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ABSTRACT

Issues on Indigenous Peoples Education (IPEd) still exist in the country, especially during the pandemic. Due to limited number of school heads who are IPs, IPEd programs are not religiously implemented, specifically in far-flung schools in Mindanao. Generally, this study aims to determine the impact of the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023. It utilized a Quantitative Research Design, specifically, the use of Descriptive-Correlation with the selected IP teachers as respondents.

Based on the result, the extent of the Managerial Practices of the IP School Heads in Esperanza District III is found to be very satisfactory which indicates that these IP school heads are practicing a good managerial supervision. Further, the level of implementation of the IpEd Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Indigenization of Learning Materials, Application of Indigenous Knowledge System and Practices (IKSP) Indigenous Peoples Celebration is rated as highly implemented which entails that there is an active implementation of IP programs in DepEd Esperanza District III. Finally, it has been concluded that there is a significant relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III.

Keywords: *Managerial Practices, Indigenous People, IPEd Programs*

1. INTRODUCTION

Generally, this study aims to determine the impact of the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of

implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023.

Issues on Indigenous Peoples Education (IPEd) still exist in the country, especially during the pandemic. Due to limited number of school heads who are IPs, IPEd programs are not religiously implemented, specifically in far-flung schools in Mindanao. With these pressing issues, there numerous number of IP students who do not pursue their education as they think that they are not given enough attention by the government.

In the Philippines, on the other hand, the Department of Education (DepEd) adopted the Indigenous Peoples Education Curriculum Framework (DepEd Order No. 32, s. 2015) which aims to provide guidance to schools and other education programs as they engage with indigenous communities in contextualizing the K to 12 Curriculum based on their respective educational and social contexts (DepEd, 2015). However, it was not emphasized the implication of the managerial practices of the IP school heads to the success of the implementation of all relevant programs concerning to Indigenous Peoples Education in the country.

Consequently, how school administrators handle the administrative and pedagogical aspects of education, especially in the area of IPEd has a significant impact on student outcomes. School principals serve as both organizational and instructional leaders, with responsibilities that include devising strategies to improve education, fostering the growth of strong leaders at all levels of the school, and creating data systems to monitor students' academic growth especially for the minorities.

They also insist on accountability from students and those who are able to demonstrate responsibility. However, the worldwide crises have changed the terrain of monitoring among school administrators. There are programs, especially for the underprivileged ones like the group of minorities which are not given utmost attention.

Hence, the goal of this study is to determine the impact of the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023.

This part illustrates the Conceptual Framework of this study that deals with the relationship of the independent variable. The independent variable of this study is the extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Monitoring OF IPEd Programs, Evaluation, Feed-backing, and Training and Development of the IP Teachers. This study is anchored with the DepEd Order No. 32, s. 2015 or the Indigenous Peoples Education Curriculum Framework. Further, this complements to the DepEd Order No. 22 series of 2016 also known as the Implementing Guidelines on the Allocation of the Indigenous Peoples Education (IPEd) programs.

The aforementioned study would be extremely beneficial to all senior officials and other concerned persons dealing with the implementation of the Indigenous Peoples Education programs in relation to the managerial practices of the IP school heads and principal.

The said study was delimited in determining the impact of the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023. The respondents of this study were the selected IP school heads, teachers and stakeholders in Esperanza District III, Division of Sultan Kudarat.

2. MATERIALS AND METHODS

This chapter describes the research design and methodologies used in the study. It also demonstrates the usage of instruments, analysis method, and statistical attention relating to stipulated problems.

This study utilized a Quantitative Research Design, specifically, the use of Descriptive-Correlation to determine the significant relationship between the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023.

The Descriptive-Correlation study design, according to Noah (2021), explores the associations between two (or more) variables without the researcher changing or modifying them. It is a sort of quantitative non-experimental study. In a correlation study, variables should be measured without manipulation.

The respondents of this study were the selected IP stakeholders, and IP teachers in Esperanza District District III to assess and evaluate the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IPEd) Programs.

This study employed a Purposive Sampling Technique to purposely select the knowledgeable IP Stakeholders. On the other hand, Total Enumeration Sampling Technique will be used for all the identified IP teachers in Esperanza District III.

These two groups of respondents evaluated the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III.

The research was conducted in DepEd Esperanza District III, Pamantingan, Esperanza, Sultan Kudarat During the school year 2022-2023,. DepEd Esperanza District III is one of the DepEd Districts in the Division of Sultan Kudarat that supports the IPEd Programs. See the map below:

This study used research-made survey questionnaire to be evaluated by the group of expert to answer the questions being stipulated in chapter I.

