

## **The Influence of Administrative Strategies on the Effective Management of Human Resources in Secondary Schools in Ondo State, Nigeria**

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**Abstract:** This study investigated the influence of administrative strategies on the effective management of human resources in secondary schools in Ondo State, Nigeria. As a descriptive survey, the study population comprised all the 281 public secondary schools in the State. Out of this population, a sample of 225 schools was selected. Out of the 6241 teachers and 3,564 non-teaching staff in the sample, 1220 respondents, made up of 782 teachers and 438 non-teaching staff were selected through the multi-stage and stratified random sampling techniques. The instrument used for the study was a questionnaire. Returns were however received from 980 respondents, made up of 624 teachers and 356 non-teaching staff (80.3%). The data collected were analyzed using percentages, t-test one way analysis of variance and multiple regression. The findings showed that the level of human resources management by school principals was low. There was no significant difference between the management of teaching and non-teaching staff. There was however a better management of human resources in small schools than in large schools. There was also a better management of human resources in rural schools than in urban schools. Based on the findings, it was recommended that principals should equip themselves adequately with the effective use of administrative strategies such as effective supervision, monitoring, communication, proper delegation of duty, effective leadership, motivation and effective discipline to enhance better human resources management in their schools. The State Government should intensify efforts in training and retraining principals and conducting seminars and refreshers courses for principals, teachers and non-teaching staff on strategies of managing human resources in schools.

**Key words:** Influence, strategies, management, secondary schools, Nigeria

### **INTRODUCTION**

The term 'management' could be examined from different ways. Firstly, it could be examined as a subject of study that is concerned with the principles and practice of administration (Musaazi, 1982). Secondly, it could be seen as a hierarchy of people and their functions within an organization (Akintayo and Adeola, 1993). Thirdly, it could be seen as the effective use of resources in an organization in a bid to achieve the goals of the organization (Aghenta, 2000). Thus, Massie (1971) reported that one has to examine what managers do in order for one to identify a manager. He then argued that management involves decision-making, organizing, staffing, planning, controlling, communicating and directing.

Considering these points, it could be seen that management involves the ability to control or carry out an action for a purpose (Lodiaga *et al.*, 1993). It is a social process designed to ensure the co-operation, participation, intervention and involvement of people

in the effective achievement of a given objective (Fabunmi, 2000). This achievement could be made through effective planning, organizing, directing, motivating, controlling, budgeting and evaluation (Ibukun, 1997; Ajayi and Ayodele, 2002). Thus, educational management is a variety of sequential and related activities designed and carried out in order to effectively and efficiently meet the goals of teaching and learning in relation to the needs of the society (Nwadiani, 1998; Adeyemi, 2004).

Human resource on the other hand, means people, manpower, the individual, humanity and society with all its aspirations, needs and capacities. It is the critical resource upon which a nation's economic future depends. As an economic resource, it represents the aggregate of skills and attitudes resulting from education and training that equip the labour force with the capacity to plan, organize and carry out economic processes when properly allocated (Aghenta, 2000). In this regard, Harbison (1973) argued that it is not capital, neither income nor material resource that constitutes the basis of the wealth of nations. He reported that capital and

natural resources are passive factors of production while human beings are the active resource who accumulate the wealth, exploit material resources, build social, economic and political organizations and carry out national development. He then listed the functions of management as including planning, innovation; coordination, routine supervision, undertaking of risks and handling of uncertainty. In order to fulfill these roles, the human resources in schools must be developed.

Towards this end, human resource development or human capital formation is the process of acquiring and increasing the number of persons who have requisite education, skills and experience as well as those who are sufficiently motivated to expand their energies and creative abilities in the development of an organization (Babalola, 2002). The basic requirements for human resource development in this contest are investment in training by employers, investment in time and money by individuals for their self development and the creation of an enabling environment by employers for the acquisition of necessary skills by employees either through formal education or through on-the-job training (Ajayi, 2001). Thus, human resources management involves matching the jobs available with the people while human capital generates income or profit and the rate of returns on investment since people invest on training because they know that the returns would be much (Pscharopoulos and Woodhall, 1985). In this regard, manpower training is necessary for the efficacy of job matching between skilled personnel and functional performance (Nwadiani, 1992; Osezuah, 2000).

