*Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS), Vol.7 No.2 June, 2025; pg. 11 – 21*
*ISSN: 2734-2522 (Print); ISSN: 2734-2514 (Online)*

# SUPERVISION OF BUSINESS EDUCATION TEACHERS: ISSUES AND PROBLEMS IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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**Abstract**

***Supervision*** *of* ***business education instructors*** *in* ***higher institutions*** *plays a vital role in maintaining* ***educational standards*** *and ensuring* ***teaching efficiency****. However, several* ***challenges and obstacles*** *impede the* ***supervisory process****, affecting the* ***competency development*** *of graduates. This paper* ***investigates*** *the issues encountered in supervision of* ***business education teachers*** *in* ***tertiary institutions*** *within* ***Anambra State; inadequate training and support, insufficient educational resources, weak monitoring mechanism, assessment and performance gaps, ineffective communication, and resistance to reforms****. The paper also investigates the problems encountered in supervision of business education teachers in tertiary, inadequate funding, lack of accountability, poor condition of service, lack of managerial skills and error in appointment of personnel. The study highlighted the skills needed by Business Education Supervisors; Technical skills, interpersonal and communication skills, conceptual and decision making skills. The study also highlights the* ***external regulatory bodies*** *involved in supervision, Additionally, the discussion examines the* ***impact*** *of these* ***supervisory challenges*** *on* ***teacher growth, student academic performance, and the overall quality of business education****. This paper seeks to propose* ***practical solutions and strategies*** *to mitigate these challenges, To address these challenges, it is imperative that tertiary institutions prioritize the training and development of supervisors, appointment of supervisor with strong foundation in managerial skills, allocate sufficient resources, and establish effective feedback mechanisms. Additionally, there is a need for regular evaluation and monitoring of the supervision process to ensure that it is effective in improving teacher performance and student outcomes in* ***Anambra State's higher institutions****.*

**Keywords: Business Education, Supervisor, Issues, Problems, Tertiary Institutions.**

## Introduction

**Supervision in business education in Nigeria** traces its origins back to the missionary era. Historically, supervisors of business education were chosen from among lecturers and classroom teachers, relying heavily on their teaching experience to oversee the different facets of business education in their respective regions. Supervision of teachers is a complex process that requires careful planning, execution, and evaluation (Ohamobi et al 2024).

Supervision according to **Nwankwo (2018)**, serves as the backbone of an organization, akin to the central nervous system in the human body. Within business education, a supervisor initiates, stimulates, directs, controls, and monitors the functions of the various components of the system. Nwankwo further emphasized that the supervisor's primary responsibility is to provide **leadership** in enhancing the learning environment while also identifying and fostering leadership qualities in others involved in the educational process. More specifically, the supervisor plays an essential role in delivering expert technical guidance aimed at improving existing educational programs and developing new curricula to meet emerging needs. In business education, **departmental heads and instructors** depend on the supervisor for assistance in evaluating, refining, and advancing their programs. In essence, the supervisor serves as the key reference point for **advice, mentorship, support, and an empathetic approach** in resolving challenges encountered in educational settings. They are also expected to advocate for the interests of **business education and its educators** in supervisory bodies. For supervision to be effective, the supervisor must be granted the authority necessary to execute responsibilities and fulfill the expectations tied to the role.

**Moreover Wannke (2019)** noted that, in contemporary times, it has become increasingly evident that professional experience alone is insufficient as a foundation for supervising business education. This challenge is particularly evident in **tertiary institutions**, where the rising number of lecturers with diverse qualifications has made the supervisory role more complex. Additionally, students come from varying socio-economic and educational backgrounds, making it even more difficult for supervisors to maintain uniformity and consistency in guidance. The facilities and resources essential for business education programs have also grown more intricate, further complicating their management.

