

Change Management and Teachers' Effectiveness: Implications for National Cohesion in Public Secondary Schools in Oredo Local Government Area, Edo State, Nigeria

¹Paul Osa Igbineweka, Ph.D
honpaxpaulosa@yahoo.com

¹Mary I. Ushie
maryushiei38t@gmail.com

¹Department of Educational Management
University of Calabar, Calabar



Abstract

This study investigated the relationship between principals' change management processes and teachers' effectiveness in public secondary schools in Oredo Local Government Area (LGA) of Edo State. Simple random sampling was used to select 200 respondents from a total population of 382 teachers, representing 52.3% from 10 out of 13 schools. Instrument used for data collection was a questionnaire titled "Principals' Change Management Processes and Teachers' Effectiveness Questionnaire" (PCMPTEQ) which was validated by experts in Measurement and Evaluation and Educational Management before it was administered. The reliability of the instrument was determined using a test-retest method of 20 teachers outside the sample. The reliability estimate stood at $r = 0.60$ and $r = 0.70$. Pearson Product Moment Correlation was used to analyse the data, and the hypotheses were tested at 0.05 level of significance. The findings revealed that there is a positive significant relationship between principals' transformational leadership style, communication of change process and implementation of change management processes and teachers' effectiveness in public secondary schools in Oredo Local Government Area, Edo State, Nigeria. It was recommended that schools should adopt transformational leadership; using communication as a key element in accepting and translating policy knowledge into services implementation for National cohesion in schools.

Keywords: Change, management, processes, transformational, leadership.

Introduction

Many administrators as well as scholars in education system believe that where there is organization, the concept of change and innovation must come to play. The phenomenon of globalization is such that no nation is expected to be left behind in the scheme of development and advancement without the change process. Various scholars from different fields or disciplines had proffered definitions for the term "globalization". This stems from the fact that the basic word from which various definitions emerged is "global", which is the entire world of the human race (Igbineweka, 2017). The Levin Institute (2015) stated that globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. It was further stated that the process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on humans' physical well-being in societies around the world.

From the above description, globalization and management of schools is seen as the process of interaction and integration among people, school organizations and educational institutions, which are based on exchange of ideas, transfer of knowledge and aided by information technology. The government in every nation is encouraged from time to time to carry out the implementation of these policies as signatory to the enactment of this global policy on education in order to bring about an outlook of national cohesion in the education system (Igbineweka, 2017).

Today, organization cannot be static at any point in time. It is important to note that organization does not change by itself but the personnel who work under the organization such as principals and the teachers, in the case of schools. One of the principles of change as applicable to this study is that an organization does not change until individuals within it change. It has been classified how rapidly people adopt (or fail to adopt) change and it is the laggards (those who are most reluctant and slowest to adopt) who pose the greatest barrier to the adoption and use of an innovation. Within the organizational context of schools, teachers and principals have been identified as the two critical groups necessary for the successful adoption of an innovation (Hord, 2001).

The leaders of organizational change processes need to devise and anticipate ways to facilitate change at the individual level, especially with principals and teachers. For example, how can change facilitators help principals and teachers articulate and implement a compelling shared vision of teaching, learning, and technology? What organizational incentives are in place to reward teachers who try to integrate technology? This also raises an interesting and related question about what to do with

those who will simply not adopt the innovation, regardless of interventions used. The success of the principals in schools is to achieve the goals and objectives of that organization. A good administrator must always be innovative in nature in the aspect of policymaking, and not to be static. Change management process is the process of planning, directing, organizing, and controlling the daily routine, weekly routine and yearly routine of the school activities in order to achieve pre-determined goals of the schools through innovative means (Creasey, 2007). According to Creasey (2007), change management is the process, tools and techniques to manage the people's side of change enterprise to achieve a required business outcome. Change management incorporates the organization's tools that can be utilized to help individuals make successful personal transition resulting in the adoption and realization of change.

Developing a change strategy that will fit the type and scope of change principals are working on, is key to leading successful change. There are three types of change in the change processes: development change, transition change and transformational change. Development Change is improving on what exists, where new state is a prescribed enhancement of the old state. The transitional change is to design and implement a new state which requires dismantling of the old state and management of the transition process and managed timetable process to achieve desirable goals. The transformational change is when and where the old state and worldview are forced to die. And the new state is unknown, but it emerges from visioning, trial and error, and learning. The new state requires fundamental shift in mind-set, organizing principles, behaviour and/or culture, designed to support new business or organizational directions. Critical mass of organization must operate from new mind-set and behaviour for transformation to succeed (Anderson & Anderson, 2001).

