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COUNSELLING
AND BEHAVIOURAL
STUDIES JOURNAL



ISSN 2315-7518, Vol. 3, July 2013

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**COUNSELLING AND
BEHAVIOURAL STUDIES
JOURNAL**

VOL. 3

JULY, 2013

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ISSN: 2315-7518

Published by



HIS LINEAGE PUBLISHING HOUSE

GSM: 08033596818

E-mail: awemakin@gmail.com

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ATTITUDE OF EDUCATION STAKEHOLDERS TOWARDS MAINTENANCE OF SCHOOL RESOURCES: AN EDUCATIONAL PSYCHOLOGISTS PERSPECTIVE

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Abstract

This paper examined the relevance of maintenance of school resources in the achievement of educational goals and objectives. It equally highlights the quantity and quality of the school resources within the reach of schools. Attention was highly paid on non-challant attitude of some education stakeholders (parents, teachers, government and even the students who are direct beneficiary of all educational programmes). Most of them holds, carelessly, some major school resources such as turning out school premises to political meetings and other social engagement which reduces the quality and quantity of materials available in the school setting there after some recommendations were made which includes among others; government should encourage education stakeholders to maintain school resources adequately to avoid a waste. School resources must be provided and maintain correctly by education stakeholders. Political meetings and other social meetings in school should be stopped. The general public should be sensitize to the need for maintenance culture in the school and the society at large etc.

Introduction

Counselling is no longer a new discipline in our tertiary institution inspite of dwindling acceptance due to jealousy, hatred among some education stakeholders in Nigeria. Literatures have shown a lot of contribution the discipline had made both at home and abroad. Problems facing Nigeria are many due to lack of total implementation

of Guidance Counselling programme in both primary and secondary schools in the State such problems includes: poverty, unemployment, lip service on the part of political office holders, non-implementation of new salary scale, non-challant attitude towards teachers' welfare, academic underachievement in our educational sector and lack of maintenance culture on our school resources and this is the main thrust of this paper. Maintenance culture could be described as taking care of valuable materials and such care leads to durability of such items. There are so many things in our environment that must be well maintained and kept properly for the benefit of all and even incoming generation. Regrettably, Nigeria is noted for non-challant attitude towards "so called government properties, stakeholders in education are not exempted from such scenario and urgent attention towards re-orientation of people towards the maintenance of school resources. School resources could be classified into two major categories namely, human and non-human resources.

Human resources in the school sector include both teaching and non-teaching staff and they are working in different capacity to achieve the same goals and objectives. Teaching staff and non-teaching staff include Principals, Vice Principals, Head of Department, Subject teachers, laboratory attendants, librarian etc.

Non-Human resources includes school building, playground, staffroom, school officers room, classroom block, chalkboard, whiteboard, school lawns, laboratories, school libraries, school vendor etc. Bamisaye (1983) divides the indices for measuring quality education into namely indices of the productivity of the educational system and the factors – inputs indices. An education system uses inputs in terms of human and non-human to produce, desired output after going through a process, quality of input in education sector determine the output hence maintenance of resources in education sector is sine-qua-non to positive output.

Concept of Attitude

Any best outcome of human endeavour in this planet earth could not be separated from the attitudinal disposition on such endeavour. Hence, there is the need to develop in an individuals, groups or corporate bodies (Teachers, parents, students and government) to imbibe positive attitude(s) towards arts capable of bringing in

meaningful development to the society at large and negative attitude towards anti-social behaviour. Over the years, social psychologists have attempted to explain how attitude influence behaviour. What is behaviour? It seems the concepts looks alike but there is clear distinction between them behaviour could be overt and covert e.g. eating, speaking, laughing, running, reading and sleeping. Individual responses on any situation(s) whether joy or sorrow at any point in time which has formed part of one's body could be term attitude. It is an expression of like or dislike toward a person, object, thing, place or event. One of the prominent psychologists Gordon Allport once explained attitudes "the most distinctive and indispensable concept in contemporary social psychology.

