

Managerial Techniques Required of Principals of Technical and Vocational Colleges for Quality Assurance and Skill Acquisition

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ABSTRACT

The study is on the Managerial Techniques Required of Principals of Technical and Vocational Colleges for Quality Assurance and Skill Acquisition. The study was carried out in Lagos State. It covered all the six (6) technical colleges in the state. This study aimed to obtain information from respondents about the management of technical and vocational high school principals to ensure quality and skills are recognized. The population of the study included all the Principals, and Vice Principals, departmental and unit heads. A total of six principals, twelve vice principals, five departmental heads and fifteen unit heads were used for the study. A pilot study was conducted to ascertain the reliability of the questionnaire items which was calculated to be 0.69. Five research questions were raised for the study and the data collected analysed with mean and standard deviation. The result of the study showed that Principals of technical and vocational colleges apply some levels of managerial skills though do not involve teachers in policy and decision making, Most of the managerial techniques of Principals of technical and vocational colleges are not very adequate to enhance the quality of technical and vocational education.

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Introduction

The Principal is a person with leadership skills, who can maintain accountability, see potential and creative value in fellow teachers, peers, and students to enable them to strive for higher education. The Principal does this by focusing on goal setting and daily objectives that are productive to the overall community, family and the individual person. A Principal is regarded as the leader and head of secondary school; he is responsible for all that happens in the school, who administers the school with other teaching and non-teaching staff. The principal is directly in every aspect of school operation and his primary aim is determining the school quality and character. The principal is the chief executive of the school, who provides instructional leadership by coordinating curricular, co-curricular programmes and also responsible for the general administration of secondary schools. The principals are responsible for the day-to-day supervision, monitoring, assessment, evaluation and dissemination of current information on modern teaching and learning innovations to teachers leading to pedagogical effectiveness processes in the classrooms. Torukwein and Lesi (2017) pointed out that the administration of secondary schools in Nigeria rests on the shoulders of the principals who are the leaders, controllers and custodians of both academic and extra-curricular activities of the school. His roles in the management of schools covers many areas which include leadership, teacher evaluation, student discipline, hiring of new teachers, staff delegation and parent community relations. The principal carries out management function in the school. School Manager is someone who takes care of the day to day functioning of the activities that happen within a school. This is accomplished by performing the function of planning, organizing, staffing directing and controlling. It is also concerned with the performance of executive duties, the carrying out of policies and decisions to fulfil a purpose, and the controlling of the day-to-day running of an organization. It is the careful and systematic arrangement and utilization of both human and material resources, situations and opportunities for the achievement of the expected standard of a given organization (Technical and Vocational Education)

Technical Colleges and Vocational are post basic institutions vested with provision of training of individuals in practical skills in various crafts. The schools offer a three- year programme leading to the award of National Technical Certificate (NTC) or National Business Certificate (NBC). Technical College is a special form of vocational education which requires more mathematics and science. According to National Policy on Education (2004) technical and vocational education is used as a comprehensive term referring to technical and vocational education as those that aspect of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to

occupations in various sectors of economic and social life. The realizations of these objectives rest on the shoulders of the Principals of Technical Colleges who have to apply their managerial techniques, harnessing all available human and material resources. Babayemi (2006) opined that principals owe it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals. The quality of managerial techniques managerial techniques of principals to a large extent determines their successes or failures in the school system. The relevance of technical education in Nigeria has been emphasised to ensure high quality in technical education. National Policy on Education (2004) state stated the following are indices of quality technical education:

- Provide technical manpower in the applied sciences, technology,
- Provide technical knowledge and vocational skills necessary for agriculture, commercial and economic development
- Give training and impart necessary skills to individuals who shall be self-reliant economically.

The National Police on Education is stressing quality in Nigeria Education System where teaching and learning are of high quality as compared to developed nations of the world. Quality assurance in vocational education is a concept that is concerned with high performance involving activities with vocational education such as teaching, learning, infrastructures, students' behaviour and the entire academic process. Quality here is in terms of academic excellence and human resource development besides other factors, depends on the ability of the Principal and the extent to which he applies managerial techniques in achieving a set standard in line with quality assurance indices . Contemporary critics who cry out about the decline of educational quality include those who cite the good old days when they went to school compared to present scenario in education system.

