



KWARA STATE UNIVERSITY, MALETE, NIGERIA.

SCHOOL OF POSTGRADUATE STUDIES (SPGS)

**SCHOOL MANAGEMENT EFFECTIVENESS AND ACADEMIC
PERFORMANCE OF SELECTED PRIVATE SECONDARY
SCHOOLS IN ILORIN METROPOLIS.**

FLORENCE AJOKE OLANIYAN

18/27/MMA009

SEPTEMBER, 2021.



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AN M.Sc. THESIS SUBMITTED AND PRESENTED

BY

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(M.Sc.) in Management.**

**DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP, FACULTY OF
HUMANITIES, MANAGEMENT AND SOCIAL SCIENCES,
KWARA STATE UNIVERSITY, MALETE.
NIGERIA.**

SEPTEMBER, 2021.

DECLARATION

I hereby declare that this thesis titled "School Management Effectiveness and Academic Performance of Selected Private Secondary Schools in Ilorin Metropolis" is a record of my research. It has neither been presented nor accepted in any previous application for a higher degree.

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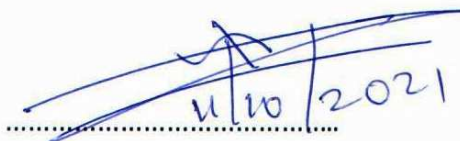
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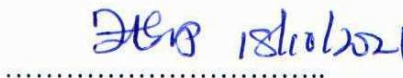
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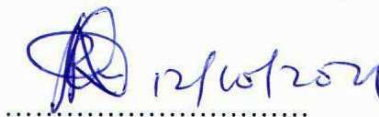
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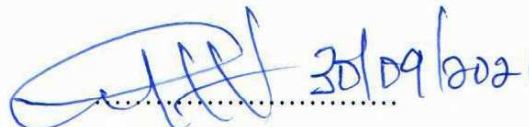
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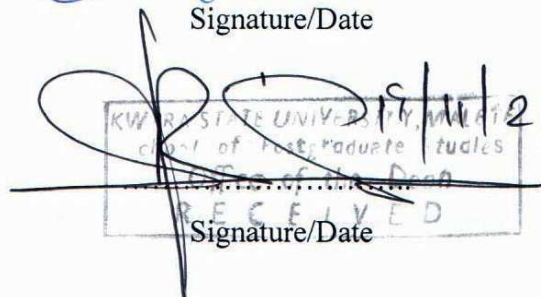
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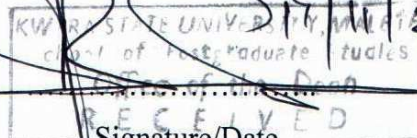
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DEDICATION

This research work is dedicated to God, the Almighty.

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TABLE OF CONTENT

TITLE PAGE	i
DECLARATION	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi

CHAPTER ONE: INTRODUCTION

1.0	Background to the Study	1
1.1	Statement of the Research problem	3
1.2	Research Questions	3
1.3	Objectives of the Study	4
1.4	Statement of Hypotheses	4
1.5	Significance for the Study	4
1.6	Scope of the Study	5
1.7	Definition of Terms	5

CHAPTER TWO: LITERATURE REVIEW

2.0	Preamble	7
2.1	Conceptual Review	7
2.1.1	School Management Effectiveness	7
2.1.2	Educational Innovation	8

2.1.3	Decision Making	10
2.1.4	Supervision	15
2.1.5	Finance	16
2.1.6	Concept of Academic Performance	17
2.1.7	Student Engagement and Motivation	18
2.1.8	Accuracy and Alignment	19
2.1.9	Depth of Knowledge	20
2.1.10	Instructional Quality Design	21
2.2	Theoretical Review	23
2.2.1	Behavioural Learning Theory	23
2.2.2	System Theory	23
2.2.3	Fiedler's Contingency Theory	25
2.3	Empirical Analysis	25
2.4	Gap in Literature	31
 CHAPTER THREE: RESEARCH METHODOLOGY		
3.0	Preamble	32
3.1	Research Design	32
3.2	Population of the Study	33
3.2.1	Sample Size Determination	33
3.3	Research Instrument	34

3.3.1	Instrument for Quantitative Data	34
3.3.2	Instrument for Qualitative Data.	34
3.4	Data Collection	35
3.5	Data Analysis	36
3.6	Operationalization and Measurement of Constructs.	36
3.7	Validity and Reliability	37
3.7.1	Reliability	38
3.8	Ethical Consideration	39
 CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF FINDINGS		
4.0	Preamble	40
4.1	Response Rate	40
4.2	Detection of Missing Data	41
4.3	Demographic Profile of the Respondents	42
4.4	Test of Hypothesis	52
4.4.1	Test of Normality	53
4.4.2	Test of Multi Collinearity	54
4.4.3	Test of Homoscedasticity and Linearity for Hypotheses	54
4.5.1	Hypothesis One	56
4.5.2	Hypothesis Two	58
4.5.3	Hypothesis Three	60
4.5.4	Hypothesis Four	62

4.6	Qualitative Analysis and Results	64
4.7	Discussion of the Findings	72

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0	Preamble	74
5.1	Summary of the Study	74
5.2	Implication of the Finding	75
5.3	Summary of the Findings	76
5.4	Summary of the Findings (Interview)	77
5.5	Conclusions	79
5.6	Recommendations	80
5.7	Limitation of the Study	81
5.8	Contributions to Knowledge	81
5.9	Suggestions for Further Research	81

REFERENCES

APPENDIX A: SPECIMEN OF QUESTIONAIRES TO RESPONDENTS

APPENDIX B: SPECIMEN OF INTERVIEW CONDUCTED BY THE STUDY

LIST OF TABLES

Table 3.2 Population of the Study	33
Table 3.7 Validity Coefficient	38
Table 3.7.1 Reliability Table	39
Table 4.1 Response Rate	41
Table 4.2 Demographic Data for Respondents	42
Table 4.3 Descriptive Statistics of Respondent's Perception Base on Variables Questions	44
Tables 4.4 Analysis on Innovation	45
Tables 4.5 Analysis on Decision Making	46
Table 4.6 Analysis on Supervision	47
Table 4.7 Analysis on Finance	48
Table 4.8 Analysis on Engagement and Motivation	49
Table 4.9 Analysis on Accuracy and Alignment	50
Table 4.10 Analysis on Depth of Knowledge	51
Table 4.10 Instructional Quality Design	52
Table 4.13 Model Summary (1)	57
Table 4.14 ANOVA	57
Table 4.15 Coefficient of Regression	58
Table 4.16 Model Summary (2)	58
Table 4.17 ANOVA	59
Table 4.18 Coefficient of Regression	60
Table 4.19 Model Summary (3)	60

