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TABLE OF CONTENTS

	Page
Title Page	i
Editor's Note	iv
List Of Contributors	iii
Table Of Contents	
Managerial Competencies And Senior Secondary School Teachers' Effectiveness In Computer Studies Teaching In Ibadan Metropolitan Secondary Schools, Oyo State, Nigeria. Isah Emmanuel .A. and Ajamobe, John .O.	1
Teachers' Job Satisfaction As A Correlate Of Students' Academic Performance In Lagos State Public Senior Secondary Schools. Oyeyemi Kayode And Akinyemi, Isiaka Adeniran	16
Investigation Into The Implementation Of Free Universal Basic Education Programme In Oyo South Senatorial District. Dr. Olayemi J. Abiodun-oyebanji & Ajibola Isaac Akintayo	27
Dropout In Secondary Schools In Lagos State: An Analytical Study Of Its Predictors Akinyemi, Samuel & Ofem, Igot B.	49
Budget Planning Techniques And The Annual Plans Of Colleges Of Education In Nigeria Ishola, Olayinka S. And Adedeji, S.O.	63
Community Participation In Security Matters: A Case Study Of Ibadan South East Local Government Area Of Oyo State. Adedokun, Mary Olufunke, Ph.D.	77
An Overview Of Academic Culture In Nigerian Universities. Lydia A. Wilcox & daisy I. Dimkpa, Ph.D.	96

Skill Acquisition As A Tool For Improving Self Dependency Amongst Secondary School Students In Lagos State. Oguntuga Adeyinka Adebisi And Grace Okaimaoshun, Ph.D.	113
Effects Of Voter Education Programme On Electorates' Knowledge to Voting In Anambra State, Nigeria Etobro, A. Benjamin Ph.D. And Dr Modupe M. Osokoya	135
Girls Perception Of Factors Influencing The Girl-child Education In Sokoto Metropolis Secondary Schools, Nigeria. Dr Airat A.Sulaiman, And Sirajo Aliyu Sanusi	155
Builtphysical Recreation Environment in promoting active Lifestyle, Health And Community cohesiveness:a Critical Review Analysis. Dr. N.A. Setonji And Dr. P.A. Lyoka	172
Managerial Basis For Maximizing Productivity Among Athletes And Dr R.A. Moronfolu	192
Preventive Health Practices In An Ebola Virus Disease Free Period. Adenrele Haastrup, Ph.D.	210

**MANAGERIAL COMPETENCIES AND TEACHERS'
EFFECTIVENESS IN COMPUTER STUDIES TEACHING IN
IBADAN METROPOLITAN SECONDARY SCHOOLS, OYO
STATE, NIGERIA**

BY

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Abstract

This study investigated managerial competencies of public secondary schools computer studies teachers in Ibadan metropolis of Oyo state, Nigeria. The descriptive survey research design of the ex-post facto type was adopted using the multi-stage sampling procedure to select one hundred and eighty-five (185) senior secondary school students and computer studies teachers in thirty-seven (37) secondary schools within Ibadan metropolis of Oyo State. Two researcher designed questionnaires titled "Computer Teachers Managerial Competencies Questionnaire (CTMCQ) 1 and 2" were used to gather data. The instruments were divided into three sections each. The validity of each instrument was ensured by experts in the Department of Educational Management, University of Ibadan, while the reliability of the instrument was established through a trial test that adopted the Crombach Alpha statistic with the split half method. The reliability coefficient of "r" = 0.710 was obtained. The data collected were analyzed using, simple descriptive statistics as frequency counts, percentages, mean, standard deviation and Pearson's Product-Moment Correlation infrential statistics. The hypothesis formulated for the study was tested and the result found significant $r=0.059; p<0.05$. The study affirmed that a positive correlation exists between managerial competencies and teachers' effectiveness in computer studies teaching in secondary school in Ibadan, metropolis, Oyo State, Nigeria. The study recommended that ICT teachers especially those with ten years and above work experience should be retrained so as to ensure effective ICT teaching in our educational system.