Philip (1985) in his book on 'the world crisis in education' presented that what those old days were like adds up to the following scenario: the curriculum stuck to the basics with no frills and soft options: teachers were dedicated and conscientious, maintained strict discipline and insisted on high standards; students took their studies more seriously, worked harder and learned more than they do today. Consequently, the question remains if the education system today is animated by a realistic and valid concept of quality and standards, congruous with the nature of a swift-changing and greatly diversified world? It is worth to note here that the education system has vigorously gone into decline, a state that had triggered the well thinking educationist to throw their weight into revamping the education system, hereto, quality assurance. Philip (1985) observed that quality and standards are in fact relative matters as observed. They are relative to the particular time and place

and to particular learners and circumstances.

Quality in standard of education remains the attainment of the outcomes needed for individuals, communities, and societies to prosper. It is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance well-being (VVOB , 2017). VVOB further said that quality education gives credence to learning outcomes that are required very according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. It also involves capacity development to improve the quality of teachers and other education stakeholders that are crucial throughout the process. It is on this realm of reasoning that Federal Government through the Federal Ministry of Education worked out what constitutes Education Quality Assurance for all levels of education in Nigeria. It states that quality standards are the goals to which all learners; staff and those who are lead and manage schools should aspire to achieve. They are sometimes erroneously referred to as minimum standards but these are actually quality standards that focus on improving learning outcomes. However, quality standards should not be seen as ceilings for schools as quality assurance is about continuous improvement. Quality standard includes learners 'achievement and behaviour and the quality of teaching and learning. There are managerial techniques both in academics and facilities. These techniques include instructional supervision, teacher quality, school facilities, class size, teachers' welfare, school environment and community involvement.

Instructional supervision is an indispensable factor that should be carried out by the inspectorate division and school principals. Instructional supervision is aimed at monitoring and evaluating the methodology, materials, equipment and facilities in the school. It is important aspect of managerial techniques that oversees the work of teachers and assisting them to solve instructional challenges in such a way that students can benefit maximally from the classroom activities.

Managerial technique with regard to teachers' qualities entails the qualification, experiences, professional skills and personal qualities. Therefore, it is expected that at the point of recruitment of teachers, their qualities should be factors to consider. Principals of technical colleges should ensure adequate physical structures such as buildings, playground, furniture, electrical fittings, water pipe-fittings and other material resources for effective teaching and learning activities. The availability of school facilities directs well the task of teaching and shaping students' learning process in and out of school.

Teachers' welfare package is one of the techniques that can influence students' academic

performance. Oko (2014) observed that favourable welfare allows teachers to do a good job which will automatically improve students' academic performance. These welfare packages could be salary increment, gratuity, regular promotion, job security and favourable relationship amongst the staff. The Principal therefore, should make provisions for good welfare package for his/her or her teachers. Also class size plays significant role in students' academic performance. It is obvious that crowded class do not give room for adequate classroom management and students' participation in classroom activities. The National Policy on Education (2004) directed that a normal class size should be 1 teacher to 40 students which often times is not adhered to because of inadequate facilities and resource persons.

Though facilities may not be adequate in the school but the Principal ensures and relate with the Ministry of Education to admit a reasonable number of students. The quality of technical education offered to the youths grossly depends on the versatility of the ingenuity of the Principal. Very rare do technical schools in Nigeria score above average in quality rating both in academics and physical facilities especially during accreditation. It is based on this that the researcher deems it necessary to find the extent to which managerial techniques of the Principals meet up with the needs of Quality Assurance.

Statement of the problem

Technical schools were established to train individual in practical skills, attitudes, and knowledge relevant to the emerging employment market needs and bridge the deficiency in technical manpower. However, currently it seems the training systems in Nigerian technical schools do not equip learners with the relevant skills. Poor results in schools have always been a reoccurring decimal which may be partly attributed to Principals not appropriately skilled and trained for school management and leadership. Consequently, it could be believed that Principals of technical colleges are not able to harness human and non-human resources effectively and efficiently towards the realisation of quality technical education needed in Nigeria. Successful implementation of technical education programme and the effectiveness in achievement of quality standard depends very much on effective and efficient managerial techniques of the Principals. Even when there are both human and material resources available but the School Manager cannot drive them into action to bring about expected excellence and quality the story of non-quality technical education remains the same. Therefore, the study seeks to find the extent to which quality assurance and skill acquisition are achieved through the managerial techniques required of Principals of Technical and Vocational Colleges.

