

INFLUENCE OF SOCIAL STUDIES TEACHERS ON THE MANAGEMENT OF UPPER BASIC EDUCATION LEVEL IN THE PERIOD OF SOCIO-POLITICAL AND ECONOMIC UNCERTAINTIES.

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Abstract

This study investigated the influence of social studies teachers on the management of upper basic education level in the period of socio-political and economic uncertainties in Delta State. Two specific objectives with corresponding research questions and hypotheses guided the study. Survey design was used for the study. The population of this study comprised 2988 (two thousand nine hundred and eighty eight) social studies teachers in Delta State. The sample size for this study was 370 social studies teachers. Multistage sampling procedure was adopted for the study because each stage required a different sampling technique. A structured questionnaire titled "Social Studies Teachers' Management of Upper Basic Education Level Schools Questionnaire" (SSTMUBELSQ) developed by the researcher was used for the study. The questionnaire is a 10-item questionnaire. The questionnaire was subdivided into two (2) clusters based on Social Studies Teachers' Management indices used for the study. The first cluster contained 5 items while the second cluster contained 5 items respectively, adding up a total of 10 items. The instrument was validated by three experts, two experts from Social Studies Education from the Department of Social Science Education, Delta State University, Abraka and one expert from Measurement and Evaluation, Department of Educational Foundations, Delta State University, Abraka. The instrument was anchored on a four-point rating scale. Cronbach Alpha Statistic was used to obtain an overall reliability coefficient of 0.81. The descriptive statistics of mean and standard deviation were used to answer the two research questions. Chi-square goodness of fit test was used to test the two null hypotheses at $P < .05$ level of significance. From analysis of data, the following major findings were made: organizing structured induction as part of employment process for all newly recruited social studies teachers, selection of social studies teachers based on current employment legislation and selection of social studies teachers based on competence influences management of upper basic education level schools (JSS 1-3) positively. It was further revealed that provision of Information and Communication Technology (ICT) facilities, teaching materials and library facilities influence social studies teachers' management of UBELS positively. Based on the findings of the study, the following recommendations among others were made; Delta State Ministry of Education among other relevant educational stakeholders saddled with recruitment and selection process should ensure that employment of social studies teachers is based on qualification, experience, performance and commitment to teaching profession so as to enhance the quality of teaching-learning activities in the management of upper basic education level schools.

Keywords: Social Studies Teachers, Management, Upper Basic Education Level Schools, Recruitment and Infrastructural Facilities.

Introduction

A social studies teacher is a core stakeholder in the management of upper basic education level (JSS 1-3). This is because he teaches an important subject – social studies that helps in the

inculcation of values, morals and ethics in the Nigerian upper basic education level students. Every teacher in the secondary school including the social studies teacher has an influence in the management of the school (Mezieobi, 2016). A secondary school is an educational institution designed to provide learning spaces and learning environments for the teaching of both upper basic education level students (JSS 1-3) and senior secondary students (SS 1-3) under the direction of teachers. The great public benefits of education have historically prompted governments both at the federal and state levels to assume the primary role in managing and funding schools. Recently, a growing interest in improving school quality, student's outcomes, and a quest for greater school choice for parents and students, for more creativity and innovation in the upper basic education level, themselves, has challenged the notion of government's primacy in education (Calister, Akubue, David, Okeke & Olubiyi, 2020). This trend, emerging in a number of countries including Nigeria, is based on the belief that the public interest in education can be better served by also involving private entities, including parents, non-governmental organizations and enterprises, in addition to government agencies, in managing and funding upper basic education level schools especially in Nigeria.

In a period of socio-political and economic uncertainties in Nigeria, if certain types of secondary schools have more resources or a better learning environment, students who attend these types of secondary schools are more likely to perform better (Mezieobi & Mezieobi, 2019). Conversely, those upper basic education level students who attend schools with fewer resources for practicals and disruptive environments tend to perform poorly, which could ultimately limit their prospects in life (Dike, 2015). In addition, as learning environments and gender play important roles not only in upper basic education level students' academic performance but also in their socialization in a broader sense, secondary school ownership that are highly stratified along socio-political and socio-economic lines could inadvertently undermine social cohesion. This is in area the social studies teacher plays a significant role.

