and characteristics in the educational system, which bothers on effective decision making and implementation, provision of adequate educational facilities, proper supervision, adequate recruitment and maintenance of staff, adopting innovation and reformation and application of total quality management. Basically, educational administration and management will mean the arrangement of human (teachers and non-teachers) and material resources, programmes available for education and carefully using them systematically for the attachment of educational objectives (Okunamiri, Ibiam & Okunamiri, 2015). By this arrangement, the attainment of standard education will be ensured.

Statement of Problem

It has been observed in Rivers State Secondary Schools and the entire educational system in Nigeria that there is visible and continuous decline in the standard of education. This perhaps stems from the application of wrong principles of administration and management leading to demotivation and commitment to duty on the part of teachers. There has been serious outcry of principals and teachers in the secondary schools for decades over lack of promotion, lack of incentives package, lack of staff development programmes, over population without good infrastructures and educational facilities. These may have led present day students to the web of examination malpractices and other anti-social or delinquent behaviour. Again, the politicisation of managerial positions due corruption and selfish interest has adversely affected the standard of education. It is obvious that one cannot give what he does not have. Fixing square pegs in round holes in the administration of educational programmes is not in the interest of achieving quality. These prompted the researcher to undertake an investigation into finding out the impact of administration and management on the standard of education.

Purpose of Study

The purpose of this study is to examine the impact of educational administration and management to the standard of education. It sought to:

- Ascertain the impact of educational administration and management on the standard of education in Rivers State secondary schools.
- Determine the extent to how the provision of instructional materials and training facilities affect the standard of education.
- Examine the extent welfare of teachers in Rivers State secondary schools affect the standard of education.
- Investigate the extent lack of co-operative attitude of principals affect the standard of education.
- Find out the extent students' attitude to school work affect the standard of education.
- Establish the extent government educational policies and programme affect the standard of education in Rivers State secondary schools.

Research Questions

- What is the impact of educational administration and management on the standard of education in Rivers State secondary schools?
- To what extent do provision of instructional materials and facilities in Rivers State secondary schools affect the standard of education?
- To what extent does the welfare of teachers in Rivers State secondary schools affect the standard of education?
- To what extent does lack of cooperative attitude of principals affect the standard of education in secondary schools?
- To what extent does the students' attitude to work affect the standard of education?
- To what extent do government educational policies and programmes affect the standard of education in Rivers State secondary schools?

REVIEW OF LITERATURE

Theoretical Framework

The administrative management theories are concerned with the design and management of organisations. They generally call for a formalised administrative structure, a clear division of labour and delegation of power and authority to administrators relevant to their ideas and responsibilities. The quest for organisational effectiveness and efficiency will always push for the search for the best organisational theories with enormous results. On this premise, this study will adopt Henry Fayol's principles of management which he entitled tools for accomplishment, Most principles of administration and management (humanitarian, prudential and change principles) and Frederick Herzberg two factor theory. These theories are embodiment of directives for accomplishment of goals in the organisation. The quest for every organisation is to make profit as well as individual in the organisation, hence the interest of both parties need to be protected.

Consequently Henry Fayol's principle of administration/management provides modern day managers with general guidelines on how to coordinate the affairs of their organisations for high productivity. He advocates that they should have a thorough knowledge of their employees through their management strategies which include division of labour, authority, discipline, unity of command, unity of direction, subordination of individual interest, remuneration, centralization or (decentralization), scalar chain (line of authority), order, equity, stability of tenure of personnel, initiative and spirit de corps. Similarly, the humanitarian, prudential and change principles express the need for human beings to be treated like humans with feelings and not like machines. This theory believes that with proper and adequate motivation, humans are always ready not only to work but will put their utmost efforts. In addition equal treatment of staff is stressed as well as elimination of nepotism and favouritism. The theory also advocates for change which embraces innovation, adaptability, flexibility and stability.