Supporting these points, Adeyemi (2004) enumerated the duties of the school human resources manager as including the responsibility to pupils, responsibility to staff, financial transactions, public relations and the evaluation of schools' programmes. In doing this, the school manager should establish channels of communication between himself or herself and his or her staff. He or she should understand his or her staff and identify their problems. Effective communication between the principal as the school manager and his or her staff can be brought about through the management of instructional programmes, personnel, school's community relations and school business such as budgeting, financing and purchase of materials.

As the school's personnel manager, the principal must see that the students receive effective teaching and learning through the efforts of the teachers and the non-teaching staff. He or she could achieve more if he or she endeavours to understand the staff as individuals and as a group, select the right man or woman for specific jobs, motivate his or her staff, delegate responsibility and use effective communication. He or she

should be able to create an enabling environment that would make the school a stimulating place for staff and students. He or she should recognize the sub-ordinates and be concerned with their problems, understand their needs, consider their ideas and give valuable suggestions. He or she should also encourage staff participation in all school activities, have confidence in their ability to perform given tasks and allow a good super-ordinate and sub-ordinate relationship among his staff (Oyedeki, 1998).

The Ministry of Education manages the available human resources in schools through the State Teaching Service Commission and State Primary Education Board (Federal Republic of Nigeria National Policy of Education, 2004). The Teaching Service Commission and State Universal Basic Education Board have the responsibility of making appointments, transfer, promotion and discipline of teaching and non-teaching staff in schools. In order to provide adequate human resources to achieve future objectives, human resource planning involves projecting the future needs of employees and comparing the needs with the present work force. The school's board does recruitment once human resource planning has determined the number of vacancies required. Then, there is the performance appraisal, a process by which individual staff is assessed by his or her immediate superior on the workers' efficacy and effectiveness in performing his assigned duties. This is always in line with the goals of the schools' system and it is a means of improving the quantitative and qualitative contributions of human resources to the overall goals of the system (Adesina, 1980). All these need technical assistance by government on specific human resources management (National Academy of Public Administration, 2001).

Considering the several theories of management, those that are very relevant to human resources are the human relations approach and the behavioural science theory of management. The human relations approach stresses the importance of people in organizations focusing on how far workers get what they want and the relationship between human relations and productivity. It also stresses managerial style and employee's participation in matters affecting them. Some of the people associated with this approach are Elton Mayo, Douglas McGregor in his X and Y theories, Drucker, Mary Follett and William Ouchi in his Z theory. On the other hand, the behavioural science theory focuses on work behaviour, that is, the way people behave in a work environment since such behaviour influences the productivity of workers. The practitioners of this theory include Chester Barnard, Herbert Simon, Rensis Likert and Max Weber in his theory of bureaucracy in organizations (Ogunsanwo, 2000).

However, various problems have been encountered in human resource management in schools. Among these are the inconsistency in plan implementation and the insufficiency of skills (Koroma, 2003). This has, perhaps, made African countries pre-dominant in low human development. Productivity has over the years continued to be low in virtually all sectors of the Nigerian economy (Aliyu, 2003). No wonder the inaugurating of the programme 'education for all' by the Federal Nigerian Government to assist in capacity building and provide access to functional education (Obanya, 2003). Notwithstanding all these laudable policies of government, there seems to be an inadequate supervision and monitoring of activities in schools. Effective leadership seems to be absent in many schools while little emphasis on the training of workers on-the-job are common phenomena. The result is perhaps the critical shortages of manpower in certain subject areas in the schools' system.

**Statement of the problem:** Considering the colossal sum of money spent on education by Government (Ondo State Ministry of Finance and Planning, 2004), it seems that the management of human resources in secondary schools in the State has not been vigorously pursued. Common observations in the schools show that the level of management of human manpower varies from one school to another. Since, the development of a country depends sound education for economic development, it is necessary for school managers to have a firm grip of their human resources. It seems however, that the failure in achieving the national objectives of Nigeria as entrenched in the Federal Republic of Nigeria National Policy on Education (2004) has been attributed to many factors including perhaps teachers' ineffectiveness. Others include the lack of motivation, irregular promotion of staff, inadequate organization of seminars and conferences, inadequate supervision of resources and indiscipline (Olabode, 2002). The problem of this study therefore was to determine what administrative strategies would influence the effective management of human resources in secondary schools in Ondo State, Nigeria? In addressing this problem, the following research questions were raised.