Table 4.20 ANOVA	61
Table 4.21 Coefficient of Regression	61
Table 4.22 Model Summary	62
Table 4.23 ANOVA	63
Table 4.24 Coefficients	63

LIST OF FIGURES

Figure 4.4 Histogram Dependent Variables	54
Figure 4.5 Scatter Plot of Competitive Aggressiveness and Profitability	55
Figure 4.6 Thematic Representations of the Study Objectives	64

Abstract

Recently, school management effectiveness has grown, the old learning skills, attitudes of teachers and students', instructional materials, equipment, and methods are quickly becoming obsolete, irrelevant, or inadequate. However, the performance of students, especially in external examinations, has experienced unsteady achievement. Therefore, this research examined the effect of school management effectiveness on academic performance in seven selected private secondary schools in Ilorin metropolis. Other specific objectives are to; determine the effect of educational innovation on student engagement and motivation; examine the effect of decision making on accuracy and alignment of students' examine the effect of supervision on depth of knowledge; and ascertain the effect of finance on instructional quality design. The study adopted the before and after study design through a questionnaire and in-depth interviews administered to the 277 staff members and 4 key informants purposively selected from the schools. The data was analyzed using standard multiple regression and content analysis for the questionnaire and the interview, respectively. The study found that innovation, decision making, supervision, and finance had regression coefficients of 0.219, 0.533, 0.619 and 0.521 for engagement and motivation, accuracy and alignment, depth of knowledge, and instructional quality design. The emerged sub-themes from the qualitative analysis include such as student oriented management, entrepreneurship skills, and computer based teaching as tools that enhance academic performance. The study concludes that school management effectiveness and academic achievement are positively correlated. Excellent academic performance depends on the effective and efficient management of the school administrator. Therefore, the study recommends that innovation should be concentrated on as it will increase student test scores and conceptual understanding, as well as enhance students' creativity, imagination, and problem-solving skills, decision making should be in the interest of the administrator to encourage participation as the intent is to increase job satisfaction and productivity in the school system, and supervision should be focused on how to improve the teaching competence of teachers and the wellbeing of the school system. Finally, private schools should not be left out in the allocation of 26% of the total budget of the school to promote education as recommended by the National Policy on Education.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The background or origin of management shows that the concept is centuries old and has developed with the civilizations of the world. Management is available everywhere. It is a crucial function embedded in a culture (a society). It is the backbone of organization, a tradition of values, customs, norms and belief. Management's role in society cannot be overstated, whether in a business, a profit-making organization, or a government body. Management co-ordinates all factors of production, it becomes essential for directing and unifying the group efforts towards common objectives and the activating agent for getting things done through others effectively and efficiently.

Management is a skill that is not static, it is dynamic. It undergoes changes and its rapid pace of change has affected all institutions without exception. In the educational sector, teachers' and students' culture has changed dramatically thus, influencing their attitudes to teaching and learning respectively. However, the old learning skills, attitudes, instructional materials, equipment and methods are quickly becoming obsolete, irrelevant or inadequate. As society witnesses these rapid changes, education has been pointed out as the only instrument, the most efficient way through which a society can face the challenges of today and tomorrow.

Education is the best instrument for reducing poverty, inequality, improving health, enabling the use of technologies, creating and spreading knowledge. The World Bank Group, (2004). It is a positive preparation for life.(Achumonye, 2006).However, the need for a National Policy on Education in Nigeria came about as a result of the 1969 National Curriculum Conference, which was attended by a cross section of Nigerians. The conference was a culmination of expression of general dissatisfaction with the existing educational system which has become irrelevant to national needs, aspirations and goals, which led to the first document, the National Policy on Education, first published in 1977. In order to address this undesirable situation, Nigeria has embarked on a reform of the entire educational system in order to provide not only access, but also to improve the quality and efficiency of education in the country.

Thus, the Federal Government updated the 3rd edition of the National Policy on Education in (1998) and made curriculum changes. For instance, there is the introduction of Information and Communication Technology (ICT) into the school system in recognition of the role of ICT in advancing knowledge and skills in the modern world (Federal Government of Nigeria, 2004:5), repositioning of science, technical and vocational education in the scheme of national education for optimum performance, general contextual change to reflect the state of professional practice in education.

However, this practice has not helped the matter either, performance of students, especially in external examinations like Senior School Certificate Examinations (SSCE) within the last four years with a minimum of five (5) credits and above, including Mathematics and English, is not up to 70 percent and some are below 50 percent. In view of this, school management effectiveness cannot be overlooked, which is the role of the school administrator. The effective management of the affairs of the school traditionally falls within the purview of the school administrator. The school administrator gives direction to educational policy, implementation and change management. He has the onerous task of leading efficiently and effectively in the development and management of the school resources and ensuring satisfactory standards in the maintenance of the school environment. The school administrator plays a leading role in improving the quality of teaching and learning. He or she is constantly aware of the school's educational goals and ensures that all school activities are geared toward achieving those goals.

Finally, students attending the seven selected private secondary schools for this study tend to achieve better learning outcomes because of the learning environment, excellent learner support facilities, and other resources deployed in information technology. Carlison & Cowen, 2015, Fischer, 2013, Paerel & Dufur, 2001 asserted that, school context factors such as school location and type, school neighborhood conditions of students in a school have an effect on child learning. Therefore, the main purpose of this study is to examine school management effectiveness and academic performance of selected private secondary schools in Ilorin metropolis.

1.1 Statement of the Research Problem

Education as an industry and an investment for the future of a country has global implications with far reaching effects on humanity. However, the National Policy on Education (2008) states that secondary school education should prepare individuals for useful living within society and for higher education. Over the years, these objectives have experienced unsteady achievement. This is evident in the decline in academic performance of students, especially in external examinations such as the Senior Secondary Certificate Examination. Omeregbe (2005) lamented over the products of secondary schools that could neither be useful in society nor gain admission into higher institutions without the help of parents and some compromising teachers or forgery. Nwaka (2010) reported the poor performance of students in Senior School Certificate Examination (SSCE) in 2009. Odia and Omofunwa also reported that 50% of secondary school students in Benin City preferred to enroll and write final year external examinations in the remote villages and private schools they called "special centers." This magnitude of malpractice is supported by some parents and school administrators to evade failure in examinations. The Federal Government made curriculum changes to improve the quality of education through the introduction of ICT into the school system, repositioning of science, technical and vocational education in the scheme of national education, the output is relatively low, especially in external examinations, within the last four years has not yielded up to 70% and some are below 50% in five credits and above, including English and Mathematics. This is attributed to the challenges of inadequate funds that are below the stipulated percent for education by the Educational Scientific and Cultural Organization (UNESCO), poor supervision, weak decision making and the absence of educational innovation.

