

Magnitude of Human Resources Utilization toward Reforming Secondary Schools in Ondo State (Western), Nigeria

Jolly Dojo Kukuru
Adekunle Ajasin University
Akungba Akoko, Ondo State, Nigeria

Abstract

A way of improving curriculum in the secondary schools is through utilization of various resources. This paper focuses on magnitude of human resources utilization toward reforming secondary schools in Ondo State (Western), Nigeria. Twelve Area Education Officers selected, using non-probability sampling technique from the eighteen Area Education Offices in Ondo State, Nigeria, participated in the research. The Area Education Officers responded to a Likert type of questionnaire on utilization of human resources and its items included staff-student ratio, guidance-counseling, drop-out prevention programmes, schedules in relation to physical facilities, physically challenged learners, staff development, general teaching and learning, and maintenance of discipline. The responses on the questionnaire were analyzed using frequencies, percentages, and Chi-Square (X^2) statistics. Results showed that magnitude of human resources utilization in Ondo State, Nigeria secondary schools was generally low. A number of recommendations are made geared toward improving human resources utilization with a view to reforming the secondary schools: ensuring moderate staff-student ratio, more functional guidance-counseling services, provision of drop-out prevention programmes, provisions for the physically challenged; encouraging of research and especially activity based teaching-learning methodology so that desired changes in behavior of learners which are geared toward societal development may be adequately realized.

Keywords: Five keywords seem vital to this title, namely: curriculum development/improvement, school renewal, teaching-learning resources, teaching-learning methodology, (and) teacher effectiveness.

1. Introduction

Secondary education is that stage of education which is after primary education and before tertiary education and it can markedly contribute to Nigeria's development socially, economically, and politically [1]. This author added that Nigeria is a developing nation. Burstow presented four contributory factors to school effectiveness and three of them are relevant in this paper as follows: school factors such as buildings, resources, intake; classroom factors such as class and pupils' characteristics; and teacher factors such as aims and strategies [2]. This author observed the need for research by teachers on the basis that it is 'bottom-up' implying action research that is initiated and conducted by teachers hence more realistic.

A component of the school factors identified by Burstow as contributing to effectiveness is resources. Summarily, resources include natural endowments, money, property, human qualities, and time as portrayed by Tanner and Tanner, Akinsolu and Armitage et al. [3] [4] [5]. A notable point is that empirical researches on utilization of resources appear scanty. Tanner & Tanner presented best practices for curriculum improvement and school renewal and among the best practices are those that focus on utilization of human resources [3]. The authors noted that most of the practices are research based or advocated for in professional literature. Notwithstanding, it seems that more empirical researches are required to provide more practical information. Moreover, with respect to Secondary Schools in Ondo State, Nigeria, Ehinola investigated utilization of resources in relation to academic performance; that was a research that attempted a basic issue: the importance of resources to academic performance of students [6].

However, it is obvious today that, resources are vital in education. Indeed, presentations of several authors show that the issue of resources in education is germane. Accordingly, it becomes important to pay adequate attention to such a vital issue. Some examples now follow as evidences of this observation. According to Akande, teaching media

are valuable in maximizing learners' gains from a lesson [7]. Shulman noted that to advance the objectives of organized schooling, materials and structures for teaching and learning are created and that creation should be a familiar territory to the teacher [8]. On staff or professional development, the following statement is noteworthy: staff development is geared towards improving student learning through enhanced teacher performance [9]. Ornstein stressed equality and equity that advantaged and disadvantaged situations among humans stem from prior class distinctions which tend to cause disunity [10]. On classroom management, Oliver asserted that the ability of teachers to organize classrooms and manage behavior of their learners is critical toward achieving positive outcomes on education as well as retaining of teachers [11]. Kukuru stressed that there is need to involve learners which is activity based methodology of teaching [12].

