UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.19 (3);
January-June, 2025 https://unijerps.org
2023 Impact Factor:* 6.834;** 2022 ***Impact Factor: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

THE ROLE OF THE SCHOOL ADMINISTRATOR AS AN AGENT OF CHANGE: IMPLICATIONS FOR VOCATIONAL EDUCATION

Okoye, Anthonia Chinyere (Ph.D.)
Department of Vocational Education
Chukwuemeka Odumegwu Ojukwu University
E-Mail : toniachyokoye@yahoo.com

ABSTRACT

The school administrator as the chief executive of the school has enormous duties to perform which include; initiate areas of change and ensure its implementation. Education is dynamic just like the society it serves consequently change and innovation remains inevitable. It is based on this narrative that the school administrator is seen as an agent of change in the school where he/she operates. Ability to initiate change makes the school administrator and the workforce to remain abreast with the change in technology, curriculum etc. in a competitive society. It makes the entire programme relevant unlike where the school administrator lacks this change initiative, the entire process is bound to be obsolete and irrelevant. To buttress more on this, this study discusses the concept of school administrator, change, functions of the school administrator, qualities of a good school administrator, the school administrator as an agent of change, challenges facing the school administrator as an agent of change and the ways to ameliorate the identified challenges.

Keywords: Role, School administrator, Agent of change and Innovation

Introduction

The school is an educational institution where teaching and learning takes place under the tutelage of the teacher while the overall activities in the school is the absolute function of the school's administrator. Education which the school trades on is extremely characterized by dynamism; consequently, all the functions of the school's administrator must synchronize this dynamic construct. This implies that the school administrator has enormous transformational tasks to perform in the school operation if the educational goals must be realized at the long run.

In the attempt to perform the roles of the principal and remain adaptive to educational changes, he must possess the character of a catalyst and/or influencer. He should be able to fish out challenging tasks in the school programmes or activities, proffer possible solutions, take the lead in the resolution of such problems and spur the teachers to action so as to resolve the issue amicably. By so doing, the school administrator portrays himself as a problem solver. He also assists the workforce in procuring all the necessary educational resources relevant in tackling the challenging areas. Apart from provision of adequate school facilities, he distributes the resources according to areas of need by linking the resources or facilities to

personnel that require them for solving identified school's needs thus objective attainment

The Concept of the School Administrator

The school administrator is the one who is at the highest leadership peak in the organizational hierarchy in the school. He is the boss in the school. He is the one upon which the school programmes, activities and schedules of duties lie on his shoulder. He is the one in-charge of all the human and material elements in the schools. Since he is solely in-charge of everything that transpires in the school, he takes responsibilities of the success or failure of the school in achieving its aim and objectives. In line with the above opinion, Ikuelogbon, Anaenyeonu & Eze (2020) citing Ogbonnaya (2010) posited that the school principal is the executive head of secondary school that has the sole duty of implementing all the educational programmes of the school, in addition to that procures all the necessary educational resources for conducive teaching and learning interactions.

Evidently, the school administrator is the highest authority in the school under his jurisdiction, he is the head teacher, he is in-charge of all the human elements in the school and even the non-human element. He is named in respect of the level of education his administration stands. For example, at the primary education level, he is called the headmaster or headmistress depending on the gender. At the secondary school education level, he is the principal. At the tertiary education level, the name varies according to the type of education. For instance, the polytechnic and technical colleges, the administrator is referred to as the Rector, colleges of education call their administrator the provost while in the university, the administrator is known and called the vice chancellor and so on. For the purpose of this chapter, the discussion in focused on the secondary school principals.

The secondary education is the preparatory level of education for the tertiary level. It is an intermediary between the primary education level on one hand and the tertiary education on the other hand. In order to give this level of education qualitative and functional education, the principal must be proactive, vibrant and responsive in all the educational programmes as well as in obtaining all the relevant human and material resources that leads to achievement of designated educational objectives. It is based on this expression that Abdulraman (2014) averred that the principal as the school administrator is at the precursor and as such should be able to provide and allocate all the relevant educational resources. He should ensure effective and prudent use of all these resources to bring about positive change in teaching and learning process for optimal goal accomplishment.

The school administrator in the bid to keep abreast with the modern trend in educational operation infuses change in the desired activities and programmes. This he does through the process of initiating changes and is in the fore front as the pace setter to ensure smooth implementation of the change process.

The word 'Change' in Education Enterprise.

To change is to move away from the status quo. It means to alter, transform and

modify a given concept. In support of the above ideals, Achuonye (2008) opined that change is a process which could occur in the following ways; substitution, alteration, addition of a new thing and elimination.

1. Substitution; this is way by which something/somebody is put in place of another. It is the act of replacing one thing with another.
2. Alteration; these deals with provision of alternative means of doing something which is considered better. It goes with providing another option or different way of accomplishing a given task. This type of change occurs in the school system such as change in the school programme, job specification/allocation, change in class or office size, change in teaching methods etc.
3. Addition of a new thing; this happens when there is expansion of the building to accommodate increasing number of students, teachers or equipment. New buildings could also be erected, new equipment could be procured, new subjected could be added to the previous ones etc.
4. Elimination; this is total removal of unwanted school programmes or subjects when found to be obsolesce and of no value.