1.2 Research Questions

The research questions are:

1. How does innovation affect student engagement and motivation?
2. To what extent does decision making affect the accuracy and alignment of students?
3. To what extent does supervision affect students' depth of knowledge?
3. How does finance affect instructional quality design?

1.3. Objectives of the Study

The main objective of the study is to examine school management effectiveness and academic performance of selected private secondary schools in Ilorin metropolis. The specific objectives are to:

1. determine the effect of innovation on student engagement and motivation.
2. examine the effect of decision making on the accuracy and alignment of students'
3. examine the relationship between supervision and students' depth of knowledge.
4. ascertain the effect of finance on instructional quality design.

1.4 Statement of Hypotheses

H₁: Innovation has no significant effect on student engagement and motivation.

H₂: Decision making has no significant effect on the accuracy and alignment of students.

H₃: Supervision has no significant effect on students' depth of knowledge.

H₄: Finance has no significant effect on instructional quality design.

1.5 Significance of the Study

The study of school management effectiveness and academic performance of selected private schools is considered significant and timely because management effectiveness is the key to academic performance.

1. It is intended *to* generate information on the role that management effectiveness plays in enhancing academic performance in private secondary schools.
2. This study will be of great value to school administrators and they will use it as a basis to engage management variables to achieve a predetermined goal in the school system.
3. The researcher hopes that this study will extend knowledge and understanding of how management variables are important in achieving educational goals.

4. This study is to improve the provision of private secondary schools and is expected to benefit education stakeholders such as teachers and parents. Finally, this study will benefit other researchers in this field who are interested in the topic. It will be of great value to provide them with literature to be reviewed.

1.6 Scope of the Study

This study examined the management effectiveness and academic performance of selected private secondary schools in Ilorin metropolis. These schools are Flora Schools, Sapati Secondary School, Faith Academy, Roemichs International School, Molly Schools, Chapel Secondary School and Effective International School. The researcher decided to pick these schools because they are homogenous in academic profile, student development, school culture and strategic in innovation and technology. However, because of perceived quality education, many parents are attracted to private schools and send their children to these schools despite their high fees (Caddell, 2009).

1.7 Definition of Terms

1. Emotional Intelligence It means educating students about how to cope with their emotions both in and outside the classroom. It helps students succeed in life. It refers to the capacity to recognize our own feelings and those of others to motivate ourselves and to manage emotions well within ourselves and in our relationships. It is not enough to be smart and hardworking; students must also be able to understand and manage emotions in order to succeed in school. Four major areas of emotional intelligence are, self-awareness, self-management, social –awareness, and relationship management.

2. Meta-cognition: - Meta-cognition is widely recognized as an essential skill for learning and the main driver of students' self-regulated learning behaviours. It is boldly defined as purposeful thinking about thinking. It has been described as "the gateway to self-regulating one's learning." This entails teaching students how to think about their own thought processes, as well as encouraging critical thinking and self-regulation skills.

3. **Intrinsic Motivation:** Intrinsic motivation has important practical implications. It is beneficial for learning, creativity, persistence, and hedonic as well as eudaimonic well-being. This is a means of cultivating motivation in a student. It takes place when we are rewarded internally for our actions. Intrinsic motivation is divided into six categories, namely, approaches based on drive- naming, psychodynamic drive theory, physiological arousal, psychological incongruity, competence and self-determination, and emotion.
4. **Project Based Learning:-** It is a collaborative learning method that addresses real-world problems by emphasizing critical thinking and problem solving skills, starting with a challenging question or issue facing the community. It is evidence that Project Based Learning is beneficial both to teachers and students. Earlier research shows that teachers' understanding of the criteria for effective Project Based Learning plays an essential role in how teachers implement project based learning, thereby also affecting students' content understanding and development skills.
5. **Creativity Thinking:** We can achieve great success by facing challenges and responding to them with new thinking and confidence. It is the ability to invent or create something new. Creativity is often stimulated both by an unstructured process like brainstorming and by a structured program like a heuristic program. It can be observation of things in a new way.
6. **Role:** It is defined as a function that any individual or institution can play in society. In the school environment, the school administrator manages budgets, handles logistics, and acts as a point of reference for everyone in the school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Preamble

This chapter reviewed the concept of school management effectiveness and academic performance. It covered related literature and theories to shed more light on school management and academic performance, empirical review, and gap in literature.

2.1 Conceptual Review

In this section, proper examination of various definitions of the terms used by the authors of the two constructs, which are school management effectiveness and academic performance and their variables were considered.

2.1.1 School Management Effectiveness

The concept of school management effectiveness has been discussed by so many authors, ranging from space to learning environment for teaching students. According to Kyriakides et al (2015) school management encompasses not only the director but also all stakeholders. The author considers that a democratic management also includes the active participation of teachers in co-leadership pedagogical responsibility, which includes parents / communities, student representatives, as well as non-teaching representatives. According to Lee (2014) the quality of leadership in schools is a relevant factor in evaluating schools and their educational results or students' performance. Coleman Report (1966) as cited by Downey and Condrón (2016) initiated the debate that research on the relationship between school management and academic performance of students in high school. According to Orphanos and Ori (2014) school management exerts a positive influence on students' grades. The primary aim of school management has to do with the improvement of teaching, learning, and all other activities in school. It is the administration of the education system in which a group combines human and material resources to supervise, plan, and implement strategic and operational structures to execute an education system. The education system consists of the school administrator, his or her deputies, teaching and non-teaching staff, working together to achieve academic performance.

The World Bank (2008) points out that much research has demonstrated that retention and quality of education depend primarily on the way schools are managed rather than the abundance of available resources. Research conducted by Day et al(2016) gives an indication that the capacity of schools to improve teaching and learning is strongly influenced by the management style provided by the schools. According to Donald, Lazares and Lolwang (2004). School Management is the promotion of effective teaching and learning (quality education). The extent to which

effective learning is achieved, therefore, becomes the criterion against which the quality of management is to be judged. Bush (2007).

