

Relationship between Equity and Goal Achievement in Public Senior Secondary Schools in South-West, Nigeria

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Abstract

This study looked at the relationship between goal achievement and equity in public senior secondary schools in South-West, Nigeria. The study's sample consisted of 1,488 participants. Questionnaire was employed for data collection: the Equity and Goal Achievement Questionnaire (EGAQ). The reliability of the instrument was determined using test-retest method of statistics, resulting in reliability coefficients of 0.83 to measure the independent and dependent variables, and Pearson Product Moment Correlation (PPMC) was the statistical approach used to evaluate the results. Three research hypotheses were formulated and tested at 0.05 alpha level. The findings showed that distributive equity is a significant predictor of goal achievement in public senior secondary schools ($r(1,448) = 0.360$; $p < 0.05$); procedural equity and goal achievement had a moderately strong positive relationship ($r(1,448) = 0.675$; $p < 0.05$); and interpersonal equity and goal achievement among public senior secondary school teachers had a significant positive relationship ($r(1448) = 0.604$, $p < 0.05$). In conclusion, it was suggested, among other things, that school leaders should understand how important equity is to achieving the goals. The study will contribute to the development of new knowledge and ideas.

Keywords: Equity, Goal Achievement, Public School, Secondary School,

Introduction

Globally, education is essential to the culture and development of people and countries. It includes the process by which people pick up information, abilities, attitudes, and values. All children have the right to obtain high-quality education, regardless of the kind of education they receive. Oyekan (2015) highlights that effective and superior education, tailored to the requirements of self-sufficient communities, is a potent catalyst for propelling long-term national growth, political steadiness, and economic success. Teachers play a critical part in the educational system because they are the ones responsible for teaching students and the country. Fostering the development of great educators requires making sure that instructors receive equitable treatment and adequate training (Muraina & Kamaldeen, 2022). Good preparation and fair treatment are important factors in producing instructors of high caliber. Slick (2020) defines a teacher as a person who instructs students in knowledge and abilities. In spite of its significance, public senior secondary schools in Nigeria's South-West are having difficulty achieving their learning goals.

Teachers are essential to the teaching and learning process, and their motivation level has a big impact on how effective they are. Therefore, at public senior secondary schools in the South-West of Nigeria, teachers' motivation plays a critical role in nurturing their devotion to their work. According to Ukeje (2016), educators serve as the cornerstone of educational systems, and assessing the caliber and dedication of teachers is essential to determining the effectiveness of any given system. Nonetheless, a trend of low levels of commitment among teachers in South-West public senior secondary schools is apparent (Muraina & Kamaldeen, 2022). This is demonstrated by high absenteeism rates, frequent teacher-led strikes, teacher demotivation, and a general deterioration in the standing and acceptance of the teaching profession (Muraina, 2023). Despite a variety of initiatives, little progress has been made in meeting educational goals in South-west Nigeria.

Awareness goal success in secondary schools requires an awareness of equity, or fair treatment. Administrators must treat secondary school teachers equitably and make sure that everyone is transparently given the same benefits and sanctions. When there is equality in the system, there are equal opportunities (Muraina & Kamaldeen, 2022). There is a growing expectation on teachers in public senior secondary schools to be more productive, and the way they interact with students and colleagues has a big influence on how the school runs. Principals may recognize and honor individuals and organizations for accomplishments, as Organ (2021) points out, there may also be other types of injustice that have an impact on teachers' behavior in the classroom (Muraina, 2023). Examples of this kind of social injustice include senior employees being promoted above junior employees and other similar situations.

As a result, social problems at Nigeria's public senior secondary schools are becoming a major concern. The carefree attitude many instructors exhibit as a result of their unjust treatment by the government or the host community is a major contributing element. Teachers and principals are under constant scrutiny for ensuring that pupils

make academic progress since education has turned into a high-stakes game in the twenty-first century. Teachers, regrettably, face the brunt of this strain, which makes them feel inadequate and ineffectual (Muraina, 2023). This inefficiency causes a number of issues, such as students' failure brought on by their lack of commitment, their incapacity to deliver high-quality instruction, their lack of confidence, and their incapacity to work cooperatively with others to accomplish shared objectives (Lotey, 2019).

