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Principals and teachers' perceptions of communication and human resources management and their compliance with culture in Nigerian educational system

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This paper attempted to establish the influence of communication in human resource management and its compliance with culture in Nigeria educational system. To achieve this, three research questions and three hypotheses were formulated to guide the study based on a correlational design. The population of the study included all principals and teachers for public secondary schools in Delta State. Form the existing 265 schools, the researcher sampled 54 (20%) principals/schools, and 335(5%) teachers were selected through simple random sampling technique. An instrument was constructed to gather data in the study on communication and human resource management in a particular cultural setting. The instrument was validated and found reliable. Data generated were analyzed with Pearson 'r' statistic. The result of the findings revealed that human resources management undergoes different form of training and development by way of effective communication. The results also revealed that there is a significant relationship between principals and teachers' perceptions of communication and human resources management and their compliance with culture in terms of staff recruitment, training and development in Nigerian educational system. The researcher therefore recommended that human resource in schools that are not trained professionals, for lack of effective communication, should be advised to go for further training to develop skills which depend on effective communication in a particular cultural setting and by way of improving the efficiency of human resources and the ability to communicate a suitable cooperate culture. Since culture is not static and communication is not a purely inborn ability; it is necessary therefore to develop them.

Key words: Communication, human resources management, cultural settings, educational institutions, Nigeria.

INTRODUCTION

Nigeria is a multi-ethnic state with over 350 ethnic groups that cut across six geographical zones (Okumagba and Ogege, 2009) and nations' growth and development is determined by its human resources. There is no gained saying the fact that individual's skills and techniques are significant determinant of such persons work performance which could be acquired through recruitment, training and development. Each of these ethnic groups has its unique cultural expectation, whereby human beings develop certain practices, beliefs and behavioural patterns as adaptive measures to meet essential needs in the educational organization in the society.

According to Davits and Konsaris (2004), culture is a non genetic shared and communicated pattern of behaviour and associated meaning that people learn and participate within a group such as the school settings in which they are members.

The search for an appropriate educational system that restructured the Nigerian mind and imbue it with that germ of self actualization in politics, social, economic, educational and cultural values experience a break through only in 1977 when the New National Policy of Education was formulated now revised in 2004 based on the 6 - 3 - 3 - 4 system of the American decentralized educational system. The process of transmitting the New national policy of education into practical reality has not been easy as the country is faced with the characteristic problems of human resources management (Nakpodia, 2010).Human resource management (HRM) is a strategic

and coherent approach to the management of organizational most valued assets. The overall purpose of Human Resource Management (HRM) is to ensure that the educational system in Nigeria is able to achieve success through people by way of effective communication and cultural heritage. Human resources in any organizations have been recognized as necessary for the efficient and effective management of organizations such as educational institutions. Hence, Egboh (2009) recognized the cognitive properties of human resources. Thus, the quality of employers is regarded as the organizational single most important asset and its success depends on the quality of human resources through recruitment and development of human resource potentials. Hence, it is postulated that management is at the crossroads, as new technologies create opportunities for more strategic leadership in the management of human capital, corporate culture and communication in educational organizations in Nigeria.

Humans are organization greatest assets who communicate through all forms of media toward the attainments of the organizational goals; and for the fact that organization such as educational institutions in a particular environment or in a particular cultural setting are continuously changing. Educational institutions do not exist in vacuum but serviced by people of different cultural background and affiliation. This is because, culture is a way of life of a social group and it includes actions, values and beliefs that can be communicated with necessary modifications from one generation to another. In Nigeria, cultural settings in educational system varies from one society to another and even within the same group of people depending on the period as seen in the educational settings of schools in the south where Christianity predominate as compared to the cultural settings of schools established in the northern part of the country coupled with the human resources to manage the schools by way of effective communication through beliefs, values and customs of the people (Kasper and Mayerhofer, 2005).