Furthermore, ownership of secondary schools in particular and educational institutions in general in Nigeria is between the public and private sectors. The public sector refers to the government in three tiers – Federal, State and Local, while the private sector is concerned about individuals, group of persons, organizations, communities or missionary bodies coming together to establish and run educational institutions (Calister *et al.*, 2020). There is a new awakening now in the international world that aims at giving quality education to the youth. This requires the combined efforts of the government and the other relevant educational stakeholders especially in the management of secondary schools. Socio-political and socio-economic stratifications, as well as how students' educational experiences differ depending on whether they attend publicly or privately managed schools (Ngwu, 2018) affect the influence of social studies teachers in the management of upper basic education level schools. Upper basic education level schools that are managed by private individuals and/or organisations may have the authority to employ teachers and other staff, and thus can select better-prepared and well trained social studies teachers and introduce incentives for performance. The evidence on the impact of public and private involvement on performance is mixed.

Cross-country studies conducted by woessmann (2019) concluded that countries that combine private management and public funding tend to have better overall academic performance among students. Consequently, the cost of providing secondary education in a state is a responsibility jointly shared by the government through the ministry of education and the secondary school management board, the voluntary and private agencies which own and run

them separately or jointly with the government and the parents of the school children. Uchendu, Ekanem and Jonah (2013), pinpointed that the cost of secondary education may be viewed from two different perspectives; the cost of production—cost involved in the operation of secondary education by the relevant authorities such as the ministry of education, the school board and the school authorities. In contemporary Nigeria, both costs are relevant and are therefore merged to yield the total cost of providing secondary education in the country. While the public sector is the government and the agencies such as the ministry boards and school authorities, the private sector constitutes the communities, households (parents and students) and other private sources (James, 2019).

The teaching and learning of social studies exposes students to the importance of access, equity and quality in all sphere of human endeavour. Mezieobi (2016) has noted that social studies as a discrete subject in schools is essential for effective living in every environment and society including Nigeria. According to Osakwe (2013), social studies is a course of study that has to do with human beings in various capacity of his interaction with his fellow counterparts. Social studies is a programme of study which a society uses to instill in students or learners the knowledge, skills, attitudes and actions it considers important in the relationships human beings have with each other, their world and themselves (Mezieobi, Ossai, & Young, 2013). Furthermore, the relative newness of social studies in Nigerian schools in particular, coupled with varieties of persons, professional social studies educators and non-professionals or generalist social studies personnel who are associated with social studies have led to an overdose of social studies definitions (Mezieobi, Fubara & Mezieobi, 2018). The all encompassing definition of social studies is as an integrated field of study which probes man's symbiotic relationships with his environments, endows man with the reflective or contemplative capacities, intellectual, effective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society (Mezieobi et al, 2018).

Also, as management is a major variable in this research, it is a meticulous process of planning and allocating human and material resources, directing, reporting and coordinating same to realize specific objectives (Okwori & Ede, 2012). In the same vein, Ogbonna (2018) defines management as the process of decision and control over the action of human, material and financial resources for the express purpose of attaining predetermined goals. Educational management, according to Babalola (2017), is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. Performance improvement in the teaching profession/career especially in a period of socio-political and economic uncertainties in Nigeria is not only a result of well-functioning system but also depends on effective personnel development strategies that succeed in recruiting and maintaining a committed and motivated teaching workforce (James, 2019). Recruitment and selection has become ever more important as organizations increasingly regard their workforce as a source of competitive advantage.