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas or just about anything within or outside your environment but there is debate about precise definitions. For example, Eagly and Chaiken define an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Though, it is sometimes common to define an attitude as affect toward an object, affect (i.e. discrete emotions or overall arousal) is generally understood to be distinct from attitude as a measure of favourability. The definition allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent towards an object meaning that they might at different times displays both positive and negative attitude toward the same object. This has led to some discussion of whether individual can hold multiple attitude toward the same object, whether attitudes are explicated (i.e. deliberately formed) versus implicit (i.e. subconscious) has been a subject of debate among researchers. Research on implicit attitudes, which are generally unacknowledged or outside of awareness, uses sophisticated methods involving peoples' response times to stimuli to show that implicit attitudes exist (perhaps in tandem with explicit attitudes of the same object). Implicit and explicit attitudes seem to affect people's behaviour, though in different ways.

In 1935, in the handbook of social psychology, Gordon Allport declared that attitude was social psychology's most indispensable concept:

Without guiding attitudes the individual is confused and baffled. Some kind of preparation is essential before he can make a satisfactory observation, he pass suitable judgment, or make any but the most primitive reflect type of response. Attitude determine for each individual what he will see and hear, what he will think and what he will drop, to borrow a phrase from William James, "engender meaning upon the world". They draw lines about ad segregate an otherwise chaotic environment; they are our methods for finding our way about in an ambiguous universe (Allport, 1935, p. 806).

The major focus of this paper is to develop positive attitude among education stakeholders towards school resources.

Overview of School Resources

As earlier mentioned in this paper, resources in school setting are broadly categorized into two; they are human and non-human. Human includes teaching and non-teaching staff. Teaching staff, school principal, vice principals, Head of Department, subject teachers at the primary school axis, we have Headmasters/Headmistresses, Assistant Headmasters/Head of Department and Class teacher. Non-teaching staff at both secondary and primary includes: librarian, laboratory attendants, school bursars, account clerks, school vendors etc.

Non-human resources at both primary and secondary includes: classroom blocks, library, biology laboratory, chemistry laboratory, Mathematics laboratory, food vendor stand, school lawn, school playground, whiteboard and markers of different colours, chalkboard, chalks of various colours, attendance registers, school curriculum, syllabus, logbook, scheme of work, lesson note, computer, instructional materials etc. proper maintenance of above resources is very much important and this would go a long way to achieve educational goals and objectives. It is glaring that most of the resources available in our public school are fast becoming obsolete and are not in good condition. According to Olamiyonu, Adekoya and Gbenu (2008), were of the opinion that the educational standards set up for the school must be challenging to meet the needs of the students and the society. Edward Freeman (1984), defined a stakeholder as "any group or individual who can affect or is affected by the achievement of the organization's objectives" states cannot fulfill their obligations with regard to right-based education without the active support and engagement of many

other actors, including parents, extended family members, unions, teachers, religious communities, civil society organizations and local politicians.

Education stakeholder's attitude towards school resources is nothing to write home about. Most of our school building had worn out, no doors and windows, chalkboards are not in good condition to the extent that when writing upon them hardly learners can see what has written on it. Principals and headmasters office are also not in good condition and the welfare of the officers working there are not all that taking care of, hence since the inputs (resources) are not properly put in place, this would have negative impact on the output and that is more reason why academic excellence in our educational sector has facing serious setback.

Unattracted school building still exist in Nigeria is another factor affecting the degree of interest in schooling among students. Atimes, we have seen a situation whereby Parent Teachers Association levy collected been mismanaged by those in charge.

Most of the materials at the laboratories were lost and not replaced due to lack of maintenance culture. Public do not regards government resources because the cost does not come from them directly and they must be given adequate enlightenment on proper maintenance of school resources.

First Aid Box: This has to do with immediate assistance render to any one in the school who sustain any form of injury in the class or outside (on the field) it is hereby regretted that most of the first aid boxes in the public school, little or nothing is there and this may be accounted for why some private schools were been patronized by both enlightened and non-enlightened one's.