Purpose of the Study

The study seeks to find the extent to which the managerial techniques required of Principals of

Technical and Vocational Colleges meet up with the needs of Quality Assurance and Skill acquisition. Specifically, the study seeks to determine the:

1. The managerial techniques Principals of technical and vocational colleges apply on welfare of his or her staff members.
2. Facility related factors that can enhance the managerial techniques of Principals of technical and vocational colleges in meeting up with the needs of quality assurance and skill acquisition.
3. The efforts of Principal of technical and vocational colleges in improving the quality of teaching and learning in the school.
4. Principal's strategies for attracting quality teachers to his or her school.
5. The effect of class size on the managerial techniques of Principals of technical colleges

Research Questions

1. What are the managerial techniques Principals of technical and vocational colleges apply on welfare of his or her staff members?
2. What are the facility related factors that can enhance the managerial techniques required of Principals of technical and vocational colleges
3. What are the efforts of Principal of technical and vocational colleges in improving the quality of teaching and learning in the school?
4. What are the Principal's strategies for attracting quality teachers to his or her school?

How does class size affect the managerial techniques of Principals of technical and vocational colleges?

Method

1. Design of the Study

Public opinion survey design was adopted in this study. This design was considered appropriate because it seeks to obtain information from the respondents on how the managerial techniques of Principals of Technical Colleges in meeting up with the needs of Quality Assurance Indices. This was done through questionnaire administered on the respondents.

2. Population for the Study

The population consisted of all the Principals, Vice Principals and teachers of six Technical Colleges in Lagos State. The numbers of Principals and Vice Principals are 18 while teachers presently teaching in these schools are 244. Simple random sampling was used to select 120 teachers as the respondents. The entire 18 Principals were used for the study. The total numbers of respondents sum up to 138.

3. Validation of the Instrument

A structured questionnaire containing 44 questionnaire items were developed for the study and validated by three lecturers in the department of Science and Technology Education, University of Lagos. The instrument was rated in four-point response mode: Strongly Agreed 4, Agreed 3, Disagreed 2, Strongly Disagreed 1

4. Method of Data Collection

The questionnaire was administered to the respondents by the researcher. Two days were given to the respondents to fill the questionnaire. The same numbers (138) given to the respondents were collected.

5. Method of Data analysis

Mean and standard deviation were the statistical tools used in analysing the data collected from the respondents. Any mean score greater or equal to 2.50 was regarded as agreed while mean scores below 2.50 will be regarded as disagreed.

6. Presentation of Results

Research Question 1: What are the managerial techniques Principals of technical and vocational colleges apply on welfare of his or her staff members?

The result presented in table 1 showed that most of the respondents agreed that Principals apply good and favourable techniques in welfare of staff members in his administration for items number 1 to 6. Item number 4 has the highest mean value while item number 6 has the lowest mean value. This shows that payment of leave allowances ranked highest among the items. From the table, it can be observed that staff members do not have access to utility allowance, medical care and housing loan.

Table 1: Responses of the respondents on managerial techniques Principals of technical colleges apply on welfare of staff.

S/No	Item	SD	Mean	Remark
1.	Teachers are encouraging to regularly attend workshops, seminars and conferences	0.70	2.74	Agreed
2.	Staff receives salaries promptly	0.76	2.73	Agreed
3.	All bonuses are paid to staff members	0.86	3.00	Agreed
4.	Leave allowances are paid to staff at resumption of duty	0.76	3.61	Agreed
5.	Staff is allowed to go on sick or causal leave	0.69	2.88	Agreed
6.	Always willing to make change where necessary and does personal favours to staff members	0.83	2.63	Agreed
7.	Easy access to utility allowance	0.71	2.08	Disagreed
8.	Easy access to free medical care	0.81	1.89	Disagreed
9.	Easy access to housing loan	0.88	2.01	Disagreed

Research Question 2: What is the facility related factors that can enhance the managerial techniques required of Principals of technical and vocational colleges?

Table 2 showed that all the identified items can enhance the managerial techniques o of Principals. Most of the respondents agreed that for effective administration these factors have to be put in place because they are necessary for classroom teaching and learning. The respondents ranked adequate number of classrooms highest followed by availability of workshop facilities with mean values of 4.01 and 3.56 respectively.

Table 2. Responses of the respondents on the facility- related factors that can enhance the managerial techniques of Principals of technical and vocational colleges.

S/No	Item	SD	Mean	Remark
10.	Adequate number of chairs and tables for teachers and students	0.71	3.01	Agreed
11.	Availability of instructional materials	0.69	3.30	Agreed
12.	A good public convenience	0.70	2.86	Agreed
13.	Adequate number of classrooms	0.59	4.01	Agreed
14.	Recreational facilities	0.81	2.91	Agreed
15.	Availability of workshop facilities	0.77	3.56	Agreed

Research Question 3: What are the efforts of Principal of technical and vocational colleges in improving the quality of teaching and learning in the school?