Recruitment is a set of activities used to obtain a sufficient number of the right people at the right time from the right places (Armstrong, 2016). The purpose of recruitment is to select those who best meet the need of the place of work and to develop and maintain a qualified and adequate workforce through which an organization can fulfill its human resource plan. Igbokwe-Ibeto and Agbodike (2015) opined that recruitment is a process of acquiring applicants who are available and qualified to fill a position in an organization. Yet, recruitment involves

getting the best applicant for the job. Okereka (2015) wrote that, recruitment procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regime will have a substantial influence over the quality and type of skills new employees possesses. Mullins (2018) contends that the important thing is for some suitable plan to be used; and the plan is appropriate to the essential or desired characteristics of the candidate. It is often claimed that selection of workers occur not just to replace departing employees or add to the number but rather aims to put in place workers who can perform at a higher level and demonstrate commitment (Onwe, Abah & Nwokwu, 2015).

Infrastructural facilities have consistently been shown to positively affect the standard and quality of education (Ngwu, 2008). Infrastructural facilities in schools are one of the measures that the education manager must put in place to enhance effective teaching and learning. This assertion is supported by Ajelabi, (2015) who states that the right type of atmosphere required for effective teaching and learning is that consisting of better school building, teaching and learning facilities. Asiabaka, (2018) defined infrastructural facilities as the material resources provided for staff and students to optimize their productivity in the teaching and learning process. School infrastructures are the material resources provided for staff and students to optimize their productivity in the teaching and learning process (Asiabaka, 2018). They are those resources that enable the teachers do the work very well and helping the learners learn effectively (Asiyai, 2012). Infrastructural facilities are made up of the indispensable systems and structures required by any viable educational institution to function effectively and achieve the objectives for which it was established in the first instance (Alimi, Ehinola & Alabi, 2012). According to Alimi, et al (2012). adequate infrastructural facilities is a *sine qua non* for higher grades, punctuality, higher attendance, scholastic competence, low disruption of school activities, fewer suspension rate of students and timely progression of students through grades. Furthermore, improved self esteem and self concept by students, reduction of students' anxiety, depression and loneliness as well as reduced substance abuse are possible with the availability of adequate infrastructural facilities for teaching and learning.

In public upper basic education level schools, there are upper basic education level schools without classrooms, classrooms without chairs and tables, science schools without laboratories and laboratories without chemicals and apparatuses, schools without libraries and libraries with outdated books. Social studies teachers in particular and teachers in general are largely neglected, despised, degraded, belittled, looked upon with pity and in some cases contempt and often denied their salaries. The clarion call on private sector to help finance education has led to public and private participation in the management of secondary schools. James (2019) emphasizes that the success of any secondary education depends on the resources available for it. Since, governments find it difficult to provide the necessary materials to upper basic education level schools, it is assumed that the resources are inadequate. This perhaps is one of the reasons why the Federal Government encourages the public and private partnership in the management of secondary schools – upper basic education level schools (JSS 1-3) and senior secondary schools.

In this period of socio-political and economic uncertainties, another issue that has attracted the attention of stakeholders in upper basic education level is whether or not teachers in general and social studies teachers in particular are employed and whether they are adequate/inadequate, qualified or not qualified. The management of upper basic education level schools in Nigeria in general and Delta State in particular, seem to becoming a challenge. This is

because government alone cannot manage education in Nigeria. Therefore, there is need to involved private sector to also participate in the management of Upper Basic Education level Schools in Delta State. However, the situation of private sector participation appears to be low and therefore affects the management of Upper Basic Education Level Schools in the following areas such as provision of qualified social studies teachers and provision of infrastructural facilities among others. These serious concern expressed by stakeholders in educational management in Delta State, Nigeria has necessitated an empirical study of this nature to investigate the influence of social studies teachers on the management of upper basic education level schools in Delta State.

Purpose of the Study

This study investigates the influence of social studies teachers on the management of upper basic education level schools in Delta State. The study specifically sought to find out the:

3. influence of social studies teachers on recruitment of teachers on the management of upper basic education level schools in Delta State.
4. influence of social studies teachers on the provision of infrastructural facilities on the management of upper basic education level schools in Delta State.

