



DYMISTIFYING HUMAN RESOURCES PRACTICES ON STAFF DEVELOPMENT AND PERFORMANCE APPRAISAL OF SOCIAL STUDIES TEACHERS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN EBONYI STATE"

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ABSTRACT

The study was conducted to assess human resources management roles on staff training and performance appraisal of social studies teachers in public and private secondary schools in Ebonyi State. Two specific purposes, two research questions and two null hypotheses guided the study. Related literature was reviewed which served as a guide to the research and view into what has already been studied by other researchers in the related areas of the study. Descriptive research design was adopted for the study. The population of the study was 3,100 teachers in Abakaliki Education Zone. The sample of the study was 930 respondents. The instrument for data collection was questionnaire, while the instrument was face validated by three experts. The reliability of the instrument was established by using Cronbach alpha procedure. The data collected for the study were analyzed using mean(x) and standard deviation (SD) to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that Public and private secondary school principal recommend their teachers for staff training and Social Studies teachers in both public and private secondary schools annually appraise their teachers, among others. The test of the hypotheses indicated that there was significant difference on the conduct of orientation, recommendation of staff training, staff appraisal, delegation of duties and motivation of staff to enhance their performance. Based on these findings, some recommendations were made, among others that, Social Studies teachers of private secondary schools should endeavor to emulate public secondary school Social Studies teachers' various methods of appraisal/recruitment of qualified teachers to teach in their schools.

Keywords: Social Studies, Staff, Trainig, Appraisal and Teachers

Introduction

The development of a nation's economy, politics and social values is mostly based on the quality and quantity of education, the nation could give its citizens through human resource management. This was amplified by Nigerian's supports for the Philosophy of education that could take care for the needs of her citizens. Education in this perspective has long established itself as an institutional par excellence for overall political, economic and social development, (Federal Republic of Nigeria, FRN, 2013). Therefore, Social Studies is a core subject in Nigeria's educational system. It is compulsory for all students in primary school and junior secondary school. It is an elective subject at the senior secondary school level. Since 1963 when the subject



was re-introduced into the school curriculum, its impact has been limited. For example, ethnic loyalty rather than national loyalty continues to be promoted: the spirit of cohesiveness at national level is very weak when compared with the ethnic sense of belonging. Social imbalance (wealth/poverty) is due to the early exposure of the southern part of the country to western education and influence. Hence there is need for training teachers and appraising them.

Training of teachers is another Human Resource Management practice. Training as a function of Human Resource Management is concerned with organizational activity aimed at bettering the performance of individuals and groups in an organizational setting (<https://en.wikipedia.org>, 2013). A trained teacher is more likely to be highly motivated, competent and productive (Edem, 2016). The essence of training becomes more evident as teachers face the problems of learning new skills and ideas which will help them to maintain proficient level and prepare them for future promotion.

Once employees are trained and placed in their jobs, school administrators usually began to appraise their performance. Rebores (2018) stated the following reasons for employees performance appraisal by school administrators to include: need to check the effectiveness of its personnel; evaluations to make decisions about companion, promotion, transfers; and where professional development programmes are needed. Performance appraisal of staff is an important aspect of human resource management practices that the Social Studies teachers must consider and gauge its effectiveness (Ndu, 2012). Onah (2018) reported that some Social Studies teachers use appraisal as a threat on their teachers instead of using it as a procedure to set standards, assess teacher's standard and provide feedback to the teachers with the hope of motivating them to eliminate performance deficiencies. That is why Ndu (2012) advised that Social Studies teachers should use appraisal to gain positive achievement for the school.