Furthermore, **Denga (2018)** asserted that **business education supervision** has gained significant prominence within the nation's educational framework, and graduates of the program now receive formal recognition. Similarly, **Keeling and Callus (2018)** defined supervision as the **systematic process of planning, organizing, controlling, leading, and directing individuals** to achieve organizational objectives. A **supervisor** is responsible for overseeing personnel, employing various techniques, methodologies, and procedures to ensure seamless operations in accordance with established policies. In business education, the supervisor's role encompasses **structuring, coordinating, and managing both human and material resources** to accomplish the overarching goals of the program.

**In addition, Isinenyi (2015)**, opined that supervision entails **influencing and guiding employees** within an organization to perform their duties effectively. A **supervisor** should be recognized as a person who directs, coordinates, and oversees the tasks of others. **Nworgu (2015)** further described **educational supervision** as a means of **enhancing instructional quality** through collaborative efforts with educators, enabling them to develop and refine their teaching strategies. **Warmk (2019)** highlighted that supervision provides **resources, consultation, leadership, and cooperative services** aimed at improving instructional delivery. It is a **strategic initiative focused on achieving a shared objective**. Supervision within educational institutions is conducted to ensure that academic processes align with institutional goals, ultimately leading to the desired **educational outcomes**. At its core, supervision involves **oversight, regulation, and prompt intervention** when challenges arise.

Supervision can also be regarded as the **art of managing a group of individuals** with authority, ensuring progressive improvements in efficiency and effectiveness in executing tasks. Effective supervision can enhance teacher performance, improve student outcomes, and promote the overall quality of education (Onyekazi et al 2024).

**The Role of Supervision in Business Education**

Nolen et al. (2019) described supervision as encompassing all strategies, methodologies, and procedures used to oversee and implement policies set by decision-making bodies. Similarly, Nolen et al (2019) asserted that the primary responsibility of a supervisor is to enhance and assess the components involved in the learning process. They elaborated that a supervisor’s role is to provide leadership in fostering an effective learning environment while identifying and nurturing leadership qualities in others engaged in the educational process. The core duty of a supervisor is to enhance and refine an academic program to meet identified needs.

In business education, supervisors play a crucial role in assisting departmental heads and educators by evaluating existing programs and recommending improvements. Their expertise is essential in providing guidance, mentorship, and solutions for challenges encountered in educational settings. Additionally, supervisors serve as advocates for business educators within supervisory bodies, ensuring their interests are well represented.

For supervision to be both effective and efficient, the supervisor must be granted the necessary authority and accountability to execute responsibilities and fulfill the expected roles without restriction.

**Basis for Supervision**

1. **Supervision aims to enhance the teaching and learning experience**, ensuring that both educators and students benefit from an improved instructional process.
2. **Supervision facilitates the identification of teachers’ strengths**, while areas requiring improvement are developed. Weaknesses are further recognized, and teachers receive **supportive and constructive guidance** to help them overcome challenges.
3. **Supervision is carried out in a collaborative and inclusive manner**, acknowledging teachers' contributions and fostering a positive and professional work environment built on mutual respect and strong interpersonal relationships.
4. **Supervision ensures that educators adhere to the prescribed curriculum guidelines**, maintaining alignment with established educational standards and objectives.

**Essential Qualities and Skills for Business Education Supervisors**

According to **Isinegi (2015)**, business education supervisors must possess a combination of technical knowledge, practical experience, and interpersonal abilities. Their effectiveness is influenced by their expertise in **information management, communication, decision-making, and leadership**. To successfully fulfill their roles and advance business education objectives, supervisors require the following essential skills:

**1. Technical Skills**

This refers to the proficiency required to execute specialized tasks that demand specific methodologies or procedures. Every professional develops a range of technical abilities essential for performing daily responsibilities. Through formal education, individuals acquire

**practical competencies** that equip them for entrepreneurial ventures (Oguejiofor & Obigwe,2025)

Moreover, technical expertise is fundamental for managerial roles. A strong foundation in **accounting and financial management** allows business education supervisors to effectively oversee an organization's resources. These competencies not only prepare them for expanding responsibilities but also enhance their ability to appreciate and collaborate with other professionals within the institution.