Achieving a national cohesion in the education system is aimed at achieving objective and maintaining a cohesive work force in schools when such objectives are spelt out and attributable to the process of proper management of change in the education agencies. To create a cohesive framework for the education system in Nigeria, the National Policy on Education (NPE) (FRN, 2013) posited that the policy must be operated within the framework of the overall philosophy of the nation. Based on this, section 1, subsections 3, 4, 5, and 6 of the National Policy on Education stated inter alia:

Subsection 3: Nigeria's philosophy of education is based on the following set of beliefs:

- a. Education is an instrument for national development and social change;
- b. education is vital for the promotion of a progressive and united Nigeria;
- c. education maximizes the creative potentials and skills of the individual for self-fulfilment and general development of the society;

- d. education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic background and any peculiar individual challenges; and
- e. education is to be qualitative, comprehensive, functional and relevant to the needs of the society;

Subsection 4: This philosophy of Nigeria education is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels both inside and outside the formal school system.

Subsection 5: The five main national goals of Nigeria as stated in the Constitution of the Federal Republic of Nigeria are the building of:

- a. A free and democratic society;
- b. a just and egalitarian society;
- c. united, strong and self-reliant nation;
- d. a great and dynamic economy; and
- e. a land full of bright opportunities for all citizens.

Subsection 6: The goals of education in Nigeria are the:

- a. development of the individual into a morally sound, patriotic and effective citizen;
- b. total integration of the individual into the immediate community, the Nigerian society and the world;
- c. provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system;
- d. inculcation of national consciousness, values and national unity; and
- e. development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

A holistic view indicates that the above package in the National Policy on Education is hinged on the teachers as the driving force of the policy, “since no education system may rise above the quality of its teachers,” a fact that is well stated in the 4th edition of the NPE (2004). This was conspicuously removed from the 6th edition (2013), and replaced with “In recognition of the pivotal role of quality teachers in the provision of quality education at all levels.” Having skipped that initial vital clause for teachers and national motivation towards best global practices, the NPE only retained the concluding aspect of the statement; that teacher education shall continue to be emphasized in educational planning and development. However, the import of that very assertion on ‘quality’ cannot be wished away as “no education system may rise above the quality of its teachers,” because the education system cannot give above its quality. To achieve this nationally, a cohesive approach should be adopted and

implemented to the letter by all educational agencies at all levels so as to sustain uniformity without biases in promoting what is outside the policy framework, thereby hindering the implementation of the provisions in the NPE.

To manage those threats or biases in line with national cohesion, it requires a paradigm shift from non-adherence to policy guidelines to the desire in managing change and teachers' effectiveness, as the basis of this study is to investigate how school heads or principals manage change in areas of transformational leadership style, communication of change process, implementation of change management process and teachers' effectiveness in public secondary schools in Oredo Local Government Area, Edo State.

The change management model by Kurt Lewin (1947) guided the concept of this study. Lewin's model has three distinct steps in change management if it is to be effective. These are: unfreezing the present, moving from the present (change intervention or transition stage) and freezing. These three stages of theory of change are commonly referred to as unfreeze, change and freeze or refreeze. The unfreezing stage is getting the people affected by the change to believe that change is needed. This stage is about getting ready for change; it involves getting to a point of understanding that change is necessary and getting ready to move away from current comfort zone. The change intervention or transition stage is the process used to get workers and managers to change their behaviour and work practices. This stage is always the headset because the people are learning about the change and they need to be given time to understand and work with them. While the last stage, refreezing or freezing stage is supporting and reinforcing the new changes so they "stick". The changes are accepted and become the new norm.

The relevance of the model to this study is to make the principals as school administrators to understand the change and the steps to follow in introducing, communicating and implementing changes. For the unfreezing stages, it is the duty of the principals to get the teachers affected by the change to believe that the change is needed. This is done through transformational leadership styles and the level of communication also makes the teachers to get motivated to change; making them see the need and usefulness of the change. Change intervention is the duty of the principals to implement the change and make sure that the teachers adapt to the change, cooperate with the teachers, giving them time to cope with the new policy and making sure that the plan is well executed. Refreezing stage is the duty of the principals to monitor, reinforce, supervise and inspect the change to see how effective the new policy is working through continuous evaluation and feedback.

