

INFLUENCE OF STAFF MANAGEMENT ON ACADEMIC PRODUCTIVITY IN SECONDARY SCHOOLS IN PORT HARCOURT LOCAL GOVERNMENT AREA OF RIVERS STATE

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Abstract

This study investigated the influence of staff management on academic productivity in secondary schools in Port Harcourt Local Government Area of Rivers State. Stratified random sampling technique was adopted to draw a sample of 370 respondents out of the total population of 5200 from the 245 private schools in Rivers State. Data were generated using the instrument titled “Staff Management on Academic Productivity Questionnaire (SMAPQ)” on a 4-point modified likert rating scale. The data were both analysed and tested using the Pearson’s Product Moment Correlation Coefficient and z-test statistics. From the analysis, it was found that a significant relationship exist between staff management as measured by staff recruitment procedures, development programme, on staff academic productivity in private schools in Rivers State. Based on the findings, the following recommendations were made: private school administrators and the non-governmental organizations (NGOs) should provide modalities to boost staff morale and maximize productivity at work. Also, adequate selection approach, training and re-training courses should be encouraged by private school administrators as they provide staff with up-to-date teaching methods that will boost their morales’.

Keywords: Staff Management, Staff Recruitment, Staff Development, and Academic Productivity

Introduction:

Management culture in workplace environment is the key towards progression and productivity of a nation. This is to say that management of people at workplace for optimum productivity has been of great importance in today's developed organization i.e., school management system. Staff management according to Okorie (2000) depends on all enterprises that provides for effective utilization of human resources to attain both the objectives of the enterprise, satisfaction and development of the employee. It encompasses the totality of the teacher's skills, energies, talents, social, cultural values (norms and belief), and latent abilities towards attaining educational goals, objectives, making the people integral part of the school system, towards actualizing the goals of the organization. Academic productivity is a measure of the progressive contribution, value added process made by the employee to the school where he/she works. Academic productivity is the outcome of the employee's training, development, and diverse knowledge gathered via attending: seminars, conferences, workshops and symposium, etc. Therefore, productivity refers to the output gained through the inputs of the employee aimed towards attaining the overall objective both to the school management and the employee. Enhancing the academic productivity requires concerted effort of all major stakeholders that are involved in the administration of the organization. This development as regards academic productivity does not only involve the inputs of the teacher, but also the instructional aid provided by the management of the school and more especially the workplace environment. Generally, academic productivity of any school is the true reflection of the zeal and effectiveness of the school administration and management system, via the implementation of an effective school policy, syllabus and curriculum structure. Findings conducted by Iheonunekwu (2003), show that the various elements involving input process of the college should target the required standard towards attaining high academic productivity. The measure of employee's academic productivity in an organization is concerned with the appraisal of both the employees' qualitative and quantitative work. To do so, in educational system, the administrator could measure staff academic productivity through the following: measuring timeliness of the employee, measuring the academic qualification of the employee, ensuring employees have a sense of belonging at their work place. Among some secondary schools in Port Harcourt Local Government Area of Rivers State, one expects co-operation among all staff, the awakening of the sense of punctuality at work place, zeal, emotional stability, respect for others, dedication to work, high personal integrity among workers and a sense of responsibility, good conditions of service and a conducive work environment towards attaining high academic productivity. Consequently, the non-academic staff who are supposed to report in the office by 7am, hardly come to school by 9am. Not minding their lateness, when they eventually report and sign in, some would prefer to seat at the office doing nothing, chatting with friends or walking from one office to another, with all sort of materials for sell to fellow colleagues. The senior staff who is supposed to monitor the junior staff as the case might be often report late to school, under the disguise that they were held in traffic jam. Some teachers enter the classroom late while others leave the classroom earlier than the time they ought to. Others purposely absent themselves from lessons and do not do their best in the jobs. All these influence the quality of education in secondary school, both as part time and full time staff. As was observed by

