



PRINCIPALS' ADMINISTRATIVE ACTIONS FOR IMPROVING INSTRUCTIONAL EFFICIENCY IN ANAMBRA STATE PUBLIC SECONDARY SCHOOLS

ONYEKWELU, RAPHAEL AZUBUIKE

*Department of Educational Foundations, Faculty of Education,
Chukwuemeka Odumegwu Ojukwu, University, Igbariam Campus*

ABSTRACT

This study was aimed at investigating the principals' administrative actions for improving instructional efficiency in Anambra State public secondary schools. Descriptive survey research design was adopted in conduct of the study. Two research questions and two research hypotheses guided this study. The population comprised 257 principals and 6,185 teachers making a total of 6441 in all the six education zones in Anambra State. Through the application of stratified, purposive and simple random sampling techniques, a sample of 26 principals and 618 teachers which totals 644 respondents representing 10% of the population was covered in the survey. A structured questionnaire titled "Principals' Administrative Measures for Enhancing Instructional Effectiveness Questionnaire (PAMEIEQ)" was adopted in collection of data for the study. The face and content validity of the instrument was carried out by experts. Cronbach Alpha reliability technique was used in determining the reliability coefficients of the instrument which gave a coefficient of .81 which was considered high enough and reliable for the instrument. The research questions were analyzed using mean statistic while the hypotheses were tested using independent t-test. Findings from the study showed that there is a high extent of improvement on instructional efficiency of teachers through the utilization of curriculum review and use of instructional materials in Anambra State public secondary schools.

INTRODUCTION

Education is an instrument for effecting national development. The country's educational goal has been set out to the needs of the individuals and the society. As a result, the National Policy on Education set certain aims and objectives

which facilitate development in the country. Based on these aims and objectives the school principals have essential roles to play. Among these roles are: providing effective leadership and quality administrative skills for improving the quality of output and efficiency of teachers in secondary schools. Education is the procedure of learning that gives one an insight about him/herself and his/her immediate environment for the sole aim of self actualization and development (Oyedeji, 2002). The success and progress of any nation rests squarely on the excellence of education it imparts on her citizens. In the recent time, there is high rate of reliance which is on the increase in the connection between education and sustainable growth which is visible in developing nations like Nigeria. Adewale (2011) stated that education in the Nigeria setting play a fundamental part in developing the nation and persons in terms of financial, socio-cultural and political. For any nation to achieve societal competence and individual growth, the social process involved is through education. In order to build and have a dependable unified, strong, sovereign, unrestricted, affluent and independent society that can uphold and maintain its value, tradition and culture, education is the necessary tool to adopt. The easy and simple means of valuing edifies of education is that it is needed as a necessary instrument that every human being in the society desire in order to function effectively and properly navigate the complex world of uncertainty (Aguba, 2005).

Administrative actions are those variables that assist the school administrators in scheduling, coordinating, organizing and scheming both human being and material capital accessible in a school environment (Akpan & Usoro, 2006). These actions also help in inspiring and encouraging workers (teachers) to execute their duties efficiently. Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. Good administrative performance in decision-making, delegation of duties to subordinates, setting good examples, motivating the teachers and students alike in an effort to create a conducive working environment to accomplish school goals and objectives seem to enhance subordinate performance for school success (Akomolafe, 2012). Tess (2013) claimed that administrators must delegate and motivate staff to use their creativity and initiative as necessary in making inputs towards the accomplishment of institutional goals. Professional efficiency and effectiveness in administrative

process, demands that an administrator should possess skill, knowledge and competency in school management and leadership. Lack of effective management and leadership has been observed in secondary schools in Anambra State (Akpan & Usoro, 2006). Obi (2002) in his opinion noted that in any school, the leader determines the quality of what happens. Mortimore, Simmons, Lewis and Ecob (2001) maintained that the school principal is a leader and a manager. Being a leader, to achieve a shared vision with colleagues, it is unusual to find work of quality taking place throughout the school unless the principal is offering appropriate leadership. The activity of teaching includes having students read certain material, see particular demonstration and engage in various activities as long as learning is concerned (Kuethe, 2008).

From all the administrative actions in management of secondary schools, the researcher identified the following administrative measures/strategies which include; the use of curriculum reviews to improve instructional efficiency of teachers and use of instructional material to improve instructional efficiency of teachers by administrators in Anambra State public secondary schools.

