

# Secondary school administration and human capital development in Rivers State, Nigeria

J. N. D. Meenyinikor<sup>1\*</sup>, Okata Fanny Chiemezie<sup>2</sup> and Barimane Patrick Ezekiel<sup>3</sup>

<sup>1</sup>Department of Educational Management, Faculty of Education, University of Port Harcourt, PMB 5323 Port Harcourt, Nigeria.

<sup>2</sup>Bishop Crowther Memorial Secondary School, Rumubiakani, Port Harcourt, Nigeria.

<sup>3</sup>Community Secondary School, Bomu-Gokana, Rivers State, Nigeria.

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## ABSTRACT

The purpose of this paper was to identify the characteristics of well administered secondary schools in Rivers State, Nigeria and determine the teachers' evaluation. Significantly, stakeholders' attention would be drawn to vital indices for supports and goals achievement. Four research questions, two hypotheses, related literature review, document analysis and questionnaire were used. From the 245 approved secondary schools, 100 were randomly selected as sample. The study identified 19 characteristics and no significant difference between male and female teachers' evaluation. It concludes that identification and evaluation of the characteristics of well administered secondary schools will enhance school administration, human capital development and educational goals achievement hence recommends their provision and maintenance by all the stakeholders in the Educational Industry.

**Keywords:** School administration, human capital development, Nigeria.

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E-mail: jndaccountability@yahoo.com. Tel: 080-374553140.

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## INTRODUCTION

Education, all over the world, is generally regarded and recognized as the most effective apparatus for the understanding of situations, analysis of circumstances and participation in events for the purpose of development correction, advancement and sustainability. In addition, various experts from different professions and fields have various definitions and concepts of education. For instance, while Adesina (1991), Igwe (2000), Aliu (2001), Obi (2003) and Obanya (2008) hold the view that education is a veritable tool for knowledge generation, Lipsey (1989), Becker (2002), Gbosi (2003), Mathis and Jackson (2006), Lindsey (2007) and Garet (2009) hold the view that it is a platform for human capital development. Other professionals see education as a vehicle for the transfer of information, culture and technology (Olorundare, 1988; Keller, 1995; Office of Educational Technology, 2000; Abolade and Yusuf, 2005; Gbadamosi, 2006; Mohammed, 2006; Kelly and Moogan, 2012). On the other hand, there are many others who see education as the most effective weapon for breaking the vicious circle of ignorance, poverty, disease,

unemployment, underdevelopment, stagnancy, economic dependency, political instability, violence, community classes, religious crises, wars and other vices (Lassa, 2001; Afonwa, 2004; Oladele, 2004; Mamadu, 2006; Shagari, 2007; Fanton, 2010; Ajumogobia, 2011; Tombori, 2012). It should be noted that irrespective of the various definitions given to education, Ade-Ajayi (2001), Okoh (2005), Briman et al. (2006), Akpama (2007) and Ahiakwo (2011) believe that education has to do with the formative effect on the mind, character or physical ability of the individual concerned since according to Eke (1998), education deals with the mental, physical, psychological and social development of the citizens that make up the society. Education is generally accepted as the formal or informal procedure for the transmission and transformation of the individuals for growth and development of not only these individuals in the society but also the entire nation. This growth and development according to Horby (2005) is any increase in size, amount, value and strength.

The education ex-rayed above, when done formally is

systematic and procedural and with well defined goals, objectives, philosophy and aims (Federal Republic of Nigeria, 2004) as well as qualified teachers at approved institutions called schools, colleges and universities and the like as well as prepared and willing learners called students. In Nigeria, and particularly in Rivers State, formal education is undertaken at approved primary, secondary and tertiary institutions. Secondary educational institutions are very vital for the development of human capital inasmuch as they form the fundamental requirements for being alone individually on one's own, being employed gainfully in the society and going further for higher education. In view of the aims, goals and objectives of secondary education, the administration of secondary schools/institutions is very imperative. This is the principal reason why the characteristics of a well administered secondary school in Rivers State, Nigeria requires knowing and evaluating its trend for consistence and provision of quality education. In addition, it has to determine the relationship between these evaluations. The significance is twofold: firstly, it will draw the attention of educational policy makers, planners and school administrators including the teachers to vital indices of school administration and management for goals achievement. Secondly, it will supply the other stakeholders in the education industry with necessary information that will enhance their initial and continuous supports and sponsorships to obtain the desired manpower requirements in the society and the realization of the predetermined goals and objectives necessary for growth and development.

