

**PRINCIPALS' DEMONSTRATIVE AND PERFORMANCE MANAGERIAL
APPROACHES AND TEACHERS' INTEREST IN TEACHING BUSINESS
STUDIES IN SECONDARY SCHOOLS IN AKWA IBOM STATE.**

BY

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ABSTRACT

The study was conducted to investigate the influence of principals' demonstrative and performance managerial approaches on teachers' interest in teaching business studies in secondary schools in Akwa Ibom state. To guide the study, two specific purposes, research questions and null/hypotheses respectively were formulated. The ex-post-facto survey design was adopted for the study. The population comprised 350 Business Studies teachers. A sample size of 307 Business Studies teachers was selected using cluster random sampling techniques. The researcher developed instrument entitled: Principals Demonstrative and Performance Managerial Approach Questionnaire (PDPMAQ) to generate data for the study. The instrument was validated by three senior lecturers one from the Department of Educational Foundations and two from the Department of Vocational Education, University of Uyo, Uyo. Cronbach Alpha was used to determine the reliability coefficient that yielded reliability index of .72 and .68 respectively. The mean, t-test and Analysis of Covariance (ANCOVA) were used to analyse the data obtained. The findings of the study reveal that the principals' demonstrative and performance managerial approaches all have influence on teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State. The study also indicates that there is significant difference on the influence of principals' managerial approaches on the teachers' interest in teaching Business Studies in Secondary Schools in Akwa Ibom State. Secondary School principals' adoption of participative managerial approaches in managing their schools was recommended among others.

INTRODUCTION

Managerial approach involves arrangement of the available human and material resources, carefully and systematically using them for the achievement of educational objectives. The educational objectives could be achieved through the utilisation of managerial approaches by school principals, for the specific purpose of harnessing human and material resources at their disposal for effective and efficient school management. Educational management has been defined by Peretomode (1991) as the act of planning,

organizing, coordinating and controlling educational programmes. Managerial approaches are the various strategies utilized in the process of planning, organizing, coordinating and controlling the human and material resources towards goal attainment. The democratic type of managerial approach operates by using examples. This approach is viewed by Ben (2009) as a managerial strategy where management leads by example, here, the manager or the management team uses exemplary means to enlist support from the subordinates. The group members are stimulated and motivated by examples shown by their leaders to support the achievement of goal and objectives of the organisation.

Performance managerial approach deals with measuring managerial ability on performance of tasks. It also involves effective utilisation of facilities for successful performance of given tasks/jobs. This is because job performance generally refers to behaviours that are expected to contribute to organisational success. Performance manager therefore, leads group members to successful performance of organisational task. Hence, effective management depends on group performance and not on individual efforts.

Professional efficiency and effectiveness in managerial process demand, among others, that the school manager should possess knowledge, skills and competencies in school management. (Akpan, 1997; Eze, 1998). The effect of inefficient management skill has been observed in teachers' lack of interest in their teaching subjects and students' loss of interest in school subjects, resulting in poor performances in internal and external examinations. The principal, as a leader and manager of schools ought to provide the needed direction to stimulate teachers' interest in their teaching subjects. The quality of instructional delivery depends largely on the ability of the school principal to adequately utilize appropriate managerial approaches to make things work in favour of schools' attainment of educational goals and objectives.

Statement of the Problem

Ineffective utilisation of managerial approaches by school principals seem to be the major cause of reduced interest of Business Studies teachers which in turn leads to ineffective teaching of the subject in secondary schools. The questions to raise at this point are: Are the principals aware of the existing managerial approaches which can be employed to improve students' performance in Business Studies? To what extent have these principals used appropriate managerial approaches to manage their schools for optimum teaching and learning? There are no readymade answers to the foregoing questions because little or no research has been done in this area. Whatever answers are available may be opinion-based lacking empirical support. It has the limited or absent research evidence to explain whether school principals employ appropriate managerial approaches to promote the teachers' interest in teaching Business Studies for improved students' performance that provided the focus of the problem of this investigation. The study, therefore seeks to determine how the different managerial approaches of the school principals can engender interest in Business Studies Teachers in Junior Secondary Schools in Akwa Ibom State.

Purpose of the Study

The purpose of this study was to determine the extent of the influence of principals' demonstrative and performance managerial approaches on teachers' interest in teaching Business Studies in secondary schools in Akwa Ibom State. Specifically, the study was designed to accomplish the following objectives:

1. To determine the influence of demonstrative managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State.
2. To determine the influence of performance managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State.

