



Staff Conduct in Relation to their Colleagues and Management Role Performance in Federal Universities in North-East Zone, Nigeria: Implication on Guidance and Counseling

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ABSTRACT

This study investigates the relationship between staff conduct in relation to their colleagues and management role performance in federal universities in the North-East Zone of Nigeria. Specifically, it aims to assess the level of staff conduct towards colleagues and the effectiveness of management in fulfilling their roles. The study adopted correlational research design. The population of the study comprises of academic and non-academic staff of the federal universities in the Northeast Zone Nigeria. Data were collected through questionnaire and analysed using mean and Pearson Product Moment Correlation Coefficient (PPMC) and the study found a high level of staff conduct in relation to their colleagues, as well as high level of management role performance. A significant relationship was established between staff conduct and management role performance, indicating that positive staff relationships can contribute to effective management. The findings of this study have implications for guidance and counseling services in federal universities. By fostering a positive and supportive work environment, guidance counselors can contribute to improved staff morale, reduced conflicts, and enhanced institutional effectiveness. Recommendations include implementing strategies to sustain positive staff relationships, providing training for management to update their leadership skills, and offering guidance and counseling services to address workplace challenges for sustainable staff interpersonal relationship and management effectiveness.

Keywords: Staff Conduct, Management Role Performance, Guidance and counseling implications, Universities,

Introduction

Every formal organization is made up of network of personal and social relationships with well defined authority structure, explicit rules necessary to regulate members' conduct for common goal achievement. Staff conduct according to Ayeni (2018) refers to the way a person acts, particularly in formal organizations. It is defined by comportment, demeanor, and the way an employee plans and executes a certain task. Amadi and Amadi (2020) are also of the view that the term 'conduct' refers to the manner in which a person behaves, especially in a particular place or situation. It is characterized by performance, comportment, demeanor and deportment. It also refers to how you organize and perform a particular activity. Although this definition is applied to an individual, an organization also has a conduct and code of ethics. For example, conduct could also mean the manner in which an organization or activity is managed or directed. In this case, the way a teacher manages her/his student is determined by the behaviour that is displayed in carrying out a responsibility. It is in fact a necessary criterion for promotion in an organization or institution. Staff conduct as they relate with colleagues are extremely imperative because it contribute to a more positive school climate.

To build trust and respect with colleagues, Barile (2023a) opined that, it's crucial to maintain professional conduct, avoid gossip, listen attentively, ask questions, support colleagues, offer help, respect boundaries, be real, celebrate, and branch out. New staff should be cautious and attentive, while veteran teachers can help acclimate to the building's culture. Supporting colleagues through initiatives, committee work, and surveys can show care and commitment. Reverse mentoring can be a powerful tool for sharing expertise. Being authentic and honest in interactions can foster genuine relationships. Participating in cultural events and school-related outings can also help build memories.

Staff Relationship with colleagues in Nigerian Universities by Bolatito and Manga (2022); TRCN (2013) who opined that staff should respect their senior and junior colleagues, foster a symbiotic relationship, and demonstrate self-respect and responsibility. Junior teachers should respect their seniors and learn from them. Staff should cooperate to achieve professional goals, maintain integrity, and respect others. Discrimination should be avoided, and derogatory remarks should not be made. Staff should avoid using unethical means to gain advantage or misinformation. Teamwork should be encouraged, and plagiarism should be avoided.

Role Performance of Management has been perceived by scholars differently. Management here represent individuals who take on the responsibilities of planning, organizing, coordinating and stimulating people in the organization to effectively use available resources to achieve set goals. There is no single generally acceptable definition among scholars but attempt has been made by different authors to define the term Management Role Performance. Mukhtar, Hidayat and Habibi (2020) are of the view that ManagementRole Performance entails lay down procedures for achieving institutional or organisational predetermined goals. Manga and Ogundele (2019) posited that Management Role Performance entails effective policy making, planning, organizing, staffing, supervising, delegating, directing, coordinating, reporting and budgeting. Bolatito (2020) advanced that Management Role Performance entails effective delegation of authority; effective communication; cordial human relation; effective supervision and interpersonal orientation. According to United Nations Educational, Scientific and Cultural Organisation [UNESCO], (2005:2; cited in Manga, 2011, p. 217) "Management Role Performance helps to ensure school effectiveness which connotes efficiency, quality, development and professionalism among others". Therefore, ManagementRole Performance in tertiary educational institutions in Nigeria means the

various functions being performed by the management of any institution geared towards achievement of its predetermined goals.

