
Intervention Framework on Capacity Development of Administrators of Schools for Enhancing Basic Education

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Abstract

The study attempted to develop intervention framework on capacity development of administrators on school for enhancing basic education in Anambra state nursery/primary schools, Nursery education is attached to public primary schools in the state. The study sampled 144 beginning and 516 veteran administrators from six education zones in the state. Data were analyzed using mean and standard deviation fort answering two research questions, and t-test for testing the hypothesis at .05 level of significance. The challenging needs (Baseline data) were used to develop the objectives; proposed intervention, and activities in the framework. The result indicated lack of skills in production and use of local teaching and learning materials; poor management of human and material resources; inefficient and insufficient inspection; supervision and poor data collection. Based on the findings, it was recommended that there should be retraining of administrators to acquire skills in local material production, management of human and materials resources inspection, supervision and data collection.

For children's development to be actualized, there are certain expectations from the school administrators towards enhancing quality academic achievement which can promote Universalization of access. There had been efforts at universalization of education in Nigeria since 1950s but without much success due to political, administrative, religious and financial problems (Abernethy, 1969). But Ejiogu (1986) noted that the government of Western Nigeria experimented in the scheme in 1957, and in 1976 the Universal Primary Education (UPE) programme was launched in the whole country (Iyorchia, 1993). The programme also failed. Nwagu (1993) also observed that those constraints of the 1950s have not yet been dealt with in the educational scene in

Nigeria. This implies that the success of the present Universal Basic Education (UBE) scheme in the country will be determined to a large extent by the preparedness of various governments to intervene in these and other unforeseen problems in the implementation of the scheme. However, the approach in the present study is that intervening in the capacity development of the administrators is an essential ingredient in enhancing UBE in the nation with certain goal to be accomplished. Puddick (2005) noted that interventions are usually aimed at remedying particular weaknesses. An intervention is a deliberate process by which change is introduced into the people's thoughts, feelings and behaviours (White, White & Matsakis, 1998). Birmingham City Council (2006) noted that framework for intervention helps administrators/teachers tackle concerns about students' behaviour in schools, using school improvement, staff empowerment and environmental change. It works for all ages in all settings, promoting learning behaviour. The World Bank Group (2006) explained that a framework helps to identify key areas of investment in children and youth. It rests on the four basic arguments;

1. There is evidence that it is economically efficient to invest in the early years.
2. The biggest global youth cohort ever produces a state of demographic urgency which puts a political imperative on policy makers to address children and youth issues.
3. It is indispensable to take a life cycle approach when engaging with children and youth, acknowledging forward and backward linkages of programmes.
4. Interventions in order to be effective have to be multisectoral in terms of stakeholders and policy areas. Williams (2006) noted that framework for intervention is a tried and tested preventive approach to dealing with school disciplines and behaviour through developing the best possible "behavioural environment.

The programme goal is to provide administrators with ongoing professional development /capacity building in local instructional material production (improvisation), management of human and material resources, inspection, supervision, and data collection.

Nigeria still eager to actualize universal education embraced the UBE scheme which was launched in 1999 (Nigeria's First Organization NFO, 2003). UBE according to Olunodun, Uwaya and Ogbonna (2002) is a policy reform measure by Federal government aimed at reforming the basic education section in Nigeria. NFO (2003) also noted that UBE Provides free and universal education, and is an improvement on UPE. The universalization of basic education in the country succeeded in increasing access to basic education (NFO, 2003). The rapid increase in enrollment began to mount pressure on available resources. NFO (2003) also noted among other problems that the number, gender and quality of available administrators became inadequate for the programme. In addition, Chizhik (2003), Lankford, Loeb and Klystaff (2002)

observed that unqualified administrators are often ill-prepared and ill-equipped to handle the educational challenges in the schools. There can be ways to create professional development that best support these administrators.