Key Words: ICT skills, Effective teaching, Teachers' effectiveness and Computer studies.

Word Count: 224

Introduction

The success or failure of any nation depends largely on the quality of its educational system and teachers (FRN, 2004; Akinpelu, 2005). In Nigeria, the attention paid to teaching at all levels appears to negate the importance of teacher education as a tool for national development. In a study, Lassa (1998) explained that education is the key to national development and only teachers hold that key. All educational enterprises revolve around teachers. Ukeje (2007) noted that education is so powerful that it can "heal and kill", build or tear apart; lift up or impoverish. Ukeje (2007) however noted that much depends on the type of education and particularly the teacher who forms the hub of the educational process. It is therefore expected that only the intellectually promising, morally stable and qualified are needed in teaching.

Incorporating personal and professional characteristics into the classroom is a pointer to an effective teacher (Jumani, 2007). Teachers have been shown to have an important influence on students' academic achievement and also play crucial roles in educational attainment of students because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Competencies, or habitual patterns of behaving and thinking, enable teachers to use their content knowledge and instructional skills to improve effectiveness. Common sense suggests that subject matter, content knowledge and instructional skills are important to solid teacher performance.

Hellriegel (2008) stated that managerial competencies are sets of knowledge, skills, behaviours and attitudes that contribute to personal effectiveness. This is supported by Henderson (2000) that saw competency as a combination of knowledge and skills required to successfully perform an assignment. Managerial competencies identification and development are important tools that can determine the extent to which teachers at the secondary school level can achieve the main objective of the inclusion of

computer studies into the secondary school curriculum by the Ministry of Education (Omosowo and Akanmu, 2013). It is therefore paramount that effective teachers must identify their managerial competencies as well as develop those competencies. Boyatzis (1982) and Klemp (1980), described managerial competence as an underlying characteristic of a person which results in effective and superior performance in a job. Bratton (1998) described competence as any knowledge, skill, trait, motive, attitude, value, or other personal characteristic essential to perform a job.

Teachers' teaching effectiveness includes two concepts: teachers' self-effectiveness and teachers' teaching. Teachers' self-effectiveness is a sense of teachers subjectively evaluating their own teaching abilities with influences on students' learning effects and expecting students to reach certain goals (Feng, 2000). Teachers' effective teaching is described as teachers making use of their knowledge and abilities at work, being particular about teaching methods, getting familiar with teaching materials, encouraging students, creating a fine learning environment and atmosphere, and helping students to achieve performance excellence in their studies (Lin, 2001; Korthagen, 2004; Borich, 1994).

According to Pelgrum (2001), the success of educational innovations depends largely on the skills and knowledge of teachers. Pelgrum (2001) study observed that teachers' lack of knowledge and skills is the second most inhibiting obstacle to the use of computers in schools (Pelgrum and Law, 2003). Similarly, in the United States of America, Knezek and Christensen (2000) hypothesized that high levels of (attitude), skills and knowledge (proficiency), tools (level of access) could produce higher levels of technology integration that will reflect on students achievements positively. The model postulated that educators with higher levels of skills, knowledge and tools can exhibit higher levels of technology integration in the classroom. Therefore, teachers should develop their competencies based on the goals they want to accomplish and in this case it is ICT.

Research offers a plethora of descriptions of teacher effectiveness. Clark (1993) explained that teacher effectiveness involves a teacher that can increase student knowledge. Vogt (1984) related effective teaching to ability

to provide instructions to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. Collins (1990). working with the Teacher Assessment Project (TAP). established five criteria for an effective teacher that included: commitment to students and learning, mastery of subject matter, responsibility in managing students, thinking systematically about own practice, and being members of a learning community. Moon, Mayes and Hutchinson (2004) indicated that there are three main factors within teachers' control that significantly influence student achievement: professional characteristics, teaching skills and classroom climate.