Staff Training

Staff training is an integral component of human resource management which has been facing some neglect. In most public secondary school in Ebonyi State Secondary Education Board (SEB) and Ministry of Education (MOE) charged with training and development do carryout their function with a wave of hand. The importance of training become more evident as teachers embrace advantage of mastery, training skills and methodology which will help them to maintain proficiency level or prepare them for future promotion. Specific training and development of staff bring about skill acquisition and acquisition of wider experience while on or after training by employee (www.assignmentpoint.com2015). For Ndu (2012) training refers to various forms of arrangement made to provide and equip the employee with knowledge, attitudes and skills required for some specific purposes in the school system. Specifically, it is an attempt to improve current and future employment performance by increasing an employee's ability to perform through learning, usually by changing employee's attitude and increasing his skills and knowledge. The principal's purpose of training according to Akpan in Femi and Segun (2020) is to equip teachers with the knowledge required to qualify them for a particular position of employment or to improve skills and efficiency in the position they already hold. Accordingly, training is the learning opportunity designed to help employees grow (www.assignmentpoint.com/business/human_resources/management(2015)). Staff development on the other hand implies growth and the acquisition of wide experience for further strategic advantage of the organization



Onah (2018). Ndu (2012) refers staff training as a provision made for improving the performance of personnel from initial employment to retirement. In this work, training and development will be studied together because they produce the same software effect that resolves around improvement of effectiveness and efficiency of the staff.

Social Studies teachers who have no plan for training and development of his staff discourages learning, for learning is a cumulative process of development of intellectual abilities, skills and attitudes, all of which form our various outlooks and disposition to action in life generally. Staff training and development can take the form of in-service training, seminar/workshop, counseling and conferences, demonstration/coaching, exchange programme among others. Training and development benefit teachers and schools in educational system. Training and development is a subsystem of an organization which emphasize on the improvement of the performance of individual and groups (<http://www.mbaskool.com>, 2015). Training and development according to Mullins (2010) can increase confidence; motivation and commitment of teachers; help to improve the availability, quality of teachers, give a feeling of personal satisfaction and achievement and opportunities for career progression and provides recognition, enhanced responsibility and the possibility of increased pay and promotion. For all these benefits, staff training and development can bring attainment of school curriculum (<http://www.mbaskool.com>2015) this benefit could be attained in secondary schools in Ebonyi state as suggested by Mullins. Training is an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of the employees (<http://www.mbaskool.com>2015). Training according to David, (2020) is a learning experience in that it seeks a relatively permanent change in an individual that will improves his or her ability to perform on the job. The motive behind giving the training is to create an impact that lasts beyond the end time of the training itself and employee gets update with the new phenomenon. By training, teachers can learn new information, new methodology and refresh their existing knowledge and skill. Training enhances improvement and teaching effectiveness.

Okey (2012) observed that the training is the process of increasing human efficiency through which people are given the opportunity to acquire new skills and current knowledge required to in carrying out various special set takes in the place of work. Casicio (2013) opines that training consists of planned programmes to improve performance at the individual, group, or organizational levels. Ndu (2012) view development as provision made for improving performance of personnel from initial employment to retirement. Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings (<https://en.wikipedia.org>, 2015). For Jones and George (2013), training focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skill they need to be effective performers. While development is the building of knowledge and skill of organizational members so that they will be prepared to takes on new responsibilities and challenges.

Omenyi (2017) argued that training is a content based activity, normally away from the work place with an instructor leading with the aim of changing individual behavior or attitude. He noted that training is concerned with the achievement of effective performance in the individual's present job. Supporting Mullin, Biswajeet (2010) viewed training as a planned



programme designed to improve performance and bring about measurable changes in knowledge, skill, attitudes and social behavior of employees for doing particular job. He continued, training refers to the methods used to give new employees the skills they need to perform their work. Weihrice, Cannice and Koontz (2018), reported that training is the use of mostly short-term programmer that facilitates the learning process to help individuals to do their job better. They maintained that in development, use of long-term future oriented programmer develops a person's ability in his job. Mullin also affirmed that development is a longer –term, structured learning process involving a number of activities, including training. He furthered, stated that training is concerned with preparing the individual for expected changes in the job or role. Chiekezie, Nzewi and Orogbu (2019) maintained that training involves teaching managers and professional employees' broader skill needed for their present and future job. They elucidated that development is reserved for managers and employees in senior supervisory positions in the organization. Harrison (2020) summarized development as the learning experiences of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviours.