Furthermore, the Herzberg two factor theory reveals the satisfaction of an employee through motivation and dissatisfaction due to demotivation which he tagged (motivator and hygiene). The explanation of the above theories buttresses effective administration as involving planning, coordination, and control, evaluation, implementation of programmes, motivation and exhibition of appropriate administrative behaviours. From all indications, education as the heartbeat of the nation requires proper administration and management to achieve its essence. To accomplish this purpose, the policy makers down to the managers of education are expected to setup their administrative styles and strategies. To this end, it is important that the administrators of education employ contingency approach of management which is diagnostic in nature and seeks to proffer solutions to organisational programmes.

Emphasis on standard education in Rivers State and Nigeria as a whole, encompasses making right decisions, adopting right management techniques and principles, updated curriculum, motivation and development of staff, provision of good infrastructure, provision of right and adequate educational facilities and most importantly innovation (information and restructuring). These are the basis for solid foundation of standard education. To the greatest dismay of the researcher, the foundational structure is absent. The principals and teachers of Rivers State secondary schools are humans with feelings and should be treated as such.

It is imperative to state that a conducive organisational climate beget performance, satisfaction and productivity. Principals of secondary schools in their herculean tasks are very much expectant. As administrators of secondary schools, their activities underscore the pace of work. The more they are motivated, the more effort they put in their jobs. Hence proper usage of rewards as a tool in an organisation would produce a conducive environment so as to get the employees motivated and rise to the occasion (Danish & Usman, 2010). This does not exclude the principals of secondary schools. A principal who gets his or her promotion as at when due, medical facilities, security, a school bus, leave bonus, impress to run the school, good accommodation and some level of autonomy etc. will be spurred to carry out his or her functions effectively as against the ones who are not. Despite these, their recognition by educational authorities for work done, involvement in decision making that will affect them, development and training programmes to upgrade their knowledge will also contribute. Accordingly, John cited in Nwosu (2016), identifies six ways to ensure principals' productivity in schools:

- Getting rid of motivation killers which include; toxic people, abrasive personalities, lack of organisational vision, absence of opportunities for professional development, poor communication systems, autocratic management styles and feeling of lack of appreciation.
- Motivating through ramification (involves the use of badges rewards, leader rankings, points, challenges and other game elements to make repetitive and quantifiable tasks more engaging).
- Setting clear goals and providing feedback.
- Use of technology responsibility (technologies that significantly increase productivity in schools).
- Setting standards and providing skills development (getting the principals familiar with the educational organisational requirements).
- Communicating effectively and efficiently.

The principals' motivation is important for performance and productivity due to the benefits it may accrue to the educational sector. Such benefits include:

- Human capital management;
- Meeting personal goals and helping an employee stay motivated;
- Greater employee satisfaction;
- Raising employee efficiency;
- A higher chance of meeting the educational goals;
- Better team harmony and
- Workforce stability (Raderic in Nwosu, 2016).

As a matter of fact, quality effectiveness of school administration is one of the key factors in achieving high standard of education. Unfortunately, the involvement of government in the management and control of secondary education in Nigeria today is highly politicised. Oladipo and Adebakin, (2015), supports this view by stating that haphazard planning and over politicization of educational enterprise has been the bane of Nigeria's educational sector. Hasty

design and implementation of programmes without calculating their long-term cost and implications like in the case of the universal basic education is one of the contributory factors to dwindling standard of education. Nepotism, tribalism and favouritism on one side, lack of innovation on the other side.

At this juncture, it will be pertinent to declare that the standard of education in the country could be achieved if correctional measures are adopted to right the wrongs. Besides, elimination of corruption is very important and most of all adoption of the right administrative/management techniques and innovation.

Educational Reforms and Innovation for Standard

One irresistible feature of any active object or programme is change. Change occurs when there is a desire for something better. Reform and innovation are embodiment of change. Reform implies to improve by alteration, correction of errors, removal of defects and put into a better form (Sylvanus & Idowu, 2013). While innovation is the introduction of something new that departs from what has been traditionally known to exist (Obizue, Awuzie, Maduiké & Nwosu, 2015). Innovation is the process of making changes to something established by introducing something new. It applies to radical or incremental changes to products, processes or services.

Reform and innovation are used interchangeably but they are processes that enhance change. Education reforms and innovation underline changes in the educational system. As posed by David (2011), educational innovation is the deliberate identification and application of ideas, information, imagination and initiative in deriving greater different values and result from educational resources and to generate useful products. He also states that it is the process of translating ideas or invention into educational processes to create values to Nigerian educational system.

