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LEADERSHIP MANAGERIAL ROLE AS DETERMINANT OF STUDENTS' ACADEMIC ACHIEVEMENT IN HIGH SCHOOLS IN OSUN STATE, NIGERIA

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Abstract

This study investigated high school principals' ability to perform managerial role as determinant of students' academic achievement in Osun State. Three research questions were developed to guide the study. The study adopted ex-post facto design of survey research type in which 124 principals of high schools in Osun State were purposively selected. Data was collected using a self-designed questionnaire. Pearson Product Moment Correlation and Multiple Regression were utilised for data analysis at 0.05 level of analysis. The study's finding revealed that the managerial roles of principals had no significant composite influence on students' academic performance [$F(5,241) = 0.985$]. ($R = 0.142$ and, $R^2 = 0.020$). That is, academic achievement of students in schools had no correlation with principals' roles. This means that 1.0% ($\text{Adj. } R^2 = 0.010$) of the variance in the academic achievement in schools accounted for the independent variables, when taken together. Also, managerial role has no significant relative influences on students' academic performance. Planning ($\beta = 0.003$, $t = .025$, $p > 0.05$) has no potent contribution to the prediction, organising role has no significant influence ($\beta = 0.086$, $t = .794$, $p > 0.05$) and directing had no significant influence ($\beta = 0.029$, $t = 0.293$, $p > 0.05$). The study, therefore, recommended that school principals in the state should endeavour to discharge their managerial roles or functions in such a way that will create positive impact on students' academic achievement.

Key words: Leadership, managerial roles, academic achievement.

Background to the Study

The success of an organisation is usually linked to its leadership. Sometimes, ability and applicability of management theories, principles and techniques employed by the leader are overlooked. Students' academic performance can be achieved by the efforts of the principal of the school through mobilization and manipulation of human and material resources at his disposal in the school. According to Onuka and Durowoju (2012), one cannot claim to be an effective leader until he successfully manages others as well as material resources towards achievement of predetermined objectives of the organisation.

The principal is a formal leader in the secondary school setting, which has the roles of leading others (teachers) to achieve educational objectives in the school. In order to achieve the objectives, the leader of an educational institution at the primary, secondary or tertiary school level has two main roles, which are professional and managerial. As professional leaders, they monitor and support teachers, for productive classroom interaction. This involves supplying necessary instructional materials to teachers and making sure that they prepare lesson notes and make use of them in the normal teaching-learning process. The leadership managerial role of the school principal is demonstrated in his activities. The saying, "as the leader so the group" (that is as the principal, so the teachers) is true in education administration. Thus, if principals are effective in the performance of their roles, teachers (their subordinates) would be effective and in turn enhance school success (academic and affective).

As managers, principals manage school facilities, prepare budgets (at micro level) and develop relationships with the community. Olagboye (2004), identified the following as the managerial roles of a secondary school principal in addition to his duties as a teacher: A principal is expected to maintain proper order and discipline in the school; register the students, classify them according to the courses of study prescribed, and report their progress through school. He also prepares the school budget for Board of Governors consideration, and ensures that the attendance of students on every school day is recorded in the school register. It is the responsibility of the school principal to ensure that examinations are conducted for promotion of students or for any other purpose as required by the Ministry of Education. The principal is also charged with the responsibility of

reporting the progress of the students to their parents or guardians every term.

As regards discipline, principals can also suspend any student found guilty of persistent truancy or persistent opposition to authority, habitual neglect of duty, and use of profane language which is injurious to the moral tone of the school. Davis, Linda and Debra (2005) argued that students, parents, teachers, school boards and superintendents are many of the principals' constituency in addition to their broad range of responsibilities.

Moreover, principals are to ensure the adequate performance of the entire workforce in their schools. They are to play the role of directors, controllers and management of human and material resources as well as educational programmes in their schools. Moses (2002) opined that for any organisation to be successful in the attainment of its objectives, important factors to consider include the achievement of productivity through good leadership and the effective management of people together with their commitment to and involvement in the organisation. This is a pointer to the significance of the managerial role of a leader.

The term "Management" is 'getting things done through other people'. Central to this definition are ideas of stated objectives to be achieved, and the deployment of resources (human and material) towards achieving such objectives. Thus, management channels group efforts and make use of non-human resources, towards the achievement of stated goals or objectives. Similarly, Gordon, Monday, Sharplin and Premeauz (1990) defined management as the process of getting things done through the efforts of other people and management process which consists of four functions: planning, organising, influencing and controlling.