An aspect of utilization of resources that has just emerged in the last paragraph is activity based methodology of teaching-learning. Succinctly, activity based teaching-learning methodology engages learners in various responsibilities/activities of thinking, searching, verbalizing, and demonstrating, beyond note taking hence learners are quite active in the process. Akande observed that activity based methodology involves the highest degree of learner's participation and that it stresses learning by doing [7]. Moore et al. stated that opportunities for interaction and active engagement of students in learning can still be vital in building competence and knowledge in almost any area [13]. They added that the situations help to remove teaching-learning from uninteresting and monotonous transfer of information; Biggs & Tang presented similar views [14]. Pollard et al.: discussing reflective teaching has the following sections on class and individual dialogue: investigating expositions, analyzing, question and answer sessions, considering class discussions, and focusing on listening [15]. Arends how a vast array of activities with respect to methods for teaching and learning [16]. An extract from Agyenim-Boateng suggests that well trained/prepared teachers help education administrators and ultimately governments to realize their educational objectives through appropriate teaching and learning processes [17]. Orlich et al. showing strengths of direct instruction noted the following points among others: feedback from students, students practice or seatwork, use of wide range of learning strategies, allocation of time for students to apply new skills, and responsibility for learning and problem solving being transferred from teacher to students [18]. Along this perspective, Savage et al. underscored that 'classroom practice is for students to be actively engaged under the control of the teacher [19]. Still along the same vein, Skinner

stressed that active engagement of students should be a feature of deliberate teaching-learning and captioned it as 'learning through action and experience' [20]. The author added that it has important role in regular as well as out-door kinds of education.

On the whole, major types of activity based methodology deduced from the above references include the following: research, project, experiment, discussion, demonstration, problem solving, games and simulations, role playing, fieldwork/trip, excursion, assignment, case study, programmed instruction, computer assisted/e-learning. In any of these methods, the learner is required to perform or function in one fashion or another actively, transcending the singular role of the teacher hence activity based. Such activity facilitates information processing through experience which would culminate in relatively permanent change in behavior (learning): the information is transferred from the short term to the long term memory [20]. Obviously, in a teacher preparation programme, activity based methods or methodology should be preferred to non-activity based kinds.

It should be underscored that effective teaching is overtly activity based in theory and practice. Thus if a teaching process is not activity based, it disqualifies from being effective. Ineffective teaching would certainly result in ineffective learning. Consequently, desired changes in behavior of learners which are geared toward societal development would be hampered. It may be added that virtually the whole education industry revolves round effective teaching. Prior to considerations such as administration and continued admission of learners, positive impact manifestly discernible from the annual products of education through the learners, is needful. The role of effective teaching through activity based methodology can hardly be overstressed.

1.1 Statement of the Problem

The introduction above has indicated that resources are germane in the teaching-learning process. In spite of this importance, empirical researches on the area appear generally scanty especially in the Nigerian context. More precisely under human resources utilization, the dearth of empirical researches is much more felt hence, the objective of this research is to present magnitude of human resources utilization toward reforming secondary schools in Ondo State, Nigeria.

1.2 Purpose of Research

The purpose of this research is to:

1. Determine magnitude of human resources utilization in secondary schools in Ondo State, Nigeria.
2. Identify human resources that are not available for utilization in secondary schools in Ondo State, Nigeria.
3. Ascertain whether the teaching and learning processes in secondary schools in Ondo State, Nigeria are generally centered on activity based methodology or not.

1.3 Research Questions

The following questions guided this research.

1. What is the magnitude of human resources utilization in secondary schools in Ondo State, Nigeria?
2. Which human resources are not available for utilization in secondary schools in Ondo State, Nigeria?
3. To what extent are the teaching and learning processes in secondary schools in Ondo State, Nigeria generally centered on activity based methodology?

1.4 Research Hypotheses

Two hypotheses were generated for this research as follows:

1. The magnitude of human resources utilization in secondary schools in Ondo State is high.
2. The teaching and learning processes in secondary schools in Ondo State, Nigeria are generally centered on activity based methodology.

Research question 2 did not require testing of hypothesis sequel to the nature of the question.

1.5 Significance of the Research

This research will provide empirical information on utilization of human resources in secondary schools in Ondo State, Nigeria. More importantly, it will shed light on the processes of teaching and learning which form the hub of education. Consequently, this research would be relevant to class teachers, curriculum developers/researchers, other researchers in education, and education administrators.