Teachers' effectiveness is mostly viewed from their attitude to work, which can be based on rubric of four domains namely: planning and preparation, classroom environment, instruction and professional responsibilities on which teachers would assess themselves and be assessed by their supervisor (principals). Attitude is a state of personal line of action exhibited overtly by actual choice. Attitude can be positives or negative. Positive attitude is the favourable disposition to a particular object or stimulus. It prepares one for the task and induces commitment to change management even with no supervision or monitoring. Negative attitude is the expression of dislike to job, change and work and any activity that is around. It is marked by late coming, non-participation in attendance and being indifferent to issues at hand (Ukpong, 2000).

According to Isangedighi in Ndifon and Cornelius-Ukpebi (2014), the attitude to work is in dimensions such as attitude to instructional delivery, attitude to assessment of students, attitude to disciplinary measure, attitude to school's record maintenance, attitude to students' personal social issues among teachers. It is therefore obvious that in public secondary schools in Oredo Local Government Area, Edo State, the teachers can either exhibit positive attitude to work or negative attitude to work, and toward change. This is anchored on two dimensions of attitude disposition which are either positive or negative.

From observations, it is evident that personnel's behaviour at work often depends on how they feel about the change processes. It is observed that many teachers abandoned their work for petty trading. Many others use their lesson period to discuss with friends and colleagues. Some stay back from work without obtaining permission from supervisors or principals, while some perpetually come late to school. Not to mention that ghost workers may also exist in the secondary schools. This problem as observed has been in existence for years. The government and other stakeholders have tried to find solutions to these problems. Series of workshops and seminars have been organized to train teachers, but the problems still exist. So, it can then be said that the problems of change management should be properly handled or supervised by the school heads or principals and head teachers.

When there is change management in secondary schools, the teachers' attitude to work is thereby influenced by the leadership styles. No school organization can survive without leadership. This includes the principals' ability to motivate, encourage, and inspire the action of teachers in order to exhibit a positive attitude toward the change. The principals use the leadership styles which are best agreeable to the situation at hand, and which will influence the teachers' poor attitude to work. Leadership style is the pattern of interactions between leaders, head teachers, rectors, managers,

principals, teachers and subordinates, workers and staff (Miller, Walker & Drummond, 2002).

Transformational leadership is a dominant leadership theory, attracting more research than any other leadership theory over the past 20 years (Barling, 2010). Transformational leadership involves four critical components or behaviours: (1) Idealized influence – building respect and mutual trust by choosing to do what is right rather than what is expedient. (2) Inspirational motivation – conveying meaning through stories and symbols with which followers can identify; helping followers attain more than they thought was possible by setting high expectations. (3) Intellectual stimulation – challenging employees to think for themselves, to answer their own questions. (4) Individualized consideration – recognizing that people are at their best when their individual needs are considered, and their efforts and accomplishments encouraged and recognized (Barling, 2010).

According to McKinney, Barker, Smith and Davis (2004), communication is essential to effective team performance and communications for any organization; it is like blood flow in the human body. Therefore any organization that understands the importance of communication uses it in their organizational environment. Since it ensures coordination of factors of production and most importantly material and human elements of organization as an efficient network of change and advancement; in other words, it can be said that the change can never be effective without the head teacher communicating the change processes to his staff.

Communication is very necessary in the organizational setting of primary school system though it does not provide solutions to all problems that border on school administration. Communication also plays a critical role in overcoming fears for changes among teachers; it also stimulates teachers to accept change. Communication enables the teachers to understand and know the needs and reasons for change. This can only be achieved through effective communication; it becomes a problem when the principals use ambiguous words to pass information. Consequently, it will lead to a poor negative attitude to work among teachers.

Adeleye (2011) conducted a study titled “the role of communication in the advancement of organization goals” using First Bank in Uyo Local Government Area as a case study. And out of the one hundred and fifteen (115) staff randomly selected from the bank as its sample, it was revealed that 96 percent clearly maintained that the nature of their job is centered on effective communication with their customers. And the effectiveness of staff is highly dependent on the style of communication adopted by the bank manager (the head). Communication, in the study, was seen as the vehicle

through which the basic management and administrative function of the bank is carried out. According to Antonio and Tippelt (2012), communication is a key element in accepting changes to the organizational culture. An organization's culture may be governed, e.g. through the dynamics of the interactions between all of its members which include the transfer of values, knowledge, experience and skills in order to achieve common goals. Replicating the style of communication in the establishment sector to the school system could enhance the effectiveness of school personnel or teachers to carry out the school business in a more committed manner than the usual low profile of duty and commitments.

