

Educational Policy Implementation and Secondary School Teachers' Job Delivery in Southern Senatorial District of Cross River State Nigeria

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Abstract

The study investigated educational policy implementation and secondary school teachers' job delivery in Southern Senatorial District of Cross River State, Nigeria. The Correlational research design was adopted for the study. The population of the study consisted of all the 2053 teachers in all the 95 secondary schools in Southern Senatorial District of Cross River State. Simple random sampling was used to select 24 schools, while Taro Yamane sampling was used to select 335 teachers as sample for the study. The instrument used for data collection was two researcher-designed questionnaires tagged "Educational Policy and Teachers' job delivery Questionnaire (EPTJDQ) and Teachers' Job Delivery Questionnaire. The face and content validity of the instrument was established using two experts from Faculty of Education, University of Calabar. The reliability of the instrument was ascertained using cronbach alpha method, with a reliability coefficient of 0.76 and 0.79 deemed to be reliable for the study. Mean and standard deviation was used to answer the research questions, while Pearson Product Moment Correlation Coefficient (PPMC) was used to test all the null hypothesis at 0.05 level of significance. Findings of the study revealed that orientation policy and promotion policy all had significant and positive relationship with secondary school teachers' job delivery in Southern Senatorial District of Cross River State. The study therefore recommended among others that Nigerian government should work hand in hand with experts in the formulation and analysis of educational policies to reassess past and current factors that constrain effective education policy implementation especially as it affects teachers' promotion.

Keywords: educational policy, Impact, Implementation, Teachers' job delivery

Introduction

The importance of education to the general well-being of mankind cannot be overemphasized. The relationship between education and development has been established, such that education is now internationally accepted as a key development index United Nations Development Program (UNDP, 2016). It is in recognition of this importance that the international community and governments all over the world have made commitments for its citizens to have access to education. Okeke (2014) noted that education is an investment in people who are future leaders and plays a critical role in the transformation and empowerment of people of any given country. Education in any given country is usually determined through the formulation and implementation of various policies through which the stated goals of education at various levels can be realized.

Over the years, Nigeria has expressed a commitment to education, with the belief that overcoming illiteracy and ignorance will form a basis for accelerated national development. However, this can never be achieved if appropriate policies are not put in place to effectively direct and control both material and human resources that drive educational operations. Policies according to Nwosu (2010) are rules, principles or guidelines that regulate the performance of organizations. The author

maintained that policies sets out the way things are to be done, creates a framework for performance at work, sets standards for the organization and encourages best practices. It is therefore a course of action adopted by an individual, groups, organizations or governments in order to accomplish stated objectives. Similarly, Udayi, Ndem, Uzu and Ategwu (2023) viewed educational policy as initiatives mostly by governments that determine the direction of an educational system. Educational policies are therefore the principles as well as the collection of laws and rules that govern the operation of an educational system. They set out the road map for the operations of educational systems.

The formulation of each educational policy level sets the stage for its implementation which is even more important than its formulation especially in Nigeria. This has adversely affected the running of programmes in schools and the well-being of most school personnel. Enyiazu (2022) lamented that lack of successful implementation of education policies in Nigeria is majorly caused by insufficient funding, corruption, accountability/governance and lack of continuity of education policies, which has led to the inability to meet desirable educational standards, goals and objectives even in the 21st Century. The author further maintained that unfortunately, educational policies and goal attainment in Nigeria have been irreconcilable due to implementation problems, which have caused significant constraints on the welfare of teachers.

Teachers' job delivery, otherwise known as teachers' job performance according to Nwosu, Ogar and Nwachukwu (2023) refers to the way and manner teachers perform their duties. Nwosu *et al* (2023) further maintained that the issue of teachers' job delivery has been of much concern to all and sundry because the quality of education depends on the teachers as reflected in the performance of their duties. Teachers' job is demonstrated in their ability to carry out effective instructional delivery. Effective job delivery by teachers may be determined by the how their welfare is taken into consideration especially issues regarding their career growth and job requirements. Also, issues bothering on their promotion, orientation programmes, training and retraining are important factors to be considered in teachers' effective job delivery. Inability to put these factors into consideration could manifest in teachers' poor attitude to their jobs such as: lateness to work, poor teaching methodology, poor classroom management, ineffective communication and other assigned responsibilities. According to Mbon, Ukeh, Ategwu and Udayi (2023), inability to meet teachers' job requirements and welfare may be linked to their level of dissatisfaction. On the other hand, teachers with high level of motivation obligate their time, bring innovation, dynamism efforts to work which consequently lead to high productivity (Scott, 2004). Teachers in the study area seem not well motivated as there is noticeable lack of dedication to duty. They do not spend much time for proper teaching of students, nor prepare their lessons well enough to inculcate all necessary skills using adequate methods. Thus, their contributions to the accomplishment of school goals are not very positive, resulting in students not doing well in their examinations. Professional development and good qualification and type of training programmes teachers are subjected to determine their proficiency and performance at work as it has obvious implication in their career progression (promotion). Also the lack of orientation/induction programmes and policy that guides the promotion of teachers in the study area seem to have made teachers in Southern Senatorial District of Cross River State to be underdeveloped, which equally seem to negatively affect their job delivery and consequently, the performance of the students (Echebe & ThankGod, 2015). Teachers like workers in other organizations, need the renewed energy brought about by incentives from time to time to make them perform