As noted by Organ and Moorman (2016), equality unquestionably emerges as a major element determining school effectiveness and performance. Teachers' work satisfaction and dedication to the school depend heavily on the balance between their inputs (what they bring to the classroom) and their outputs (what the school provides for them) Muraina & Kamaldeen, (2022). There is a concerning deterioration in the South-West Nigerian educational system. Due to its challenges in delivering high-quality education, it is currently only a shadow of its illustrious history (Muraina & Busoery, 2023). The diminishing observation could be the result of a number of policy choices, the most significant of which was the government's abolition of teacher-training colleges. Eliminating teacher-training institutes has had serious consequences because they were instrumental in the production of competent and high-quality primary school teachers (Ezugoh & Ofodu, 2017). In the same vein, there has been a noticeable decline in the quality of the learning environment in public senior secondary schools. Students' learning experiences have been unproductive due to a lack of teaching resources and skilled teachers (Amofa & Adejei, 2014; Muraina & Kamaldeen, 2022). Teachers become even less motivated when their salary and benefits are not paid on time, they are not given opportunities for professional progress, and their pay packages are not competitive (Muraina, 2023).

Statement of the Problem

The present condition of public senior secondary schools in Nigeria raises questions about the factors that have contributed to their decline. One major issue is the inadequate dedication shown by some teachers who are discouraged with the unfair treatments being accorded them in the field. In the current educational environment, there is a high stakes emphasis on evaluating teachers and principals based on their students' academic progress (Shafiq, 2023; Muraina & Oladimeji, 2022). Additionally, the shortage of teachers in classrooms is exacerbated by the government's tardiness in paying teachers' salaries and benefits. According to Gilman (2017), the lack of opportunities for professional growth, prompt promotions, and justifiable payment scales further erodes teachers' commitment to their work. Consequently, making it more difficult for the schools in the South-West of Nigeria to achieve their learning goals. As a result, the educational system in the South-West is rapidly degrading, and the deduce main causes of this alarming phenomenon are the closure of teacher-training colleges, shortage of resources for teachers and truncated teacher salaries. Thus, treating teachers unfairly may lead to decreased motivation, undesired altitude

like absenteeism, and a rise in workplace mistakes, all of which can have a detrimental effect on students' academic achievement. Setting goals is essential to improving academic performance; it's a simple way to motivate secondary school teachers or staff members.

It is more likely that a teacher who maintains discipline will be competent, committed, and focused on accomplishing the goals of the school. Oghuvbu (2017) emphasized that public senior secondary school teachers must maintain discipline since they have a duty to mold the next generation and the country as a whole. Teachers that are highly disciplined, dedicated, and have the necessary knowledge of subject matters are therefore crucial for transferring knowledge to students and helping public senior secondary school go to be met.

Accordingly, it is imperative to understand that effective instruction involves more than just one teacher (Muraina & Kamaldeen, 2022; Muraina & Oladimeji, 2022), rather, it needs a pool of skilled teachers who can methodically and professionally plan classes and transfer knowledge to students in a way that makes it easier for them to meet predetermined goals (Muraina, 2023). Consequently, the modification of the sub-variables of goal achievement which includes abilities, knowledge, dedication, and discipline were the main emphasis of this study.

Statement of the Problem

It is expected that a country that wants to be developed politically, socially, and economically must be well-educated. A fair and committed teaching personnel are essential to the efficacy of the educational system. Teachers occupy a pivotal role in the process of teaching and learning, and their dedication is impacted by the equity they encounter in the system. Thus, one of the most important factors in accomplishing the educational objectives is the degree of dedication exhibited by secondary school teachers.

Ukeje (2016) explains that teachers are the foundation of any educational system since their value has a direct bearing on how well a school performs overall in a supportive setting. The commitment and skill of an educational system's teacher can be used to determine how effective it is. Further highlighting the value of teacher education in Nigeria and elsewhere, Muraina (2023) asserts that it was still crucial for the advancement of education. The advancement and development of the nation will therefore be impeded in the absence of highly qualified teachers. Teacher education is a crucial component of advancement because the caliber of education depends on the skills and commitment of the teachers. Nonetheless, there are contemporary patterns that point to teachers in South-West, Nigerian public senior secondary schools being less committed to their jobs. High rates of teacher absenteeism, frequent strikes, demotivation among teachers, low students' performance on national exams, and a deterioration in the standing and popularity of the teaching profession are all indicators of this problem (Muraina & Kamaldeen, 2022).

