



CONTINUOUS ASSESSMENT AS CORRELATE OF STUDENTS' ACADEMIC ACHIEVEMENT IN CIVIC EDUCATION IN WAEC EXAMINATION IN SECONDARY SCHOOLS IN NNEWI EDUCATION ZONE OF ANAMBRA STATE, NIGERIA

Dr. Ofozoba, Chinonso Anthony

Department of Arts and Social Science Education,
Chukwuemeka Odumegwu Ojukwu University
ofozobachinonso@gmail.com; ca.ofozoba@coou.edu.ng

ABSTRACT

The study determined the correlation between secondary school students' academic achievement in Civic Education in WAEC Examination in Nnewi Education Zone of Anambra State, Nigeria. The research is guided by one research question and one hypothesis. The researcher employed the correlation research design. The population of the study consisted of 2,927 senior secondary two (SS 2) students from all the 49 public secondary schools in the zone. The sample size comprised 400 SS2 students. Multi-stage sampling procedure was used to draw 16 public schools from the zone. The instrument for data collection is Civic Education Continuous Assessment Results (CECAR). The SS2 students' first term results in Civic Education for 2023/2024 session represent their achievement scores in Civic Education. The instrument was validated by three experts from Science Education Department and Educational Measurement and Evaluation Unit of Educational Foundations, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbaram. The reliability of CECAR was determined using Cronbach alpha, with coefficient of 0.84 indicating satisfactory internal consistency. The collected data were analyzed using Ordinary Least Square regression analysis in the Statistical Package for Social Sciences (SPSS) version 26. Simple and multiple regression analyses were employed for analyses of result collected. Findings of the study revealed among others that continuous assessment significantly correlate with secondary school students' academic achievement in Civic Education. Based on the findings, it was recommended among others that group guidance should be organized in schools by professional counsellors in order to create awareness on how students can develop effective study habits which can lead to good academic achievement in Civic Education.

Keywords: Continuous Assessment; Students' Academic Achievement; Civic Education; WAEC Examination.

Introduction

Academic achievement refers to a successful accomplishment or Performance in particular subject area. Nwakoby and Iloka (2025) and Enwezor and Obi (2022) noted that it is indicated by grades, marks and scores of descriptive commentaries. Musek (2011) stated that there are two broad groups of definitions of academic achievement. The first one could be considered more objective, because it refers to numerical scores of students' knowledge, which measure the degree of a student's adaptation to schoolwork and to the educational system (Ezeaku 2019; Okaforcha & Okeke, 2019; Okeke, Okaforcha & Ekwesianya, 2019). The second group is a more subjective



one, as its determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself (Anushiem, 2023; Iloka & Nwakoby, 2025; Ojimba, 2020). Students' academic achievement refers to how the students deal with or accomplish different tasks given to them by their teachers (Enwezor, 2021; Kayode and Ayodele, 2015; Okeke 2022; Okeke & Okaforcha, 2025). On the other hand, Subramanian (2016), saw academic achievement as excellence in all academic disciplines in the class as well as co-curricular activities. To him academic achievement includes excellence in sporting, behaviour, confidence communication skill, punctuality, assertiveness art, culture and the like (Okeke, Okaforcha & Ekwesianya, 2019; Onyekwelu, 2024; Osegbue, 2019). Academic achievement, according to Okoye (2021) is generally concerned with students' performance in academic areas like reading or language, history, art, science and mathematics. In this study, the focus is on Civic Education.

Civic education is one of the compulsory subjects that students must pass at the completion of the program in school. According to Okoro (2010), Civic education is aimed at inculcating and development of national and social values in the citizen. It is the study of citizen's rights and duties (Anthony, 2019). Anushiem and Anushiem (2023) noted that it is also concerned with how government works in a society.

Continuous Assessment (CA) Scores in Civic Education in Civic Education play a significant role in improving Continuous assessment scores students' performance (Ekwesianya, 2022; Enwezor & Chukwunonye, 2021; Okaforcha and Okeke, 2020). Udo (2011) revealed that students CA scores are of two dimensions either positive or negative, that CA scores on a high-grade influence students' performance in both internal and external examinations positively.