effectively. Some of these incentives could come in the form of implementation of promotion policy and orientation policy.

Orientation is the planned introduction of new employees to their jobs, co-workers and culture of an organization (Mathias, cited in Wey-Amaewhule & Udofia, 2022). Orientation is an essential aspect of training where a new recruit (teacher) is introduced to history policies and procedures, rules and regulations of the organization. The orientation process is also seen as socialization process which sets a platform for new teachers to develop the required skills needed for their job and to know the opportunities and incentives that will be offered them. Thus, orientation/induction training is the process of introducing new employees (teachers), to the organization (school), its culture, policies and procedures. Orientation is the process of providing new employees with information about the company, its products, services and the job they will be performing. According to Iyunade (2011), orientation for newly employed teachers play a critical role in the pedagogical content knowledge of teaching. Oluremi (2013) also posited that teachers' orientation serves as conceptual maps that guide teachers' instructional decisions about the organization of curricula, classroom activities, students' assignments, classroom materials and the evaluation of students' learning, thereby shaping the development of teachers.

Teachers' promotion has become one of the vital personnel policies across the school system. Ezugoh and Ofojebe (2010) defined Promotion means a motivational instrument for effective work force performance and retention. Promotion deals with upward reassignment given to an employee in the organization to occupy higher position which command better status and/or pay keeping in view of the human resources of the employees and job requirements. It is the advancement of an employee to a better job in terms of greater responsibilities, more prestige or status, greater skills and increased rate of pay or salary (Pigors & Myers, cited in Mamoria & Rao, 2012). The basic elements of promotion according to Mamoria and Rao (2012) states that school administrators and other stake holders must provide realistic opportunities which will encourage promising teachers to take the risk involved in moving upward. Arogundade (2019) averred that promotion is a positive reward that increases the morale of employees and motivates them to work harder towards the attainment of the education objectives.

Empirical Review

Wey-Amaewhule and Udofia (2022) carried out a research on influence of teachers' orientation on instructional delivery in public secondary schools in Rivers State, Nigeria. Three research questions and three null hypotheses guided the study. The study adopted descriptive survey research design. The sample for the study was 813 (36 principals and 777 teachers), from a population of 2017 consisting of principals and teachers from 36 public secondary schools in Port Harcourt Metropolis, River State using multi-stage sampling technique. A self-designed questionnaire title; Teachers' Orientation on Instructional Delivery Questionnaire (TOIDQ) was used for data collection. Mean and standard deviation was used to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that teachers' orientation to a great extent influenced instructional delivery in public secondary schools in Rivers State. Similarly, Worlu, Mugri and Akpakip (2017) conducted a research on effect of employee orientation in creating satisfaction with work. A total of 74 questionnaires were administered, using the census survey method, the descriptive method for analyzing the data

was adopted, while simple and multiple regressions were used to test the hypotheses. Findings of the study revealed that there is a significant effect of employee orientation on employee satisfaction. Thus, orientation training sets a stage for the development of expected attitudes and perceptions that could positively affect the job performance of employees.

