African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

# EXTENT OF TEACHERS' TRAINING AND SELF DEVELOPMENT ON SCHOOL ORGANIZATIONAL PRODUCTIVITY IN PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE

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***ABSTRACT***

*Education and training have been drivers for improving teacher productivity and performance. Employer-provided training and development programs are genuine attempts to provide employees with the opportunity to familiarize themselves with a wide range of skills, information, attitudes and behaviours. With the ever-increasing demands of the modern education system, the education industry needs to become more tech-savvy, dynamic and relevant. A skilled and talented workforce is always in demand to bring this education industry up to international standards. This study aims to investigate the relationship between teacher training and self-development and school organizational productivity in public secondary schools in Anambra State. This study is a survey research design that analyzes various design techniques from a factual perspective to ensure effective teacher training and self-development in public secondary schools. The study population consisted of 263 secondary school principals and 4184 teachers within the study area, while 600 respondents were selected using targeted sampling techniques. The data collection instrument is a four-point Likert rating scale. The instrument was validated by two experts in the research field and obtained a reliability index of 0.80 using a two-week in-house test-retest using the Cronbach alpha statistic. Data were analyzed using tabular and mean estimates, while hypotheses were tested using the z-test statistic. The results show that teachers do not show a certain level of active participation in training and development programs due to, inter alia, deficiencies in: motivation, state support, inability to adapt to change and innovation. Based on the research results, some suggestions and suggestions are put forward. School leaders should be encouraging and transparent. The government should incentivize schools in no small way by properly training and retraining their staff.*

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African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

**Keywords:** Teachers Training, Self-Development, and School Organizational Productivity

## Introduction

Education has always been a powerful tool in any society and is considered an indispensable tool to bring about positive changes in people's social, political, economic and cultural life. The importance of education has grown exponentially in some regions, especially in developing countries such as Nigeria, due to the need to catch up with developed countries. Education is the most important factor in the development of a civilized society. Everything you see, hear and touch in the modern world is the end result of being a person (Nnorom and Oladotun, 2020). Education is widely recognized as an important tool for socio-economic, political and cultural development, as it is an indispensable tool for human progress, empowerment and capacity development. In its opening statement on the National Policy on Education (NPE), the Federal Government stated that "Education in Nigeria is an excellent tool for national development (FGN, 2013).

This shows that a country lacking a solid educational culture and philosophy is likely to decline, while a country committed to educational development is bound to achieve greatness and success (Uzoechina, and Nwankwo, (2016). Among all levels of education in Nigeria, secondary education acts as an intermediary between primary and tertiary education. Secondary school teachers determine each country's level of efficiency, effectiveness, productivity and capacity to achieve educational goals. Based on the quality management skills of school leaders, teachers (Akpan and Beard, 2016) are the fulcrum of the entire education system. According to FGN (2013), secondary education is a form of continuing education for young people to prepare them for a living and for higher education. This level of education provides young people with the essential skills and competencies necessary for civic engagement and economic success (Ayadike, 2013).

In Anambra State, as in any other state in Nigeria, secondary education provides and enables students to make career choices and higher education opportunities. Provisions for a wide range of courses take into account differences in talents, aptitudes, opportunities, skills and trained workers in trade, entrepreneurship, technical and professional occupations and serve as tools for national development and social change (Anyanwu and Nnorom, 2020). Although the key players in this subsector seem to be aware of the extreme importance of secondary education, its goals and achievement of its goals still seem to be a mirage, especially in Anambra state. Therefore, according to Nnorom and Amanze (2020), the quality of education depends on the quality of school teachers, who should be adequately trained and retained to achieve educational goals. They further interpret teachers as people who bear the responsibility of imparting knowledge, values, skills, and ethics to

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students. Teachers are responsible for implementing the curriculum.

