

Supervision And Partnership Challenges In The Management Of Primary Schools In Yola South Local Government Area Of Adamawa State, Nigeria

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Abstract: The study investigated the supervision and partnership challenges confronting the management of primary schools in Yola South Local Government Area of Adamawa State, Nigeria. Two purposes were identified, two research questions answered and two hypotheses tested. Descriptive survey research design was employed in which a structured questionnaire, consisting of 13 items, was administered on 110 primary school administrators and 202 teachers. Mean and standard deviation were used to analyze the data for answering the research questions. The Z-test statistic was used to test the hypotheses at 0.05 level of significance. Findings of the study revealed that supervision challenges in primary school management in Yola South Local Government Area of Adamawa State were enforcement of discipline, monitoring students' progress, monitoring staff progress, supervising school records, supervising the school environment and supervision of extra-curricular activities. Partnership challenges were poor support from community leaders, inadequate support from the PTA, inadequate support from financial institutions, poor support from religious organizations and poor support from industries. The study found that there was no significant difference between the mean scores of the responses of administrators and teachers on the supervision challenges encountered by administrators in the management of primary schools in Yola South Local Government Area of Adamawa State. Similarly, no significant difference was found between the mean scores of the responses of administrators and teachers on the partnership challenges encountered by administrators in the management of primary schools in the study area. Both null hypotheses were therefore, upheld. The study recommended that administrators needed to conscientiously supervise both staff and students' work which would go a long way in curbing truancy and other disciplinary problems. The study also recommended that communities (industries, non-governmental organization, community leaders) in which the primary schools were located should join hands with administrators to better manage the primary schools.

Keywords: Challenges Management Partnership Supervision

I. INTRODUCTION

Primary education is the education given to children between the ages of 6 and 11 years. It is the level of education on which the success or failure of the whole education system rests. Adepoju (1997) buttressed that primary education forms the foundation for any educational endeavours, structures, policies and progress of any nation, arguing that the success of the entire educational system of a nation is fundamentally depended on this level of education. The goals of primary

education, according to the Nigerian National Policy on Education (Federal Republic of Nigeria, FRN, 2011) include inculcating permanent literacy and numeracy, and ability to communicate effectively; and laying a sound basis for scientific and reflective thinking.

In order to achieve the goals of primary schools, the schools need to be properly managed. The term "management" is defined as the search for the best use of resources, i.e. men, money, materials, and methodologies (Aliyu, 2001). It is also defined as the utilization of physical

and human resources through cooperative efforts and it is accomplished by performing the functions of planning, organizing, staffing, directing and controlling (Oloko, 2001). In this study, management is seen as the utilization of human and material resources for the achievement of the goals of the school. Consequently, primary school management is the process whereby methods, principles and practices are used to establish, develop and execute educational goals, plans and policies towards the attainment of set goals in primary school education

To enhance effective management of primary schools, the need for partnership with the private sector has been felt. Over the years however, according to Adeyemo (2000), the participation of the private sector in primary school management has been poor. Since government take-over of schools in the early 1970s, government has been bearing a great deal of the burden for funding education in Nigeria (Oyeyemi, 2000). Over time however, government alone has been unable to effectively fund and administer schools and colleges, in view of rise in enrolment, decay of infrastructure and dwindling national income (Ajibade, 2001; Bajah, 2001). Consequently, the participation of the private sector in the management of the schools has become necessary. At the moment however, the private sector needs a lot of enlightenment to achieve this objective.

Supervision plays a vital role in effective school management. Supervision is a behaviour that is formally provided by an organization for the purpose of directly influencing teaching behaviour in such a way as to improve students' learning (Obilade in Jagaba, 1994). Lack of effective supervision and indiscipline have the tendency to impede management of schools in Nigeria (Nwakolo, 2002, Ochu & Ochu, 2002, Ihebereme, 2006, Mishra, 2007). In other words, disciplinary problems are likely to be common when schools are not effectively supervised.

School heads (Head Masters) are vested with the responsibility of managing primary schools. They are often assisted by teachers, based on their experience and qualification (Edem, 2006). The school heads, referred to in this study as administrators, face supervisory difficulties in managing the schools. They also face partnership difficulties, especially from the communities in which the schools are located. When this is the case disciplinary problems will increase. If this situation is left unchecked, administrators of the primary schools will not be able to effectively manage those schools. This will impede the realization of the goals of the schools. There is therefore, the need to address this problem by embarking on a study such as this.