According to Lick (2009) school management effectiveness encompasses not only the director, the author considers that a democratic management also includes the active participation of teachers in leadership pedagogical responsibilities. Effectiveness is the degree to which something is successful in producing a desired result. According to Fuller and Hollingworth, 2014, Murillo 2007, Raynoldsetal, 2014, Scheereus, 2010). School management effectiveness is defined as the impact that the school has on the academic performance and social development of the students. Is the ability of an organization to account for successfully for its outputs and operations to its various internal and external constituencies. Gaerthner and Ramnarayan (1983). Therefore, school management effectiveness is the effective application of theory and practice of management to the field of educational institutions and a process of acquiring and allocating resources for the achievement of predetermined educational goals.

2.1.2 Innovation

In contemporary educational contexts, innovations tend to be understood as novel didactic techniques, services and technological tools, and the very term has become somewhat of a fetish in the educational realities. Innovation has an important role in improving the quality of education, innovation does not only make learning process more varied and interesting, but also allows inter-school collaboration to connect and share knowledge in various fields. Crosscombe, (2018). Akpan (2015) stated that one important fact in education is the building of knowledge or creation and sharing of knowledge with learners, so that at the end of schooling, the individual acquires expertise that will enable him/her to develop himself/ herself and also contribute constructively, to the development of the nation.

Uchendu (2015) describes innovation as a process in which new programme or practice are put in place or injected into the operation of a system to replace old or ineffective ones. Innovation is essential in bringing quantitative changes in education. Technology based innovation in education reshapes the environment in which schools operate. It tends to open up learning environments, as well as the physical and social environment, which is an important issue that brings quality to

learning. UNESCO added that innovation refers to any persistent change in the patterns of behavior of members of an identifiable social system. Okoye (2012) states that, it is a general change that is deliberate and must never be regarded as a simple adjustment. Innovation in education is perceived as a means of enhancing equity, it improves learning outcomes and the quality of education provision. It is an important issue in many fields, including education, as it means doing what is best for all, making changes.

Nwafor (2006). Innovation is a technique, an idea, a practice, or an object that is perceived by an individual or another unit as new Nwafor (2006). Innovations are understood as a procedure or method of educational activity that offers significantly from established practices and is used to increase the level of efficiency in a competitive environment. This includes pedagogical innovation, scientific and methodological innovation, educational and technological innovation. It is observed that Innovation in education generally has been increasingly regarded as a crucial factor in maintaining competitiveness in a globalized economy. It can breathe life into a dead or stagnant market, a mechanism for enhancing any organization's ability to adapt to a changing environment (Damanpour and Goplakrishman, (1998) Hargadon and Sutton (2000).

Innovation in education according to Sappo (1996), is the creation of a new educational culture, new opening and new ideas to overcome some problems in education. Continuing, Kirsi and Seppo (1999) maintained that innovation in education is a starting power of an idea that makes things move. Adoption of an innovation in education means taking up or accepting an innovation and making use of it in the educational sector.

Oslo manual OECD Euro State (2005) defines innovation in education as the implementation of a new or significant to improved product (good or services) or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relation. However, different types of innovation can be introduced into the educational system, product innovation, process innovation, marketing innovation and organization innovation.

However, these four types of innovation can be applied in the educational system with small modification. Educational organizations such as secondary schools could introduce new products or services such as new syllabus, textbooks or educational resources/ materials for better

understanding. There could also be new processes of delivering services, such as new styles of teaching and learning, the use of ICT and language laboratories for proper pronunciation, classroom management innovation and introducing a new topic like a story in the classroom, the use of educational resources such as audio-visual, video etc.

On new marketing techniques, the school can research into the needs of stakeholders. The school environment is to enhance academic performance since innovation encourages teachers and students to explore research and use all the tools to uncover something new. In conclusion, it stands to reason that educational innovation cannot be overlooked, using innovation effectively has the potential to make teaching and learning processes more intensive. Kerres (2013) improves students's self-regulation and self-efficacy. Alioon& Delialiglu, (2017), Bonta, Retalis &Pavaskeva (2012), increased participation, Salaber (2014) and predicts increased student engagement.

2.1.3 Decision Making

According to Aydin (2010) decision making is a selection of the most suitable choice from among probable alternatives to the solution of a problem. Decision making process aim to change organizations, to prevent or solve problems and to effect the personnel Bursal iOglu (2008).The school administrator is concerned with the running of the day to day affair of the school, he is concerned with the performances of both teaching and non-teaching staff members in the realization of the school's objectives. Oluba Dewu (2007). Kounelly, Gibsen and Manlewich (1995) posted that decisions are means rather than ends, as well as processes by which a school administration seeks to achieve some desired results. This means decision making is influenced by many forces such as the organizational environment, leadership styles and the school administrator's knowledge.

The purpose of decision making in secondary school is to coordinate the efforts of people together to achieve the school's goals as they relate to the learning and growth of students. Musaazi (1992). Decision making process involves areas related to the students' wellbeing, teaching and non-teaching staff, Parent Teachers' Association. Decision making process in the school setting involves the following steps.

Identify and Define the Problem: This means the school administrator must understand the problem through careful consideration of warning signals. Some of the warning signals are: failure in external examinations in the last two years, failure during competition with other schools, student enrollment decline, and deviation from the objectives of the school.

Generating Solutions (Alternatives) Defining problems with solutions is important. Adebimpe (2003) states that a solution to a particular problem helps the school administrator in making decisions, the school administrator decides to look at several alternatives available before taking a decision. In doing that, he or she may invite other staff to brainstorm on what to do. A decision can be taken on enrollment, a student's performance, and the teacher's motivation. This means that when problems are defined, it helps to proffer an immediate solution through alternatives.

Evaluate the Solution : After considering the alternatives, evaluation will be considered. Abubakar (1995) argued that at the point where alternatives are being developed, they should be evaluated and assessed in such a way that they are carried out within a considerable time. If there is a decline in student enrollment, which may be as a result of different reasons such as failure in an external examination, competition, or increase in school fees, the school administrator and his deputies may decide to reduce school fees for SS 3 students, introduction of new instructional materials. The question is, the reduction will be what percentage? For how many terms will they observe this? What is the financial implication for the school finance.

Developing Alternatives. Aeligan (1996) opined that when problems are defined, potential solutions to the problem are equally developed with the consequences of each alternative being carefully considered. In the development of the alternatives, internal and external environments of the school to provide the best alternative are considered. internal environment, such the

controllable constrains and external environment, that is, uncontrollable constrains such as government, competitors etc.