Windows, doors and chairs are been destroyed knowingly or unknowingly by some education stakeholders particularly politician who have turn out our public schools to venue for their political meetings and campaigns, absence of doors and windows in some public schools gives room for every dick and harry to gain entrance and commit all sort of anti-social behaviour such as raping, smoking Indian hemp and the likes.

Decorating flowers which available in our public schools are not well maintained and this could be attributed to the level of

maintenance culture in our schools. Schools are no longer child-friendly.

Insensitivity of government to teacher's plight is also another factor affecting education sector. Teachers are not well remunerated, their welfare such as promotion and their entitlement are not adequately taking care of and as such teachers would not be able to dispose favourably to their callings. In their bid to augment their meager salary, it always affects their productivity while in school, and we must remember that "to whom much is given, much is expected".

Other educational stakeholder is the parent. Some parents because of their political attachment have turn out public schools to be a venue where social meeting is holding and due to this they mismanaged some resources in the school such as littering of the floor, breaking down the chairs and tables, consciously or unconsciously taking out some school properties and this spells doom for the smooth running of the school.

Furthermore, students who are direct beneficiary of school programmes in most cases, have turn out the school playing ground as a place of playing after closing hours, when teaching and non-teaching staff might have gone home. In the process of playing in and around school premises, they mess up some school materials and even when they are caught, there parents begging to fight the school authorities hence, this also could be accounted for mass failure in both internal and external examinations.

Overcrowded in the class is another factor affecting the teacher's output due to rapid enrolment in the schools without paying attention to makes school resources as equilibrium pose a great threat to our educational sector. Effort must be put in place to increase, improve and maintaining school resources adequately. Fakunle, 2010 itemise some factors necessary for enhancing good academic performance of students and they are as follows:

- promotion of a conducive atmosphere where effective teaching and effective learning can take place.
- Promotion of a confluent education system where the cognitive, psychomotor and the affective education can flow together
- Training of the total personality of the students the total man

- Peaceful school environment devoid of violence
- Training of students in self control
- Promotion of academic competence
- Development of feelings for others
- Promotion of self-esteem/confidence
- Riot-free learning environment
- Conflict resolution
- Promotion of self training
- Laying the foundation of progressive education
- Ameliorating of discipline problems.

Above could be occurred if attitude of education stakeholders (teachers, parents, students and government towards school resources are changed positively i.e. increase, improve and maintaining adequately school resources.

Functions of Attitude

Utilitarian function: Sometimes we develop certain attitudes towards objects because we associate them with either positive or negative outcomes. Consistent with the operant conditioning principles of behavioural psychology, the utilitarian function (also referred to as the adjustment function or instrumental attitudes) presumes a basic need self-interest-gaining awards and avoiding punishments from the environment. Functional theories content that we develop positive attitudes toward those objects that are associated with punishment.

Many children, for example, develop positive attitudes toward their parents because they have been regarded by them much more than they have been punished in contrast, the same children develop negative attitudes toward the neighbourhood "bullies" because the reinforcement contingencies are reversed. In both instances, the attitudes that the children develop function to satisfy their utilitarian needs, by drawing them toward those individuals who have rewarded them in the past (their parents) and avoiding those (the bullies) who have punished them.

Knowledge function: Besides the need to achieve rewards and avoid punishments, functional theorists rather content that people have a

need to attain a meaningful, stable and organized view of the world. Inspired by the insight of cognitive psychology, Katz (1960) stated that attitudes satisfy this knowledge function when they provide a "frame of reference" organizing the world so that it makes sense. In this way, attitudes can serve the same function as the cognitive scheme by organizing information and providing stability to people's experience. How might the knowledge function influence actual attitudes? Let's consider college students' attitudes toward professors. You might hold positive attitudes toward certain professors because their courses helped you to make sense out of a particular topic of interest. On the other hand, certain professors' lectures or course organization may have left you confuse, and therefore they did not satisfy your need for knowledge. You likely have less positive attitudes toward them.