Based on the above foregoing definitions, training and development could be referred to various forms of provision made to equip the employees with knowledge and skills needed for doing a particular job in the organization. Training and development can be seen in this angle as a process of helping employees to increase their knowledge, attitudes and skills for efficient and effective performance of their job. Attendance of conferences, seminars and workshops by employees (teachers) will ultimately improve their professional competences in keeping pace with human resource development.

Performance Appraisal in Secondary School

Performance appraisal of staff is important aspect of human resource management practices that the principal must consider. Onah (2008) stated that performance appraisal is procedure that involves: setting standard, assessing the employees' standard, providing feedback to the employee with the aim of motivating that person to eliminate performance deficiencies. Performance appraisal motivates teachers for self improvement. Ikegulu (2012) reported that appraisal exposes teachers' strengths and weaknesses by collecting and analyzing personal psychological and social data about each teacher. Put differently, appraisal exercise provides feedback to teachers helping them to improve their performance and plan their future career. Social Studies teachers should appropriately carry out this exercise to help them identify the performance levels of the teachers and the areas that need improvement for achievement of school goals. Ndu (2002) observed that, in Nigeria it has been used mainly for the purpose of collecting data to be used for transfer, demotion, dismissal or any other dismissal actions, all of which are negative consequences and this has instilled fear in the mind of the workers as the supervisors have used appraisal to intimidate subordinate staff. The Social Studies teachers of secondary schools use appraisal towards positive gain not as threat to their teachers.

One of the vital duties of a principal is to give teachers correct information about their work performance (Chiekezie, Nzewi and Orogbu, 2009). Kinick and William (2003) opined that performance appraisal assess teachers' performance and providing them with feedback. Thus, management task has two purposes: first is, performance and appraisal helps teachers to



understand how they are performing in relations to objectives and standards of the school organization. The Social Studies teachers judge the staff and secondly, assist in their training and personal development; Social Studies teachers also counsel the teachers (Chierezie, Nzerwi and Orogbu 2009). According to Duranti (1994) defined appraisal as the process of establishing the value of documents made or received in the course of the conduct of affairs, qualifying that value, and determining its duration. She further maintained that the primary objective of appraisal is to identify the documents to be continuously preserved for an unlimited period of time.

Employee performance according to Onah (2018) should be evaluated for many reasons. One reason is that performance appraisal is important for validating selection devices or assessing the impact of training programmes. Second reason is that, it assist the administration to making decisions about pay rise, promotion and training. The third reason is the provision of feedback to employees to help them improve their present performance and plan future careers. Nzewi and Orogbu (2017) maintained that appraisal results are used to identify the better performing teachers who should merit pay increase, bonus and promotion. On the contrary, appraisal should be used to identify the poorer performing teachers who many require some form of Counseling or in extreme case, demotion, dismissal or decrease in pay be applied as the last resources. In line with this Robbins and Sanghi (2016) stated that employee future is closely tied to his or her appraisal promotions, pay rises, and continuation of employment. From the foregoing, one can rightly conclude that performance appraisal may lead to promotion or demotion. If an then a an employee's performance were found to be below standard expectation, then a cut in pay may follow, contrary to pay rise when the performance is as expected.

It is expected that Social Studies teachers of schools in Ebonyi state and supervisor of secondary schools from the Ministry of Education (MOE) carryout annual function of staff appraisal. It entails judging the extent to which school objectives as judged by teachers and students performance have been met, assessing the impediments or constraints to goal achievement, that is factors that are responsible for poor teacher student's performance (Ndu, 2012). Appraisal is a human resource function that is carried out not only to determine whether staff should continue to be retained but also to improve staff performance by discovering abilities to perform certain tasks and placing the staff in a position he can render more efficient service (Ndu 2012). Appraisal exercise can motivate staff towards self-improvement. They also appear to believe that human resource management practices of staff training and performance appraisal in private secondary schools are better than those in public schools, hence, there seem to be less reported cases of truancy, absenteeism or lack of seriousness among teachers and students in private schools. Most people in Ebonyi State also made similar assumptions on the human resource management practices being used in public and private secondary schools. The question therefore is, what are the human resource management roles on staff training and appraisal used by public and private schools social studies teachers in Ebonyi State post primary schools system?