**2. Interpersonal and Communication Skills**
Interpersonal skills foster **cohesion and shared vision** within an organization, enabling individuals to align their efforts toward a unified goal. These skills facilitate understanding among team members, fostering a collaborative work environment that demands both **physical and intellectual engagement**.

Effective communication is crucial for supervisors, as it directly impacts their ability to **lead, motivate, and interact** with stakeholders. Studies indicate that **executives allocate nearly 50% of their time** to interpersonal engagements, highlighting the importance of human relations in management. A proficient supervisor must develop these abilities to foster productive relationships, ensure smooth information flow, and successfully manage diverse individuals within an organization.

**3. Conceptual and Decision-Making Skills**
These skills enable supervisors to **identify, analyze, and resolve complex organizational challenges**. They are essential for recognizing **competing factors** influencing business education programs and implementing solutions that benefit all stakeholders. Conceptual skills support managers in addressing **strategic issues** that shape the institution's future. While experience plays a critical role in refining these abilities, structured training can further enhance them.

To excel in supervision, business education supervisors must integrate **technical, interpersonal, and decision-making skills**. These competencies are vital for **mentoring educators, evaluating instructional strategies, and optimizing operational efficiency**. Their acquisition significantly contributes to professional growth, while the absence of these skills may hinder success.

**Agencies Involved in Supervision of Business Education Teachers**
**Internal Supervisors of Business Education Teachers**
Several key figures within academic institutions are responsible for supervising business education educators:

1. **Heads of Department (HODs) – Business Education**
2. **Dean of the Faculty of Education**
3. **Director of Academic Planning**
4. **Departmental Examination Coordinators**
5. **Faculty Mentors**
6. **Senior Lecturers in Business Education**
7. **Departmental Quality Assurance Officers**

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8. **Faculty Timetable Officers**

**Responsibilities of the Head of Department of Business Education in supervising business education teachers in tertiary institutions in Anambra State**

The **HOD of Business Education** plays a critical role in ensuring instructional excellence in tertiary institutions. Their duties include:

1. **Leadership and strategic coordination**
2. **Instructor performance assessment**
3. **Curriculum design and implementation**
4. **Course load allocation and scheduling**
5. **Faculty mentorship and guidance**
6. **Classroom evaluation and feedback provision**
7. **Committee leadership and policy formulation**
8. **Resource allocation and budget management**
9. **Faculty training and professional development**
10. **Conflict resolution and disciplinary measures**
11. **Student research supervision**
12. **Accreditation compliance and quality assurance**
13. **Collaboration with external academic bodies**
14. **Departmental finance administration**
15. **Staff welfare and engagement**

**Government Agencies/External bodies Involved in the Supervision of Business Education Teachers**

Several government/external agencies oversee the supervision and accreditation of business education teachers: These are:

1. **National Universities Commission (NUC) Inspectors**
2. **Accreditation Teams from the National Board for Technical Education (NBTE)**
3. **National Commission for Colleges of Education (NCCE) Assessors**
4. **State Ministry of Education Officials**
5. **Anambra State Teaching Service Commission (ASTSC) Evaluators**
6. **Industry Experts from the Business Education Sector**
7. **External Examiners from Other Higher Institutions**
8. **Quality Assurance Agency (QAA) Auditors**

**Ways through which NUC supervises business education teachers in tertiary institutions**

The **National Universities Commission (NUC)** is responsible for **regulating and evaluating** business education programs in Nigerian universities. Its oversight functions include:

1. **Accreditation:** Ensuring compliance with national academic standards.
2. **Curriculum Development:** Collaborating with universities to maintain **industry-relevant course structures**.
3. **Quality Assurance:** Conducting **audits and performance reviews** to uphold educational excellence.
4. **Research Support:** Promoting innovative studies in **business education methodologies**.
5. **Strategic Partnerships:** Encouraging collaboration between **academia, industry, and government institutions**.