Ego-defensive function: Besides helping a person gain insight towards and an organized view of the world attitudes can also help a person cope with emotional conflicts and protect self-esteem. Consistent with the psychoanalytic principles of Freud, the ego-defensive function assumes that attitudes serve as defence mechanisms, shielding the self for ego from inner conflict and unpleasant truths (Kristiansen & Zanna, 1994). For example, Justin may not be performing well on the job and may unjustly blame his problems on fellow coworkers or supervisors. The function of holding these negative attitudes toward others is that it allows Justin the opportunity to avoid acknowledging the real source of the problem himself.

Value-expressive function Although ego-defensive attitudes present people from acknowledging unpleasant truths about themselves, other attitudes help them to give a positive expression to their central values and cores aspects of their self-concept. For example, Joe may have a positive attitude towards his volunteer work in building low-cost housing because this activity allows him to express his sense of social responsibility, a value that is a central to his self-concept. Expressing such important attitudes is inherently satisfying to Joe, reinforcing a sense of self-realization and self-expression. In assuming the human need for positive expression of core values, the value-expressive function (previously referred to as symbolic attitudes) emphasizes principles consistent with humanistic theories in psychology.

Attitude Change

Attitude can be changed through persuasion and an important domain of research on attitude change focuses on responses to communication. Experimental research into factors that can affect persuasiveness of a message include:

Target Characteristics: These are characteristics that refer to the person who receives and processes a message. One such trait is intelligence - it seems that more intelligent people are less easily persuaded by one-sided messages. Another variable that has been studied in this category is self-esteem. Although it is sometimes thought that those higher in self-esteem are less easily persuaded, there is some evidence that the relationship between self-esteem and persuasionability is actually curvilinear, with people of moderate self-esteem being more easily persuaded than both those of high and low self-esteem levels (Rhodes & Woods, 1992). The mind frame and mood of the target also plays a role in this process.

Source Characteristics: The major source characteristics are expertise, trustworthiness and interpersonal attraction or attractiveness. The credibility of a perceived message has been found to be a key variable here; if one reads a report about health and believes it came from a professional medical journal, one may be more easily persuaded than if one believes it is from a popular newspaper. Some psychologists have debated whether this is a long-lasting effect and Hovland and Weiss (1951) found the effect of telling people the message came from a credible source disappeared after several weeks (the so called "sleeper effect"). Whether there is a sleeper effect is controversial. Perceived wisdom is that if people are informed of the source of a message before hearing it, there is less likelihood of a sleeper effect than if they are told a message and then told its source.

Message Characteristics: The nature of the message plays a role in persuasion. Sometimes presenting both sides of a story is useful to help change attitudes. When people are not motivated to process the message, simply the number of arguments presented in a persuasive message will influence attitude change, such that a greater number of arguments will produce greater attitude change.

Cognitive Routes: A message can appeal to an individual's cognitive evaluation to help change an attitude. In the central route to persuasion the individual is presented with the data and motivated to evaluate the data and arrive at an attitude changing conclusion. In the peripheral route to attitude change, the individual is encouraged to not look at the content but at the source. This is commonly seen in modern advertisements that feature celebrities. In some cases, physician, doctors or experts are used. In other cases film stars are used for their attractiveness.

Above all, acquisition and maintenance of attitude is highly germane to academic excellence in our education sectors and this would go a long way to individual development and the national development at large.

Effective Supervision of Instruction in Nigerian Secondary Schools: Issues in Quality Assurance

There are two main purposes of instructional supervision in schools especially secondary schools.

- (a) Teacher Improvement Purposes
- (b) Non-teacher improvement purpose

The UBE Handbook on training school supervisors as contained in Ani (2007: 98) lists the following as the teacher improvement purposes of school instructional supervision.