Purpose of the Study

The main purpose of this study is to examine human resource management roles on staff training and appraisal used by public and private schools social studies teachers in Ebonyi State. Specifically the study sought to find out:

1. Performance appraisal practices of Social Studies teachers in public and private secondary schools in Ebonyi State.
2. Training practices of Social Studies teachers in public and private secondary schools in Ebonyi State.

Research Questions

The following research questions guided this study;

1. What are the performance appraisals practices of Social Studies teachers in public and private secondary schools in Ebonyi State?
2. What are the training practices of Social Studies teachers in public and private secondary schools in Ebonyi State?

Hypotheses

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

H₀₁: There is no significant difference between the mean ratings on the staff training practices of Social Studies teachers in public and private secondary schools.

H₀₂: There is no significant difference between the mean ratings on performance appraisal practices of Social Studies teachers in public and private secondary schools

Methodology

Research Design

The research design that was adopted for this study is the descriptive survey.

The study was conducted in Ebonyi state. The population of the study comprised of 3100 respondents in Abakaliki Education Zone. These include all the 2,141 Social Studies teachers in the public secondary schools and 959 teachers in private secondary schools within the area of the study (Secondary Education Board Ebonyi State, 2016).

The sample for this study is made up of 930 respondents made of 642 Social Studies teachers in public secondary schools and 288 Social Studies teachers in private secondary schools in Ebonyi State. The sample consists of 30% of the entire population. The choice of 30% was justified by Nworgu (2008) who recommended 30% to 40% of a large population if the population parameter must be fully investigated. Since the population of the study is too large, the choice of 30% sample is therefore appropriate. The proportionate procedure was adopted to select a total sample of 930 teachers of Social Studies. The instrument for data collection was structured questionnaire titled 'Questionnaire on Human Resource Management Practices of Social Studies Teachers on orientation (QHRMPETO)'.



The face validity of the instrument was established by two experts in Arts and Social Science Education and one in Measurement and Evaluation Science. All the experts are lecturers in the Faculty of Education, Ebonyi State University, Abakaliki.

A trial test method was used to determine the reliability of the questionnaire. The questionnaire was administered to 30 public secondary school teachers and 30 private secondary schools teachers in Enugu State which is not part of the study. Data collected were subjected to test of internal consistency using the Cronbach alpha procedure. The reliability was conducted for each of the six sections (A – F) of the instrument which yielded reliability indices of 0.8712.

The researcher collected the data with four research assistants who were brief on how to approach respondents as well as how to complete the instrument. The researcher, together with the research assistants distributed the copies of the questionnaire to the teachers in their various schools. Face to face approach of data collection was adopted. The completed questionnaire were collected back by the researcher and the assistants on the spot while the research assistants later went back to collect of the remaining questionnaire which was hand over to the researcher.

The research questions were answered using mean (\bar{x}) and standard deviation. The mean score that fall below 2.50 was judged as not preferred while a mean score of 2.50 and above was judge as preferred. Then, t-test statistic was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 2

What are the performance appraisals practices of Social Studies teachers in public and private secondary schools in Ebonyi State?

Data collected from item 10-15 were used to answer research question 1. Summary of the responses of the respondents on the research question 1 were presented on table 1.