#### **Research questions:**

- What is the level of principals' human resource management in secondary schools in Ondo State, Nigeria?
- Is there any significant difference between the management of teaching staff and the management of non-teaching staff in secondary schools in the State?

- Is there any significant difference in the management of staff in large and small secondary schools in the State?
- Is there any significant difference in the management of staff in urban and rural secondary schools in the State?
- Is there any significant relationship between the administrative strategies used by school principals and effective management of human resources in secondary schools in the State?

#### **MATERIALS AND METHODS**

This study adopted a descriptive research design of the survey type. Cressey (1982) described a descriptive research as a research that studies a situation as it is without attempting to manipulate variables. In this regard, the population of the study comprised all the 9,366 teachers and 6,346 non-teaching staff in all the 281 public secondary schools in Ondo State, Nigeria. In selecting the sample, the multi-stage and stratified random sampling techniques were used. Thus, out of the population, a sample of 225 schools was selected. Out of the 6241 teachers and 3,564 non-teaching staff in the schools, 1220 respondents made up of 782 teachers and 438 non-teaching staff were selected.

The instrument used to collect data for the study was a questionnaire which comprised questions on the administrative strategies used in schools, the management of human resources and other pertinent issues. The content validity of the instrument was determined by experts in educational management and tests and measurement while reliability was determined using the test-retest reliability technique. A correlation coefficient of 0.73 was found indicating that the instrument was reliable for the study. Returns were however received 1020 respondents out of which returns from 40 questionnaires were not completely filled and hence were discarded. The remaining questionnaires from 980 respondents were duly completed and were used for the study. The 980 respondents were made up of 624 teachers and 356 non-teaching staff and they constituted 80.3% of the total number of respondents to whom the questionnaires were administered. The data collected were analyzed through the use of percentages, t-test, One-way Analysis of Variance and Multiple Regression while the hypotheses were tested at 0.05 level of significance.

#### **RESULTS**

**Question 1: What is the level of principals' human resource management in secondary schools in Ondo State, Nigeria?:** In addressing this question, data on the principals' level of human resource management in the

Table 1: Principals' level of management of human resources

Variables	N	High	(%)	Moderate	(%)	Low	(%)
Effective leadership	980	240	24.5	228	23.3	512	52.2
Effective supervision	980	152	15.5	335	34.2	493	50.3
Disciplinary ability	980	316	32.2	172	17.6	492	50.2
Monitoring	980	102	10.4	420	42.9	458	46.7
Motivation	980	210	21.4	313	32.0	457	46.6
Delegation of duty	980	246	23.1	372	38.0	362	36.9
Communication	980	268	27.3	392	40.0	320	32.7
Average	980	219	22.3	319	32.6	442	45.1

Table 2: T-test on the management of teaching and non-teaching staff

Variables	N	Mean	SD	df	t- calculated	t-table	Signif.
Teaching staff	624	63.7	0.81	978	0.6.2	1.96	p>0.05
Non-teaching staff	356	57.2	0.79				

Table 3: T-test on human resource management in small and large schools

Variables	N	Mean	SD	df	t- calculated	t-table	Signif.
Large schools	624	56.57	0.79	978	2.31	1.96	p<0.05
Small schools	356	85.82	0.68				

schools were collected from the responses of teachers and non-teaching staff to the questionnaire and analyzed with the use of percentages. The variables on which scores were made included effective management, monitoring, communication, delegation of duty, effective leadership, motivation and disciplinary ability. Table 1 show the findings.

In Table 1, as many as 512 of the respondents (52.2%) reported that the principals had a low level of effective leadership. Four hundred and ninety three (50.3%) claimed that principals had a low level effective supervision of human resources. Four hundred and ninety two (50.2%) reported that the principals' level of disciplinary ability was low. Four hundred and fifty eight (46.7%) claimed that the principals' level of monitoring of staff and students was low while 457 of them (46.6%) reported that the principals' level of motivation of staff and students was also low. Although the level of principals' communication ability and delegation of duty was moderate, it could be deduced from the findings that, on the average, the level of the principals' human resource management in the schools in respect of all the variables put together was low.