**Functions of NBTE in Supervision of Business Education Teachers and Program.**

The National Board for Technical Education (NBTE) is a government agency in Nigeria responsible for regulating and supervising technical education in the country. The functions of NBTE in the supervision of Business Education Teachers and programs include:

**1. Curriculum Development:** The NBTE is responsible for developing and updating the curriculum for Business Education programs in tertiary institutions. They ensure that the curriculum meets the current needs of the industry and provides students with the necessary skills to compete in the job market.

**2. Accreditation:** The NBTE is responsible for accrediting Business Education programs in tertiary institutions to ensure that they meet the required standards and quality. Accreditation is necessary to ensure that graduates of these programs are competent and employable.

**3. Monitoring and Evaluation:** The NBTE conducts regular monitoring and evaluation of Business Education programs to ensure compliance with set standards and guidelines. They assess the quality of education being provided and identify areas for improvement.

**4. Capacity Building:** The NBTE provides training and capacity-building programs for Business Education teachers and administrators to enhance their skills and knowledge. This helps to improve the quality of education being provided in these programs.

**5. Collaboration and Partnership:** The NBTE collaborates with relevant stakeholders such as industry partners, employers, and professional bodies to ensure that Business Education programs are relevant and up-to-date. This collaboration helps to align the curriculum with industry needs and trends.

**Importance/Duties of the Supervisor**

The main role of the Supervisor is to provide-expert technical service designed to improve a given educational programme or course of study. When Problems arise in the school situation, it is the Supervisor who should be looked upon for advice, guidance and assistance. Because of his/her training, as he/she must be as trained business Educator, the Supervisor's function will be many. Nolan et al (2019) listed some of the more common functions or duties expected of Supervision of business Education programme. These include: Giving assistance in the improvement of instruction by recommending the use of appropriate teaching techniques, audiovisual materials, texts, and supplementary materials. Teaching demonstration lesson. Visiting the classroom and conferring with teachers. Helping in the process of evaluating in terms of previously determined aims and objectives, through recommending and making available modern tests and evaluation techniques. Assisting in examining and revising curriculums and courses of study. Assisting in the developing of units of instruction or resource units. Holding conferences or group meeting to discuss problems. Attending local, state, regional, and national professional conventions. Organizing and conducting in-service workshop in needed areas of information. Developing favourable public relations through publicity and speaking to groups of parents, students, businessmen, and other interested persons. Writing and working with committees in developing curricular materials, manuals, and bulletins. Keeping business teachers up to date on significant legislation affecting business education. Interviewing and selecting qualified teachers and recommending their appointment. Writing reports to the administration and articles for publication. Improving morale of the teaching staff. Recommending and assisting in obtaining needed facilities, supplies and equipment.

**Issues in Supervision of Business Education Teachers in Tertiary Institutions**

Despite the efforts of regulatory bodies, **several obstacles hinder effective supervision** of business education teachers. However, several challenges, including inadequate training and development programs for supervisors, lack of clear supervision guidelines, and insufficient resources, hinder the effective supervision of business education teachers in tertiary institutions.

1. **Inadequate Professional Development**: Limited access to **continuous training opportunities**.
2. **Insufficient Educational Resources**: Shortage of **teaching aids, technology, and funding**.
3. **Weak Monitoring Mechanisms**: Inconsistent **faculty evaluations** impact teaching standards.
4. **Curriculum Misalignment**: Course structures may not reflect **current industry requirements**.
5. **Poor Student Engagement**: Difficulty in delivering **practical and interactive learning experiences**.
6. **Ineffective Communication**: Lack of **transparent and structured feedback systems**.
7. **Assessment and Performance Gaps**: Deficiencies in **measuring faculty effectiveness**.
8. **High Workload Burden** Instructors juggling **teaching, administration, and research responsibilities**.