The scholar further hassled that any innovation in educational setting is termed educational innovation which is a change made in the field of education. Education from all its ramifications is innovative thus change oriented.

Areas of Planned Change in Education

Change is inevitable and as such should be expected particularly in the educational progression. Just as the society and the entire human life is moves towards modernization and world best practices, it is evinced that education which propagates the societal philosophy, belief, customs, tradition and aspirations must align with the process of this dynamism popularly referred to as change. Change could be spontaneous or planned. Most educational change and innovations are planned. Following the above elucidations, Agabi (2002) streamlined some of the scope of planned change in education to include:

1. **The Educational Objectives;** educational objectives are known to be the replica of the societal needs, aspirations and vision. Every educational goal is aimed at satisfying and solving societal problems in all walks of life. Societal aims and objectives are pursued using education. This is the reason why the production of human capital requirements of the nation is achieved through education. In line with this ideal, any change in the societal needs or philosophy requires change in education for that type of education to remain relevant in the community where it is serving. When the educational objectives are pre-determined in respect of the societal needs requirement, the strategies for its implementation takes the centre stage.
2. **Educational Content;** the development of the educational content must be consonant with the set objectives. It stems from the national policy on education to the curriculum development by the appropriate government agencies or councils. The content of educational delivery must be such that could lead to attainment of the desired goals. In this way, any change in educational objectives must reflect in the educational content so as to yield intended outcome.
3. **The Educational Methodology;** where once there is change in educational

objectives and content, the strategies used in execution of the various aspect of educational delivery process is also affected by the on-going transformation. The methods of impacting or transmission of the educational content for objectives accomplishment must go hand-in-glove to the embraced new change. Obsolete methods hampers educational delivery process and is likely to produce unrealized objectives. It is against this backdrop that apart from the use of projectors and televisions, there is massive use of information communication technology in educational delivery process. This is to break even with the swift technological advancement world over. Some participatory teaching methods which are learner centred and creative oriented have replaced the obsolete 'jug and cup' teacher-student relationships.

4. **Organization and Management;** with the introduction of new educational objectives, educational content and methodology, the school organization and management must be influenced by this wind of change. This is of essence so as to accommodate the increased educational responsibilities which the change has caused. The educational managers are forced by this change to adopt new organizational structure and practice as well as managerial procedures. It is for this reason that the school administrators are seen as the agent of change as they are expected to incorporated any change in education to their schools and ensure that the processes are adhered to for quality assurance and maintenance of standard.

The Functions of the School Administrator in the Secondary School

The school administrator is the pilot in the school as a social system. He is the overseer of all that go on in the school. He is responsible for the human elements in the school both teaching and non-teaching staff as well as the non-material resources in the school. The students of course are strictly under his care to ensure that they get satisfactory educational delivery which they subscribed for which is the ultimate reason the school is established. In carrying out these functions, the school administrator does the following services;

1. Students' personnel services; the school administrator sees to the welfare of all the students right from the admission, classification, provision of comfortable learning environment, conveniences, discipline and maintenance of standard.
2. Teachers' personnel services; the appointment of teachers should be principally on the area of specialization which is expected to reflect on the allocation of subjects and other duties. Necessary assistance should be given to teachers like equipping them with relevant instructional materials. The welfare of the teaching staff is also an important function of the school administrator that should not be neglected.
3. The non-teaching staff personnel services; this set of people provide support services to the teaching staff to ensure the attainment of school's set goals. The school administrator has the duty to assign duties to them as well as provide adequate implements for its execution. Their welfare is of utmost important.
4. School Facilities and Equipment; school facilities are finance, time and other material resources used to propagate teaching and learning efficacy. These are the work implemented which the school administrator should ensure its provision, judicious usage and adequate maintenance

to prevent untimely dearth of these facilities.

5. School Curriculum; it is the duty of the school principal to ensure that the school curriculum in use in his school is in consonance with the current one (up to date) as approved by National Education Research Development Council (NERDC). He should ensure that what the curriculum states is implemented to the later for quality assurance.

The school administrator still has the duty to the parents and the members of the community where the school is located. He should ensure harmonious co-existence between the school and these sets of people. This is because their functions are interwoven and none can function in isolation. In all of this, effective communication is very crucial as it is the tool used in creating effective school climate for conducive teaching and learning experiences.

