

INFLUENCE OF SUPERVISORY STRATEGIES ON EFFECTIVE TEACHING OF BUSINESS EDUCATION COURSES IN COLLEGES OF EDUCATION (COEs) IN NIGERIA

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ABSTRACT

The purpose of this study was to examine the influence of supervisory strategies on the effective teaching of business education courses in Colleges of Education (COEs) North Central, Nigeria. The study was guided by two research purposes, research questions and hypotheses tested at 0.05 level of significance. The study adopted descriptive survey research design. Population of the study was 290 comprising of 258 lecturers, 16 HODs and 16 Deans. A total sample of 179 respondents were selected for the study comprising 155 lecturers sampled using the Researcher Advisors, 12 HODs and 12 Deans. The instrument for data collection was a 13 item structured questionnaire tagged Supervisory Strategies for Effective Teaching of Business Education Courses Questionnaire (SSETBECQ) with 4points rating scale. The instrument went through face and content validation by four experts. The reliability of the instrument was ensured using Cronbach's Alpha method and the result yielded a reliability coefficient of 0.93. Mean and Standard Deviation were used to analyze the data collected to answer the research questions. The hypotheses were tested using One-way Analysis of Variance (ANOVA). The research questions analysed identified delegation had a very high extent of influence on effective teaching with mean (3.27, SD 0.69) and conflict resolution, on a high extent for effective teaching of business education courses in Colleges of Education (mean = 3.35, SD = 0.70). The hypotheses tested revealed that there was no significant influence of delegation on effective teaching of business education courses $p\text{-value} = 0.137 > 0.05$ and there is no significant influence of conflict resolution on effective teaching of business education courses with $p\text{-value} = 0.491 > 0.05$. Based on the findings of the study, it was concluded that supervisory strategies had a very high extent of influence on effective teaching of business education courses. This is because delegation and conflict resolution create a sense of motivation and mentoring, and positively influenced the teaching practices of educators. . It was recommended that business educators should be delegated responsibility and tasks as early as possible after assessing their skills and should also be involved in decision-making that concerns them.

Keywords: Supervisory strategies, effective teaching, business education, COEs.

Introduction

All organizations and professions use the process of supervision. Without oversight, no company can run efficiently. So, for the purpose of enhancing activity, supervision is an interaction between at least two people. In order to increase performance, it is a formative, supporting, and developmental process. This demonstrates that a teacher has potential but needs assistance, advising, and directing. By indicating, directing, and coordinating the workers' efforts while also encouraging good working relationships, supervision, as a component of administrative process, aims to provide the day-to-day operations of the work group. This will allow for the more effective completion of the task goal. Providing physical amenities to the lecturer, ensuring the safety and security of the school infrastructure, maintaining the school, and ensuring that the workload is distributed fairly are all managerial duties of supervision.



A variety of tactics and abilities are needed for supervision because it entails managing both human resources and targets. Clarity and technique at work require the development of an effective supervisory plan. Supervision is a developmental process that supports and enhances individuals' acquisition of the motivation, autonomy, self-awareness, and skills necessary to successfully complete the task at hand. It is not just about the position one holds within an organization or the delivery of instructions to satisfy the achievement of educational system objectives. A number of supervisory abilities have a direct impact on an employee's development, enabling them to reach their potential and acquire skills that are beneficial to the company. The process of ensuring that the policies, principles, rules, and regulations set forth for the purposes of implementing and accomplishing the objectives for education are carried out effectively is referred to as supervision in a school system. According to Diana and Dometria (2021), supervision entails using professional knowledge and experience to see, assess, and coordinate efforts to enhance teaching and learning in educational settings. Supervision can be a potent instrument for quality development by assisting teachers, managing schools, operating, and enabling frequent exchanges between schools. In Africa, this is probably even less common than elsewhere. As a result of the foregoing, we can draw the conclusion that supervision is a developmental process that supports and enhances individuals' acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively complete the task at hand.