Choosing Alternatives: The purpose of decision making is to achieve a pre- determined objective of an organization. Ahmed (2005) In view of this, the school administrator is expected to make a choice from the evaluated alternatives to achieve school objectives.

Implementing the Decisions: Implementation is vital, to ensure effective implementation, effective communication must be in place. This is to motivate those concerned, to encourage them and point out the benefits to be achieved. The Head of Department must be fully involved in decision making.

Control and Evaluation of Decision: There should be an assessment of the results and performance of staff members and students. The essence of control is to check deviation. Is there improvement in students's enrollment? Is there improvement in students's academic performance? Therefore, an effective decision process is vital to the smooth administration of the school. Hence, it is the function of the school administrator towards the attainment of the objectives of the school. Deborah (1999), since school administrator deals with the combination of both human and material resources, it is a central task of the school administrator at all levels of an organization to assess how, when and extend to which decision and function are performed.

The School Administrator in Decision Making

in Achieving Academic Performance

The role of an administrator in a school depends on various factors, such as the system of the school and whatever the school is, private or public, but the school administrator is always focused on ensuring that the school runs effectively. School administrators are often multi-skilled and much of their work is based on excellent organization and the ability to communicate politely and effectively.

He or she works with the staff (teaching and non-teaching) to design and prepare the curriculum, establishes the budget and makes sure that students' academic performance is achieved, He takes charge of school affairs, implements, and manages students.

Staff (Teachers) Participation in Decision Making

Decision making on academic performance cannot be made by the school administrator alone, he or she cannot successfully manage diffuse and diverse educational demands without the help of teachers. The educational system is dynamic, Udo and Akpan (2000) asserted that where teachers are adequately involved in the decision- making process, there will be commitment, adequate support with the administrator and the realization of school goals.

Ndu and Anoghor (2007) noted that where teachers are not involved in governance, it results in teachers behaving as if they are strangers within the school environment. Staff cooperation is vital while involvement in the decision making process by the teacher could ease the school administrator, involvement of teachers creates job contentment or satisfaction. According Kazenper, et al (2007) there is significant correlation between teachers's participation in educational affairs and their professional skills as well as their subsequence performance. Weiss (1993) and Blasé, Anderson and Dungan (1995) also found that the involvement of teachers in decision-making created job commitment. Teachers' commitment will be improved by involving them in decision-making (Mowday, Steers, &Porter, 1982) cited in (Keung, 2008). According to the findings of Murphy, David and Brown (1996), teachers' participation in decision-making could improve their job satisfaction and commitment.

Teachers' involvement means many heads are put together to intellectually solve some problems that could have remained unsolved by the school administrator alone. Luthame (2005) supported that if managers claim to want their people to participate but never let them become intelligently and emotionally involved and never use their suggestions, the result may still be in topic line, with the view of Emereke (2004) said the fact that when people are part of the decision making process, there is greater opportunity for the expression of mind, ideas, existing disputes, and more occasions for disagreement and agreement.

Students Participation in Decision Making

Students' participation in decision making refers to the work of student representative bodies such as the school council, student apartment and the prefectural body. Students' involvement in decision making enhances academic performance because it ties up with the students' purpose for being in school. According to Magalla (2007) supported by Njozzila (1998) students should fully

participate in decision making. They stated that principal (school administrator), other stakeholders should not underestimate the contributions of students, especially if they are given the opportunity to develop their skills and their level of maturity. That notwithstanding, teaching and learning methods are one of the few areas students should participate in. Haman (2003). Students are not expected to participate in school curriculum and evaluation criteria. Three views guide the involvement of students in decision making.

1. Students must remain passive and receive instructions from parents and teachers (Shithole; 1998)
2. Student participation must be to a certain degree (Squetech 1999)
3. Student consultation and decision making is often limited to aspects of school life that affect students only.

Aggrava (2004) adds that student representation may not participate in matters relating to the conduct of examinations, evaluation of student performances, appointment of teachers and other secret matters.

Parents Involvement in Decision Making

The effect of the educational support given by parents is crucial in determining their children's performance. Generally, schools are known to be a place that provides an appropriate learning environment for a child, but more importantly, the role of parents and community must not be underestimated. Pranda et al (2012) indicate that without the children's parental support, it is hard for teachers to divulge academic experience to help students learn meaningful content. (Fan) 2011 demonstrated that parents' educational aspiration for their children proved to be strongly related to student academic growth. Studies have shown that parental education level has a significant effect on a child's learning (Kham & Malik, 1999). Research studies also indicate that socio-economic economy status is correlated strongly with parents' educational ambitions for their children. This is supported by Ajaebu (2014) that socio economy and educational background of the parents go a long way in determining child's academic performance.

Finally, parents should make the decision to give enough attention to their children. Dubby (1984) asserted that child achievement is supposed to be determined by a child, incidentally, the child's

performance in schools depends on how much attention given by the parents, the environment, peer group influence and the school among others .

2.1.4 Supervision

Supervision as a field of educational practice with clear role and responsibility did not fall from the sky rather it emerged slowly as a distinct practice by educational administrators, the formation of common schools in the late 1830 made supervision a reality. Adeyemi (2000) explains that supervision is the process of administration which involves the push to manage the everyday activities of an individual or group of people working together in the school system. The major goal of most nations in the world has been the achievement of educational excellence. This is so because education is the key to permanently close the door of poverty and open door of prosperity in terms of economic buoyancy, social advancement and civilization. Since education is an instrument of change and growth, teachers are the operators of the instrument, while students are regarded as the raw material on which the change will be manifested over a period of time, that makes supervision complex and it involves the whole structure of the school.

According to Bar and Burton, (1999) no doubt the aim of supervision is to improve teaching, but this can be facilitated through the development of teachers. The school administrator does not only set goals, he influences peoples to work willingly towards the achievement of these goals in the school system. However, one of the leadership roles of the school administrator is supervision, this role distinguishes him as the head. The school administrator has the primary function of exhibiting effective instructional leadership for improvement of diversified curricular and quality of attainment of school goals. Supervision in education is all the efforts of a school designed towards providing leaders, help to teachers and other educational workers in the improvement of instruction. It involves the improvement of teaching and learning process for the ultimate benefit of the learner who is regarded as the pivot of education.