A more comprehensive definition of 'management' is offered by Brech (1989). He stated that management is a social process entailing responsibility for the effective, economical planning and regulation of the operation of an enterprise, in fulfilment of given purposes or tasks. Such responsibility involves (i) judgment and decision in determining plans and in using it to control performance and progress against plans (ii) the guidance, integration, motivation and supervision of the personnel composing the enterprise and carrying out its operations. From this definition, there emerge a number of

important functions which are inevitable in the process of management. These processes of management are often referred to as managerial tasks (Nwangwa, and Omotere, 2013). These tasks are planning, staffing, directing and controlling among others.

Planning as a managerial task involves a principal anticipating the future and discovering what alternative courses of actions are opened for the school (Olagboye, 2004). Objectives have to be set, forecasts have to be made, strategies have to be worked out, so also are budgets, programmes, and so on in the school. Success therefore eludes the school whose principal fails to plan, for he who fails to plan, plans to fail. The various resources that serve as inputs to the school have to be harnessed and put into judicious use. This is to ensure that all the resources are geared toward achieving predetermined objectives. There is tendency that with the effective managerial ability of the principal, the school productivity will be enhanced.

Having performed the functions of planning and organising in the school by the principal, the next managerial function is directing, which deals with decision making and regulation in specific and general instructions. A Principal has to direct the attention of his subordinates so that they may work towards achieving school success. Where a leader fails in this task, things will be haphazard. Staffing function encompasses: personnel function of staff recruitment, placement, and training. The problem of staffing does not end with finding the right man for the right job and giving him the necessary equipment to work with. The principal has to provide a conducive working atmosphere, since the worker is both a biological and psychological being. There would be no school success (academic and effective) where a principal fails in this respect.

Since plans do not work themselves in an organisation, active steps have to be taken to control performance and make corrections, where necessary, in order to achieve the set goal in schools (Olagboye, 2004). Just like any other organisations, students deviating from school codes of conduct need to be corrected while teacher(s) whose activities seem not dove-tailing to the plan need control. Financial control in the school is essential. This is a critical activity to ensure that the school is meeting the objective. A principal should ensure that assets are being used effectively, efficiently and are secured. The notion of how effective and how efficient resources are being used and secured

connotes that evaluation is inevitable in controlling as a managerial task. Where through the controlling activities of the school by the principal resources were effectively and efficiently used, school success will certainly abound.

Management enables the organisation to achieve set objectives. In an educational system, management exists principally to establish an environment whereby all individuals and groups will contribute to the realization of organisational objectives with the least among of such inputs as money, materials, time, effort, and discomfort. The management does this by planning, organizing, controlling the available resources, including gaining the commitment of the employee (Carpenter, Bauer and Erdogan , 2012).

Educational manager is, therefore, anybody in educational or school system that is gainfully organising, leading and controlling the efforts of organisational members and using all other organisational resources to achieve stated educational goals. Educational managers are differently named at each level of education. At the secondary school level, the manager is called the Principal; Provost at College of Education; Rector at the Polytechnic and Vice-Chancellor in the University. There are other educational managers that do not permanently stay in the school environment, but are principal actors in the school and in other educational decision making, such as Local Educational Board, State Schools Board, State Ministry of Education and so on. The educational managers that are school based are referred to as school managers and constitute the leadership at that level.

It seems that to enhance students' academic performance, the requirement for effective performance of these roles by the school principals is more than possession of a first degree in any discipline and cognate teaching experience. It would be better if the discipline of management (most especially Educational Management) which can enhance effectiveness and efficiency is not de-emphasized. This is true in the light of paucity of school resources and complexity of student behaviour in senior secondary schools these days.

The essence of performing the managerial functions in organization includes problem-solving and to ensure quality control in order to enhance students' academic performance. This is in consonance with the National Policy on Education (2004) which says that the objectives of the planning, administration, inspection,

supervisory and financial services in education include ensuring quality control through regular inspection and supervision.