PURPOSE OF THE STUDY

- The study identified the following purposes:
- ✓ Ascertain the supervision challenges encountered by administrators in primary school management in Yola South Local Government Area of Adamawa State.
 - ✓ Determine the partnership challenges encountered by school administrators in primary school management in Yola South Local Government Area of Adamawa State.

RESEARCH QUESTIONS

- ✓ What are the supervision challenges encountered by administrators in primary school management in Yola South Local Government Area of Adamawa State.?
- ✓ What are the partnership challenges encountered by school administrators in primary school management in Yola South Local Government Area of Adamawa State.?

RESEARCH HYPOTHESES

The following hypotheses were stated and tested at 0.05 level of significance:

Ho₁: There is no significant difference between the mean scores of the responses of administrators and teachers on the supervision challenges encountered by administrators in primary school management in Yola South Local Government Area of Adamawa State.

Ho₂: There is no significant difference between the mean scores of the responses of administrators and teachers on the partnership challenges encountered by school administrators in primary school management in Yola South Local Government Area of Adamawa State.

II. LITERATURE REVIEW

Supervision is an essential administrative function in which the school head constantly checks staff and students to ensure they perform towards the achievement of the goals of the school (Edem, 2006). Supervision essentially means "a whole mechanism systematically designed to accomplish the end of public education so that the internal structure of the school is determined by functions which are carried on towards those ends" (Eregie & Ogiamen (2007:83). It is an effort directed towards influencing teaching behaviour in a manner that will improve learning.

The Nigerian National Policy on Education (FRN, 2011) listed the following objectives of school supervision to include ensuring adequate planning for all educational services, providing efficient and administrative management control for the maintenance of the system, and ensuring quality and control through regular inspection and continuous supervision of instructional and other educational services. In view of this, supervision is meant to build and maintain an efficient teaching and learning environment and create and maintain an effective teaching workforce as well.

There are certain vital areas which school heads would need to supervise. These areas include classroom instruction, extracurricular activities, the school environment, school records, and pupil growth (Kochhar, 2002). School heads, according to Garuba (1997) must shun fear and intimidation and demonstrate a high degree of commitment in order for them to succeed in their administrative functions.

Poor supervision can lead to several disciplinary problems (Loto, 2003). Similarly, cases of drug abuse and cultism will be the order of the day. It is evident that where these antisocial behaviours exist in schools, loss of lives and destruction of school property are eminent (Magaji, 2004). Therefore, school heads must do all that is necessary to ensure, school rules are

clearly spelt out, the rules fairly and promptly enforced and resources to enforce the rules made adequate. Perhaps visiting classes to assess the progress being made by staff and students, rewarding hard work as a means of motivation, and showing interest in staff and students' problems may go a long way in enhancing the supervisory skill of the school head (Jagaba, 1994). This will go a long way in also fostering understanding between administrators and teachers, as well as students.

Government's efforts at single handedly running schools has led to problems in the system (Ajibade, 2001). There has been need therefore, to seek for cooperative partnership in funding the subsector (Sulaiman, 2001). One way to do this is to involve the community which can make significant contributions to the cost of education. Individuals in whose communities schools are located can also contribute to funding education. Adults who are gainfully employed can be taxed to contribute to funding education. Industries located in a particular locality can also make significant contributions towards the smooth management of the schools by donating funds and equipment for workshops and laboratories (Shuaibu, 2001; Kemdirim, 2005; Okoro, 2006).

Professional organizations are also known to be useful in assisting towards the effective management of schools. The professional organizations organize conferences, seminars and workshops for teachers and school administrators (Kemdirim, 2005). The professional organizations foster interest among members and participate as a body in research writing and development of curricular materials (James, 2006). This way the school administrators find better opportunity to manage the schools.

Certain bodies can assist in the management of schools. These bodies are religious organizations, town development associations and business and social associations like the rotary club and the lion club. Others are Parent-teacher associations, old students' associations and Local Government Council members. Yet others are well-to-do individuals, political bodies and age grade members (Igwe, 2004). However, these bodies, according to Dada in Udoh and Akpa (2007), will not be able to accomplish this task without school administrators creating the awareness about the needs of their schools. In this connection, school administrators must rally community support for the maintenance of the school, establish confidence in the school, develop awareness on the importance of education in a democratic dispensation. The school administrator must also improve partnership by uniting parents and teachers on meeting the educational needs of their children, and by correcting any misunderstanding about the aims and objectives of the school.