Ifedili (2011), during the colonial era, the Nigerian workers worked to meet the target of their task masters. They never reaped the benefit which was equivalent with the work done. Many staff also flout the rules and regulations of an organization and resist being disciplined because they are duly protected by those at the helm of affairs, who brought them into the system (godfathers). Regrettably, some managers selected to head major departments in the school are never recruited or interviewed based on merit but on the ground that they would be loyal and faithful. Such administrative system culture will breed unprofessionalism, lawlessness and culminate to low academic productivity. The role of material and human resources in an organization cannot be over-emphasized in fostering the success of education at all levels yet the principles, processes and skills of its acquisition and management remains the most neglected and misunderstood aspects of educational management. There seems to be some anomalies and inconsistencies in our private secondary school system, especially in the area of staff management, service delivery, student's academic performance, data management and moral training in recent times. Many of our private secondary schools have poor infrastructure and facilities to learning. Consequent upon the imbalances, the researcher is concerned about how staff management in our secondary school system in Port Harcourt Local Government Area of Rivers State influences academic productivity.

1.1 Purpose of the Study

Generally, the aim of this study is to investigate how staff management in our secondary school system in Port Harcourt Local Government Area of Rivers State influences academic productivity. Specifically, the study examined: The relationship between staff recruitment procedures and academic productivity in private secondary schools in Port Harcourt, Rivers State and the correlation between staff development programmes and academic productivity in private secondary schools in Port Harcourt, Rivers State.

1.2 Research Questions and Hypotheses

Research Questions

The following research questions are raised to guide the study:

1. What is the relationship between staff recruitment procedures and academic productivity of staff in secondary schools in Port Harcourt Local Government Area?
2. To what extent does staff development programme affect academic productivity of staff in secondary schools in Port Harcourt Local Government Area?

Hypotheses

The following hypotheses are formulated for the study:

1. There is no significant relationship between staff recruitment procedures and academic productivity in private secondary schools in Rivers State.
2. There is no significant relationship between staff development programme and academic productivity in private secondary schools in Rivers State.

2.0 Literature Review

2.1 Theoretical framework

The theoretical framework for this research work was based on the theory X and theory Y propounded by McGregor (1960). The theory illustrates how the assumption held by managers about their employee promotes or diminish employee incentives and creativity in the organization. McGregor assumed that the behaviour of people is greatly influenced by their beliefs. He concluded that most managers who use theory X believe that the average employee has an inherent dislike for work, and would prefer to be directed or wish to avoid responsibility, has relatively little ambition and wants security. In the light of the above, it is clear that motivation of employees will be through fear. Consequently, managers and supervisors who adopt this theory will be required to monitor and maintain close watch over their subordinates if organizational personal objectives and goals are to be achieved. However, after conducting scholarly reviews on theory X, McGregor discovered that theory X would be ineffective if managers want to improve performance and productivity, rather they should adopt the principles of theory Y which holds that: the outcome of physical and mental effort in work is as play or rest. Depending upon controllable condition, work may be a source of satisfaction or a source of punishment; that external influence and threat are not the only means of achieving organizational objectives and; that commitment of objectives is a function of the rewards associated with their achievement; that the average human learns, under proper conditions not only to accept but seek responsibility. In contrary to theory X, theory Y emphasizes managerial leadership through motivation by objective and conducive organizational atmosphere built on staff- management co-operation rather than autocratic control.

2.2 Conceptual Framework

2.2.1 Staff Recruitment and Academic Productivity

The school system by itself includes the student, the academic and non-academic staff, the auxiliary services, teaching facilities, teaching aid, syllabus, the curriculum, even the buildings. But the above mentioned cannot effectively implement the school structural programme. It is the staff who can do this. According to Uche (2011), recruitment of staff is purely personal function which always starts with identifying the personal needs, after which people are recruited. She added that, it is the quality of staff that dictates the standard in any educational school. Staffing the school with truly able and inspiring staff transcends all other areas of educational administration. Staff management is the process of handling, directing and controlling of individual employees as non-organized group. In an attempt to unravel the scope of staff management, Otuya (2003) stated that it covers the acquisition and retention of competent employees through proper recruitment, selection, placement, utilization and development. He went further to state that, it is the function of the management to promote and enhance the school structure through proper planning, organizing, directing, coordinating and controlling of activities related to