Studies in the perspective of students' academic achievement have indicated that there are many variables on which it depends. Among these are school location (David and Kathleen, 2005); job climate (Olagboye, 2004); students' learning style (Williams and Turner, 2004); job satisfaction (Weiss, 2002) and appropriate instructional strategies for each subject taught in schools (Adewale, 2004) to mention but a few. The researcher reported that there was positive and substantial relationship between independent variable and students' academic achievement. Factors such as study habits, personal factors (age, gender, psychology, self and so on), locus of control, family background, learning environment, instructional materials, teaching methods, to mention but a few, have been identified by many scholars in education as being crucial towards ascertaining the level of students' achievement in schools. Worthy of mentioning are Abe (1995); Odinko and Adeyemo (1999); Okpala and Akinola (2001); Okwilagwe (2001) and Umoinyang and Okpala (2001) and so on. These entire scholars have grappled with examining the issue that determines the level of students' achievement in schools. However, encouraging students' academic achievement seems not to have been consistently recorded in most schools in Nigeria. There is tendency that some of the senior secondary school principals may not possess the ability to generate revenue and manage the available educational resources in their schools. This was experienced in Osun state as there were problems of finance in the schools when the state government was no more paying grants to schools. Efficiency and effectiveness of generating funds and management of resources can contribute to academic achievement improvement of students (Masini and Nino-Zarazua, 2016).

Statement of the Problem

The essence of management include problem-solving. There is the need for effective management of most educational institutions in Nigeria in order to enhance students' academic achievement. One justification for the continued high investment in the education sector, despite the economic recession in the country, is improved productivity in terms of students' academic performance and other quality educational output. Improved students' academic achievement must be given top priority in

the educational system in the face of technological development and its associated problems, including school dynamics.

The managerial skills of the school principal have become cause for concern to stakeholders in recent years. This concern is steaming from the various problems recently emanating from the secondary school system in Nigeria. It is no longer news that many of the public secondary schools in the country are producing students with low academic quality and questionable moral standard. It has also been reported that many of the school principals possessed *laissez-faire* leadership style, thereby resulting in some school teachers' lukewarm attitude to work and low productivity. However, studies related to principal managerial role in Osun State seems rare. In view of the foregoing, this study examined the performance of managerial roles by principals as determinant of students' academic achievement in high schools in Osun State.

Research Questions

The following are the research questions this study answered.

1. What are the relationship among the principal managerial roles of planning, organising, staffing, directing, controlling and students' academic achievement in high schools in Osun State?
2. What is the composite relationship of principals' managerial roles (of planning, organising, staffing, directing and controlling) on students' academic achievement in Osun State?
3. What is the relative contribution of principals' managerial roles on students' academic achievement in Osun State?

Methodology

Research Design

This study adopted ex-post facto research design of survey research type.

Population

The target population for this study comprised all the principals and students of high schools in Osun State, Nigeria.

Sampling Technique and Sample

The sample for this study comprised of one hundred and twenty-four (124) principals across rural and urban high schools in Osun state. A purposive sampling technique was used to select principals that had served in a school for at least four years (4 years).

Instrumentation

The instrument used for this study was a self-developed questionnaire titled: Principals' Managerial Tasks Performance Questionnaire (PMT PQ). The 50 item questionnaire that consisted of six parts; Part I sought for teachers rating of the principals' performance in managerial tasks, part II rates principals' performance in planning task. Part III elicits information on principals' performance in organising tasks. While Part IV gathered information on principals' directing task performance, Part V deals with staffing tasks and part VI deals with controlling tasks by principals in high schools in Osun State. The instrument was pilot tested and the reliability coefficient was 0.93 using Cronbach Alpha.

Data Collection Procedure

In the process of administering the instruments, seven research assistants were trained. The content of all the instruments were explained to them. The way and manner of the administration were explained to them as well. The training lasted two weeks. In each school, the research assistants or the researcher as the case may be distributed copies of the questionnaire to the respondents and gave instructions on how to fill them. After the administration of the instruments, the researcher and the research assistants collected the instruments for analysis. This lasted two months. Also, students' achievement scores were collected from the various sampled schools.

Data Analysis Procedure

The data collected were subjected to descriptive and inferential statistical tools. Pearson Product Moment Correlation and Multiple Regression Analysis were used to answer the research questions at 0.05 significance level.

Results

1. What are the relationship among the managerial functions (of planning, organising, staffing, directing and controlling) and students' academic achievement in Osun State high schools?

Table 1: Matrix of Pearson Product Moment Correlation between the Managerial Functions and Students' Academic Achievement

Variables	1	2	3	4	5	
Academic						
Planning	.002	1.000				
Organising	.058	.699**	1.000			
Directing	.056	.620**	.746**	1.000		
Staffing	-.095	.584**	.393**	.291**	1.000	
Controlling	-.030	.597**	.482**	.380**	.653**	1.000

Correlation Significant at * $P < 0.05$ level.