In a nutshell, culture is maintained or modified through education by way of communication. This is because where human resources in educational institutions discharge their duties well; they influence the total life of the society which is the society's culture through effective communication which is a reflection of what people in the society feel believe and do. What people feel, believe and do is their culture and it is believed that communication is an inevitable aspect of education. Moreover, cultural aspects of human behavior are not biologically conditioned but are acquired through communication and learning because culture is composed of every thing symbolic that one learns in a particular society or educational settings. Hence,(Odiorne, 1984) opined that culture is an historically transmitted pattern of meanings embodied in symbolic forms by man; from which people communicate, perpetuate and develop their knowledge

and attitudes towards life since communication is the transmissions of a message from a source to a receiver.

Statement of the problem

In the management schools in Nigeria, two important variables are employed, that is, human resources management and effective communication in a particular cultural setting. Managing human resources in the school is not an easy task. For a staff to able to give learning instructions, effective communication process is needed for a desired output. Human resources person must have the skills, knowledge and teaching methods which are carried out through communication in the system. Hence, to guide the investigation communication and human resources management and their compliance with culture in Nigeria schools system, the following research questions were raised:

1. Is there any relationship between human resources management and communication in compliance with culture in relation to human resources recruitment in Nigeria educational system?
2. Is there any relationship between human resources management and communication in compliance with culture in relation to human resources training in Nigeria educational system?
3. Is there any relationship between human resources management and communication in compliance with culture in relation to human resources development in Nigeria educational system?

Hypotheses

The following null hypotheses were formulated in the study:

1. There is no significant relationship between human resources management and communication in compliance with culture in relation to human resources recruitment in Nigeria educational system.
2. There is no significant relationship between human resources management and communication in compliance with culture in relation to human resources training in Nigeria educational system.
3. There is no significant relationship between human resources management and communication in compliance with culture in relation to human resources development in Nigeria educational system.

Review

Until recently, personnel management was routine and nominal. The technique viewpoint of human resource

management was concerned with the techniques of handling personnel problems and not understanding why the problems exist. The analytical viewpoint attempts to examine why some problems exist and how it can be solved in organization. According to these viewpoints, administration should be more concerned with the humanization of work, with the creation of openness and the demise of the bureaucratic structure.

Human resource management comprises of the effective use of human resources in the organization through the management of people related activities. By implication this definition means that organizations (public/private) must adapt to the needs of its employees as well as have the employees meet basic requirements of the organization.

The personnel and industrial relations defined human resource management as the process of developing, applying and evaluating policies, procedures, methods and programmes relating to the individual in an organization. This invariably highlighted the process of human resource management as that of human development and process design.

At the 1963 golden jubilee of the London Institute of Personnel Management, human resource management was described as the responsibility of those who manage people as well as the descriptive of specialists in management. This recognition acknowledged that human resource management is a distinction function of management in any public or private organization.

Generally, human resource management is that part of management, which is concerned with people at work and with their relationship within the organization. Its operations are not restricted to industry and commerce but to all fields of human endeavours including education. Specifically, the human recourse in education is mixed grid-students and workers whose management seems to be difficult because of the nature of membership.

It is proposed that we take *human resource management* to be that part of management concerned with:

1. All decisions, strategies, factors, principles, operations, practices functions, activities and methods related to the management of people as employees in any type of organization (including small micro enterprises and virtual organizations);
2. All the dimensions related to people in their employment relationships, and all the dynamics that flow from it (including in the realization of the potential of individual employees in terms of their aspirations).

Importance of training and development of staff in HRM

One other useful aspect in human resource management is the training and development of staff. Training is not however, a separate activities that can be limited to the training school. It must be closely connected with the work places of those that are to be trained. There are a number of advantages in drawing on outside sources for training, as it provides a range of skills that very few organizations can maintain in-house and means that the training personnel needs only think of what is needed to provide good training. It also provides the opportunity of saving in costs.

Training provision by organizations is largely focused on the development of managerial talent. Training and development have often been confused and therefore loosely used as meaning the same thing. From the human resources management perspective, training means an exploration of job- related skills, while development often denotes the broad scope of training. Thus, development is a follow-up activity to training and is embarked upon at a higher level of management. In fact, training is a process of teaching a worker how to perform tasks. It is a means of altering a worker's behaviour and attitudes in order to increase the opportunities for improved work performance. Training can also be seen as a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals. It involves a systematic approach to the teaching of specific and immediate usable skills.