Successful curriculum reform is most likely when a school administrator adopts a suitable form of management approach. The education research on curriculum innovation and change shows that leadership is of paramount importance in the implementation of change (Yuen, Fox & Law, 2004). The author agrees with Levine that the right leadership behavior is fundamental to successful curriculum change. Whether curriculum innovation is a success or failure depends very much on the efficiency of the school administrators such as school principals who implement the curriculum reforms. In 2002, Yukl (2002) argued that a leader could do many things to facilitate the successful implementation of curriculum change. In the process of curriculum innovation, Yukl maintained that leadership of the principal at school levels involves the provision and management of different factors associated with values, strategies and planning. Yuen, et al. (2004) believed that a visionary leader is associated with innovative practices supportive of curriculum change. A principal can produce significant curriculum change and results because it understands the process of change. It is able to transform employees to pursue desired goals in lieu of self interest (Kreiter, Kinicki & Buelens, 2002). Howells (2005) research findings also strongly showed that a good administrator brings big pay-offs in performance and innovation. It has a strong, positive impact on individual, team and school

performance.

Whether an education change is successful or not, ultimately depends on teachers' capacity of translating the new curriculum and ideas into pedagogical actions (Aoki, 2005; Fullan, 2006; Hargreaves, 2005). As teachers face increased expectations, responsibilities and pressures from multiple sources, government, educational administration, parents and students, need to constantly negotiate within the complex and uncertain situations in order to maintain a balanced well-being in changing contexts.

Adequate instructional materials mean the state of being sufficient in terms of satisfying the standard requirements to enhance effective instructional activities in secondary schools. Longman (2000) explained adequacy as a situation in which there is enough resources for a particular purpose. Mapaderum (2002) asserted that adequacy is a satisfactory condition of resources in an organization. The author further noted that a society that is wealthy will establish good schools with quality teachers and adequate learning infrastructures. He added that when these conditions are on ground students may learn with ease thus bringing about good academic achievements. On the need for adequate provision of instructional materials in schools, Nwoji (2006) stated that one major problem which could mar the achievement of the goals of Home Economics in schools is inadequate provision of instructional facilities such as laboratory facilities, equipment and tools to facilitate learning. She further buttressed this point when she asserted that the availability and effective utilization of instructions materials, tools equipment and facilities will help students to acquire manipulative skills required to prepare them for immediate employment in the world of work.

The availability of adequate materials in the teaching/learning process is very important. Olaitan, Igbo, Ekong, Nwachukwu and Onyemaechiin Ugwuanyi (2013) lamented that without the provision of adequate teaching materials in schools for teaching in schools, the achievement of the curriculum objectives might be quite impossible. The view is shared by Lemchi (2001) who warned that the use of inadequate materials for teaching does more harm than good to the students. This is because where materials that are supposed to go round the students so that they will individually have close interaction with the materials do not, students resort to making noise. There is nothing the teacher teaches that the students can understand since they are actually disorganized. Ezeji (2004)

stated that as a rule, the number of students enrolled per practical class should not exceed the number of individual work space or equipment provided in the laboratory. Thus instructional materials is said to be adequate when the number of students in the laboratory per class is not more than the work space, tools and equipment or any other practical instructional materials that is supposed to go round in the laboratory.

The secondary school system is a very crucial level of educational system. To improve instructional efficiency at the secondary education level therefore, requires a combined effort from government, school workers, students and educational stakeholders such as academic researchers to embark on various researches such as this work to determine the principals' administrative actions put in place to enhance instructional effectiveness in public secondary schools in Anambra State.

PURPOSE OF THE STUDY

The study seeks to ascertain the principals' administrative actions for improving instructional efficiency in Anambra State public secondary schools. Specifically, the study sought to ascertain if the principals':

1. Use of curriculum reviews will improve instructional efficiency of teachers in Anambra State public secondary schools.
2. Provision of instructional material will improve instructional efficiency of teachers in Anambra State public secondary schools.

RESEARCH QUESTIONS

The following research questions guided the study.

1. To what level does curriculum reviews enhance instructional effectiveness of teachers in Anambra State public secondary schools?
2. To what level does an instructional material enhance instructional effectiveness of teachers in Anambra State public secondary schools?

RESEARCH HYPOTHESES

The following null hypotheses which will be tested at .05 level of significance further guided the study.

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent curriculum reviews enhance

instructional effectiveness of teachers in Anambra State public secondary schools.

