



Research Paper

The Effect of Age and Work Experience on Administrative Effectiveness of Librarians' In Academic Libraries in South-South Nigeria

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ABSTRACT

The study was carried out to determine the influence of age and work experience on administrative effectiveness of librarians in Federal Universities in South -south Nigeria. It was an ex-post factor research design that utilized the non-probability sampling technique, hence through accidental sampling, the study sampled eight hundred and thirty-eight (838) staff of the six federal university libraries under study. The sample was made up of one hundred and seven (107) professional librarians, and one hundred and twenty-four and (124) para-professionals. Data for this study was collected with Questionnaire. Data collected were analyzed using both descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (independent t-test, one-way analysis of variance and multiple regression analysis). The research question was answered and the hypotheses were tested at .05 level of significance. The result from research question shows that most of the librarians have years of working experience ranging from 11 to 15 with majority in the age bracket of 30-41. The results revealed that age and years of experience have significant influence on administrative effectiveness of librarians in South-south. The study therefore recommended that Professionals who are matured and non-professionals who are experienced should be employed to man administrative positions in order to enhance effectiveness and influence Management to avoid employing administrative staff who have no interest in the library profession and are not ready to stay on the job. As this practice over time has eroded the speed and stability of professional continuity.

KEYWORDS: Age, Experience, Administrative effectiveness, professional librarians, para-professionals, Federal Universities, Nigeria.

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I. INTRODUCTION

Administrative effectiveness is a coinage which results from leadership styles (autocratic, democratic and laissez-faire) and involves Librarians' ability to plan, organize, direct, control, co-ordinate, both human and material resources, make reports and budget to meet the teaching, learning and research goals of users' in an efficient and timely manner hence, certain essential leadership and administrative skills are required. Effective leadership involves clearly communicating goals, priorities and expectations to staff in the library organization and the need for emphasizing the value of achievement, establishing systems of incentives and rewards that encourage excellence, establishing and maintaining a supportive and orderly environment and also actively involving staff in planning, development and improvement efforts. The researchers feel that these could be hampered if the Librarian lack some qualities like age and work experience.

Age is an indication of how long something has existed or an era of history having some distinctive feature while experience declares the accumulation of knowledge or skill that results from direct participation in events or activities, the content of direct observation or participation in an event. This is why it is generally held that 'experience is the best teacher'. Managerial grid has identified five aspects of administrative effectiveness. These are (1): Smoothing (low concern for people and high concern for production), (2): withdrawing (low concern for people and production), (3): compromising (medium concern for people and production), (4): problem-solving (high concern for both people and production), and (5): forcing (low concern for people and high concern for production). An effective leader may possess one of these aspects as a management style to resolve issues in the organization (Wagude, 2015). In view of the foregoing, this researcher explores the use of age and work experience on administrative effectiveness of librarians' in academic libraries in south-south Nigeria.

STATEMENT OF THE PROBLEM

Administrative effectiveness can be expressed as a function of leadership with a human face, ability to accept responsibility, a well-balanced personality with a sense of humor, a sense of justice, intelligence, having good judgment, insight, and imagination. Effectiveness can be seen as the librarian's ability to elicit the participation of all his staff to prudently manage his resources in working towards the achievement of the library's objectives and goals. It can only come about when the objectives of the organization and the need of the individual within are satisfied. These implies that effective management of the library can be measured only when there is effective control and the ability to motivate the staff and students. The librarian has to work out what each staff expectations are, he should develop interest of the staff by listening and creating a participatory environment in the work place so that every staff feels carry along. Unfortunately, we observe cases of demotivation among staff leading to crises in the work place and the researcher is puzzled to find out whether age and work experience has any effect on administrative effectiveness of librarians' in academic libraries in south-south Nigeria and if he could salvage the situation with the following objectives:

1. Determine the influence of age on Administrative effectiveness of Librarians' in South-south Nigeria.
2. Determine the impact of work experience on administrative effectiveness of Librarians.
3. Highlight the challenges of age and work experience on administrative effectiveness.