### Statement of the problem

Secondary education refers to the education that prepares the individual for useful living within the society and higher education, Federal Republic of Nigeria (2004). It is so vital that the certificate from secondary educational schools, namely the School Certificate or the West African School Certificate becomes the most important qualification for any elected post including membership of the House of Assembly, the Senate, House of Representative or any other executive office at the Local, State and Federal Levels in Nigeria. The implication of this is that Human Capital is evidently developed from the secondary schools, the institutions that exist between the primary and tertiary. Furthermore, there are numerous controls instituted to check and regulate the behaviour and ways of carrying out all the activities in the secondary schools. For instance, there are time keepers and tintinnabulations to remind the controlling prefects and monitors as well as the entire student body to adhere strictly to schedules and enforce discipline. Nevertheless, nowadays, it seems the afore-described are no more. The news of chaos and indiscipline in the society are so frequent and continuous to the extent that it is apparent, and seems that the

citizenry did not at all go through the four walls of the secondary educational institutions where they must have been human capitally developed. This is the focus of the study.

The purpose of this study is to:

1. Find out the characteristics of a well administered secondary school in Rivers State, Nigeria.
2. Establish how the male teachers rate the characteristics of a well administered secondary school in Rivers State, Nigeria.
3. Establish how the female teachers rate the characteristics of a well administered secondary school in Rivers State, Nigeria.
4. Determine the relationship, if any, between the male and female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria.

### Research questions

1. What are the characteristics of a well administered secondary school in Rivers State, Nigeria?
2. How do the male teachers rate the characteristics of a well administered secondary school in Rivers State, Nigeria?
3. How do the female teachers rate the characteristics of a well administered secondary school in Rivers State, Nigeria?
4. What is the relationship, if any, between the male and female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria?

### Hypotheses

The hypotheses for these questions were:

1. There is no significant difference between the male and female teachers as regards the characteristics of a well administered secondary school in Rivers State, Nigeria.
2. There is no significant relationship between the male and female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria.

### METHODOLOGY

This study adopted the descriptive survey research design. This is because all the information needed were in existence in the schools. The population of the study consisted of all the 245 approved secondary schools in the 23 Local Government Areas of Rivers State. The stratified random sampling technique was applied to select 250 each of male and female teachers, that is, 500 in total including mostly the principals from 100 schools which represented 40.82% of the population. The selection was done to ensure even geographical spread and coverage of the entire state. The instrument used was a self developed questionnaire that was validated by senior colleagues and experts in Research

**Table 1.** Characteristics of a well administered secondary school in Rivers State, Nigeria.

S/N	Name of characteristics	Frequency (f)	Percentage (%)	Ranking/remarks
1	School building availability	407	81	10 <sup>th</sup> A
2	Neat look of school compound/layout	463	93	1 <sup>st</sup> A
3	Neat appearance and behaviour of students	398	80	11 <sup>th</sup> A
4	Neat appearance and behaviour of staff	395	79	12 <sup>th</sup> A
5	Cordial staff-students relationship.	372	74	16 <sup>th</sup> A
6	Cordial staff-staff relationship	375	75	15 <sup>th</sup> A
7	Conducive General school climate/atmosphere	459	92	2 <sup>nd</sup> A
8	Cordial school-community relationship	441	88	6 <sup>th</sup> A
9	Adequate number of qualified teachers	344	69	18 <sup>th</sup> A
10	Correct student-teacher ratio	280	56	19 <sup>th</sup> A
11	Good/impressive performance of students in examinations	455	91	3 <sup>rd</sup> A
12	Good/impressive performance of students in competitions	450	90	4 <sup>th</sup> A
13	Cordial parents-teachers relationship	360	72	17 <sup>th</sup> A
14	Functional parents-teacher association	432	86	7 <sup>th</sup> A
15	Availability of infrastructural facilities and general maintenance	452	90	4 <sup>th</sup> A
16	Cordial school headships/principal-staff relationship	385	77	14 <sup>th</sup> A
17	Cordial students-students relationship	410	82	9 <sup>th</sup> A
18	Good/impressive performance news of old students	427	85	8 <sup>th</sup> A
19	Functional old students association.	391	78	13 <sup>th</sup> A

N = 500; A = Accepted characteristics since the f or % is greater than the average f or 50%.

Instrumentation from University of Port Harcourt, Faculty of Education. It was also tested to have 83.21% reliability through the test-retest reliability technique.