1.6 Research Methodology

This research is a survey. A Likert type of questionnaire was the main instrument that was utilized to obtain required data. All Area Education Officers in Ondo State, Nigeria formed the population of the research. Ondo State, Nigeria has a total of eighteen Area Education Officers, one Officer being in charge of each Area Education Office, in each Local Government Area. Following the title of the research: 'Magnitude of human resources utilization toward reforming secondary schools in Ondo State, Nigeria', the researcher decided to involve the supervising officers: Area Education Officers, on the basis that they would be more honest than the secondary school Principals in responding to the items. The issue is that the Area Education Officers have little at stake compared with the secondary school Principals. Twelve (12) out of the eighteen Area Education Officers participated in the research as the sample. The sampling process was purposive: to involve four Local Government Areas from each of the six, in the three Senatorial Districts and to ensure that Local Government Areas were balanced enough with respect to urban, rural, and both urban and rural human ecologies. The instrument: Likert type of questionnaire was developed by the researcher. It contains seventeen items on human resources/ qualities as follows: staff-student ratio, guidance-counseling, drop-out prevention programmes, schedules in relation to physical facilities, physically challenged learners, staff development programmes, general teaching and learning processes, maintenance of discipline, research, encouragement of community/business people, and equality/equity. The items were informed by authors including Akande, Shulman, Sparks & Loucks-Horsley, Ornstein, Tanner & Tanner, Akinsolu, Agyenim-Boateng and Armitage [3] [4] [5] [7] [8] [9] [10] [17].

Curriculum and test and measurement specialists validated the instrument in relation to face and content processes. On construct validity, the instrument was established through concurrent procedure. The questionnaire was administered to a sample of 10 (ten) Principals (that would not participate in the research) alongside items of a 'School Resources Utilization' questionnaire adopted from Ehinola [6]. The scores of the ten (10) Principals on the two instruments were subjected to Pearson Product's Moment Correlation and a coefficient index 'r' of 0.81 was obtained. This result implied that the two instruments measured very similar constructs. Test-retest reliability estimating procedure was employed for the reliability value of the instrument. The questionnaire was administered to 10 (ten) Vice Principals in secondary schools, different from those of construct validity, twice, at

interval of two weeks. The data obtained from the two administrations of the same instrument, were subjected to Pearson Product's Moment Correlation which yielded an 'r' of 0.78. The result indicated that the instrument is reliable.

A letter of introduction of the researcher was issued by his Dean, Faculty of Education, Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria to enable him approach the respondents formally. The researcher first approached the Ministry of Education and obtained approval for the research. Next, he went to each of the identified Area Education Offices to administer the questionnaire. On the basis that the sample is limited: 12 (twelve), there was need to do all the sacrifice to collect each copy from each Area Education Officer from the distributed Local Governments across the length and breadth of the State; all copies (12) administered were finally collected.

The obtained data were analyzed using frequencies, percentages, and Chi-Square (X^2) statistics as the data collected did not require more complex analysis or further probing.

The Local Government Areas in Ondo State, Nigeria and their Headquarters

Ondo North Senatorial District

1. Ose - Ifon
2. Owo - Owo
3. Akoko South East - Isua
4. Akoko South West - Oka
5. Akoko North East - Ikare
6. Akoko North West - Okeagbe

Ondo Central Senatorial District

1. Ondo West - Ondo
2. Ondo East - Bolorunduro
3. Idanre - Owena
4. Ifedore - Igbaraoke
5. Akure South - Akure
6. Akure North - Iju/Itaogbolu

Ondo South Senatorial District

1. Ese-Odo-Igbekebo
2. Ilaje - Igbokoda
3. Irele - Irele

4. Okitipupa - Okitipupa
5. Odigbo - Ore
6. Ile-Oluji/Okeigbo - Ile -Oluji

Twelve of the Senatorial Districts participated in the research; four were purposely selected from each Senatorial District as follows:

North Senatorial District Type of Settlement

1. Akoko North East : Ikare
Both Urban and Rural
2. Akoko North West : Okeagbe
Both Urban and Rural
3. Akoko South West : Oka
Rural
4. Owo : Owo
Both Urban and Rural

Central Senatorial District

1. Akure North : Iju/Itaogbolu
Both Urban and Rural
2. Akure South : Akure
Urban
3. Ondo East : Bolorunduro
Rural
4. Ondo West : Ondo
Both Urban and Rural

South Senatorial District

1. Irele : Irele
Rural
2. Ese-Odo : Igbekebo
Rural
3. Okitipupa : Okitipupa
Both Urban and Rural
4. Ilaje : Igbokoda
Both Urban and Rural

Statistics

% of Local Government Areas that participated
= 66.67% ($12/18=2/3 \times 100/1$)

Types of Settlement: Urban: 1: $1/12=8.33\%$;
Rural: 4: $4/12=33.33\%$; Both Urban and Rural: 7:
 $7/12=58.33\%$.

The Items of the Questionnaire are presented below

<u>Human Resources/Qualities</u>	SA	A	D	SD
1. Staff-student ratio is not greater than 1:40 in each classroom.				
2. a. Each secondary school is provided with Guidance-Counselor/s .				
3. Each Guidance-Counselor is responsible for not more than 350 students.				
4. Drop-out prevention programmes are available in each school, for example, diploma programme.				
5. Schedules in relation to physical facilities and course offerings (Time Table) are well articulated and flexible enough.				
6. There is provision for physically challenged learners: In each school.				
7. In one school for all the students in each Local Government Area (LGA).				
8. Adequate health services are provided: In each school.				
9. In each LGA for all the secondary schools in it.				
10. Qualitative and regular in-service (staff				

development) programmes are conducted for teachers.				
11. General teaching and learning processes in the secondary schools are centered on activity based methodology.				
12. Teachers adequately maintain discipline: manage classrooms.				
13. Research by human resources is encouraged.				
14. There is encouragement of community/business people as volunteers to help where need arises.				
15. There is encouragement of community/business people for donations for development.				
16. There is encouragement of community/business people to give awards to schools.				
17. Equality/equity is stressed by Principals/Heads of Departments.				

1. Results

Results obtained from analyses of the data collected are presented below on four tables.

Table I. Frequencies and Percentages of all Responses to the Questionnaire Administered On Utilization of Human Resources (Qualities)

Please check each result on Table I with each corresponding item just preceding the heading on results.

Note: ‘SA’ means Strongly Agree; ‘A’ means Agree; ‘D’ means Disagree; ‘SD’ means Strongly Disagree.

SN	SA +A	%S A +A	S A	A	D	S D	D+ SD	%D +SD
Human Resources (Qualities)								
1	0	0.0	0	0	9	3	12	100
2	0	0.0	0	0	9	3	12	100
3	0	0.0	0	0	9	3	12	100
4	0	0.0	0	0	8	4	12	100
5	8	66.67	0	4	4	0	4	33.33
6	0	0.0	0	0	10	2	12	100
7	0	0.0	0	0	12	0	12	100
8	0	0.0	0	0	11	1	12	100
9	0	0.0	0	0	11	1	12	100
10	11	91.67	1	10	1	0	1	100
11	0	0.0	0	0	12	0	12	100
12	12	100	1	11	0	0	0	0.0
13	1	8.33	0	1	10	1	11	91.67
14	10	83.33	3	7	2	0	2	16.67
15	12	100	3	9	0	0	0	0.0
16	11	91.67	3	8	1	0	1	8.33
17	11	91.67	1	1	0	1	1	8.33

Table II: Summary of (Table I) all the Responses to the Questionnaire Administered

Items	Content of Items	Total Score	Average Score Out Of 12 A+S+A	Percentage	Total Score	Average Score Out Of 12 D+S+D	Percentage
1-17	Human Resources /Qualities	76	4.47 (76/17)	37.3 (4.47/12×100/1)	128	7.53 (128/17)	62.7 (7.53/12×100/1)