From Mbachu (2011), point of view, educational reform refers to the planned and designed change undertaken to tackle deficiencies and needs with the conviction that substantial progress can be made in the development process of a nation through adjustment in education. Corroborating Mbachu's view, Isife and Ogakwu (2012), affirm that educational reform entails changing the culture of the classroom, the schools and others which tend to change slowly.

Obviously, the need for educational reform and innovation is basically to improve the teaching and learning process for standard. As the bedrock of the nation in all ramifications, its powers cannot be overemphasized. In regards to this, the national policy on education (2014), asserts that for philosophy of education to be in harmony with Nigeria's educational goals, education has to be geared towards self-realisation, better human relationship, individual and national efficiency, effective citizenship; national consciousness and national unity as well as socio-cultural, economic, political, scientific and technological progress. It further stipulates the national education goals as:

- The inculcation of national consciousness and national unity;
- The inculcation of types of values and attitudes for the survival of the individual and the Nigerian society;
- The training of the mind in the understanding of the world around; and
- The acquisition of appropriate skills and development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

The foundation for achieving these objectives is laid in standard education. This is why Sticht in Agommuoh (2013), points out that education is one of the stimulators of growth and development of any society and it enhances the development of the potentials of human beings making it paramount for every society to give it priority. How then, can these qualities of education be realised without the provision and application of proper tools? Education in Nigeria is suffering serious setback due to a lot of challenges and the only way to salvage it is by addressing the menace squarely. Achieving standard education will require total overhauling of the system from policy and decision making, review and update of the curriculum to suit societal requirement, review and evaluation of administrative structure and techniques and the tasks. Educational standard as the learning goals for what students should know and be able to do at each grade level, ought to be reviewed and suit the needs of the learner and the society.

However, reform and innovation of education for standard will entail the following:

- Increase of fund to educational sector;
- Total elimination of examination malpractice;
- Establishment of more vocational and technical centres;
- Need for independent inspectorate committees;
- Provision of quality and affordable education;
- Proper equipping of schools;
- Raising standard for teachers;
- Creating new teaching methods and strategies that can improve student engagement;
- Motivation and attainment, creation of new ideas, creative thoughts and imagination; and
- Application of better solution that meets new requirements and existing market needs;

METHODS

This study adopted a descriptive research design. 565 principals in Rivers State secondary schools constituted the population of this study. About 35% sample of 200 was drawn from the total population through stratified random sampling. The instrument for data collection was a questionnaire titled: Educational Administration and Management for Standard Education (EAMSE), structured on a 4-point scale response of; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The face validity of the items was determined by three experts. The reliability was tested using Cronbach alpha which gave a reliable coefficient of 0.87, an indication that the items were internally consist with the problem of study. The study formulated six research questions which guided it. The data collected was analysed using simple percentage to determine the degree of relationship between the variables.

RESULTS

Research Question 1: What is the impact of educational administration and management of the standard of education in Rivers State secondary schools?

Table 1: Participants’ perception of the impact of educational administration/management on the standard of education

S/N	ITEM	SA	A	D	SD	TOTAL
1	Improper administration/management of education has made it difficult to attain educational goals.	150 (75%)	50 (25%)	-	-	200
2	People with right management principles and strategies are saddled with the responsibility of co-ordinating educational matters.	30 (15%)	20 (10%)	100 (50%)	50 (25%)	200

Table 1 revealed that 100% of the participants accepted that improper administration/management of education has made it difficult to attain educational goals. Also, the table revealed that 25% of the participants agreed that people with right managerial principles and strategies are saddled with the responsibility of co-ordinating educational matters, while 75% of the participants disagree. This indicates that educational system lacks proper administration which has limited its standard; hence a significant relationship exists between proper administration and standard.

Research Question 2: To what extent do provision of infrastructural materials and training facilities in Rivers State secondary schools affect the standard of education?