H₀₂: There is no significant difference between the mean ratings of principals and teachers on the extent instructional materials enhance instructional effectiveness of teachers in Anambra State public secondary schools.

METHOD

The descriptive survey research design was adopted for this study. Descriptive research design according to Akuezuilo and Agu (2003) is defined as a research in which data are collected from a sample of population with a view of finding out the relative opinion, belief, attitude and status of that population about a phenomenon. This design is appropriate for this study because the researcher collected data from the respondents and analyze them in order to ascertain the innovative administrative actions for enhancing instructional efficiency in public secondary schools in Anambra State.

Anambra State is the area of the study. It is one of the 36 states in Nigeria that practices inclusion education. It is located at the South East of Nigeria. Anambra State is made up of 21 Local Government Areas, 177 communities and has 21 local government education authorities.

The population for this study comprised of 257 principals and 6,185 teachers in 257 public secondary schools in Anambra, The number of the principals and teachers according the Post Primary Schools Service Commission, Awka shows that there are 257 principals and 6,185 teachers in the six education zone in Anambra State, making a total of 6,441 respondents for the study. This is according to the reports from Post Primary Schools Service Commission, Awka (2018/2019 academic session).

A sample of 26 principals and 618 teachers which totals 644 respondents representing 10% of the population in state public secondary schools in Anambra State was adopted for the study. In drawing the sample for the study, stratified, purposive, and simple random sampling technique was adopted to select teachers from the schools selected. Stratified sample technique was adopted to classify the schools into the six education zones. In the six education zones, eight schools were purposively selected to represent the population of schools in each education zones, while simple random sampling technique was adopted

in drawing 10% of the population of principals and teachers in each education zone

The instrument used in collecting data for this study was a questionnaire. The questionnaire was titled “Principals’ Administrative Measures for Enhancing Instructional Effectiveness Questionnaire (PAMEIEQ)”. The questionnaire consisted of two sections; A and B. Section A contained questions on the demographic characteristics of the respondents, while section B contained 61 items divided into 6 clusters with each cluster addressing issues of each purpose that guided the study. The responses to the questionnaire items were designed on a four-point scale of measurement as thus:

Very High Extent (VHE)	-	4
High Extent (HE)	-	3
Low Extent (LE)	-	2
Very Low Extent (VLE)	-	1

The instrument was subjected to face and content validation .After the experts scrutiny of the instrument, important and useful suggestions and corrections were made.

The reliability of the instrument was determined using Cronbach Alpha Coefficient method to ascertain the internal consistency of items .In testing for reliability, copies of the questionnaire were administered on a sample of 5 principals and 15 teachers of public secondary schools in Enugu State. The responses were analysed, while the reliability coefficients values of .81, .81, with an average reliability coefficients of .81 were obtained indicating that the items in the instrument were homogenous.

The researcher administered the instrument on the respondents with the id of two trained research assistants. The research assistants were taught on how to approach the respondents in their schools and were requested to strictly keep to instructions so as to ensure that the respondents were reached. The completed copies of the questionnaire were collected three days after distribution to give the respondents adequate time to complete the instrument. This exercise lasted four weeks to complete.

The study administered 644 copies of questionnaire to the selected principals and teachers, out of which 635(98.6%) copies were correctly filled and returned while 9(1.4%) were either misplaced or wrongly filled. The outcome of this

development is that the copies of questionnaire returned are enough to guarantee a valid result and conclusion

Data collected for the study was analysed using mean and standard deviation to answer research questions and independent sample t-test to analyze the hypotheses.

RESEARCH QUESTION ONE:

To what extent does curriculum reviews improve instructional efficiency of Teachers in Anambra State public secondary schools?

Table 1: Mean ratings of principals and teachers on the extent curriculum review has improved instructional efficiency of teachers in Anambra State public secondary schools

S/n	Item description	Principals		Teachers	
		\bar{X}	Decision	\bar{X}	Decision
The curriculum reviews will:					
1	Allow students and staff opinion in the appointment of school officers (prefects) for students' curricular activities which will enhance in achieving instructional effectiveness	3.19	HE	3.23	HE
2	Inculcate extra mural lessons in school curriculum which will help to improve students' learning.	3.15	HE	3.22	HE
3	Involve teachers in planning and developing curriculum guides, lessons, and pamphlets needed in instructional areas which will enhance instructional effectiveness	3.50	VHE	3.71	VHE
4	Provide budget for infrastructure maintenance which will help in attaining schools' curriculum objective effectiveness on instructional delivery	3.45	HE	2.81	HE
5	Encourage staff to conduct extra-curricular activities such as debates very often which will help in improving instructional delivery in secondary schools.	3.23	HE	3.17	HE
6	Involve the PTA and community power structures in curriculum planning which will help to raise funds for the school for the provision of learning resources	1.92	LE	1.53	LE
7	Provide standard status quo for disseminating curriculum-related material which will help in improving instructional delivery in schools	3.23	HE	2.56	HE