Gani and Attah (2013) who submitted that teachers do not adhere to the qualities of school-based assessment (SBA) and hence making it not to be comparable to external examinations. Teachers use SBA in preparing students for external examinations (Adinna & Onyekwelu, 2021; Ethelmary, Nwankwo & Aroh, 2019; Nwabachili, Iloka and Ucheagwu-Okoye, 2022). If the mean performance in the external examinations and that of SBA is all above the bench mark, it means teachers in Makurdi Local Government are using SBA properly in monitoring teaching and learning (Gani and Attah 2013). However, the study found that, even though, the students performed well in all the examinations, there was a consistent higher variability of scores in the SBA than in the certificate examinations. This tends to be in agreement with Monday, Ikiroma and Nwogwugwu (2014) who said, the class teachers are in the best position to tell the extent to which the students have mastered the content. This could also be explained on the fact that, scores in the external examinations were midpoints of the ranges of grades obtained by the sampled students. This might account for the low variation in the spread of the scores (Abonyi, 2022; Ekwesianya, 2025; Okaforcha, 2021).

The studies of Nwogwugwu (2014) and Okoye and Ezeaku, (2025) revealed that, the performance of student in Civic Education in Makurdi LGA of Benue State in SBA, WASSCE and WAEC SSCE was also good since it was above the bench mark of 45.0. This was also evident in the cluster



mean of 51.39 which was above the bench mark. The performance in Civic Education by the students in Makurdi LGA in the three Examinations was again above the bench mark of 45.0. This showed the students performed well in SBA, WASSCE and WAEC SSCE. This was in disagreement with the submission of Ukuije (2011), Izuchukwu, Ugwaka, Arazu and Ezechi (2023) and Ekwesianya, Okaforcha and Okeke (2020) that teacher-made test items are substandard. The students are prepared for WASSCE and WAEC SSCE using SBA. If the teacher-made items were below standard as submitted, it would have affected the performance of the students negatively. The study found out that, there was a statistically significant difference in the mean scores of the students in English Language, Mathematics and Civic Education in the three examinations (WASSCE, WAEC SSCE and SBA) in Makurdi Local Government Area of Benue State. Civic Education is a subject under the social sciences (Ezeaku & Okoye, 2025; Ezeaku & Okoye, 2025; Ezeamama & Ofozoba, 2023). It is the study of the rights and duties of citizens, its citizens concerning the government and the civic environment. It is also a study of the ways the government works in a society.

Statement of problem

Poor achievements of students in both their internal and external examinations, pose a serious problem to education stakeholders and of course the parents. This then implies that students may have to pay for another examination, get involved in vices such as hooliganism, stealing and thuggery, which may be borne out of frustration due to failure. Scholars have identified factors such as lack of support and active participation of the parents in the education of the learners, poor management of school resources for effective teaching and learning, and lack of physical facilities (Mhiliwa, 2015). Based on this, the study examined the correlation between Continuous Assessments and Student's Academic Achievement in Civic Education in West Africa Examination Council Examination in Nnewi Education Zone.

Research Question: What is the correlation between students' continuous assessment scores and WAEC examination scores in Civic Education in public secondary schools Nnewi Education Zone?

Hypothesis: There is no significant correlation between students' continuous assessment scores and WAEC examination scores in Civic Educations in Nnewi Education Zone.

Research Method

The study employed a correlation research design. The population of the study consisted of 2,927 senior secondary two (SS 2) students from all the 49 public secondary schools in the zone. The sample size comprised 400 SS2 students. Multi-stage sampling procedure was used to draw 16 public schools from the zone. The instrument for data collection is Civic Education Continuous Assessment Results (CECAR). The SS2 students' first term results in Civic Education for 2023/2024 session represent their achievement scores in Civic Education. The instrument was validated by three experts from Science Education Department and Educational Measurement and Evaluation Unit of Educational Foundations, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam. The reliability of CECAR was determined using Cronbach alpha, with coefficient of 0.84 indicating satisfactory internal consistency. The collected



data were analyzed using Ordinary Least Square regression analysis in the Statistical Package for Social Sciences (SPSS) version 26. Simple and multiple regression analyses were employed for analyses of result collected. Decision rule for the research question is that Adjusted R^2 was used to evaluate the strength of correlation and the contribution of the joint variables to students' academic achievement. To determine the significance of the correlation in hypotheses testing, the decision rule was that: the calculated ANOVA p-value was compared with the stipulated level of significance (0.05) and the decision rule taken as follows: If the $p\text{-value} \leq 0.05$, reject H_0 , If the $p\text{-value} \geq 0.05$, do not reject H_0