Chukwuemeka and Ezepe (2019) conducted a study on impact of promotion as a personnel policy implementation for teachers' retention and efficiency among secondary school teachers in South-Eastern Nigeria. Three research questions and three hypotheses was used for the study. Ex-post- facto were the design used. A sample of two thousand six hundred (2,600) teachers were used. A multistage cluster sampling technique were used. Data were collected through the questionnaire tagged (PPITRQ). Data were using Z- test statistics and frequency distribution, means, scores, standard deviation. The study revealed that personnel policy implementation of promotion enhanced teachers job performance in secondary schools in South East, Nigeria. Similarly, Ishaka and Waziri (2019) conducted a study on the relationship between promotion and classroom teachers' job satisfaction in senior secondary schools in Taraba State, Nigeria. Two research questions and one null hypothesis guided the study. The population consisted of 3,093 teachers from various secondary public senior secondary schools in the nine Education Zones of Taraba State. A sample size of 354, which was obtained using Taro Yamane's Formula. Data collected was analyzed using mean and standard deviation to answer the research questions and Pearson Product Moment Correlation at 0.05 level of significance. The study found statistically significant relationship between promotion and classroom teachers' job satisfaction in senior secondary schools in Taraba State.

Teachers are critical in the attainment of educational goals and it is therefore needful for them to be developed through training, seminars, workshops, symposia, conferences and refresher courses to improve on their capacity (Okolo, 2015). Most of the problems experienced at school are attributed to lack of professional development of teachers. Teachers occupy unique position in the implementation of educational policy as the progress or failure of this policy is drastically dependent on the performance of teachers (Ategwu, 2018). The issue of the personal and collective welfare of the teachers has to do with factors associated with making the teacher energized, motivated and willing to carry out the onerous responsibility of imparting knowledge to the learners. It involves meeting both the professional and personal needs of the teacher. Educational policies implementation is therefore necessary This study addressed the impact of educational policies on teachers' job delivery in Southern Senatorial District of Cross Rivers State, Nigeria.

Statement of the problem

One of the important factors in reaching educational aims and objectives in secondary schools in southern senatorial district of Cross River State is the role of the teacher's in the implementation of educational policy. The negative performance of teachers in terms of instructional delivery could be associated to the low attention given to teacher's development, the ineffectiveness of teachers has really been matters of general concerns in our society as the school system has been adversely affected since teachers are poorly satisfied. This is directly attributed to lack of motivation and incentive, irregular orientation and induction practices and lack of good policies that guides the promotion of teachers, it therefore contributes immensely as a serious setback in the academic performance of students in secondary schools. Teachers experience irregular payment of salaries and allowances which hinder their dedication to duties, poor salaries also affect

their performance in the classroom as their promotions are not implemented which reduced their mode of teaching. The environment under which teachers teaches or work is not conducive hence reducing their interest in their job as well as their output in teaching. Therefore, government and school administrators should ensure that policies that govern the promotion of teachers and regular orientation and induction of teachers should be ascertained. This can only be achieved if government and employer of labour take drastic measures such as prompt payment of salaries, increment of salaries and teachers' participation in educational policy. It was identified that lack of good qualification and type of training programmes teachers are subjected to determine their proficiency and performance at work. Poor development programme further negatively affects their teaching morale and service delivery. Also, the lack of orientation/induction programmes and policy that guides the promotion of teachers in the study area warrant teachers to be underdeveloped and this affect the productivity of the student. Could this be as a result of irregular orientation and induction programmes and good policy that guides the promotion of teachers? Hence, the researchers are worried about teachers' development. Therefore, the study sought to examine the relationship between educational policy implementation and teachers' job delivery in public secondary school in Southern Senatorial District of Cross River State.

Purpose of the study

The purpose of this study was to examine the relationship between educational policies implementation and teachers' job delivery in Southern Senatorial District of Cross River State.

Specifically, the study sought to:

- i. Determine the relationship between orientation/induction policy implementation and secondary school teachers' job delivery in Southern Senatorial District of Cross River State.
- ii. Ascertain the relationship between promotion policy implementation and secondary school teachers' job delivery in Southern Senatorial District of Cross River State.

Research Questions

The following research questions were raised to guide the study:

- i. How does induction/ orientation policy implementation relate to secondary school teachers' job delivery in Southern Senatorial District of Cross River State?
- ii. What is the relationship between promotion policy implementation and secondary school teachers' job delivery in Southern Senatorial District of Cross River State?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

H₀₁ There is no significant relationship between orientation/ induction policy and secondary school teachers' job delivery in Southern Senatorial District of Cross River State?

H₀₂ Promotion policy has no significant relationship with secondary school teachers' job delivery in Southern Senatorial District of Cross River State.