In recent years, the Federal Ministry of Education, due to the importance of ICT globally and the wish for Nigeria to join the league of ICT and the developed nations, introduced ICT as an examinable school subject at the basic education and senior secondary school levels in Nigeria. The preparedness for a major educational policy whose antecedence are well known stares us in the face as described by Osokoya (2003). This study investigated the preparedness of Nigeria for this new scheme using secondary schools in Ibadan municipality as a study.

This study investigated the relationship that exists between managerial competencies of computer studies teachers and their effectiveness in public senior secondary schools in Ibadan metropolis of Oyo State. This is done to ensure that quacks are not brought into the school system as the teachers of our children. Furthermore, a situation in which the absence of core competencies that will enhance teacher performance are absent leading to poor teacher productivity forms the crux and inspiration for this study.

Statement of the Problem

Policy makers in recent times have advocated that a passing score on a test of subject matter knowledge and a background check are all that is needed to become an effective teacher. Moreover, scholars have embraced approaches that permit teachers with no managerial competencies to be classified as highly qualified. This may be applicable to other subjects but the reverse

is the case in computer studies teaching as it is expected of a computer studies teacher to be competent in content knowledge, subject matter to be taught (computer studies) and managerial competencies (such as knowledge in basic computer operations and issues, use of application software, internet resources and the peripherals of ICT equipment) in how to teach that subject (computer studies). Common sense tells us that subject matter knowledge is necessary for effective teaching while managerial competence in how to teach is a must. The core challenge in the Nigerian educational system is that despite advancement in knowledge and skills, majority of teachers still rely on mechanized methods of imparting knowledge such as bullying, flogging, and so on, that limit their effectiveness in inculcating values in the lives of students. This study investigated managerial competencies and secondary school teachers effectiveness in computer studies in Ibadan metropolis of Oyo State, Nigeria. The study notes that absence of skills in imparting knowledge to students will negate the objectives of the Federal Government of Nigeria (FGN) on the introduction of ICT to secondary schools. The study, apart from finding out the level of preparedness of teachers in terms of competence, also established the relationship between ICT and teacher effectiveness and their managerial skills.

Research Questions

These research questions have been generated to guide this study:

1. What is the level of managerial competencies (knowledge in basic computer operations and issues, use of application software, internet resources and peripheral ICT equipment, etc.) of computer studies teachers in Ibadan metropolitan secondary schools?
2. What is the method of professional development (attending seminars, conferences or workshops, training, etc.) preferred by computer studies teachers in Ibadan metropolitan secondary schools?

Hypothesis

This research hypothesis was formulated to guide this study:

H_{01} : There is no significant relationship between computer teachers'

managerial competencies and their effectiveness in the teaching of computer studies in Ibadan metropolitan senior secondary schools of Oyo State

Methodology

This study was conducted 'ex post facto' and made use of descriptive survey research design. This design was adopted because the variables investigated could be manipulated by the investigator as the events had occurred. The population of this study was the entire public secondary schools in Ibadan metropolis of Oyo State consisting of computer studies teachers and their students. Total public schools in the area of study were thirty-six (36), twenty-eight (28), thirteen (13), twenty-seven (27) and twenty-nine (29) for Ibadan North, Ibadan North-East, Ibadan North-West, Ibadan South-East and Ibadan South-West respectively giving a total of one hundred and thirty-three (133) senior secondary schools in the five Local Government Areas (LGAs) that constitute the metropolis (see Table 1).

Table 1: Demographic Information of Ibadan Metropolitan Secondary Schools.

