



Influence Of Principals' Management Strategies On Teachers' Job Satisfaction In Public Senior Secondary Schools In Port Harcourt Metropolis, Rivers State

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ABSTRACT

The study investigated influence of principals' management strategies on teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State. A descriptive survey research design guided the study. The population comprised 35 principals and 1954 teachers in the 35 public secondary schools in Port Harcourt metropolis. 35 principals were purposively selected while the simple random sampling technique was adopted to obtain the sample size of 196 teachers representing 10% of the population of teachers. A validated 18 item self-structured questionnaire with two sections titled "Influence of Principals' Management Strategies on Teachers' Job Satisfaction Questionnaire" was used as the instrument for data collection. The reliability of the instrument was determined through test-retest technique. The responses were collated and analyzed using Pearson Product Moment Correction Coefficient Statistics that yielded an index of 0.80. Mean and standard deviation were used to answer the two research questions while z-test was used to test the two null hypotheses at 0.05 level of significance. The findings of the study revealed among others that teachers are helped to discover areas of weakness that require immediate correction through staff supervision; and the general morale among teachers is improved as they are motivated to work together through teamwork. It was recommended among others that principals should have a critical examination of the forms of management strategies they should introduce in order to enhance the job satisfaction of teachers in secondary schools.

Keywords: Principals' Management Strategies, Teachers' Job Satisfaction, Influence, Port Harcourt Metropolis, Secondary Schools.

INTRODUCTION

The title 'principal' is used to address the chief executive in secondary schools in Nigeria. The adoption of effective management strategies by the principal is dependent upon the conceptual, human and technical skills possessed. As a leader, a skillful, human principal will adopt supervisory role, teamwork, staff appraisal, and training/development of staff. Through appraisals the principal is able to identify the strength and weakness in the teachers and in the system. Through teamwork the teachers are motivated to participate in decision making. Through supervision the principal is able to oversee the teachers and processes in the school and through staff training/development the principal is able to improve the knowledge, skills, attitudes and behaviours of teachers while on the job.

Jacobson in Otu (2006) opines that the school cannot be an effective organization unless teachers find satisfaction in their work. It is a major responsibility of the principal to create school climate which is conducive to a high degree of teacher satisfaction. Job satisfaction is a subjective feeling of fulfillment which an employee derives from working in a given organization. This feeling is subjective because it is entirely based on how an employee perceives that his experience and incentives derived from working for an organization has led to the fulfillment of his needs. If employee's perception is that their needs are fulfilled while they are contributing towards the fulfillment of the goals of their organization, the worker would be happy with his organization and therefore becomes committed to the goals of the organization.

Supervision as a concept has been defined in varied perspectives by scholars. Aliu (2006) defines supervision as a way, or process of overseeing the worker and processes in the school. It is the process of directing and monitoring the activities of the members of the school community, the adequacy and functioning of facilities and programmes of the school. Nwankwo in Olele (2009) avers that supervision can be divided into two categories namely instructional and personnel supervision. Instructional supervision is a set of activities which are carried out with the purpose of making the teaching and learning purposes better for the learner; while personnel supervision deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system (Olele, 2009).

With regard to the current educational policy of the Federal Government of Nigeria, the supervision of instruction is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities (Igwe, 2005). Okoroma (2007) posits that supervision helps teachers to identify their problems in the class and sought solutions to them through discussion or interactions; and helps to bring to awareness of teachers various resources that can help improve their teaching functions. Such education resources include audio-visual aids like films, maps, charts, records, tapes, radio and television programmes, and others. In the light of these facts, therefore, Okoroma (2007) avers that supervisors can also help teachers to evolve various approaches and techniques of teaching; evolve a more ideal classroom climate and environment suitable for the learning process; help teachers to interpret matters about the curriculum; and give demonstrations in various aspects of teaching skills to the teachers.

Oluwuo and Agabi (2014) highlight that supervision is important for the reasons that the supervisee learns during supervision since the supervisor is more knowledgeable. He corrects and advises the supervisee. Such corrections and advice are done through friendly interaction. Secondly, supervision enhances personal professional growth of the teachers since interaction and greater knowledge gained at supervision promote personal growth. Taking into cognizance the aforementioned facts, Leigha (2010) identifies the basis for teacher supervision to include: to achieve improvement of the teaching and learning process for the mutual benefit of both teachers and their students; help in isolating areas of strengths of the teacher that require further development and weaknesses and how such areas could be overcome; to recognize the teacher and help create harmonious working relationship between the teacher and his super-ordinate through his democratic process; and to help teacher self-discovery especially in the areas of improvisation and the use of modern teaching skills and improved strategies in order to facilitate good teaching.