Research Questions

The following research questions guided the study:

2. What are the influence of social studies teachers on recruitment of teachers on the management of upper basic education level schools in Delta State?
3. What are the influence of social studies teachers on the provision of infrastructural facilities on the management of upper basic education level schools in Delta State?

Hypotheses

The following null hypotheses were formulated to guide the study and was tested at 0.05 Alpha level of significance:

3. Social studies teachers have no significant influence on recruitment of teachers in the management of upper basic education level schools in Delta State.
4. Social studies teachers have no significant influence on provision of infrastructural facilities in the management of upper basic education level schools in Delta State.

Method

Survey design was used for the study. The population of this study was 2988 social studies teachers in upper basic education level schools in Delta State. The sample size comprised 370 social studies teachers. Multistage sampling procedure was adopted for the study because each stage required a different sampling technique. The first stage involved the sampling of fifty-five (55) upper basic education level schools using simple random sampling technique. Simple random sampling technique was also adopted to sample some social studies teachers from some upper basic education level schools. A structured questionnaire titled "Social Studies Teachers' Management of Upper Basic Education Level Schools Questionnaire" (SSTMUBELSQ) developed by the researcher was used for the study. The questionnaire was a 10-item

questionnaire. The questionnaire was subdivided into two (2) clusters based on Social Studies Teachers and Management indices. The first cluster contained 5 items while the second cluster contained 5 items respectively, adding up a total of 10 items.

To ensure reliability of the instrument, Cronbach Alpha Statistic was used to obtain an overall reliability coefficient of 'r'= 0.81 considered high enough for the instrument. The descriptive statistics of mean and standard deviation were used to answer the research questions. A cut-off points of 2.50 was regarded as 'High Influence'. Whereas, any mean score less than 2.50 was regarded as 'Low Influence'. Chi-square goodness of fit test was used to test the two null hypotheses at 0.05 Alpha level of significance.

Results

Research Question One: What are the influence of social studies teachers on recruitment of teachers on the management of upper basic education level schools in Delta State?

Table 1: Mean and Standard Deviations of respondents on the influence of social studies teachers on recruitment of teachers on the management of upper basic education level schools in Delta State.

S/N	ITEM	N	VHI	HI	LI	VLI	\bar{X}	SD	Decision
1.	Selection of teachers based on area of specialization influences school management positively	370	50	300	15	5	3.40	0.95	HI
2.	Selection of teachers based on pedagogical competence enhance school management	370	103	220	37	10	3.05	0.82	HI
3	Selection of teachers based on current research positively influences school management	370	90	277	2	1	3.19	0.87	HI
4	Selection of teachers based on current employment legislation enhances school management	370	299	56	8	7	3.56	1.08	VHI
5	Organizing structured induction as part of employment process for all newly recruited teachers improves school management	370	331	25	9	5	3.78	1.12	VHI
Cluster Mean and SD							3.40	0.96	HI

Analysis of data as presented in Table 1 shows the influence of social studies teachers on recruitment of teachers on the management of upper basic education level schools in Delta State with corresponding Standard Deviation values. Data presented in Table 1 revealed that social

studies teachers influence teachers recruitment in management of upper basic education level schools in Delta State, as the respondents rated high influence on item 1, 2, 3, 4 and 5 with mean scores ranging from 3.05 – 3.78 which are above the benchmark of 2.50. The table also revealed close Standard Deviation values ranging from .82 – 1.12 which shows that the respondents were homogeneous in their responses. The cluster mean of all the items was revealed to be 3.39 and SD= .96. With this cluster mean, it can be deduced from this finding that; organizing structured induction as part of employment process for all newly recruited teachers, selection of teachers based on current employment legislation and selection of teachers based on area of specialization influences school management positively. This finding revealed that social studies teachers influence the recruitment of teachers in the management of upper basic education level schools in Delta State positively.

Hypothesis 1: Social studies teachers have no significant influence on recruitment of teachers in the management of upper basic education level schools in Delta State.

