

SCHOOL ADMINISTRATIVE INTERVENTIONS AS PREDICTORS OF SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN TRANSFORMING THE 21ST CENTURY CLASSROOM IN ENUGU EDUCATION ZONE OF ENUGU STATE

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Abstract - The study adopted a correlation survey research design. The study was guided by three research questions and three hypotheses. The population of the study is 1935 respondents and a sample of 190 teachers drawn through multi-stage sampling procedure. The simple random sampling technique was used to arrive at the sample size representing 10% of the population. The instrument for data collection was 'School Administrative Intervention on Teachers' Job Performance for transforming the 21st Century Classroom' (SAITJPC) it has two Sections A and B. Section A is the demographic information of the respondents, while Section B has three clusters with 10 items respectively. The instrument were face validated by three lecturers, one from Measurement and Evaluation unit and two from Educational Management and Policy, all from Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficient was determined through Cronbach Alpha of 0.87, 0.89, and 0.78 respectively. Linear regression was used to answer the research questions 1-3 while t-test associated with linear regression was used to test the three null hypotheses 1-3 at 0.05 level of significance. The study released that, instructional supervision and proper monitoring of the school administrative intervention promote teachers' job performance; it also proves that there is little or no investment in ICT integration in our secondary schools.

Keyword: School administrative intervention, teachers' job performance, 21st century classroom

Introduction

The 21st century educational system has witnessed a lot of transformation which extends to the classroom. School administrators play a crucial role in ensuring the smooth running and success of the secondary school by maintaining high standards and promoting a conducive atmosphere for teaching and learning. Secondary educational system holds the key in enhancing efficiency, improving learning outcome and preparing students for success in the digital age. It is the springboard that triggers positive development of human potentials, talents, intellects, attitudes and skills for productive living. Education provides opportunity for the students to develop manipulative skills that will enable the students function effectively in society within the limits of the students' ability. The secondary education aim of giving adequate training and skills for students in the society is for them to live a useful life, be self-sufficient, and possess skills, abilities, knowledge, attitudes and capabilities (Federal Republic of Nigeria, National Policy on Education, 2018). Ntuno and Igbinoia (2021) views the relevance of establishing secondary education which is to give adequate training and skills for students that have finished basic education and to live useful in the society. It implies that secondary school provides opportunity for higher education, develop human capacity and talents to advance digital skills as well as live a purposeful life in the society.

School administrative interventions are the actions taken by the school administrators (e.g, principals, vice principals, departmental heads) to address various challenges, issues, or opportunities within the school. School administrative interventions

are the routine/static laid-down rules and regulations that the school heads do to improve school effectiveness and efficiency (Edikpa, Nwabueze and Chukwuma, 2018). It ranges from disciplinary policies to instructional quality as well as students and teacher morals. It helps to improve students' academic, social, emotional, enhances teaching and learning processes in the classroom, address behavioral or disciplinary issues, manages resources (like human, financial, physical) and to ensure compliance with policies and regulations guiding the school system. Intervention makes the school administrators to create supportive learning environment, promoting students' success and well-being. School administrative interventions could be viewed from general or contextual perspectives, each also in their varying scopes. School administrative interventions prevent the rough running of the process in the classroom and school at large (Anyagwu, 2011). School principal as the administrative head is bound by duty to face stress or difficulties at work and other hassles of life that constitute great sources of problems. The complexity of these issues puts the administrators in a state of unrest and constant search for solution (Oboegbulem & Onwurah, 2011). Operational, school administrative interventions are actions taken by school administrator to address various challenges, issues or opportunities within the school. According to Ige, 2013 opined that a good administrator cannot sleep with his eyes closed. They most seek for solutions that will help them work better to achieve the educational goals. Such as enforcing instructional supervision, proper monitoring and well equipped classroom as an intervention to ensure the teachers' perform better in the classroom to achieve the educational goals of the school.

