

## **Revitalization of Secondary Education as Correlate of Economic Recovery in Bayelsa State**

**Ojujoh Womemi**  
**Department of Educational Management**  
**Faculty of Education**  
**University of Port Harcourt**  
**emi.ogiribo@gmail.com**

### **Abstract**

This study examined revitalization of secondary education as correlate of economic recovery in Bayelsa State. The study was guided by three objectives with corresponding research questions and hypotheses. Correlation survey research design was adopted for the study with a population of 3,946 teachers in all the 216 public senior secondary schools in Bayelsa State. The sample size of 395 respondents representing 10% of the population was drawn using stratified sampling technique. The instrument was a two set questionnaire titled: Revitalization of Secondary Education Assessment Scale (RSEAS) and Economic Recovery Assessment Scale (ERAS). The instruments were validated and reliability coefficients of 0.87 and 0.85 were obtained for both instruments respectively using Cronbach alpha statistics. Pearson Product Moment Correlation (PPMC) statistics was used to answer the research questions. The hypotheses were tested using r-ratio at 0.05 level of significance. This was further tested by transforming the coefficient of correlation (r) to z in order to establish the significance or otherwise of the r-value. The findings of the study revealed that there is high and positive significant relationship between revitalization of teacher professional development programme, educational funding, e-technology and economic recovery in Bayelsa State. Based on the findings, it was recommended among others that government and administrators should continue to synergize to fully implement teacher professional development programmes at the secondary school level to ensure quality output of students who can resuscitate the economy and drive it towards economic prosperity. Also, government should increase educational funding to 26% as recommended by UNESCO as funding benchmark, as this will help to meet the needs of schools to turn out graduates that could help to savage a nose-diving economy.

**Keywords: Revitalization, Secondary Education, Economic Recovery**

### **Introduction**

Economic recovery and national development is inextricably tied to education. No nation develops without quality education and political, economic and social development is not possible without proper planning and implementation of a nation's education system. Transformation of nations cannot take place without education. It re-defines man and transmits his culture from one generation to the other. Plato (427-347B.C.) noted that educated citizens are special gifts to humanity and that every State should bequeath its leadership on the shoulders of such citizens who become Philosopher-Kings by virtue of education and character. Civilizations all over the world are sustained and improved upon

through education. Aristotle (384-322 B.C.) observed that “educated men are as much superior to uneducated men as the living are to the dead”. He maintained that man is not in any proper sense a human being until he is educated (Aguba, 2021). It is the reason the Federal Republic of Nigeria (2014) stated succinctly that education is regarded as an instrument par excellence for social and economic recovery of the nation.

Furthermore, Herbert as cited in Aguba (2021) averred that the aim of education is the production of good men. He believes that if a person is knowledgeable but not morally good, his education is a failure. Aguba (2021) asserted that education is the process of transmitting worthwhile values, skills, attitudes and knowledge for the good of the recipients and the survival, development and safety of the larger society. No wonder that government of Nigeria regards education as key to the realization of the nation’s collective aspiration of being among the top 20 developed nations of the world. It is noted that the attainment of quality secondary education remains a national objective for Nigeria’s policymakers as this enables the achievement of economic recovery and prosperity. Secondary education is the stage of education that is received after primary education and before tertiary education.

Most secondary education systems in Sub-Saharan African countries like Nigeria face numerous challenges that impact on quality, such as insufficient manpower, unequally distributed education levels, which manifest in excessive disparities such as on gender inequality, the widened gap between the rich and the poor and between rural and urban secondary schools (Nyong, 2015). These disparities and challenges often lead to low quality of secondary education, poor health for most learners and cements gender inequality, considering also the positive role that may be played by educated women on health and nutrition. It is noted that most of Nigeria’s secondary education systems have lower efficiency that results in the wastage of educational resources (Nyong, 2015; Tingum, 2020). Such challenges in many parts of the country have further given rise to weaker links between education and other national economic goals.

Secondary education remains one of the fundamental factors of development as it has the potential of enriching people’s understanding of themselves and the world. It has the capacity to improve the quality of human life and leads to broad social benefits for individuals and society. Quality secondary education has the potential to raise people’s productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution. From time to time, politicians, academics and opinion leaders either called for the declaration of a “state of emergency” in the secondary education sector or lamented what

they consider as decline and decay in the secondary education level, thus advocating for its revitalization.