Methodology

Descriptive survey research design was adopted for the study. The population of the study comprised 2053 teachers of the 95 secondary schools in Southern senatorial district of Cross River State. A sample of 335 was drawn randomly from 24 schools using stratified sampling. The sample

size was determined using Yamane (1967) formula for determining sample size, which stood at 335 teachers.

$$\text{Sample Size: } N = \frac{n}{1 + n(e)^2}$$

Where N= sample size
N= population
e= margin of error (0.05)

Thus, the sample size is:

$$N = \frac{n}{1 + n(0.05)^2}$$
$$N = \frac{2053}{1 + 2053(0.0025)}$$
$$N = \frac{2053}{1 + 5.1325}$$
$$N = \frac{2053}{6.1325}$$
$$N = 335$$

The instrument used for data collection were two structured questionnaires titled “Educational Policy Implementation Questionnaire (EPIQ) designated as Part 1, and Teachers’ Job Delivery” (TJDQ), adapted from the existing questionnaire of Nwosu, Ogar and Nwachukwu (2023), designated as Part 2. The two questionnaires consisted of two sections: A and B, with seven items each, totaling 14 items. Section A elicited information on the demographic information of the respondents, while Section B contained items measuring the research question variables. The EPIQ had two clusters A and B. Cluster A elicited information on promotion policy and teachers’ job delivery, while Cluster B measured orientation policy and teachers’ job delivery. The TJDQ also had 7 items measuring the dependent variable which is teachers’ job delivery. All the items were made on 4-point rating scale of Strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD). The ranges of scores are weighted as 4, 3, 2 and 1 respectively. The face and content validity of the EPIQ and TJDQ were established by two experts from the Faculty of Education, University of Calabar, who scrutinized the items on the basis of content coverage, relatedness of the items to research questions and hypotheses, appropriateness of language and suitability of the items, among others. The comments, suggestions and recommendations by validators were used in the modification of the items leading to the final development of the instrument. The instrument was trial-tested on 20 teachers randomly selected from 2 secondary schools outside Cross River State. The scores obtained from the respondents were collated to determine the internal consistency of the items using Cronbach Alpha method with a reliability coefficient of 0.76 and 0.79 deemed to be reliable for the study. The researchers administered the instrument to the respondents with the help of three research assistants who were properly briefed on the modalities of the study. The researcher and the assistants administered copies of the instrument on the teachers at their various schools using direct delivery method. The distribution and collection of copies of the questionnaire lasted for three weeks. Data generated were analyzed using descriptive statistics of mean and standard deviation to answer the research questions, while inferential statistics of Pearson Product Moment Correlation Coefficient (PPMC) was used to test all the null hypotheses at 0.05 level of significance. The coefficient of correlation (effect size) was interpreted thus: 0.00 to 0.29 = Very Low, 0.30 to 0.49 = Low, 0.50 to 0.69 = Moderate, 0.70 to 0.89 = High and 0.90 to 1.00 = Very High.

Result of the Findings

Mean and standard deviation was employed to answer the research questions, while Pearson Product Moment Correlation Coefficient (PPMC), was used to test all the null hypotheses at 0.05 level of significance.

Research Question One: How does orientation policy implementation relate to secondary school teachers’ job delivery in Southern Senatorial District of Cross River State?

The result of the analysis is presented in the table below.

Table 1: Relationship between Orientation Policy Implementation and Teachers’ Job Delivery

Variables	N	Mean	Std. dev.	R
Orientation Policy Implementation	335	3.16	.59	.65
Teachers’ Job Delivery	335	3.22	.55	

Table 1 shows that the mean of orientation policy implementation was 3.16 with standard deviation of 0.59, while the mean of teachers’ job delivery was 3.22 with a standard deviation of 55. The Pearson correlation coefficient was .69. The correlation coefficient indicates a moderate and positive relationship between orientation policy implementation and secondary school teachers’ job delivery in Southern Senatorial District of Cross River State.

Research Question Two: What is the relationship between promotion policy implementation and secondary school teachers’ job delivery in Southern Senatorial District of Cross River State?

The result of the analysis is presented in the table below.

Table 2: Mean and Standard Deviation Ratings on the Relationship Between Promotion Policy Implementation and Teachers’ Job Delivery

Variables	N	Mean	Std. dev.	r
Promotion Policy Implementation	335	3.19	.59	.65
Teachers’ Job Delivery	335	3.22	.55	

Table 2 shows that the mean of promotion policy implementation was 3.19 with standard deviation of 0.59, while the mean of teachers’ job delivery was 3.22 with a standard deviation of 0.55. The Pearson correlation coefficient was .65. The correlation coefficient indicates a moderate and positive relationship between promotion policy implementation and secondary school teachers’ job delivery in Southern Senatorial District of Cross River State.

Hypotheses Testing

Hypothesis One: There is no significant relationship between orientation policy implementation and Secondary school teachers’ job delivery in Southern Senatorial District of Cross River State?