Implementation of change is when the change process is duly executed. It is the duty of the head teacher to identify and remove all barriers that will hinder necessary change and then protect the change agents - teachers. Change agents are those individuals who believe they must initiate action to improve organizational effectiveness and development. Knowledge can be generated, communicated, represented; it can be used to certain ends or to establish indicators, but the decisive factor is, how knowledge is utilized. This is where change management implementation process becomes a necessity. The utilization of knowledge extends to important processes, such as using knowledge in decision-making process or when taking action, e.g. when translating knowledge into products or services (Antonio & Tippelt, 2012).

According to Antonio and Tippelt (2012), change management is not an isolated concept that simply appeared out of thin air, nor is it the mere result of a simple decision taken at the top hierarchical levels. To introduce and implement a process of change, organizations need to fulfill some basic prerequisites such as a management policy which fosters communication and dialogue and a certain hierarchical structure at the individual levels. Ultimately, change or transformation cannot be enforced from the top level down, but need to be understood and adapted by all involved in order to minimize resistance against changes, preventing the obstruction of these types of processes.

Statements of the problem

The need for proper attention in change management process brings to focus an attempt to improving the quality of education, teachers' effectiveness in public secondary schools in Oredo Local Government Area, Edo State. Observations had shown that teachers' poor attitude to work has been an alarming problem for years. Many studies have been conducted to find solution to this problem. Still, many teachers abandon their jobs for petty trading and a large number of them use their class period to discuss with colleagues and friends, while some stay away from schools

without prior permission from the management staff or principals. Also, a number of them continuously go to school late.

From the above observations leading to poor instructional delivery, indiscipline, lack of commitment to duty and ineffectiveness in implementing schools programmes at this level, the researchers were prompted to carry out this investigation; whether principals' transformational leadership style, communication of change process, implementation of change management processes have any positive or negative relationship with teachers' work effectiveness in public secondary schools in Oredo Local Government Area, Edo State.

Purpose of the study

The purpose of this study is to investigate the principals' change management processes and teachers' effectiveness to work in Oredo Local Government Area, Edo State. The objectives of the study specifically are to investigate whether:

1. Principals' transformational leadership style relates to teachers' effectiveness.
2. Principals' communication of change management processes relates to teachers' effectiveness.
3. Principals' implementation of change management processes relates to teachers' effectiveness.

Research questions

The following questions were raised to guide the study:

1. To what extent does principals' transformational leadership style relate to teachers' effectiveness?
2. How does principals' communication of change management processes relate to teachers' effectiveness?
3. How does principals' implementation of change management processes relate to teachers' effectiveness?

Hypotheses

To guide this research, the following hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between principals' transformational leadership style and teachers' effectiveness.

Ho2: There is no significant relationship between principals' communications of change management processes and teachers' effectiveness.

Ho3: There is no significant relationship between principals' implementation of change management processes and teachers' effectiveness.

Methodology

The research design for this study was correlational. Correlational studies are essential in predicting future trends of variables and also useful in exploratory studies. It attempts to find the nature of relationship between a set of variables. The relationship between variables can be positive, negative or no correlation at all. The study investigated the relationship between principals' change management processes and teachers' effectiveness in public secondary schools in Oredo Local Government Area, Edo State, Nigeria. A sample size of 200 respondents was randomly selected from a total population of 382 teachers, representing 52.3% from 10 out of 13 schools. Instrument used for data collection was a questionnaire titled: Principals' Change Management Processes and Teachers' Effectiveness Questionnaire (PCMPTEQ) which was validated by experts in Measurement and Evaluation and Educational Management before it was administered. The questionnaire had two sections (A and B). Section 'A' on personal information (age, sex, qualification, position and years of experience), while section 'B' had 24 items on a four point modified scale responses of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with a scoring rating of SA= 4, A= 3, D= 2, SD= 1 respectively for four positively worded items and SA= 1, A= 2, D= 3, SD= 4 for four negatively worded items in the instrument for each sub-variable. The reliability of the instrument was determined using a test-retest method which involved 20 teachers outside the sample size of the total population using Pearson product moment correlation. The reliability estimate stood at $r= 0.60$ and $r= 0.70$, which made the instrument dependable. Pearson product Moment Correlation Coefficient was used to analyze the data. The teachers' effectiveness was measured based on those items in the instrument that sought to know how change management process of principals' transformational leadership style, communications of change management process and implementation of change management process relate to teachers' effectiveness.