Table 2: Chi-Square Goodness of fit test of social studies teachers has no significant influence on recruitment of teachers in the management of upper basic education level schools in Delta State

Variables	N	df	χ^2	Sig	Alpha Level	Remark
	370	3	453.005	0.000	0.05	Significant

df = Degree of Freedom; χ^2 = Chi-Square Calculated Value; Sig = P-Value

Table 2 shows the Chi-square calculated value (χ^2) of 453.005, degree of freedom df =3 and a sig (P-value=0.00) which is less than the alpha value ($\alpha=0.05$). Since $P < .05$, the result is significant, therefore the null hypothesis is rejected. This implied that, social studies teachers significantly influence recruitment of teachers in the management of upper basic education level schools in Delta State.

Research Question Two: What was the influence of social studies teachers on the provision of infrastructural facilities on the management of upper basic education level schools in Delta State?

Table 3: Mean and Standard Deviations of respondents on the influence of social studies teachers on the provision of infrastructural facilities on the management of upper basic education level schools in Delta State

S/N	ITEM	N	VHI	HI	LI	VLI	\bar{X}	SD	Decision
6.	Provision of instructional materials in classroom enhance school management	370	276	69	17	8	3.51	1.01	VHI
7.	Provision of laboratory facilities positively influences school managements	370	94	270	6	0	3.09	0.89	HI
8	Provision of library facilities influence school management positively	370	53	304	8	5	3.42	0.98	HI
9	Provision of workshop facilities enhance school management	370	60	301	3	6	3.41	0.95	HI
10.	Provision of Information and Communication Technology (ICT) facilities influence school management positively	370	282	75	4	9	3.52	1.04	HI
Cluster Mean and SD							3.39	0.97	HI

Analysis of data as presented in Table 3 shows the influence of social studies teachers on the provision of infrastructural facilities on the management of upper basic education level schools in Delta State with corresponding Standard Deviation values. Data presented in Table 3 revealed that social studies teachers influence the provision of infrastructural facilities in the management of upper basic education level schools in Delta State, as the respondents rated high influence on item 6, 7, 8, 9 and 10 with mean scores ranging from 3.09–3.52 which are above the benchmark of 2.50. The table also revealed close Standard Deviation values ranging from .89–1.04 which showed that the respondents were homogeneous in their responses. The cluster mean of all the items was revealed to be 3.39 and SD= .97. With this cluster mean, it can be deduced from this finding that; provision of Information and Communication Technology (ICT) facilities, instructional materials and library facilities influence school management positively. This finding revealed that social studies teachers influence the provision of infrastructural facilities in the management of upper basic education level schools in Delta State.

Hypothesis 2: Social studies teachers have no significant influence on provision of infrastructural facilities in the management of upper basic education level schools in Delta State.

Table 4: Chi-Square Goodness of fit test of social studies teachers has no significant influence on provision of infrastructural facilities in the management of upper basic education level schools in Delta State

Variables	N	df	χ^2	Sig	Alpha Level	Remark
	370	3	459.313	0.000	0.05	Significant

df = Degree of Freedom; χ^2 = Chi-Square Calculated Value; Sig = P-Value

Table 4 shows the Chi-square calculated value (χ^2) of 459.313, degree of freedom $df=3$ and a sig (P-value=0.00) which is less than the alpha value ($\alpha=0.05$). Since $P<.05$, the result is significant, therefore the null hypothesis is rejected. This implied that, social studies teachers significantly influence provision of infrastructural facilities in the management of upper basic education level schools in Delta State.

From the data analysis, the following major findings were made:

4. Organizing structured induction as part of employment process for all newly recruited teachers including social studies teachers, selection of teachers based on current employment legislation and selection of teachers based on area of specialization influences school management positively.
5. Provision of Information and Communication Technology (ICT) facilities, instructional materials and library facilities influence school management positively.