Presentation of Results

Table 1: Correlation between students' continuous assessment scores and WAEC examination scores in Civic Education

Continuous Assessment Scores		Achievement in Civic Education
CA Scores	1.0000 (353)	.726 (353)
Students' WAEC Score in Civic	.726 (353)	1.0000 (353)

Source: Researcher's Field Work 2024 $r = 0.726$ $r^2 = 0.526$

Data in Table 1 indicate a correlation coefficient (r) of 0.726 which is within the range of high correlation. This signifies that there is a high correlation between student's continuous assessment scores and students' academic achievement in WAEC Civic Education in public secondary schools in Nnewi Education Zone. Nevertheless, the coefficient of determination (r^2) is 0.526 which when converted to percentage 0.53%. This value explains the variation in academic achievement of students in Civic Education as shown by secondary school WAEC official Record of students' performance.

Table 2: Significance of Correlation between students' continuous assessment scores and WAEC examination scores in Civic Educations

Computed r (r)	r:Squared (r^2)	Adjusted r-Square	Standard error	Beta	t-cal	P- Value	Dec.
.726	.527	.526	3.43314	.726	13.77	.0000	Sig.

Source: Researcher's Field Work 2024

From Table 2, r represents the coefficient of correlation which is established on correlation between the two variables. The coefficient of determination (r^2) for computed r value is 0.726. This value indicates that students' continuous assessment influences their academic achievement in Civic Education in WAEC. On the test of significance of the hypothesis as indicated in table 2, the calculated 't' value is 9.808 while the p-value is 0.0000. This indicates a significant result between the p-value (0.000) that is less than the level of significance (0.05). Therefore, the



hypothesis that there is no significant correlation between students' continuous assessment scores and WAEC examination scores in Civic Educations in Nnewi Education Zone was rejected.

Discussion

The finding of the study shows that there was a high positive correlation between Continuous Assessment scores and students' achievement in Civic Education in WAEC. Findings anchored on computed r and co-efficient of determination (r^2), which implied that students' performance in WAEC Civic education result could be attributed to student performance in school continuous assessment borne out of discipline to study (Nwankwo & Ezeibe, 2021; Onyekwelu & Adinna, 2022; Ugwaka & Igbokwe, 2023). Hypothesis 2 on Table 4 concluded that there was significant correlation between the Continuous Assessment scores and students' achievement in Civic Education. However, the findings are in line with Ukuije, (2011), Ofozoba & Ofozoba, (2022) and Azubuike (2024) who suggested that Continuous Assessment policy requires that students be assessed through both Continuous Assessment and terminal assessment to evaluate the progress and growth of students. Therefore, Continuous Assessment directly affects students' achievements. That was why the Federal Ministry of Education, Science and Technology trailing the same pathway of this exercise of Continuous Assessment and encouraging its practice observed that assessing the teaching process is an integral part of the curriculum in which the teacher must be fully involved.

Conclusion

This study focused on Comparison between the Continuous Assessments and West Africa Examination Council (WAEC) Examination scores on Student's Academic Achievement in secondary schools in Nnewi Education Zone. There is a high positive correlation between continuous assessment scores of Students and their achievement scores in Civic Education in WAEC while the hypothesis revealed that there is a significant correlation between the continuous assessment scores of Students and their achievement in Civic education in WAEC.

Recommendations

From the findings of the study, the following recommendations were made:

1. As a result of the positive correlation between Continuous Assessment scores and students' achievement in Civic Education in WAEC result, refresher courses should be given to Civic Education teachers to train them in developing and using continuous assessment.
2. A new culture for enhancing continuous assessment in teaching is what is required in this present education system.