Table 2: Provision of instructional materials and training facilities

S/N	ITEM	SA	A	D	SD	TOTAL
3	Adequate instructional materials are provided to facilitate teaching and learning processes.	-	-	60 (30%)	140 (70%)	200
4	Teachers are provided with the enabling environment to discharge their duties.	-	-	20 (10%)	180 (90%)	200

Table 2 showed that 100% of respondents accepted that there is no adequate instructional material provided to facilitate teaching and learning process in Rivers State secondary schools. Again, they also agreed that teachers are not provided with the enabling environment to discharge their duties. This shows that teaching and learning process is seriously challenged and will definitely hamper the standard of education.

Research Question 3: To what extent does the welfare of teachers in Rivers State secondary schools affect the standard of education?

Table 3: Provision of welfare to teachers

S/N	Item	SA	A	D	SD	Total
5	Teachers are promoted as at when due.	-	-	20 (10%)	180 (90%)	200
6	There is availability of housing and car loan scheme for teachers in secondary schools.	-	-	25 (12.5%)	175 (87.5%)	200
7	All teachers are dedicated and committed to their duties.	50 (25%)	30 (15%)	80 (40%)	40 (20%)	200
8	There is provision of medical facilities for teachers in Rivers State secondary schools	-	-	80 (40%)	120 (60%)	200

Table 3 showed that 100% of the respondents do not accept that teachers in Rivers State secondary schools are not promoted as at when due. It also revealed that there is no availability of housing and car loan scheme for teachers in secondary schools. 40% of these respondents agreed that all the teachers are dedicated and committed to their duties, while 60% disagreed. In the aspect of medical facilities, 100% of the respondents disagreed that there is provision of medical facilities for teachers in Rivers State secondary schools. Conclusively, the negligence of the welfare of teachers in Rivers State has a significant effect on the standard of education. This is because when teachers are not properly taken care of through the provision of medical facilities, promoting them as at when due, providing housing and car loan, they will not be motivated to perform their duties, which will eventually lead to lowering the standard of education as loss of commitment and dedication to duty will be recorded on their part.

Research Question 4: to what extent does lack of co-operative attitude of the principals affect the standard of education in secondary schools?

Table 4: Participants' responses on the administrative behaviour of educational managers

S/N	ITEM	SA	A	D	SD	TOTAL
9	The principals show love and care to the teachers.	10 (5%)	80 (40%)	100 (50%)	10 (5%)	200
10	Teachers are happy with the leadership skills of the manager of education.	20 (10%)	20 (10%)	135 (67.5%)	25 (12.5%)	200

Table 4 showed that 45% of the respondents accepted principals show love and care to the teachers while 55% of the participants disagreed. The table also revealed that 20% of the respondents accept that teachers are happy with the leadership skills of the managers of education, while 80% of the respondents disagreed. This indicates that the administrative behaviours of educational managers in Rivers State secondary schools are poor and this affects the standard of education.

Research Question 5: To what extent do the students' attitude to academic work affect the standard of education?

Table 5: Participants' responses on students' attitude to work

S/N	ITEM	SA	A	D	SD	TOTAL
11	The students are hardworking and eager to study.	-	20 (10%)	150 (75%)	30 (15%)	200
12	The students are interested in examination malpractice.	50 (25%)	100 (50%)	40 (20%)	10 (5%)	200
13	The students are being monitored and compelled to carry out their academic exercises regularly.	30 (15%)	55 (27.5%)	100 (50%)	15 (7.5%)	200
14	The students are disciplined for refusing to embark on their academic responsibilities.	40 (20%)	50 (25%)	60 (30%)	50 (25%)	200

Table 5 revealed that 10% of the respondents accepted that students in Rivers State secondary school are hardworking and eager to study, while 90% disagreed. The table also revealed that 75% of the respondents accepted that students are interested in examination malpractice, while 25% disagreed. It was also revealed in the table that 57.5% of the respondents disagreed that students are being monitored and compelled to carry out academic exercises regularly, while 42.5% accepted. Respectively 45% accepted that students are disciplined for refusing to embark on their academic responsibilities, while 55% disagreed. This highlights the fact that the standard of education in Rivers State secondary schools is affected by students' attitude to work.