Musungu (2009) corroborated with the afore mentioned expositions and espoused that the school administrator must possess the following attributes:

1. Leadership—this is one of the essential skill the school administrator must possess as a result of enormous task he must assume. Leadership quality is the ability to harmonize different facets of activities, programmes, human factors in relation to inspiring and stimulating them to work assiduously for goal attainment.
2. Effective Communication—this is the ability to reach out to the entire workforce in terms of transmission of information or knowledge for smooth running of the school. Good communication network is imperative in school administration as it makes for interpersonal relationship with which the school operates. Communication breakdown could disrupt the achievement of desired objectives.
3. General Commitment; to achieve this feat in a school setting, the leader must operate an open-door policy, be receptive and an amiable fellow. With this quality of general commitment, the school administrator is able to co-ordinate these various human elements to willingly direct all their efforts towards goal accomplishment.
4. Social Interaction; this is the quality that allows the school administrator to be in synergy with the school actors, parents and the members of the school community to achieve a common goal.
5. Persuasion; this quality enables the school administrator to direct and ensure compliance for efficient running of the school for goal realization.
6. Empower others; this quality enables the school administrator to create room for creativity and self-initiative among the workforce for improved job performance.
7. Assign more tasks; the school administrator allocates duties to members of the staff according to qualification and capabilities since he cannot do it alone.
8. Act decisively; a good administrator takes time to study outstanding issues in the school, gather relevant information and logistics before embarking on making informed decision.
9. Managing risk; administrative risk is inescapable so the school administrator should be able to accept assets and liabilities accrued from his administrative prowess.
10. Priority management; this quality urges the school administrator to arrange his programmes in order of priority. Urgent attention should be given to essential

school programmes. This lays emphasis on the effective time management.

For the school principal to diligently perform his role as an agent of change, he must first and foremost be knowledgeable on his responsibilities. These responsibilities should also be accompanied with professional and personal qualities. These traits the principal must utilize systematically as the situation demands so as to work in harmony with other school personnel to accomplish educational goals. These goals are not static, they are prone to change in relation to the societal needs. The school principal therefore should be prepared to assist the educational actors implement any change that may arise in the process professionally, personally, experientially and technically.

Skills of the School Administrator as a Change Agent

Aside some designated qualities of a good school administrator, some basic skills are also required to perfect his duty as a change agent. These skills are classified into three as identified by Okorie (2002) namely: Conceptual skills, human skills and technical skills.

Conceptual skills:

This skill basically relates to the ability of the school administrator in applying theoretical models to solving educational problems. They are specifically meant to;

1. Establish a good rapport
2. Scrutinize the state of affairs and
3. Create self-renewal

Analytical skills:

1. Diagnosing the circumstances
2. Selecting the solution from the alternatives
3. Developing a relationship and
4. Generating self-renewal

Skills for interpreting information: these are used for—

1. Procuring resources
2. Building relationship
3. Diagnosing a situation
4. Generating self-renewal

Synthesizing skills: this is used for--

1. Choosing solution
2. Building relationship and
3. Generating self-renewal

Human Skills: this skill creates sensitivity to situations and also used for—

1. building relationship
2. generating self-renewal
3. implementing the solution
4. stabilizing the innovation

Listening skills: this is used for

1. Developing a relationship
2. Generating self-renewal
3. Diagnosing the situation
4. Acquiring resources
5. Implementing
6. Stabilizing the innovation

Interpersonal skills: this is used for—

1. Developing a relationship
2. Generating self-renewal
3. Implementation
4. Stabilizing the innovation

Technical Skills: Date Gathering skills which is used for—

1. Acquiring resources
2. Building a relationship
3. Diagnosing situations
4. Generating self-renewal

Communication skills: this is principally used for—

1. Implementing the innovation
2. Developing a relationship
3. Choosing a solution from alternatives
4. Self-renewal

Application Skills: Skills of applying decision criteria, specifically essential for selecting a solution from alternatives.

The School Administrator as an Agent of Change

The school administrator is one of the agents of change in the educational system. He performs four distinct functions as identified by Okorie (2002) namely; as a content initiator, process initiator, as a mediator and as a squashier.

1. The principal as a content initiator: the principal as the sole administrator of the school is the link between government agencies like the ministry of education and the school personnel. In this regard is always the first to be alerted in case of any change and innovation in secondary education. In this process, the principal remains the first person to initiate or introduce change in educational content to the school under his jurisdiction. He not only creates awareness on the change in content but also display sense of interest and willingness to adapt to the content change. The relevance of the change should be disseminated to the workforce and even the students thus prepare them for compliance. The principal in performing this role should be very tactical so as to give the workforce the impression that the change process is being imposed on them. He should therefore arm himself with effective communication thus make himself available where necessary. He is very helpful and motivational at this point in time. His role as content initiator focused on the following;

1. As the first person to be acquainted with the new educational content he should endeavour to lure the school personnel to willingly participate in the implementation of change process without using coercion which is counter-productive.
2. The principal should show adequate interest so as to attract others to show the same value in the new practice. He should follow up the entire process as being done by the staff to detect, analyze and proffer solution to demanding areas. At this moment, the school administrator should be engaged with counselling, motivating and encouraging the participants to forge ahead so as to attain desired goals.

The Principal as a Process Initiator

The principal as a process initiator revolves on his ability to set up organizational structure that leads to implementation of change in educational content this he does through;

1. Generating communication avenues in the school environment so as to use same transfuse the new phenomena to the school elements.
2. Allocation of duties to the teaching and non-teaching staff which goes to imply that all the school actors in one way or the other are prospective change agent.
3. Decentralization of authority in line with the organizational structure that makes for democratic decision that promotes the development of change as the lower level of the school.
4. As part of the process of change the principal should be available at every aspect of the implementation stage so as to encourage and stimulate the workforce to actualize the change.
5. He is better positioned to determine the staff's decision or rather level of acceptance of the change phenomena. With this at hand, takes decision on whether to reject or adopt the new idea.