Teamwork is an essential component of the implementation of management that will bring about staff job performance and satisfaction in an organization. Teamwork is a fresh approach a manager explores to motivate his staff and bring about valuable improvement to the general morale among staff (Obasi & Asodike, 2007). It helps in building trust, independence in the staff and also build good communication network which when managed helps in the improvement of any institution (Oakland in Sallis, 2002). Obasi and Asodike (2007) averred that teamwork meets the “together we succeed” motor. If everyone is happy and satisfied, there is that tendency of a speech with one voice that goes deep. With teamwork, the goals of the organization is pursued vigorously and achieved. This is because if some staff members are not encouraged like others, while the motivated ones are working, the unmotivated ones will just sit on the fence and watch unconcerned.

Teamwork gives room for brainstorming. Brainstorming is a very good human resource management strategy in the hands of a good principal (Oakland in Sallis, 2002). Oakland further asserts that teamwork is a technique to generate a large number of ideas quickly and may be used in a variety of situations. Teamwork through brainstorming is very useful when originality and enthusiasm from members are needed. The beauty of brainstorming is that it draws out many ideas, within a short time from team members (Oakland in Sallis, 2002). Teamwork allows for free flow of communication within workers without interference from their leaders. Information are freely shared as the principal in the school maintains good human relationship and regards human beings as most important asset of the school (Francisco, 2014). Oliobi (2014) affirms that employees who are participating in the decision-making process (especially as it pertains to controlling their own jobs) tend to be more satisfied and more committed. Abali and Asodike (2012) reiterated that through teamwork, teachers

and other staff of the school are motivated to perform their duties in an atmosphere that is devoid of crisis.

Statement of the Problem

The aim of every business organization is to maximize profit, reduce expense and maintain cordial relationship with its clients and employees; to achieve this is dependent on how the organization can harness and manage resources through the adoption of appropriate management strategies. With particular reference to public schools in Port Harcourt, experience has shown that job satisfaction exists at various levels among teachers judging from their level of motivation and commitment to duties. While some teachers work under certain condition of service that are conducive and labour friendly, others do not. Cases of lateness to duty, absenteeism, agitations, compulsory withdrawal from service and hostile relationship towards students are some of the observable outcome of low job satisfaction. When the expectation of a teacher from its employer decline, students' academic work also decline because teacher will show little or no commitment to work.

It is true that teachers have varying level of job satisfaction in their teaching job; this is likely that the management strategies adopted by the principal may positively or negatively influence job satisfaction. The problem of the study therefore is: does principals' management strategies influence job satisfaction among the teachers of public secondary schools in Port Harcourt metropolis? This is the problem addressed by the present investigation.

Purpose / Objective of the Study

The purpose of this study was to investigate the influence of principals' management strategies on teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State. Specifically, the objectives of the study were to:

- (i) Determine the ways principals' supervisory strategy influences teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.
- (ii) Find the ways principals' of teamwork strategy influences teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

Research Questions

- (i) In what ways do principals' supervisory strategies influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State?
- (ii) In what ways do principals' use of teamwork strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State?

Hypotheses

- Ho₁: There is no significant difference between the mean ratings of principals and teachers on the ways principals' supervisory strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.
- Ho₂: There is no significant difference between the mean ratings of principals and teachers on the ways principals' use of teamwork strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

Significance of the Study

The findings of this study would be immense importance to government, legislators, supervisors, principals and researchers. It would provide supervisors and principals of secondary schools with useful insight on the contributions of principals' management strategies to teacher job satisfaction towards attainment of quality education and service delivery. It will enlighten government and legislators on the position of management strategies adopted by principals on teachers job satisfaction. It would provide useful source of literature for further studies and review to scholars and researchers in the field of education.

Scope of the Study

The geographical scope of this study covered public senior secondary schools in Port Harcourt metropolis restricted to Obio/Akpor and Port Harcourt Local Government Areas of Rivers State. In terms of content, the study covered two aspects of principals' management strategies namely supervision and teamwork, and how they influence teachers' job satisfaction.