The study carried out by Sykes (1995) maintained that administrators must study teaching and learning not only to manage the production processes of the organisation more effectively but to exercise leadership in insisting what the schools are for. School administrators according to Carlson and Gadio (2004) also need professional development in the use of technology for non-instructional purposes. Technology according to them can improve significantly the productivity of activities related to financial management, class scheduling, personnel management, student tracking, administrative reporting, communicating with parents, etc.

Furthermore, it is vital that school directors understand and support teachers' efforts to integrate technology into the classroom. Prestine's (1993, 194) 5 –year study of restricting schools provided some evidence that new forms of curriculum and pedagogical practices are not likely to flourish within old hierarchical structures and bureaucratic management practices. Significant school wide changes in classroom instructional practices are simply unlikely to occur without significant and complimentary changes in school organisational configurations. Also, attending to cognitive based changes in curriculum and instruction without considering organisational patterns and governance arrangements, fragments what needs to be a holistic initiative. Without fundamental changes in governance and organisation, innovation and organisation innovative-based initiatives in curriculum, instruction, and assessment are likely to remain confined to limited projects and isolated individual classroom practices.

Again, administrators' reform can bring about social and organisational changes in the school community. Researchers have found that new administrative/governing structures can improve social relations among parents, teachers, and pupils by creating climate of trust and understanding that fosters staff morale and student aspirations and enhances parental support for teacher's work (Comer, 1990). The administrative role according to Vandenberghe (1995) as an implementer of imported solutions and a creative school leader is to redefine public expectations in terms of local capacities. The headteachers (administrators) should be able to create a workable relationship with the political and economic environment.

They should assume a more public role, interacting with people in the wider community, forging links between the school and the environment. Trail (2000) saw an administrator as a mentor who shares professional knowledge with teachers. He also models "expected behaviour" for teachers; communicates a willingness to be open, non judgemental, yet focused; creates a vision and confidence that there are no insurmountable obstacles to dreams, wishes, and potentials; and advocates for their

rights and needs. If education secretaries, administrators of schools, and supervisors/inspectors of schools can be given proper training on data collection, and storing them in the central data base so that the planners of education can lay hands on such, basic education in the state will improve. Nwana (2000) defined basic education as fundamental, foundation, bottom-line education upon which every other education whether formal, informal or non-formal can be built and without which any education structures erected will not have chances of success. FGN (2002) in line with the above definition stated that basic education is the foundation for sustainable life-long learning. It provides reading, writing and numeracy skills.

Purpose of the Study

The purpose of this study was to develop intervention programme framework for capacity development of administrators for enhancing basic education in Anambra state of Nigeria. Specifically the study identified the needs areas for capacity development of administrators in nursery/primary schools, since nursery education is compulsorily attached to primary school.

Research Questions

The study sought to answer the following questions:

1. In what capacity areas do beginning and veteran administrators need intervention to enhance basic education in Anambra State nursery/primary schools?
2. What are the specific challenges for intervention framework on capacity development of administrators.

Hypothesis

The following null hypothesis was formulated to guide the study and was tested at .05 level of significance.

There is no significant difference in the mean responses of beginning administrators and veteran administrators on capacity development of beginning and veteran administrators.

Method

The design of the study is research and development (R & D). Seven hundred headteachers – administrators (150 beginning and 550 veteran) from the six education zones in Anambra state were sampled. Two questionnaires designated “baseline data tool” (BDT) questionnaire and intervention framework tool (IFT) were used for data collection. The first BDT has 31 items structured on a five point weighted scale (Likert scale) of strongly Agree (SA:5) Agree (A:4), undecided (U: 3), Disagree (D:2), and strongly Disagree (SD: 1). The second IFT was certified by 7 experts in the field. Likert scale was used because the nature of items in the instrument have varying opinions.

The copies of questionnaire were personally administered by the researcher and two assistants. The respondents were given time to fill the questionnaire since the administration was carried during working periods. The researcher with the assistants went back and collected them to ensure high return rate. The number of administered questionnaires was 700 and 660 was collected showing the return rate of 94.3 percent.