Research Questions

This study was designed to provide answers to the following research questions;

1. To what extent does demonstrative managerial approach influence teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State?
2. To what extent does performance managerial approach influence teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State?

Null Hypotheses

The following null hypotheses were formulated for the study and were tested at .05 level of significance.

H₀₁: There is no significant difference in the mean response of teachers on the extent of the principals' demonstrative managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on age.

H₀₂: There is no significant difference in the mean response of teachers on the extent of the principals' performance managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on age.

LITERATURE REVIEW

Concept of Management and Managerial Effectiveness

Drucker (1954) was one of the most influential management thinkers. He viewed management as effective utilisation of human and material resources to achieve the enterprise' objective as reported by Weihrich *et al.*, (2011). It also means getting things done through people. Management is a process involving four key tasks stated as follows:

- (a) Achieving economic performance;
- (b) Creating productivity work;

- (c) Managing the social impact and responsibilities of a business;
- (d) Managing time dimension.

Drucker also pointed out that the success or failure of any business depends on the way it is managed and administered. Management makes or mars the administration of any business. In trying to define management we are, in fact, trying to answer the question “what do managers do?” Managers are responsible for achieving pre-determined results through the effort of other people. Management therefore, in Akpan’s (2004) view is the process of harnessing the resources of an organisation with a view to achieving desired objectives through the effort of other people.

Ekanem (2006) described management as the process of mobilising, arranging, directing and guiding resources in an organisation to realize the established goals. It should, however be added that a good manager will not end his duty at the formulation of policies, but will monitor, direct and mobilise its executions. Management is a necessary requirement for the sustenance of any group. In the light of the above definitions, management clearly implies effective use of people and materials to achieve within a time frame, the goals and objectives of an organisation be it business industry, institution or establishment.

Stuart and Michael (1994) viewed managerial approach as entailing about possessing the competency and ability of listening to people, supporting and encouraging them and involving them in decision-making and problems solving. Johnson and Hackman (2003) also described that it is about building teams and developing their ability to make skillful decisions. A manager is a person who plays the central roles in interaction and who influences the behaviour of other members of the group. This is an individual who has authority over others and is responsible for guiding their actions. Wood (2010) viewed the manager as a person engaged in the traditional management practices, such as planning, organizing, decision-making, and controlling, and whose performance is almost often measured by ability to achieve the goals and objectives of the organisation.

Demonstrative Managerial Approach and Teachers' Interest

The way a demonstrative manager works is by acting as a father figure by taking care of their subordinates as a parent would. In this approach of management the principal supplies complete concern for his teachers or workers. In return, he receives the complete trust and loyalty of his people. Workers under this approach of management are expected to become totally committed to what the manager believes and should not strive to work independently. The relationship between these workers and managers are extremely solid. The workers are expected to stay with a company for a longer period of time because of the loyalty and trust. Not only do they treat each other like family inside the work place, but outside too. Martindale (2011) maintained that the workers are able to go to each other with any problem they have regarding their job activities because they believe that, what the co-worker will say, is going to truly help them.

On the one hand, one of the downsides to a demonstrative manager is that the manager could start to play favourites in decisions. The manager may decide to include favourite workers in their management team and exclude others he thinks were less loyal. This affects management because the co-workers may not believe that their jobs are 100 percent secured. When this happens workers begin to look for more secured and better job opportunities instead of supporting the present management to succeed. This normally put the workers and managements at risk of internal conflict.

On the other hand, according to Erben, Gunesor, Gul and Ayse (2008) workers who follow demonstrative approach also have better organisation skills. The management encourages organisation because they allow the workers to complete tasks so that they can stay on top of their work. The workers have a complete task that boosts self-confidence and it makes them work harder to reach a goal and exceed the goal to prove to their boss that they are working hard. Having this approach of management can also help them implement a reward system. This system will allow their workers to work even better because there is something for them at the end of the tunnel. While doing this they will also be able to accomplish more work in a set time frame.

Aguwa (2004) explained that because groups are encouraged to share in their thoughts, demonstrative approach often lead to more ideas and high productivity. This leads to more creative solutions to problems. Group members feel more involved and committed to project, making them likely to care about the end result. Research on leadership style has shown that demonstrative managerial approach has led to higher productivity among group members. While demonstrative managerial approach has been described as the most effective management approach, it does not have the same potential downsides. In situation where, roles are unclear or time is of the essence, demonstrative management can lead to communication breakdown.