II. LITERATURE REVIEW:

Age and Administrative Effectiveness

Age is one personal variable that its influence has continued to be investigated and as a result, conflicting findings abound. Age as a factor refers to a more index of the length of time an individual has lived (Ukpong, 2000). These invariably means that librarians age can result in either decrease or increase in administrative effectiveness. The index, according to the author is considered along with continuous exposure. This exposure determines the changes in intellectual or learning performance, however, this is not brought about by age, rather by the cumulative effect of the interactions of social, biological and psychological factors that one is exposed to within the period of life. The author argues that, if age is perceived as a synthesis of one's developmental changes in all spheres of life, then it can be absolutely stated that intelligence, learning and performance decline at a point in an individual's life time due to age. Ukpong (2002) in a study of age and intellectual functioning after the age of 40 years found a steady decrease in intellectual ability after 60 years. However, administrators who stay physically well and continue to exercise their intellectual faculties through engagement in stimulating activities show little decline in intellectual ability up to the age of 70years. Nevertheless, some studies show that as workers grow older, they tend to be more stable and satisfied and this result to less turnover on the job. This is contrary to the findings of a study by Asmore reported by Edem (2012) that as age increases, the librarian's attitude towards in-service programs decrease. In other words, decrease in attitude towards capacity building exercise would likely affect an individuals' effectiveness at his or her job. Pounder (2000) observed that the average age of people in the workplace is getting higher, with increasing number of middle-age and less old workers employed in many different jobs. In line with this, Anumaka and Ssemugenyi (2013) found the age bracket of majority of workers in academic institutions to fall between 20 and 39.

A study by Njoku (2004) determined the relationship between organizational factors and administrative effectiveness of university academic managers in Imo and Rivers State of Nigeria. The study adopted the correlational survey design. Four research questions and four hypotheses guided the study. The population of the study was 2400 teaching staff in Universities in Imo and Rivers State. The sample of the study was 450 teaching staff obtained from the population through a proportionate stratified random sampling technique. A researcher developed questionnaire with a reliability coefficient of 0.85 was the instrument for data collection. The data were analyzed with means, standard deviations and a 2-way Analysis of variance (ANOVA). The results showed that in a continuum of factors such as age, centralization of authority, formalization of rules, years of administrative experience and mode of assumption to their positions only age and years of administrative experience had a significant relationship with their administrative effectiveness. The findings of the study also revealed that administrative effectiveness was actually higher as age and experience increased and was above the overall average. The study revealed that academic managers who were older in age were more effective in administration than the younger ones with similar years of experience. This was attributed to the fact that the older managers are more experienced in administration as they grew in the job for a long time. The study also revealed that administrative effectiveness usually decreased with increase in years of administrative experience. The author attributed this finding to the fact that as one gets older, they tend to become obsolete and resistant to the current changes in administrations which is ever dynamic. This supports the report by Edem (2012) that as age increases, the librarians' attitude towards in service training decreases.

This study is similar to the present study which investigated the influence of age and other personal variables such as experience and leadership style on the administrative effectiveness of librarians.

However, the study is dissimilar based on design, while this study utilized correlational survey design, the present study adopted an ex-post –facto design. Okon (2008) conducted a study which purpose was to investigate the influence of demographic variables on conflict resolution options of secondary school principals. The study adopted the descriptive research design. Four research questions were posed and four hypotheses formulated and tested at 0.05 level of significance. The population of the study which served as the sample was 260 principals of government owned secondary schools. No sampling procedure was involved since the population was a manageable size sample. Instrument for data collection was the conflict resolution option questionnaire (PPCROQ) made up of two parts, A and B. Part A sought personal data of the principals, while part B with five clusters sought information on different conflict resolution options of the principals. The overall reliability coefficient of the instrument determined using Cronbach alpha was 0.88. Data collected were analyzed using means and standard deviations to answer the research questions, while the hypothesis was tested with one-way analysis of variance (ANOVA). The findings revealed that no significant influence exists between demographic variables and principals conflict resolution options. It was also found that there was a wide use of compromise and collaboration conflict resolution options by principals. This study is similar to the present study since it examined demographic variables and administrative effectiveness. The differences with the present study are in terms of population while they considered secondary school principals, the present study considered university librarian. Again, the study adopted a descriptive research design, while the present study adopted an ex-post facto design. The clusters considered under administrative effectiveness also were of different administrative tasks.