Revitalization is a process of making something grow, develop, or become successful again. The term “revitalization” has been used in various meaning depending on the discipline (architecture, social sciences, economics etc). This flexibility was the result of gathering new experiences and the development of more conscious society increasingly interested in co-deciding about their environmental growth. Today the revitalization is defined as a many-sided effort including revalorization, restoration, reconstruction, modernization, and actions aimed at revival of a building, district or a town devastated in various aspects, also economic and social (Pawłowska & Swaryczewska, as cited in Ezekiel, 2021). Revitalization in education is a multi – dimensional concept which should embrace all functions and activities: Teaching and academic programmes, research and scholarship, staffing, students building, facilities, equipment, service to the community and academic environment. Revitalization of an education system means the extent to which their education system achieved its set goals. This implies that the products of the education system are able to solve the environmental and social needs of that state or nation. Revitalization entails the standard of something when compared with other things.

Nwankwo as cited in Ezekiel (2021) saw revitalization as the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including right academic standard. Concern about revitalization is uppermost in educational discourse all over the world. This is quite understandable given the growing importance of trans – border education provisions in the wake of globalization and mystification of education. Generally, stakeholders in education are anxious to see that educational institutions deliver what they should deliver and that what they deliver produces desirable outcomes (Nwakpa, 2015). However, Ezekiel (2021) noted that in order for secondary education to deliver on its mandate of contribution to economic recovery of the nation, the areas to be revitalized in the system include: teacher professional development programme, e-technology and educational funding.

Teachers’ professional development means, teacher education and continued learning. Ayeni (2021) viewed teacher education as the teaching and training experiences provided not only within teacher institutions but also outside them with the basic aim of preparing and grooming potential teachers for teaching activities. Ayeni (2021) conceived teacher professional development as “the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of

complexity and dynamic change. Hence, Hervie and Winful (2018) noted that training works as a catalyst which provokes a significant change in a teacher, redefines roles, broadens vision and enhances the attributes of a teacher. Furthermore, in-service teacher training enables teachers to be more systematic and logical in their teaching style (Hervez & Winful, 2018).

E-technology emphasizes the active role of information and communication technology (ICT) in the development process. E-technology in this study, is defined as the use of effective ICT in facilitating educational activities. It has been widely argued that ICT have enormous potential for reaching rural populations to provide them with education and training, job opportunities, access to markets and information important for their economic activities, as well as facilitating their economic activities for economic recovery of their nation. ICT stands for information and communication technology so there is no generally acceptable definition of the term ICT. It comprises of various kinds and sizes of computers. The computers are connected via telephones to facilitate the starting of the data they house. The data comes in many forms: texts, sounds and pictures (Wali, 2021).

The information society demands a workforce that can use technology as a tool to increase productivity and creativity. This involves identifying reliable sources of information, effectively accessing these sources of information, synthesising and communicating that information to colleagues and associates. Two critical issues, illiteracy and inadequate educational opportunities, confront the Nigerian educational system. The Internet offers promise for improving education worldwide. In a survey of the role of the Internet on education, innovation, and global living standards carried out by Princeton Survey Research Associates (PSRA, 2021), 94% of the subjects studied believe that educating students via a virtual classroom will provide more students with greater opportunities to learn, 87% say that the Internet will have a positive effect on improving education, 69% say that the Internet will play a sizeable role in improving educational systems so that children and adults can get the best education regardless of their economic background or geographic location, and 93% say that the Internet will be valuable in providing students with greater access to libraries, information, and teachers around the world. Overall, the research findings of PSRA affirm that universal access to the Internet would bring about enormous benefits and improvements to the educational system because of the Internet's unparalleled ability to spread knowledge and disseminate information.

Education funding is actually a process of raising different types of support for educational system. Educational funding need to come from different sources such as business,

individuals, firms, government grants, school fees, proceed from school activities, community assistance, payment of educational tax, donations from individuals, charity organizations donation from external aid, alumni, levies and statutory allocation. When such funds are not available, it affects the overall funding of the school system most especially it helps in producing students who are innovative in contributing their quota to nation building, such as a nation's economic recovery (Ezekiel, 2021).