Performance Managerial Approach and Teachers' Interest

Performance managerial approach is a systematic, and result oriented approach to management and leadership for high performing organisations, teams and individuals. The approach consolidates the fundamentals of management and leadership within the organisation, and then builds on clients existing abilities by increasing the rigour, range and effectiveness of their capabilities. This is achieved through the introduction of best-

practice processes, tools and techniques together with the development of skills and competencies, brought together within an integrated system. The performance managerial approach system focuses on three independent areas of capability building including

1. What is done in terms of organisational capability. This is generally referred to as *organisational development*. This area is focused on the development of core-processes associated tools and techniques that are fundamental to a performance-leading organisation.
2. How things are done in terms of people capability. This is sometimes referred to as *people development*. This area is focused on the development of core competence, attitudes and behaviours that are fundamental to leading, managing and performing in a performance-leading organisation.
3. How improvement are sustained in terms of knowledge sharing, innovation and continuous learning. This is always referred to as *knowledge development*.

According to Mohammed (2009) performance managerial approach is focused on the development of core business intelligence to underpin the quality of all decision-making in a performance management organisation. Kotly and Karakowsky (2007) explained that, performance approach exploits the fact that by first clarifying and then satisfying the needs of key stakeholders, thereby ensuring that performance on every level improves. Various studies have presented solid evidence that organisations using these principles radically improve their business effectiveness on a wide range of performance measures, significantly out performing those that continue to manage through bottom-line controls alone. Research shows that a key factor limiting organisational success is a systematic failure to provide effective development for people and teams in the fundamental skills of management and leadership.

METHODS

Research Design

The design of the study is *ex-post facto* research design. It is an enquiry design in which the researcher has no control over the independent variables because they had already occurred.

Area of the Study

This study covered Akwa Ibom State of Nigeria comprising 31 Local Government Areas.

Population of the Study

The population of the study comprised 350 Business Studies teachers in all the public Junior Secondary Schools in Akwa Ibom State. (State Secondary Education Board (SSEB 2013).

Sample and Sampling Techniques

The sample size for the study comprised 307 Business Studies teachers using a cluster random sampling technique for the study.

Instrumentation

The researcher developed an instrument entitled: Principals' Demonstrative and Performance Managerial Approach Questionnaire (PDPMAQ) was used to generate data

for the study. It was subdivided into sections A – G, each section was to generate data for each identified managerial approach of participatory and authoritative approaches.

Validation of the Instrument

The instrument PMAQ was submitted to three experts for content validation. One expert was from the Department of Educational Foundations and two were from the Department of Vocational Education, Faculty of Education, University of Uyo.

Reliability of the Instrument

The instrument was administered to 307 teachers of Business Studies in Secondary Schools in Cross River State that were not earmarked for the study in Akwa Ibom State. Data collected from the respondents were analysed using Cronbach’s Alpha reliability estimates. The results of the analyses yielded a reliability coefficient index of 0.72. This indicated that the instrument was reliable.

Method of Data Analysis

The mean, t-test and Analysis of covariance (ANCOVA) were used to analyse the data obtained. The mean and standard deviation were used to analyse responses in order to provide answers to research questions while t-test and (ANCOVA) were used to test null hypotheses one to seven at $p = .05$.

RESULTS AND DISCUSSION

Research Question One

To what extent does demonstrative managerial approach influence teachers’ interest in teaching Business Studies in junior secondary school in Akwa Ibom State?

The summary of responses to questionnaire items related to research question 1 is presented in Table 1.

Table 1: Mean Score Responses of Influence of Demonstrative Managerial Approach in Promoting Teachers’ Interest (N=306)

	Influence of Demonstrative Managerial Approach on Teachers Interest	\bar{x}	Remarks
1	The principal leading by example as he is personality involved in school management	3.79	MT
2	There is a healthy subordinate staff-principal’s relationship	3.78	MT
3	The principal carrying all the state along on day-to-day running of the school.	3.87	MT
4	School managed by contributive ideas	4.05	MT
5	School problems are solved jointly by all staff.	2.95	ST

Cluster mean value = 3.69

Data in Table 1 indicate that all the items 1 – 4 had mean value of 3.78 to 4.05. This implies that the principal in most case uses these variables of Demonstrative Managerial Approach in promoting teachers’ interest. Item 5 had a mean value of 2.95 meaning that the principal sometimes uses that approach in promoting teachers’ interest. However, the cluster means value obtained in demonstrative managerial approach in promoting teachers interest is 3.69 indicating that the principal uses the approach most times in promoting teachers’ interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State.

Research Questions Two

To what extent does performance managerial approach influence teachers’ interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State?

The summary of responses to questionnaire items related to research question 2 is presented in Table 2.