Therefore, this research had worked on the relationship between equity and goal achievement in public senior secondary schools in South-West. Understanding this

relationship may help predict the achievement of educational goals and contribute to improving the overall educational system in the region. Understanding this correlation could aid the accomplishment of academic objectives and enhance the region's educational system.

Purpose of the Study

The main purpose is to examine the relationship between goal achievement and equity in public senior secondary schools in South-West, Nigeria. The study specifically aimed to accomplish the following:

- i. investigate the relationship between distributive equity and goal achievement in public senior secondary schools in South-West, Nigeria.
- ii. identify the relationship between procedural equity and goal achievement in public senior secondary schools in South-West, Nigeria.
- iii. ascertain the relationship between interpersonal equity and goal achievement in public senior secondary schools in South-West, Nigeria.

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho¹: There is no significant relationship between distributive equity and goal achievement in public senior secondary schools South-West, Nigeria.

Ho²: There is no significant relationship between procedural equity and goal achievement in public senior secondary schools South-West, Nigeria.

Ho³: There is no significant relationship between interpersonal equity and goal achievement in public senior secondary schools in South-West, Nigeria.

Methodology

All teachers working in public senior secondary schools in the South-West area of Nigeria made up the study's population. The six states that make up the South-West area is Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo. The data, collected from states Ministries of Education were as follows: there were 3,514 teachers working in 184 senior secondary schools in Ekiti State. There were 322 schools and 8,413 teachers in Lagos State. There were 351 schools and 7,012 teachers in Ogun State. There were 267 schools and 5,012 teachers in Ondo State. There were 3,103 teachers working in 143 schools in Osun State. Lastly, from the results obtained, there were 642 schools and 13,530 teachers in Oyo State (State Ministries of Education in South-West, 2021). All the states in the geo-political zone (South-West) were used for the study. Multi-stage sampling technique was adopted. A purposive sampling technique was adopted

in the categorization of the schools based on the states (Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo).

Purposively, 4% of schools were sampled from each stratum. The percentage 4% was chosen to give the best information to achieve the study objectives. They were members of the population that possess the characteristics and experiences needed for the study. Seven schools were selected from Ekiti State, thirteen from Lagos State, fourteen from Ogun State, eleven from Ondo State, six from Osun State, and twenty-six from Oyo State. Teachers were chosen as participants because they could supply the data needed to carry out the investigation. In all, 77 schools were sampled. In each of the sampled schools, nineteen public senior secondary school teachers were purposively selected using a simple random technique. The teacher in each of the sampled schools were coded from 001 to 100. Therefore, the random table was used to choose 19 teachers from each visited school. This meant that a sample of teachers was taken in all of the following states: Lagos State, Ogun State, Ondo State, Osun State, Oyo State, and Ekiti State ($7 \times 19 = 133$), Ogun State ($14 \times 19 = 266$), Oyo State ($26 \times 19 = 494$), Ondo State ($11 \times 19 = 209$), Osun State ($6 \times 19 = 114$) and Ekiti State ($7 \times 19 = 133$). For the study, 1,463 teachers in all were used. Data collection process lasted for four weeks in all the states.

The Equity and Goal Achievement Questionnaire (EGAQ), a well-structured questionnaire with closed-ended items, was used by the researcher. There were four sections on the questionnaire (A, B, & C). Participants' demographic data, such as gender, age, state, status, and duration of service, was gathered in Section 'A'. Section 'B' of the study concentrated on Equity as an independent variable. The content in this section has been adapted from Monanu et al. (2014). It has twenty items, but two more were added, bringing the total to twenty-two. Section 'C' focused on Goal Achievement, which served as the dependent variable in the study. The researcher developed the items for this section. It consisted of 14 items and the same five-point Likert scale (Strongly Disagree =1, Disagree =2, Neutral =3, Agree =4, and Strongly Agree = 5) as the other sections. The study instrument was thoroughly examined to make sure it adequately covered the ideas of equity and goal achievement in order to assure content validity. One expert from the Department of Educational Management, Faculty of Education, University of Ilorin, and three senior lecturers from the Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, participated in this validation process. The specialists carefully examined sections A, B, C, and D of the instrument to ensure that they were in line with the goals of the study. The comments, adjustments, and suggestions made by the experts were really helpful and were carefully integrated into the questionnaire's final draft.