The Principal as a Mediator

1. As a mediator, the principal performs an intermediary function between the educational agencies such as education boards, ministry of education etc.
2. As a mediator, the principal is the catalyst as well as the resource linker. He not only stimulates the workforce to action but also equip them with relevant school facilities needed for smooth transition during the change process.
3. In mediating for possible change, the principal incorporates the parents to solicit their support and arouse their interest in accepting the implementation agenda and availing them the essence there from.

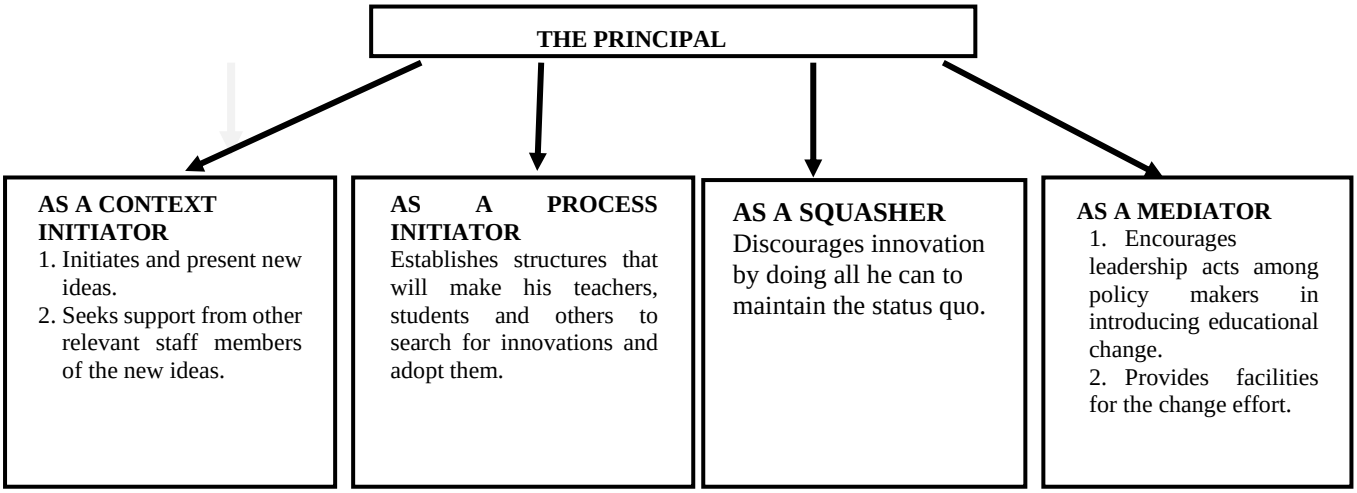
The Principal as a Squashier

The principal who sees himself as a squashier is anchored on the basis that not all change is essentially beneficial and that fast adaptation to change and innovation is not an applaudable entitlement. In view of the above understanding, the principal sits on the change information using delay tactics, refuses to act until the need for the change elapsed. Or the change is replaced by another demand. The principal as the squashier adopts the following techniques;

1. Not willing to accept responsibility thus blames everyone for his actions and inactions.
2. Blocking information from the ministry or other educational agency for the school personnel.
3. Negative and conservative reaction to everything new.
4. Reserving all important decision for himself alone.

Below is a concise diagrammatic representation of the functions of the principal as a change agent.

Diagram 1: Facets of the Principal as an Agent of Change



Culled from Okorie, N.C. (2002)

Challenges Militating against the School Administrator as an Agent of Change

Human beings find it difficult to adapt to change especially when they are benefiting from the old phenomena or idea or are not well informed about the relevance of the new knowledge or skill being introduced. The school personnel is not different from this resistance to change. This has given the school administrators lots of impediments to implementation of educational change and innovations. According to Uwaezuoke (2021) the following are some of the obstacles distorting change implementations in schools:

1. Inadequate provision of school facilities; change comes is the introduction of new knowledge, skills, information etc. and as such requires provision of new school facilities relevant to the change phenomena. In a situation where these facilities are in short supply or totally unavailable, change implementation suffers setback.
2. Ineffectual personnel: Introduction of new educational content or structure most of the time requires skilled personnel in those particular areas to adequately handle such. More often than not, these personnel are either lacking or insufficient. This has resulted to jerky implementation of educational change and innovations in schools. The school administrators are handicapped when the personnel is incompetent and/or scarce.
3. Financial crunch; to effectively transit from old ideas, skills or knowledge to new or fresh ones, money must be involved. When there is no money or insufficient fund to provide necessary logistics and contingencies for smooth transition, change and innovation is challenged.
4. Poor communication network: change has a lot to do with transmission of information right from the onset. Communication is needed to introduce the change, stimulate the workforce as a catalyst, and enlighten them on the intrinsic worth of the change. This awareness or orientation helps the personnel to unmask themselves from the shackles of the old idea, knowledge or skills and become ready to imbibe or assimilate the new ones. Communication is also of essence when the change is on-going so as to counsel and support the personnel to allay their fears, doubts and indecision. As the change process is adapted, the school administrator should not relent in the use of good communication as a tool in concretizing the change so made. When there is poor communication or breakdown of communication or communication gap during change implementation, the flow of the implementation agenda is ramshackle leading to clumsy process which is counter-productive.