**Problems Faced by supervisors of Business Education Teachers**

**1. Bureaucratic Bottleneck:** the bureaucratic bottlenecks influenced the supervision of business education for a long time.

Issues like rule and regulations, improper documentation; confusing hierarchy of authority have contributed to the enhancement of tapism in tertiary institutions. These have marked the humanitarian principles which form the basis of teaching/learning process.

**2. Inadequate Funding:** In some tertiary institutions today, business education is poorly funded and this influence the duties of supervisors. This has even affected the quality of business education graduates in business education. Inadequate funding of business education has also led in the existence of dilapidated buildings, obsolete teaching facilities (machines) demoralized workforce and sometime incompetent supervisors in the field.

**3. Lack of Accountability:** It is common knowledge that most supervisors in business education are not conservatives. They engage themselves in unvital part times and in the process misappropriate the money meant for the smooth running of the department. The negative attitude of supervisors of business education in most cases are responsible for the lack of necessary facilities often experienced in the department of business education.

**4. Poor Conditions of Service:** Muhommed (2018) opined that the problem of poor conditions of services is not needed to secure the basic necessities of life. He asserted, without contentment, supervisors cannot do their best. They may wish to put in their best when there are little prospects for promotion, as well as conducive atmosphere for working. However the supervisors cannot have a high morale when, promotion is not based on merit and severity. Because of all these many supervisors decide to learn and those that remain become disillusive about the situation. This has led in brain drain often witnessed by supervisors of business education in the past due to poor condition of service.

**5. Ethnicity and particularism:** According to Perrow (2015) is defined as the use of irrelevant criteria, for, instance only relatives of the boss have chance at the top position, when recruiting staff. The above quotation has unveiled what happens in all school system in Nigeria including business departments in school academic, social and religious organizations. He emphasized that the problem of particularism and-ethnicity is (not only with recruitment, but that it permeates staff promotion as well as in service training. Moreover, the cases of square pegs in round holes witnessed in business education today are a direct consequence of ethnicity and particularism.

**6. Lack of proper information and data:** lack of proper information and data pose a serious Problem to the efficient and effective discharging of duties by the supervisors in business education. Nwankwo (2012) asserted that the demand for adequate information for management decision and operational function in Nigeria educational system, appears, most, challenging the addition many business education supervisors are not fully abreast with economic importance of the fundamentals of management information system. Most of them are computer illiterates. Nevertheless, for one to be computer illiterate in this technological period, places one in a disadvantaged position as the person will find it difficult to actually follow the trends of events (Oguejiofor & Onyiorah, 2021). The particular problem has been responsible for the ineffective supervision of business education in our tertiary institutions

**7. Lack of managerial skills:** It has been discovered that supervision involves strategy, innovation, initiating, and bringing out about change, creating problems solving and decision making, reforming resolving, conflict, actively seeking out alternative and opportunities, dynamic or activities leadership, diplomacy and a high degree of risk taking arid entrepreneurship (Nwankwo, 2018).

**8. Lack of competent and experienced personnel:** It is disheartening that some tertiary institutions in Nigeria instead of embracing the new development in education went ahead filling academic positions like that of Head of Department (HOD) with incompetent and inexperienced Supervisors. In Aug institutions, the appointment of HOD's is on the basis of seniority or favouritism on the part of the management without considering the subject area specialization. Some institutions according to Ibegbunam (2018) so indulge in what is called academic gambling by borrowing both human and material resources from sister institutions during NUC, NBTE, and NCCE accreditation so as to scale through the academic exercise. This kind of academic deceit according to Ibegbunam has continued to create problems towards positive attainment of programme objectives as institutions of higher learning cannot meet up with persistent influx of new global challenges in Education, business and office technology.