This study is principally anchored on the human relation theory, as it emphasizes the importance of human relationships in achieving the goals of federal universities in the Northeast, Nigeria. Chester Barnard's human relation theory, introduced in 1938, emphasizes cooperation, communication, and worker satisfaction as crucial for organizational success. The theory posits that workers are complex human beings with social and emotional needs, and that respect, dignity, and a supportive community boost motivation and productivity. According to Omodan, Tsotetsi, and Dube (2020), organizations are social systems influenced by the behavior of others, and people are motivated by both economic and social needs. Communication is critical for organizational success, as managers must successfully communicate with their staff to motivate cooperation and achieve common goals. Acceptance is the foundation of authority, and informal groups can impact employee behaviour.

Barnard's theory is based on several principles, including cooperation, building trust and understanding among managers through good communication, and creating a positive work environment where employees feel valued and respected. These principles are essential for managing staff conduct in federal universities, as they ensure efficient and effective collaboration and Role Performance of Management.

The study reviewed some related empirical studies on staff conducts and role performance of management in educational institutions as follows: Ahmad (2021) determined the degree to which the professors at Tafila Technical University (TTU) comply with the provisions of the Code of Ethics and Professional Conduct from the point of view of ethics students at the university and found that the code of conduct and ethics, in terms of professors' dealing with colleagues, was high. Wainaina et al. (2015) evaluated academic staff conduct in Kenyan public universities, identifying both positive and negative behaviors. Adekunle (2020) and Nath et al. (2020) examined the relationship of academic staff ethical orientation, cultural orientation, teacher conduct, and students' academic performance in Nigerian universities. They found significant correlations between these factors, emphasizing the importance of addressing them to improve professional conduct. Namagembe and Ntayi (2012) studied individual ethical orientations, ethical sensitivity, and professional behavior of academic staff in Ugandan universities. They found that these factors significantly influenced professional conduct, highlighting the need for institutions to address them. Khandelwal and Nair (2022) found a positive relationship between organizational citizenship behavior (OCB) and organizational effectiveness (OE) in Indian universities, with state universities demonstrating higher variance in OE. Abdullahi and Salihu (2020) explored the relationship between school management-teacher relations and teacher job performance in Nigerian secondary schools. Yustantina (2016) and Dalkiran and Şirin (2017) studied managerial effectiveness in educational institutions, finding positive effects of organizational culture, entrepreneurial personality, and trust. Olorunsola and Belo (2018) revealed that a significant relationship exists between administrative challenges and principals' managerial effectiveness; Nishu (2021) also found that faculty's perceptions of distributive justice and interactional justice have a significant positive influence on managerial effectiveness.

Statement of the Problem

Federal universities in Nigeria are crucial for shaping the nation's intellectual and economic background. However, their effectiveness is often influenced by staff conduct and management role performance. Positive staff conduct and effective management are essential for creating a conducive learning environment, fostering research excellence, rendering community services and

achieving institutional goals. Challenges confronting federal universities in the North-East Zone of Nigeria as reported by other researchers include interpersonal conflicts, poor management practices, and limited guidance and counseling services as observed by the researchers.

Despite these issues, there is seemingly lack of comprehensive research on the relationship between staff conduct, management role performance, and the effectiveness of guidance and counseling services in these institutions. It is on this premise that this study aims to investigate the relationship between staff conduct and role performance of management in federal universities in the Northeast, Nigeria. By addressing these research gaps and providing valuable insights, this study can contribute to the improvement of federal universities in the North-East Zone of Nigeria and enhance their ability to meet the educational needs of the region. The findings of this study can inform the development of policies and strategies to improve staff conduct, management practices, and guidance and counseling services in federal universities.

Objectives of the Study

The main objective of the study is to investigate the relationship between staff conduct in relation to their colleagues and management role performance in federal universities in the Northeast Zone, Nigeria. Other objectives of the study were to find out the:

1. Level of staff conduct in relation to their colleagues in federal universities in North-East Zone, Nigeria;
2. Level of management role performance in federal universities in North-East Zone, Nigeria.
3. Relationship between staff conduct in relation to their colleagues and management role performance in federal universities in North-East Zone, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the level of staff conduct in relation to their colleagues in federal universities in North-East Zone, Nigeria?
2. What is the level of management role performance in federal universities in North-East Zone, Nigeria?

Research Hypothesis

The following null hypothesis was tested to ascertain the relationship between staff conducts and management role performance in federal universities in north-east zone, Nigeria.

H₀: There is no significant relationship between staff conduct in relation to their colleagues and management role performance in federal universities in North-East Zone, Nigeria.

METHODOLOGY

This section outlines the research design, population of the study, sample and sampling techniques, instrumentation, validity of instrument, reliability of instrument, methods of data collection and methods of data analysis.