The major goals of personnel training is the improvement of worker's performance over time. Effective training can increase productivity, lead to greater job satisfaction and lower turnover. It enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes. Thus, effective training has been acknowledged as a sure investment in human resources of an organization with both immediate and long-range.

Determinants of training needs and objectives

Every training is designed to help the organization achieve pre-determined goals and objectives. Therefore, to determine training needs involves some elements of diagnoses in order to set acceptable objectives.
Some means of assessing training needs are:

1. Performance appraisal: This approach of job appraisal can reveal a worker's inadequacies and class management components for appraisal necessitate a need for training to help the employee overcome the weakness. This training is designed as a corrective or remedial measure.
2. Job requirement: This examines job descriptions and specifications in order to highlight the job content and requirements for performance. Training can then be developed from information gathered in order to provide the needed skills and abilities or retraining in needed skills for current jobs.
3. Organizational analysis: The analysis of the strategies

and objectives of an organization will help identifying training needs before those needs become critical.

4. Survey: A survey of both managerial and non-managerial employees can provide some insight into expressed employee problems and possible actions or remedies. Sometimes such surveys can reveal individualized description of employee dissatisfaction in the organization. The purpose of using survey is to gather useful information on workers problems.

Manpower development can be defined as comprising of activities concerned with increasing the workers capabilities for continuing growth in the organization. The main purpose of manpower development is to enlarge an employee's capacity to successfully handle greater responsibilities. Although development includes some skill development and it is more specifically oriented toward a person's capacity to handle future responsibilities.

Training need of human resources in Nigerian schools

In order to achieve the goals and objectives of educational systems, particularly in post Primary Education Board, there is need for staff professional development. Peretomode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities.

Training is as dynamic as the environment itself. This truth has an implication for the staff in service, the need to develop on the job and keep abreast with the continual changes in the job which may be conditioned by changes in the environment in terms of scientific, technological and socio-cultural and economic advancement. The deficiency in the training programme of most human resources needs to be remedied through a system of staff training (Whawo, 2003).

Peretomode (2001) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school/ organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security. The government comes with different policies at different times. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings

suffer from diminished validity, creativity and flexibility. The staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring of new blood, and the increasing heterogeneity of staff in the system.

Whawo (2003) explains that irrespective of the method of training that staff engaged in, the importance is to improve their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff, development of self confidence in school leadership and effective classroom control. Also, the training activities equip the trainees to contribute more meaningfully to the realization of educational objectives in the school and in the understanding of how the socio-economic and cultural values of the society influence school work.

Okoye (1998), in her study endorsed the concept of in-service training for administrative staff of all levels. She stressed that there is need to upgrade quality of leadership, school system and institutions offering education in order to achieve effective programmes of selecting and preparation.

However, University of East Anglia (2000), under the university policy for staff development and training, holds that an organization/ institution committed to the support of staff development and training which is geared towards development of knowledge, skills and awareness of staff will improve the effectiveness and efficiency of individual. The efficient functioning of the organization/ institutions depends on its support for the provision of staff development and provision for academic relatedness.

Nevertheless, the Southern Education and Library Board on Staff Training and Development (2001) say that it values its employees and as a result encourages life-long learning so that individuals can develop their potentials and enrich their lives. Also, in an environment of constant change and increasing demands, staff training and development plays a crucial role in equipping staff with the necessary skills, knowledge and abilities which they need to deliver high quality services in their areas.

Furthermore, the National Institute on Educational Governance, Finance, Policy Making and Management of the Office of educational research and Improvement (OERI) in their 2-day forum on educational leadership in Washington DC in 1998 arrived at the following conclusions; that the staff should have management skills and that many aspects of our educational system are almost toxic to teaching and learning, as a result staff should be under continuous training.