METHODOLOGY

The study adopted a descriptive survey research design with a population of 35 principals and 1,954 teachers. The 35 principals were purposively selected to include all members of the population due to its small size, hence no sampling was done. The simple random sampling technique was adopted to obtain the sample size of 196 teachers, representing 10% of the population of teachers. Two researcher questions were answered while two hypotheses were tested at 0.05 level of significance. A validated 18 item self-designed instrument titled: “Influence of Principals’ Management Strategies in Teachers’ Job Satisfaction Questionnaire (IPMSTJSQ)” was used for data collection. The questionnaire was designed using four point modified Likert rating scale response pattern of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. The reliability of the questionnaire was determined through test-retest. The responses were collated and analysed using pearson product moment correlation coefficient that yielded a reliability index of 0.80. 231 copies of questionnaire were administered but only 229 copies were correctly filled and retrieved, representing 99.1% retrieved rate. Data collected were analyzed using mean and standard deviation to answer the researcher questions while z-test was used to test the hypotheses. A weighted mean score of $2.50 (4 + 3 + 2 + 1 = \frac{10}{4} = 2.50)$ served as the criterion mean. Mean score of 2.50 and above depict ‘Agree’ while those below depict ‘Disagree’. When the calculated z-value was less than the critical z-value of 1.96, the hypothesis was accepted. When the calculated z-value was greater than the critical z-value of 1.96, the hypothesis was rejected.

RESULTS

Research Question 1:

In what ways do principals’ supervisory strategies influence teachers’ job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State?

Table 1: Ways Principals’ Supervisory Strategy Influence Teachers’ Job Satisfaction in Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State.

S/N	Questionnaire	Principals N= 35		Teachers N = 194		Mean Set $\frac{\bar{X}_p + \bar{X}_T}{2}$	Remarks
		\bar{X}_p	SD_p	\bar{X}_T	SD_T		
1.	Through supervision teachers are motivated towards performing their duties optimally in terms of achievement of stated aims and objectives of the school.	3.29	0.89	2.93	1.03	3.11	Agreed
2.	Through supervision teachers are assisted to solve their instructional problems so that students can benefit maximally from classroom activities.	2.94	1.08	2.70	1.05	2.82	Agreed
3.	Through supervision teachers are made aware of various resources that can help improve their teaching functions.	3.03	1.04	2.57	1.08	2.80	Agreed
4.	Through supervision teachers are helped to evolve various approaches of learning.	2.91	1.07	2.54	1.08	2.73	Agreed
5.	Through supervision teachers are helped to evolve an ideal classroom climate suitable for the learning process.	3.20	0.90	2.56	1.08	2.88	Agreed

6.	Through supervision teachers grow professionally, interact and gain greater knowledge.	3.06	0.97	2.64	1.12	2.85	Agreed
7.	Through supervision teachers are helped to isolate areas of strength that require further development.	2.91	1.01	2.59	1.05	2.75	Agreed
8.	Through supervision teachers are helped to discover areas of improvisation in order to facilitate good teaching.	2.74	1.04	2.59	1.07	2.67	agreed
9.	Through supervision teachers are helped to discover areas of weakness that require immediate correction for job satisfaction.	2.94	1.08	2.61	1.08	2.78	Agreed
Aggregate mean and standard deviation		3.00	1.01	2.64	1.07	2.82	

The data on Table 1 showed that items 1, 2, 3, 4, 5, 6, 7, 8, and 9 have weighted mean scores (3.11, 2.82, 2.80, 2.73, 2.88, 2.75, 2.67, 2.78) above the criterion mean of 2.50 and were agreed by principals and teachers as the ways principals' supervisory strategy influences teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State. With an aggregate weighted mean set of 2.82, it was evident that principals and teachers agreed that all the items are ways principals' supervisory strategy influences teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

Research Question 2:

In what ways do principals' uses of teamwork strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State?

Table 2: Ways Principals' use of Teamwork Strategy Influences Teachers' Job Satisfaction in Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State?

S/N	Questionnaire	Principals N= 35		Teachers N = 194		Mean Set $\frac{\bar{X}_p + \bar{X}_T}{2}$	Remarks
		\bar{X}_p	SD_p	\bar{X}_T	SD_T		
10.	Teachers build good communication network that helps in the improvement of the school.	2.77	1.00	2.87	0.98	2.79	Agreed
11.	The general morale among teachers is improved as they are motivated to work together.	2.89	1.08	2.71	1.13	2.80	agreed
12.	Teachers are motivated to vigorously pursue the goals of the school as they speak with one voice.	2.97	1.07	2.65	1.12	2.81	Agreed
13.	Teachers are given the opportunity to brainstorm as every member is involved in problems solving.	2.94	1.03	2.59	1.11	2.77	Agreed