Instructional supervision is a school- based supervision geared toward providing encouragement, support and continuous assessment for teachers' improvement in the teaching process. According to Efiue-Ejikene and Onyekwere, (2016), instructional supervision is a way of advising, guiding, encouraging, simulating, improving and overseeing the teachers and students with the hope of seeking their cooperation to reach the expected goals. Edem, (2011) postulated that instructional supervision is a quality control mechanism that is unavoidable because it enhances the functionality of the school system. Udoudom and Okon (2014) articulated that, instructional supervision are set of activities which are carried out with the purpose of making the teaching and learning better for the learners and offering possible solution to problems of declining attitude in education. It is important that the principal needs to embark on instructional supervision in order to ensure that teachers prepare very well before entering the classroom to teach. This will ensure proper monitoring of the teachers activities in the classroom. Proper monitoring of duties delegated to teachers could serve as an intervention adopted by the principal to motivate teachers and give them sense of responsibility in discharging their duties for effective service delivery. Adeyemi (2010) stated that when principal monitor duties delegated to teachers and properly supervise them, the teachers have been given extra sense of belongingness, responsibility and recognition to motivate them to perform their duties effectively. Teachers' job performance can be influenced positively by principals through proper monitoring of duties delegated to staff. However, delegation of duties to deserving teachers is part of intervention that can help motivate the teachers to perform their duties as expected which will in turn, enhance teaching and learning in classroom. Amoke, (2020) opined that monitoring is where colleagues in their professional development and growth, facilitates mutual learning to build a sense of belonging. In the bid to transform the 21st century classroom, school administrators must be committed in their duties.

Transforming the 21st century classroom involves the teacher arranging the classroom in such a way that the classroom will be neat, seats, desks, tables and teaching aid (instructional materials) and students will be arranged according to sex- male and female, those that are tall will be at the back while the short ones and short sighted will be in front of the class or where they can see the board very well. Ogbonnaya (2013) defines classroom management as the organization utilization and control of the resources and activities in the classroom for the achievement of the objectives of the education. The educational objectives are meant to be achieved in the classroom. The success of every good classroom depends in the management of the classroom. As such the classroom is an important aspect of the school system; a disciplined classroom will breed and produce well cultivated students who will become responsible people when they attain adulthood (Onyali, 2014).

In the era of digitalization, the classroom should be automated with some communication tools and platform like Moodle, We- Chat, Zoom, Canvas, Axess, Slack, Stellar and Edx platform to facilitate the learning process in the classroom, provide personalized learning experiences, enabling data-driven decision-making and texts, graphics and multimedia across schools etc. it involves the use of desktop computers, mobile devices, software applications and other tools in teaching –learning process (Nwogu, 2024). Digital facilities in the classroom will improve quality of learning through quality contents and enhance global competitiveness. The digital device that supposed to be in the classroom are laptop, digital voice recorder, smartphones or tablets, digital camera, maintenance tools, cloud storage, document management software, portable projector, external hard drives and portable printer etc. Digital facilities helps in every day duties to make life easier, it involves the use of desktop computers mobile devices, software application and other tools in the teaching and learning process. It helps in maintaining high standards and promoting a conducive environment for learning, students records/data, attendance tracking, enhance communication and provide personalized learning in classroom. Classroom is where teaching and learning takes place. It holds the students that comes from different areas together and affords them the opportunity to interact with one another. Ogbonnaya (2013) describes the classroom as the theatre of school activities where learning process is generated, implemented and evaluated. The classroom is where the teacher delivers her lesson, motivates and students understands her lesson. The classroom provides a common ground for students to behave and misbehave by sharing their life experiences and to accommodate their likes and dislikes (Ogbonnaya 2013). The classroom is the teaching- learning point and center for most face to face interpersonal relationship. Enyi (2013) observed that classroom is often regarded as the teachers' operational theatre –a place which makes or mars the teachers' profession and reputation. Researcher's findings proved that there is little investment ICT integration in our secondary school classroom in Enugu State.

The teacher is the head and the facilitator of the classroom as such it is the duty of the teacher to make sure that classroom activities succeed. The teacher has to manage the class in such a way that subjects to be delivered should be properly done by keeping the lesson lively and interesting. Classroom management is where the teacher's strategies come in play. The teacher should be firm, fair and disciplined. She uses praise for good behavior and frown or shake of the head for unacceptable or unruly behavior. The teacher should make rules that will guide the classroom, makes sure every student is busy at the work of the learning. The teacher should arrange classroom space to ensure proper seating of the students in the classroom, though classroom seating depends on the type of furniture