LGAs	Number of Schools	Number of Students	Number of Teachers		
			Male	Female	Total
Ibadan North	36	38,225	577	1,033	1,675
Ibadan North- East	28	28,124	635	395	1,030
Ibadan North-West	13	10,353	164	206	370
Ibadan South-East	27	39,476	698	413	1,111
Ibadan South-West	29	27,514	660	416	1,076
Total	133	143,692	2,734	2,463	5,262

Source: Oyo State Post Primary Schools Teaching Service Commission "TESCOM" (April, 2014)

The study adopted the multi-stage sampling procedure in selecting its respondents. First, it extracted five (5) LGAs that constituted the metropolis namely: Ibadan North, Ibadan North-East, Ibadan South-East, Ibadan South-West and Ibadan North-West as primary sampling with the total number of 133 public senior secondary schools. Three (3) Local Government Areas (LGAs) namely, Ibadan North, South-West and South-East were randomly selected and giving rise to ninety-two (92) schools. A sample of 40% was

purposively adopted that gave a study sample of 37 schools. A purposive sample of 5 students per school was adopted that gave rise to a total of 222 respondents (See Table 2).

Table 2: Sample selection by LGAs

LGAs	Total Number of Schools	No of Selected Schools	Number of Student Sampled 5 per School	Computer Studies Teachers in Sampled Schools	Total
Ibadan North	36	14	70	14	84
Ibadan South-West	29	12	60	12	72
Ibadan South-East	27	11	55	11	66
Total	92	37	185	37	222

Source: Oyo State Ministry of Education, Planning, Research and Statistics Department, Statistics Unit (2014)

Two instruments were used to elicit responses from respondents in this study. Each instrument includes a structured questionnaire designed by the researcher. The questionnaire is titled “Computer Teachers Managerial Competence Descriptive Questionnaire” (CTMCDQ) 1 and 2. CTMCQ 1 was designed to elicit response from computer studies teachers, while CTMCDQ 2 elicited responses from students. To ensure the validity of each research instrument, it was subjected to face and content validity types by experts in test construction in the Faculty of Education, University of Ibadan. Further to this, the instrument’s reliability and consistency was established through a trial test on similar subjects outside the target population using test re-test method that yield a reliability $r' = 0.710$ which was considered high and reliable for the study. All modifications to the instrument were effected before administration. The data collected for the study were collated and analyzed using descriptive statistics as mean, percentage and standard deviation for the research questions and Pearsons Product-Moment Correlation (PPMC) to test the hypothesis at $p < 0.05$ level of significance.

Results and Findings

Research Question 1

What is the level of managerial competencies (knowledge in basic computer operation and issues, use of application software, internet resources and peripheral ICT equipment. etc.) of computer studies teachers in Ibadan metropolitan secondary schools?

Table 3: Analysis of the Level of Managerial Competences of Computer Studies Teachers in Ibadan Metropolis Secondary Schools

S/N	Items	1		2		3		4		5		Mean	SD	Remarks
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%			
1	Connect computer components, configure peripherals and install drivers where required	4	100	2	5.0	8	20.0	14	35.0	12	30.0	3.70	1.244	Medium
2	Configure computer setting of various software, hardware	4	100	6	15.0	3	7.5	18	45.0	9	22.5	3.55	1.280	Medium
3	Organize and manage computer files, folders and directories	3	7.5	5	0	4	10.0	10	25.0	18	45.0	3.87	1.324	Medium
4	Use storage devices like CD, pen drive, memory card	1	2.5	4	12	6	15.0	14	35.0	15	37.5	3.95	1.085	Medium
5	Use word processor to enter, edit text and images	1	2.5	5	5	3	7.5	19	47.5	12	30	3.90	1.057	Medium
6	Format text, control margins, layouts and use Tables	1	2.5	4	10.0	6	15.0	12	30.0	17	42.5	4.00	1.109	High

rated 'good' **Key: 1 = No Capability; 2 = Low Capability; 3 = Fair; 4 = Good; 5 = Excellent; 3.0 – 3.4 = Low; 3.5 – 3.9 = Medium; 4.0 – 4.4 = High**