Data were analyzed using mean scores, standard deviation, and t-test. Mean scores and standard deviation were used to answer the two research questions, while t-test was used to test the hypothesis at .05 level of significance. The challenging needs (baseline data) were used to develop the objective, proposed intervention, and activities in the framework that will mitigate the identified problems. The Likert-type level was assigned numbers ranging from 5(SA) to 1 (SD). Thus the mean score is $\frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3.0$ The mean was taken to be 3.5 which is greater than the

lower limit of 4 which corresponds with agree. This means that any factor or variable with a mean of 3.5 and above was regarded as positive or accepted, while others with mean below 3.5 was regarded as negative or not accepted for research question.

The second questionnaire (IFT) has 6 items structured on a three point weighted scale of appropriate (A:3), Undecided (U:2), and Inappropriate (IA:1). Thus the mean score is $3 + 2 + 2 = \frac{6}{3} = 2$. But the mean was taken to be 2.5 which is greater than the lower limit of 3 that corresponds to agree. Any mean below 2.5 was regarded as negatives or not appropriate.

The hypothesis was tested at .05 level of significance at 658 degree of freedom (df). The null hypothesis (HO) was accepted when the calculated t-value was equal or greater than critical value at .05 level of significance at 658 degree of freedom. On the other hand, the null hypothesis was rejected when the calculated t-value was less than critical value at the same level of significance and degree of freedom.

Table 1
Distribution of respondents According to their Education Zones, Highest Educational Qualification and Experience

Characteristics	Akwa		Nnewi		Onitsha		Ogidi		Aguata		Otuocha	
	N	%	N	%	N	%	N	%	N	%	N	%
No. of Respondents	146	22.1	172	26.1	147	22.3	128	19.4	113	17.0	98	14.8
Male Administrators	26	17.8	33	19.2	20	13.6	21	16.4	23	20.4	21	21.4
Female Administrators	120	82.2	139	80.8	127	86.4	107	83.6	90	79.6	77	78.6
Highest educational qualification obtained	NCE	(B.A. B.ED,	B.Sc)	(MA,	M.ED,	M.Sc)					Ph.D	
Frequency	350	18	222	31	10	20	2				7	

Percentage	50.0	2.7	33.6	4.7	1.5	3.0	0.3	1.1	
Years of experience	1 – 5			6 – 10		11 – 15	16- 20	21- 25	26 & above
Frequency	64			108		126	149	153	60
Percentage	9.7			16.4		19.1	22.6	23.2	9.1

N = 660

Table 1 revealed that Nnewi zone has the highest percentage of respondents (22.1%). The table also revealed that the female administrators (female administrators) altogether have greater percentage of respondents (82.2%) as against the males with 17.8 percent. Results presented on the table revealed that 350 respondents have NCE as their highest educational qualification.

Table 2
Means and Standard Deviation of the Respondents on Capacity Need Areas for Administrators

N = 660

S/N	Teaching and Learning	\bar{X}	SD	Remarks
1.	Emergent nature of learning to be used and, to design and assess learning experience	4.10	0.91	Agree
2.	Current theories of development and learning.	4.04	0.92	Agree
3.	Knowledge of how these theories would be reflected in Actual diverse educational settings	4.05	0.89	Agree
4.	Ethical principles involves in teaching and learning	4.10	0.93	Agree
5.	How ethical principles in teaching and learning can be applied in actual educational settings	4.03	0.95	Agree
6.	Workshop for skills in writing well planned lesson notes incorporating cognitive, affective and psychomotor domains of learning.	4.21	1.00	Agree
7.	Workshop on children’s effective method of learning	4.16	0.90	Agree
8.	Training on classroom organization	4.03	0.96	Agree
9.	Workshop on strategies considered difficult to use e.g. demonstration, film show, field trips, etc.	4.08	1.00	Agree
10.	Training on motivational techniques	3.90	1.06	Agree
11.	Retraining on provision of activities that will promote children’s self-concept, creativity and incentives.	4.09	0.91	Agree
12.	Professional development of teachers on knowledge of current and pedagogy, and understanding of students’ need	4.02	0.95	Agree
13.	Training to encourage the spirit of enquiry and creativity in teachers.	4.16	0.91	Agree
14.	Training for cultivation of social sensitivity	3.88	1.07	Agree
15.	Training on collection and analysis of data	3.91	1.04	Agree
Resource Management/production				
16.	Training on proper organization of material resources like textbooks to support the curriculum.	4.17	0.95	Agree