Presentation of results

H₀₁: There is no significant relationship between principals' transformational leadership style and teachers' effectiveness in public secondary schools in Edo State.

Table 1: Pearson product moment correlation analysis on the relationship between principals’ transformational leadership style and teachers’ effectiveness

Variables	N	\bar{x}	SD	df	Crit- r	cal- r	alpha
transformational leadership style		13.12	2.10				
teachers’ effectiveness	200	13.21	4.10	198	0.198	0.61	.05

The result on table 1 revealed that the calculated r-value of 0.61 is higher than the critical r-value of 0.198 at 0.05 level of significance with 198 degree of freedom. With this result, the null hypothesis was rejected. This implies that there is a significant positive correlation between principals’ transformational leadership style and teachers’ effectiveness in public secondary schools in Edo State.

Ho2: There is no significant relationship between principals’ communication of change management processes and teachers’ effectiveness in public secondary schools in Edo State.

Table 2: Pearson product moment correlation analysis of the relationship between principals’ communication of change management process and teachers’ effectiveness

Variables	N	\bar{x}	SD	df	Crit- r	cal- r	alpha
Communications of change management processes		12.16	3.11				
teachers’ effectiveness	200	13.21	4.10	198	0.198	0.69	.05

The result on table 2 revealed that the calculated r-value of 0.69 is higher than the critical r-value of 0.198 at 0.05 level of significance with 198 degree of freedom. With this result, the null hypothesis was rejected. This implies that there is a significant positive correlation between principals’ communications of change management process and teachers’ effectiveness in public secondary schools in Edo State.

Ho3: There is no significant relationship between principals’ implementation of change management processes and teachers’ effectiveness in public secondary schools in Edo State.

Table 3: Pearson product moment correlation analysis of the relationship between principals' implementation of change management process and teachers' effectiveness

Variables	N	\bar{x}	SD	df	Crit- r	cal- r	alpha
implementation of change management processes		12.14	3.10				
teachers' effectiveness	200	13.21	4.10	198	0.198	0.65	.05

The result of this table revealed that the calculated r-value of 0.65 is higher than the critical r-value of 0.198 at 0.05 level of significance with 198 degree of freedom. With this result the null hypothesis was rejected. This implies that there is a significant positive correlation between principals' implementation of change management process and teachers' effectiveness in public secondary schools in Edo State.

Discussion of the findings

The findings of hypothesis one of this study revealed that there is a positive significant relationship between principals' transformational leadership style and teachers' effectiveness in public secondary schools in Edo State. The result revealed that the calculated r-value of 0.61 is higher than the critical r-value of 0.198 at 0.05 level of significance with 198 degree of freedom. With this result, the null hypothesis was rejected. The idea of Barling (2010) that transformational leadership is the dominant leadership theory today, attracting more research than any other leadership theory over the past 20 years, with idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, held sway in transformational leadership style and teachers' effectiveness in schools. The appropriateness comes from the matching of leaders' style and followers' task relevant maturity, or task readiness. This implies the readiness of followers to demonstrate the ability (knowledge, experience, and skill) and willingness (confidence, commitment, and motivation) to accomplishing a specific task, thereby leading to the achievement of organizational goals.

The findings of hypothesis two revealed that there is a positive significant relationship between principals' communications of change management processes and teachers' effectiveness in public secondary schools in Edo State. The result revealed that the calculated r-value of 0.69 is higher than the critical r-value of 0.198 at 0.05 level of significance with 198 degree of freedom. With this result the null hypothesis was rejected. The result of the findings agreed that there is a significant relationship between communication of change processes and teacher attitude to work. This result means that the findings of this hypothesis is in agreement with the view of Adeleye (2011) who found that 96 percent of his respondents maintained that the nature of their

job is centered on effective communication with their customers; and the effectiveness of staff is highly dependent on the style of communication adopted by the head. This means that the more the headteachers communicate with their staff about a change, the more it improves the teachers' attitude to work effectively towards achieving the school goals and objectives.