Table 1 presents the correlation matrix of principal managerial functions (of planning, organising, directing, staffing and controlling) and students' academic achievement. It shows that planning has no significant relationship with students' academic achievement ($r=0.002$, $P>0.05$), while organizing ($r=0.058$, $P>0.05$), directing ($r=0.056$, $P>0.05$), staffing ($r=-0.095$, $P>0.05$), and controlling ($r=-0.030$, $P>0.05$), have no significant relationship with school success (academics). That is, there is no significant relationship between each of the managerial functions and students' academic achievement in Osun State High Schools.

2. What is the composite influence of principals' managerial roles on students' academic achievement in Osun State?

Table 2: Summary of Regression Analysis of the combined prediction of each of the Independent variables on the dependent variable

.R	R Square	Adjusted R Square	Std. Error of the Estimate
0.142	0.020	0.010	21.303

Summary Regression Anova

	Sum of Squares	df.	Mean Square	F	P	Remark
Regression	2234.634	5	446.927	0.985	0.428	Not Significant.
Residual	109365.453	241	453.799			
Total	111600.088	246				

Table 2 shows that the performance of the managerial functions (of planning, organising, staffing, directing and controlling) by high school principals in Osun State has no significant composite influence on Osun State high schools' students' academic achievement [$F(5,241) = 0.985$]. That is, academic achievement of students in school had no correlation with the principal managerial roles. The table also showed a coefficient of multiple correlation (R) = 0.142 and a multiple R square of 0.020. This means that 1.0% ($\text{Adj. } R^2 = 0.010$) of the variance in the academic achievement in schools accounted for the independent variables, when taken together. The significance of the composite contribution was tested at $p < 0.05$ using the F-ratio at the degree of freedom ($df = 5/241$). The table also showed that the analysis of variance for the regression yielded an F-ratio of 0.985 (not significant at 0.05 level).

This implied that the joint contribution of the independent variables to the dependent variables was not significant and that other variables not included in this model may have accounted for the remaining variance.

3. What is the relative contribution of principals' managerial roles on students' academic achievement in Osun State?

Table 3: Relative Contributions of the Independent Variables to the Dependent Variables (Test of Significance of the Regression Coefficients)

Variable	Unstandardized Coefficients (B)		Standardized Coefficients			
	(B)	Std. Error	Beta	T	Sig.	Remark
Model						
Constant(Student academic)	30.242	7.530	-	4.016	.000	
Planning	.010	.394	.003	.025	.980	Not Sig
Organising	.267	.336	.086	.794	.428	Not Sig.
Directing	.102	.348	.029	.293	.770	Not Sig
Staffing	-.602	.371	-0.146	-1.624	.106	Not Sig
Controlling	0.041	.324	0.011	.126	.900	Not Sig

Table 3 shows the relative influence of each independent variables to the dependent variable, expressed as beta weights. The performance of the managerial functions (that is: planning, organizing, staffing, directing and controlling) by high school principals have no significant relative influence on Osun State high school students' academic achievement. Using the standardized regression coefficients to determine the relative contribution of the independent variables, Planning ($\beta = 0.003$, $t = .025$, $p > 0.05$) had no potent contribution to the prediction, while organising had no relative influence ($\beta = 0.086$, $t = .794$, $p > 0.05$) and directing had no relative influence ($\beta = 0.029$, $t = 0.293$, $p > 0.05$), staffing had no relative influence ($\beta = -0.146$, $t = -1.624$, $p > 0.05$), and Controlling had no relative influence on it ($\beta = 0.011$, $t = 0.126$, $p > 0.05$).

It implied that there was no significant relative influence of the managerial functions (of planning, organizing, staffing, directing and controlling) on students' academic achievement.

Discussion of the Findings

The finding on research question one revealed that there is no significant relationship among principals' managerial roles and student academic achievement in high schools in Osun State. This was discovered when the result of the analysis revealed that planning has no significant relationship with student academic achievement ($r=0.002$, $p>0.05$) while organizing ($r=0.058$, $p>0.05$) directing ($r=0.056$, $p<0.05$), staffing ($r=0.095$, $p>0.05$) and controlling ($r=0.030$), $p>0.05$),

have no significant relationship with school success (students' academic achievement). This is because the p value for each of the principals' managerial role is greater than 0.05 level of significance.