Research Design

This study adopted correlational research design (an explanatory type). This type of research design explains simple relationship between two or more variables.

This research design is suitable for the study because the study aimed to ascertain the relationship between Staff Conducts and Role Performance of Management in Federal Universities in North-east, Nigeria.

Population of the Study

The population included management staff, academic and non-academic staff from faculties of education and law. The staff included both experienced and inexperienced staff, with various qualifications ranging from SSCE to Ph.D. This is illustrated on Table 1.

Table 1: Population of the Study

S/N	Universities	Management Staff	Academic Staff	Non-Academic Staff	Total
1.	University of Maiduguri, Borno State	22	192	58	272
2.	Abubakar TafawaBalewa, University, Bauchi, Bauchi State	18	107	30	155
3.	ModibboAdama University of Technology, Yola, Adamawa State	18	94	16	128
4.	Federal University Wukari, Taraba State	21	53	40	114
	Total	79	446	144	669

Source: From various institutions on Table 1, (2023).

The total population of the study comprised of 669 staff which is made up of 79 management staff, 446 academic staff and 144 non-academic staff.

Sample and Sampling Techniques

The researcher selected four Northeast Zone states in Nigeria and selected one federal university from each state based on historical reasons. The Northeast states were categorized into old Borno State, old Bauchi State, and old Gongola State. A total of 669 participants were chosen, including management staff, academic and nonacademic staff of faculties of education and law. A sample size of 234 was drawn from the population using Research Advisor (2006). Therefore, the sample size used for the study for the study is 234 which comprises of 27 management staff, 156 academic staff and 51 non-academic staff.

The staff were stratified as management staff, academic, and nonacademic staff, and proportionate sampling was used to determine the sample size. The researchers purposively selected federal universities in the Northeast Zone, Nigeria. Random sampling was used to select participants within each institution, ensuring equal opportunity for all subjects to be included in the sample, enabling the generalization of the findings without bias.

Instrumentation

The study used two questionnaires to collect data on staff conduct in federal universities in Northeast, Nigeria. The first was the Staff Conduct Questionnaire (SCQ), which was structured into four sections and consisted of 28 items. The SCQ was structured on a 5-point Likert's scale model, ranging from 1 point to 5 points. The mean score of 3.00 points or above was used as a cut-off for satisfactory staff conduct, while below 3.00 points was considered unsatisfactory. The second questionnaire, the Role Performance of Management Questionnaire (RPMQ), was adapted from Ajewole's (2017) questionnaire and consisted of 16 items. The researchers modified the RPMQ to 14 items and restructured the statement of the items to suit this study. The mean score

of 3.00 points or above on the scale was used as a cut-off for effective role performance of management. The study used the questionnaire to cover a large sample size, allowing for generalization of the findings. Both questionnaires were used to assess the performance of staff in federal universities in Northeast, Nigeria.

Validity of the Instruments

The researcher developed the Staff Conduct Questionnaire (SCQ) and adapted the Role Performance of Management Questionnaire (RPMQ) to assess staff conduct and Role Performance of Management in federal universities in North East, Nigeria. The SCQ, consisting of 28 items, was validated by experts in educational management. The SCQ was used to collect data on staff conduct in federal universities in Northeast, Nigeria. The RPMQ, adapted from Ajewole (2017), consists of 16 items and was modified to 14 items. The researcher restructured the statement of the items adapted from Ajewole to suit his study. The RPMQ was structured on a 5–point Likert’s scale model, ranging from 1 point to 5 points. The mean score of 3.00 points and above on the scale was used as the cut-off for satisfactory staff conduct, while below 3.00 points was considered ineffective. The content validity of the adapted questionnaire was determined by revalidating the instrument by experts in educational management.

Reliability of the Instruments

The Staff Conduct Questionnaire (SCQ) and the Role Performance of Management Questionnaire (RPMQ) were tested for reliability in a tertiary educational institution in Yobe State. The SCQ's reliability was confirmed through a test-retest, with a 0.82 correlation coefficient obtained. The RPMQ, adapted from Ajewole's (2017), had a 0.84 reliability. The researcher conducted a pilot test with the RPMQ and obtained a 0.79 correlation coefficient, using Pearson Product Moment Correlation Coefficient confirmed the RPMQ's suitability.

Method of Data Collection

The researchers used a questionnaire to collect data. The researchers trained four research assistants on the study's objectives, protocols, and ethical issues. This helped them understand and respond effectively to the questionnaire. The questionnaires were distributed to staff of various federal universities in Northeast Nigeria, with 234 copies distributed based on sample size.