in the class. Teachers' job performance is one of the most crucial aspects in the field of secondary education. It is the duties performed by teachers at a particular period in the school system. Nudeem (2011) asserted that, in all education system, the performance of teachers' is one of the factors determining school effectiveness and learning outcomes. The poor performance and low enrolment are some of the inferences regarding the job performance of teachers. Some scholars have different views on what influence teachers' job performance. Similarly, Riaz (2010) asserted that, factors that influence teachers' job performance include motivation of teachers, self-development, teaching method, subject mastery and students attitude, among others. Tehseen and Hadi (2015) noted that, poor performance of teachers lead to poor quality of students that come out of the school. Motivation of teachers is limited as there is limited opportunity for their career growth more so; poor performance of students is placed on poor professional conduct by some teachers. What affects them ought to be investigated as teachers' job performance is a global phenomenon that cannot be ignored. Igwe (2013) stated that, during teachers' job performance; the learner has to learn to produce exactly what the teacher wants them to learn in the classroom. Teachers' job is a 24 hours job which indicates that teachers' duties do not end in the classroom but in every activity of the school at any point in time (Edikpa, Okeke, Chinyelugo and Nji, 2016).

Regrettably, Nigeria as usual launched several policies aimed at implementation and actualization of her digital proficiency but to what extent has it be achieved? There is limited professional technological development, organizational resistance, insufficient resources, and financial constraints to upgrade technology infrastructure appears to pose serious challenges in advancement of transforming the 21st century secondary school classroom in Enugu Education Zone of Enugu State. However, the transformation, progress and advancement of digital technologies in secondary school classrooms cannot effectively take place without suitable directives, guidance and control of operation by school administrators who are the principals and the administrators like the vice principals, dean of studies and heads of department with the help of what the government provided.

Statement of the Problem

The school administrative interventions face a lot of challenges in the secondary school system to be able to transform the 21st classroom to digitalized system of teaching and learning classroom. There are lack of constant power supply, lack of skilled teachers in ICT, data security and protection, funding limitations and infrastructure gaps. Most school administrators and teachers resistance to change from traditional methods to digitalized tools. Secondary education learning continue to develop as a result of emerging technologies and transformation which has changed the traditional roles of classroom setting, this is to ensure effective learning outcome, improving teaching-learning situations and stimulates effective modern pedagogies in classroom. School administrators and teachers are not well developed to harness the power of new technologies to create useful inspiring and engaging digital culture in secondary school classroom. Though, some digital devices are not available in the secondary schools such as computers or laptops, smartphone or tablets, digital cameras, portable projectors, digital voice recorder, document management software, portable printers, external hard drives and cloud storage etc. School administrative interventions has not been given due attention it deserved in the secondary school; this is due to their inability to achieve the set goals of education. The teachers' job performance is deteriorating, there is poor students' performance, and when such happens, accusing fingers from different quarters are pointed to the teachers

particularly in secondary schools in Enugu Education Zone. However, the extent teachers perform their duties depends on how effective their administrators perform their intervention. Consequently, the researcher sets to investigate school administrative intervention as predictors of secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone of Enugu State.

Research Questions

The following three research questions guided the study.

1. What is the predictive power of school administrative intervention of instructional supervision on secondary school teachers' job performance for transforming the 21st century classroom?
2. What is the predictive power of school administrative intervention of proper monitoring on secondary school teachers' job performance for transforming the 21st century classroom?
3. What is the predictive power of school administrative intervention efforts toward the digital advancement on secondary school teachers' job performance for transforming the 21st century classroom?

Hypotheses

The following three null hypotheses guided the study and are tested at 0.05 level of significance.

- H₀₁:** There is no significant predictive power of school administrative interventions of instructional supervision on secondary school teachers' job performance for transforming the 21st century classroom.
- H₀₂:** There is no significant predictive power of school administrative interventions of proper monitoring on secondary school teachers' job performance for transforming the 21st century classroom.
- H₀₃:** There is no significant predictive power of school administrative intervention efforts toward the digital advancement on secondary school teachers' job performance for transforming the 21st century classroom.

Methodology

The study adopted a correlation survey research design. The population of the study is 1935 respondents and a sample of 190 teachers drawn through multi-stage sampling procedure. The simple random sampling technique was used to arrive at the sample size representing 10% of the population. The instrument for data collection was 'School Administrative Intervention on Teachers' Job Performance for transforming the 21st Century Classroom' (SAITJPC) it has two Sections A and B. Section A is the demographic information of the respondents, while Section B has three clusters with 10 items respectively. The instrument was face validated by three lecturers, one from Measurement and Evaluation unit and two from Educational Management and Policy, all from Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficient was determined through Cronbach Alpha of 0.87. Linear regression was used to answer the research questions 1-3 while t-test associated with linear regression was used to test the three null hypotheses 1-3 at 0.05 level of significance.