Research Question 6: To what extent do government educational policies and programmes affect the standard of education in Rivers State secondary schools?

Table 6: Respondents' responses on the effect of government educational policies and programmes on standard of education

S/N	ITEM	SA	A	D	SD	TOTAL
15	The government policy on mass promotion has negative effect on the standard of education.	70 (35%)	60 (30%)	40 (20%)	30 (15%)	200
16	There is prompt and adequate information provided by ministry of education for better performance.	20 (10%)	30 (15%)	80 (40%)	70 (35%)	200
17	Training and development programmes are always organised by the educational authorities to help teachers improve on their job.	20 (10%)	50 (25%)	100 (50%)	30 (15%)	200

Table 6 showed that 65% of respondents accepted that the government policy on mass promotion has effect on the standard of education in Rivers State secondary schools, while 35% of the respondents disagreed. The table also showed that 25% of the respondents agreed that there is prompt and adequate information provided by the ministry of education for better performance, while 75% disagreed. In addition, 35% agreed that training and development programmes are always organised by the educational authorities to help teachers improve in their jobs, while 65% of the respondents disagreed. This clearly exposes the fact that some government policies contribute to falling standard of education.

DISCUSSION OF FINDINGS

Table 1 reveals that there is a significant relationship between proper administration/management and the quality standard of education. The finding is supported by Nwosu and Maduiké (2015), who observe that administration/management are means by which formal goals are achieved through co-operative human effort as well as the art of science and getting things done effectively. Also Salami and Ufoma (2013), affirm that administration and management involve human activities directed towards planning, organising, directing, co-ordinating and controlling human and material resources for the achievement of the organisational goals. In addition Okunamiri, Ibiám and Okunamiri (2015), maintain that educational administration and management are arrangement of human (teachers and non-teachers) and material resources, programmes available for education and carefully using them systematically for attainment of educational objectives.

Table 2 revealed that there is no adequate provision of instructional materials and enabling environment provided for teachers to discharge their duties. This position is evident in Asiakaba (2008), who maintains that a direct relationship exists between the quality of school facilities provided and the quality of products of the school. Obizue, Awuzie, Maduiké and Nwosu (2015), agree to the fact that the success of achieving high standard in teaching profession depends on the administrators ability to retrain teachers from time to time. It was also found that the teachers in the public secondary schools in Rivers State have no work motivation. Heathfield (2014), discovers that incentives used by employers in an organisation promote specific behaviour or performance that they believe is necessary for the organisation's success. Similarly, George (2014) identified that incentives are existent in most organisational setting and that is why the organisations have sustained their productive performance for a long time.

The study further revealed that the teachers in the secondary schools are not happy with the leadership skills adopted by the leaders of education. This supports Nwagwu opinion cited in Nwosu (2016), that those leaders in organisations vested with great power and authority most conduct the decision making process with utmost responsibility and accountability. This is also in line with Oladipo and Adebakin (2015), who assert that haphazard planning and over politicisation of the educational enterprise have been the bane of Nigeria's educational sector.

Finally, the study revealed the negative attitude of the students to their academics and the government policy on mass production. On this note, Koreman in Nwosu (2016), expresses that if we expect quality education, we must give quality training that will equip individuals with the intellectual and professional background needed for effective performance. To buttress the above, Mkpa (2014), laments on the level of corrupt practices in schools, ranging from imposition of reading materials, sorting, irregular attendance and involvement in examination malpractice. To this end, the government, educational authorities, principals and teachers of secondary schools should try to adopt necessary measures required for proper management of education for realisation of its goals.

CONCLUSION

The study investigated the impact of administration and management on the standard of education in Rivers State secondary schools. It highlights the existence of a great relationship between the management of education and its quality. Education having been adjudged the turning point of human and societal transformation requires effective leadership to actualise its objectives as stated in the national policy of education, hence adequate provision and management of educational resources will lift its standard.

Recommendation

Based on findings of the study, the following recommendations are made:

- Government should use competent hands to manage education;
- Government and educational authorities should provide educational facilities and enabling environment for work;
- Government should ensure a sustained delivery of incentives to educational personnel;
- Other potentials of educational personnel should be developed for positive response.

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