**9. Error in appointment of personne**l: Majority of the personnel are appointed rather than trained, thereby leading to the implementation of policies contrary to the programme objectives.

**10. Poor office and learning environment:** Poor office and learning environment is another major setback business Education Supervisors encounter in discharging their academic duties. Some of our tertiary institutions today do not have adequate classroom blocks not to talk of staff offices, seating facilities, lightning, heating etc. Umezulike (2018). Some staff do use tree shades as their offices, how then do you expect miracles to happen on the part of supervisory activities or programme activities to excel.

To guard against the challenges that disrupt supervisory services of business Educator, Onateije (2019) and Osaseri (2018) suggested that governments should make adequate funds available for construction and purchase of adequate learning environment and modern equipment/ICT facilities. Not only that governments should make funds available, they should also arrange through the NUC, NBTE or NCCE for regular in-service training and retraining of the tutorial and non-tutorial staff for optimum and sustainable realization of academic programme. The Supervisor should have better opportunity to evaluate the programme outcome in line with current business issues and trends in the society.

## Conclusion

Supervision of business education teachers in tertiary institutions is a crucial aspect of ensuring the quality of education and the effectiveness of teachers. However, as highlighted in this paper, there are several issues and problems that hinder the effective supervision of business education teachers. These include inadequate training and development programs for supervisors, lack of managerial skill, insufficient resources, and inadequate feedback mechanisms.

To address these challenges, it is imperative that tertiary institutions prioritize the training and development of supervisors, appointment of supervisor with strong foundation in managerial skills, allocate sufficient resources, and establish effective feedback mechanisms. Additionally, there is a need for regular evaluation and monitoring of the supervision process to ensure that it is effective in improving teacher performance and student outcomes.

## Recommendations

### The Way Forward

1. The institution's management or administration, possibly in collaboration with relevant stakeholders such as department heads or accrediting agencies, should ensure that every competent business education supervisor undergoes proper training in data collection and analysis for effective oversight and decision-making.
2. The tertiary institutions' management or administration, possibly in collaboration with human resource development departments or relevant professional bodies, should ensure that supervisors acquire a strong foundation in managerial skills which will help in enabling them to effectively **oversee, engage, inspire, and communicate** with stakeholders. This expertise can be acquired through **management courses** and continuous learning from **practical experiences**.

3. The institutional management or administration, along with relevant oversight bodies such as governing boards or audit committees, should ensure that business education supervisors demonstrate accountability in financial management and performance evaluation. They should prioritize **team welfare** while maintaining a **balance between quantifiable and qualitative outcomes**, a challenge often faced by **proactive and result-oriented supervisors**.
4. The institutional management or administration, along with government agencies or funding bodies responsible for allocating resources to tertiary institutions, should ensure adequate funding for the business education department. Proper **financial support** enhances **job satisfaction** among students, faculty, and supervisors, ultimately improving the **quality of business education**.
5. The institutional management or administration, possibly through the establishment of transparent policies and procedures, and with oversight from relevant bodies such as human resource departments or equal opportunities commissions, should ensure that supervisors eliminate bias and favoritism in hiring and appointment processes. Upholding meritocracy will ensure that only **qualified professionals** oversee business education programs.
6. The relevant government agencies or regulatory bodies, such as the National Universities Commission (NUC) or other accrediting agencies, in collaboration with federal and state governments and tertiary institutions, should ensure the mitigation of bureaucratic inefficiencies in supervising business education, there must be a **harmonized supervision framework** between the **federal and state governments** and tertiary institutions. This alignment will **minimize administrative bottlenecks** and prevent **undue interference from higher authorities**.
7. Furthermore, the institutional management or administration, along with relevant professional bodies or accrediting agencies, should ensure that supervisors have a comprehensive understanding of the core functions of business education. They should be well-versed in supervisory principles, including responsibility delegation, structured authority, and efficient management practices. Additionally, this could also be achieved through regular professional development and training programs for supervision.

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