selection, development, motivation and compensation of employees towards attaining the goals of the organization. An effective staff management is important if the aims and objectives of the school management are to be actualized. Good educational programme should be upheld to attract, retain, boost and bring out a more productive staff by upholding honestly decisions necessary in staff recruitment exercise. It is the responsibility of personnel management to recruit and select qualified staff into the institution's positions. Recruitment is the outcome of a positive activity which is preceded by selection. According to Otuya (2003), recruitment finds workers and makes them available, while selection picks and chooses amongst them to secure those most likely to succeed on the job. Micheal (2000) and Dessler (2005) described recruitment as the process of generating a pool of qualified candidates for a particular job. The aim of the recruitment is to attract suitable and qualified job candidates for the organization. So, it is the starting point for the appointment of staff. In an organized administration, the effectiveness of the recruitment programme is not at all simple when the labour requirements of the organization are several. This is because, it is necessary not only to discover appropriate sources, but also to compare their value to determine which of them may be more satisfactory than others. However, since the major objective of recruitment in an organization is to fill job positions available with qualified candidates, the extent to which an organization is able to achieve this objective will in no doubt help the organization to attain high academic productivity with a resultant employees satisfaction. With respect to the above statement, according to Uche (2011), who said that poor recruitment efforts in any organization could lead to poor selection of applicants and consequently low academic productivity. In essence, the best technique for selecting employees who are well qualified for positions in school system should be used.

2.2.2 Staff Development and Productivity

According to Ogundele (2001) staff development is defined as a structure which involves all developmental functions that are directed at maintaining, updating and the enhancement of professional competence of the employee. It includes the totality of formal learning experiences exhibited in the course of an employee's career from employment to retirement. It is the basic requirements for human development, re-investment in training of staff by employers, investing both time and money to every employee aimed towards their development and the creation of enabling environment by employers for the acquisition of requisite skills by employees either through formal education or through on-the-job training. According to Arikewuyo and Adegbesan (2009), this emphasizes that staff training and development is an enigma aimed directly to equipping the individual or group of individuals by teaching them on the job skills to enhance their performance efficiently and effectively. According to them, staff need continuous training and retraining on the job, if their potentials are to be utilized effectively. Therefore orientation, induction and workshop, conferences and seminars amongst others organized in schools should provide staff with an understanding that academic productivity improves the prestige and success of the organization and how the services rendered by the staff impacts positively towards the development of the society

at large. However in the course of interview, the following information should be collected during interview as stated by Emechebe (2009): Personal qualities of the candidate like character traits; The candidates educational background; His experiences; His certificate of merit; His professional training; The candidate's oral expression; The candidate's professional interest as well as his capacity for growth and advancement.

However, Cole (2002) suggested that a policy statement for recruitment activities of the school should include: Advertise all vacancies, reply every applicants with little or no delay, aim to inform potential staff about the basic details and job conditions of every job advertised, aim to process all applications with efficiency and courtesy, aim to ensure that every person will be given fair attention.

2.2.3 Requirements for Effective Staff Development

For staff development to be effective there should be support from the school's management. Also, there should be active participation and co-operation from members of staff that would contribute to staff developmental programmes, through actively participating in the programmes and course either as participants, instructors or discussion leaders. Asodike and Obasi (2007) said that the school managers should be the first staff to be trained so that they acquire and improve on their managerial skills as well as know what is required for them to do as managers and leaders. Also, there should be need for proper assessment of staff that have undergone one form of development programme or the other; this is referred to as employee appraisal. Employee appraisal according to Otuya (2003) is the method by which employee's efficiency in carrying out his/her duties and responsibilities during a given period in evaluating the performance and standards set by the management. The key purpose of performance appraisal is to evaluate employee's strengths and weaknesses. According to Asodike and Obasi (2007), it is only a trained and developed manager that can evaluate the strength and weakness of his individual staff and give feedback.