The framework of plans and actions that an organization uses to achieve its long- and short-term goals is known as a strategy. They are strategies for reaching a goal. Strategies are a broad basic plan of action through which an individual or organization intends to achieve its goals, according to Ugwuanyi (2012). In the educational system, supervisory tactics are tools for quality control. In order to fulfill the intended objective, the Colleges of Education must have a mechanism in place to maintain the standard of its delivery as a quality control instrument in the educational system. This study is concerned with delegation and conflict resolution as mechanisms of supervisory strategies. Each employee's performance may reflect a variety of elements, including the tasks and responsibilities assigned to them, the organizational structure in which they work, their workload, and work organization. Additionally, the tasks or responsibilities assigned to the staff members might be used to monitor their performance (Henderson & Gysbers, in Apenteng 2012).

A reasonable portion of a supervisor's authority must be delegated to staff members because no one person can do everything. To get the greatest results, effective delegation is a crucial management technique. A superior can assign work to a subordinate who is qualified to do it through the process of delegation. While the superior retains accountability, the subordinate is in charge. Effective delegation may sometimes entail giving someone else the responsibility for a task for which the delegator is nonetheless ultimately accountable (Ugoani, 2017). Delegation places complete decision-making power in the hands of the subordinates while still retaining supervisory control. According to Leana in Andrei and Johanna (2017), delegation is about dispersing power to others by shifting the authority for making decisions from higher levels to lower levels in the hierarchy. There are many advantages to using delegation as a strategy, for both managers and their employees. In every event, the person who designated the work stage is accountable for the project's outcome.

According to Chandan in Abwalla (2014), delegation is the process of dividing up the total amount of work and assigning a portion of it to subordinates. Hannagan in Abwalla (2014), says delegation occurs when a leader shifts control, accountability, authority, and decision-making processes to subordinates working in multiple organizational areas. It is also a dynamic tool for inspiring and developing the team to reach its greatest potential. Maicibi in Abwalla (2014) stated that delegation is the procedure through which a manager or officer divides up his entire workload and assigns a portion of it to subordinates. He noted that proper delegating is encouraging and advances work performance. The ability, knowledge, and willingness of the subordinates to carry out the task, as well as support from the organizational structure where there is a clear line of management and communication without any difficulties, are all necessary for the delegation of authority to be successful.

Academic culture naturally and inherently includes conflict. Thus, finding a good method for resolving disputes is crucial. Numerous factors can lead to conflicts. Yusuf and Ibrahim (2019) define conflict as any manifestations of opposition, disagreement, and friction between two or more parties. Conflict can take the shape of disputes, protests, demonstrations, aggressiveness, and other negative behaviors. All of these occur often in organizations today. Conflict between staff and management, as well as between students and school authority, may arise in tertiary institutions as a result of differences in

beliefs and interests of the various parties. Any action performed to settle the friction between the parties involved in a conflict is referred to as conflict resolution. Nnadi in Bampoh-Addo and Ansah-Koi (2015) also emphasizes some fundamental methods for handling disputes. Some of these methods include Win-Lose, Lose-Lose, Win-Win, Withdrawing, Smoothing, Compromising, Forcing and Confronting among others.

Essentially, the effectiveness of the teacher or the teaching strategy used for a given session or topic determines the extent to which students are successful in acquiring pertinent knowledge and abilities. According to Job (2017), teaching effectiveness actually entails all necessary tasks that must be completed in order to reach predetermined goals. So, in order to achieve instructors' effectiveness, it is crucial to consider supervision methods, and this can be emphasized through teacher traits. In this study, indicators for supervisory tactics included effective delegation and conflict resolution. The population of business educators in colleges of education were the major focus of the study in order to adequately address the research objectives. The variables of lecturers, HODs, Deans, public and private colleges of education were statistically controlled.

Statement of the Problem

As a result of an increase in the number of children of school age, the government and private individuals are adding primary, secondary, and university levels of education. This also prompted the ongoing hiring of more teachers. Teachers are required to abide by established laws and regulations when doing this. Different controls and measures are put on ground to make things simple. It is known by all that the teacher is the facilitator of students' attainment in learning. Teachers are a guide for students and provide room for students' development and personality formation. Without doubt, learners' achievement is the purpose of schools and count on teachers' passion and dedication. If supervisory strategies are in line, it may drive teachers' effectiveness. Understanding supervisory techniques used in the academic setting is crucial for schools and instructors to become more effective. There has been little research on how perceptions of supervisory tactics affect the successful delivery of business education courses in colleges of education, North-central Nigeria, despite the fact that there is a lot of research on these topic. To do this, it is crucial to examine what teachers may do to enhance their instruction. In order to close the knowledge gaps regarding the impact of supervisory tactics on the successful delivery of business education courses in our institutions of education, the study set out to determine the answers to these questions.