8	Provide standard status quo for initiating curriculum debate which will help in improving instructional delivery in schools	2.65	HE	2.88	HE
9	Over view head teachers' observed curriculum deficiencies that will help to improve curriculum instructional delivery in secondary schools	3.04	HE	2.89	HE
10	Engage in classroom visits (where students and teachers are observed) to help in proper identification of curriculum review areas for instructional effectiveness in schools	3.50	VHE	3.03	HE
11	Provide training for teachers upon introduction of curriculum measures which will enhance instructional delivery in schools.	3.65	VHE	3.79	VHE
Total Mean Rating (\bar{X})		34.65		32.78	
Mean of Mean Rating (\bar{X})		3.15	HE	2.98	HE

Source: Field Survey (2018).

DECISION KEY:

VHE - Very High Extent, HE - High Extent, LE – Low Extent, VLE – Very Low Extent

Findings on table 1 above showed that both principals and teachers had to a very high extent agreed to the fact that curriculum review has enhanced instructional effectiveness with the response to items 3 and 11, while they both agreed to high extent on items 1, 2, 4, 5, 7, 8 and 9. They also both agreed to a low extent on item 6. While they differ on item 10 as principals agreed to a very high extent on item 10, while teachers agreed to a high extent on item 10. Considering the average mean ratings of 3.15 and 2.98 for principals and teachers respectively, they both agreed to a high extent that curriculum reviews have enhanced instructional effectiveness of teachers in Anambra State public secondary schools. The study therefore concluded that curriculum reviews has improved instructional efficiency of teachers in Anambra State public secondary schools to high extent.

RESEARCH QUESTION TWO:

To what extent do instructional materials improve instructional efficiency of teachers in Anambra State public secondary schools?

TABLE 2:

Mean ratings of principals and teachers on the extent instructional material has improved instructional effectiveness of teachers in Anambra State public secondary schools

S/n	Item description	Principals		Teachers	
		\bar{X}	Decision	\bar{X}	Decision
The instructional materials will:					
12	Design attractive instructional materials to help learners to acquire intellectual skills	3.85	VHE	3.77	VHE
13	Appeal to the students' interest to help in instructional effectiveness in schools	3.12	HE	3.19	HE
14	To a high quality help students in constant learning practices	3.42	HE	3.51	VHE
15	Help students to access available materials in the schools to improves their learning	3.23	HE	3.21	HE
16	Make provision for improvisation of instructional materials to enhance adequacy of instructional materials for learning	3.15	HE	3.17	HE
17	Make instructional materials available to teachers and students during teaching and learning to improves instructional delivery	3.73	VHE	3.23	HE
18	Help in students manipulation of instructional materials in order to encourages them to learning	2.73	HE	3.65	VHE
19	Provide various lessons that will help students in acquiring high reasoning skills	3.65	VHE	3.81	VHE
20	Provide high maintenance of teaching and learning instructional materials in schools to aids teachers instructional delivery	3.12	HE	2.59	HE
Total Mean Rating (\bar{X})		29.97		30.15	
Mean of Mean Rating (\bar{X})		3.33	HE	3.35	HE

Source: Field Survey (2018). See Appendix A

DECISION KEY:

VHE - Very High Extent, HE - High Extent, LE – Low Extent, VLE – Very Low Extent

Findings on table 2 above showed that both principals and teachers had to a very high extent agreed to the fact that instructional materials has enhanced instructional effectiveness with the response to items 12 and 19, while they both agreed to high extent on items 13, 15, 16 and 20. They differ on item 14, 17 and

18. On item 14 while principals agreed to high extent, teachers agreed to a very high extent. For item 17, principals agreed to a very high extent, while teachers agreed to a high extent. Item 18 in this group also showed that principals had to a very high extent agreed to the item while teachers agreed to a high extent. The average mean ratings also showed that both principals and teachers agreed to a high extent with mean ratings of 3.33 and 3.35. This means that both principals and teachers agreed to a high extent that instructional materials have improved instructional efficiency of teachers in Anambra State public secondary schools.