REFERENCES

- Abonyi, A. U. (2020). Powers Of Economic and Financial Crimes Commission Department for State Security Service and Prosecution of Serving Judicial Officers. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*, 2(1).
- Abonyi, A. U. (2021). An Appraisal of the Constitutionality of the Amnesty Programme for Members of Boko Haram Sect in Northern Nigeria. *Journal Of Current Issues in Nigerian Law*, 2(1).
- Abonyi, A. U. (2021). Invasion of Ukraine by Russia: The Legal Implications. *LASJURE*, 2, 176.
- Abonyi, A. U. (2021). Protection Of Rights of Victims of Internal Displacement in Nigeria: A Task Impossible Without an Enabling Legal Framework. *The Journal of Property Law and Contemporary Issues*, 11(1).
- Abonyi, A. U. (2021). Trafficking In Persons and Irregular Domestic and Cross Border Migration in Nigeria. *The Journal of Property Law and Contemporary Issues*, 11(2).
- Abonyi, A. U. (2022). Democratisation of Corruption in Nigeria: Analysis of Its Socio-Political, Economic and Legal Implications. *IRLJ*, 4, 148.
- Abonyi, A. U. (2022). Organ Harvesting: A Critical Review of Nigerian Law and Lessons from International Instruments. *IJOCLLEP*, 4, 45.
- Abonyi, A. U. (2022). Sustaining a Claim or Counterclaim for a Declaration of Title to Land: A Review of David Nwankwo Egemonye v Peter Obichukwu Egemonye. *IRLJ*, 4, 160.
- Abonyi, A. U. (2022). The Constitutionality of RUGA as a Land Policy in Nigeria. *AJLHR*, 6, 52.
- Abonyi, A. U. (2023). The Protection of Prisoners of War under International Humanitarian Law. *LASJURE*, 4, 115.
- Adinna, I. P., & Onyekwelu, R. A. (2021). Evaluation Of Supervision Related Challenges on The Implementation of National Policy on Secondary Education in Anambra State Nigeria. *Online Journal of Arts, Management and Social Sciences (OJAMSS)*; 5(2), pg.272 – 281
- Anthony, O. C. (2014). The United States and Political Revolution in Africa: A Study of the 2011 Revolution in Egypt. *Humanities and Social Sciences Review*, CD-ROM.; 3(2):269–281.
- Anthony, O. C. (2019). Implementation of vision 20: 2020 agricultural policy and food production in Nigeria, 2007–2015. *International Journal of Research and Innovation in Social Science*; 3, 42-64.
- Anushiem, M.I. & Anushiem, U.M.J. (2023). Leave to Sue a Company in Liquidation Under section 580 of Companies and Allied Matters Act 2020: Imperative for Legislative Intervention. *Frontline Bar Journal (FBJ)*; 1(2), available in google scholar at [http:// www. nigerianjournalsonline.com](http://www.nigerianjournalsonline.com).
- Anushiem, U.M.J. (2017). A Constitutionality of the Exclusive Jurisdiction of the Investments and Securities Tribunal (IST). *African Journal of Constitutional and Administrative Law (AJCAL)* 1; 64-77 available in google scholar at [http:// www.journals.ezenwaohaetorc.org](http://www.journals.ezenwaohaetorc.org)
- Anushiem, U.M.J. (2022). Intervention of Finance Act (2019) as Amended on Taxation of Dividends in Nigeria: A Legal Appraisal' *Nnamdi Azikiwe University, Journal of Commercial and Property Law*, 9 (1); available in google scholar at [http:// www.journals.unizik.edu.ng](http://www.journals.unizik.edu.ng)
- Anushiem, U.M.J. (2022). The Intervention of Finance Act on Taxation of Non-Resident Companies in Nigeria: An Appraisal', *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law (COOUJPPL)* 4 (1).
- Anushiem, U.M.J. (2023). Appraisal of the Prospects for Taxation of Digital Economy in Nigeria', *Unizik Law Journal*, 19 (2), available on online on journals.ezenwaohaetorc.org.
- Azubuike, O. R. (2024). Perceived Influence of Principal Leadership Styles on Teachers' job Performance in Public Secondary Schools in Awka South LGA. *Top Educational Review Journal*; 15(12);24-32. <https://zapjournals.com/Journals/index.php/terj>