The result of the analysis in table 3 indicated that most of the respondents were agreed.

Table 3. Responses of the respondents on the efforts of Principal of technical and vocational colleges in improving the quality of teaching and learning in the school

S/No	Item	SD	Mean	Remark
16.	Principal engage in instructional supervision to help iImprove instructional delivery	0.77	3.21	Agreed
17.	Regular check of teachers' record books.	0.65	3.45	Agreed
18.	Orientation for the newly recruited staff members.	0.89	3.50	Agreed
19.	Assigning senior staff to mentor the young ones	0.77	2.88	Agreed
20.	Retraining of teachers to update their knowledge.	0.90	2.75	Agreed
21.	Good social attitudes of Principal towards staff members and students	0.69	2.87	Agreed
22.	Absenteeism and truancy of teachers are punishable	0.66	3.54	Agreed

Most of the opinion that all the items as shown on the table are managerial techniques that could ensure quality instruction in technical colleges. These managerial techniques when applied effectively can promote students' academic performance. From the table it can be inferred that punishment for absenteeism and truancy are good techniques to curb indiscipline among staff members.

Research Question 4: What are the Principal's strategies for attracting quality teachers to his or her school?

Table 4 revealed that most of the respondents agreed that request for professionally qualified staff, engaging part time teachers, being part of recruitment and deployment of staff are techniques for attracting quality teachers to schools.

Table 4. Responses of the respondents on the Principal's strategies for attracting quality teachers to his or her school.

S/No	Item	SD	Mean	Remark
23.	Placing request for professionally trained teachers.	0.77	3.55	Agreed
24.	Engaging professionally qualified teachers on part time	0.70	3.18	Agreed
25.	Participating on recruitment of staff.	0.89	2.88	Agreed
26.	Attending meetings on staff deployment to schools	0.69	3.06	Agreed
27.	Sending staff members to in-service training	0.70	2.79	Agreed

Research Questions 5: How does class size affect the managerial techniques of Principals of technical colleges?

Table 5: Responses of the respondents on the effect of class size on the managerial techniques of Principals of technical and vocational colleges.

S/No	Item	SD	Mean	Remark
28.	Crowded class is difficult to manage	0.78	3.09	Agreed
29.	Learners cannot be easily controlled	0.68	3.45	Agreed
30.	Inability of most students to read from the board	0.74	2.89	Agreed
31.	Inability to organize quizzes and class tests regularly	0.81	3.00	Agreed
32.	Difficulty in marking students' script and providing feedback to them	0.77	3.89	Agreed
33.	Difficulty in identifying truant students at class	0.90	2.61	Agreed
34.	Difficulty in conducting hitch-free class test	0.66	3.79	Agreed
35.	Shy students unable to ask questions	0.87	3.09	Agreed
36.	Individual differences not taken care of	0.65	3.77	Agreed
37.	More theoretical work than practical exercise	0.82	3.08	Agreed

In table 4 the effectiveness of these factors depends on the managerial abilities of the Principals. All the items have mean values above 2.50 with item 27 the least value. Item number 23 has the highest mean value of 3.55 with standard deviation of 0.77. The table 5 showed that most of the respondents agreed that all the factors above are challenges to the Principal's administration. Items number 32 and 34 have the highest mean values with standard deviation of 0.77 and 0.66 respectively. Item number 33 has the lowest mean value with standard deviation of 0.90.

Result and Discussion

Findings of the Study.

1. There are several managerial techniques the Principals can apply to improve staff welfare in the school to attain quality technical education. These qualities include: prompt payment of salaries and bonuses, opportunity for sick or causal leave, access to utility, free medical care and housing loan.
2. The result of the study revealed that the provision of adequate number of furniture, public convenience, instructional materials and recreational facilities are some of the managerial techniques that could increase the efficiency and effective teaching.
3. Managerial techniques that could ensure quality instruction in technical colleges include: regular instructional supervision, routine check of teachers' record books, Orientation for the newly recruited staff members, mentoring of younger teachers and retraining of staff members to update their knowledge and skills.
4. That request for professionally qualified staff, engaging part time teachers, being part of recruitment and deployment of staff are enviable techniques for attracting quality teachers to school.
5. Crowded and congested classroom was found to affect managerial techniques of Principals of technical colleges.