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17	Retraining on efficient and regular inspection schools.	3.92	1.05	Agree
18	Retraining on quality supervision/monitoring of teachers' performance through clinical supervision approach	4.19	0.92	Agree
19	Retraining on different kinds of resource materials for effective teaching of school subjects.	4.11	0.88	Agree
20	Administrators (Headteachers) need seminar on staff and pupil management.	4.28	0.83	Agree
21.	Training on library usage and maintenance	4.16	0.87	Agree
22.	Workshop on maximum utilization of modern instructional materials such as computers, television, etc.			
23.	Organization of workshops on local instructional materials production skills.	4.09	0.93	Agree
24	Fund raising skills like getting fund for local schools, awarding scholarships.	4.07	1.00	Agree
25.	Retraining on proper management of school facilities	4.17	0.87	Agree
Interpersonal Relationship				
26.	Retraining on human relations with the public	3.93	1.05	Agree
27	Valuing and nurturing the inquisitive spirit, Both in herself/himself and other learners	3.93	1.01	Agree
28	Engaging fully and whole heartedly in her/his own learning experience as well as in the learning of the pupils.	4.18	0.88	Agree
29	Approaching teaching/learning process in a problem-solving manner.	4.04	0.88	Agree
30.	Willingness to recognize individual Differences	4.11	0.93	Agree
31.	Democracy in teaching/learning process	4.03	0.96	Agree

Data on table 2 showed that all the 31 items on capacity development of administrators were rated agree. Their means are above 3.5 lower limit of 4 which corresponds with agree. The summary of the data on the table showed that those items are salient capacity need areas for school administrators' intervention programme.

Table 3
Means of Responses and Standard Deviation on Intervention Framework on Basic Education Needs Facing Anambra State Nursery/Primary Schools.

S/N	CHALLENGES / PROBLEMS FACING BASIC EDUCATION	INTERVENTION OBJECTIVES	PROPOSED INTERVENTION CONTENT	ACTIVITIES	\bar{X}	SD	REMARKS
1.	Lack of skills in local instructional material production (improvised) by administrators	Develop spirit of creativity and manipulative skills in local material production. - Use local materials to produce instructional materials capable of providing varied learning experiences in each subject area. - Reduce cost of procurement - Ensure availability of material for instruction at any point in time	Production of local instructional materials	- organising and producing high quality low cost teaching/learning materials by the administrators (headteachers) through the use of school/center cluster model where one school center in each cluster is equipped with resources that can facilitate production of teaching, and learning, aids. - Arranging for professionals/experts by the government in each subject area from the communities, universities, to teach the skills and or act as mentors to teachers. - Organising workshops on production of instructional material from local resources.	3.00	.00	Appropriate
2.	Poor management of human and material resources.	- Increase quality decisions - Contribute to quality of teachers' work lives/performance - Increase teachers' motivation. - Use and manage	Improving management of human and material resources	Ministry of Education to: - Expose headteachers to management of ICT and others. - Train teachers in ICT - Organise courses	2.71	.76	Appropriate