Certain practical steps have been identified by Kendirim (2005) in which communities can contribute immensely to the management of schools. These ways are construction of classroom and office blocks, maintenance of infrastructure, provision of furniture and stationeries, provision of instructional materials, provision of water and conveniences, effective supervision of staff and students, and motivating staff and students. In this connection, a school located in a particular community deserves the attention of well-meaning people of that locality. Such people need to take interest in what goes on in the school, with a view to contributing their

quota towards the effective running of the school. This kind of move has the tendency to foster understanding between the community leaders and the school.

III. METHODOLOGY

Descriptive survey research design was used for the study. It was found appropriate in collecting data that were used to determine the supervision and partnership challenges in the management of primary schools in Yola South Local Government Area of Adamawa State, Nigeria. Yola South Local Area of Adamawa State is one of the 21 Local Government Areas of State which is located between altitude 8⁰N and 11⁰N. The target population of the study was 2,266 respondents, consisting of 148 school administrators and 2118 teaching staff, drawn from 74 public primary schools. A 13-item structured questionnaire, designed by the researcher, and validated by experts in educational management, collected data from a sample of 312 respondents, made up of 110 administrators and 201 teachers. The questionnaire was divided into Sections A and B. Section A was made up of seven items on the supervision challenges encountered by administrators. Section B had six items and dealt with partnership challenges in primary school management. The items in the questionnaire were rated on the Likert Scale as follows:

Strongly Agree	-	5 points
Agree	-	4 points
Undecided	-	3 points
Disagree	-	2 points
Strongly Disagree	-	1 point

Both groups of respondents, namely, primary school administrators and teachers, were required to answer the items in the questionnaire.

Mean (\bar{X}) and standard deviation ($\bar{\sigma}$) were used to answer the research question, while Z-test was employed to test the hypotheses at 0.05 level of significance. The true limits of real numbers were used in taking decision for answering the research question in which a mean score (\bar{X}) of 3.50 and above was accepted as "Agree". A mean score of between 2.50 and 3.49 was regarded as "Undecided", while a mean score of less than 2.50 was regarded as "Disagree" The decision rule for the Z-test was to reject the null hypothesis if the calculated Z-test exceeded the tabulated Z-test; otherwise the null hypothesis was upheld on the contrary.

IV. ANALYSIS OF RESULTS

RESEARCH QUESTION

What are the supervision challenges encountered by administrators in primary school management in Yola South Local Government Area of Adamawa State.?

The data presented in Table 1 answered this research question.

S/N	Items	Admin. n _A =110		Teachers n _T =202		Grand Mean \bar{X}_G	Remarks
		\bar{X}_A	S _A	\bar{X}_T	S _T		
1	Formation of disciplinary advisory committee	3.98	1.00	3.56	2.02	3.71	Agree
2	Enforcement of school discipline	3.87	1.21	3.74	1.09	3.79	Agree
3	Monitoring staff progress	4.02	0.99	3.92	1.02	3.96	Agree
4	Monitoring students' progress	3.99	1.20	4.01	0.98	4.00	Agree
5	Supervision of school records	3.87	1.19	3.94	1.00	3.92	Agree
6	Supervision of school environment	4.01	0.96	3.91	1.07	3.95	Agree
7	Supervision of extra-curricular activities	4.05	0.91	3.98	1.02	4.01	Agree
Grand mean		3.97		3.87		3.91	Agree

Table 1: Mean and Standard Deviation of the Responses of Administrators and Teachers on the Supervision Challenges Encountered by Administrators in Primary School Management

Table 1 presents seven items on the supervision challenges encountered by administrators in primary school management in Yola South Local Government Area of Adamawa State. With item grand mean scores that ranged between 3.71 and 4.01, respondents agreed on all seven items. They include item 1, 3, 4, 6 and 7. The grand mean score of the table stood at 3.91. This result meant that respondents agreed on the supervision challenges confronting administrators of primary schools in Yola South Local Government Area of Adamawa State. The standard deviation scores of respondents stood between 0.91 and 2.02. This result shows that mean responses of the respondents were not far from the grand mean.