Implications for the Teaching and Learning of Business Studies

The above discourse has serious implications for the teaching and learning of Business studies. To be able to administer Business studies in secondary schools, principals are expected to understand the meaning of Business studies and appreciate the role the subject-matter plays in equipping recipients with vocational and business skills. They, as administrators need to be conversant with the objectives of Business studies. These are very crucial in their administration of secondary schools.

Business studies is a dynamic course which prepares students for the challenges of 21st century by introducing them, to the world of business. It emphasizes the ever-changing character of business, the diverse nature of business enterprise and the inter-dependence of the various parts of the business world. As an academic subject business study is practical, applied and exciting. It equips students with many life skills such as communication skill, problem solving skill, time management skills, teamwork and decision-making skills whether your aim is to pursue an academic career, train for a profession or become an entrepreneur the necessary knowledge and skills will be provided.

According to the Federal Republic of Nigeria, (2004), Business Studies comprise of shorthand, typewriting, commerce, office practice and book- keeping is compulsory subject at junior secondary school level of education. In the National Policy on Education (FRN,2004), on completion of the junior secondary school, students should be streamed into senior secondary school, the technical college, vocational training centre and the apprenticeship scheme on the basis of 60%, 20%, 10% and 10% respectively.

According to McShare (2011), teaching and learning of business studies in Nigeria secondary schools has the under listed aims and objectives which include:

1. To maintain and/or stimulate student's curiosity, interest and enjoyment in business studies.
2. To enable students to be familiar with a body of business and economics knowledge, principles, skills and vocabulary.
3. Also, to enable students to see business studies in the context of a wider body of knowledge and skill.
4. To help students to develop a range of skills like politeness, perseverance, initiative and ability to work independently as well as part of a team.
5. To employ teaching methods and resources that allows all students to have equal access to business studies and to experience success and enjoyment in their business studies work.
6. To develop an awareness in students of the implications of business and industry (past and present) for the individual, the community and the environment.

Suggestions

Following the above expressions, the under listed suggestions were made:

1. In order to assist the school administrator as an agent of change, the government or its relevant agency should as a matter of necessity supply adequate needed school facilities in functional condition. This stands to support the efforts of the school administrator in the implementation of change.
2. The appropriate educational agency responsible for personnel recruitment should deem it fit to employ competent personnel according to specialities that suit the new skills, knowledge or information. This fosters the school administrators' efficiency an agent of change.
3. Money is necessary to service some current expenditure in schools and should therefore be adequately provided for the school administrators to easily propagate change and innovations in educational settings.
4. School administrator as an agent of change is expected to possess the skill of communication as that helps him to

disseminate crucial information to all and sundry for smooth transition from the status quo to the new phenomena.

Conclusion

This chapter dealt with the roles of school principal as an agent of change and as such discusses the school administrator, the meaning of change, qualities of a good school administrator, the school administrator as an agent of change, the chapter also examines some challenges militating against the school administrator in effecting change and innovations in schools and possible solutions proffered.

REFERENCES

Abdulrahman, M. (2014). Principal's administrative process strategies for the achievement of quality assurance in secondary schools in Kogi State. Unpublished masters' thesis, department of educational administration and planning. University of Nigeria, Nsukka.

Abonyi, A. U. (2021). Trafficking In Persons and Irregular Domestic and Cross Border Migration in Nigeria. *The Journal of Property Law and Contemporary Issues*, *11*(2).

Abonyi, A. U. (2022). Democratisation of Corruption in Nigeria: Analysis of Its Socio-Political, Economic and Legal Implications. *IRLJ*, *4*, 148.

Abonyi, A. U. (2022). The Constitutionality of RUGA as a Land Policy in Nigeria. *AJLHR*, *6*, 52.

Abonyi, A. U. (2023). The Protection of Prisoners of War under International Humanitarian Law. *LASJURE*, *4*, 115.

Achuonye, K.A. (2008). Trends in Nigerian educational innovations. Nigeria, Pearl publishers.

Adinna, I. P., & Onyekwelu, R. A. (2021). Evaluation Of Supervision Related Challenges on The Implementation of National Policy on Secondary Education in Anambra State Nigeria. *Online Journal of Arts, Management and Social Sciences (OJAMSS);* 5(2), pg.272 – 281

Agabi, O.G. (2002). Planned change in education In O.G. Agabi & N.C. Okorie (Eds.) Introduction to management of change in education. A book of readings. Port Harcourt Nigeria, Pam unique publishing coy. Ltd.

Anushiem, M.I. & Anushiem, U.M.J. (2023). Leave to Sue a Company in Liquidation Under section 580 of Companies and Allied Matters Act 2020: Imperative for Legislative Intervention. *Frontline Bar Journal (FBJ); 1(2),* available in google scholar at http:// www. nigerianjournalsonline.com.