- ensuring that teachers perform their assigned function effectively
- ensuring that teachers are capable of carrying out their teaching responsibilities
- ensuring that new teachers receive training to enable them function effectively on the job
- providing technical assistance to the teachers especially in the areas of teaching methods and the use of instructional materials
- ensuring that discipline is maintained during class instruction
- helping or ensuring how to improve on the performance of incompetent teachers

- providing and enabling environment to discover teachers with special abilities and qualities

Impediments to Effective Supervision of Instruction

Effective supervision of instruction whether internal or external can only succeed if the conditions are fertile. Some of the impediments to effective supervision of instruction in schools include:

- lack of experience on the part of the supervisor
- favouritism
- lack of personally, leadership and professional qualities
- lack of incentive on the part of the government;
- lack of motivation

Instructional supervision and Quality Assurance

- lack of transportation
- non-implementation of the inspection reports
- lack of training and experience in educational supervision
- corrupt practices by some supervisors
- use of unqualified (untrained and inexperienced) classroom teachers for school supervision
- lack of executive power to ensure implementation of recommendations.

Stages in Facilities Management

- (a) **Provision of Educational Facilities:** Execution of educational programmes demand that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the facilities for their schools. The government stated that all stakeholders would be involved in every aspect of school management. Provision of facilities inclusive, however, this aspect is one of the most neglected areas in the school of facility from one school to another in urban centre while the schools located in rural areas are neglected.
- (b) **Utilization of Educational Facilities:** Adebayega (2000) states that utilization is the degree or extent to which an item has been put into effective use. According to him,

various degrees of utilization includes non-utilization, under-utilization, maximum-utilization, optimum – utilization and over-utilization.

- (c) **Maintenance of Educational Facilities:** Facilities tends to depreciated as soon as they are provided and put into use. Therefore, there is need for maintenance through repair and servicing of components in order to restore their physical conduction and sustain their working capacity.

Maintenance enhances performance and durability. It also prevents wastages. There are preventive, corrective, breakdown and shutdown maintenance services (Adeboyeje, 2000).

Preventive maintenance occurs regularly by checking and rechecking the available facilities and taken necessary measures to prevent malfunctioning or non-functioning of a particular facility. Prevention is not only better, it is also cheaper than any other measures, it is “proactive in nature”.

- (d) **Improvement of Educational Facilities:** Apart from depreciation, facilities tend to be outdated as a result of changing needs of the society which necessitate a change in school curriculum. In this regard, facilities will need to be improved different period, improvement of facilities, implies alteration or modification of facilities to suit our new demands, new situation or program. Whenever there are changes in any part of the educational system, the existing facilities with require modification or replacement.

Facility Management Functions

Secondary school administrators and inspectors have certain functions to perform on each of the identified stages of facility management. The functions are: planning, coordinating, staffing, leading and controlling. Each of these functions are to be performed on provision, utilization, maintenance, and improvement stages of facility management.

- (a) **Planning for Provision:** Utilization, maintenance and improvement activities. Planning involves decision making on future actions. Decision has to be made on facilities to be provided in other to ensure relevance, adequacy and quality. Planning also entails consideration of appropriate time to supply a particular item to the

school. Utilization, maintenance and improvement of the facilities should be planned in order to guide against wastages, malfunctioning, and total abandonment of school facilities.

- (b) Coordination is a way of ensuring that school activities are conducted without any clashing with the other. Provision of facilities should be coordinated in order to duplication of efforts from stakeholders. Also, through coordination, facilities can be utilized by many people different times without any clashing with the other. Maintenance and improvement efforts should be coordinated to guide against duplication and wastages.

Recommendations

- Cognitive restructuring programme be organized to all education stakeholders to imbibe positive attitude towards maintenance of school resources.
- Government should implement fully guidance counselling programs in schools.
- Government should desist from lip service to education
- Both human and non-human resources should be properly maintained both in quantity and quality.
- School premises should not be allowed to use for any other functions aside its educational programmes.
- Census of all education resources should be done and report/outcome of the census be documented and where school resources are not adequate, effort be put in place to add or improve upon the existing resources
- Teachers welfare should not be politicized, both serving and retired public officers be given their entitlement to time
- Members of general public should attach importance to public properties most especially "school resources".
- Students should be properly guided and counseled to be moral, diligent and leave the school after closing and if it is necessary for them to stay a bit in the school, must be of good conduct and desist from vandalizing school properties.

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