Teachers are known in society as nation builders. Educating the new generation according to the needs of the nations of the world is their core task. Teachers should be proficient and in control of the subjects they teach in the classroom. Teachers have made a lot of contributions to the development of the country. They are expected to pass on norms, beliefs and traditions from generation to generation. Nnorom, Nneka, and Olagbaju (2022) stated that teacher education must reinforce and emphasize key attributes of the profession, such as systems theory, period-specific rigorous training, authority, community recognition, ethical and cultural norms, knowledge generation through research, and professionalization. Becoming a good teacher requires ongoing formal professional training as it aims to develop one's personality, improve one's communication skills and commitment to a code of conduct. Teachers are not only kept up to date in their subject areas, but also aware of pedagogical, social and cultural issues through continuous further training.
However, the demands of the profession of a teacher are enormous, and if a student is underperforming or underperforming academically, let's look at the teacher. If the child likes to learn, gets along with people, and is good at speaking in public, we want to know which school the child goes to. Believe that the teacher will take care of the children and give them a good education. We all want a better future. Today's children are tomorrow's future. In our society, we see the decline of social values. We're quick to blame TV and the Internet for this.

Children learn the most from home and from their teachers. Parents are responsible for caring for their children. But if the parents are illiterate, the child mainly learns from the teacher. But in Nigeria, and more specifically in Anambra State, it appears that many schools have untrained teachers in charge of teaching children. In fact, it's clear that the higher education and special education required to work with young children is often overlooked. Well-trained teachers have a positive impact on a child's life. A teacher should really motivate a child to learn about his subject. Wondering how, when, and why should be part of a teacher's classroom environment (Nwaka, 2010). As a society, the relevant question to ask is, "How can we, as educators and parents, allow children to spend their most precious years of learning in classrooms where there are no real signs of education?". Training greatly improves teachers' ability to develop the right attitudes, character and discipline (Nnorom, Okonkwo, and Ezeanolue, 2020). Many teachers have embarked on a path of self-development and self-education due to lack of motivation in school administration. Self-development is the process of learning new things and developing new skills that can help us increase our chances of success, achieve our goals, and fulfill our dreams (Nnorom, Nneka, & Olagbaju, 2022). When we commit to self-development, we excel at the social, emotional, and practical skills needed to achieve our goals. It's easier and we have more success. Self-development means

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taking steps to improve yourself in all areas of your life. It is the conscious pursuit of personal growth through the enhancement of personal skills, abilities and knowledge.

Self-development is the process of learning new things, and learning is a process of change because knowledge is not static. To this end, teaching should be enhanced to go beyond traditional and theoretical foundations; it should also be research-based and include data-backed evidence. Ezenwagu, Nnorom, Okonkwo, and Nwankwo (2020) note a renewed interest in the importance of 'scientific research' and 'empirical data' as sources of valid knowledge about education. "Because good teachers are seen as the backbone of good education and learning is considered an ongoing process, the efforts of educational teachers to develop and improve teaching skills and knowledge are urgently needed and appreciated. Teacher education of various kinds is found in many schools and universities around the world and professional development programs to help teachers learn and improve year after year. In addition, it is generally accepted that learning is an ongoing process that helps teachers improve their teaching skills and acquire new knowledge in their subject areas, which in turn helps to improve student learning outcomes.

Also, the teachers are trusted to take care of the children and give them a good education. Teachers' character, skills, human rights awareness and communication, lesson planning and delivery affect the children they teach every day. Attention must be paid to the knowledge, skills and attitudes of those undergoing teacher training. This must be followed by a supervised internship. If we want our societies to improve, with less social ills, more creativity and innovation, and pride in our work, then we need to invest in our teachers. We have to train them in the truest sense of the word. Only then can we say we value each child and to whom we are accountable.

**Statement of the Problem**

Our research question was to measure the extent of teacher training and self-development related to school productivity in public secondary schools in Anambra State, because without teacher training we cannot achieve better outcomes from the students of the organization. Teachers play a central role in education. Preparation for the teaching profession is a higher priority in every country as this profession is considered challenging and critical and can lead to the rise and advancement of the country in different fields. Insufficient funding for education in Nigeria has sparked widespread protests. In teacher training and retraining in Anambra State, school administrations do not seem to be adequately and adequately motivating teachers. With technology at our fingertips, learning and skill development has never been easier. Observations indicate that teachers in many public secondary schools in Anambra State lack knowledge of modern technologies that affect learning. The technical skill level of the instructor and the ability to adjust the quality and quantity of the course is the key to success. In this context, the researchers examined the extent to which

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training and self-development stimulated the productivity of public secondary school teachers in Anambra State.