This finding has implications on school administration, because management role is inevitable in organisations generally and in school management in particular. In high schools, principals are leaders for guiding schools to better teaching and learning. They are in the schools as the head for managerial functions, sharpening vision of academic success in all students, create a hospitable climate for improving education instruction, and manage people to foster school improvement.

Also, the findings in research question two revealed that principals' managerial functions (of planning, organizing, directing, staffing and controlling) had no significant composite relationship on students' academic achievement. This finding was arrived at when coefficient of multiple ($R=0.142$ and a multiple R-square $q 0.020$). This means that 1.0% (Adj) $R^2=0.010$) of the variance in students' academic achievement, accounted for the independent variables, when taken together.

The significance of the composite contributor was tested at $p<0.05$ using the $F=0.985$ ratio at the degree of freedom ($df=5/241$). The table also showed that the analysis of variance for the regression yielded an F-ratio of 0.985 (significance at 0.05 level).

The result negated the findings of Fabunmi and Isaiah (2004) in which the joint efforts of the managerial roles area (planning, organising, directing, staffing and controlling) had R-square value 0.981, which implied that 98 percent senior secondary school student academic achievement was influenced by the explanatory variables.

Candidly speaking, the finding contradicted the researchers' assumption on the joint contributions of the managerial roles and students' academic achievement. Adesiyon (1983) too had the same perception in which he emphasized that all managerial roles are significant to organisational goal achievement, be it business, religious and education. In fact, it is the general assertion of people that, although managerial task performance are abstract, but when they are actually executed in organisation, it brings about positive results.

More so, the study discovered that there was no significant relative potent contribution of principal managerial roles on students'

academic achievement in the state high schools. This was arrived at when the analysis of standardized regression coefficients to determine the relative contribution of each of independent variables indicated that: planning role ($\beta = 0.003$, $t = .025$, $p > 0.05$) had no potent contribution to the prediction variable. While organizing had no relative contribution ($\beta = 0.086$, $t = .794$, $p > 0.05$) and directing had no relative contribution to it ($\beta = 0.029$, $t = .0293$, $p > 0.05$). Staffing had no relative influence ($\beta = -0.146$, $t = -1.624$, $p > 0.05$) and controlling role ($\beta = 0.011$, $t = 0.126$, $p > 0.05$) had no potent relative contribution on the prediction variable (students' academic achievement) in Osun State high schools.

Despite the fact that hardly can there be any organization in which its leadership does not perform each of these managerial roles, it is surprising that this finding revealed that none of it had significant contribution to students' academic achievement in Osun State high schools. Another finding in line with this present one is that of Fabunmi (1997). These researchers also discovered that each of the managerial tasks had no significant contribution to students' academic performance. However, many educational researchers' findings on the independent variables indicated that they contributed significantly to student academic achievement. Among these researchers are Nwankwo (1982), Olagboye (2004), Fabunmi (1997), Fabunmi and Isaiah (2004). According to Fabunmi and Isaiah (2004), planning out of the managerial roles had significant contribution to student academic achievement.

On the final analysis in this perspective, it is worth nothing that leaders in high schools have to be very serious with the performance of the five managerial roles/functions in schools. If the roles are actually and effectively performed, it will, to a large extent, enhance achieving the goals of National Policy on Education (FGN, 2004) for high school students. These goals are: to prepare the students for tertiary education and also to enhancing useful living in the Nigerian society. It should be noted that only well intellectually developed students can make this goal realizable.

Summary, Conclusion and Recommendations

The study revealed that principals' managerial role is not related to students' academic performance in Osun State. In other words, Principals in their planning, organising, staffing, directing and controlling responsibilities did not have any potent influence on students' academic achievement. The inability of the students to perform well in academic in the state is not related to either combined or relative contribution of the principals' managerial role in Osun State High Schools.

Based on the findings, the study recommended as follows:

1. The school managers in Osun State should find out the causes of students' poor academic performance using other variables than principals' managerial roles in the state, since principals' managerial roles do not have any potent significant effect on students' academic achievement. Such variables to be studied should include education resources, infrastructural facilities, supply and quality of teachers in schools and teachers' motivation, to mention but a few.
2. School principals in the state should endeavour to discharge their managerial roles or functions in such a way that it will have direct impact or relationship with students' academic achievement. Such step will amount to school effectiveness in the long run.

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