The training programmes for serving staff may take the form of part-time, full-time, sandwich and weekend programmes and available in various courses in some tertiary institutions in Nigeria. Thus, a diligent teacher has

ample opportunity for professional development because there is need to expose their staff to training in modern technique of performing their job to raise the quality of their input (Whawo, 2003). However, the training approach of human resources is different and the certificates obtained are equally different. The scientific management principle of school administration of Frederick Taylor believes that performance should be part of each job so that each workman knows his job well (Egwunyenga, 2000). Thus, in the training of trained staff, their courses comprise of their main area and education course in which they are introduced to teaching techniques, methods, presentation of lessons, art of classroom management and other factors affecting teaching and learning

Approaches to communication based on personality types in human resources management

Personal management covers the issues of internal communication in a very broad sense. Specialize literature describes several other areas and approaches mentioning communication in connection with educational institutions. Most of them, however, analyze communication from a very narrow perspective of the internal events and neglect of a professional educational institution.

These approaches focus on personality typology and aim at determining difference in communication based on specifics of each personality. Each personality type requires a specific way of communication that influences the personality (Sambe, 2005). The approaches generally apply to social life or deal with communication of superior managers, that is, try to define the personality of the manager with respect to communication effectiveness. Successful communication is based on qualities a good manger should possess.

1. Tactfulness: This is concerned with one of the typical human characteristics and needs; the feeling of importance and usefulness. If a superior shows interest in his subordinate and co-operates with them, his subordinates will be more open in terms of communication and co-operation.
2. Constructiveness: This is one of the preconditions of good and open communication is the trust of subordinates in their manager's ability to clearly define tasks, responsibilities, the extent of responsibility and standard to be achieved. Otherwise, it is difficult for employees to offer or receive any feedback since they do not understand what is generally recognized as being correct. It is based on a structured communication process which ensures that no redundant information is communicated or on the contrary, no key information is omitted.
3. Freedom to perform: This is another prerequisite and a guarantee of better communication is the freedom which

the superior gives to his subordinates with respect to the performance of the assigned task. Success requires freedom. Freedom is a key motivator for accepting and conveying information. This simultaneously means that to delegate responsibility for the quality of performance of the whole task and decision-making powers, superiors must provide all colleagues with clear information regarding the level of freedom they are granted with respect to the entrusted tasks.
4. Responsibility awareness: The following should be communicated: Loyalty, responsibility, authority, performance measures, support, trust and expectations.
5. Good General Knowledge: To manage activities and decisions, it is necessary to know who the information and facts are designed for, and where they can be obtained. The theory of management through expectations explains this rule in a more detail form. It is based on the principles of communication restricted to expectations, deviations, differences, discrepancies and exceptional successes or failures.
6. Positive self-perception: The building of positive self-confidence is based on the management of relationships. It recommends communication of positive self-respect and the feeling of importance. People need to know how their work is evaluated. It is important for the educational administrator to dedicate enough time to his staff and students in order to explain all the critical points, to give instructions and arrange details to pardon unimportant problems and distinguish them from crucial matters. Positive self-perception is closely connected with growth management. For their development, employees require a number of impulses, such as freedom, control, feedback, respect, friendly atmosphere and positive trust. Many barriers are created only based on the incorrect assumption that the employee is not able to perform the given duty or assignment (Samovar and Porter, 2004)

With respect to the aforementioned, it is imperative to realize the key aspect of educational systems development in the so-called communication system. This means expected and predictable communication behaviour is the cornerstone of a communication system. Furthermore, the approach based on expectations is very important since people, as many survey shows, tend to do what they are expected to do.

METHODOLOGY

In this study, a correlational study was used. The population includes all principals and teachers of public secondary schools in Delta State from the 25 local government area of the state. From the existing 265 secondary schools, the researcher sampled 54 which represent 30% secondary schools principals and 335 teachers which represent (5%) teaching staff, out of the target population in all the local government area of the state. The simple random sampling technique was used in the selection of principals and teachers. The research instrument titled "PTPCHRMCQ"-principals and teachers' perception of communication and human resources management and culture questionnaire was designed by the researcher to generate information on the basis of the

Table 1. Respondents by sex.

Sex	Principal	%	Teacher	%
Male	36	66,6	158	47.5
Female	18	33.6	176	52.5
Total	54	100	335	100

Table 2. Respondents by age.