**Research Questions**

To bring about the successful conduct of this investigation, these research questions were addressed:

1. What is the extent of training and self-development of teachers in public secondary schools in Anambra state?
2. What are the challenges facing the training of teachers and self-development in public secondary schools in Anambra state?
3. What are the techniques employed to ensure that teachers are trained and have self-development in public secondary schools in Anambra state?

**Hypotheses**

The following hypothesis were formulated and tested at 5%level of significance

1. **$Ho_1$**: there is no significant difference in the extent of training and self-development of teachers in public secondary schools in Anambra State.
2. **$Ho_2$**: there is no significant difference in the challenges facing the training of teachers and self-development in public secondary schools' in Anambra state.
3. **$H_{03}$**: there is no significant different between the techniques employed to ensure that teachers are trained and have self-development in public secondary schools in Anambra state.

**Research Method**

The study adopted a survey research design. It sought information from teachers in public secondary schools in Anambra state. Population for the study comprised of 238 public secondary schools (Post Primary School Service Commission, 2021) in Anambra state. The public secondary schools comprise of 4,184 teachers and 238 principals in secondary schools in the state. The decisions to use the teachers and principals for the study is considered appropriate, because the principals are the school administrative heads in the school and as so are good position to give reliable information on the extent of teacher training and self-development, while the teachers are vital instrument to giving accurate information on the influence of school administrators to teacher training and self-development. The study area is Anambra State. Anambra State is one of the states in southeastern Nigeria. The indigenous people of Anambra state are the Igbo people. Anambra State is bounded by Delta State to the west, Imo State and Rivers State to the south, Enugu State to the east and Kogi State to the north. It has 21 local government areas. The state has a high proportion of businessmen, civil servants and few farmers in rural areas. For the smooth functioning of administration and education, the local government area is divided into six education districts namely: Aguata, Nnewi, Onitsha, Ogidi, Otuocha and Awka districts. Anambra State was eligible to participate in this study because the researchers observed that low levels of teacher education and personal development hinder teachers'

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professionalism in delivering quality education. A sample of 170 respondents, comprising of both principals and teachers were used for the study. The sample consisted of 71.5% of the population. The choice for 71.5% is in line with Nworgu (2015) who recommended that 30% to 80% of the population is adequate for a research work if the parameters of the population must be fully investigated. The sample composed using proportionate stratified and simple random sampling technique. The schools were stratified based on public secondary schools under the already existing education zones in the state. Seventy-one point five percent of the schools under each zone were then sampled using simple random sampling technique, specifically balloting with replacement.

A structured questionnaire developed by the researchers was used as a data collection tool. The questionnaire seeks information on the impact of training and self-development on improving productivity in public secondary schools in Anambra State. The instrument is divided into two parts. A and B. Section "A" seeks the answers the respondents expected. Part 'B' consists of 20 projects organized according to five research questions. There are 25 items in the entire questionnaire. Respondents were asked to indicate how much they "agree" or "disagree" on the items that follow each research question. The chosen response format was Very High Importance (VHE), High Importance (HE), Low Significance (LE), Very Low Level (VLE) with values 4, 3, 2 and 1 awarded. A copy of the instrument is attached as an Appendix on the last page.A copy of the questionnaire was given to three experts, two experts from the Department of Education Management and Policy and one from the Department of Educational Foundations all in the faculty of Education, Nnamdi Azikiwe University. The experts were given copies of the topic, research purpose and research questions. The items were reviewed in terms of clarity and relevance to the study, as well as appropriateness of the language and the instructions to the respondents. This ensured the face and content validity of the instrument. Their corrections and observations which included acclimatization of the research questions and purpose of study, specification of the sector of secondary education the research is being carried out where all incorporated and corrections done. Cronbach Alpha is used to determine the internal consistency of the instrument. It was considered sufficient to determine the degree of homogeneity of items in each section. The data used to calculate the reliability index were obtained from a questionnaire survey conducted on a sample of 20 secondary school teachers in Anambra State. The internal consistency of the obtained data was checked using Cronbach Alpha. A coefficient value of 0.72 was obtained.