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		well the modern instructional materials such as information communication technology (ICT) and others		on management of human and material resources through conferences and seminars. - Collaborative discussion and exchange of ideas on successful management and organisation of human and material resources with the experts in the field.			
3.	Inefficient and insufficient inspection	-Find out teachers' and other school personnels' problems and the solution so as to maintain the standard of education. -Verify the effectiveness and efficiency of the institution. -Verify the appropriateness of the use of educational facilities. -Ascertain the quality and quantity of human and material resources available in schools. Inspect school records, report and recommend, to facilitate the deployment of more teachers to areas of needs.	- Improving competent and efficient school inspection.	- Organise workshop and seminar on retraining of the trainers or headteachers in inspection and monitoring techniques (through briefings, meetings, follow-up inspection, reports). Frequent and regular visits to be made by the inspectors. Monitor the inspectors themselves by higher authorities.	2.71	.49	Appropriate
4.	Inefficient and insufficient supervision	-Assist teachers effectively to teach the learners under their care so that they can acquire the abilities, skills and attitudes stated in the objectives of	-Improving school-based (clinical supervision/ in-school model of supervision). - Improve community-	-Organise retraining of supervisors applying Cogan's (1973) phases of clinical supervision viz: establishing the teacher-supervisor	3.00	.00	Appropriate

		<p>instruction.</p> <ul style="list-style-type: none"> -Guide teachers to the sources of instructional materials -Maintain high morale among teachers. -Ensure supply of teaching materials to schools. -Ensure maintenance of quality instruction in the school. -Provide feedback to educational planners on the need for curriculum changes/improvements. 	<p>based supervision.</p>	<p>relationship; planning with the teacher; planning the strategy of observation; observing instruction, analyzing the teacher-learning process; planning the strategy for conference: renewed planning, by the state Ministry of Education/SUBEC through seminars, conference, workshops.</p> <ul style="list-style-type: none"> - Organise meetings and orientation programmes with the stakeholders by the headteachers to discuss salient issues with them. - Encourage visitation of stakeholders to school. - Frequent and regular visits to be made by the supervisors. - Monitor the supervisors themselves by higher authorities 			
5.	<p>Record keeping: inaccurate data on pupils' enrolment, retention, completion and drop-out rates.</p>	<ul style="list-style-type: none"> - Obtain accurate and up-to-date records from UBE schools to be stored in a central zonal data-base for effective planning and management of information on the pupils. 	<ul style="list-style-type: none"> -Establishing data-base for storing and retrieving pupil's records. 	<ul style="list-style-type: none"> - Training/orientation of headteachers on record keeping in schools and also use of ICT in storing data. - Headteachers of schools to submit accurate records to central zonal data-base. 	3.00	.00	Appropriate
6.	<p>Poor/inaccurate record on supervision and inspection of</p>	<ul style="list-style-type: none"> - Obtain up-to-date data on teachers' records of writing lesson 	<ul style="list-style-type: none"> - Establishing data-base for storing and retrieving 	<ul style="list-style-type: none"> - Headteachers to submit the up-to-date data to Education 	3.00	.00	Appropriate

performance of teachers' instructional activities.	plan. - Obtain up-to-date data on teachers' variety of teaching methods. - Obtain up-to-date data on teachers' use of instructional materials. - Obtain up-to-date data on teachers' classroom interaction pattern. All to be stored in a central zonal data-base.	headteachers supervisory roles on teachers' instructional activities.	Secretaries from various Local Government Education Authorities to be submitted to the Central zonal data-base. - Supervisors and inspectors to submit up-to-date and accurate records of their supervision and inspection to central zonal data-base, schools and state Ministry of Education.			
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Key:

\bar{X} = Mean

STD =Standard Deviation

The table above revealed appropriateness in all the six items from the experts' responses/certification. Their mean responses were 3.00 and standard deviation of .00 except items 2 and 3 with means 2.71 and 2.71; and standard deviation of .79 and .49 respectively.

Hypothesis

HO₁

There is no significant difference in the mean responses of beginning and veteran administrators on their capacity development for enhancing basic education in Anambra state primary schools.

Table 4

Results of the T-Test Summary Examining Differences in Mean Ratings of Beginning and Veteran Administrators.