Table 1: Mean and Standard Deviation Responses on how Public and Private Secondary School Social Studies teachers Appraise their Teachers

SN	Questionnaire Items	Public Schools			Private Schools		
		X	SD	Decision	X	SD	Decision
1.	Teachers examine to identify the strength and weaknesses of their teachers for development and better performance	2.93	1.03	Agreed	2.51	0.75	Agreed
2.	Teachers assess teachers based on laid down procedures	2.98	0.95	Agreed	2.61	0.69	Agreed
3.	Teachers take away work alienation through counseling of teachers annually	2.72	0.96	Agreed	3.41	0.56	Agreed
4.	Teachers examine teachers annually	2.71	1.03	Agreed	2.81	0.91	Agreed
5.	Teachers submit examination reports immediately to the appropriate quarters for utilization	2.74	1.02	Agreed	2.59	0.81	Agreed
6.	Teachers notice training and development needs of the teachers through examination	2.49	0.94	Disagree d	2.66	0.74	Agreed

Grand Mean	2.76	0.99	Agreed	2.77	0.74	Agreed
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From the results of data analysis presented in table 1 it could be observed that the teachers of public secondary schools disagreed that in item 5 with a mean score 2.49 which is less than mean score 2.50 set as mean score for decision making while the teachers of private secondary schools agreed with the item. The teachers of public and private secondary schools also have slight differences in their mean scores acceptance on other items but these mean scores and standard deviation scores differences are not significant since both mean scores rating are greater than the mean score of 2.50 used as the mean for decision making. Again, the grand mean scores of the respondents in 1 are 2.76 for public school teachers and 2.77 for private secondary school teachers respectively. This showed that the respondents agreed that all items in table 1 are how teachers appraise their teachers in public and private secondary schools in Ebonyi State.

Research Question 2

What are the training practices of Social Studies teachers in public and private secondary schools in Ebonyi State?

Data collected from items 7-12 were used to answer research question 2. Summary of the responses of the respondents on the research question 2 were presented on table 2.

Table 2: Mean and Standard Deviation Responses on how Public and Private School Teachers Recommend their Staff for Training

SN	Questionnaire Items	Public Schools			Private Schools		
		X	SD	Decision	X	SD	Decision
7.	Teachers call resource persons to the schools to aid teachers to update their knowledge on current trends.	2.59	0.78	Agreed	3.51	0.63	Agreed
8.	The teachers encourage their teachers to attend conference in their areas of specialization.	2.81	0.85	Agreed	3.04	0.78	Agreed
9.	The teachers motivate teachers to attend refresher's courses/part time programme.	2.78	0.96	Agreed	2.71	0.71	Agreed
10.	The teachers motivate the board in charge to equip school library with current books to aids teachers to update their knowledge.	2.78	0.85	Agreed	2.63	0.57	Agreed
11.	The teachers recommend functional teachers that handle special function for training like games and sports.	2.75	0.99	Agreed	2.70	1.10	Agreed
12.	The teachers encourage teachers' confidence and commitment through organizing seminars in the school in which teachers share new ideas.	2.70	0.92	Agreed	3.08	0.62	Agreed
Grand Mean		2.74	0.89	Agreed	2.95	0.74	Agreed

From the results of data analysis presented in table 3, it could be observed that teachers of public and private secondary schools have slight difference in their mean score acceptance on how they recommend their teachers for staff training but these mean scores and standard deviation scores



differences are not significant since both mean scores rating are greater than the mean score 2.50 used as the mean for decision making. Again, the grand mean scores of the respondents in table 2 are 2.74 for public school teachers and 2.95 for private secondary school teachers respectively. This showed that the respondents agreed that items in table 2 are on the training practices of Social Studies teachers in public and private secondary schools in Ebonyi State.

Testing of Null Hypothesis 1

H₀₁: There is no significant different in the mean responses of public and private school Social Studies teachers on how they appraise their new teachers. Items 1-6 provided information for the testing of the hypothesis 1. The summary of results of the test analysis was presented in table 3.

