

## **CAPACITY BUILDING AND DEVELOPING MANAGERIAL SKILLS OF BUSINESS STUDIES TEACHERS**

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### **Abstract**

The knowledge and ability of the individuals in a managerial position are to fulfill some specific management activities or tasks. Managerial skills are important for many reasons. Being a manager in an organisation is a position to act as an effective leader and problem-solver in many simple and complex situations. However, in Shagam L.G.A, it was observed that some managerial skills need to improve their skills through capacity building. This paper x-rayed the managerial skills and capacity building. Other subheadings include capacity building and developing managerial skills of teachers and kinds of managerial skills of the teachers which include conceptual skills, human skills, technical skills etc. the current challenges incapacity building and developing managerial skills of teachers was also discussed in the paper. Implication and conclusion were drawn from the study. Recommendations were made among which was that the teachers should practice the managerial skills, identified in this study.

**Keywords:** capacity building, managerial skills, managers, teachers, business studies

### **Introduction**

Every organisation strives to enhance the effectiveness through focused attention on managerial effectiveness aimed at helping managers to get best out of their team or subordinates as well as themselves. Olorisade (2011) argued that any organisation exists to accomplish a purpose in the larger society which is usually stated in the form of objectives or goal. This is also the same schools where the teachers are the managers to get the best out of the learners.

A teacher is an individual that have been trained pedagogically and in the subject matter to teach skills, knowledge, attitude and manage students. Obanewa (2014) stated that a teacher is someone who has undergone the necessary and recommended training in a teacher preparation

programme and is charged with the full responsibility of managing the classroom in such a way as to enhance the learning behaviour of the students. According to Ede and Olaitan (2019) a teacher is a person who communicates knowledge, skills and attitude to someone in a school. Teacher provides schooling for others. A teacher according to Miller, Bakare and Ikatule (2020) is an individual who is trained in pedagogy and technical area of a particular subject to impart knowledge, skill and attitudes to students in an institution. Teachers in this study are individuals who have been trained professionally in the art of teaching Business studies curriculum and managing the students in the classrooms. These individuals are also called Business Studies teachers. Okoro (2015) described a business studies teacher as an individual who has acquired adequate skills and knowledge in an occupational area and fully trained to impart skill and knowledge and to manage others.

Management, according to Obayi (2018) is the coordination of resources (men, money and materials) through the process of planning, organizing directing and controlling in order to achieve organizational objectives. It is the totality of the process through which appropriate human and material resources are made available and effective for accomplishing the purpose of an enterprise or programme. Emone (2013) posited that management in the function of taking decisions about the use of available resources and carrying out the decisions towards achieving stated objectives.

According to Mintzberg (2010), a manager is everyone who has an influence on others in the organisation, can be the president, prime minister, administrator, official, headmistress/headmaster, teacher, director, executive of an institution and so forth. The teacher in this matter is the manager that requires a set of qualities/skills to manage the class to achieve its intended

goal. Managers may directly influence the workers' attitude, interest, and change their behaviour towards commitment to work and objectives. A class can stand to bear changes only if there are right managerial skills since the performance of an organisation depends on the entire support of employees, customers (students), community and investors. To deal with them effectively requires managerial skills which make the manager successful in their task.

Managerial skills can be defined as certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization. This include the capacity to perform executive duties in an organization while avoiding crisis situations and promptly solving problems when they occur. Managerial skills can be developed through learning and practical experience as a manager. The skills help the manager to relate with their fellow co-workers and know how to deal well with their subordinates, which allows for the easy flow of activities in the organization. Good managerial skills are vital for any organization to succeed and achieve its goals and objectives. A manager who fosters good management skills is able to propel the company's mission and vision or business goals forward with fewer hurdles and objections from internal and external sources.

Managerial skills are a collection of abilities that include things such as planning, decision-making, problem-solving, communication, delegation, and time management. While different roles and organizations require the use of various skill sets, management skills help a professional stand out and excel no matter what their level. In top management, these skills are essential to run an organization well and achieve desired business objectives.

According to American Social and Organisational Psychologist Robert Katz, the three basic types of management skills which include technical skills, conceptual skills and interpersonal

skills. Technical skills involve skills that give the managers the ability and the knowledge to use a variety of techniques to achieve their objectives. These skills not only involve operating machines and software, production tools, and pieces of equipment but also the skills needed to boost sales, design different types of products and services, and market the services and the product. This is the skill that requires the use of specific knowledge, procedures or technique in performing a job. Much of the job of a school manager requires the application of technical skill. This skill can be acquired through training in an educational institution like University, workshop or experience on the job. The school manager needs this skill for effective management of school financial accounting, maintenance and operation of school facilities, school procedures and service activities. The manager needs this skill to be able to lead the school personnel. Much respect from workers is derived from the manager's technical skill (Akpan, 2011). The ability is to apply specialized knowledge or expertise. All jobs require some specialized expertise, and many people develop their technical skills on the job. Vocational and on-the-job training programs can be used to develop this type of skill.