The study by Walson (2015) examined the relationship between demographic and personality variables and principal's performance in the management of secondary schools in South-South, Nigeria. The correlational survey design was adopted for the study. 13 research questions and 10 hypotheses guided the study. The population of the study comprised of 1,356 principals of public secondary schools. The sample for the study consisted of 310 principals obtained using Taro Yamen formula. Proportionate stratified random sampling was used to select the number of principals per senatorial zone for fair representation. Four instruments namely principals' motivational factors questionnaire (PMFQ), principals' leadership style questionnaire (PLSSQ), principal's performance scale (PPS) and plant observation rating scale (PORS) were used for data collection. These instruments were faced validated by three experts. Two in educational administration and planning, and one in measurement and evaluation, from university of Nigeria, Nsukka. The overall internal consistency reliability co-efficient index of the instrument obtained through Cronbach alpha method were 0.97 for principals' motivational factors questionnaire, 0.60 for principals' leadership style questionnaire, 0.93 for principal's performance scale and 0.95 for plant observation rating scale. The data collected were presented using means, standard deviations, and correlation co-efficient. The null hypotheses were tested using multiple regressions and associated t-tests at 0.05 level of significance. It was found that most principals were males, married, had first degree's indifferent aspects of education, and have served as principals and vice principals for not more than 11 years. Principals in South-south, Nigeria exhibited open leadership styles.

The factors that motivated principals in the performance of their duties were nature of work, recognition, responsibility, achievement and prospects for advancement. Principals' performance was high in instructional supervision, communication, decision making, and provision of incentives, financial management, adherence to legal status, and conflict management. Their performance was low in human resources development, public relations, and school plant management. Leadership styles, educational qualification, and working experience had substantial correlation coefficients with principal's performance in some task areas of management of secondary schools. Demographic and personality factors had joint significant relationship ($p < 0.05$) with principals' performance in all the task areas of management of secondary schools. These variables predicted 16.3%, 25%, 28%, 38.3%, 32.6%, 20.8%, 15.2%, 17.4%, 34%, and 6.85 of the variances in instructional supervision, communication, decision-making, provision of incentives, human resource development, public relations, financial management adherence to legal status, conflict management and resolution and plant management respectively. The following variables predicted performance in different task areas; leadership style predicted in all the task areas except plant management, location in instructional supervision, communication and plant management, marital status in decision making and public relations, experience as principals in financial management and academic qualification in plant management. Age and gender did not predict principal's performance in any of the task areas. The major implication is that leadership style, experience, qualification and marital status impacted positively on principals' performance, and the performance of principal will not depend whether the person is a male. Based on these findings and implications, it was recommended that appointment of principals should not be based on age and gender since they have no substantial relationship with any of the task areas while educational qualification years of working experience, and marital status should be considered since these variables have significant and substantial relationship with principals' performance in different task areas of management.

Professional development and capacity building programs in human resources development, public relations, and school plant management should be constantly organized by government for principals since their

performance was low in these task areas. Besides, effort to improve the level of motivation of principals should be made by the respective state governments in the provision and maintenance of school facilities, and the involvement of principals in decision – making. This study is similar to the present study since it examined personal variables and performance of administrators. The difference with the present study is in terms of population, while the study considered secondary school principals, the present study considered university librarians. The design of the present study is ex-post-facto against the correlational survey design adopted by the above study. Nevertheless, the findings show that age may not be relevant in explaining the administrative ineffectiveness of librarians.