Table 3 reveals the level of managerial competencies of computer studies teachers in public secondary schools in Ibadan metropolis. Thirty percent of respondents rated excellent as their level of managerial competencies by responding to properly connecting main components, configuring peripherals and installation of drivers where required with a mean and standard deviation of 3.70 and 1.244 respectively. Forty five percent of respondents rated 'good' as their level of managerial competencies by responding to configuring computer software of various software and hardware with a mean and standard deviation of 3.55 and 1.280 respectively. Forty-five percent of respondents rated excellent as their level of managerial competencies by responding to organizing and managing computer files, folders and directories with a mean and standard deviation of 3.87 and 1.324 respectively. Thirty- seven and a half percent of respondents rated 'excellent' as their level of managerial competencies by responding to usage of storage devices with a mean and standard deviation of 3.95 and 1.085 respectively. Forty-seven and a half percent of respondents related 'excellence' as their level of managerial competencies by responding to usage of word processor to enter and edit text and images with a mean and standard deviation of 3.90 and 1.057 respectively and finally, forty- two percent of respondents rated 'excellent' as their level of managerial competencies by responding to formatting text, control margins, layout and tables with a mean and standard deviation of 4.00 and 1.109 respectively. The results therefore signify that the managerial competencies level of respondents sampled for the study are 13% for excellent, 68% for good, 8% for fair, 7% for low capability and 4% for no capability. It therefore signifies that a majority of computer studies teachers in Ibadan metropolis have good level of managerial competence in teaching computer studies.

Research Question 2

What is the method of professional development (attending seminars, conferences or workshops, training, etc.) preferred by computer studies

Table 4: Analysis of the Method of Professional Development Prefer by Computer Studies Teachers in Ibadan Metropolis Secondary Schools

Item	Content	1		2		3		4		Mean	Standard Deviation	Remark
		Freq	%	Freq	%	Freq	%	freq	%			
1	Attending seminars, conference or workshop	25	62.5	7	17.5	4	10.0	4	10.0	1.68	1.023	Medium
2	On – the – job training	13	32.5	11	27.5	7	17.5	9	22.5	2.30	1.159	High
3	Reading printed materials such as journals, etc.	12	30.0	7	17.5	9	22.5	12	30.0	2.52	1.219	High
4	In – service education	12	30.0	9	22.5	7	17.5	12	30.0	2.48	1.219	High

Key: 1 = Most Prefer Method; 2 = Prefer Method; 3 = Rarely Prefer Method; 4 = Least Prefer Method ; 1.0 – 1.4 = Low; 1.5 – 1.9 = Medium; 2.0 – 2.4 = High

Table 4 shows the method of professional development preferred by computer studies teachers in Ibadan metropolis secondary schools. Sixty two and half percent of respondents mostly preferred attending seminars, conferences or workshops for their professional development with a mean and standard deviation of 1.68 and 1.023 respectively. Thirteen percent of respondents preferred on- the – job training for their professional development with a mean and standard deviation of 2.30 and 1.159 respectively. Twelve percent of respondents preferred reading printed materials such as journals, etc for their professional development with a mean and standard deviation of 2.52 and 1.219 respectively and finally, twelve percent of respondents preferred in – service education for their professional development with a mean and standard deviation of 2.48 and 1.219 respectively. The result therefore signifies that majority of the respondents sampled for the study mostly preferred attending seminars, conferences or workshops then followed by on – the – job training. Also, a few of the respondents showed indifference between reading printed materials and in – service education as the most preferred method for professional development.

Hypothesis 1

There is no significant relationship between computer teachers' managerial competencies and their effectiveness in teaching of computer studies in Ibadan metropolitan senior secondary schools of Oyo State.