Conceptual skills involve the skills managers present in terms of the knowledge and ability for abstract thinking and formulating ideas. The manager is able to see an entire concept, analyze and diagnose a problem, and find creative solutions. This helps the manager to effectively predict hurdles the business as a whole may face. It is also the ability and competence of the teacher to see the class in terms of broad relationships such as long-term plans for provision and utilization of educational resources. This skill enables the educational manager to work with ideas and to relate events or activities of resources management and trends in the environment to the school organization (Akpan, 2011). This is an ability to critically analyze, diagnose a

situation and forward a feasible solution. It requires creative thinking, generating options and choosing the best from the options available.

The human or the interpersonal skills are the skills that present the managers' ability to interact, work or relate effectively with people. These skills enable the managers to make use of human potential in the company and motivate the employees for better results. This refers to the ability of the teacher to understand, communicate, work and integrate with the learners. The skill enables the teacher to understand himself and his subordinates. It helps the teacher in communication process and to be skillful in using it in all his work relationship. It is this skill that helps the teacher to establish a healthy teacher-learner relationship. Akpan (2011) wrote that Failure to use this skill can jeopardize the attainment of the school goals. The skill is to work with, understand and motivate other people (both individually and in a group). This requires sensitivity towards issues and concerns of other people. People, who are proficient in technical skill, but not with interpersonal skills, may find it difficult to manage their subordinates to acquire the human skills, it is pertinent to recognize the feelings and sentiments of others, ability to motivate others even in adverse situation, and communicate own feelings to others in a positive and inspiring way.

The business studies teacher occupies a position of great importance in the set up of a business studies classroom. The teacher is an educator with executive authority and ought to have a clear vision for the future of his class. Therefore, the teacher seeks the support of the faculty to channelize their professional energies towards the achievement of clear objectives of the classes and learning needs of students. The teacher role is important and the teacher intervention counts in school improvement efforts. Capacity building is imperative in developing managerial skills.

Capacity Building describes the task of establishing human and institutional capacity. Osinem and Nwoji (2020) stated that Capacity building is the development of the knowledge, skills and attitude of individuals/workforce in an organization to their full capacity. Osinem and Nwoji further added that capacity building is the process of developing organizational infrastructures/assets, technical skills and institutional capacity. Capacity building entails investment made with the purpose of enhancing the ability of individuals/workforce/organizations to achieve their development goals. The United Nation Development Programme UNDP (2010) defined capacity building as "activities which strengthen the knowledge, abilities, skills and behaviour of individuals and improve institutional structures and processes such that the organization can efficiently meet its mission and goals in a sustainable way. UNDP further stated that Capacity building is much more than training and includes the following: Human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively; Organizational development, the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community); Institutional and legal framework development, making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities Philbin (2016) viewed Capacity building as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world. This implies that capacity building has to do with development of human resources in knowledge, skills and attitude for effective performance (managerial skills).

Teachers are the hub or pivot on which any successful educational programme revolves and if teachers are competent and perform their task dutifully, there will certainly be a myriad of new technologies in the future of vocational education. Consequently, to perform successfully as teachers, constant training in form of capacity building is imperative to continually keep them abreast with the changing dynamics in the school and classrooms. Okoro (2019) stated that when individuals are well trained for the work they do, they find the job more interesting and they derive more pleasure and satisfaction from it. Nwanoruo (2011) stated that a teacher who is well trained at the beginning of a career rapidly falls behind as a result of latter developments in his areas, unless such a teacher continues to receive additional training. However, the National Policy on Education (2013) stated that capacity building program shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies of practical skills of business studies teachers. The current study is therefore embarked upon to investigate the relationship between capacity building and developing managerial skills of business studies teachers in Shagam L.G.A.