This study also used an adopted rating scale adopted from Guillermo (2021), to evaluate the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, as follows:

On the other hand, another rating scale adopted from the study of Awid (2021) to evaluate the level of implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III as follows:

The researcher used methods and protocols to carefully collect relevant data in order to address all of the issues mentioned in Chapter I:

First, a written letter was issued to the Schools Division Superintendent of Sultan Kudarat Division asking permission for the researcher to perform the study at Esperanza District Public Elementary Schools. This study's data collection will rely on survey questionnaires to elicit information from respondents.

In order to collect data, the researcher prepared the questionnaires ahead of time to be validated by the experts and soon was sent to respondents, as well as schedule an appointment at their most convenient time. The study's purpose and objective were underlined.

This followed by the distribution and collecting of relevant documents in order to produce replies from respondents in response to the description of the difficulties being highlighted.

Finally, the data was compiled, analyzed, and interpreted to provide a trustworthy result, findings, and suggestions. See the Waterfall Diagram below:

The nature of this research was mostly descriptive in focus. As a result, the statistical methods will be used in the analysis and interpretation of the data.

First, Mean was used to assess and evaluate the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IpEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023.

Moreover, Pearson r Correlation was used to determine the significant relationship between the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IpEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023.

According to Statistics Solution (2022), Pearson r Correlation is a relevant tool that measures the statistical relationship, or association, between two continuous variables. It is known as the best method of measuring the association between variables of interest because it is based on the method of covariance. It gives information about the magnitude of the association, or correlation, as well as the direction of the relationship.

3. RESULTS AND DISCUSSION

Extent of the Managerial Practices of the IP School Heads

The tables below show the extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Monitoring of IPEd Programs, Evaluation, Feed-backing, and Training and Development of the IP Teachers

Table 1. Extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Monitoring of IPEd Programs

It can be gleaned in the table 1 that the extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Monitoring of IPEd Programs was found to be outstanding with the section mean of 4.316. This was manifested when IP School Head identifies the pros and cons of every IPEd program (4.59), he/she is open for new learning that will further enhance the implementation of the IPEd programs (3.60), he/she uses a constructive tool in monitoring the progress of the program (4.09), his/her monitoring tools are anchored with the provision of IPEd Framework (4.50), and when he/she welfare towards progress of every IPEd program (4.60).

The aforementioned result reveals that Indigenous Peoples school heads in Esperanza District III have an excellent Managerial Practices in terms of Monitoring of IPEd Programs. This denotes that these school heads always monitor the implementation of conduct of all school-based activities supporting the implementation of Indigenous Peoples Education program in the country.

Table 2. Extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Evaluation

Table 2 shows that the extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of evaluation was found to be outstanding with the section mean of 4.316. This was excellently observed when the school head has the ability to evaluate the program and capable of addressing the issues raised from the assessment (4.48), he/she has good deliberation that will help improve the program (4.09), he/she uses tools prescribed by DepEd to constructively evaluate the program (4.50), he/she uses a range of evaluation tools

that enhance the implementation of IPEd in his/her school (4.01), and when he/she establishes safe and secure environments to enhance IPEd initiatives with the consistent implementation of policies, guidelines and procedures (4.50).

Generally, result entails that IP school heads evaluated well all the conducted school programs related to the celebration of Indigenous Peoples celebration. The result of this evaluation will definitely be used for assessment of the IPEd programs that will lead to its improvement in the next more years of its implementation.

Table 3. Extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Feed-backing

It can be noticed in table 3 that the extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of feed-backing was rated as outstanding obtaining the section mean of 4.50. This was excellently manifested when he/she creates an environment of respect and rapport among other Iped implementer (4.49), he/she is open for any suggestions from other IP teachers for a better implementation (4.50), he/she encourages collaboration and brainstorming that lead to consensus (4.40), he/she promotes transparency and religiousness during the feed-backing (4.51), and when he/she adheres to proper feed-backing prescribed by DepEd to meet its goal for the IP learners (4.60).

The aforementioned result indicates that feed-backing after the implementation of the IP-related activities was excellently performed by the IP school heads in DepEd Esperanza District III. This means that these school heads openly accept the comments and suggestions of the teachers during the feed-backing that will enhance the implementation or conduct of all IPEd programs. Moreover, this can also be inferred that school heads create an environment of respect and rapport among other IPEd implementer.

Table 4. Extent of the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Training and Development of the IP Teachers

Table 4 reveals that the extent of the stakeholders' involvement in the School Improvement Plan (SIP), in terms of training and development of IP teachers was found to be outstanding garnering the section mean of 4.668. This was evident when the school head allots funds for the training of his/her IP and non-IP teachers toward IP Programs (4.50), he/she initiates training-workshop for teachers to be guided in the IPEd programs (4.26), he/she encourages teachers to undergo write-shop in the localization and indigenization of IMs (5.00), he/she urges teachers to participate in all activities concerning IPs (5.00), and when the school head encourages non-IP teachers to also work on IPEd (4.58).