The instruments were administered with the help of trained research assistants as well as the principal researchers. All the questionnaire were retrieved, sorted and analysed using frequency and percentages for the research questions and students' t-test at 5% alpha level of significance for testing the hypotheses.

## RESULTS

### Research question 1

What are the characteristics of well administered secondary school in Rivers State, Nigeria?

The data in Table 1 are about the characteristics of a well administered secondary school in Rivers State, Nigeria. Specifically, Table 1 gives the serial number (SN), each characteristics as well as the name, the frequency (f) out of a total of 500 as well as the percentage (%). The ranking on position of acceptance (A) is also indicated at the Ranking / Remarks column. Overall, the study reveals that there are 19 characteristics of a well administered secondary school in Rivers State, Nigeria.

### Research question 2

How do the male teachers rate the characteristics of a well administered secondary school in Rivers State, Nigeria?

The data in Table 2 are about the male teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria. Specifically, they indicate that there are 19 accepted characteristics of a well administered secondary school in Rivers State, Nigeria because of their very high frequencies and percentage rating that are all above the 50% average/ benchmark.

### Research question 3

How do the female teachers rate the characteristics of a well administered secondary school in Rivers State, Nigeria?

The data in Table 3 are about the female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria. On the whole, Table 3 gives 19 characteristics with their names, frequencies and percentage ratings.

### Research question 4

What is the relationship, if any, between the male and female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria?

Applying the formula, Pearson's Product Moment Coefficient of Correlation, for relationship (r):

**Table 2.** Male teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria.

S/N	Name of characteristics	Frequency (f)	Percentage (%)	Ranking/remarks
1	School building availability	183	73	15 <sup>th</sup> A
2	Neat look of school compound/layout	241	96	2 <sup>nd</sup> A
3	Neat appearance and behaviour of students	192	77	13 <sup>th</sup> A
4	Neat appearance and behaviour of staff	195	78	11 <sup>th</sup> A
5	Cordial staff-students relationship.	189	76	12 <sup>th</sup> A
6	Cordial staff-staff relationship	180	72	16 <sup>th</sup> A
7	Conducive General school climate/atmosphere	218	87	6 <sup>th</sup> A
8	Cordial school-community relationship	201	80	10 <sup>th</sup> A
9	Adequate number of qualified teachers	163	65	18 <sup>th</sup> A
10	Correct student-teacher ratio	130	52	19 <sup>th</sup> A
11	Good/impressive performance of students in examinations	236	94	3 <sup>rd</sup> A
12	Good/impressive performance of students in competitions	227	91	4 <sup>th</sup> A
13	Cordial parents-teachers relationship	174	70	17 <sup>th</sup> A
14	Functional parents-teacher association	243	97	1 <sup>st</sup> A
15	Availability of infrastructural facilities and general maintenance	222	89	5 <sup>th</sup> A
16	Cordial school headships/principal-staff relationship	207	83	9 <sup>th</sup> A
17	Cordial students-students relationship	217	87	6 <sup>th</sup> A
18	Good/impressive performance news of old students	215	86	8 <sup>th</sup> A
19	Functional old students association.	186	74	14 <sup>th</sup> A

N = 250; A = Accepted characteristics since the f or % is greater than the average f or 50%.

**Table 3.** Female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria.

S/N	Name of characteristics	Frequency (f)	Percentage (%)	Ranking/remarks
1	School building availability	224	90	4 <sup>th</sup> A
2	Neat look of school compound/layout	222	89	5 <sup>th</sup> A
3	Neat appearance and behaviour of students	206	82	9 <sup>th</sup> A
4	Neat appearance and behaviour of staff	200	80	11 <sup>th</sup> A
5	Cordial staff-students relationship.	183	73	16 <sup>th</sup> A
6	Cordial staff-staff relationship	195	78	12 <sup>th</sup> A
7	Conducive General school climate/atmosphere	241	96	1 <sup>st</sup> A
8	Cordial school-community relationship	240	96	1 <sup>st</sup> A
9	Adequate number of qualified teachers	181	72	17 <sup>th</sup> A
10	Correct student-teacher ratio	150	60	19 <sup>th</sup> A
11	Good/impressive performance of students in examinations	219	88	7 <sup>th</sup> A
12	Good/impressive performance of students in competitions	223	89	5 <sup>th</sup> A
13	Cordial parents-teachers relationship	186	74	15 <sup>th</sup> A
14	Functional parents-teacher association	189	76	14 <sup>th</sup> A
15	Availability of infrastructural facilities and general maintenance	230	92	3 <sup>rd</sup> A
16	Cordial school headships/principal-staff relationship	178	71	18 <sup>th</sup> A
17	Cordial students-students relationship	193	77	13 <sup>th</sup> A
18	Good/impressive performance news of old students	212	85	8 <sup>th</sup> A
19	Functional old students association.	205	82	9 <sup>th</sup> A