Anushiem, U. M. (2025). Education Law in Nigeria: Imperative for Fundamental Rights Provision. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Anushiem, U. M. (2023). The intervention of finance act on taxation of non-resident companies in Nigeria: An appraisal. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*, *4*(1).

Anushiem, M. U. (2019). The Constitutionality of The Exclusive Jurisdiction of The Investments and Securities Tribunal (IST). *African Journal of Constitutional and Administrative Law*, *1*, 64-77 available in google scholar at http:// www.journals.ezenwaohaetorc.org

Anushiem, U.M.J. (2022). Intervention of Finance Act (2019) as Amended on Taxation of Dividends in Nigeria: A Legal Appraisal' *Nnamdi Azikiwe*

University, Journal of Commercial and Property Law, 9 (1); available in google scholar at http:// www.journals.unizik.edu.ng

Anushiem, U.M.J. (2022). The Intervention of Finance Act on Taxation of Non-Resident Companies in Nigeria: An Appraisal', *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law (COOUJPPL)* 4 (1).

Anushiem, U.M.J. (2023). Appraisal of the Prospects for Taxation of Digital Economy in Nigeria', *Unizik Law Journal*, 19 (2), available on online on journals.ezenwaohaetorc.org.

Azubuike, O. R. (2024). Perceived Influence of Principal Leadership Styles on Teachers' job Performance in Public Secondary Schools in Awka South LGA. *Top Educational Review Journal;* 15(12);24-32. ttps://zapjournals.com/Journals/index. php/terj

Azubuike, O. R. (2024). Perceived Influence of Welfare Packages on Teachers Job Performance in Public Secondary Schools in Anambra State. *International Journal of Education, Research and Scientific Development;* 5(3), 1-14. https://www.ijresd.org

Azubuike, O. R. (2024). Principals' school Plant and Personnel Management Practices as Predictors of School Improvement in Secondary Schools in Anambra State.

Azubuike, O. R. (2025). Utilization Of Learning Resources for Teaching in Primary Schools in Udi LGA of Enugu State. *Irish J. Edu Pract*, *8*(01).

Ekwesianya, A. A. (2022). Principals' school-Community Relationship Management Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *6*(1), 191-200.

Ekwesianya, A. A. (2025). Towards Effective Integration of Artificial Intelligence in Teaching Profession in Nigeria: Issues and The Way Forward. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Ekwesianya, A. A., Okaforcha, C., & Okeke, N. I. (2020). Principals' Capacity-Building Needs for Conflict Resolution in Secondary Schools in Anambra State. *International Journal of Innovative Science and Research Technology; 6 (5); 513-516.*

Enwezor, C. H. (2021). Relationship Between Principals' human Resource Management Practices and Teachers' job Satisfaction in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *2*, 137-150.

Enwezor, C. H., & Chukwunonye, M. N. (2021). Principals' application of Code of Ethics in The Management of Examination Malpractice in Secondary Schools in Anambra State. *COOU Journal of Educational Research*, *6*(2).

Enwezor, C. H., & Obi, E. (2022). Academic Staff Work Environment and Work Orientation as Correlates of their Job Satisfaction in Colleges of Education in South East, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, *11*, 81-93.

Enwezor, C. H., & Obi, E. (2022). Work Environment and Orientation of Male and Female Academic Staff as Correlates of Their Job Satisfaction in Colleges of Education in South East, Nigeria. *UNIZIK Journal of Educational Research and Policy Studies*, *10*, 168-179.

Enwezor, H. C. (2021). Perceived Impact of School Climate on Academic Performance of Secondary School Students in Onitsha North Local

Government Area, Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *4*, 117-136.

Enwezor, H. C., & Chukwunonye, N. M. (2022). Employability Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria. *The Pacific Journal of Science and Technology*, *23*(2), 66-73.

Ezeaku S. N (2019). Creative Quality of Educational Managers in functional Education as a panacea to Achieving Sustainable Development in Anambra State, Nigeria. *Journal of Education, Society and Behavioral Science* Vol. 31 (issued) (Pg 1-9).

Ezeaku, S. N. (2025). Instructional Leadership in The Era of Ai: Correlates to Open School Climate in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Ezeaku, S. N., & Okoye, A. C. (2025). Best Strategies for Ensuring a Good Organizational Climate in Secondary Schools in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Federal Republic of Nigeria (FRN, 2002), *Nigerian Policy on Education* Lagos: NERDC Press.

Ikuelogbon, O.Anaenyeonu, I.M. & Eze, G.A. (2020). Principals' quality assurance mechanism for enhancing quality public secondary schools in Ese-Ondo State. International Journal of Educational Management (IJEM) 18(1):14-26.

Iloka, P. C. (2025). Teaching Integrity: Strategies for Fostering Ethical Behavior in Students. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Iloka, P. C., & Nwakoby, C. S. (2025). Examination Of the Legal Rights of Teachers: A Case Study of The Anambra State Legal Provisions. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Iloka, P. C., & Nwakoby, C. S. (2025). Safety And Security in Managing School Facilities. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Izuchukwu, V.C., K.A. Ugwaka, V. Arazu and C.U. Ezechi, 2023. Quality evaluation of commercial fish ponds in Uli, Anambra State and their health implications. *International Journal of Agricultural Research;* 18(2), 56-63.