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**Presentation of Results**

**Research Question 1:** What is the extent of training and self-development of teachers in public secondary schools in Anambra state?

**Table1**: Extent of teacher training and self-development of teachers in public secondary schools in Anambra state in (N= 600).

| S/N | Item Statement | N | X | SD | Decision |
|---|---|---|---|---|---|
| 1. | Teachers develop new methods and theories to aid classroom teaching | 600 | 2.92 | 0.81 | agreed |
| 2. | Improvement in teaching skills and technical knowledge | 600 | 2.89 | 0.61 | agreed |
| 3. | Teachers show effectiveness in overall organization and management of educational activities | 600 | 2.83 | 0.67 | agreed |
| 4. | Teachers increase motivation of students and boost academic performance | 600 | 2.69 | 1.09 | agreed |
| 5. | Students show active participation in extracurricular activities and good performance | 600 | 2.72 | 1.11 | agreed |
| 6. | Teachers show rapid increase in subject area knowledge. | 600 | 2.76 | 0.77 | agreed |
| 7. | Teachers are poorly committed to the training and development programmes. | 600 | 2.75 | 0.78 | agreed |
| | **Sum** | | **19.56** | **5.84** | |
| | **Mean of means** | | **2.79** | | |

All the highlighted factors in Table 1 scored above the mean of 2.50 indicating the extent of teacher's training and self-development in public secondary schools in Anambra state. The mean score stood at 2.79. Thus the result obtained from the table reveals that teachers training to a large extent affect school organizational productivity in secondary schools in Anambra state.

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**Research Question 2:** What are the obstacles to the impact of training and self-development of teachers in secondary schools in Anambra state?

**Table 2: what are the challenges to training and self-development of teachers in secondary schools in Anambra state. (N= 600).**

| S/N | Item Statement | N | X | SD | Decision |
|---|---|---|---|---|---|
| **8.** | School management inability to carryout training and personal development programmes due to financial constraint**.** | 600 | 2.91 | 0.76 | Agreed |
| **9.** | Teachers are poorly committed to the training and development programmes. | 600 | 2.71 | 0.69 | Agreed |
| 10. | School management leadership styles affect the effectiveness of training and personal development programmes. | 600 | 2.86 | 0.68 | Agreed |
| 11. | Most administrators do not motivate or support teachers during the training and developmental exercise and programmes. | 600 | 2.81 | 0.83 | Agreed |
| 12. | Problem of language and communication barrier hinders free flow of information for teachers. | 600 | 2.77 | 0.92 | Agreed |
| 13. | School management involves teachers in decision making matters and takes note of their various needs for better teaching | 600 | 2.79 | 0.94 | Agreed |
| 14. | School management provide teachers with conference, seminars and other programs for training, skill acquisition and orientation. | 600 | 2.81 | 0.79 | Agreed |
| | **Sum** | | **19.66** | **5.61** | |
| | **Mean of means** | | **2.81** | | |

The data presented in Table 2 reveals that all items have mean ratings above 2.50 indicating that these obstacles to teachers training and self-development in secondary schools in Anambra state. These obstacles are financial constraint, poor commitment from teachers, poor leadership style from school management, poor motivation and support from school administrators and issues of communication.

**Research Question 3:** What are the techniques employed to ensure the impact and self-development training of teachers of secondary schools in Anambra state?

**Table 3 Techniques employed to ensure the impact and self-development training of teachers of secondary schools in Anambra state. (N= 600).**