N = 250; A = Accepted characteristics since the f or % is greater than the average f or 50%.

$$r = \frac{N\Sigma xy - \Sigma x\Sigma y}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}} = \frac{19(125745)}{\sqrt{[19(125093) - (1527)^2][19(128075) - (1550)^2]}} = 0.5979$$

**Table 4.** Relationship of male and female teachers rating of characteristics.

S/N	Name of characteristics	Male rating (%)	Female rating (%)	Product of scores	Male scores squared	Female scores squared
		X	Y	Xy	X <sup>2</sup>	Y <sup>2</sup>
1	School building availability	73	90	6570	5329	8100
2	Neat look of school compound/layout	96	89	8544	9216	7921
3	Neat appearance and behaviour of students	77	82	6314	5929	6724
4	Neat appearance and behaviour of staff	78	80	6240	6084	6400
5	Cordial staff-students relationship.	76	73	5548	5776	5329
6	Cordial staff-staff relationship	72	78	5616	5184	6084
7	Conducive General school climate/atmosphere	87	96	8352	7569	9216
8	Cordial school-community relationship	80	96	7680	6400	9216
9	Adequate number of qualified teachers	65	72	4680	4225	5184
10	Correct student-teacher ratio	52	60	3120	2704	3600
11	Good/impressive performance of students in examinations	94	88	8272	8836	7744
12	Good/impressive performance of students in competitions	91	89	8099	8281	7921
13	Cordial parents-teachers relationship	70	74	5180	4900	5476
14	Functional parents-teacher association	97	76	7372	9409	5776
15	Availability of infrastructural facilities and general maintenance	89	92	8188	7921	8464
16	Cordial school headships/principal-staff relationship	83	71	5893	6889	5041
17	Cordial students-students relationship	87	77	6699	7569	5929
18	Good/impressive performance news of old students	86	85	7310	7396	7225
19	Functional old students association.	74	82	6068	5476	6724
<b>Total</b>		1527	1550	125,745	125,093	128,074

The data in Table 4 show that, by the application of the Pearson’s Product Moment Coefficient of correlation formula, there is a 0.5979 or 59.79% positive relationship between the rating of the male and female teachers of the characteristics of a well administered secondary schools in Rivers State, Nigeria.

**Hypothesis 1**

There is no significant difference between the male and female teachers as regards the

characteristics of a well administered secondary school in Rivers State, Nigeria.

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{\text{variance } x}{N_x} + \frac{\text{Variance } y}{N_y}}}$$

$$= \frac{80 - 82}{\sqrt{\frac{15625}{19} + \frac{7225}{19}}} = 0.05714$$

Ukwuije (1989) and Okpala et al. (1993)

The data in Table 5 show that at 0.050 alpha level of significance (α) with 36 degree of freedom (df), the calculated value (t-cal) of students’ t-test of 0.0571 is less than the table value (t-tab) of 1.684. Therefore, the null hypothesis, (Ho<sub>1</sub>) is not rejected (that is, it is accepted). This means that there is no significant difference between the male and female teachers as regards the characteristics of a well administered secondary school in Rivers State, Nigeria.

**Table 5.** T-test analysis of male and female teachers rating of characteristics of a well administered secondary school in Rivers State, Nigeria.