Economic recovery is the process by which an economy returns to a state of normal economic growth after experiencing a recession. Also, economic recovery is the business cycle stage following a recession that is characterized by a sustained period of improving business activity. Normally, during an economic recovery, gross domestic product (GDP) grows, incomes rise, and unemployment falls as the economy rebounds (Estevez, 2024). During an economic recovery, the economy undergoes a process of adaptation and adjustment to new conditions, including the factors that triggered the recession in the first place and the new policies and rules implemented by governments and central banks in response to the recession. The labour, capital goods, and other productive resources that were tied up in businesses that failed and went under during the recession are re-employed in new activities as unemployed workers find new jobs and failed firms are bought up or divided up by others. Recovery is an economy healing itself from the damage done, and it sets the stage for a new expansion (Estevez, 2024).

Economic recovery often follows a "V-shaped" pattern in which the economy rapidly contracts during a recession or depression and then rapidly expands during the recovery period. However, it is important to note that not all economic recoveries follow this exact pattern and that the speed and magnitude of economic growth during a recovery period can vary significantly between different economies, time periods, and unique economic environments (Velasquez, 2024). Economic recovery typically occurs through a combination of both natural forces and government intervention. Natural forces, such as an increase in consumer confidence or business investment, can lead to a pick-up in economic activity and a return to growth. Government intervention, such as tax cuts or stimulus spending in some sectors like education, can also help to jump-start the economy and spur economic growth (Velasquez, 2024). In other words, when government adequately spends or funds education at the secondary level through revitalization process, it goes a long way in bringing the economy back to shape, pulling it out from any downward sharp, and thereby catalyzing it to a state of economic prosperity.

Regrettably, the sad news is that despite the several times Nigeria has been plunge into economic recession or is faced with economic challenges, it has been observed that the government have not adequately funded the education sector, especially at the secondary level through revitalization processes, as means to get back the economy on track. Hence, the need for revitalization of secondary education as correlate of economic recovery in Bayelsa State, Nigeria.

### **Statement of Problem**

Educational sector provides the manpower need by industries. If our industries (education inclusive) must function optimally in getting our economy on track, it requires developed personnel from our educational sector which will further improve or bring about economic growth. Over the years, there have been downward movement in our economy and since the educational sector provides man power to the industries, it could be further assumed that the manpower development in the schools is poor, or that there is inadequate resource provision (funding) for the acquisition of necessary development materials for students development. It could be said that the teachers have lost touch of innovative ideas and skills required to meet the need of present educational realities and requires upgrading to function better using latest e-technology facilities with other professional development programmes. Economic recovery and prosperity can be achieved if the requisite education needs are met as stated above which will transcend to improved manpower need in our industries. Hence, the research is bothered on how secondary education can be revitalized for economic recovery in Bayelsa state, Nigeria.

### **Aim and Objectives of the Study**

The aim of the study was to examine the extent revitalization of secondary education correlate with economic recovery in Bayelsa State. Specifically, the study sought to:

1. determine the extent revitalization of teacher professional development programme correlates with economic recovery in Bayelsa State.
2. investigate the extent revitalization of educational funding correlates with economic recovery in Bayelsa State.
3. ascertain the extent revitalization of e-technology correlates with economic recovery in Bayelsa State.

### **Research Questions**

The following research questions guided the study

1. To what extent does revitalization of teacher professional development programme correlates with economic recovery in Bayelsa State?

2. To what extent does revitalization of educational funding correlates with economic recovery in Bayelsa State?
3. To what does extent revitalization of e-technology correlates with economic recovery in Bayelsa State?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between revitalization of teacher professional development programme and economic recovery in Bayelsa State.
2. There is no significant relationship between revitalization of educational funding and economic recovery in Bayelsa State.
3. There is no significant relationship between revitalization of e-technology and economic recovery in Bayelsa State.

### **Methodology**

This study adopted a correlational survey design to ascertain the relationship between the independent variable (revitalization of secondary education) and the dependent variable (economic recovery). The population of this study consisted of 3,946 teachers (i.e. 2,076 male and 1,870 female) of all the 216 public senior secondary schools in Bayelsa State. The sample size was 395 respondents representing 10% of the entire population of 3,946 was drawn for the study. A 10% sample was considered appropriate by Kpee (2015) to serve as an acceptable sample for a population running into thousands. A stratified sampling technique was adopted to select 22 schools spread across the 3 Senatorial District in Bayelsa State (Bayelsa East, Bayelsa Central and Bayelsa West), from which the sample size was drawn. The research instrument for the study was a two set questionnaire titled: Revitalization of Secondary Education Assessment Scale (RSEAS) and Economic Recovery Assessment Scale (ERAS). The instruments have sections A, B and C. The section A consisted of the demographic information of the respondents, while section B dealt with questionnaire items on RSEAS which are made up of three parts. Each has 5-items with a total number of 15 items. The second instrument ERAS was section C, it consisted of 20 items. Cronbach alpha reliability statistics was used to test the reliability of the instruments. The reliability coefficients of both instruments are 0.87 and 0.85 respectively. For the data that were analyzed, Pearson Product Moment Correlation (PPMC) formula was used to answer the research questions. Research questions were answered based on the value and direction of the correlation coefficient. Correlation coefficients between 0.90 – 1.00 were considered to be a