Hypothesis three revealed that there is a positive significant relationship between principals' implementation of change management process and teachers' effectiveness in public secondary schools in Edo State. The result revealed that the calculated r-value of 0.65 is higher than the critical r-value of 0.198 at 0.05 level of significance with 198 degree of freedom. With this result the null hypothesis was rejected. This finding correspond to Antonio and Tippelt (2012) that change agents are those individuals who believe they must initiate action to improve organizational effectiveness and development. That knowledge can be generated, communicated, represented, used to certain ends or to establish indicators, and above all, on how knowledge is utilized.

Conclusion

In order to actualize national cohesion, teachers' effectiveness required the adoption of the policy framework as encapsulated in the National Policy on Education of the Federal Republic of Nigeria in consonant with global best practices on comparative advantage. As change management is required in the contemporary world for effectiveness, the appropriateness of such measure comes from the matching of transformational leadership style of principals with teachers' task relevant maturity, or task readiness; in view of knowledge, experience, and skill and willingness as confidence, commitment, and motivation to accomplish a specific task. This study has revealed that the more the headteachers communicate with teachers/staff about the change process, the more it improves the teachers' attitude to work effectively towards achieving the goals and objectives of the school. Proper implementation of change management process in secondary schools are directed at effectiveness not only on the part of the teachers, but also at the learners, as the utilization of knowledge extends to important processes and translating knowledge into better services or results.

Recommendations

Based on the findings, the following recommendations were made:

1. For a national cohesion, schools desirable of teachers' effectiveness should adopt Transformational Leadership as dominant style necessary for change management in line with the type of change processes of developmental change, transitional change and transformational change.

2. National cohesion is realizable in schools by the school heads when communication is a key element in accepting changes to the organizational culture. Therefore, communication should run through the dynamics of the interactions between all of its members which include the transfer of values, knowledge, experience and skills in order to achieve common goals.

3. For a national cohesion, the content of the National Policy on Education as knowledge-based should be utilized. The utilization of knowledge extends to important processes, such as using knowledge in decision-making process or when taking action that is translating knowledge into services or implementation.

References

- Adeleye, O. (2011). The Role of Communication in the Achievement of Organization Goals using First Bank plc in Uyo Local Government area as case study. An Unpublished B. SC Project, University of Uyo, Akwa Ibom State.
- Anderson, D. & Anderson, L. A. (2001). *Beyond Change Management. Types of Change in Organizations*. San Francisco, CA.: Jossey-Bass/Pfeiffer.
- Antonio, A. M. A. & Tippelt, R. (2012). *Managing Change and Innovation: A Challenge for Modern Organizations*.
- Barling, J. (2010). *Transformational Leadership: Elevating employees to affect the bottom line*.
- Creasey, T. (2007). Definition of Change Management. Retrieved 10th March, 2014 from www.changemanagement.com
- Federal Republic of Nigeria (2004). *National Policy on Education* (4th ed.). Lagos, Nigeria: Nigeria Educational Research and Development Council (NERDC).
- Federal Republic of Nigeria (FRN) (2013). *National Policy on Education* (6th ed.). Lagos, Nigeria: Nigeria Educational Research and Development Council (NERDC).
- Hord, S. M. (2001). *Implementing change: patterns, principles and potholes*. Borton: Allyn and Bacon
- Igbineweka, P. O. (2017). Globalization and Educational Planning in Nigeria. In C. P. Akpan, E. S. Uko & R. O. Osim (Eds.), *Educational Planning in Nigeria; Principles and Practices*. Calabar: University of Calabar Press. 346-379.
- Lewin, K. (1947). *Field theory in social science*. New York: Harper & Row.
- McKinney, E. H, Barker, J. R., Smith, D. R. & Davis, K. J. (2004). The role of communication values in swift starting action Teams: IT insights from flight crew experience, *Journal of Information & Management*, 41(8), 1043-1056. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0378720603001721>
- Miller, J. E., Walker, J. R. & Drummond, K. E. (2002). *Supervision in the Hospitality Industry*. (4th ed.). New Jersey: John Wiley & Sons, Inc.

- Ndifon, R. A. & Cornelius-Ukpebi, U. B. (2014). The Relationship between primary school teacher's attitude to work and pupils' academic performances in Cross River State, Nigeria. *British Journal of Art and Social Sciences*, 17(1), 42-53.
- The Levin Institute (2015). Globalization 101: The State University of New York Authorship. www.globalization101.org.
- Ukpong, E. M. (2000). *The Psychology of Adult Learning*. Port-Harcourt: Edunola Printers Limited.