The findings of this study clear this controversy. Okolo (2001) on the appropriate age limit for university administrators pointed out that a university administration comprised of lectures of the same age and so, a university administrator that is uniformly old may be preferable to the one that is uniformly too young, therefore an age mix of old and young would be preferable. Additionally, to ensure efficiency and administrative effectiveness, that older university administrators may be more desirable. The reason being that, they have had more years of experience on the job, attended more seminars, trainings and participated in relevant professional discussions that exposed them to new techniques of administration. As true as the above reasoning seems for older administrators, Okolo (2001) avers that it is also true that younger university administrators tend to be full of energy and vigor to carry out their academic duties without feeling fatigue than their older counterparts. Still on age limit saga for effectiveness of faculty members of higher institutions, Oyeike and Jaja (2015) discovered that the issue on realistic age limit for academic staff is an irrelevant issue which has little or no effect on the standard of teaching, learning and research in Nigerian universities.

Experience and Administrative Effectiveness

In many conditions for employment, experience or the number of years a person had work in similar position plays a very significant role in his employment. Experience is that professional growth that takes place in the educator as a result of continued stay, study on the job, and other related process. However, since library services is a lifelong process, librarians in the act will continue to be in contact with different life situations as such, continues to learn and gain new knowledge, and this knowledge can be applied to subsequent situations should they occur. But where the situation becomes strange as a result of lack of exposure, then the librarian becomes empty and wanting due to inexperience and this may affect his administrative effectiveness.

Sturman (2000) had viewed experience as the culmination of content- based events that a person perceives within his professional growth as a result of a period of continued work, training and retraining on the job and other related processes. Nwangwu (2006) suggested that experience assists in developing the required social and intellectual skills, in learning how to work closely with other people and in finding out about individual interests and differences. This indicates that experience may be related to effectiveness, productivity or performance. However, Achuine (1998) opined that the length of time one stays on a job does not necessarily make one efficiently and argued that professional training is a more important factor than on-the-job experience in an administrator's job performance. It is therefore important to determine the extent experience relates to librarian's administrative effectiveness. Study show that duration of service significantly determines leadership potential of university administrators with experience ranging from 1 to 10 years and those with 20 years of experience and above are usually more comfortable in academic leadership position. Eyike (2001) found that experience significantly contributes to difference in academic leadership performance and observed that university administrators who receive training are usually more efficient as leaders in university institution. This can apply to the librarian who have received additional training or education and on the job experience of up to 10 years. It is expected that such a librarian would be more effective than his or her counterparts who receives less training or education or lesser number of years or work experience.

The study by Owolabi and Adedayo (2012) on the effect of teacher's qualification on the performance of senior secondary school students in Physics in Ekiti State, discovered that experience of the teacher is significantly at impacting the students' academic performance in Physics. A study by Okwor (2012) was to determine whether relationship exists between principals' demographic characteristics and organizational effectiveness in secondary schools in Kogi State. The study adopted a correlational survey design. The study was guided by fine research questions and five hypotheses. The population of the study comprised all 250 principals and 3, 977 teachers of public secondary schools in Kogi State. The sample of the study was 100 principals and 800 teachers, eight per school, who rated their principals. The sample was purposively selected and represented 40% of the population of teachers and principals in the state. Data were collected using principal's demographic characteristics questionnaire (PDCQ) for principals are respondents. The data collected were analyzed using means, standard deviations, Pearson Product Moment Correlation Coefficient and multiple regression. The results among others revealed that of all the demographic variables (Age, Qualification and experience as a vice principal has significant relationship with principals overall organizational effectiveness. This study is related to the present study in terms of demographic variable examined but differ in the design, respondents, area of study and data analytical stools.

A study by Aguh (2003) investigated principals personal characteristics (example experience) educational qualification and administration of secondary schools. The results revealed among other findings that there was no significant influence of years of working experience and educational qualification on principal's administration of secondary school. The author explained that the number of years of working experience as a principal had nothing to do with the principals' administration of secondary school because the principal must have acquired all the techniques of good principalship during the training period as a student and where he or she worked under some principals.