Table 2: Mean Score Responses of Influence of Performance Managerial Approach

In Promoting Teachers’ Interest (N = 306)				
S/N	Influence of performance Managerial Approach on Teachers Interest	\bar{x}	Remarks	
1	The principal demanding high performance from staff always	4.31	MT	
2	The principal using best practice approach to school management	3.84	MT	
3	The principal focusing always on capacity building for staff	3.72	MT	
4	The principal always emphasizing competency development	3.79	MT	
5	Staff are always motivating for further improvement	3.78	MT	

Cluster value – 3.89

Data in Table 2 reveal that all items on Performance Managerial Approach had mean values between 3.72 to 4.31 with a cluster mean value of 3.89. The means that at most time the principal uses this variable in promoting teachers’ interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State.

Testing the Research Hypothesis

Null Hypothesis One

There is no significant difference in the means response of teachers on the extent of the principals' demonstrative managerial approach on promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on age. The summary of results of testing the null hypothesis 3 is presented in Table 3.

Table 3: One Way Analysis Of Covariance (ANCOVA) In the Mean Response of Teachers On Principals’ Demonstrative Managerial Approach Based On Age (n = 306)

Source of Variation	SS	<i>df</i>	M S	F- cal.	F - c r i t i c a l	De cis ion
Pre-test (Covariates)	41 1. 29	1	41 1. 29	18. 90*		
Main effects	26 8. 38	1	26 8. 38	12. 33*	4 . 0 3	Re jec tH o ₃
Between groups	67 9. 68	2	33 9. 84	15. 62 *		
Within groups	11 31 .1 5	3 0 3	21 .7 5			
Total	18 10 .5 3					

* = Significant at .05 alpha level

Data in Table 3 show that the calculated F-value of 12.33 is greater than the critical F value of 4.03 at .05 levels of significance and 303 degree of freedom. The result is significance. Therefore, the null hypothesis stating that there is no significant difference in the mean response of principals on influence of demonstrative managerial approach on promoting teachers’ interest in teaching Business in Junior Secondary schools is rejected. This implies that there is significant difference between principals from urban and rural schools on the influence of demonstrative managerial approach in promoting teachers’ interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on location. It is therefore concluded that principals’ demonstrative managerial approach has significant influence in promoting teachers’ interest in teaching Business Studies. However, based upon significance difference observed in age, a post hoc test is carried out to determine the direction of the significance.

Table 4: Scheffe's Post hoc Test for Direction of Significance on Principals' Demonstrative Managerial Approach Based on Age

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
36- 40	31- 35	-3.41111*	.89399	.000
	25- 30	-2.42222*	.89399	.010
	41- 45	-.62222	.89399	.490
	46 AND ABO VE	-2.96667*	.89399	.002
	31- 35	3.41111*	.89399	.000
25- 30	25- 30	.98889	.89399	.025
	41- 45	2.78889*	.89399	.003
	46 AND ABO VE	.44444	.89399	.002
	36- 40	2.42222*	.89399	.010
	15- 19	-.98889	.89399	.275
41- 45	41- 45	1.80000	.89399	.051
	46 AND ABO VE	-.54444	.89399	.546
	36- 40	.62222	.89399	.490
	15- 19	-2.78889*	.89399	.003

	25-30	-1.80000	.89399	.051
	46 AND ABO VE	-2.34444*	.89399	.012
46 and above	36-40	2.96667*	.89399	.002
	31-35	-.44444	.89399	.622
	25-30	.54444	.89399	.546
	41-45	2.34444*	.89399	.012

The post hoc test shown in Table 4 indicate that the significant difference occurred in the 31-35 years age bracket. The mean difference between 31-35 years bracket and other years bracket are all positive. the p- values of 31-35 years is less than .05 level of significance, hence it is significant. The significance lies in the 31-35 years age group.

Null Hypothesis Two

There is no significant difference in the mean response of teachers on the extent of the principals’ performance managerial approach on promoting teachers’ interest in teaching Business Studies in Junior Secondary schools in Akwa Ibom State based on age.

The summary of results of testing the null hypothesis 3 is presented in Table 5.

Table 5: One Way Analysis of Covariance (ANCOVA) in the mean response of teachers on Principals’ Performance Managerial Approach Based on Age (n = 306).