| S/N | Item Statement | N | X | SD | Decision |
|---|---|---|---|---|---|
| 15. | School management involves teachers in decision making matters and takes note of their various needs for better teaching | 600 | 2.09 | 0.689 | Low |
| 16. | School management provide teachers with conference, seminars and other programs for training, skill acquisition and orientation. | 600 | 2.19 | 0.69 | Low |
| 17. | School management ensure proper evaluation, assessment in teachers performance, with follow up procedures on the specialized needs of each teacher. | 600 | 2.97 | 0.73 | Agreed |
| 18. | Conduction of periodic aptitude test and exams for teachers by the school administrators and their statistical record kept. | 600 | 2.93 | 0.73 | Agreed |
| 19. | Provision of educational knowledge on the use of current technological tools to aid teaching process and experience. | 600 | 2.89 | 0.79 | Agreed |
| 20. | Teachers show active participation on training programmes organized by the school management. | 600 | 2.85 | 0.83 | Agreed |
| 21. | Teachers are able to make use of technological tools, instrument and equipment in the course of teaching. | 600 | 3.22 | 0.74 | Agreed |
| | **Sum** | | **19.14** | **5.61** | |
| | **Mean of means** | | **3.07** | | |

Table 3 shows the various techniques created to ensure effective teacher training and self-development in public secondary schools in Anambra state. Data presented in the table reveals that items 17, 18, 20, 21 have mean ratings above the cutoff point of 2.50, thus indicating that these techniques are created in public secondary schools in Anambra state. However, items 15 and 16 rated below the cutoff point of 2.50 which shows that some techniques are still absent in schools. The result therefore shows that the school management of public secondary schools in Anambra state created techniques to ensure effective teacher training and self-development.

**Test of Hypotheses**

**Ho1:** The mean scores on extent of training and self-development of teachers in public secondary schools in Anambra state is not significantly greater than the criterion mean of 17.50.

**Table 4**: One sample Z-test of significant difference between teachers mean scores on the extent of training and self-development of teachers in public secondary schools in Anambra state and the criterion mean of 17.50.

| n | x | μ | SD | df | Zcal. | Zcrit. | Decision |
|---|---|---|---|---|---|---|---|
| 600 | 19.56 | 17.50 | 5.84 | 599 | 8.63 | 1.645 | Ho Not Rejected |

The table indicates teachers mean score on extent of training and self-development of teachers in public secondary schools in Anambra state and the criterion mean. It was shown in the table that Zcal. Of 8.63 is greater than the Z-tab. of 1. 645 at one tail test, expedite rejection of the hypothesis and summarizing that the teachers mean scores on extent of training and self-development of teachers in public secondary schools in Anambra state is significantly greater than the criterion mean of 17.50.

**Ho2:** The mean scores on obstacles to training and self-development of teachers in secondary schools in Anambra state is not significantly greater than the criterion mean of 17.50.

**Table 5:** One sample Z-test of significant difference between teachers mean scores on the obstacles to training and self-development of teachers in secondary schools in Anambra state and the criterion mean of 17.50.

| n | x | μ | SD | df | Zcal. | Zcrit. | Decision |
|---|---|---|---|---|---|---|---|
| 600 | 19.66 | 17.50 | 5.61 | 599 | 9.42 | 1.645 | Ho Not Rejected |

Teachers mean scores on the extent of training and self-development of teachers in public secondary schools in Anambra state and the criterion mean of 17.50. from the table, it was deduced that Z-cal. of 9.42 is greater than the Z-tab of 1.645 at one tail test, leading to rejection of the hypothesis and concluding that the teachers means scores on the extent of training and self-development of teachers in public secondary schools in Anambra state is significantly greater than the crit. Mean of 17.50.

**Ho3:** The techniques employed to ensure the impact and self-development training of teachers of secondary schools in Anambra state is not significantly greater than the criterion mean of 17.50.

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**Table 6:** One sample Z-test of significant difference between teachers mean scores on the and the criterion mean of 17.50.

| n | x | μ | SD | df | Zcal. | Zcrit. | Decision |
|---|---|---|---|---|---|---|---|
| 600 | 21.47 | 17.50 | 5.65 | 599 | 17.20 | 1.645 | Ho Not Rejected |

Table 6 indicates significant difference between teachers mean scores on techniques employed to ensure the impact and self-development training of teachers of secondary schools in Anambra state and the crit. Mean of 17.50. It was indicated in the table that Zcal. Of 17.20 is greater than the Z-tab of 1.645 at one tail test, expedites rejection of the hypothesis and concluding that the teachers mean scores on the obstacles to training and self-development of teachers in secondary schools in Anambra state is significantly greater than the crit. Mean of 17.50.