Research Questions

The following research questions guided the study:

1. What is the extent to which delegation strategy influence the effective teaching of business education courses in colleges of education?
2. What is the extent to which conflict resolution style influences the effective teaching of business education courses by business educators' in colleges of education?

Research Hypotheses

The following hypotheses were formulated for this study and were tested at 0.05 level of significance.

H0₁: There is no significant influence of delegation strategy on effective teaching of business education courses in colleges of education.

H0₂: There is no significant influence of conflict resolution style on effective teaching of business education subjects in colleges of education.

METHODOLOGY

The study covered twelve colleges of education in the zone comprising two federal, seven states and three private COEs. Specifically, the study purposefully focused on the institutions offering business education courses. The study adopted a descriptive survey research design. The population of the study was 258 business educators, 16 HODs and 16 Deans from the 16 Colleges of Education offering business education in the geographical zone. The data for the study were gathered using a structured questionnaire tagged Supervisory Techniques for Effective Teaching of Business Education Courses Questionnaire (SSETBECQ). Four - point rating scale of Very High Extent (VHE) 4 points, Moderately High Extent (MHE) 3 points, High Extent (HE) 2 points, Low Extent (LE) 1 point was used. The questionnaire was validated by three experts in Business and Entrepreneurship Education and one Measurement and Evaluation in Kwara State University, Malete and University of Ilorin respectively. Cronbach Alpha

procedure with a reliability index of 0.93 was used for the internal consistency. After a proper briefing on the purpose of the study, the questionnaires were administered with the help of two research assistants. The copies of the instruments were administered. A total of 179 (100%) were retrieved and found usable. Data collected were analysed using One Way Analysis of Variance (ANOVA) to test the hypotheses.

Research Question 1: What is the extent to which delegation strategy influence the effective teaching of business education courses in colleges of education?

Table 1: Mean and Standard Deviation of respondents

S/N	Item Statements	N	Mean	STD	Remark
1.	Enhances quality decisions in teaching and learning situation.	179	3.11	0.741	Very High Extent
2.	Gives opportunity to act on behalf of others for good result in teaching and learning.	179	3.32	0.684	Very High Extent
3.	Gives room for accountability in teaching and learning.	179	3.13	0.645	Very High Extent
4.	Develops subordinate to have skills and confidence in future teaching and learning activities.	179	3.18	0.728	Very High Extent
5.	Develops subordinate teaching skills and confidence in future teaching and learning activities.	179	3.45	0.712	Very High Extent
6.	Increases subordinate to have commitment to teaching and learning.	179	3.40	0.682	Very High Extent
7.	Reduces workload to manage time better while teaching.	179	3.29	0.613	Very High Extent
Weighted Average		179	3.27	0.69	Very High Extent

Source: Field Survey, 2023

Based on the data in table 1, one can analyze the extent to which delegation strategy influences the effective teaching of business education courses in colleges of education. Enhances quality decisions in teaching and learning situations: The mean value of 3.11 suggests a very high extent that delegation strategy enhances quality decisions in teaching and learning situations. This implies that by delegating tasks and responsibilities effectively, educators can improve the overall decision-making process, leading to better teaching and learning outcomes.

Gives opportunity to act on behalf of others for good results in teaching and learning: The mean value of 3.32 indicates a very high extent that delegation strategy provides opportunities for educators to act on behalf of others, resulting in positive outcomes in teaching and learning. This suggests that by assigning tasks to others, educators can create a collaborative environment where multiple perspectives contribute to effective teaching and learning.

Gives room for accountability in teaching and learning: The mean value of 3.13 suggests a very high extent that delegation strategy allows for accountability in teaching and learning. This implies that by delegating tasks and responsibilities, educators can ensure that each individual involved is accountable for their assigned roles, leading to a more efficient and productive teaching and learning process.