Age group	Principal	%	Teacher	%
Below 40	21	38.8	173	51.6
40-50	21	38.8	122	36.4
50-55	6	11.1	32	9.55
55-60	6	11.1	8	2.38
Total	54	100	335	100

hypothesis formulated for the study. The questionnaire was made up of two sections, A and B respectively. Section "A" consist of the demographic variables on sex and age of the human resource persons, and section B consist of the operational variables of recruitment, training and development of human resources management for effective communication in particular cultural educational setting.

The instrument was validated in its face and content values and found reliable at 0.75 for teachers and 0.65 for principals in each scale. This shows that the instrument was measuring what it intends to measure and therefore reliable. Using Kuder- Richardson reliability test by administering the instrument to 10 principals and 20 teachers not included in the sample.

The research instruments were administered in person to the respondents and retrieved instantly. This is to ensure high percentage return of the research instrument. The study made extensive use of table for the presentation and analysis of data. The percentage was used for the analysis of demographic data and the Pearson 'r' statistic was employed in the correlation of data.

RESULTS

Section A: Demographic variables

Table 1 showed that there were 389 respondents, made up of 335 teachers and 54 principals used as sample of the study. Out of the 335 teachers sampled in the study, 158 (47%) were males and 176 (52.5%) were females, while there were 36 (66.6%) males and 18 (33.3%) females out of the 54 principals sampled.

Table 2 revealed that the total number of principals and teachers who responded to the instrument designed were of different age groups. Among those below 40 years were 21 (38.8%) principals and 173 (51.6%) teachers, between 40 to 50 years were 21(38.8) principals and 122 (36.4%) teachers; those between 50 to 55 years were 6(11.1%) principals and 32 (9.55%) teachers; and those between 55 to 60 years were 6 (18.5%) principals and (2.38%) teachers.

Testing hypotheses

There is no significant relationship between human resources management and communication in compliance with culture in relation to human resources recruitment in Nigeria educational system

To test this hypothesis, the Pearson moment correlation coefficient 'r' was raised to correlate between principals and teachers perceptions of the principals' performance of the task as shown in Table 3

The summation in Table 3 shows the correlation coefficient obtained and relationship with the critical value of the correlation coefficient. It was observed that the calculated 'r' value of the correlation was 0.26 which was greater than the table value of 0.166

This showed that it was significant in view of the critical value of 0.166. Hence, the null hypothesis of no relationship between human resources management and communication in compliance with culture in relation to human resources recruitment in Nigeria educational system was rejected and the alternative accepted. Therefore, there is a positive relationship between the principals and teachers perceptions of communication and human resources management and their compliance with culture in Nigerian educational system.

Hypothesis 2

There is no significant relationship between human resources management and communication in compliance with culture in relation to human resources training in Nigeria educational system

To test this hypothesis, the Pearson moment correlation coefficient 'r' was raised to correlate between principals and teachers perceptions of the principals' performance of the task as shown in Table 4.

Table 3. Summary table for the test of significance of relationship between human resources management and communication in compliance with culture in relation to human resources recruitment in Nigeria educational system.

Subject	No. of variable	Mean	Sum of square	Df	Calculated r	Table value	r^2 value
Teacher	54	17.9	18395				
Principals	54	20.6	24062	106	0.26*	0.166	0.067

* Significant is at 0.05.

Table 4. Summary table for the test of significance of relationship between human resources management and communication in compliance with culture in relation to human resources training in Nigeria educational system.

Subject	No. of variable	Mean	Sum of square	Df	Calculated R	Table value	r^2 value
Teacher	54	17.1	166226				
Principals	54	18.1	18844	106	0.25*	0.166	0.063

* Significant at 0.05.

The summation in Table 4 shows the correlation coefficient obtained and relationship with the critical value of the correlation coefficient. It was observed that the calculated 'r' value of the correlation was 0.25 which was greater than the table value of 0.166

This showed that it was significant in view of the critical value of 0.166. Hence, the null hypothesis of no relationship between human resources management and communication in compliance with culture in relation to human resources training in Nigeria educational system was rejected and the alternative accepted. Therefore, there is a positive relationship between the principals and teachers perceptions of the human resources management and communication in compliance with culture in relation to human resources training in Nigeria educational system.

Hypothesis 3

There is no significant relationship between human resources management and communication in compliance with culture in relation to human resources development in Nigeria educational system.