S/N	Name of characteristics	Male scores			Female scores			Remarks and decision
		X	$x - \bar{X}$	$(x - \bar{X})^2$	y	$(y - \bar{Y})$	$(y - \bar{Y})^2$	
1	School building availability	73	-7	49	90	+8	64	
2	Neat look of school compound/layout	96	+16	256	89	+7	49	
3	Neat appearance and behaviour of students	77	-3	9	82	0	0	
4	Neat appearance and behaviour of staff	78	-2	4	80	-2	4	
5	Cordial staff-students relationship.	76	-4	16	73	-9	81	
6	Cordial staff-staff relationship	72	-8	64	78	-4	16	
7	Conducive General school climate/atmosphere	87	+7	49	96	+14	196	
8	Cordial school-community relationship	80	0	0	96	+14	196	
9	Adequate number of qualified teachers	65	-15	225	72	-10	100	
10	Correct student-teacher ratio	52	-28	784	60	-	484	
11	Good/impressive performance of students in examinations	94	+14	196	88	+6	36	
12	Good/impressive performance of students in competitions	91	+11	121	89	+7	49	
13	Cordial parents-teachers relationship	70	-10	100	74	-8	64	
14	Functional parents-teacher association	97	+17	289	76	-4	16	
15	Availability of infrastructural facilities and general maintenance	89	+9	81	92	+10	100	
16	Cordial school headships/principal-staff relationship	83	+3	9	71	-11	121	
17	Cordial students-students relationship	87	+7	49	77	-5	25	
18	Good/impressive performance news of old students	86	+6	36	85	+3	9	
19	Functional old students association.	74	-6	36	82	0	0	
	<b>Total</b>	1527		2373	1550		1610	
	N		19		19			$\alpha = 0.050$
	$\bar{X}$		80		82			df = 36
	S.D		125		85			t-cal = 0.071
	Variance		15625		7225			t-tab = 1.684
								Ho: Not rejected

## Hypothesis 2

There is no significant relationship between the male and female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria.

The data in Table 6 show that at 5% alpha level of

significance with 36 degree of freedom, the calculated r value of 0.5979 is greater than the table value of 0.325. Hence, the null hypothesis is not accepted, meaning that there is a significant relationship between the male and female teachers rating of the characteristics of a well administered secondary school in Rivers State, Nigeria.

## DISCUSSION

The discussion of the findings/results of this study on School Administration and Human Capital Development in Rivers State, Nigeria shall be undertaken in four sections. Firstly, the study identified 19 characteristics of a well administered secondary school in Rivers State, Nigeria. A careful

**Table 6.** Significant relationship analysis between the male and female ratings of the characteristics of a well administered secondary school in Rivers State, Nigeria.

Particulars	Male teachers	Female teachers
Total scores	1527	1550
Number of items	19	19
Mean	80.37	81.58
Squared scores	125093	128074
Product of scores xy	125745	
Alpha level of significance $\alpha$	0.050	
Degree of r calculated	36	
Value of r calculated	0.5979	
Value of r from table	0.325	
Hypothesis 2	Not Accepted	

look at these characteristics would reveal three parameters namely, obvious or visible performance-related and envisaged characteristics. Which accordingly support the literature and views of Adesina (1991), Lipsey (1989), Olorundare (1988) and Lassa (2001) and their associates that hold similar views and opinions respectively. Secondly, the evaluations or ratings by the male and female teachers who were mostly the principals of the senior and junior approved secondary schools are indicative of the realities on ground. This is because they are the most concerned implementers of policies and administrators who are very current and conversant with the actual requirements for school administration. The magnitude of the frequencies as well as the greatness of each percentage score show seriousness and priority of the characteristic being evaluated. The findings agree with Eke (1998) and Ade-Ajayi (2001) and their associates cited in the study. Thirdly, according to Table 4, the positive relationship of 0.5979 or 59.79% between the male and female teachers evaluation is indicative of the unanimous aims of school administrators to enhance human capital development through effective school administration.

Finally, the study accepted that there is no significant difference as regards the characteristics but there is a significant relationship between the male and female teachers evaluation of the characteristics. This means that their views and opinions are significantly related for the purpose of effective school administration, human capital development and educational goals achievement in Rivers State, Nigeria.

## Conclusion

Administration is very vital for the achievement of organizational goals and objectives. In the case of Educational organizations, particularly in Rivers State, Nigeria, school administration plays a very important role in two respects. Firstly, it helps to prepare the educational institutions that enhance the usefulness of the individuals

for meaningful living in the society thereafter qualifies the individual for further human capital development required by the nation. Therefore, the identification of the characteristics of a well administered secondary school in Rivers State, Nigeria as well as their evaluation is very necessary for school administration/educational goals achievement and human capital development not only in Rivers State but also in Nigeria.

## RECOMMENDATIONS

1. The administrators and the managers of secondary educational institutions in Rivers State, Nigeria should liaise and collaborate with other stakeholders in the education industry to ensure that the characteristics of a well administered secondary school identified by the study are adequately provided, maintained and improved upon.
2. Government Agencies, ministries and parastatals should collaborate with other institutions, organizations, companies and individuals to ensure effective human capital development from the secondary school foundation.
3. The rating and evaluation by the male and female teachers of the characteristics identified in the study should be the basis for gender balancing during human capital development policy making and analysis.

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