Develops subordinate to have skills and confidence in future teaching and learning activities: The mean value of 3.18 indicates a very high extent that delegation strategy helps develop subordinates' skills and confidence for future teaching and learning activities. This suggests that by giving individuals opportunities to take on tasks and responsibilities, educators can empower them to enhance their skills and confidence, preparing them for future teaching and learning endeavors.

Increases subordinate commitment to teaching and learning: The mean value of 3.40 suggests a very high extent that delegation strategy increases subordinate commitment to teaching and learning. This means that by involving subordinates in decision-making and assigning them important responsibilities, they feel a sense of ownership and dedication towards their role in teaching and learning.

Reduces workload to manage time better while teaching: The mean value of 3.29 suggests that to a very high extent delegation strategy reduces workload, allowing teachers to manage their time more effectively while teaching. Delegating tasks and responsibilities to capable individuals helps distribute the workload, enabling teachers to focus on core teaching activities and allocate their time efficiently.

Overall, based on the data provided, it appears that delegation strategy plays a significant role in influencing the effective teaching of business education courses in colleges of education, leading to positive outcomes such as enhanced decision-making, opportunities for acting on behalf of others, accountability, and the development of skills and confidence.

Research Question 2: What is the extent to which conflict resolution style influences the effective teaching of business education courses by business educators` in colleges of education?

Table 2: Mean and Standard Deviation of respondents

S/N	Item Statements	N	Mean	St D	Remark
8.	Excess load on teacher can lead to conflict in the teaching and learning environment.	179	3.43	0.590	High Extent
9.	Scheduling of business courses that needs practical on the college timetable sometimes results to conflict.	179	2.93	0.747	High Extent
10.	Conflict resolution is a strategy used to facilitate a positive and agreeable outcome for teaching and learning.	179	3.41	0.700	High Extent
11.	Finding out the root cause of misunderstanding enhances good teaching and learning situation.	179	3.50	0.730	Very High Extent
12.	Favouritism and unfair selection of teachers for training and retraining sometimes leads to conflict.	179	3.50	0.730	Very High Extent
	Weighted Average	179	3.35	0.70	High Extent

Source: Field Survey, 2023

Table 2 shows the extent to which conflict resolution style influences the effective teaching of business education courses by business educators` in colleges of education

Excess load on teachers can lead to conflict in the teaching and learning environment: The mean value of 3.43 indicates a high extent that excess workload can lead to conflict in the teaching and learning environment. This suggests that when teachers are overwhelmed with excessive responsibilities, it can negatively impact the teaching environment and lead to conflicts.

Scheduling of business courses that needs practical on the college timetable sometimes results in conflict: The mean value of 2.93 suggests a high extent that scheduling conflicts may arise due to the need for practical components in business courses. This implies that conflicts may occur when trying to fit practical sessions into the college timetable, potentially affecting the effective teaching of business education courses.

Conflict resolution is a strategy used to facilitate a positive and agreeable outcome for teaching and learning: The mean value of 3.41 indicates a high extent that conflict resolution is seen as a strategy to facilitate positive outcomes in teaching and learning. This implies that adopting effective conflict resolution techniques can contribute to a more harmonious and productive teaching environment.

Finding out the root cause of misunderstanding enhances good teaching and learning situations: The mean value of 3.50 suggests a high extent that identifying the root cause of misunderstandings can

enhance teaching and learning situations. This indicates that by resolving misunderstandings and addressing their underlying causes, educators can improve the teaching and learning experience.

Favouritism and unfair selection of teachers for training and retraining sometimes leads to conflict: The mean value of 3.50 suggests a very high extent that favouritism and unfair selection of teachers for training and retraining can lead to conflict. This indicates that when there is perceived bias or inequality in the process of selecting teachers for training and retraining opportunities, it can result in conflicts within the teaching and learning environment.

In general, the data suggests that conflict resolution style has a high extent in influencing the effective teaching of business education courses in colleges of education. It is important to address issues such as excessive workload, scheduling conflicts, favouritism, and the root causes of misunderstandings to create a more positive and productive teaching and learning environment.

H₀1: There is no significant influence of conflict resolution on the teaching of business education courses in colleges of education.