McShane, L. (2011) Objectives of Business Studies. www.eduresource.com

Musungu, L.L. (2009). Role of the headteacher in academic achievement in secondary schools in Vihiga Distrct, Kenya. www.researchgate.net

Nneka Anthonia Obumse & Uju P. Egenti (2021). Influence of mental health status on academic achievement of public secondary school students in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies.*

Nneka Anthonia Obumse, Uju P. Egenti (2021). Influence of psychosocial variables on campus adjustment of first-year students of Colleges of Education in Delta State, Nigeria. *Unizik Journal of Educational Research and Policy Studies.* Vol. 9. (2021).

Nonyem, O. I., & Chimaa, O. C. (2020). Principals' auditing practices as predictors of teachers' job involvement in secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *1*(1), 1-7.

Nwabachili, C. C., Iloka, C. P., & Ucheagwu-Okoye, O. (2022). Legal Implication of The Difference Theory of Law and Gender in The Feminist Jurisprudence.

Chukwuemeka Odumegwu Ojukwu University Law Journal, *7*(1).

Nwakoby, C. S. (2025). Leadership In Educational Management. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Nwakoby, C. S., & Iloka, P. C. (2025). Examining Education Law of Torts in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Laws and Leadership Studies*, *1*(1).

Nwakoby, C. S., & Iloka, P. C. (2025). Regulatory Challenges in Implementing Digital Education in Anambra State for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Nwankwo, A. A. (2022). Green business strategies and performance of breweries in South-East Nigeria. *International Journal of Innovative Social Sciences & Humanities Research*, *10*(1), 127-138.

Nwankwo, A. A. (2022). Impact of Emerging Digital Technology on Organizational Performance: A Study of Fidelity Bank in Anambra State. *International Journal of Business Systems and Economics*, *13*(5), 156-168.

Nwankwo, I. N. (2020). Assessment of principals' implementation of education management information systems in staff personnel management in secondary schools in South-East states of Nigeria. *International Journal of Innovative Science and Research Technology; 5 (10)*, 398 - 404.

Nwankwo, I. N. (2022). Management practices for controlling fund wastages and misappropriation in secondary schools In Anambra State. *Unizik Journal of Educational Research and Policy Studies*, *14*(1), 177-190.

Nwankwo, I.N. (2022). Management Practices for Controlling Fund Wastages and Misappropriation in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies (UNIJERPS) 14 (1)*; 177-190.

Obumse, N. A. (2022). Influence of Parents Socio-Economic Factors on Psychosocial Adjustment Levels of Anglophone Adolescents Residents in Burkina-Faso, Francophone Speaking West Africa. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3) p.g. 147 – 161

Obumse, N. A. (2022). Relationship Between Family Levels of Expenditures and Socio-Cognitive Adjustment Levels of Adolescents in Anambra State Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, *4*(3). pg. 213 – 223

Obumse, N. A. P. (2022). Influence of Parenting Styles and Nurturance on the Psychosocial Development of Adolescents in Enugu State: Implication for Employability and Global Competitiveness in The New Normal. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3); p.g. 59–68

Obumse, N. A., & Chinwe, T. (2021). Sexual Violence Among Female Undergraduates in Anambra State: Prevalence, Patterns and Counselling Practices. *Journal of Educational Research & Development*, *4*(1).

Ojimba, C. C. (2024). Effect Of National Industrial Court and Industrial Arbitration Panel in Resolution of Corporate Dispute. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *13*(2).

Ojimba, C.C. (2020). Legal Implications of Technology Transfer to Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *2*(1).

Okaforcha, C. C. (2021). Relationship Between Principals' staff Personnel Practices and Teachers' job Commitment in Secondary Schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *4*(1), 191-198.

Okaforcha, C. C., & Iloka, C. P. (2025). Disciplinary Measures as Correlates of Students' misbehaviour in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Okaforcha, C. C., & Okeke, I. N. (2020). School Leadership as A Correlate of Teachers' job Satisfaction in Public Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *1*, 1-7.

Okaforcha, C. C., & Okeke, N. I. (2025). Towards Effective Safety Management in Secondary Schools in Nigeria. *Unizik Journal of Educational Research, Science and Vocational Studies*, *1*(1).

Okaforcha, C., & Okeke, N. I. (2019). Extent of principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State. *African Research Review*, *13*(2), 145-155.

Okechukwu, E. (2025). Legal Protections of Teachers for Sustainable Workforce. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okechukwu, E. (2025). Principals' Effective Communication Strategies for Improving Teachers' Job Performance in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies VOL.19 (2).*

Okechukwu, E. (2025). Teachers Rights and Responsibilities and Societal Expectations. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okeke, N. I. (2022). Principals' organizing Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *13*(1), 167-173.