**Question 2: Is there any significant difference between the management of teaching staff and the management of non-teaching staff in secondary schools in the state?:** In addressing this problem, the question was transformed into the following hypothesis.

There is no significant difference between the management of teaching staff and non-teaching staff in secondary schools in Ondo State.

In testing the hypothesis, data on the responses to questions in the questionnaire on the management of teaching and non-teaching staff were collected and tested using the t-test statistic. The findings are shown in Table 2.

As indicated in Table 2, the calculated t (0.6.2) was greater than the table t (1.96). Hence, the null hypothesis was not rejected. This shows that there was no significant difference in the management of teaching and non-teaching staff in secondary schools in the State.

**Question 3: Is there any significant difference in the management of staff in large and small secondary schools in the state?:** In addressing this problem, the question was transformed into the following hypothesis:

There is no significant difference between the management of human resources in large and small secondary schools in the State?

In testing the hypothesis, data on the responses to questions in the questionnaire on the management of human resources in large and small secondary schools in the State were collected and tested using the t-test statistic. The findings are indicated in Table 3.

In Table 3, the calculated t (2.31) was greater than the table t (1.96). Hence, the null hypothesis was rejected. This indicates that there was a significant difference between the management of large schools and the management of small schools in the State. Principals of small schools had a higher mean value (85.82) as against the lower mean value (56.57) for large schools. This shows that there was a better management of human resources in small schools as against large schools probably because of the small population of students in small schools.

**Question 4: Is there any significant difference in the management of staff in urban and rural secondary schools in the state?:** In addressing this problem, the question was transformed into the following hypothesis:

There is no significant difference between the management of human resources in urban and rural schools in the State?

Table 4: T-test on the human resource management in urban and rural schools

Variables	N	Mean	SD	df	t- calculated	t-table	Signif.
Urban schools	624	54.86	0.65	978	2.46	1.96	p<0.05
Rural schools	356	83.18	0.67				

Table 5: Analysis of variance

	df	Sum of squares	Mean square	F-ratio	Signif.
Regression	6	6.7534	1.3152	142573	0.0000
Residual	974	4.2365	.00461		

Multiple R 0.74581, R square 0.62874, Adjusted R square 0.61357, Standard error 0.07842

Table 6: Multiple regression analysis of administrative strategies and effective human resources management in schools

Predictor variables	B	SE B	Beta	T	Signif. t
Effective discipline	0.40146	4.6253	0.47351	1.6831	0.0000
Effective supervision	0.38247	0.010578	0.35826	1.4854	0.0000
Effective leadership	0.37138	0.010153	0.34723	1.2673	0.0000
Motivation	0.28372	0.003724	0.22474	0.17846	0.0100
Delegation of duty	0.25241	0.002736	0.205791	1.8046	0.0200
Monitoring	0.23135	0.000461	-0.19674	-0.3836	0.0200
Communication	-0.20312	0.000242	-0.19325	19742	0.0300
(Constant)	3.24721	0.034734		112646	0.0000

In testing the hypothesis, data on the responses to questions in the questionnaire on the management of human resources in urban and rural secondary schools in the State were collected and tested using the t-test statistic. The findings are shown in Table 4.

As indicated in Table 4, the calculated t (2.46) was greater than the table t (1.96). As such, the null hypothesis was rejected. This shows that there was a significant difference between the management of urban schools and the management of rural schools. Rural schools had a higher mean value (83.18) in human resources management as against the lower mean value (54.86) for large schools indicating that there was a better management of human resources in rural schools than in urban schools.

**Question 5: Is there any significant relationship between the administrative strategies used by school principals and effective management of human resources in secondary schools in the state?:** In addressing this problem, the question was transformed into the following hypothesis:

There is no significant relationship between administrative strategies used by school principals and effective management of human resources in secondary schools in the State.