**Discussion of results**

On the extent of training and self-development on school organizational productivity in Secondary school in Anambra state, the findings revealed that teachers do not respond effectively to training and developmental programmes in secondary schools. This is seen in their lack of active participation in training programmes. These low extents of teacher response to training and developmental programmes pose a great problem to these secondary schools. This finding agrees with Anyanwu and Nnorom (2020) who asserted that teachers training and development must be every teacher's passion, concern and intended objective as they determine a positive change and is vital for the whole teaching learning process.

From the results in the analysis of research question three as shown in table 3 revealed that training and self-development of teachers cannot be effected due to certain obstacles which are, financial constraint, rigid leadership style, lack of motivation, poor commitment on the part of teachers, language barrier and issue of communication. These obstacles hinder effectiveness of teacher training and personal development in secondary schools, which in turn reduces productivity level and reduces teachers' job performance. These findings agree with (Nnorom, Ezeanolue et al, 2020) pariyisamy,2021) who believes that an organization where learning is not encouraged and promoted makes it difficult for teachers to make the most of their trainings. In response to the analysis of research question four as shown in table 4, the school management creates different techniques to ensure effective teacher training and personal development in secondary schools, which are:

- Techniques to help prepare and equip teachers to be better in their various specialized areas.
- Use of interactive methods, create medium for interaction, allowing team work, active participation and involvement of teachers
- Proper Computer Based Test (CBT) training to enables teachers perform

duties efficiently and effectively using technological trends.

Use of the hands-on-training techniques to help create opportunities for teachers to be knowledgeable and skilled by experiencing other jobs. Result from the analysis of research question five as shown in table 5, revealed that teachers show little to no commitment or active participation in teacher training and personal development. This is in line with Nnorom, Nneka, & Olagbaju (2022) who found out those decencies caused by teachers, incompetence due to lack of special distinctive and unique skills can be corrected through training and it can be effective when there is motivation.

## Conclusion

The effects of teacher training and self-development have been shown to be effective in achieving school organizational productivity. Based on teacher training and self-development, it turns out that this is the sole responsibility of the school administration and a need that can be initiated on its own. The results indicated a high degree of effectiveness of teacher training and personal development in secondary schools in Anambra State for school organizational productivity, although teachers showed a lack of commitment and low motivation from commitment as well as low motivation from school management. This explains why students in secondary schools in Anambra state have poor grades and there is no good internal relationship in the school environment. Teacher training and self-development involves extending knowledge and raising the level of qualifications of teachers in order to reach a productive level in school organizations. While most school administrators have not yet fully understood the need for training and personal development, most teachers have overlooked the important role they play in the school organization, especially when it comes to student academic achievement. Teacher training should be carried out effectively in every school, and financial bottlenecks by school management and lack of commitment from teachers should not be obstacles. That's because teacher training and self-development aren't just about funding. We cannot achieve excellence in our students unless we have professionally trained and qualified teachers. Furthermore, the goals, objectives and objectives of education cannot be achieved if teacher training and personal development are not implemented as requirements for teachers before/during the start of teaching careers in various school organizations.

## Recommendations

The following recommendations are made based on the findings

1. Schools should provide training and self-development opportunities for teachers which include different variety of programs, seminars, etc.
2. School administrations should do well to motivate and support teachers, so as to encourage active participation in the training and self-development programs.
3. Leadership styles in most school organizations should be flexible enough to encourage teachers'

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participation in decision making processes and transparency in attending to their various needs and different areas of specialization.

4. There should be frequent and clear communications between school management and teachers so as to encourage intra personal relationship in the school organization.
5. The government, non-governmental organization (NGOs) and international organizations should be involved in teachers training and personal development by organizing seminars and workshops either centrally or at state and local government levels. Through such seminars and workshops, teachers would be sensitized on the importance of training and self-development for a better job performance and school organizational productivity.

**Consent**

A written consent has been collected and maintained by the authors and as per international standard or university standard by the respondents.

**Acknowledgement**

we are highly indebted to the management of Nnamdi Azikiwe University, and Tertiary Education Trust Fund (Tetfund) team for financing the research work.

**Competing Interests**

There is no competing interest among the authors of this research work.

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