The first and foremost task of the school administrator, is to improve the instruction, such as the methods of teaching employed for different subjects, an audio-visual and the used of time tables and schemes of work. The Federal Republic of Nigeria (FRN, 2004) and Litchfield (2003) identified management of curriculum and instruction, supervision of classroom instruction,

monitoring and evaluation of students' progress and achievement, promotion and enhancement of the learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. (Administrator). Supervision is needed in effective and efficient school activities so that educators can really give their best in their various duties or posts, as well as make an extraordinary contribution to brandishing learners who will be capable of competing globally with their counterparts. (Adelakun 2005)

2.1.5 Finance

Growth and development of any organization can be achieved through the proper management of its finances. Financing in education is like an investment into the future. It is the life- blood of any institution. The priority of an organization is its goals and that is why it is important for organization to harness their human material and financial resources to achieve these set goals (Heineman 1983).

Finance provides an underlying condition that improves learning outcomes. More money for schools means better student outcomes because students benefit from more school funding. Although money is not the answer to all educational ills, a more equitable and adequate allocation of financial inputs in schooling provides a necessary underlying condition for improving performance.

UNESCO (2005) stated that there should be proper management of funds in order to enhance academic performance. The school administrator is the financial manager, who is knowledgeable about different matters regarding school finances. Planning of school finances begins with the drafting of the budget, which is the responsibility of the school administration.

Managing funds will help provide facilities that will aid teaching and learning. The skills of the students will be discovered and polished to achieve success and even scientific ideas will be implemented. When facilities are provided, it will be beyond what the teacher said in the class (Theory) to what students can see and practice with (Ajayi & Akinwamiju 1990). In addition, when salaries of staff are paid regularly, students benefit more. An increase in staff pay will also lead to the recruitment of more capable teachers.

Furthermore, parents are not left out of the financial aspects of their child's education to achieve academic excellence. Parents are expected to play a role in the academic performance of their children. Hill et al (2004) also argued that the financial status of parents does not only affect the academic performance of their children but also makes it impossible for the child to compete with his or her counterpart from a high financial status in the same academic environment.

Today, it is too common to find out that children who belong to a family with a high source-economy background do better in academic achievement when their needs are satisfied, such as the provision of books, clothes, transportation, etc. All these will give the child confidence to perform better.

Conclusively, finance makes the school system effective. According to the National Policy on Education (NPE) (2004) section 13 subsection 120 asserts Education is an expensive social service and requires adequate finance for successful implementation of educational programmes. The availability of financial resources does not guarantee a quality education, but a quality education is impossible to achieve without adequate resources. (Reschovsky&Imazeki 2011, Clune, 1994). Lack of critical inputs is likely to negatively influence learning outcomes.(Harbison & Hanushek 1992, Glewwe et al 1995, Tan, et al, 1997)

2.1.6 Academic Performance

There is no single definition of academic performance, rather, it varies from scholar to scholar in the ways it appears to them. With the conceptualization of different authorities such as Bello, Bukar and Ibu (2019), Bukar and Ibu (2016), Owan (2012),Eruls, and Zaboor (2011), Omolayo (2009) and OgunSaju (2004) on academic performance, it shows that all scholars have the same view on the subject matter.

Omolayo (2019) Bello, Bukar and Ibu (2016) commented on the scholastic attainment of students, they argued that performance is a measure of output, and the output is the attainment of a person in an examination. That is, how an individual has been able to demonstrate his or her abilities in an examination. Bello, Bakar and Ibu (2016) defined performance as the level of attainment of a person in an examination, which is how an individual has been able to demonstrate his / her

abilities in an examination. Therefore, performance has been regarded as a measure of educational output.

Owan (2012) in his opinion, asserted that academic performance refers to the rate at which educational objectives are being achieved by those within the school system. It is the measurement of a student's achievement across various academic subjects. Academic performance is measured using classroom performance from standardized tests. According to Eruls and Zaboar (2011) students' academic performance and graduation rate have been the areas of interest and investigation.

In view of this, Sakin (2000) emphasized the use of grades in examinations and reported that grades could serve as a production measure at the level when educational objectives have been achieved. Ayo (2000) defined performance as the outcome of a student's assessments through comprehensive, systematic, cumulative, diagnostic, formative and summative evaluation of the school setting. Umoh defines student academic performance as the final grade which students get after a systematic and comprehensive measurement and evaluation of the individual student in a school setting.

Conclusively, academic performance is measured using classroom performance, graduation rates and results from standardized tests. It describes the standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities, and this standing could be a grade obtained in a course or group of courses taken.

2.1.7 Student Engagement and Motivation. Student Engagement has been linked to improving achievement, persistence and retention. Finn 2006, Kuh, Cruch, Shouo, Kinzie & Gonyee (2008) with disengagement having a profound effect on student learning outcomes and cognitive development, Ma, Han, Yang & Cheng (2015).

Student engagement is a multifaceted and complex construct. Appteton et al (2008) Ben Eliyahu, Moore, Dorph & Schumm (2018) .Student Engagement is high when they are motivated, in the absence of motivation, students are found sleeping, putting their heads on their desks, displaying some problematic behaviours in the classroom etc. Students are more likely to be engaged when they are motivated and when teachers adopt positive competition and reward strategies. Dotterer&

Lowe (2011) indicate that classroom and school engagement are significant in predicting academic performance, several researchers support the view that a student who is intrinsically motivated is engaged (Csikszentimihayi, 1990, Deci& Ryan, Hidi&Renniger, 2006, Wang &Holcomber, 2010). Student Engagement occurs when students make a psychological investment in learning. It is the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught which extends to the level of motivation they have to learn and progress in their studies. Frederricks, Lunmenfeld& Paris (2004) identify the dimensions of engagement.

1. Behavioral Engagement: This includes students participating in education, including the academic, social and extracurricular activities of the school.
2. Emotional :Emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school.
3. Cognitive Engagement. Students' investment in their learning (motivation and self-regulation) and students' engagement are affected by some factors such as students, curriculum and resources, teachers and school factors, etc. Sucs (2004) also indicated that when a student gets consumed by learning, the result is a greater chance of improved achievement.

2.1.8 Accuracy and Alignment

Accuracy and alignment are not particularly new to the field of educational assessment (Bloom, Madaus Hastings, 1981, Impara 2001,Tyler 1949, Webb1999). Accuracy and alignment can be broadly defined as the degree to which the components of an educational system, such as standards, curriculum assessment and instruction, work together to achieve desired goals (Amanda, 2003, Resmick, Rothman, Slattery & Vranek 2003, Webb 1997b). It is the state of being correct or precise, the degree to which the components of an education system such as

standard, curriculum, assessment and instruction work together to achieve desired goals. (Atanda,2003, Resnick, Rothman, Slattery &Vranl, 2005, Erbb, 1997b). The educational system needs to focus on teaching, learning and assessment that is aligned with changing educational

goals. In view of this, for learning not to be compromised, the component of education, that is, curriculum and instructional components must be aligned to achieve educational goals.