Table 3: Significance of Relationship between Orientation Policy Implementation and Teachers’ Job Delivery

		Orientation	Job Delivery
Orientation	Pearson Correlation	1	.693**
	Sig. (2-tailed)		.000
	N	335	335
Job Delivery	Pearson Correlation	.693**	1
	Sig. (2-tailed)	.000	
	N	335	335

A Pearson Product Moment Correlation was computed to determine the relationship between orientation policy implementation and secondary school teachers' job delivery in Southern Senatorial District of Cross River State. The result shows that there was a positive and moderate relationship between orientation policy implementation and secondary school teachers' job delivery ($r = .69, p = .000$). The result also shows that the relationship between orientation policy implementation and secondary school teachers' job delivery was significant ($p < 0.05$). Therefore, the null hypothesis which states that there is no significant relationship between orientation policy implementation and secondary school teachers' job delivery in Southern Senatorial District of Cross River State is rejected

Hypothesis Two: Promotion policy implementation has no significant relationship with secondary school teachers' job delivery in Southern Senatorial District of Cross River State.

Table 4: Significance of Relationship between Promotion Policy Implementation and Teachers' Job Delivery

		Promotion	Job Delivery
Promotion	Pearson Correlation	1	.651**
	Sig. (2-tailed)		.000
	N	335	335
Job Delivery	Pearson Correlation	.651**	1
	Sig. (2-tailed)	.000	
	N	335	335

A Pearson Product Moment Correlation was computed to determine the relationship between promotion policy implementation and secondary school teachers' job delivery in Southern Senatorial District of Cross River State. The result shows that there was a positive and moderate relationship between promotion policy implementation and secondary school teachers' job delivery ($r = .65, p = .000$). The result also shows that the relationship between promotion policy implementation and secondary school teachers' job delivery was significant ($p < 0.05$). Therefore, the null hypothesis which states that promotion policy implementation has no significant relationship with secondary school teachers' job delivery in Southern Senatorial District of Cross River State is rejected

Discussion of Findings

Finding revealed that there was a significant positive and moderate relationship between orientation policy implementation and secondary school teachers' job delivery. This finding supports that of Wey-Amaewhule and Udofia (2022), who discovered that teachers' orientation to a great extent influenced instructional delivery in public secondary schools in Rivers State. It further aligns with the finding of Worln Magri and Akpakip (2017) whose study revealed significant effect of employee orientation on employee satisfaction. Thus, orientation training sets a stage for the development of expected attitudes and perceptions that could positively affect the job performance of employees. The finding also tallies with the position of Iyunade (2011) that orientation for newly employed teachers play a critical role in the pedagogical content knowledge of teaching.

The finding on relationship between promotion policy implementation and teachers' job delivery found significant relationship between promotion policy implementation and teachers' job delivery. This finding lends credence to that of Chukwu and Ezepue (2018), whose study revealed that, personnel policy implementation of promotion enhanced teachers' performance and has

positive impact on teacher retention among secondary schools in South Eastern Nigeria. The finding further corresponds with that of Ishaka and Waziri (2019) who found statistically significant relationship between promotion and classroom teachers' job satisfaction in senior secondary schools in Taraba State. It further agrees with the position of Arogundade (2019) that promotion is a positive reward that increases the morale of employees and motivates them to work harder towards the attainment of the education objectives. It therefore follows that when promotion policy is effectively implemented, teachers' job delivery will be enhanced and vice versa.

Conclusion

The study investigated the relationship between educational policy implementation and teachers' job delivery in Southern Senatorial District of Cross River State, Nigeria. Findings revealed that orientation policy and promotion policy all had significant and positive relationship with secondary school teachers' job delivery in Southern Senatorial District of Cross River State. The study therefore concludes that effective implementation of promotion and orientation policy significantly relate to teachers' job delivery. This implies that when promotion and orientation policy as they apply to teachers are not effectively implemented, the job delivery of teachers suffers with obvious negative consequences on the school system.

Recommendations

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

- i. Nigerian government should work hand in hand with experts in the formulation and analysis of educational policy to reassess past and current factors that constrain effective education policy implementation especially as it affects teachers' promotion.
- ii. Thus, merit and due process in the promotion of teachers should be encouraged, while unnecessary delays in implementation of their promotion should be discouraged. Policy on staff orientation should also be reviewed to ensure that managers (principals) effectively adhere to induction and orientation policy, as this lays a strong foundation for development of teachers and consequently their comfort for lesson delivery.

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