### **Managerial Skills**

Managerial skills are set of qualities and attributes in a personality of the managers that enable them to effectively manage the working of the organization (Kamble, 2011). Managerial skills also can be defined as specialised technical knowledge in certain jobs that managers should possess to perform their duties and roles by education where by people can be equipped with skills Analoui and Al-Madhoun (2002). Managerial skills are acquiring and learning abilities. In other words, we can say that managerial skills are a set of behaviours that lead to effective job performance and without them in many cases the knowledge of managers do not have any effects. Katz (2002) defined managerial skills as the managers' ability to transform information

and knowledge into practice. In his research on “Most common skills of effective managers”, the author classifies the basic skills of managers in two groups, personal and communication skills. The managerial skills have also been divided into three groups; which are – Personal skills that include developing self awareness, stress management, problem solving skills and Interpersonal skills that include communication skills, power of influencing others, conflict management, skills of motivating people and group skills that include empowerment, team building, and authority delegation.

Thus, essential skills which every manager needs for doing a better management are termed as Managerial Skills. According Daniel Katz *ibid*, there are three managerial skills, viz., Conceptual Skills, Human Relations Skills, and Technical Skills. According to Daniel Katz *ibid*, all managers require above three managerial skills. However, the degree (amount) of these skills required varies (changes) from levels of management and from an organisation to organisation. Managerial skills are also termed as management capabilities which assist the development of the organisation he/she leads Syarwan (2012). The success or failure of an organisation is determined by the ability of a manager to manage the organisation effectively to reach the organisation goal. There three basic skills the manager should have according to Schemerchorn (2019), technical skills, social skills and conceptual skill. In this paper managerial skills is the ability of the teacher to organise all class activities and the students to achieve quality education at the individual school level.

### **Capacity Building**

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- Human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
- Organizational development, the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).
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their task dutifully, there will certainly be a myriad of new technologies in the future of education. Consequently, to perform successfully as teachers of painting and decorating, constant training in form of capacity building programme is imperative to continually keep them abreast with the changing dynamics in teaching and learning modalities.

Okoro (2019) stated that when individuals are well trained for the work they do, they find the job more interesting and they derive more pleasure and satisfaction from it. They suffer from less boredom and tension and their mental health is improved. Nwanoruo (2011) stated that a teacher who is well trained at the beginning of a career rapidly falls behind as a result of latter developments in his areas, unless such a teacher continues to receive additional training. However, the National Policy on Education (2013) stated that In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies of practical skills including managerial skills of teachers.

### **Capacity building and Developing Managerial Skills of Teachers**

The tools and methods for capacity building in organizations differs, and it is largely determined by the objectives of organizations, the idiosyncrasy of management staff or the chief executive, the organizational policy, as well as the organizational environment to mention a few. Thus, it is a common feature to see capacity building varying from one organization to the other, just as a given organization can be tailored at adopting different methods at different times or a combination of techniques at the same time.

Capacity building develops and improves teachers abilities to perform managerial and instructional tasks required in school. Organizations such as schools, have a stake in developing

the careers of teachers so that the teachers can be retained while their performance becomes more effective and efficient.

Walker (2016) opined that “in the 2004s and beyond, organization will invest more, not less in efforts to retain, train and develop talent.” Capacity building is a tool employed by schools to equip their teachers to the accomplishment of set goals and objectives. The internal structure of an organization is made up of socio-technical arrangements which are deliberately designed to achieve the objectives of that organization by doing the right thing at the right time and in the right measure.

Capacity building in schools therefore focuses on the objective of equipping the teachers in the service with managerial skills from the point of their recruitment to that of retirement, so that manpower be kept constantly ready not only to provide improved teaching conditions for Nigerians, but also to develop the managerial skills of teachers. Capacity building is essential to the existence and survival of organization. Olowu (2015) supports this school of thought as he points that capacity building enables teachers to acquire the relevant professional skills including managerial skills and knowledge for effective performance. It was Drucker (2016), who said that a good school structure itself does not guarantee good performance. It is capacity building that equips teachers with the relevant professional and managerial skills and knowledge that brings about effective and efficient performance. This position is further supported by Pye (2008) when she opined that “when steps are to be taken to improve the quality of teachers and overall school performance, attention naturally turns to the process of capacity building, education and development of teachers”.

According to Foot and Hook (2019), capacity building is a planned process to modify attitudes, knowledge and skills or behavior through learning experience to achieve effective performance

in an activity or range of activities. Its purpose in a work situation is to develop the activities of the individual and to satisfy the current and future needs of the organization.