14.	Teachers are enabled to generate large number of ideas quickly.	2.83	1.04	2.64	1.19	2.74	Agreed
15.	Teachers are given a sense of belonging as they plan and execute projects freely.	2.86	1.06	2.65	1.09	2.76	Agreed
16.	Teachers are given the opportunity to participate in decision making as their views concerning the welfare of the school is sought.	3.09	0.98	2.57	1.03	2.83	Agreed
17.	Teachers maintain free flow of information in the school without interference.	2.83	1.07	2.95	1.00	2.89	Agreed
18.	Teachers are motivated to perform their duties in an atmosphere devoid of crisis.	2.94	1.03	2.72	1.11	2.83	Agreed
Aggregate mean and standard deviation		2.90	1.04	2.71	1.08	2.80	

The data on Table 2 showed that the items with serial number 10, 11, 12, 13, 14, 15, 16, 17, and 18 have weighted mean scores (2.79, 2.80, 2.81, 2.77, 2.74, 2.76, 2.89, 2.83) above the criterion mean of 2.50 and were agreed by principals and teachers as the ways principals' use team work influence teachers' job satisfaction. With an aggregate mean set of 2.80, it was evident that principals and teachers agreed that all the items are ways principals use of teamwork strategy influences teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

Hypothesis 1

There is no significant difference between the mean ratings of principals and teachers on the ways principals' supervisory strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

Table 3: Z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the Ways Principals' Supervisory Strategy Influences Teachers' Job Satisfaction in Port Harcourt metropolis, Rivers State.

Respondents	N	\bar{X}	SD	DF	Level of sign.	Z-cal.	Z-crit.	Decision
Principals	35	3.00	1.01	192	0.05	1.92	1.96	Ho ₁
Teachers	194	2.64	1.07					Accepted

Table 3 showed a summary of mean, standard deviation and z-test of difference between principals and teachers on the ways principals' supervisory strategy influence teachers' job satisfaction. The z-test statistics calculated and used in testing the hypothesis stood at 1.92 while the critical z-value stood at 1.96, using 192 degree of freedom at 0.05 level of significance. Since the calculated z-value was less than the critical z-value, the researcher therefore, accepted the null hypothesis of no significant difference between the mean ratings of principals and teachers on the ways principals' supervisory

strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

Hypothesis 2

Ho₂: There is no significant difference between the mean ratings of principals and teachers on the ways principals' use of teamwork strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

Table 4: Z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the Ways Principals' Use of Teamwork Strategy Influences Teachers' Job Satisfaction in Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State.

Respondents	N	\bar{X}	SD	DF	Level of sign.	Z-cal.	Z-crit.	Decision
Principals	35	2.90	1.04	192	0.05	0.99	1.96	Ho ₂
Teachers	194	2.71	1.08					Accepted

Table 4 showed a summary of mean, standard deviation and z-test of difference between principals and teachers on the ways principals' use of teamwork strategy influence teachers' job satisfaction. The z-test statistics calculated and used in testing the hypothesis stood at 0.99 while the critical z-value stood at 1.96, using 192 degree of freedom at 0.05 level of significance since the calculated z-value was less than the critical z-value, the researcher therefore, accepted the null hypothesis of no significant difference between the mean ratings of principals and teachers on the ways principals' use of teamwork strategy influence teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State.

DISCUSSION OF FINDINGS

On the ways principals' supervisory strategy influence teachers' job satisfaction, this study discovered in its findings that teachers are motivated towards performing their duties optimally in terms of achievement of stated aims and objectives of the school; teachers are assisted to solve their instructional problems so that students can benefit maximally from classroom activities; and teachers are made aware of various resources that can help improve their teaching functions. These findings are in tandem with Olele's (2009) assertion that supervision deals with the set of activities which are carried out with the basic aim of sensitizing, mobilizing and motivating staff in school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system. In agreement, Igwe (2005) avers that the supervision of instruction is to oversee the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities. In support of Olele (2009) and Igwe (2005), Okoroma (2007) opined that supervision helps to bring to awareness of teachers various resources that can help improve their teaching functions. Such educational resources include audio-visual aids like films, maps, charts, records, tapes, radio and television programmes.