The result entails that IP school heads in DepEd Esperanza District open the door of opportunities to all the teachers, both IP and Non-IP teachers to grow professionally through training-workshop on the implementation of IPEd program. School heads also assigned and sent IP and non-IP teachers to undergo the training that will widen their perspectives towards IP welfare.

Table 5. Summary Results on the Extent of the Managerial Practices of the IP School Heads in Esperanza District III

Table 5 entails the summary results on the extent of the Managerial Practices of the IP School Heads in Esperanza District III. Generally, it was found to be outstanding garnering the grand mean of 4.35. This was evident when monitoring of IPEd programs (4.316), evaluation (4.316), feed-backing (4.50), and training development (4.668) were rated as outstanding.

The result tells that IP school heads in Esperanza District III are outstanding when it comes to their managerial practices towards the implementation of the Indigenous Peoples Education program. It was also observed that these school heads performed a very effective feed-backing when teachers are given the chance to speak or to suggest if there are problems with the IPEd program. Result also shows that IP teachers are given the chance to grow professionally, specifically those training and programs being attended which focused on IPEd.

The above result somehow related to the findings of Sera & Beauty, (2017) that monitoring and evaluation is the essential part of all the projects/programme which checks past's progress and lacking to improve in present and future. Monitoring and evaluation plays important role in all the sector such as health, education etc. Monitoring is defined as continuous assessment which gives early indications of progress in fulfilling the objectives.

As they added, monitoring assist timely decision making, ensure accountability, and provide foundation for evaluation. Evaluation is a systematic measurement of performance of an on-going project or program at certain interval or a completed project or program. Evaluation aims to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact, and sustainability.

Level of implementation of the IPEd Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III

The table below, shows the level of implementation of the IPEd Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Indigenization of Learning Materials, Application of Indigenous Knowledge System and Practices (IKSP), and Indigenous Peoples Celebration.

Table 6. Level of implementation of the IPEd Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III in terms of Indigenization of Learning Materials

It can be seen in table 6 that the level of implementation of the IPEd Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Indigenization of Learning Materials was found to be highly implemented with the section mean of 4.52.

This was manifested since there are available big books and other learning materials intended for the IP learners (4.50), there are available lesson exemplars that will mainstream IPs contexts (4.40), Indigenization is infused throughout the learning processes (4.50), the district encourages all teachers to indigenize and localize their lessons (4.40), and it was evident since PSDS supports teachers' training on the indigenization of the ILMs (4.80).

Table 7. Level of implementation of the IPEd Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III in terms of Application of Indigenous Knowledge System and Practices (IKSP)

It can be observed in table 7 that the level of implementation of the IPEd Programs as influenced by the Managerial Practices of the IP School Heads in

Esperanza District III, in terms of Application of Indigenous Knowledge System and Practices (IKSP) was found to be highly implemented with the section mean of 4.336.

This was evidently proven when the DepEd Esperanza District III observes the integration of the Indigenous Knowledge System and Practices (IKSP) of IPs in the learning processes (4.28), there is a training-workshop being initiated where the elders of the tribe are invited (4.30), there is a strict adherence to IPs original practices in all the integration (4.50), there is a collaboration between IP schools and IP communities in establishing the IKSPs (4.40), and when he/she establishes safe and secure environments to enhance learning through the consistent implementation of policies, guidelines and procedures (4.20).

Table 8. Table 7. Level of implementation of the IPed Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III in terms of Indigenous Peoples Celebration

It can be gleaned in table 8 that the level of implementation of the IPed Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III, in terms of Indigenous Peoples Celebration was found to be highly implemented with the section mean of 4.314.

This was excellently rated considering that all schools in the district participate and take an active involvement in IP affairs (4.37), the district observes the one celebration of IP day every October (4.30), there are various activities initiated by schools every IP month celebration (4.20), wearing of IP dress or Katutubong Kasuotan during the IP month is observed (4.40), and when all schools set rules and policies to avoid discrimination among IP learners (4.30).

Table 9. Summary Result on the Level of implementation of the IPed Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III

Table 9 shows the summary result on the Level of implementation of the IPed Programs as influenced by the Managerial Practices of the IP School Heads in Esperanza District III in terms of Indigenization of Learning Materials, Application of Indigenous Knowledge System and Practices (IKSP), and Indigenous Peoples Celebration. As observe, it has the grand mean of 4.39 which means that these activities were highly implemented.