The questionnaires were administered at each school by a researcher and four research assistants, and each state's data collection process took four weeks because several responders were pre-occupied with important school assignments. During the data collation and entry in to computer, fifteen improperly filled questionnaires were

discarded. Consequently, 1,448 questionnaire copies were used for computation instead of the initial 1,463, resulting in a mortality rate of 1.02%. This methodology was used to evaluate target attainment and equity levels in public senior secondary schools in the South-West of Nigeria. SPSS version 22.0 was employed by the researchers for the inferential statistical study. At a significance level of 0.05, the hypotheses were tested using Pearson product-moment correlation statistics. According to the correlation analysis's coefficient values, correlations were deemed statistically significant if they were less than the predetermined significance level of 0.05.

Results

This research examined the relationship between equity and goal achievement in public senior secondary schools in the South- West, Nigeria. The hypotheses were tested through the application of Pearson Product Moment Correlation (PPMC). In the course of this study, a total of three hypotheses were formulated and subjected to rigorous testing. The hypotheses were assessed using Pearson Product Moment Correlation statistics (PPMC), with a significance level set at 0.05.

Testing of Hypothesis

Three hypotheses in all were developed throughout this investigation and put through a rigorous testing process.

Ho¹: *There is no significant relationship between distributive equity and goal achievement in public senior secondary schools in South-West, Nigeria.*

Table 1: Pearson Product Moment Correlation Statistics (PPMC) showing the relationship between distributive equity and goal achievement in public senior secondary schools in South-West, Nigeria

Variable	N	Mean	SD	r	p-value	Remark
Distributive Equity	1,448	29.29	3.26	.360	.000	Sig.
Goal Achievement	1,448	26.98	8.64			

$P < 0.05$

Table 1 revealed the result of Pearson Product-Moment Correlation co-efficient computation carried out between distributive and goal achievement in public senior secondary schools in South-West, Nigeria. The output reveals that the calculated significant value (p-value) is 0.00 less than the chosen 0.05 level of significance. Hence, hypotheses one is rejected. There is positive but low relationship between distributive equity and goal achievement of public senior secondary school teachers in South-West, Nigeria ($r(1,448) = 0.360$; $p < 0.05$).

Relationship between Equity and Goal Achievement in Public

Ho²: *There is no significant relationship between procedural equity and goal achievement in public senior secondary schools South-West, Nigeria*

Table 2: Pearson Product Moment Correlation Statistics (PPMC) showing the relationship Between Procedural equity and goal achievement in senior secondary schools in South-West, Nigeria

Variable	N	Mean	SD	r	p-value	Remark
Procedural Equity	1,448	31.91	4.13	.675	.000	Sig.
Goal Achievement	1,448	26.98	8.64			

$P < 0.05$

Table 2 reveals the result of Pearson product- moment correlation computation carried out between procedural equity and goal achievement in public senior secondary schools in South-West, Nigeria. The output reveals that the calculated significant value (p-value) is 0.00 less than the chosen 0.05 level of significance. Hence, the hypotheses two is rejected. Therefore, there is a moderate and positive significant relationship between procedural equity and goal achievement of teachers in public senior secondary schools in South-West, Nigeria ($r(1,448) = 0.675$; $p < 0.05$).

Ho³: *There is no significant relationship between interpersonal equity and goal achievement in public senior secondary schools in South-West, Nigeria*

Table 3: Pearson Product Moment Correlation Statistics (PPMC) showing the relationship between Interpersonal equity and goal achievement in public senior secondary schools in South-West, Nigeria

Variable	No	Mean	SD	r	p-value	Remark
Interpersonal Equity	1,448	36.56	4.78	.604	.000	Sig.
Goal Achievement	1,448	26.98	8.64			

$P < 0.05$

Table 3 reveals the result of Pearson product- moment correlation computation carried out between Interpersonal and goal achievement in public senior secondary schools in South-west, Nigeria. The output reveals that the calculated significant value (p-value) is 0.00 less than the chosen 0.05 level of significance. Hence, the hypothesis three is rejected. Therefore, there is a moderate and positive significant relationship between interpersonal equity and goal achievement in public senior secondary schools in South-West, Nigeria ($r(1448) = 0.604$; $p < 0.05$).