Table 3: t-test Analysis of the Mean Rating of Social Studies Teachers of Public and Private Secondary Schools on how they are Appraised

S/N	Social Studies Teachers	N	X	SD	df	t-cal	t-crit	Decision
1	Public School Teachers	246	2.73	1.08	398	5.23	1.96	Rejected
	Private School Teachers	154	3.26	0.84				
2	Public School Teachers	246	2.88	0.89	398	2.66	1.96	Rejected
	Private School Teachers	154	3.14	1.01				
3	Public School Teachers	246	2.53	0.81	398	5.51	1.96	Rejected
	Private School Teachers	154	3.05	0.96				
4	Public School Teachers	246	2.60	0.87	398	2.70	1.96	Rejected
	Private School Teachers	154	2.88	1.06				
5	Public School Teachers	246	2.56	0.95	398	4.44	1.96	Rejected
	Private School Teachers	154	3.02	1.04				
6	Public School Teachers	246	2.25	0.93	398	6.99	1.96	Rejected
	Private School Teachers	154	2.89	0.86				

There result of the analysis presented on Table 3, showed that the t-cal values (5.23, 2.66, 5.51, 2.70, 4.44 and 6.99) respectively of items 10, 11, 12, 13, 14 and 15 are greater than that t-crit value (1.96), this showed that the respondents rejected the null hypothesis which stated that there is no significant different in the mean responses of public and private school Social Studies teachers on how they appraise their teachers.



Testing of Null Hypothesis2

Ho2: There is no significant different in the mean responses of public and private school Social Studies teachers on how they recommend their teachers for staff training. Items 7-12 provided information for the testing of the hypothesis 2. The summary of results of the test analysis was presented in table 4.

Table 4: t-test Analysis of the Mean Rating of Teachers of Public and Private Secondary Schools on how they are Recommended for Staff Training

S/N	Social Studies Teachers	N	X	SD	df	t-cal	t-crit	Decision
7	Public School Teachers	246	2.39	0.88	398	5.40	1.96	Rejected
	Private School Teachers	154	2.92	1.04				
8	Public School Teachers	246	2.76	0.76	398	1.71	1.96	Accepted
	Private School Teachers	154	2.91	0.96				
9	Public School Teachers	246	2.74	0.89	398	1.06	1.96	Accepted
	Private School Teachers	154	2.84	1.05				
10	Public School Teachers	246	2.65	0.77	398	4.12	1.96	Rejected
	Private School Teachers	154	3.00	0.94				
11	Public School Teachers	246	2.48	0.91	398	7.55	1.96	Rejected
	Private School Teachers	154	3.20	0.96				
12	Public School Teachers	246	2.47	0.89	398	6.86	1.96	Rejected
	Private School Teachers	154	3.08	0.82				

From Table 4, it was observed that the t-cal value (1.71 and 1.06) of item 8 and 9 are less than that t-crit value (1.96), which showed that the respondents upheld items 8 and 9. It was also observed in table 4 that the t-cal values (5.40, 4.12, 7.55 and 6.86) respectively for items 7, 9, 11 and 12 are greater than that t-crit value (1.96), this showed that the respondents rejected. The null hypothesis was rejected.

Summary of Findings

The study focused on determining human resources management practices of staff training and performance appraisal of social studies teachers in public and private secondary schools in Ebonyi State. Two specific purposes of the study were formulated that guided the conduct of this study, thus: to examine how Social Studies teachers in public and private secondary schools conduct orientation their new teachers, ascertain how Social Studies teachers in public and

private secondary schools recommend their new teachers for staff training, examine how Social Studies teachers in public and private secondary schools appraise their new teachers.

Recommendations

From the findings of this study, the researcher made the following recommendations, thus:

1. The human resources personnels in private secondary schools should emulate the public human resources roles in secondary schools to Social Studies teachers' various methods of appraisal/recruitment of qualified teachers to teach in their schools;
2. That government and Ministry of Education should give the Social Studies teachers of public secondary schools a free hand to operate in the management of personnel for better output.
3. Government, its agencies and other private bodies should involve themselves in maintaining staff training in private secondary schools.

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