RESEARCH QUESTION 2

What are the partnership challenges encountered by school administrators in primary school management in Yola South Local Government Area of Adamawa State.?

In Table 2 are data that answered this research question.

S/N	Items	Admin. n _A =110		Teachers n _T =202		Grand Mean \bar{X}_G	Remarks
		\bar{X}_A	S _A	\bar{X}_T	S _T		
1	Community leaders' inability to consider the needs of the school	3.73	1.10	3.66	2.06	3.69	Agree
2	Lack of strong support from religious organizations on disciplinary problems of the school	3.92	1.07	4.01	0.91	3.98	Agree
3	Poor support from the Parent-Teacher Association	3.80	0.93	3.77	1.00	3.78	Agree
4	Inadequate	3.80	1.00	3.80	1.00	3.85	Agree

5	support from financial institutions	91	31	1	2		
	Community's poor response to the decision making process of school	2.42	2.02	2.33	2.01	2.36	Disagree
6	Inadequate support from industries in locality	3.88	1.02	3.82	0.95	3.84	Agree
Grand mean		3.61		3.57		3.58	Agree

Table 2: Mean and Standard Deviation of the Responses of Administrators and Teachers on the Partnership Challenges Encountered by Administrators in Primary School Management

In Table 2, the grand mean scores of individual items ranged between 2.36 and 3.98. Save for item 5 which responded rated disagree, respondents agreed with all the items on the table. These items are 1, 2, 3, 4 and 6. On the whole, the grand mean score of the table stood at 3.58, indicating that respondents agreed with the items on the table as being the partnership challenges encountered by administrators in the management of primary schools in Yola South Local Government Area of Adamawa State. The standard deviation scores of respondents ranged between 0.91 and 2.02, indicating that the mean responses of the respondents were not far from the grand mean.

HYPOTHESIS 1

There is no significant difference between the mean scores of the responses of administrators and teachers on the supervision challenges encountered by administrators in primary school management in Yola South Local Government Area of Adamawa State.

The data in Table 12 tested this hypothesis.

Respondent								
Category	Mean	SD	N	df	SE	z-cal	z-crit	Remarks
Administrators	3.97	1.19	110					
Teaches	3.87	1.07	202	310	0.12	1.34	1.96	NS

Table 3: z-Test of Difference Between the Mean Scores of the Responses of Administrators and Teachers on the Supervision Challenge Encountered by Administrators in Primary School Management

Testing at 0.05 level of significance and df 310, the result of Table 3 indicated that z-cal was 1.34 against z-crit of 1.96. Since z-cal did not exceed z-crit, the result showed that there was no significant difference between the mean scores of the responses of administrators and teachers on the supervision challenges encountered by administrators in the management of primary schools in Yola South Local Government Area of Adamawa State. The null hypothesis, H₀₁, was therefore, upheld.

HYPOTHESIS 2

There is no significant difference between the mean scores of the responses of administrators and teachers on the

partnership challenges encountered by school administrators in primary school management in Yola South Local Government Area of Adamawa State.

In Table 4 are data that tested this hypothesis.

Respondent Category	Mean	SD	N	df	SE	z-cal	z-crit	Remarks
Administrators	3.61	1.20	110	310	0.08	1.53	1.96	NS
Teaches	3.57	1.19	202					

Table 4: z-Test of Difference Between the Mean Scores of the Responses of Administrators and Teachers on the Partnership Challenges Encountered by Administrators in Primary School Management

In Table 4, z-cal was found to be 1.53, against the z-crit of 1.96, when hypothesis was tested at 0.05 level of significance and df 310. This result indicated that there was no significant difference between the mean scores of the responses of administrators and teachers on the partnership challenges encountered by administrators in the management of primary school schools in Yola South Local Government Area of Adamawa State. Therefore, the null hypothesis, H_{0_2} , was upheld.

V. FINDINGS OF THE STUDY

After analyzing the results of the study, the following findings have been recorded:

- ✓ Supervision challenges in primary school management are enforcement of discipline, monitoring students' progress, monitoring staff progress, supervising school records, supervising the school environment and supervision of extra-curricular activities.
- ✓ Partnership challenges in primary school management are poor support from community leaders, inadequate support from the PTA, inadequate support from financial institutions, poor support from religious organizations and poor support from industries.
- ✓ There was no significant difference between the mean scores of the responses of administrators and teachers on the supervision challenges encountered by administrators in the management of primary school schools in Yola South Local Government Area of Adamawa State. Therefore, the null hypothesis, H_{0_1} , was upheld.
- ✓ No significant difference existed between the mean scores of the responses of administrators and teachers on the partnership challenges encountered by administrators in the management of primary schools in Yola South Local Government Area of Adamawa State. The null hypothesis, H_{0_2} , was therefore, upheld.