Variables	Number of Case	Mean of Rating	Standard Deviation	t
Beginning Administrators	140	4.20	0.86	1.36
Veteran Administrators	520	4.05	0.96	

df = 658

$p > 0.05$; $t_{\text{cal}(1.36)} < t_{\text{cri}(1.96)}$

H_0 upheld

From the above table, the probability (P) of the difference being due to error is greater than 0.05. This is because at the 658^o of freedom and 0.05 level of significance the critical/table t value is 1.96 which is more than the calculated t value of 1.36. Following this, the none hypothesis is upheld.

Focus Group Discussion

Qualitative analysis on stated research question for focus group discussion concerning school administrators: In what capacity areas do school administrators need intervention to enhance basic education in Anambra State Nursery/Primary Schools?

Question Guides and Results

1. How are the administrators in Nursery/ Primary School system performing for enhancing basic education in Anambra State?

Results from the Respondents

Some Respondents stated that administrators lack ethical principles in teaching and learning. Some have shops in the markets and combine them with administration. Some demand illegal levies from the pupils due to poor and irregular salary payment. Some products are educated illiterates who are not self-reliant, and nuisiate the society.

2. What capacity areas do administrators need intervention?

They need retraining for competence administration, management of finance and how to receive money from the pupils. There should be training for the administrators in human and public relation.

Result of the Interview Based on the Same Research Question.

Emphasis was laid on capacity building of the administrators in order to achieve the objectives of basic education. Some opined that there should be periodic training and retraining in modern technology. This to them, would ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life long learning because no administrator can give he does not have. Hence, the need for intervention programme on workshops, in-service trainings, conferences, etc, for acquisition of monitoring and evaluations skills.

Discussion

The primary purpose of this study was to develop intervention framework on capacity development of administrators for enhancing basic education in Anambra State of Nigeria nursery/primary schools. Regarding this purpose, results indicated that the items raised on the capacity development were salient capacity need areas for

intervention such as workshops, in-service training, conferences, etc. Again, the results showed that the responses of veteran teachers were significantly higher than those of beginning teachers. Prior studies on capacity- development of administrators have found evidence for significant capacity building effects at effective administration of nursery/schools (Haddad, 2000; Paul 2003; and Learning Point Associates, 2004). This is supportive of Webb's (2005) study on leading teaching and learning in primary school: from "educative leadership" to "pedagogical leadership". It was argued that "pedagogical leadership" as exemplified by two headteachers in the study, appeared to offer much greater possibilities for developing teaching and promoting both pupil and teacher learning. While the practice of "pedagogical leadership" was viewed as conflicting with aspects of "instructional leadership", it had value congruence with "educative leadership" and could therefore develop from it.

Sykes (1995) in support of the above scholars maintained that administrators must study teaching and learning not only to manage the production processes of the organization more effectively but to exercise leadership in insisting what the schools were for. School directors, finance officers and other administrative personnel according to Carlson and Gadio (2004) also needed professional development in the use of technology for non-instructional purposes. Technology according to them could improve significantly the productivity of activities related to financial management, class scheduling, personnel management, student tracking, administrative reporting, communicating with parents, etc. These results confirmed and provided consistency in the literature that focuses on development or capacity development of administrators.

Conclusion

This study has demonstrated that capacity development of administrators is a significant factor for enhancing basic education in nursery/primary schools. The foundation/roots of effective school functioning begin early. The earlier work of other scholars reviewed showed that capacity development of administrators is positively and significantly related to effective school performance. An attempt has been made in this work to raise some issues on capacity development of administrators. The planning of basic education should provide adequate capacity development of administrators for administrative roles. Again, the government should make it a point of priority to strengthen the data collection mechanism in the state. So much guess work is done leading to conflicting data existence at the moment, and it only leads to confusion and unrealistic planning.

Recommendations

From the results of the findings of this study, it was recommended, among others, that there be intervention framework in the following:

1. There is need for accurate, up-to-date and verifiable records on pupils enrolment, retention, completion and drop-out rates, as well as supervision and inspection of performance of teachers' instructional activities.
2. Frequent and regular supervision and inspection must be accorded a high priority in the school system if qualitative education is desired. Administrators themselves have to be monitored by higher authorities to ascertain the authenticity of their report.

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