The findings of this study further revealed that teachers are helped to evolve various approaches of teaching; teachers are helped to evolve an ideal classroom climate suitable for the learning process; teachers grow professionally through interaction and greater knowledge gained. In collaboration with these findings is Okoroma (2007) who asserted that supervision help teachers to identify their problems in class and sought solutions to them through discussion and interactions. Supervisors also help teachers evolve various approaches and techniques of teaching, and a more ideal classroom climate and environment suitable for the learning process, and to interpret matters about the curriculum. In agreement with Okoroma, Oluwuo and Agabi (2014) highlighted that the supervisor corrects and advises the supervisee. Such corrections and advice are done through friendly interaction which enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promote personal growth.

The findings of this study also revealed that teachers are helped to isolate areas of strength that require further development; teachers are helped to discover areas of improvisation in order to facilitate good teaching; and teachers are helped to discover areas of weakness that require immediate correction for

job satisfaction. These findings are in line with the views of Leigha (2010) who identified the basis for teacher supervision to include to achieve improvement of the teaching and learning process for the mutual benefit of both teachers and their students, help in isolating areas of strength of the teachers that require further development and weakness and how such area could be overcome, and to help teacher self-discovery especially in the area of improvisation and the use of modern teaching skills and improved strategies in order to facilitate good teaching.

On the ways principals' use of teamwork strategy influence teachers' job satisfaction, the findings of this study discovered that teachers build good communication network that helps in the improvement of the school; the general morale among teachers is improved as they are motivated to work together; and teachers are motivated to vigorously pursue the goals of the school as they speak with one voice. These findings are in tandem with the perception of Obasi and Asodike (2007) who averred that teamwork is a fresh approach a manager explores to motivate his staff and bring about invaluable improvement to the general morale among staff. Agreeing with Obasi and Asodike, Oakland in Sallis (2002) affirmed that it helps in building trust, independence in the staff and also build good communication network which when managed helps in the improvement of any institution. Obasi and Asodike (2007) further averred that with teamwork, the goals of the organization is pursued vigorously and achieved. This is because if some staff members are not encouraged like others, while the motivated ones are working, the unmotivated ones will just sit on the fence and watch unconcerned.

The findings of the study further revealed that teachers are given the opportunity to brainstorm as every member is involved in problem solving; teachers are enabled to generate large number of ideas quickly; and the teachers are given opportunity to participate in decision making as their views concerning the welfare of the school is sought. In collaboration with these findings is Oakland in Sallis (2002) who asserted that teamwork gives room for brainstorming. Brainstorming is a very good human resources management strategy in the hands of a good principal. It is a very good way to involve every member of the school community in problem solving. It is a technique to generate a large number of ideas quickly. The beauty of brainstorming is that it draws out many ideas, within a short time from team members. Agreeing with the assertions of Oakland Oliobi (2014) affirmed that employees who are participating in the decision making process (especially as it pertains to controlling their own job) tend to be more satisfied and more committed.

The findings of this study also revealed that teachers maintain from flow of information in the school without interference; and teachers are motivated to perform their duties in an atmosphere devoid of crisis. These findings are in line with the understanding of Francisco (2014) who averred that teamwork allows for free flow of communication within workers without interference from their leaders. Information are freely shared as the principal in the school maintains good human relationship and regards human beings as most important asset of the school. In support Abali and Asodike (2014) opined that through teamwork, teachers and other staff of the school are motivated to perform their duties in an atmosphere that is devoid of crisis.

The findings of the study revealed in Table 3 and 4 that there were no significant differences in the mean ratings of principals and teachers on the ways principals' supervisory strategy and principals' use of teamwork strategy influences teachers' job satisfaction in public senior secondary schools in Port Harcourt metropolis, Rivers State. The absence of significant differences in the principals' and teachers' ratings are attributable to the lack of contradictions of the principals' and teachers' vision and attitude.

CONCLUSION

In the contemporary period, varied management strategies have been employed by principals to enhance teachers' job satisfaction. Amongst such management strategies employed by principals are supervisory and teamwork strategies. Teachers are helped to discovered areas of weakness that require immediate correction for job satisfaction through staff supervision and the general morale among teachers is improved as they are motivated to work together through teamwork. Principals' management strategies when effectively applied influences teachers' job satisfaction in secondary schools.

RECOMMENDATIONS

1. Secondary schools principals should ensure that teachers are effectively supervised in order to discover in time areas of weakness that require immediately attention.
2. School administrators should create and maintain good organizational climate for teamwork in order to motivate teachers to work together and improve their morale in the job.
3. Principals should have a critical examination of the forms of management strategies they should introduce in order to enhance the job satisfaction of teachers in secondary schools.

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