Source of Variation	SS	df	MS	F-cal.	F-critical	Decision
Pre-test (Covariates)	172.61	1	172.61	6.59*		
Main effects	312.87	1	312.87	11.95*	4.03	Rejected Ho ₄
Between groups	485.48	2	26.16	9.27*		

Within	1360	3	26.
groups	.51	0	16
		3	
Total	1845		
	.99		

* = Significant at .05 alpha level

Data in Table 5 show that the calculated F-value of 11.95 is greater than the critical F-value of 4.03 at .05 level of significance under and 303 degree of freedom. The result is significant. Therefore, the null hypothesis stating that there is no significant difference in the mean response of principals on influence of performance managerial approach to teachers' interest is rejected. This means that there is significant difference in the mean response of principals on the influence of performance managerial approach on promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on age. It is therefore concluded that principals' performance managerial approach has significant influence in promoting teachers' interest in teaching Business Studies. However, based upon significance difference observed in age, a post hoc test is carried out to determine the direction of the significance and in what age bracket the significance lies.

Table 6: Scheffe's Post hoc Test for Direction of Significance on Principals' Performance Managerial Approach Based on Age

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
36- 40	31- 35	-.22222	3.70768	.953
	25- 30	-.55556	3.70768	.882
	41- 45	-.33333	3.70768	.929
	46 AN D AB OV E	.00000	3.70768	1.000
31- 35	36- 40	.22222	3.70768	.953
	25- 30	-.33333	3.70768	.929
	41- 45	-.11111	3.70768	.976
	46 AN D AB OV E	.22222	3.70768	.953
25- 30	36- 40	.55556	3.70768	.002
	15- 19	.33333	3.70768	.004
	41- 45	.22222	3.70768	.04

	46 AN D AB OV E	.55556	3.70768	.005
41- 45	36- 40	.33333	3.70768	.929
	15- 19	.11111	3.70768	.976
	25- 30	-.22222	3.70768	.953
	46 AN D AB OV E	.33333	3.70768	.929
46 and abo ve	36- 40	.00000	3.70768	1.000
	31- 35	-.22222	3.70768	.953
	25- 30	-.55556	3.70768	.882
	41- 45	-.33333	3.70768	.929

The post hoc test shown in Table 6 indicate that the significant difference occurred in the 25-30 years age bracket. The mean difference between 21-30 years bracket and other year's bracket are all positive. The p- values of 21-30 years is less than .05 level of significance, hence the significance lies in the 21-30 years age bracket group.

Discussion of the Findings

The findings indicate that demonstrative managerial approach has a positive influence on promoting teachers' interest in Business Studies. The findings also reveal a significant difference in mean response of teachers on the influence of principals' demonstrative managerial approach on promoting teachers interest in teaching Business Studies based on age, with the 31-35 years of age bracket affirming that demonstrative leadership does influence teacher interest. Principals leading by example, ensuring healthy interpersonal relationship, carrying all staff along, school being managed by contributive ideas and solving schools problems jointly by all staff have high influences

on promoting teachers interest in teaching Business Studies. Principals being at the fore front of school programmes have the tendency of inspiring teachers and by extension, promoting their interest and participation. These findings is supported by the study of Achua (2004) which further explained that, because groups are encouraged to share in their thoughts, demonstrative approach often lead to more ideas and high productivity. This leads to more creative solutions to problems.

The findings of the study indicate an influence of performance managerial approach on promoting teachers interest in teaching Business Studies. The findings further reveals a significant difference in means response of teachers on the influence of principals' performance managerial approach on promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on age, with the 21-30 years age bracket seeing performance managerial approach as promoting teacher interest. This could be because those within the stated age bracket are new to the teaching profession and would value being guided, tutored and would work based on standards and laid down rules as established by the Principal and school administration. Principals demanding high performance from staff, using best practices approach, focusing on staff capacity building, encouraging staff competence development and motivating staff for further improvement are how performance managerial approach influence teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State.

This finding is supported by Mohammed (2009) that, performance managerial approach is focused on the development of core management intelligence to underpin the quality of all decision-making in performance management institutions.

Conclusion

On the bases of the findings of this study, the following conclusions were drawn: Demonstrative managerial approach does promote teachers' interest in teaching business studies in junior secondary schools. This is because the approach enhances good relationship between the principals and teachers irrespective of the school location or gender of the persons involved. Also, performance managerial approach promotes teachers' interest in teaching Business Studies in that it assists individual principals to lead their schools to success by focusing school activities on what the teachers' value most thereby assisting the management to get things done better, faster and more effective.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Seminars and workshops should be organized by State secondary education Board to school principals on the relevant and appropriate managerial approach to be adopted in order to promote teachers interest in teaching their various subjects.
2. The State Ministry of Education should train and retrain school administrators on the use of the various managerial approaches in secondary schools management.

3. The inspectorate division of the State Ministry of Education should use managerial approach as a criteria for assessing secondary school principals' performances in school management

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