1. Curriculum Alignment: This is the process in which educators evaluate a programmes at all levels to address the changing needs of students and the workplace.
2. Instructional Alignment: Refers to a high degree of agreement among the objectives' assessment and the content in a learning experience. When alignment takes place, students and teachers benefit. Students benefit because instruction is focused and students are assessed on what they are taught. Teachers are not left out also, making the best use of their time in assessment involves real learning.
3. Course Alignment: If the course you are taking is aligned, it means that the stated course goals and learning objectives are in harmony with the activities and assessments given to students. Each activity should have a clear purpose that builds towards the accomplishment of learning outcomes.

That is why the school administrator is expected to be qualified, knowledgeable, and versatile in the current curriculum for decision making that will enhance the accuracy and alignment of students in their studies.

2.1.9 Depth of Knowledge

Depth of Knowledge is the depth of understanding needed to answer and explain an assessment related item. This concept was developed by a researcher called Norman L. Webb, for Mathematics and Science standards, but the model was expanded and used in Language, Arts, Mathematics, Science and History etc. However, he identified four distinct depths of knowledge skills.

Level I

This level includes basic recall of facts, concepts, information or procedures. Mastering Level 1 build foundation, allowing students to attempt to compete high level task successfully, without this foundation, student might find it difficult to perform their tasks.

Level 2

It includes skills and concepts such as the use of information or solving problems that require one or more steps with a decision point along the way. In this level, the student should be able to explain why or how. An example is comparing and contrasting a composite.

Level 3

The level includes strategic thinking that requires reasoning and is abstract and complex. Students are expected to analyze and evaluate complex real-world problems with a predictable outcome. Reasoning logically is allowed. Level 3 questions often require students to pull from multiple subjects and use a range of skills to come-up with a solution that works.

Level 4

Level 4 includes extended thinking such as investigation or applications to solve complex real-world problems with unpredictable outcomes. Students must strategically analyze, evaluate and reflect over time. Since decision making is to solve a problem, it requires a depth of knowledge.

2.1.10 Instructional Quality Design

Instructional quality is positively related to student learning and motivation, increases course pass rate, decreases course retakes, but enhances academic performance associated with retention. Richard Brinchaman, a professor of design management and information systems said a good design can be defined not only to be creative, stylish with an extra ordinary visual look, but it must consider human engagement in its activities. Instructional Design is the process by which learning products and experiences are designed, developed, and delivered, These learning products include online subjects, instructional manuals, video tutorials, etc. Instructional Design as the architects of the learning experience process, Reiser& Dempsey (2007), is a systematic process that is employed to develop education and training programs in a consistent and reliable fashion. Instructional

Quality Design models typically specify a method that, if followed, will facilitate the transfer of knowledge, skills, and attitudes to the recipient of instruction, and is a delivery system to meet learning needs, goals and development.

To achieve high quality instructional design, Stephen Covey (1990) suggested some principles to follow. The design has to achieve something specific, a defined goal, for example, what student's learning outcomes will the material serve? What should learners know, understand and apply in real life settings, what will inspire students to learn and strive for excellence?

The quality of instructional design is often gauged by three things: effectiveness, efficiency, and cost.

1. Effectiveness has to do with how well the instruction enables learners to achieve stated goals or expected outcomes.
2. Efficiency deals with the energy and time invested to complete the instruction.
3. Cost: Cost covers all expenses incurred for the design and delivery.

In light of this, the finance of the school is vital in determining the type of instructional quality design to be put in place. According to Pretomode (2005) whatever they are called, instructional media, curriculum, resources, teaching aids, or the like, instructional resources represent message carriers which teachers use for attaining instructional objectives in teaching and learning situations. Faburah & Mezieobi (2008) argue that when any act of teaching is done without instructional resources, some learning may take place depending on what is taught and the setting in which it is taught, but with instructional resources, much learning takes place and content retention is enhanced. For example, effective use of instructional resources in teaching social studies changes the academic performance of students positively. Orakwe (2000) said Social Studies classroom teaching without any use of aids is not worth consideration at all.

2.2 Theoretical Review

This study used Learning Theory and System Theory for the administration of secondary school.

2.2.1 Behavioural Learning Theory

This theory explains how learning and teaching processes should take place. Teachers deal with teaching and, at the same time, the learning of students. Learning According to Chunk (2012) is an ending change in behavior or the capacity to act in a given fashion which results from practice or other forms of experience. This theory views learning as a change in the frequency of occurrence or form of behavior or responses as a function of environmental factors.

Chunk (2012) Learning is seen as an observed phenomenon. The role of the environment is important because it specifically sheds light on how stimuli are arranged and presented and how responses are reinforced.

Application of Behavioural Learning Theory in the School Setting.

1. A conducive environment helps learning to occur. In order to achieve the learning goal, the school administrator and teacher should prepare an environment that will enhance learners' ability to learn.
2. Teachers should help learners to make practice of what they have learnt. An example is Cultural Creative Art in secondary school and Home Economics. This is important because learning and practicing strengthen the responses to behave.
3. Reward: Teachers are to reward any desire behavior in learning and give punishment to undesired behavior.

2.2.2 System Theory

This study would also be guided by system approach theory as proposed by Ludwig Von Bertalanffy in 1956. This theory states that a system is a set of inter-related and interconnected elements. These elements are directed to achieve set goals. However, this theory views organization as an organ and an open system composed of a number of sub- systems. All these sub-systems operate in an interdependent and interactional relationship. It is also viewed as a human being. A human being, for instance, is a system. Habdy (1979) has gone to the extent of metaphorically regarding the organization as a caricature of the human body with interacting parts.

The organization structure is the skeleton, the job is the muscles, the people in the organization are the blood, and the physical and environmental factors are its flesh. In every system, there is a subsystem. Each system or sub-system consists of humans working together, hence it is called a social system. It employs a variety of techniques and technology, it is also a technical unit. Therefore, each system or sub- system is subject to interrelated social, technical, and economic forces.