Table III: Result of Chi-Square (X^2) Comparison on the Summary Scores on Table II

Type of Resource	Average Score: Strongly Agree Plus Agree	Average Score: Strongly Disagree Plus Disagree	Percentage: Strongly Agree Plus Agree	Percentage: Strongly Disagree Plus Disagree	X^2 Value	Degree of Freedom	Table Value	Significance Level	Remarks
Human Resources/Qualities	4.47	7.53	37.3	62.7	6.95	1	3.841	0.015	ST

Table IV: Chi-Square (X^2) Comparison on General Teaching and Learning Processes: Item 11 (Eleven) on Table I

Human Resource	Average Score: Strongly Agree Plus Agree	Average Score: Strongly Disagree Plus Disagree	Percentage: Strongly Agree Plus Agree	Percentage: Strongly Disagree Plus Disagree	X^2 Value	Degree of Freedom	Table Value	Significance Level	Remark
General Teaching and Learning Processes	0	12	0	100	Not Computable				Perfectly Disagree

2. Answering of Research Questions

The questions that guided this research are hereby answered.

Research Question 1 asks: What is the magnitude of human resources (qualities) utilization in secondary schools in Ondo State, Nigeria?

As could be observed on Tables II & III above, the percentages read 37.3 against 62.7. The implication is that the magnitude of human resources (qualities) utilization in secondary schools in Ondo State, Nigeria is low.

Research Question 2 asks: Which human resources are not available for utilization in secondary schools in Ondo State, Nigeria?

Data on Table I would enable us answer this question. Human resources that are not available for utilization are: moderate staff-student ratio, functional/adequate guidance-counseling services, provision for physically challenged learners, activity based teaching and learning methodology, and high encouragement of research.

Research Question 3 asks: To what extent are the teaching and learning processes in secondary schools in Ondo State, Nigeria centred on activity based methodology? Indices on Item eleven (11) on Table I provide data for answering this question. The two contrasting percentages representing agree and disagree, show 0 and 100 respectively. It perfectly displays that the extent to which teaching and learning processes in secondary schools in Ondo State, Nigeria are centered on activity based methodology is extremely negative.

3. Testing of Hypotheses

The hypotheses that were generated for this research are hereby tested.

Hypothesis 1 states that: The magnitude of human resources utilization in secondary schools in Ondo State, Nigeria is high. Data on Table III would enable the testing of this hypothesis. It presents summary responses on combined agree and summary responses on combined disagree, and the Chi-Square (X^2) value for their comparison is 6.95 at 0.015 levels of significance. This result indicates that responses on disagree are significantly different from responses on agree which implies that utilization of human resources (qualities) in secondary schools in Ondo State, Nigeria is low. In effect, hypothesis 1 is rejected.

Hypothesis 2 states that the teaching and learning processes in secondary schools in Ondo State, Nigeria are generally centered on activity based

methodology. Information presented on Table IV provides basis towards testing this hypothesis. The two contrasting percentages for agree and disagree show 0 and 100 respectively. The situation implies perfectly disagree hence statistical comparison is a non-issue here. The manifest implication is that the teaching and learning processes in secondary schools in Ondo State, Nigeria are extremely not centered on activity based methodology. Consequently, hypothesis 2 is rejected.

4. Discussion of Findings

The first finding from this research is that magnitude of human resources utilization in secondary schools in Ondo state, Nigeria is significantly low. Based on the references in the introduction of this paper, adequate performances by the secondary schools in the population of this research could hardly be expected [1] [2] [3] [7] [9] [10]. Tanner & Tanner described the measures as among best practices and that they are intended to bring improvement to schools [3]. In a similar vein, Ojerinde underscored that the secondary schools that are the link between the primary and tertiary stages of education can markedly contribute to Nigeria's development socially, economically, and politically [1]. But the finding from this research suggests that the role would be hard to play.