Results

Research Question One, what is the predictive power of school administrative intervention of instructional supervision on secondary school teachers' job performance for transforming 21st century classroom in Enugu Education Zone of Enugu State

Table 1: linear regression on the predictive power of school administrative intervention of instructional supervision on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone of Enugu State

Model Summary

a. Predictor: (Constant), Supervision

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Dec
1	.873a	.763	.762	.46669	HPP

0.80 & above = high; 0.30-0.79 = moderate; 0.01-0.29 = low, HPP (high predictive power)

Table 1 revealed the predictive power of school administrative intervention of instructional supervision on secondary school teachers' job performance for transforming 21st century classroom in Enugu Education Zone. The regression square (R²) is given as 0.763 which indicted that, there is a moderate power of school administrative intervention of instructional supervision to predict secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone the coefficient of determination of 0.763 also indicates that, 76.3% of variation on secondary school teachers' job performance can be as a result of school administrative intervention of instructional supervision.

Hypothesis One: There is no significant predictive power of school administrative interventions of instructional supervision on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone.

Table 2: t-test associated with simple linear regression analysis on the predictive power of instructional supervision on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone.

Coefficients

Model	B	Unstandardized Coefficients Std. Error	Beta	Standardized Coefficients t	Sig.
1(Constant)	-.050	.127		-.393	.695
Supervision	1.030	.042	.873	24.586	.000

a. Dependent Variable : Job

Table 2 revealed that, the t-statistics associated with the linear regression is 24.586. The analysis showed that, the t-statistics is significant at 0.00 which is less than the 0.05 level of significance. Hence, the null hypothesis of no significant predictive power is rejected. Therefore, the predictive power of school administrative intervention of instructional supervision on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone is significant.

Research Question Two: What is the predictive power of school administrative intervention of proper monitoring on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone?

Table 3: Linear regression analysis on the predictive power of school administrative intervention of proper monitoring on secondary school teacher' job performance for transforming the 21st century classroom in Enugu Education Zone.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Dec.
1	.946a	.894	.894	.31182	VHPP

0.80 & above =high; 0.30-0.79 = moderate; 0.01-0.29 = low, VHPP (Very High Predictive Power)

Table 3 revealed the predictive power of school administrative intervention of proper monitoring on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone. The regression square (R²) is given as 0.894 which indicated that, there is a high predictive power of school administrative intervention of proper monitoring to predict secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone. The coefficient of determination of 0.894 also indicates that 89.4% of variation on secondary school teachers' job performance can be as a result of school administrative intervention of proper monitoring.

Hypothesis Two: There is no significant predictive power of school administrative interventions of proper monitoring on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone.

Table 4: t-test associated with simple linear regression analysis on the predictive power of school administrative intervention for proper monitoring on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone.

Coefficients a					
Model	B	Unstandardized Coefficients	Standardized Coefficients		
		Std. Error	Beta	t	Sig.
1 (Constant)	.007	.101		.069	.945
Digital Adv	.981	.032	.912	30.512	.000

a. Dependent Variable: Job

Table 4 revealed that, the t-statistics associated with linear regression is 39.838. The analysis showed that, the t-statistics is significant at 0.00 which is less than the 0.05 level of significance. Hence, the null hypothesis of no significant predictive power is rejected. Therefore, there is a significant predictive power of school administrative intervention of proper monitoring on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone.

Research Question Three: What is the predictive power of school administrative intervention efforts toward the digital advancement on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone?

Table 5: linear regression analysis on the predictive power of school administrative intervention on efforts toward the digital advancement on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Dec.
1	.912a	.832	.831	.39274	VHPP

a. Predictors: (Constant), Digital

0.80 & above =high; 0.30-0.79 = moderate; 0.01-0.29 =low, VHPP (Very High Predictive Power)

Table 5 revealed that the predictive power of school administrative intervention of efforts toward the digital advancement on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone. The regression square (R²) is given as 0.832 which indicated that, there is a high power of school administrative intervention of efforts toward the digital advancement on secondary school teachers' job performance for transforming the 21st century in Enugu Education Zone. The coefficient of determination of 0.832 also indicates that 83.2% of variation on secondary school teachers' job performance can be as a result of school administrative intervention of efforts toward the digital advancement.

Hypothesis Three: t-test associated with simple linear regression analysis on the predictive power of school administrative intervention on the efforts toward the digital advancement on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone.