- Azubuikwe, O. R. (2024). Perceived Influence of Welfare Packages on Teachers Job Performance in Public Secondary Schools in Anambra State. *International Journal of Education, Research and Scientific Development*; 5(3), 1-14. <https://www.ijresd.org>
- Azubuikwe, O. R. (2024). Principals' school Plant and Personnel Management Practices as Predictors of School Improvement in Secondary Schools in Anambra State.
- Azubuikwe, O. R. (2025). Utilization Of Learning Resources for Teaching in Primary Schools in Udi LGA of Enugu State. *Irish J. Edu Pract*, 8(01).
- Ekwesianya, A. A. (2022). Principals' school-Community Relationship Management Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 6(1), 191-200.
- Ekwesianya, A. A. (2025). Towards Effective Integration of Artificial Intelligence in Teaching Profession in Nigeria: Issues and The Way Forward. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 14(1).
- Ekwesianya, A. A., Okaforcha, C., & Okeke, N. I. (2020). Principals' Capacity-Building Needs for Conflict Resolution in Secondary Schools in Anambra State. *International Journal of Innovative Science and Research Technology*; 6 (5); 513-516.
- Enwezor, C. H. (2021). Relationship Between Principals' human Resource Management Practices and Teachers' job Satisfaction in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, 2, 137-150.
- Enwezor, C. H., & Chukwunonye, M. N. (2021). Principals' application of Code of Ethics in The Management of Examination Malpractice in Secondary Schools in Anambra State. *COOU Journal of Educational Research*, 6(2).
- Enwezor, C. H., & Obi, E. (2022). Academic Staff Work Environment and Work Orientation as Correlates of their Job Satisfaction in Colleges of Education in South East, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, 11, 81-93.
- Enwezor, C. H., & Obi, E. (2022). Work Environment and Orientation of Male and Female Academic Staff as Correlates of Their Job Satisfaction in Colleges of Education in South East, Nigeria. *UNIZIK Journal of Educational Research and Policy Studies*, 10, 168-179.
- Enwezor, H. C. (2021). Perceived Impact of School Climate on Academic Performance of Secondary School Students in Onitsha North Local Government Area, Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, 4, 117-136.
- Enwezor, H. C., & Chukwunonye, N. M. (2022). Employability Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria. *The Pacific Journal of Science and Technology*, 23(2), 66-73.
- Ethelmary, D., Nwankwo, A. A., & Aroh, G. N. (2019). Stress and Employee Performance in Selected 5 Federal Universities in South East Nigeria. *International Journal of Management Studies and Social Science Research*, 3(4), 1-11.
- Ezeaku S. N (2019). Creative Quality of Educational Managers in functional Education as a panacea to Achieving Sustainable Development in Anambra State, Nigeria. *Journal of Education, Society and Behavioral Science* Vol. 31 (issued) (Pg 1-9).
- Ezeaku, S. N. (2025). Instructional Leadership in The Era of Ai: Correlates to Open School Climate in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, 19(1).
- Ezeaku, S. N., & Okoye, A. C. (2025). Best Strategies for Ensuring a Good Organizational Climate in Secondary Schools in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, 1(1).