To test this hypothesis, the Pearson moment correlation coefficient 'r' was raised to correlate between principals and teachers perceptions of the principals' performance of the task as shown in Table 5.

The summation in Table 5 shows the correlation coefficient obtained and relationship with the critical value of the correlation coefficient. It was observed that the calculated 'r' value of the correlation was -0.33 which was greater than the table value of 0.166. This showed that it was significant in view of the critical value of 0.166.

Hence, the null hypothesis of no significant relationship between principals and teachers' perceptions of human resources management and communication in compliance with culture in relation to human resources development in Nigeria educational system was rejected, and the alternative accepted. Therefore, there is a positive relationship between the principals and teachers perceptions of communication and human resources management and their compliance with culture in relation to human resources development Nigerian educational system.

DISCUSSION

The analysis of data showed the content of relationship between human resources management and communication in compliance with culture in relation to human resources, recruitment, training and development in Nigeria educational system in hypothesis 1 as indicated in Table 3; the value was significant because the calculated 'r' value of 0.26 was greater than the table value of 1.66 which is an indication of low positive relationship, and thereby, rejecting the null hypothesis. Hypothesis 2 which states that there is no significant relationship between principals and teachers perceptions of principals' performance of students' personnel was also significant at 0.05 levels as shown in Table 4. The calculated 'r' value of 0.25 was greater that the table value (0.166) which is an indication of low positive relationship, and therefore the null hypothesis was rejected. In addition, hypothesis which states that there is no significant relationship between principals and teachers perceptions of principals' performance of

Table 5. Summary table for the test of significance of relationship between human resources management and communication in compliance with culture in relation to human resources development in Nigeria educational system.

Subject	No. of variable	Mean	Sum of square	Df	Calculated R	Table value	r^2 value
Teacher	54	17.2	16812				
Principals	54	21.5	25086	106	-0.33*	0.166	0.109

* Significant at 0.05.

school finance showed an indication of significant relationship also. This is because, the calculated 'r' value of 0.26 was also greater that the table value of 0.166; and indication of low positive relationship because the null hypothesis was rejected since there was a significant relationship.

Findings

The following are the major findings of the study:

1. There was a significant relationship between human resources management and communication in compliance with culture in relation to human resources recruitment in Nigeria educational system
2. There was a significant relationship between human resources management and communication in compliance with culture in relation to human resources training in Nigeria educational system
3. There was a significant relationship between human resources management and communication in compliance with culture in relation to human resources development in Nigeria educational system.

Conclusion

The purpose of communication and human resources management and their compliance with culture in Nigerian educational system is to offer every Nigerian child the opportunity to go to school and receive education at 6-3-3-4 in the de-centralized system controlled by the federal, state and local government as in the model of American Educational System and has enshrined in the national policy on education. Nigerian philosophy of education therefore, is based on the integration of individual to form effective citizen and equal educational opportunities for all Nigerian citizens of the nation at primary, secondary and tertiary levels, both inside and outside the formal school system.

This paper has therefore demonstrated that culture and efficient communication are dependent on a suitable school administration in Nigeria educational institutions with an appropriate profile rather than a dominant personality. The personality of the school administrator and management style can contribute to the satisfaction of employees and improve their performances in the institutions for effective teaching and learning process. If an educational system wants its employees to communicate effectively, it must create appropriate conditions by means of systematic development and suitable human resources management tools, which encourage motivation and employee communication and set rules for the prescribed educational institutions or standards and, the observance of which it checks.

As a result, from the findings of the study, it was concluded that there is a positive correlation between the perception of principals and teachers in communication and human resources management and their compliance with culture in Nigerian educational system.

RECOMMENDATIONS

The following were recommended in the study:

1. Principals and teachers who are not graduates and professional should be encouraged to attend courses/seminar in communication and human resource management to enable them perform school task creditably.
2. Principals should develop their human resources by way of personnel policies, securing and supervising the staff and appraising their performance through effective communication.
3. Induction courses, seminars and workshops should be organized periodically by the Ministry of Education for principals and prospective teachers to enhance proper recruitment, training and development of staff in educational system in Nigeria.

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