2.2.4 Method of Staff Training and development

Staff training in service according to Otuya (2003) is the planning and handling effort of management through competent instructors to impart knowledge, develop or improve certain phase of an individual's skills, attitude, discipline, behaviour and knowledge which creates avenue for more efficient or better qualified for another job task. According to Emechebe (2009), there are various techniques of equipping and developing employees, these include: On the job training, Literacy training, Audio-visual training, Computer based training, Conferences and seminar Workshops.

2.2.5 The Canons of Academic Productivity

In order to enhance the academic productivity of the school system, the below factors have been identified as key issues that must be addressed if the aims of the National Teachers Institute for private secondary schools are to be actualized, they include: Objectives, Working conditions and environment, Efficient and Effective supervision, Incentives,

Subject allocation, Staff training and retraining, Staff welfare, Appraisal of teachers' performance.

2.2.6 Review of Related Empirical Studies

The term management has been defined as the art of accomplishing things through people (Ejiogu, 1990; Aliyu 2003; Iroegbu, 2004). It is involved with sequential and chains of related activities carried out in an effective and efficient manner to achieve desired goals in relation to the growth of the society. Human resources involve the people, employee, individual, and humanity with a goal of advancing the society, its aspirations, and capacities. Fabunmi 2001 and McNamara (2006) remarked that human resource management i.e. staff management includes a range of activities such as deciding what staffing needs, what needs the manager has and training its employees towards ensuring that personnel and management practices conform with regulations. However, several research have been conducted in related areas of staff management and academic productivity in private secondary schools, with various results and recommendations, thus: Ogbonna (2001) in a study on staff development programme and teachers performance in private secondary schools in Abia State remarked that values derived from staff development programme includes enhanced teaching capabilities, good leadership skills, effective teaching techniques, clarity of jobs responsibilities and an improved classroom management. Also, Ehirim, (2003) in a similar study revealed that workshops, seminars, conferences, short and full time courses were the only available in-service training programme for teachers in Imo State. This staff development programme aims at boosting staff efficiency and effectiveness to achieve high productivity. Most often, staff recruitment has been influenced by “man- know-man”, community solidarity or even by promoting friendship or relative’s consideration, thereby negating the true process of getting the right people for the right job in order to enhance academic productivity in the school. In view of this challenges, it is important to understand that the growth and development of staff in any school will rest on the shoulders of the management board of the college, how informed they are in the processes and procedure of school regulations and bye-laws as enshrined in the National Policy on Education and how they have effectively managed the promote fairness in their recruitment processes.

2.2.7 Summary of Literature Review

Having concluded the review of related literature based specifically on the research questions, it then becomes necessary to make a brief summary of the review literature. In spite of the fate that staffing has for long evolved in effect that academic productivity is hampered. The available literature reviews show that no education system or policy has been addressed without human beings from all works of life being involved in planning and organizing its processes. It was also revealed that staff development programmes remain a life wire in keeping any organization afloat mainly in this computer age as revealed in the literatures. Also, the literature revealed the importance of staff management and development in attracting and retaining the best staff in organization. The ability of the management of the secondary school to manage the staff adequately has affected their

morale. All these propelled the researcher into conducting this research to examine if staff management has any influence on academic productivity in private secondary schools.

3.0 Methodology and Instrumentation

The correlation survey design aimed at determining the possibility and degree of relationship that exists between two or more variables was adopted for this study. The population density for this study involves two hundred and forty five (245) private schools in Rivers State. The total population of respondents in the study includes all the five thousand, two hundred (5,200) teachers in these private secondary schools as at the time of the study (Ministry of Education Statistics and Planning Unit, 2014). The stratified random sampling technique was adopted in selecting the three thousand nine hundred (3,900) teachers that were available and willing to participate in the study making it 75% of the total population of five thousand two hundred (5,200) teachers in private secondary schools in Port Harcourt Local Government Area of Rivers State. For ease of accessibility and proper management of data, 370 respondents were selected which is 9.49%.