Methods Data Analysis

This study used descriptive and inferential statistics to analyze data on staff conduct, and role performance in federal universities in North East, Nigeria. The researchers used percentage and mean analysis via SPSS software, and hypothesis was tested using Pearson Product Moment Correlation (PPMC) to correlate these variables.

RESULTS

Research Question One

What is the level of staff conduct as they relate with their colleagues in federal universities in North-East Zone, Nigeria? Table 2 gives the details as follows:

Table 2: Level of staff Conduct as they relate with their Colleagues in Federal Universities in North -East Zone, Nigeria

Staff Conduct in Relation to their Colleagues and Management Role Performance...

S/N	Items Statement	Rate	\bar{X}	Extent	Decision
1	Staff are willing to help co-workers who have work-related problem	72%	3.60	HS	Satisfactory
2	Staff encourage colleagues when they are down in the spirit of comradeship	71%	3.53	HS	Satisfactory
3	Staff in this school are good team workers	67%	3.34	S	Satisfactory
4	Staff resolve conflict and dispute among themselves amicably	69%	3.43	S	Satisfactory
5	Staff support colleagues in the time of happiness such as wedding, naming ceremony, and promotion.	78%	3.88	HS	Satisfactory
6	Staff support colleagues in times of sickness, loss of properties and death.	71%	3.53	HS	Satisfactory
7	Staff relate with colleagues without any tribal and religious discrimination	66%	3.32	S	Satisfactory
Grand Mean(\bar{x})		71%	3.52	HS	Satisfactory

Source: Field Survey, (2023).

n=231

Analysis of data in Table 2 shows that grand mean rating of staff conduct as they relate with their colleagues was 71% with a mean score of 3.52, indicating high level of cordiality of staff relationship with colleagues in federal universities in North-East Zone, Nigeria.

Research Question Two

What is the level of Management role performance in federal universities in North-East Zone, Nigeria? Table 3 gives the details as follows:

Table 3: Management Role Performance in Federal Universities in North-East, Nigeria

S/N	Items Statement	Rate	\bar{X}	Level	Decision
1	Issues of tortious liabilities are adequately and clearly spelt out and documented in staff and students handbooks	51%	2.56	I	Ineffective
2	Legal experts are involved in drafting and reviewing school handbooks to ensure that tortious liabilities are adequately captured	75%	3.74	HE	Effective
3	Enlightenment programmes such as workshop and seminars are organized to create awareness on matters of tortious liabilities in schools	66%	3.30	E	Effective
4	School administration created an open door leadership climate which allows staff and students to freely report cases of tortious liabilities they are subjected to	66%	3.31	E	Effective
5	School administrators have appointed a standing disciplinary committee to promptly investigate cases of tortious liabilities and make recommendations	75%	3.74	HE	Effective

6	Legal experts are appointed as members of the disciplinary committee to ensure legality is adhered to in tortious liabilities decisions	77%	3.84	HE	Effective
7	Recommendations and decisions of the disciplinary committee on tortious liability cases are promptly implemented or executed	71%	3.55	HE	Effective
8	Staff who are convicted of tortious liabilities are promptly punished without fear or favour	62%	3.09	E	Effective
9	School employs multimedia approach in awareness creation on tortious liabilities	47%	2.35	I	Ineffective
10	School administrator championed multi-ministerial approach to curriculum change to accommodate tortious liabilities in teacher education programmes	50%	2.49	I	Ineffective
11	Staff satisfactorily relate with students	79%	3.94	HE	Effective
12	Staff satisfactorily relate with school management	81%	4.06	HE	Effective
13	Staff satisfactorily relate with colleagues	72%	3.58	HE	Effective
14	Staff satisfactorily relate with the community	77%	3.85	HE	Effective
Grand Mean(\bar{x})		68%	3.38	E	Effective

Source: Field Survey, (2023).

n=231

Analysis of data in Table 3 reveals that grand mean rating of level of role performance of management was 68% with a mean score of 3.38, indicating effective role performance of management of federal universities in North-East Zone, Nigeria.

Hypothesis One (H₀₁)

There is no significant relationship between staff conduct as they relate with colleagues and management role performance in federal universities in North-East Zone, Nigeria. This hypothesis was tested at 0.05 level of significance. Table 4 gives the details as follows:

Table 4: Relationship between Staff Conduct as they relate with Colleagues and Management Role Performance in Federal Universities in Northeast Zone, Nigeria

Variables	N	Mean	SD	Df	r-Cal	P-value	Decision
Staff conduct as they Relate with Colleagues	231	3.5201	.8398	229	0.419	0.000	Rejected
Management Role Performance	231	3.3850	.5456				

Source: Field Survey, (2023).