A study by Ibian (2005) was to investigate the influence of experience on principal's administrative effectiveness in Abia State government secondary schools. The study adopted a descriptive research design four research questions and four hypotheses guided the study. The population of the study composed all principals and teachers in government secondary schools in Abia State. A sample of 30 principals and 600 teachers (20 from each school) was drawn from the population. Data were gathered with a questionnaire titled 'Principals' Job Evaluation Questionnaire (PJEQ). The reliability coefficient of the instrument determined using Cronbach alpha was 0.89. The data were analyzed using one-way analysis of variance (ANOVA) Fishers Least Square difference and independent t-test statistics. The results of the study indicated that experience has significant influence on principal's effectiveness. The study is related to present study because both investigated the influence of experience on principal's administrative effectiveness. The two studies differed in the population surveyed and the research area.

III. METHODOLOGY

Purposive and accidental sampling technique was intentionally used to select only federal universities among other states and private universities. The accidental sampling was adopted as the researchers gave the instrument only to the librarians(a)/ para-professional he met in Federal universities in south-south as at the time he visited the institutions. The study comprised of all the Federal Universities in South -south zone of Nigeria. From the many Universities, the following were selected and the population -University of Bayelsa(12a/0b), University of Benin(17a/10b), University of Calabar(18a/25b), University of Petroleum resources(9a/6b), University of Uyo (23a/53b).The population of Librarians is denoted by (a) while that of para-professionals was(b). In this method, there is no provision for the estimation of the representativeness of the sample. Therefore, a sample of 231 and a structured questionnaire was used for this study. The instrument sought to measure administrative effectiveness on four indices- leadership role, staff motivation, communication skills and work environment. The other part measured age and work experience. The questionnaire was made of a4-point Likert scale pattern with strongly agree as 4points. Agree as 3points, disagree as 2points and strongly disagree as 1point. One-way analysis of variance (ANOVA) was used for analysis.

IV. FINDINGS AND DISCUSSION

Table 1: General description of data (N = 231)

Gender		Frequency	Percent
	Male	129	55.8
	Female	102	44.2
	Total	231	100.0
AGE		Frequency	Percent
Age	20-30yrs	46	19.9
	31-40yr	120	51.9
	41 above	65	28.1
	Total	231	100.0
Experience		Frequency	Percent
Valid	Below 20yrs – 1	30	13.0
	21-30yrs – 2	124	53.7
	31 and above	77	33.3
	Total	231	100.0

Table 2: Age and Administrative effectiveness

Summary of data and one-way ANOVA of the influence of age on administrative effectiveness of librarians (N=231)

AGE		N	Mean	Std. Deviation		
LEADERSHIP ROLE	20-30yrs	46	16.7826	1.87276		
	31-40yr	120	19.2583	.66731		
	41 above	65	19.2000	.75416		
	Total	231	18.7489	1.42865		
STAFF MOTIVATION	20-30yrs	46	17.7826	1.47442		
	31-40yr	120	17.8667	.60715		
	41 above	65	19.8000	.40311		
	Total	231	18.3939	1.19991		
COMMUNICATION SKILL	20-30yrs	46	15.5652	2.34428		
	31-40yr	120	15.2583	2.33891		
	41 above	65	17.2000	1.95416		
	Total	231	15.8658	2.38368		
WORK ENVIRONMENT	20-30yrs	46	17.7609	.76550		
	31-40yr	120	17.8500	1.48182		
	41 above	65	18.2000	.75416		
	Total	231	17.9307	1.19944		
		Sum of Squares	Df	Mean Square	F	Sig.
LEADERSHIP ROLE	Between Groups	222.219	2	111.110	102.472	.000
	Within Groups	247.218	228	1.084		
	Total	469.437	230			
STAFF MOTIVATION	Between Groups	179.059	2	89.529	134.212	.000
	Within Groups	152.093	228	.667		
	Total	331.152	230			
COMMUNICATION SKILL	Between Groups	164.144	2	82.072	16.376	.000
	Within Groups	1142.696	228	5.012		
	Total	1306.840	230			
WORK ENVIRONMENT	Between Groups	6.822	2	3.411	3.400	.093
	Within Groups	324.070	228	1.421		
	Total	330.892	230			