3.1 Instrumentation

A self-designed questionnaire titled “Staff management on Academic Productivity Questionnaire (SMAPQ)” was used for data generation. The questionnaire was divided into two sections; A and B. Section A contains the background information of the respondents, while section B comprises questionnaire variables. The instrument will be structured along a 4-point modified likert rating scale of strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The instrument was validated by both the face value and content validity where the instrument will first be shown to the researcher’s supervisor and other experts in test and measurement for vetting in terms of it. Their critical comments and appraisal will be incorporated into the final version of the questionnaire. The test re-test method was used to establish the instrument’s reliability. By this method, the researcher administered 15 copies of the questionnaire to 15 respondents. After two weeks, this same instrument was re-administered to same respondents. The coefficient of the response will be computed using the Pearson Product Moment Correlation to obtain the reliability index of the instrument. Data Analysis Data collected were grouped into categories of respondents and responses converted into numerical data. Pearson-Product Moment Correlation Coefficient was used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance.

4.0 Data Analysis

Data collected were grouped into categories of respondents and responses converted into numerical data. Pearson-Product Moment Correlation Coefficient was used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance.

PRESENTATION AND ANALYSIS OF DATA

Table 4.1: Distribution and retrieval of instruments

Instrument	NUMBER	PERCENTAGE (%)
Number Retrieved	358	96.76
Number not Retrieved	12	3.24
Number Distributed	370	100

From the analysis in table 4.1, a total 370 sets of questionnaire were distributed, 12 were not returned while 358 were returned which accounted for 96.76% of the total sets of questionnaire distributed.

4.1 Research Questions

Research Question 1

What is the relationship between staff recruitment and academic productivity?

Table 4.2: Respondents' opinion on the relationship between staff recruitment and academic productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value
Staff recruitment (x)	358	121,999	49,252	58,912	0.76
Academic productivity (y)					

Table 4.2 showed a correlation coefficient (i.e., r-value) of 0.76 between staff recruitment and academic productivity in private schools in Rivers State. This reveals that there is a high and positive relationship between staff recruitment and academic productivity.

Research Question 2

What is the nature of the relationship between staff development programmes and academic productivity?

Table 4.3: Respondents' opinion on the relationship between staff development and academic productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value
Staff development Programmes (x)	358	107,481	48,628	60,728	0.84
Academic productivity (y)					

Table 4.3 showed a correlation coefficient (i.e., r-value) of 0.84 between staff development programmes and academic productivity in private schools in Rivers State. This implies a high and positive relationship between staff development programmes and academic productivity.

4.3 Hypotheses Testing

HO₁: There is no significant relationship between staff recruitment procedures and academic productivity in private secondary schools in Rivers State.

Table 4.4: Relationship between staff recruitment procedures and academic productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value	z-cal	z-crit	Result
Staff recruitment (x)	358	121,999	49,252	58,912	0.76	14.36	1.96	Significant
Academic productivity (y)								

Table 4.4 shows a calculated z-value of 14.36 while critical z-value at 0.05 is 1.96. Since the z-calculated of 14.36 is greater than the z-critical of 1.96, we fail to accept the null hypothesis for the alternate. This reveals that there is a strong, positive and statistically significant relationship between staff recruitment procedures and academic productivity in private secondary schools in Rivers State.

HO₂: There is no significant relationship between staff development programme and academic productivity in private secondary schools in Rivers State.

Table 4.5: Z- analysis of the relationship between staff development programme and academic productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value	z-cal	z-crit	Result
Staff development Programmes (x)	358	107,481	48,628	60,728	0.84	15.87	1.96	Significant
Academic productivity (y)								

The result in table 4.5 shows a z- calculated of 15.87 with az-critical of 1.96 at 0.05 level of significance. Since the z-calculated of 15.87 is greater than the z-critical of 1.96, we reject the null hypothesis and accept the alternative. This reveals that there is a strong, positive and statistically significant relationship between staff development programme and academic productivity in private secondary schools in Rivers State.