VI. DISCUSSION OF FINDINGS

The study found that supervision challenges in primary school management are enforcement of discipline, monitoring students' progress, monitoring staff progress, supervising school records, supervising the school environment and supervision of extra-curricular activities. This finding is

supported by the work of Kochhar, (2002) who held that supervision challenges for school administrators will be in the area of supervision of instruction work, supervision of extracurricular activities and programme, supervision of the school environment, supervision of school records; supervision of developmental aspects of the school and supervision of pupil growth. Supervision of students' progress and extra-curricular activities, class visitation as well as workshops are also serious challenges in school management (Jagaba, 1994; Kochhar, 2002). This will undoubtedly forge a common bond between administrators of the schools and teachers and students.

It was found by the study that partnership challenges in primary school management are poor support from community leaders, inadequate support from the PTA, inadequate support from financial institutions, poor support from religious organizations and poor support from industries. This finding is in line with Ajibade (2001), Sulaiman (2001), Aliyu (2001) and Kemdirim (2005) who argued that partnership in school management is necessary as government is no longer in position to bear the costs of education. Consequently, the authors held that the challenge before school administrators lies in their ability to get the community, well-meaning individuals, the private sector to contribute to the funding and management of primary. Other challenges are in the area of getting industries, the international community and the Parent-Teacher Associations (PTAs) to be proactive in the management of primary schools. Equally, administrators of the primary schools will face the challenge of getting bodies like religious organizations, town development associations and business and social associations like the rotary club and the lion club to assist in the management of the primary schools (Igwe, 2004); Bray & Lillies, 1988). If this challenge is tackled head on by the administrators, it will go a long way in forging a strong partnership between the primary schools in Yola South Local Government Area and the communities in which the schools are located.

The study also found that there were no significant differences between the mean scores of the responses of administrators and teachers on supervision and partnership challenges facing administrators of primary schools in Yola South Local Government Area of Adamawa State. This finding runs contrary to Kevin (2012) whose work found significant difference in the mean scores of school heads, the school board and the parent-teacher association (the community) on their roles on the effective management of public schools. The study is however, supported by the work of Enemali (1993) whose work did not find any significant difference in the mean scores of teachers (heads of department) and administrators and supervisory (control) techniques.

VII. CONCLUSION AND RECOMMENDATIONS

The study examined the supervision and partnership challenges in the management of primary schools in Yola South Local Government Area of Adamawa State, Nigeria. Descriptive survey research was used in which a structured questionnaire collected data from primary school

administrators and teachers. The findings from the study found the basis for drawing the following conclusion. Management of primary schools in Yola South Local Government Area of Adamawa State faced both supervision and partnership challenges. This implied that the goals of the schools were facing threat of non-realization. If the goals were not realized, then the foundation for other levels of education stood to be shaky. In other words, with the findings, citizens will not be able to receive adequate and functional education that will lead them to acquiring the knowledge and skills that will make them to grow up to be functional members of the Local Government Area in particular and the State and nation as whole.

Based on the findings therefore, the study made the following recommendations:

- ✓ Administrators of the primary schools need to be dedicated to duty and demonstrate a high sense of leadership drive necessary for success in their management functions.
- ✓ There is need for administrators to conscientiously supervise both staff and students' work. This will go a long way in curbing truancy and other disciplinary problems.
- ✓ In the times in which we live where government is unable to adequately fund education, the Communities in which the primary schools are located need to join hands with administrators to better manage them. In this connection, non-governmental organizations, industries, community leaders, international donor agencies and the rich within the society need to assist administrators in their effort to manage the primary schools.

The findings of the study have provided vital data that will be useful to stakeholders in adopting methods to address the challenges confronting the management of primary schools in Yola North Local Government of Adamawa State, Nigeria. The Government, being the major financier of all public primary schools, will be required to increase budgetary allocations to the subsector. The private sector should be able to complement the effort of government by making useful donations both in cash and kind. This way, administrators of the primary schools will be able to put in more effort in managing the schools.

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