Discussions of the findings

The public concern for the falling standard of education in Nigeria has put blame virtually on every operator of education. However, nobody wants to admit the responsibility but there are indicators pointing to some unattended areas by some persons. It was revealed that staff welfare is a managerial technique of Principals of technical colleges in meeting up with the needs of Quality Assurance Indices. It was discovered that

teachers' welfare package enhances productivity. The study revealed that effective staff training, good financial benefits and regular promotion influence productivity. This will aid the teachers to perform better in their duties. The level of efficiency, productivity and the ability of the education system to achieve its set goals depend on the teachers as reflected in performing their defined roles because teachers are the fulcrum upon which the whole educational system revolves.

It is expected that with little available resources the managers of educational institutions should show some levels of improved standards. The study revealed that the provision of adequate number of furniture, public convenience, instructional materials and recreational facilities are some of the managerial techniques that could increase the efficiency and effective teaching. Physical facilities are very important in lesson delivery because students easily assimilate. Osuji (2016) observed that an effective school facility is responsive to the changing programmes of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing with easy concepts and teachers teach without stress. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. Center for Evaluation and Education Policy Analysis (2019) documented noted that with respect to students, school facilities affect health, behaviour, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs.

Supervision of instruction is one of the several techniques employed in achieving educational objectives. The study revealed that the Principals of technical colleges have to employ their managerial techniques in harnessing resources. This requires that Principals of technical colleges has to be skilled enough. According to Isaac (2007) one reason that has always been advanced for poor result in schools is that Principals are not appropriately skilled and trained for school management and leadership, and as a result there are those who call for professional development of school principals. Reitzug (2002) pointed out that

Principal as a human resource manager, he needs to set up mechanisms for nurturing and unfolding of educators' potential in order to enhance effective teaching and learning.

The study identified some of the factors that can bring about quality assurance in technical education since the importance of quality education in nation building cannot be treated with levity. Among these factors are measurement and standardization of academic Programmes, Evaluation of quality of work during supervision, Use of competent teachers and administrative supervisory personnel, Dissemination of information to teachers and students use of educational technologies with a view to increasing the efficiency and effective teaching, Planning and organizing school activities and staff members' motivation. Supervision ensures that staff obeys appropriate rules, routine, procedures and regulations to achieve set objectives. In a school setting the overall supervisor is the principal. He supervises on behalf of the inspectorate at the school level. The principal translates educational policies and objectives into the program and is expected to possess a superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school program.

As part of the managerial techniques of principal, he has the responsibility of keeping records of funds, property and person accurately, honestly and faithfully. Records enable Principals to understand background, nature, problems, activities and progress of each child; since records provide information for students, teachers and the administration when needed. When school records are properly kept they serve as an information bank from which the principal and his staff recall stored information when needed. Record furnishes not only school heads and teachers with knowledge of background, problems and activities of students but also provides parents and prospective employers with information on problems and achievements of children or applicants. Since record keeping is so important, Principals should adopt efficient and effective administrative procedures in the keeping of school records.

Lateef (2018) traced the problem of quality of education in Nigeria as inadequate funding, infrastructural deficiency, Nigeria's epileptic power supply, inadequate laboratories and workshops as well as disproportionate emphasis on business. Our teachers also lack modern tools to impart knowledge. It is not gain saying that education in Nigeria has become bureaucratized and been subjected to the manipulation and control the Nigeria

by public service. Most of the learning facilities in the schools are in shambles, some stolen and damaged and left in the open for the harsh weather to finally destroy. Buildings are in dilapidated state, no furniture, no windows and doors. Effective classroom management increases student engagement, assimilation of facts, decreases disruptive behaviours, and makes good use of instructional time

Classroom management determines how effective the classroom instruction will take place. A poorly managed classroom has very serious effect on the teaching and learning that go on in the classroom. Therefore, the Principal has a vital role to play with regard to classroom management strategies and to help ensure that students achieve success.

A quality teaching and learning technical colleges must be enhanced with good teaching methods, adequate facilities, equipment, training materials to help equal learning opportunities for all students, provision of conducive learning environment. Adegoke (2007) emphasised that no meaningful development can take place without adequate man power, trained competent teachers who are product of good teacher education. Theoretical and practical vocational teacher education requires a proper grooming in vocational skill acquisition, sciences and specialized knowledge. For technical colleges to assume their expected level of academic and technological status in Nigeria and ready to compete with congruent institutions world-wide the Principals must be experienced trained persons in technical education who can effectively and efficiently infuse their managerial techniques in the administration of their schools.

Conclusion

The management of technical colleges in Nigeria has to be given to experienced trained persons in technical education who understand the system and can adequately handle the affairs of the schools in terms of adequate provision of facilities, recruitment of teachers and admission of students, supervision of classroom instruction to ensure quality assurance in the system. The management of technical colleges determine the quality of the output of the colleges.

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