The result indicates that DepEd Esperanza District III is a good implementer of Indigenous Peoples Education (IPEd) Program in the division of Sultan Kudarat. This high level of implementation of IPEd in this district could be attributed to the exemplary managerial practices of IP teachers. Further, this high level of IPEd implementation is due to the guidance and collaboration of the IP communities and teachers in the district.

According to DepEd, (2015), IPEd or the Indigenous Peoples Education is a program of the department of education which has been studied and implemented for the welfare of Indigenous People Learners in recognition of their right to culturally rooted and responsive basic education. The Department of Education (DepEd) adopted the Indigenous Peoples Education Curriculum Framework (DepEd Order No. 32, s. 2015) which aims to provide guidance to schools and other education programs as they engage with indigenous communities in contextualizing the K to 12 Curriculum based on their respective educational and social contexts.

Relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III

The table below shows the relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III

Table 10. Relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III

Table 10 displays the relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III. All the p-values depicting correlation (.020, .048, .016, .025, over-all 027,) are less than 0.05 level of significance which statistically means that there is a significant relationship between the independent (x) variable and dependent (y) variable. Thus, in this study, it shows that there is significant relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III.

This explains that the extent of the Managerial Practices of the IP School Heads has significant impact to the level of implementation of the IPEd Programs in Esperanza District III. It means that the more the IP school heads perform an exemplary managerial practices or skills, the more successful the implementation of all IPEd programs. Hence, the null hypothesis that tells "there is no significant relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III" is hereby rejected.

As supported by Kenton, (2020), he made mentioned that there is relationship between management managerial skills and the success of all school's activities and offerings, as well as increasing instructor loyalty. Relationship building is most typically done at the client level, but it is also useful between enterprises and in education. A school principal may appoint a relationship in-charge to handle all the activities to delegate an in-charge or function may be combined with another human-resources role. Building a relationship with teachers benefits all sides. Teachers who believe that an institution is sensitive to their needs are more likely to continue doing religious services. Hence, principals' managerial skills are essential.

3.MAJOR FINDINGS

Issues on Indigenous Peoples Education (IPEd) still exists in the country, especially during the pandemic. Due to limited number of school heads who are IPs, IPEd programs are not religiously implemented, specifically in far-flung schools in Mindanao. Generally, this study aims to determine the impact of the extent of Managerial Practices of Indigenous Peoples (IPs) School Heads, and the level of implementation of all Indigenous Peoples Education (IPEd) Programs in Esperanza District III, Division of Sultan Kudarat for the school year 2022-2023. It utilized a Quantitative Research Design, specifically, the use of Descriptive-Correlation with the selected IP teachers as respondents.

Based on the result, IP school heads in Esperanza District III are outstanding when it comes to their managerial practices towards the implementation of the Indigenous Peoples Education program. It was also observed that these school heads performed a very effective feed-backing when teachers are given the chance to speak or to suggest if there are problems with the IPEd program. Result also shows that IP teachers are given the chance to grow professionally, specifically those training and programs being attended which focused on IPEd.

Moreover, DepEd Esperanza District III is a good implementer of Indigenous Peoples Education (IPEd) Program in the division of Sultan Kudarat. This high level of implementation of IPEd in this district could be attributed to the exemplary managerial practices of IP teachers. Further, this high level of IPEd implementation is due to the guidance and collaboration of the IP communities and teachers in the district.

Finally, it has been revealed that the extent of the Managerial Practices of the IP School Heads has significant impact to the level of implementation of the IPEd Programs in Esperanza District III. It means that the more the IP school heads perform an exemplary managerial practices or skills, the more successful the implementation of all IPEd programs. Hence, the null hypothesis that tells "there is no significant relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III" is hereby rejected.

5. CONCLUSION

In the light of the findings of this study, the following conclusions were drawn: Indigenous Peoples (IP) school heads in DepEd Esperanza District III have exemplary managerial practices toward all IPEd programs. It has been drawn as well that DepEd Esperanza District III is a good implementer of all programs concerning IP welfare and Education.

Finally, it has been concluded that there is significant relationship between the extent of the Managerial Practices of the IP School Heads, and the level of implementation of the IPEd Programs in Esperanza District III.

In the light of the findings and conclusion of the research study, the following are recommended:

1. Further training on the indigenization of learning materials is highly recommended by the researchers especially for the utilization of the IP secondary students.
2. Non-IP school heads in the IP school are also encouraged to strengthen the implementation of IPEd program in their school.
3. Non-IP teachers may also be included in the seminar-workshop on the indigenization of IMs considering that they have IP learners.
4. Future researchers may also conduct IP-related study to update the implementation of IPEd for coming years.

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