- Ezeamama, C.A. Ofozoba C.A. (2023) “*Role of Local Governments in Rural Development of Nigeria, A Case Study of Ekwusigo Local Government Area of Anambra State*”. *British Journal of Marketing Studies*, 11(5). pp. 22-43.
- Gani, I. & Attah, H. (2013). Principles in instructional design Rinehart & Winston.
- Ibe, I. U. (2019). An Appraisal of The Legal and Administrative Framework for Taxation in Nigeria. *African Journal of Constitutional and Administrative Law*, 1.
- Ibe, I. U. (2022). An Analysis of The Legal Framework for The Administration of Companies Income Tax in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Law Journal*, 6(1).
- Ibe, I. U. (2022). legal responses to tax evasion and avoidance in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*, 1(1).
- Iloka, P. C. (2025). Teaching Integrity: Strategies for Fostering Ethical Behavior in Students. *UNIZIK Journal of Educational Research and Policy Studies*, 19(1).
- Iloka, P. C., & Nwakoby, C. S. (2025). Examination Of the Legal Rights of Teachers: A Case Study of The Anambra State Legal Provisions. *Unizik Journal of Educational Laws and Leadership Studies*, 1(1).
- Iloka, P. C., & Nwakoby, C. S. (2025). Safety And Security in Managing School Facilities. *Unizik Journal of Educational Laws and Leadership Studies*, 1(1).
- Izuchukwu, V.C., K.A. Ugwaka, V. Arazu and C.U. Ezechi, 2023. Quality evaluation of commercial fish ponds in Uli, Anambra State and their health implications. *International Journal of Agricultural Research*; 18(2), 56-63.
- Kayode, J. & Ayodele, U. (2015). Principals' and students' perception on parental contribution to financial management in secondary schools in Kenya. *Quality Assurance in Education*. 17(1), 204-213.
- Monday, U., Ikiroma, K.O. & Nwogwugwu, G. (2014). Resource management and students' academic performance: A review and research agenda. *International Journal of Human Resource Management* 8, (5), 263-276.
- Musek, U. (2011). Correlation between Time Management and Academic Performance for Primary Schools. A Case Study of Morogoro Municipality: *An Unpublished Master Dissertation* in Public Administration and Management of Mzumbe University, Tanzania.
- Nneka Anthonia Obumse & Uju P. Egenti (2021). Influence of mental health status on academic achievement of public secondary school students in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*.
- Nneka Anthonia Obumse, Uju P. Egenti (2021). Influence of psychosocial variables on campus adjustment of first-year students of Colleges of Education in Delta State, Nigeria. *Unizik Journal of Educational Research and Policy Studies*. Vol. 9. (2021).
- Nonyem, O. I., & Chimaa, O. C. (2020). Principals’ auditing practices as predictors of teachers’ job involvement in secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 1(1), 1-7.
- Nwabachili, C. C., Iloka, C. P., & Ucheagwu-Okoye, O. (2022). Legal Implication of The Difference Theory of Law and Gender in The Feminist Jurisprudence. *Chukwuemeka Odumegwu Ojukwu University Law Journal*, 7(1).
- Nwakoby, C. S. (2025). Leadership In Educational Management. *UNIZIK Journal of Educational Research and Policy Studies*, 19(1).
- Nwakoby, C. S., & Iloka, P. C. (2025). Examining Education Law of Torts in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Laws and Leadership Studies*, 1(1).
- Nwakoby, C. S., & Iloka, P. C. (2025). Regulatory Challenges in Implementing Digital Education in Anambra State for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies*, 1(1).