Capacity building according to Walker (2006) is specifically about providing a range of learning experience in a work situation. Critically speaking, capacity building seems to have never been the priority of the civil service in Nigeria. Omale (2016) observed that in almost all senior positions, if one is recruited with required educational qualification, no capacity building was carried out on him. Experience on the job now becomes the only criteria for the worker to reach the top of his career ladder. Yet, the jobs a teacher does from one grade level to the other according to Omale (2016) are sufficiently different to warrant not only vocational knowledge which he gets via experience, but also managerial skills, theoretical knowledge and attitudinal re-orientation in order to successfully cope with the demands of such managerial jobs. Such theoretical knowledge and attitudinal re-orientation can only best be acquired through formal capacity building off-the-job in appropriate capacity building institutions.

Mekinde (2016) in his own view, is of the opinion that capacity building is a “short term process of learning specific skills by both junior and immediate staff”, while development entails a “long term learning process designed to develop senior officers in order to acquaint them with changes in technology and management method. Capacity building helps to ensure that organization members possess the managerial knowledge and skills they need to perform managerial jobs effectively, take on new responsibilities and adapt to changing conditions despite the recognition of the importance of capacity building by management experts and government as expressed in white papers on various reforms in Nigeria.

### **Kinds of Managerial Skills**

1. **Technical skill**

This is the skill that requires the use of specific knowledge, procedures or technique in performing a job. Much of the job of a school manager requires the application of technical skill. This skill can be acquired through training in an educational institution (eg. university), workshop or experience on the job. The school manager needs this skill for effective management of school financial accounting, maintenance and operation of school facilities, school procedures and service activities. The manager needs this skill to be able to lead the school personnel. Much respect from workers is derived from the manager's technical skill (Akpan, 2011).

2. **Human relations skill**

This refers to the ability of the manager to understand, communicate, work and integrate with the workers. The skill enables the manager to understand himself and his subordinates. It helps the manager in communication process and to be skillful in using it in all his work relationship. It is this skill that helps the manager to establish a healthy manager-subordinate relationship. Failure to use this skill can jeopardize the attainment of the school goals (Akpan, 2011).

3. **Conceptual skill**

This refers to the ability and competence of the manager to see the school in terms of broad relationships such as long-term plans for provision and utilization of educational resources. This skill enables the educational manager to work with ideas and to relate events or activities of resources management and trends in the environment to the school organization (Akpan, 2011).

4. **Decision making skill**

This refers to the ability and competence of the school manager in taking effective and appropriate decision relating to school management. According to Akpan (2011) this skill helps the manager to:

- (a) Differentiate among types of decision
- (b) Determine the type of information and data needed for decision making.
- (c) Determine the category of personnel that should take part in decision making
- (d) Decide on the approach to a problematic situation
- (e) Establish the priorities for action
- (f) Anticipate both intended and unintended consequences of decision taken.

## 5. **Communication skill**

Akpan (2011) stated that communication is a vital element in school management for effectiveness of decision taken or plans drawn up for implementation depends greatly on how well they are communicated to those who will execute them. According to him, the acquisition of communication skill enables the school manager to:

- Establish appropriate channel of communication that will help him to relate effectively with subordinates, keep them properly informed of school plans, policies and programmes.
- Communicate information clearly without ambiguity
- Choose appropriate words to use in communicating with personnel
- Design the medium he uses so that personnel receive the information without distortion.

Additionally, Akpan and Etor (2015) in their work identify three types of skill namely

- Diagnostic skill
- Analytic skill
- Organizing skill

### **Diagnostic skill**

This is the type of skill referred to as an investigative skill. It is a necessary skill that will enable the school manager to handle management problem. This skill is needed in conflict management, handling of persistent lateness to school by staff and students etc. It is the skill needed to effectively identify the symptoms of management problems, their remote and immediate causes and finding out the solution.

### **Analytic skill**

This skill concerns the ability of the school manager to examine and understand a particular problematic situation in the school. This skill enables the manager to make the right decision in managing educational institution and also take the right decision in managing the problem situation.

### **Organizing skill**

This is the ability and competence of the school manager to build up the structure, both human and material resources for attainment of school goals. It involves the ability to establish the structure of authority and state clearly the methods and procedures for doing a particular job using appropriate resources and equipment and effectively managing them for the benefit of the school (Akpan and Etor, 2015). Two other necessary skills needed by educational managers are supervisory skill and ICT skill

### **Supervisory skill**

This is concerned with the ability and competence of an educational manager to effectively carry out the supervision of instruction, programmes and activities in the school system. Most school managers are deficient in a range of supervisory competencies and this result in ineffective supervision, poor quality of instructional delivery and low standard of education.