The upper part of Table 2 shows the sizes, means and SD for the three groups of respondents based on the levels of their ages. The actual results of ANOVA that compared the five group mean values are shown in the lower part of Table 2. The comparison yielded F-ratios of 102.472, 134.212, 16.376 and 3.400 for Leadership role, Staff motivation, Communication skill, and Work environment respectively. All the F-ratios are each higher than the critical F-ratio of 3.02 at .05 level of significant, with 2 and 228 degrees of freedom. With these results, the null hypothesis is rejected in each of the five instances of Leadership role, Staff motivation, Communication skill and Work environment. This implies that there is a significant influence of age on their administrative effectiveness of librarians in the four aspects of leadership role, staff motivation, communication skill, and work environment. This study tallied with that of Onyewole and Popoola (2012) who revealed that there was a significant relationship between age and job performance of library personnel

Table 3: Experience and Administrative effectiveness

Summary of data and one-way ANOVA of the influence of experience on administrative effectiveness of librarians (N=231)

Experience		N	Mean	Std. Deviation
LEADERSHIP ROLE	1.00	30	15.5000	.50855
	2.00	124	19.2500	.67021

		3.00		77	19.2078	.74934
		Total		231	18.7489	1.42865
STAFF MOTIVATION		1.00		30	17.0000	1.01710
		2.00		124	17.8629	.60263
		3.00		77	19.7922	.40839
		Total		231	18.3939	1.19991
COMMUNICATION SKILL		1.00		30	15.0000	2.03419
		2.00		124	15.2500	2.35343
		3.00		77	17.1948	1.98706
		Total		231	15.8658	2.38368
WORK ENVIRONMENT		1.00		30	17.5000	.50855
		2.00		124	17.8548	1.47441
		3.00		77	18.2208	.75434
		Total		231	17.9307	1.19944
		Sum of Squares	df	Mean Square	F	Sig.
LEADERSHIP ROLE	Between Groups	364.012	2	182.006	393.618	.000
	Within Groups	105.425	228	.462		
	Total	469.437	230			
STAFF MOTIVATION	Between Groups	243.807	2	121.903	318.210	.000
	Within Groups	87.345	228	.383		
	Total	331.152	230			
COMMUNICATION SKILL	Between Groups	205.512	2	102.756	21.273	.000
	Within Groups	1101.328	228	4.830		
	Total	1306.840	230			
WORK ENVIRONMENT	Between Groups	12.758	2	6.379	4.572	.011
	Within Groups	318.134	228	1.395		
	Total	330.892	230			

All the F-ratios are each higher than the critical F-ratio of 3.02 at .05 level of significant, with 2 and 228 degrees of freedom. With these results, the null hypothesis is rejected in each of the four instances of Leadership role, Staff motivation, Communication skill and Work environment. This implies that there is a significant influence of experience on administrative effectiveness of librarians in the four aspects of Leadership role, Staff motivation, Communication skill, Teachers capacity to work with teachers and Work environment. The result of the analysis in Table 8 showed that respondents whose experience is Below20yrs are significantly different in their administrative effectiveness of librarians from those whose experience is either 20-30yrs or 31 and above. Also, respondents whose experience is 21-30yrs are significantly different from those who are 31 and above in administrative effectiveness of librarians. This study tallied with of Owolabi and Adedayo (2012) who held that experience of the teacher is significant at impacting the student academic performance positively.

V. CONCLUSION

Based on the result of this research, the study concludes that Age and Experience significantly influences administrative effectiveness of Librarians. The study therefore recommended that Professionals who are matured and non-professionals who are experienced should be employed to man administrative positions and influence Management to avoid employing administrative staff who have no interest in the library profession and are not ready to stay on the job. As this practice over time has eroded the speed and stability of professional continuity.

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