- Nwankwo, A. A. (2022). Green business strategies and performance of breweries in South-East Nigeria. *International Journal of Innovative Social Sciences & Humanities Research*, 10(1), 127-138.
- Nwankwo, A. A. (2022). Impact of Emerging Digital Technology on Organizational Performance: A Study of Fidelity Bank in Anambra State. *International Journal of Business Systems and Economics*, 13(5), 156-168.
- Nwankwo, A. A., & Ezeibe, C. V. (2021). Influence of innovation on financial performance of small and medium scale enterprises in Onitsha. *International Journal of Business & Law Research*, 9(2), 172-180.
- Nwankwo, A. A., & Okoye, O. A. (2022). Time Management as a Tool for Organizational Survival in the Private Sector; a Study of Transport Firms in Anambra State. *International Journal of Business Systems and Economics*, 13(5), 235-249.
- Nwankwo, I. N. (2020). Assessment of principals' implementation of education management information systems in staff personnel management in secondary schools in South-East states of Nigeria. *International Journal of Innovative Science and Research Technology*; 5 (10), 398 - 404.
- Nwankwo, I. N. (2022). Management practices for controlling fund wastages and misappropriation in secondary schools In Anambra State. *Unizik Journal of Educational Research and Policy Studies*, 14(1), 177-190.
- Nwankwo, I.N. (2022). Management Practices for Controlling Fund Wastages and Misappropriation in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies (UNIJERPS)* 14 (1); 177-190.
- Nwogwugwu, G. I. (2014). The Relation between Time Management Skills and Academic Achievement of Potential Teachers. *Educational Research Quarterly*.83(4),3-19
- Obumse, N. A. (2022). Influence of Parents Socio-Economic Factors on Psychosocial Adjustment Levels of Anglophone Adolescents Residents in Burkina-Faso, Francophone Speaking West Africa. *Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS)*, 5(3) p.g. 147 – 161
- Obumse, N. A. (2022). Relationship Between Family Levels of Expenditures and Socio-Cognitive Adjustment Levels of Adolescents in Anambra State Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, 4(3). pg. 213 – 223
- Obumse, N. A. P. (2022). Influence of Parenting Styles and Nurturance on the Psychosocial Development of Adolescents in Enugu State: Implication for Employability and Global Competitiveness in The New Normal. *Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS)*, 5(3); p.g. 59– 68
- Obumse, N. A., & Chinwe, T. (2021). Sexual Violence Among Female Undergraduates in Anambra State: Prevalence, Patterns and Counselling Practices. *Journal of Educational Research & Development*, 4(1).
- Ofozoba C. A. (2020), "A Philosophical Reflection on Gender Inequality and the Status of Women in the 21st Century Nigeria Social Environment". *The International Journal of Humanities & Social Studies*; 8(10) DOI No: 10.24940/theijhss/2020/v8/i10/HS2010-036. www.theijhss.com
- Ofozoba C.A., Ofozoba O.P. (2023) "Rule of Law: A Recipe for Sustainable Education in Nigeria". *International Journal of Educational Research and Policy Making (IJERPM)*; 6 (1),1231-1242.
- Ojimba, C. C. (2024). Commercial Dispute Resolution in Nigeria and Selected Jurisdiction; Issues and Prospects. *UNIZIK Journal of Educational Research and Policy Studies*, 18(2).
- Ojimba, C. C. (2024). Effect Of National Industrial Court and Industrial Arbitration Panel in Resolution of Corporate Dispute. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 13(2).



- Ojimba, C.C. (2020). Legal Implications of Technology Transfer to Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, 2(1).
- Okaforcha, C. C. (2021). Relationship Between Principals' staff Personnel Practices and Teachers' job Commitment in Secondary Schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 4(1), 191-198.
- Okaforcha, C. C., & Iloka, C. P. (2025). Disciplinary Measures as Correlates of Students' misbehaviour in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, 19(1).
- Okaforcha, C. C., & Okeke, I. N. (2020). School Leadership as A Correlate of Teachers' job Satisfaction in Public Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, 1, 1-7.
- Okaforcha, C. C., & Okeke, N. I. (2025). Towards Effective Safety Management in Secondary Schools in Nigeria. *Unizik Journal of Educational Research, Science and Vocational Studies*, 1(1).
- Okaforcha, C., & Okeke, N. I. (2019). Extent of principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State. *African Research Review*, 13(2), 145-155.
- Okechukwu, E. (2025). Legal Protections of Teachers for Sustainable Workforce. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS)*, 1 (1).
- Okechukwu, E. (2025). Principals' Effective Communication Strategies for Improving Teachers' Job Performance in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies VOL.19 (2)*.
- Okechukwu, E. (2025). Teachers Rights and Responsibilities and Societal Expectations. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS)*, 1 (1).
- Okeke, N. I. (2022). Principals' organizing Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, 13(1), 167-173.
- Okeke, N. I., & Okaforcha, C. C. (2025). Towards Effective Management of University Education in Nigeria. *Unizik Journal of Educational Laws and Leadership Studies*, 1(1).
- Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Attrition and strategies for teacher retention in secondary schools in Anambra State. *Global Journal of Education, Humanities and Management Sciences*, 1(1), 148–156.
- Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Principals' School Self-Assessment Practices for Secondary School Improvement in Awka Education Zone of Anambra State. *Global Journal of Education, Humanities and Management Sciences (GOJEHMS)*; 1(1), pg.128 - 136
- Okoro, P.A. (2010). Techniques for effective planning of students' assessment Grade. Optional solution Ltd.
- Okoye, A. C. (2021). Strategies for developing sustainable business education for economic development. *International Journal of Management Studies and Social Science Research*, 3(2), 76-81.
- Okoye, A. C. (2025). Digitalization Of Secondary School Personnel Management Practices for Managerial Effectiveness in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Laws and Leadership Studies*, 1(1).
- Okoye, A. C., & Ezeaku, S. N. (2025). Digitalization in Teaching and Learning and The Challenges Hampering Its Smooth Flow. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 14(1).
- Onyekwelu, R. A. (2021). Principals' administrative Measures for Enhancing Instructional Effectiveness in Anambra State Public Secondary Schools. *COOU Journal of Educational Research*, 6(1).