Discussion of Findings

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

First finding revealed that social studies teachers have significant positive influence on recruitment of teachers in upper basic education level schools in Delta State, Nigeria. Majorly, this finding revealed that; organizing structured induction as part of employment process for all newly recruited teachers, selection of teachers based on current employment legislation and selection of teachers based on area of specialization influences school management positively. A related test of hypothesis revealed that social studies teachers significantly influence recruitment of teachers in the management of upper basic education level schools in Delta State. This finding corroborate with that of Babarinde, Olujuwon, Abegunrin and Jimoh (2017) whose findings revealed that the recruitment pattern of in-service teachers in Lagos State is predominantly by application only, but moderately done through application with written interview only; that the prevalent factor promoting teachers' retention is prompt payment of salary and promotion arrears without delay. However, there was no significant difference between the recruitment pattern of male and female in-service teachers but there was a significant difference in the motivating factors of in-service teachers by years of teaching experience. These findings are in agreement with that of Israel, Anthony, Chime and Agogbua (2021) whose findings revealed that there was a strong positive relationship between teachers' recruitment and students' capacity in the chosen subjects in public secondary schools in Imo State. Anthony, Chime and Agogbua (2021) findings further revealed that there is a significant relationship between teachers' recruitment and students' academic performance. The findings are in agreement with the submission of Ofor

(2010), that the students' improved strength in their chosen subjects is enhanced by the quality of teachers recruited to teach them. This is supported by the works of Joke (2017) that posited that students' academic performance is improved by the work attitude of teachers recruited and posted to teach them. Also supporting the above findings is the work of Igumbor (2018) whose finding revealed that teachers recruited and posted to schools are enhancers or boosts of students academic strength. This in other words means that there is a strong significant relationship between teachers' recruitment and management of upper basic education level schools in Delta State.

The second finding revealed that social studies teachers have significant positive influence on provision of infrastructural facilities in upper basic education level schools in Delta State, Nigeria. This finding revealed majorly that; provision of Information and Communication Technology (ICT) facilities, instructional materials and library facilities influence school management positively. A test of related hypothesis revealed that social studies teachers significantly influence provision of infrastructural facilities in the management of upper basic education level schools in Delta State. This finding corroborate with that of Indyer, Azever and Onyeansi (2018) whose finding revealed that school libraries and school laboratories significantly influence the management of secondary schools in Benue State, Nigeria. In regards to provision of infrastructural facilities in schools, this finding agrees with that of Alimi, Ehinola and Alabi (2012) whose findings revealed that infrastructural facilities are made up of the indispensable systems and structures required by any viable educational institution to function effectively and achieve the objective for which it is established even though the studies were carried out in different locations. The findings further corroborate with that of Ogbonnaya (2019) whose findings revealed that local communities often raise funds to provide facilities in schools such as the building of new classroom blocks and dormitories as well as recruitment of extra teachers in areas of need to enhance effective teaching and learning.

Conclusion

This study concluded that social studies teachers significantly influenced teacher recruitment and provision of infrastructural facilities for enhanced management of upper basic education level schools in Delta State, Nigeria. It is therefore envisaged from this study that if Delta State Government in collaboration with the Federal Government and other relevant stakeholders provide adequate funding for teacher recruitment and provision of infrastructural facilities in upper basic education level schools in Delta State; the overall management of upper basic education level schools in Delta State would be greatly enhanced.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. Delta State Ministry of Education among other relevant educational stakeholders saddled with recruitment and selection process should ensure that employment of teachers in general and social studies teachers in particular is based on qualification, experience, performance and commitment to teaching profession so as to enhance the quality of teaching-learning activities in the management of upper basic education level schools.
- ii. Delta State Government in collaboration with the Federal Government and other relevant stakeholders should ensure adequate funding is provided for teacher recruitment and provision of school infrastructural facilities purposively geared

- towards efficient and effective management of upper basic education level schools in Nigeria.
- iii. Social studies teachers in particular and teachers in general should be giving adequate management training by the schools' authorities.

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