The second finding from this research is that certain human resources were not available for utilization: there were no moderate staff-student ratios, functional/adequate guidance counseling services, provisions for physically challenged learners, activity based teaching-learning methodology, and high encouragement of research. Perhaps there is no need to dwell on this finding on the ground that it rather shows worse situations than the first finding. Notwithstanding, a few points require making. One of them is provision for the physically challenged learners. Such learners demand special attention, yet they are not expected to be isolated from other students [3]. Due to their biological limitation, the group may be perceived as less privileged and attempts to improve their welfare would tend to agree with Ornstein's quest for equality and equity [10]. Another germane point on them is teaching-learning process which was not centered on activity based methodology. The situation is given some attention in the last finding following its apparent importance.

The last finding is that the extent to which teaching and learning processes in secondary schools in Ondo State, Nigeria were centered on activity based methodology is extremely negative. This finding contrasts views of authors on effective teaching. For example, Akande noted that activity

based methodology involves the highest degree of learners participation [7]. By implication, learners in the sample of this research did not participate highly enough. Another consequence based on perspective of Akande is that the learners did not sufficiently learn by doing or practice [7]. Moore et al. observed that opportunities for interaction and active engagement of learners can still be vital in building competence and knowledge of learners [13]. The author added that the situations help to remove teaching-learning from uninspiring and monotonous transfer of information. The latter point is crucial and portrays that, learners in the sample of this research suffered from non-enlivening and wearisome transmission of information with minimal challenges such that their intellects were not adequately utilized. Using the spectacles of Orlich et al., the following activities were either non-existent or inadequately involved: feedback from students, students practice or seat-work, use of a wide range of learning strategies, allocation of time for students to apply new skills, and responsibility for learning and problem solving being transferred from teacher to students [18]. In perspectives of Savage et al., students were not actively engaged in practice under the control of the teacher, and in the words of Skinner, active engagement of students was not a deliberate feature of teaching and learning [19] [20].

On the whole, the teaching and learning processes in the sample of this research did not centre on: research, project, experiment, discussion, demonstration, problem solving, games and simulations, role playing, fieldwork/trip, excursion, assignment, case study, programmed instruction, computer assisted or e-learning. A major effect of such mere transfer of information or transmission of knowledge is lack of relatively permanent change in behavior of learners. Information is not processed hence it cannot be transported from short to long term memory. Such learners can hardly adequately contribute toward societal development and consequently, the society would be stifled in advancement.

5. Conclusion

This research has shown that magnitude of human resources (qualities) utilization in Ondo State, Nigeria secondary schools was generally low. Moreover, with respect to a central component of education, namely, activity based teaching-learning methodology which is the media for effective teaching, the magnitude was extremely low. The latter situation requires urgent attention sequel to the manifest negative implications identified in introduction and amplified in the last two paragraphs (in discussion) of this article.

6. Recommendations

The following recommendations are made to improve human resources (qualities) utilization toward reforming secondary schools in Ondo State, Nigeria.

1. Secondary schools with staff-student ratio beyond 1: 40 require augmenting by building more secondary schools or expanding the existing ones.
2. Guidance-counseling services in the secondary schools require improvement by preparing or employing more staff that are qualified.
3. Drop-out prevention programmes such as diploma should be developed in the secondary schools.
4. Concerted efforts should be made to integrate physically challenged learners into the regular secondary schools rather than isolating them in special centers.
5. Research by human resources, namely, teachers and education managers require enhanced encouragement.
6. The teaching and learning processes should generally be centered on activity based methodology to ensure learners highest degree of participation, learning by doing or practice, adequately utilizing opportunities for interaction, investigating, analyzing, discussing, giving feedback to teachers, experiencing seatwork, using a wide range of learning strategies, enjoying allocation of time to applying new skills, among others, toward ascertaining that students are actively engaged under the control of a teacher directly or indirectly.

Realistically, the last point: 6, carries weight more than any of the rest points; the awareness warranted giving it more attention in this article. It is activity based teaching-learning methodology that ensures effective teaching and effective teaching only, is capable of sustaining the education industry. From the premise of individual learners, stress on activity based teaching-learning methodology promises realization of desired changes in behavior of learners which are geared toward societal development. Ondo State needs the emphasis since it is part of Nigeria which is a developing nation.

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