Okeke, N. I., & Okaforcha, C. C. (2025). Towards Effective Management of University Education in Nigeria. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Attrition and strategies for teacher retention in secondary schools in Anambra State. *Global Journal of Education, Humanities and Management Sciences, 1(1), 148–156.*

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Principals' School Self-Assessment Practices for Secondary School Improvement in Awka Education Zone of Anambra State. *Global Journal of Education, Humanities and Management Sciences* (GOJEHMS); 1(1), pg.128 - 136

Okoye, A. C. (2021). Strategies for developing sustainable business education for economic development. *International Journal of Management Studies and Social Science Research*, *3*(2), 76-81.

Okoye, A. C. (2025). Digitalization Of Secondary School Personnel Management Practices for Managerial Effectiveness in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Laws and Leadership Studies*, *1*(1).

Okoye, A. C., & Ezeaku, S. N. (2025). Digitalization in Teaching and Learning and The Challenges Hampering Its Smooth Flow. *African Journal of Educational Management,*

Teaching and Entrepreneurship Studies, 14(1).

Onyekwelu, R. A. (2021). Principals' administrative Measures for Enhancing Instructional Effectiveness in Anambra State Public Secondary Schools. *COOU Journal of Educational Research, 6*(1).

Onyekwelu, R. A. (2024). Enhancing the Quality of Secondary Education Through Professional Development of Teachers in Nigeria. *British Journal of Multidisciplinary and Advanced Studies, 5*(1), 194-205.

Onyekwelu, R. A. (2024). Students' use of Search Engines as Correlate of Students Academic Performance in Senior Secondary Schools in Ogidi Education Zone. *Multi-Disciplinary Research and Development Journals Int'l, 5*(1), 11-11.

Onyekwelu, R. A. (2024). Teachers' Professional Competencies as correlates of Student's Academic Achievement in Public Secondary Schools in Anambra State. AJSTME, Volume. 10 (3); 404-411; https://www.ajstme.com.ng

Onyekwelu, R. A., & Adinna, P. I. (2022). Influence Of Covid-19 On the Nigeria Secondary Education System: Effective Virtual Learning, The Way Forward (A Case Study of Anambra State). *Journal of Educational Research & Development, 5*(2).

Osegbue, G. C. (2025). Crisis intervention and response in educational institutions: developing and implementing plans in developing countries. *African Journal of Educational Management, Teaching and Entrepreneurship Studies, 15*(1).

Osegbue, G. C. (2025). Early childhood education in Nigeria: challenges and prospects. *Unizik Journal of Educational Laws and Leadership Studies, 2*(1).

Osegbue, G.C. (2019). Perceived impact of effective educational planning on education system for national cohesion and global competitiveness. *International Journal of Educational Practice (IISTE)*, 10(11), 108-117.

Osegbue, G.C. (2021). Principal' management of students' personnel services for attainment of educational goals in Anambra State. *Journal of Educational Research and Development, 4(1*), 85-92.

Osegbue, G.C. (2022). Effectiveness of visual video tutoring on students' learning in coping with COVID 19 in the new normal. *International Journal of Educational Practice (IISTE)*, 13(21) 110-122.

Osegbue, G.C., & Nnubia, J.N. (2020). Adequacy of strategic plan implementation in secondary schools' administration for sustainable educational development in Anambra State, Nigeria. *Unizik Journal of Educational Management and Policy, 4(1)*, 104-114.

QManager (2021). 10 qualities of a good administrator. www.ismissalsoftware.com

Ucheagwu-Okoye, O. M. (2021). The Need for Arbitration as An Alternative Dispute Resolution Mechanism in Tax Disputes Resolution in Nigeria. *Idemili Bar Journal, 2*.

Ucheagwu-Okoye, O. M. (2025). Educational Laws and Their Impact on Inclusive Education for Students with Disabilities in Anambra State: Implications for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies, 1*(1).

Ucheagwu-Okoye, O. M. (2025). Role Of School Leaders in Promoting Mental Health Awareness Among Secondary School Students in Anambra State for Sustainable Development. *African*

Journal of Educational Management, Teaching and Entrepreneurship Studies, 14(1).

Ucheagwu-Okoye, O. M. (2025). The Role of Artificial Intelligence (AI) in Student Assessment and Evaluation in Educational Leadership in Tertiary Institutions in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Ugwaka, K. A. (2025). Availability, accessibility and utilization of e-learning resources in teaching agricultural science in senior secondary schools in Anambra state. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Ugwaka, K. A. (2025). Integrating digital agriculture into the undergraduate agricultural education programmes in Nigerian universities for vocational development. *Unizik Journal of Educational Research, Science and Vocational Studies* 2 (1); 229-241.

Ugwaka, K.A. and Igbokwe S.O. (2020). Effect of ration level on the growth and development of clarias gariepinus. *International Journal of Agricultural Research and Food Production,* 5(3); 1-9.

Ugwaka, K.A. and Igbokwe, S.O. (2023). Effect of Phthalates from Plastic Culture Materials on the Growth and Survival of African Catfish. *International Journal of Agricultural Research; 18 (1): 36-44.*

Uwaezuoke, M.I. Managing change and innovation at the Nigerian tertiary education level to tackle the 21st century challenges. Multidisciplinary research from Africa, Lome, Togo, Global Education Network (GEN), publications.