Very High (VH), 0.70 – 0.80 are High (H) while correlation coefficients between 0.50 – 0.60 were Moderate (M) and between 0.30 – 0.40 were Low (L) while below 0.20 ( $< 0.20$ ) were Very Low (VL). Hypotheses were tested using z-ratio at 0.05 level of significance. This was further tested by transforming the coefficient of correlation ( $r$ ) to  $z$  in order to establish the significance. Out of 395 copies of the questionnaire that was administered, 377 copies were retrieved and found suitable for data analysis, resulting in 95% retrieval rate.

## Results and Discussion

**Research Question 1:** To what extent does revitalization of teacher professional development programme correlates with economic recovery in Bayelsa State?

**Table 1: Pearson Product Moment Correlation Analysis on the Relationship between Revitalization of Teacher Professional Development Programme and Economic Recovery in Bayelsa State**

Variable	$\Sigma$	$\Sigma^2$	N	df	$\Sigma XY$	r	Decision
Teacher Professional Development Programme (X)	9321	3519	377	375	3789	0.71	High Positive Correlation
Economic Recovery (Y)	9630	3915					

Source: *Researcher's Field Result, 2024*

Data on Table 1 reveal a correlation coefficient ( $r$ ) = 0.23. This value is high and positive, indicating that there is high and positive relationship between revitalization of teacher professional development programme and economic recovery. This implies that increase in revitalization of teacher professional development programme correlates with economic recovery in Bayelsa State.

**Research Question 2:** To what extent does revitalization of educational funding correlates with economic recovery in Bayelsa State?

**Table 2: Pearson Product Moment Correlation Analysis on the Relationship between Revitalization of Educational Funding and Economic Recovery in Bayelsa State**

Variable	$\Sigma$	$\Sigma^2$	N	df	$\Sigma XY$	r	Decision
Educational Funding (X)	9153	3134	377	375	2870	0.76	High Positive Correlation

Economic Recovery (Y)	9311	3412
--------------------------	------	------

Source: *Researcher's Field Result, 2024*

Data on Table 2 reveal a correlation coefficient of  $= 0.76$ . This value is high and positive, indicating that there is high and positive relationship between revitalization of educational funding and economic recovery. This implies that revitalization of educational funding correlates with economic recovery in Bayelsa State.

**Research Question 3:** To what extent does revitalization of e-technology correlates with economic recovery in Bayelsa State?

**Table 3: Pearson Product Moment Correlation Analysis on the Relationship between E-technology and Economic Recovery in Bayelsa State**

Variable	$\Sigma$	$\Sigma^2$	N	df	$\Sigma XY$	r	Decision
E-technology (X)	9362	2942	377	375	2997	0.82	High Positive Correlation
Economic Recovery (Y)	9525	3123					

Source: *Researcher's Field Result, 2024*

Data on Table 3 reveal a correlation coefficient ( $r$ )  $= 0.82$ . This value is high and positive, indicating that there is high and positive relationship between revitalization of e-technology and economic recovery. This implies that increase in revitalization of e-technology correlates with economic recovery in Bayelsa State.

### Test of Hypotheses

**Hypothesis 1 ( $H_{01}$ ):** There is no significant relationship between revitalization of teacher professional development programme and economic recovery in Bayelsa State.

**Table 4: Transformed r-ratio on the Relationship between Revitalization of Teacher Professional Development Programme and Economic Recovery in Bayelsa State**

Variable	$\Sigma$	$\Sigma^2$	N	df	$\Sigma XY$	r	z-ratio	z-crit.	Decision
Teacher Professional Development Programme (X)	9321	3519	377	375	3789	0.71	21.32	1.96	Significant (Reject $H_{01}$ )
Economic	9630	3915							

## Recovery (Y)

Source: *Researcher's Field Result, 2024*

From Table 4, z-ratio was computed and an index of 21.32 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 375, indicating that there is a significant relationship between revitalization of teacher professional development programme and economic recovery (calculated  $z = 21.32 < \text{critical } z = 1.96$  at  $p < 0.05$  and  $df = 375$ ). Therefore, the null hypothesis of no significant relationship between revitalization of teacher professional development programme and economic recovery is rejected. In other words, there is a significant relationship between revitalization of teacher professional development programme and economic recovery in Bayelsa State.