In testing the hypothesis, data on the responses to questions on the administrative strategies used by principals and the effective management of human resources in secondary schools were collected from responses to the questionnaire and tested using the multiple regression analysis. In the analysis, the predictor variables were the administrative strategies such as effective supervision, monitoring, communication, delegation of duty, motivation, effective leadership and disciplinary ability while the criterion variable was the

effective Human Resources Management (HRM) in secondary schools in the State. All the variables were entered into the regression model so as to determine which of the variables played a significant part in predicting the values of the criterion variable. Table 5 shows the findings of the Analysis of Variance while Table 6 shows the output of the multiple regression analysis.

Considering the findings in Table 6, the regression equation derivable is:

$$Y = 3.24721 + 0.40146 (\text{effective discipline}) + 0.38247 (\text{effective supervision}) + 0.37138 (\text{effective leadership}) + 0.28372 (\text{motivation}) - 0.25241 (\text{delegation of duty}) + -0.23135 (\text{monitoring}) + 0.20312 (\text{communication})$$

Table 6 shows that all the variables entered the regression equation. This shows a significant relationship between the predictor variables and the criterion variable. The best predictor of effective management of human resources was effective discipline which contributed 40% to the criterion variable. This was followed by effective supervision which contributed 38%. The contributions of other predictor variables to the regression equation were as follows, effective leadership 37%; motivation 28%; delegation of duty 25%; monitoring 23% and communication 20%.

## DISCUSSION

In the foregoing, the influence of the administrative strategies on the management of human resources in secondary schools in Ondo State Nigeria was made. The study examined the management strategies used by school principals such as effective supervision, monitoring, communication, delegation of duty, effective

leadership, motivation and effective discipline in the pursuance of better human resources management in secondary schools in the State. The findings showed that the level of human resources management by school principals was low thereby agreeing with the findings of previous researchers (Ogunsaju, 1989; Oyediji, 1998). The low level found in this study in terms of effective supervision and monitoring agreed with what Ozigi' (1977) and Musaazi (1982) claimed could lead to poor management of schools.

Considering the fact that the teacher is a role model who must not only show care and concern to the student but must also show exemplary good behaviour (Ireogbu, 2004), the findings of this study indicating that the administrative strategies have not been effectively utilized by school principals. agreed with Tahir's (2004) findings who remarked that education managers should be provided with the basic monitoring, supervision and evaluation skills. The findings also supported the views of previous researchers (Choy and Fatt, 1993; Ogunsanwo, 2003) on the need for effective management of human resources in schools as investment in human capital is the only alternative by producing trained personnel in sufficient number for schools. This is to enhance the efficiency, resourcefulness and competence of teachers and non-teaching staff through training, capacity building and motivation (Musa, 2004).

The findings of this study in respect of better human resources management in rural schools as against urban schools negated Olabode's (2002) findings that there was no significant difference in human resources management in rural and urban schools. The finding therefore singled out school size as a strong factor in human resources management. Since rural schools are comparative small, they tend to be better managed than urban schools which are perhaps faced with the problems of large students' enrolment, noise and distraction. The findings of this study in respect of better human resources management in small schools as against large schools supported Oyediji's (1998) findings that the way teachers perform their instructional programmes and interact with students is influenced by school size. Nonetheless, the contributions made by the administrative strategies to human resources management in secondary schools in the State suggest that more research should be carried out in these areas.

### CONCLUSION

Considering the findings of this study, it was concluded that there was a low level of management of human resources in secondary schools in Ondo State, Nigeria. As such, teachers and non-teaching staff have not been effectively managed in secondary schools in the

State. It was also concluded that school size and school location are critical factors in human resources management in schools.

### RECOMMENDATIONS

Based on the findings of the study, it was recommended that principals should equip themselves adequately with various administrative strategies such as effective supervision, monitoring, communication, proper delegation of duty, effective leadership, motivation and effective discipline ability since these strategies have a lot of influence in human resource management in schools. The State Government should intensify efforts at training and retraining schools principals and conducting induction courses, seminars and refresher courses for principals, teachers and non-teaching staff on strategies that would enhance better human resource management in their schools. Regular and effective supervision of teachers and non-teaching staff should frequently be embarked upon by the Inspectorate Department of the State Ministry of Education to ensure proper management of human resources in schools.

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