- Onyekwelu, R. A. (2024). Enhancing the Quality of Secondary Education Through Professional Development of Teachers in Nigeria. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 194-205.
- Onyekwelu, R. A. (2024). Students' use of Search Engines as Correlate of Students Academic Performance in Senior Secondary Schools in Ogidi Education Zone. *Multi-Disciplinary Research and Development Journals Int'l*, 5(1), 11-11.
- Onyekwelu, R. A. (2024). Teachers' Professional Competencies as correlates of Student's Academic Achievement in Public Secondary Schools in Anambra State. *AJSTME*, Volume. 10 (3); 404-411; <https://www.ajstme.com.ng>
- Onyekwelu, R. A., & Adinna, P. I. (2022). Influence Of Covid-19 On the Nigeria Secondary Education System: Effective Virtual Learning, The Way Forward (A Case Study of Anambra State). *Journal of Educational Research & Development*, 5(2).
- Osegbue, G.C. (2019). Perceived impact of effective educational planning on education system for national cohesion and global competitiveness. *International Journal of Educational Practice (IISTE)*, 10(11), 108-117.
- Osegbue, G.C. (2021). Principal' management of students' personnel services for attainment of educational goals in Anambra State. *Journal of Educational Research and Development*, 4(1), 85-92.
- Osegbue, G.C. (2022). Effectiveness of visual video tutoring on students' learning in coping with COVID 19 in the new normal. *International Journal of Educational Practice (IISTE)*, 13(21) 110-122.
- Osegbue, G.C., & Nnubia, J.N. (2020). Adequacy of strategic plan implementation in secondary schools' administration for sustainable educational development in Anambra State, Nigeria. *Unizik Journal of Educational Management and Policy*, 4(1), 104-114.
- Subramanian, I. (2016). Perceptions of school head on parents' involvement in Zimbabwean Primary Schools.
- Ucheagwu-Okoye, O. M. (2021). The Need for Arbitration as An Alternative Dispute Resolution Mechanism in Tax Disputes Resolution in Nigeria. *Idemili Bar Journal*, 2.
- Ucheagwu-Okoye, O. M. (2025). Educational Laws and Their Impact on Inclusive Education for Students with Disabilities in Anambra State: Implications for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies*, 1(1).
- Ucheagwu-Okoye, O. M. (2025). Role Of School Leaders in Promoting Mental Health Awareness Among Secondary School Students in Anambra State for Sustainable Development. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 14(1).
- Ucheagwu-Okoye, O. M. (2025). The Role of Artificial Intelligence (AI) in Student Assessment and Evaluation in Educational Leadership in Tertiary Institutions in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, 1(1).
- Udo, Y. (2011). School Location as Correlate of Students' Achievement in Basic Science: *International Journal of Innovative Education Research*, 6(3), 14-17
- Ugwaka, K.A. and Igbokwe S.O. (2020). Effect of ration level on the growth and development of clarias gariepinus. *International Journal of Agricultural Research and Food Production*, 5(3); 1-9.
- Ugwaka, K.A. and Igbokwe, S.O. (2023). Effect of Phthalates from Plastic Culture Materials on the Growth and Survival of African Catfish. *International Journal of Agricultural Research*; 18 (1): 36-44.
- Ukuije, P. (2011). *Enhancing students' academic performance in secondary schools. Issues and bases of school of development*. Precision Publisher.