TEST OF HYPOTHESES

HYPOTHESIS ONE:

There is no significant difference between the mean ratings of principals and teachers on the extent curriculum reviews enhance instructional effectiveness in Anambra State public secondary schools.

TABLE 7:

Independent sample t-test of principals and teachers on the extent curriculum reviews enhance instructional effectiveness of teachers in Anambra State public secondary schools.

Variables	Respondents	N	Mean	St. Dev	Df	p-value
Curriculum Review on Instructional Effectiveness	Principals	25	3.15	1.022	633	.009
	Teachers	610	2.98	1.148		

**Significant at $p < .05$*

Analysis in table 7 revealed the t-test analysis of the difference between the mean ratings of principals and teachers on the extent curriculum reviews enhance instructional effectiveness of teachers in Anambra State public secondary schools. The result showed that p-value of $.009 < .05$ level of significance which led to the decision to reject the null hypothesis at $p(.009) < .05$. Therefore, there is a significant difference between the mean ratings of principals and teachers on the extent curriculum reviews enhanced instructional effectiveness in Anambra State public secondary schools.

HYPOTHESIS TWO:

There is no significant difference between the mean ratings of principals and teachers on the extent instructional materials enhance instructional effectiveness in Anambra State public secondary schools.

TABLE 8:

Independent sample t-test of principals and teachers on the extent instructional materials enhance instructional effectiveness of teachers in Anambra State public secondary schools.

Variables	Respondents	N	Mean	St. Dev	Df	p-value
Instructional Materials on Instructional Effectiveness	Principals	25	3.33	.9979	633	.801
	Teachers	610	3.35	.9404		

**Not Significant at $p > .05$*

Analysis in table 8 showed the t-test analysis of the difference between the mean ratings of principals and teachers on the extent instructional materials enhance instructional effectiveness of teachers in Anambra State public secondary schools. The result showed that p-value of $.801 > .05$ level of significance which resulted in the decision to accept the null hypothesis at $p(.801) > .05$. Therefore, there is no significant difference between the mean ratings of principals and teachers on the extent instructional materials enhanced instructional effectiveness in Anambra State public secondary schools.

DISCUSSION OF FINDINGS

The findings of the study are discussed in line with the research questions and hypotheses that guided the study.

Findings of the study on curriculum reviews showed that there is a high extent of improvement on instructional efficiency between principals and teachers in Anambra State public secondary schools. Despite the fact that the mean ratings of both principal and teachers fell into high extent of improvement, the statistical test results showed that there is a statistical significant difference between the mean ratings of principals and teachers on the extent curriculum reviews improve instructional efficiency of teachers in Anambra State public secondary schools. The findings is in line with the discovery of Alabi (2014) whose

findings was similar by showing that there is a significant difference in the perception of teachers in the implementation of new senior secondary school curriculum between public and private senior secondary schools in Ondo State. Another finding which showed that both principals and teachers agreed to a high extent that instructional materials improve instructional efficiency of teachers in Anambra State public secondary schools. Consequent to the findings, the test results also indicated that there is no statistical significant difference between the mean ratings of principals and teachers on the extent instructional materials improve instructional efficiency of teachers in Anambra State public secondary schools. Nwabunwanne (2009) also justify the findings by positing that provision/improvisation of instructional materials will help in the teaching of Economics in secondary schools.

CONCLUSION

From the findings of the study, the researcher concluded that both principals and teachers agreed to a high extent that all the identified actions which are utilization of curriculum review, and use of instructional material has improved instructional efficiency in Anambra State public secondary schools. While it was discovered that principals and teachers do not statistically differ in the opinion on influence of instructional materials on instructional efficiency of teachers in Anambra State public secondary schools, they statistically differ on curriculum review on improvement of instructional efficiency of teachers in Anambra State public secondary schools.

RECOMMENDATIONS

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

1. Principals and teachers should also be consulted on the need to constantly review curriculum, as that will help in guaranteeing efficiency in instructional delivery of teachers in Anambra State public secondary schools.
2. Provision should be made for constant instructional materials in Anambra State public secondary schools. This will help teachers to be efficient in instructional delivery.

3. Ministry of education should endeavour to make provision and visit to public secondary schools in all secondary schools in Anambra state. This will deter principals and teachers in rural areas of meeting up with the standard of teaching in urban centers where schools can be easily assessed.

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