4.4 Discussion of Findings

Relationship between staff recruitment procedures and academic productivity

Based on the analysis and result, there exist a positive relationship between staff recruitment procedures and academic productivity in private schools in Rivers Stat as the correlation

coefficient is 0.76 (Table 4.2). Furthermore, this relationship is statistically significant on the application of z-test as the z-calculated of 2.11 exceeds the z-critical of 1.96 at a 0.05 level of significance. The result means that as scores on staff recruitment procedures increase there was corresponding increase in the scores on staff academic productivity and vice versa. Also, it reveals that staff who earned high score during their recruitment process did score high on their corresponding scores in staff academic productivity. The degree of association between the two variables in this study was found to be 0.76 while the degree of lack of association ($\sqrt{1 - r^2}$) between the variables was found to be 0.65. The percentage of association ($r^2 \times 100$) was found to be 57.8% which represents the degree of the relationship between staff recruitment procedure and staff academic productivity. The value (57.8%) however, shows a moderately high relationship.

The findings of the research question and hypothesis is that there exist a significant relationship between staff recruitment procedures and academic productivity in private secondary schools in Rivers State. This is observed in the laid down procedures for the recruitment of staff and that such recruitment procedures are followed strictly by the school administrators.

Relationship between staff development programme and academic productivity

The result shows that there is a moderate but positive relationship between staff development programme and staff academic productivity in private secondary schools. The calculated correlation coefficient is 0.84 (Table 4.3). On the application of z-test, the calculated z-value of 2.30 was found to be statistically significant. This means that there is significant relationship between staff development programme and staff academic productivity in private secondary schools. The result means that as scores on staff development programme increase, there is a corresponding increase in the scores on staff academic productivity among the private schools in Rivers State. This reveals that when staff is better trained to discharge their duties, it is going to reflect on their academic productivity and the ease with which they carry out assigned task. The degree of association between the two variables was found to be 0.84 while the degree of lack of association ($\sqrt{1 - r^2}$) between the variables was found to be 0.54 the percentage of association ($r^2 \times 100$) was found to be 70.56% which represents the magnitude of the relationship between staff development programme and staff academic productivity. This shows a good relationship between the two variables. The finding is that there is a significant relationship between staff development programme and staff academic productivity. Private secondary schools usually have various staff development programmes; these include workshop, talk shop, conferences, on-the-job training, study leave with or without pay. Such staff development programmes are very important in enhancing or boosting staff academic productivity. This finding is in agreement with Arikewuyo and Adegbesan (2009) that staff training and development may be used directly to increase the job skills of an individual or a group of individuals by teaching them to perform their tasks more efficiently and effectively.

Summary of Findings

1. There exist a positive and statistically significant relationship between staff recruitment procedures and academic productivity in private secondary schools in Rivers State (Table 4.4).
2. There exist a positive and statistically significant relationship between staff development programme and academic productivity in private secondary schools in Rivers State (Table 4.5).

5.0 Conclusion and Recommendations

5.1 Conclusion

Following the findings of the study, the discussion on the findings and their implications in the school system, it is therefore concluded that appropriate staff recruitment procedures and development programme in private schools in Rivers State be encouraged as they can promote staff academic productivity, although this may be hampered by challenging conditions or factors that are also surmountable.

5.2 Recommendations

In the light of the findings and conclusion of the study, the following recommendations are to be offered:

1. Private school administrators should endeavour to adopt and maintain appropriate staff recruitment procedures against all odds to ensure hiring the best quality of staff as it may enhance academic productivity.
2. Private school administrators, the non-governmental organizations (NGOs) should continue to provide more professional development opportunities for the school staff in order to continuously get the best from them.

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