Therefore, the supervisory skills needed by an educational manager include abilities and competencies to:

- Supervise the various units or departments in the school to work as a team towards achievement of school goal.
- Guide and direct teachers on how to draw up scheme of work and fill school diaries correctly
- Supervise instructional activities in the school.
- Supervise student learning activities to enhance quality learning
- Provide solutions to teaching problems of teachers.
- Guide and assist teachers to use innovative approaches to teaching in order to enhance instructional improvement.
- Help teachers to write suitable lesson plans and write realistic and achievable lesson objectives.
- Assist teachers to use suitable instructional materials and organize appropriate learning experiences for the learners.
- Guide teachers in the assessment of students.
- Work with teachers to improve the entire teaching and learning process in school
- Work with teachers to enhance effective organization and administration of nonacademic activities in school.



### **ICT skill**

This involves the knowledge, ability and competence of an educational manager to use the various information and communication tools in the management of the school. In this age of knowledge driven society in which modern technological tools (ICT facilities) are used in virtually all aspects of human endeavour including management of organizations, the school manager needs knowledge and competency in ICT to enable him to effectively integrate ICT in school management. Skill in ICT will help him to use ICT devices such as internet for browsing, e-mail for communication and exchange of information printers, scanners, laptops, desktops and other types of computers for processing, storage and retrieval of information. ICT skill will help the manager to effectively manage school records involving students and staff.

### **Current Challenges in Capacity building and Developing Managerial Skills of Teachers**

It has been found from recent studies that before the COVID-19 set in 2020 not much of capacity building was witnessed. The pandemic of 2020 and the structural adjustment 2021 are accompanied by a continuous and critical modification in the frequency, method and focus of capacity building courses. The main reason for these changes is the substantial decline in the resources of multinational firms and government, which seriously reduced the financial allocation of capacity building of teachers. In a few other cases, the cut on overseas capacity building was informed by caution on the part of multinational firms who felt that the boom in new firms(e.g, banks) is at best artificial and not enduring. In fact, casual observation reveals that overseas capacity building have practically ceased while the grants of study leave (capacity

building leave with pay) have substantially reduced. A number of other reasons explained the refocused interest of employers in capacity building courses for their staff. These may be; rapid changes in technology(computerization); rapid changes in public policy suggesting that teachers need to respond appropriately with new skills, attitude and knowledge; increase in the incidence of fraud and the role of employers to prevent and control malpractice from all possible sources; policy intervention strategies such as re-engineering and adoption of total quality management, team working and other specialized and specific goal-directed human resource utilization approaches; and Reduced demand for services.

Employers will continue to pay serious attention to capacity building and development since new corporate cultures are necessary in order to imbibe new attitudes that are required for success in a new operating environment.

Current capacity building and developing managerial skills of teachers are however constrained by the following incidences or practices;

1. The failure to determine capacity building needs reliably and relevantly;
2. Inadequate funding of capacity building;
3. Burying or sacrificing the capacity building function in organizational policies;
4. Failure to systematically evaluate the effects of capacity building;
5. Unwarranted dumping or muddling of the steps in the standard capacity building process (viz., design, implementation and evaluation);
6. The unwillingness of Head teachers or Principals to train the teachers on the job or reveal the secrets of the job;
7. Failure to engage credible professional trainers and adequately brief trainers on the specific trends in an organization; and so on.

### **Implication of the Study**

The study has implication for governments, student and teachers. Workshop and seminars could be organized in order to build the capacity of teachers in managerial skills where they lack competencies. If teachers are retrained they will manage the learning process well, teach well and the students will be forced to learn skills that will make them employable after graduation. The government and administrators will provide capacity building funds for developing managerial skills of teachers Shagam

### **Conclusion**

The study discussed the concepts of capacity building and developing managerial skills of teachers. Capacity building as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world. This implies that capacity building has to do with development of human resources in knowledge, skills and attitude for effective performance. Managerial skills are set of qualities and attributes in a personality of the managers that enable them to effectively manage the working of the organization. The kinds of managerial skills were highlighted and explained. Capacity building and developing managerial skills of teachers was also explained. The current challenges of capacity building and developing managerial skills of teachers were also identified and discussed.

### **Recommendations**

Based on the findings, the following recommendations are presented:

1. The teachers should practice the managerial skills, identified in this study.

2. The school administrators should enhance their teachers' managerial skills by conducting seminars and workshops in line with their insufficient skills.
3. The school administrators and teachers must develop in planning, communicating, decision-making, and problem -solving, and motivating which are very important in school administration.
4. Teachers should also be allowed to attend related seminars and conferences to further develop their knowledge of these managerial skills and apply them to the workplace.

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