Coefficients a

Model	B	Unstandardized Coefficients	Standardized Coefficients		
		Std. Error	Beta	t	Sig.
1 (Constant)	.007	.101		.069	.945
Digital Adv	.981	.032	.912	30.512	.000

Dependent Variable: Job

Table 6 revealed that, the t-statistics associated with linear regression is 30.512. The analysis showed that, the t-statistics is significant at 0.00 which is less than the 0.05 level of significance. Hence, the null hypothesis of no significant predictive power is rejected. Therefore, the predictive power of school administrative intervention of effort towards digital advancement on secondary school teachers' job performance for transforming the 21st century classroom in Enugu Education Zone is statistically significant.

Discussion

The findings of the study revealed that there is a moderate and statistically significant predictive power of school administrative intervention through instructional supervision on secondary school teachers' job performance for transforming the 21st-century classroom in Enugu Education Zone. This indicates that when school administrators actively engage in supervising instructional activities, it leads to noticeable improvements in how teachers perform their duties. Instructional supervision serves as a supportive mechanism, guiding teachers to align with educational goals and teaching standards,

thereby enhancing classroom effectiveness. This finding is consistent with the view of Obiekwe, Ayodele, and Chinyere (2024), who opined that teachers working in schools where instructional supervision was adequately implemented demonstrated greater professional effectiveness compared to their counterparts in schools with poor or inconsistent supervision. The implication of this finding is that increased and effective instructional supervision tends to strengthen teachers' commitment and delivery, which in turn promotes quality learning outcomes. However, this outcome contrasts with the earlier report by Sule (2013), who found no significant influence of principals' instructional supervision strategies on teachers' performance, especially in areas such as instructional capacity and students' evaluation. This disagreement may be due to variations in geographical location, institutional policies, or changes over time in school leadership approaches.

The findings of the study revealed that there is a high and statistically significant predictive power of school administrative intervention through proper monitoring on secondary school teachers' job performance for transforming the 21st-century classroom in Enugu Education Zone. This suggests that when school administrators engage in consistent and structured monitoring, it leads to improved teacher performance by ensuring accountability and adherence to instructional standards. Effective monitoring provides timely feedback to teachers and encourages reflective practices that enhance teaching quality. This finding aligns with the assertion of Hammad and Arar (2020), who emphasized that proper monitoring, encourages accountability and supports a culture of ongoing professional development. According to their view, regular administrative check-ins help teachers reflect on their instructional methods, which can ultimately lead to improved pedagogical practices and enhanced student achievement. In contrast, Sule (2013) found that principals' monitoring strategies had no significant effect on teachers' instructional ability and evaluation methods, a result which may be attributed to contextual differences, institutional priorities, or differences in monitoring implementation across study locations.

The findings of the study revealed that there is a high and statistically significant predictive power of school administrative intervention through efforts aimed at digital advancement on secondary school teachers' job performance for transforming the 21st-century classroom in Enugu Education Zone. This suggests that administrative initiatives directed toward integrating digital technologies in teaching and learning processes significantly enhance teachers' effectiveness and instructional delivery. Digital advancement equips educators with modern tools that support innovative teaching practices, facilitate resource access, and improve student engagement. Nevertheless, this finding stands in contrast to the observations of Onyia (2021), who noted the non-availability of digital facilities in many secondary schools. Similarly, Nwagbo (2024) observed that secondary schools in Enugu State lacked essential infrastructure that supports digitalization, such as interactive boards, reliable internet access, and educational software. These findings imply that despite the predictive importance of administrative interventions toward digital advancement, actual implementation remains weak due to insufficient investment in ICT infrastructure. This discrepancy underscores the need for policy actions to bridge the gap between administrative intentions and practical realities in schools.

Conclusion

Based on the findings, it shows that when the school administrator supervises the teachers' instructional teaching and has proper monitoring of the teachers' activities in and outside the classroom, teachers will improve in their teaching. The school administrative will also ensure that the digital facilities in the classroom are available, functioning well and are properly utilized. Thus, this will enhance the transformation of the 21st century classroom.

Recommendations

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

1. Government should focus on infrastructures affordability of digital facilities in secondary schools.
2. Train teachers for skill acquisition on digital facilities.
3. Ensure connectivity in schools for teachers, students and other stakeholders in villages with internet network, provide access to them. This will improve digital literacy to the populace.

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