**Hypothesis 2 (H<sub>02</sub>):** There is no significant relationship between revitalization of educational funding and economic recovery in Bayelsa State.

**Table 5: Transformed r-ratio on the Relationship between Revitalization of Educational Funding and Economic Recovery in Bayelsa State**

Variable	$\Sigma$	$\Sigma^2$	N	Df	$\Sigma XY$	r	z-ratio	z-crit.	Decision
Educational Funding (X)	9153	3134	377	375	2870	0.76	19.21	1.96	Significant (Reject H <sub>02</sub> )
Economic Recovery (Y)	9311	3412							

Source: *Researcher's Field Result, 2024*

From Table 5 r-ratio was computed and an index of 19.21 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 375, indicating that there is a significant relationship between revitalization of educational funding and economic recovery (calculated  $z = 19.21 < \text{critical } z = 1.96$  at  $p < 0.05$  and  $df = 375$ ). Therefore, the null hypothesis of no significant relationship between revitalization of educational funding and economic recovery is rejected. In other words, there is a significant relationship between revitalization of educational funding and economic recovery in Bayelsa state.

**Hypothesis 3 (H<sub>03</sub>):** There is no significant relationship between revitalization of e-technology and economic recovery in Bayelsa State.

**Table 6: Transformed r-ratio on the Relationship between Revitalization of Teacher Professional Development Programme and Economic Recovery in Bayelsa State**

Variable	$\Sigma$	$\Sigma^2$	N	df	$\Sigma XY$	r	z-ratio	z-crit.	Decision
E-technology (X)	9362	2942							
			377	375	2997	0.82	27.01	1.96	Significant (Reject Ho <sub>3</sub> )
Economic Recovery (Y)	9525	3123							

Source: *Researcher's Field Result, 2024*

From Table 6, z-ratio was computed and an index of 27.01 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 375, indicating that there is a significant relationship between revitalization of e-technology and economic recovery (calculated  $z = 27.01 < \text{critical } z = 1.96$  at  $p < 0.05$  and  $df = 375$ ). Therefore, the null hypothesis of no significant relationship between revitalization of e-technology and economic recovery is rejected. In other words, there is a significant relationship between revitalization of e-technology and economic recovery in Bayelsa State.

### Discussion of Findings

The first finding of the study revealed that there is high and positive relationship between revitalization of teacher professional development programme and economic recovery in Bayelsa State. Also, a corresponding hypothesis established that there is a significant relationship between revitalization of teacher professional development programme and economic recovery in Bayelsa State. These findings agreed with Hervie and Winful (2018) who noted that training and development of a teacher as a catalyst which provokes a significant change because the teacher redefines roles, broadens vision and enhances the economic recovery of the country. Ayeni (2021) asserted that teachers are responsible for the translation and implementation of educational policies which help to propel economic recovery through the development of manpower (students) who will take up such responsibility. According to the scholar, teachers who are deficient in professional practice are not likely to help the students meet the challenges of learning in order to mind vital sectors of the economy. The importance of training and retraining for career enhancement and capacity of teachers for improvement in teaching and learning processes geared towards equipping students who will become captains of industries to help facilitate economic recovery in a challenging economic situation.

The second finding of the study revealed that there is high and positive relationship between revitalization of educational funding and economic recovery in Bayelsa State. Similarly, a corresponding hypothesis established that there is a significant relationship between revitalization of educational funding and economic recovery in Bayelsa State. These findings corroborated Obi (2013) who said that without adequate financial resource, standards of education at any level shall be tantamount to a mirage that is, building castles in the air. Money is important in a school because it is used to provide all the physical, material and human resources in schools, maintain them and keep the services going. The importance of financial resources in educational development is enormous. No organization can carry out its function effectively without adequate financial resources at its disposal. Barrett (2022) asserted that adequate financial support is crucial as money must be made available for provision of meaningful leadership for improving educational administration, procurement of facilities, and payment of teaching and non-teaching personnel as well as making the educational system more responsive to provide solution to economic challenges.