Table3: Summary of Variance (ANOVA) of the perceived influence of delegation on the teaching of business education courses in colleges of education

Status	N	Mean	SD	F	Df	Sig.	Decision
HOD	12	3.5767	0.34825	2.007	176	0.137	Not rejected
Dean	12	3.2108	0.44112				
Lecturer	155	3.2663	0.54980				

Source: Field Survey, 2023

The ANOVA table 3 reveals that the F-value is 2.007, p-value is 0.137 which is > 0.05 . This showed that there was no significant difference in the mean responses of lecturers, HODs, and deans in state, federal, and private colleges of education regarding the influence of supervisory strategies of delegation on the teaching of business education. Based on the significance level, the null hypothesis was not rejected.

H₀2: There is no significant influence of conflict resolution on the teaching of business education courses in colleges of education.

Table 4: Summary of Variance (ANOVA) on the perceived influence of conflict resolution on effective teaching of business education courses in colleges of education.

Status	N	Mean	SD	F	Df	Sig.	Decision
HOD	12	3.2708	0.57858	0.714	176	0.491	Not rejected
Dean	12	3.1458	0.61661				
Lecturer	155	3.3339	0.53473				

Source: Field Survey, 2023

The results on table 4 shows , F-value = 0.714, and the associated p-value is 0.491 which is greater than the significant value 0.05, indicated that there is no significant difference in the mean responses of the three groups on conflict resolution. The null hypothesis which stated that there is no significant difference on the influence of supervisory strategies of conflict resolution on the teaching of business education subjects in colleges of education was not rejected.

Discussion of Findings

Research question one looked into the influence of delegation on effective teaching of business education courses. Based on the data analysed, it indicated that delegation strategy had a high extent of influence on effective teaching of business education courses. The result indicated that the tested hypothesis was in support of the research question raised as it was accepted. This is affirmed by Manundu, Mulwa, and Mwanza where they observed that all the school principals 100% and 91.0% of the teachers agreed that delegation of duties provides teachers the ability to learn and develop new skills. This means that delegation significantly influences teacher effectiveness in teaching. Cheruto, Kuto & Chepchunba (2018) established that teachers have positive attitude towards delegation and that most of them were keen on accomplishing tasks assigned to them by meeting their deadlines. This, to a great extent indicated that proper adoption of principles of delegation by business educators will enhance high performance. The finding was also supported by Okorie and Nwiyi (2018) that delegation enhances teacher's effectiveness in teaching.

Based on the responses to research question two in table 2, it suggested that conflict resolution style influenced the effective teaching of business education courses in colleges of education to a high extent because it was revealed that all the indices for conflict resolution by business educators had a very high extent influence on effective teaching of business education courses. In the same vein, the result of the hypothesis 2, table 4 indicated no significant difference in the opinions of respondents on the perceived influence of conflict resolution on effective teaching of business education courses. It was therefore not rejected. This result of the study is in line with Rittiboonchai et al. (2018) where they stated that working together is the most effective way to prevent conflicts, and compromising was the best mean to resolve disputes. This result is also supported by the findings of Amoda, Awe, and Ogunade (2021), where it was revealed that conflict resolution strategies should be adopted for business studies teachers' job effectiveness. It was also revealed that about 84% of the variance in teachers' job effectiveness was accounted for by the linear combination of the independent variables of conflict resolution strategies (arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy)

Conclusion

Based on the findings of this study, it was concluded that supervisory strategies of delegation and conflict resolution create a sense of motivation, mentoring, fostered team working spirit, grooming new teachers for future leadership position, increase level of trust and accountability and positively influenced the teaching practices of business educators. It was revealed that supervisors who effectively communicated expectations and provided ongoing support and professional development opportunities enhanced the quality of education delivery. Hence, teachers' effectiveness depends significantly on these techniques which have been found as basis for improvement in the quality of teacher's job performance on the teaching of business education subjects. While some business educators effectively integrate supervisory strategies into their teaching practices, the lack of resources, inadequate training, and limited support hinder others from doing so.

Recommendations

1. Business educators should be delegated responsibility and tasks as early as possible after assessing their skills in order to increase fairness and balance teachers' workloads.
2. Business educators` should be involved in decision-making that concerns them, as this will create a serene atmosphere for them to express their minds.

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