Table 5: Relationship between Managerial Competence and Teacher Effectiveness

Variable	N	Mean	Std deviation	df	R	Sig. (2-tailed)	P	Remark
Managerial competencies	40	56.4500	14.50544	229	0.059	0.717	0.05	Not significant
Teachers effectiveness	191	42.1257	8.75544					

$p > 0.05$

As indicated in Table 5, the r-value (0.059) implies that a positive correlation (a low correlation) existed between managerial competencies and teachers' effectiveness. The result further indicated that the mean for managerial competencies is 56.4500, for teachers' effectiveness is 42.1257, the standard deviation for managerial competencies is 14.50544 and the standard deviation for teachers' effectiveness is 8.75544. Table 5 shows that r-value of 0.059 at degree of freedom of 229 was not significant. With $r = 0.059$ and $p = 0.717$; 0.05 , the test accepted the null hypothesis which indicated that a positive correlation existed between managerial competencies and teachers effectiveness but the relationship was not statistically significant. Perhaps, it could be that teachers with work experience of ten years and above were not advancing in modern technology and competencies in ICT usage compared to those below ten years work experience. The test accepted the null hypothesis indicating that there was no significant relationship between managerial competencies of computer studies teachers and their effectiveness in the teaching of computer studies, hence the alternative hypothesis was rejected.

Discussion of Findings

The problem of teacher effectiveness has been a phenomenon among Africa countries, especially in Nigeria in which majority of the teachers still rely on mechanized traditional methods of teaching such as bullying, punishing of students with hard labour, flogging, and so on that limit their effectiveness despite advancements in knowledge and competencies. This study therefore examined teachers' managerial competencies and effectiveness in computer studies teaching.

Teachers' managerial competencies in computer studies teaching include their ability to use knowledge and skills in a wide variety of technology-related tools and their application to classroom teaching and to the totality of teaching-learning processes in general. From Table 5, an average computer studies teacher had managerial competencies of 56.4500 as the mean as well as an effectiveness value in computer studies teaching of $\bar{X} = 42.1257$. The standard deviation for managerial competencies was 14.50544 while for teachers effectiveness it was 8.75544. It could be recognized from Table 5 that $r = 0.059$ at degree of freedom of 229 was not significant but there was a positive correlation between the two variables. With $r = 0.059$ and $p = 0.717$; 0.05 level of significance, the test accepted the null hypothesis indicating that there was a positive correlation between managerial competencies of computer studies teachers and their effectiveness in the teaching of computer studies which was not statistically significant.

The implication of this analysis is that, teachers' managerial competencies have no clear relationship with their effectiveness in computer studies. This conclusion is in agreement with the study of Ibukun (2003) who affirmed that there was no amount of capital injection into an educational system without a change of attitude, better skill acquisition and overt commitment on the part of the teaching force that can produce the much-desired change in their effectiveness in class.

This result on the other hand, is in confirmation with Yusuf and Balogun (2011) who explored the influence of teachers' effectiveness towards their managerial competencies in classrooms. They opined in their study that no significant relationship was established between the managerial competencies of student – teachers and their effectiveness which is in agreement with this study.

Conclusion

The study established that teachers' managerial competencies have positive correlation with their effectiveness in computer studies teaching which is not statistically significant. This means that there is no significant positive relationship between teachers' effectiveness and managerial competencies. It was also established that despite the insignificant relationship between managerial competencies and teachers' effectiveness, there is a significant difference in teachers' effectiveness among sampled secondary schools. This difference can be attributed to differing personal and professional characteristics of teachers and some socio-economic factors.

Recommendations

With reference to the findings and conclusions of this study, the following recommendations would be of great importance on how to improve the effectiveness of computer studies teaching in Nigeria's educational system.

One of the many problems facing teachers' effectiveness in computer studies include limited or no infrastructural ICT facilities in schools, difficulties in infusing usage of internet in the classroom and also lack of appropriate teacher development. It is very important that these problems are addressed since it is the teachers that would produce highly placed citizens in the society. Also, provision should be made to schools and all classrooms should be equipped with necessary infrastructure. All teachers especially computer studies teachers should be provided with access to computer systems with internet facilities. Furthermore, there should be a proper mechanism for professional development of computer studies teachers through seminars, conferences or workshops as observed to be the most preferred method for professional development in this study.

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