The third finding showed that there is high and positive relationship between revitalization of e-technology and economic recovery in Bayelsa State. Also, a corresponding hypothesis established that there is a significant relationship between revitalization of e-technology and economic recovery in Bayelsa State. These findings are in line with Ogechukwu and Osuagwu (2018) who opined that e-technology is the same as information and communication technology which is electronic means of capturing, processing, storing and disseminating information relevant to educational activities and manpower development for achievement of economic recovery in a challenging economic state. Sesan (2021) observed that for any nation to recover from its economic downturn in order to attain economic growth, such nation's educational system must rely on e-technology, which is the direction the world is moving towards to. According to the scholar, e-technology is the convergence of microelectronics, computing and telecommunications which has become a global phenomenon of great importance and concern in all spheres such as labour, productivity, trade, commerce and others.

### **Conclusion**

Based on the findings of the study, it is deduced that there is high and positive significant relationship between revitalization of teacher professional development programme, educational funding, e-technology and economic recovery in Bayelsa State.

## Recommendations

The following are recommended based on the findings and conclusion of this study:

1. The government and administrators should continue to synergize to fully implement teacher professional development programmes at the secondary school to ensure quality output of students who can resuscitate the economy and drive it towards economic prosperity.
2. Government should increase educational funding to 26% as recommended by UNESCO as funding benchmark, as this will help to meet the needs of schools to turn out graduates that could help to savage a nose-diving economy.
3. The government and school personnel should not see the adoption of e-technology in school as a silver bullet, rather it should be promoted and seen as a means for schools to advance in producing competent manpower that pull out the economy from any economic crisis or quagmire in Bayelsa State.

## References

- Aguba, C. R. (2021). *Managing innovative education for the attainment of sustainable development goals: Nigeria in focus*. A Lead Paper Presented at the 6th Annual Conference of the Nigerian Association for Educational Administration and Planning (NAEAP), University of Port Harcourt Chapter at Ebitimi Banigo Hall, UNIPORT, Rivers State, on Tuesday, May 18, 2021.
- Ayeni, A. J. (2021) Teachers' professional development and quality assurance. *Journal of Education and Leadership Development* 1 (2), 143-149.
- Barrett, S. A. (2022). *Tips on effective mentoring*. <http://inservice.ascd.org/ten-tips-on-how-to-effectively-mentor-new-teachers>.
- Estevez, E. (2024). *Economic recovery: Definition, process, signs, and indicators*. [www.investopedia.com/terms/e/economicrecovery](http://www.investopedia.com/terms/e/economicrecovery)
- Ezekiel, R. P. (2021). *Educational services revitalization, a correlate for quality secondary education in Rivers State*. Unpublished Ph.D. Thesis, Submitted to the Department of Educational Management, University of Port Harcourt, Nigeria.
- Hervie, D. M, Winful, E.C. (2018). Enhancing Teachers' Performance through training and development in Ghana Education Service (A Case Study of Ebenezer, Senior High School). *Journal of Human Resources Management* 6(1): 1-8.
- Kpee, G. G. (2015). *Research methods in education. A made easy approach*. Uzopietro Publishers.
- Nwakpa, P. (2015). Monitoring and evaluation as indices of quality control assurance in secondary Education in Nigeria. *International Journal of Research Development*; 9 (1)8(2)45-59.

- Nyong, N. A. (2015). *Teacher development programme (TDP) for effective secondary school management in Akwa Ibom State*. Unpublished thesis, University of Port Harcourt, Rivers State.
- Obi, E. (2013). *Educational planning in contemporary Nigeria*. Computer Edge Publishers.
- Oluwuo, S. O. (2021). *Management of innovation education for the attainment of sustainable development goals*. A Keynote Address Presented at the Conference Organized by University of Port Harcourt Chapter of Nigerian Association for Educational Administration and Planning (NAEAP) Held at Ebitimi Banilgo Hall Abuja Unipark, University of Port Harcourt from Monday 17th to Thursday 20th May, 2021.
- Sesan, O. O. (2021). *Information and Communication Technology: Development Opportunities and the Role of Youth*. This Day Newspaper, 7, 22, 25, July 5.
- Tingum, J. (2020). *The advantages of mentoring in the workplace*. <http://www.mentorset.org.uk/pages/mentoring.htm>.
- Velasquez, V. (2024). *Economic recovery*. <https://economicrecovery>
- Wali, H. S. (2021) *Information Technology and the Development of Northern States, Problems, Prospects and Plan for Action*. A Paper Delivered on 24th April 2021.