Discussion of Findings

Results of operational hypothesis one demonstrated a significant and positive relationship between distributive equity and goal achievement among teachers in public senior secondary schools in South-West, Nigeria. Distributive equity is the fairness treatment given to the teachers like compensation and promotions (Muraina & Busoery (2023). This result supports the findings of Greenberg (2015) who observed a positive association between distributive equity and goal achievement, leading to reduced turnover and related costs for the school. Distributive equity is concerned with how these distributions—which include rewards and penalties—are viewed as fair. According to Kanwal et al. (2013), distributive equity and organizational commitment have a positive link, indicating that stronger teacher commitment is a result of more equitable incentive distribution. It has also been demonstrated by Muraina and Busoery (2023) that distributive equity improves the achievement of organizational objectives. Muraina et al. (2022), Friday and Ugwu (2019), Muraina and Oladimeji (2022), and Muraina and Kamaldeen (2022) all provided findings that were consistent with this one, demonstrating the relationship between distributive equity and goal achievement in schools.

Findings from the operational hypothesis two tested indicated that there is no significant relationship between procedural equity and goal achievement among school teachers in public senior secondary schools in South-West, Nigeria. Although the association was weak, ongoing equity within the school was found to have an impact on the procedural equity. Gim and Desa (2014), who found that goal achievement in public senior secondary schools in South-West, Nigeria was correlated with procedural equity. Workers' opinions of distributive equity may be influenced by their concerns about procedural equity. According to Hulpia (2020), following protocols helps to avoid work-related issues and promotes collaboration and advancement in the classroom, all of which are beneficial to teachers and students and have a favorable impact on their performance. The need of having sufficient teaching materials and protocols in order to support efficient instruction delivery and help schools meet their objectives. The study made clear how important it is to increase teachers' dedication to their jobs in classrooms, and although many training initiatives have been put in place, their efficacy has been questioned. The results highlighted how important distributive and procedural fairness is in affecting teachers' dedication to their work and students' attainment of their goals in public senior secondary schools in South-West, Nigeria.

Findings from the operational hypothesis three revealed a weak or no significant link between teachers' interpersonal equity and goal achievement in public senior secondary schools. Interpersonal equity refers to altitude demonstrated by teachers in contrasting their contributions and results with those of other students. Concerning oneself with the distributive results that people obtain, and it has a big influence on

people's attitudes, behaviors, and general performance in schools (Muraina & Oladimeji, 2022; Muraina, 2023). Teachers interpersonal equity was positively influenced by the perception of relationship between teachers and their students, contributing to their dedication to work and ultimately impacting student success (Muraina and Busoery, 2023).

Conclusion

The study's conclusion showed that while teachers' levels of goal achievement were high, equity was also high. The results showed that both equity and goal achievement metrics are highly related to one another. The results of this study make it clear that equity is important and that both employers and employees should be concerned about it. Teachers may show their discontent by performing poorly and not being fully committed to their duties when the school is unable to promote equity and job commitment among them. Therefore, it was emphasized how crucial equity is to goal achievement in public senior secondary schools in South-West, Nigeria.

Recommendations

At the end of the research, the following recommendations were made:

- i. State governments are expected to provide conferences, seminars, and workshops for public senior high school administrators, teachers, and supervisors in order to discuss concerns pertaining to job dedication and teacher equity. This would enable them to foster a high degree of equity and dedication to their work, which will improve teacher commitment in the southwest region of Nigeria and elsewhere.
- ii. School leaders, including supervisors, principals, and department heads, must understand how important equity is to achieving the goals. The significance of these two school variables must be made clear to its personnel, both teaching and non-teaching, in order for secondary school education to meet its declared objectives.
- iii. In order to ensure that the specified educational goals are met, management should implement the Management by Objectives (MBO) strategy to promote teachers' involvement in the school and significant contributions to the school's development.

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