Table 4 reveals the number of participants (n) = 231, and a correlation value (r) = 0.419 and P-value of 0.000. Testing the hypothesis at alpha level = 0.05 the p value is less than the alpha value, 0.000 < 0.05. Hence, the null hypothesis is rejected. This indicates that there is a positive relationship between staff conduct as they relate to colleagues and role performance of

management. This means that staff cordial relationship with colleagues is significantly related to role performance of management in federal universities in North-East Zone, Nigeria. By implication, it means satisfactory staff cordial relationship with colleagues which tend to enhance role performance of management in federal universities in North-East Zone, Nigeria.

Findings

The study revealed the following findings:

1. There was high level of staff conduct in relation to their colleagues in federal universities in North-East Zone, Nigeria.
2. There was effective management role performance of federal universities in North-East Zone, Nigeria.
3. Staff conduct in relation to their colleagues is significantly and positively related to management role performance in federal universities in North-East Zone of Nigeria (P. value of $0.00 < 0.05$).

Discussion on findings

The first finding showed that there is a satisfactorily high level of staff conduct as they relate with their colleagues in federal universities in North-East Zone of Nigeria. In agreement with this finding is the finding of Ahmad (2021), who found that the code of conduct and ethics, in terms of professors' dealing with colleagues, was high. On the other hand, Wainaina, Mwisukha, and Rintaugu (2015) found that the academic staff exhibited fairly morally acceptable conduct on some behavioral characteristics but not on others. However, item 7 on Table 2 shows that staff relates to colleagues without any tribal or religious discrimination, which was rated moderate and the lowest on the table. The second finding revealed that there was high level of role performance of management in the federal universities in the Northeast, Nigeria. This finding is in line with that of Nishu (2021).

The third finding of the study indicates that staff conduct is significantly and positively related to management role performance in federal universities in North-East Zone of Nigeria. This study is in concord with Olorunsola and Belo (2018), who revealed that a significant relationship exists between administrative challenges and principals' managerial effectiveness; Nishu (2021) also found that faculty's perceptions of distributive justice and interactional justice have a significant positive influence on managerial effectiveness. This implies that satisfactorily high levels of staff conduct as they relate to colleagues result in management role performance in federal universities in northeast zone of Nigeria.

Conclusion

This study investigated the relationship between staff conduct and management role performance in federal universities in the North-East Zone of Nigeria. The findings revealed a high level of cordiality among staff. A significant relationship was established between positive staff conduct and effective management. Further research can be conducted to explore the specific factors that contribute to positive staff conduct and effective management in federal universities in the North-East Zone of Nigeria.

Recommendations

Based on the study's findings, the following recommendations are offered:

1. In order to sustain the high level of staff conduct found in the study area, the school management needs to promote positive staff relationships by implementing strategies to foster a supportive and collaborative work environment, such as team-building activities, conflict resolution training, and open communication channels in collaboration with guidance and counseling units of the universities.
2. Also, in order to sustain the high level management role performance in federal universities in the North-East Zone of Nigeria and also to enhance management effectiveness, the school management needs to provide training and development programmes for management staff to update their leadership skills, communication, and decision-making.
3. In order to address staff needs and promote a positive work environment, it is necessary for universities to encourage offering of guidance and counseling services to address workplace challenges for sustainable staff interpersonal relationship and management effectiveness. This will help to foster a culture of ongoing evaluation and improvement in staff conduct and management practices.

Implications of Staff Conduct and Management Role Performance on Guidance and Counseling in Federal Universities

The research of staff conduct and management role performance in federal universities in Nigeria's North-East Zone emphasizes the significance of a pleasant work environment by fostering positive connections through dispute resolution, mediation, and interpersonal communication seminars which is a key role of guidance and counseling unit of the universities. They can also address undesirable habits by offering assistance to people involved in disagreements or disputes. Guidance counselors can also provide training and development programmes on areas such as leadership, conflict resolution, and stress management to assist management in developing the skills required to be great leaders.

A healthy work environment can help minimize employee stress and burnout while also promoting work-life balance by assisting employees in developing work-life balance management methods. Furthermore, a healthy work environment can boost employee morale and productivity by encouraging positive connections and addressing workplace difficulties. Furthermore, guidance counselors can help institutions achieve their goals by resolving any obstacles that occur. Finally, the study emphasizes the importance of guidance and counseling services in creating a pleasant work environment, supporting effective management, boosting employee well-being, and improving institutional effectiveness in federal universities.

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