The various sub-systems are linked together through communication, discussion, objectives, relationship, policies, procedures and other aspects of coordinating mechanisms for better academic performance in secondary schools. The various sub-systems are expected to work as one unit, that is, different departments working together to achieve academic performance. The school administrator should work hand in hand with the teaching and non-teaching staff using some managerial variables through effective communication for the smooth running of the school programs that directly and indirectly impact the school's performance. The various sub-systems must work as a unit.

In this particular study, examining school management effectiveness and academic performance, this theory is valid given the fact that the school administrator, heading the school, is the number one person at the same time, a unit that cannot stand in isolation but have connectivity, interrelationship with others such as teachers, non-teaching, parents, pupils. All these must work together as a unit. It is widely believed that when schools are managed effectively, academic performance is achieved, when academic performance is achieved, it is reflected in the growth of the economy. Effective management of schools is the bedrock of development.

Furthermore, an organization is viewed as an open system composed of sub-systems that must work together to achieve organizational goals. Therefore, this study adopted Behavioural Learning Theory and System Theory.

2.2.3 Fiedler's Contingency Theory

The **contingency theory of leadership** was proposed by the Austrian psychologist Fred Edward Fiedler in his landmark 1964. The **contingency theory** emphasizes the importance of both the leader's personality and the situation in which he operates. The school is a complex organization,

an open system that appears to be in a highly uncertain environment. In order for leadership to be effective in this uncertain environment, the leaders should adopt a holistic approach. Many leaders avoid high uncertainty by applying standard operating procedures and making traditional bureaucratic responses in every case. Contingency gives school administrators the opportunity to have a solid basis for further refining management policies and practices.

Contingency theory is based on the assumption that no single leadership style is appropriate in all situations. According to this theory, leadership style is quite inflexible. Thus, organizational effectiveness depends on matching internal organizational characteristics with environmental conditions. Therefore, effective leadership depends on whether the leader's style matches the needs of the individual case. So, taking the above interpretations of leadership into account, one deduction could be that the school administrator is also a leader because he influences the efforts of teaching and non-teaching staff towards the accomplishment of the school's goals of making the school environment conducive for teaching and learning. The administrator, by virtue of the power and authority conferred on him to pilot the school organization, identifies the school organization, the school goals, and develops procedures to mobilize all staff members under his control to function effectively for the sole purpose of educating the student. The administrator should be able to influence others to perform a given task in the school setting to achieve academic performance.

2.3. Empirical Review

Several scholars and researchers have carried out a series of studies on or in relation to school management on academic performance and some of the studies have been reviewed.

Stephan Huber (2021) researched International Studies in Educational Administration in Germany. The research was done in secondary schools with a 24,000 sample size. The findings noted include, impact on all actors, appreciation and recognition of teachers from parents, increased use of digitization, and blended learning, increase gaps in learning and inclusion within and between schools. The paper suggests a school improvement strategy based on innovation, sustaining and optimizing considerations.

Huaisheng, Manu, B., Mensah, I., Mingyue, & Oduro, (2019) researched on Exploring the Effect of School Management Functions on Student Academic Performance. The research was conducted in Ghana, in a public secondary school, with a 480 sample size, and method of estimation was the Stepwise Logistic Regression Model. The result of the study stated that there is strong relationship between effective school management functions and academic performance students.

Zhang Hususherg, Blessing Dwunah Menu, IssAdejei, Fan Mingyue&Dannu, (2019).They conducted research titled "Exploring the Effect of School Management Functions on Student Academic Performance." This research was conducted in Ghana within a year with a 480 sample size and Logistic Regression was the method of estimation. The result of the finding recommended that school management functions should be intensified in various public schools so as to enhance student academic performance.

Nyaman (2018) researched on the topic of Modern School Management and its Impact on Academic Performance Achievement for students in the Basic Stage in Jordanian public schools. The research followed the analytical descriptive approach in terms of applying the study tool and data collection and analysis. The sample of the study consists of 20 students. The study found that there is a statistically significant effect of modern school administration on academic performance.

Nnaman Nsari, (2018).Researched on Modern School Management and its Impact on the Academic Achievement of students. The research was conducted in Jordan, Basin Stage Government School, and 20 sample size was used. However, the result of the research shows that there is a significant effect of the Modern School Management on the Academic Achievement

Ana & Cynthia (2018).They conducted their research on Public School Management Leadership and Educational Result in Brazil. The research is quantitative and describes the principals' profiles. The research included the construction of a principal's leadership index. Finally, a linear regression was developed in order to relate these and the result indicated that after controlling for students' social economic status, an interval school factor (a principal's leadership) and an external school factor (the principal's selection process) analyzed in this study have a statistically significant association with students' results.

Fred. (2017). This research was conducted in Uganda, the study examined The Role of Management Committee on the Academic Achievement of learners. A mixed methods research, the role of the school management committee was measured in terms of teachers' motivation, school monitoring, good working relationships, routine visits and supervision, accountability and resource mobilization, and academic achievement were measured in terms of improved teaching and learning conditions, grades obtained by the pupils, and quality results achieved. The survey and Pearson Product Moment Correlation estimation was used. The result of the study shows that there is a significant impact of the management committee on academic performance.

John, Boniface & Florence (2017). The role of Management as a determinant of Pupil's Academic Performance in Public Primary School in Marani-subcountry, Kenya. *International Journal of Scientific Research and Innovative Technology* Vol.4 No 6. The research was conducted in Kenya Primary School, a 138 sample size within a year. The frequency percentage and mean (quantitative) and qualitative data were analyzed and organized into themes and subthemes. The study found out that when the mean score of the role of BOM was high by school, the mean score of the pupil's academic was also high. Inadequate teaching and learning facilities hampered BOM role of managing resources in schools. The situation negatively affected the pupils's academic performance.

Suleman, Mustapha, & Ibrahim, (2016) conducted research on Principals' Administrative Styles and Students Academic Performance in Taraba State Secondary School in Taraba School *Vol.7 no 18*. The research was conducted in Nigeria, Public Secondary School with 430 sample size within a year. Pearson Product Moment Correlation & Regression methods of estimation are used. The finding shows no significant between Principals' Initiative Administrative Styles and Student Academic in English.

Tsunt Firmina(2015). Conducted a research on The Impact of Leadership and Management on Academic performance in Tanzania. The duration of the research was a year, the sample size was 56 and the method of estimation is NECTA Examination. The result of the finding showed that poor management stemming from lack of participatory management led to poor school performance.

Urdan – Uwah, (2015). Purposed a research topic, Effective Administration of Secondary Schools in Cross River: A Panacea for Academic Excellence. He focused on effective and goal-oriented administration as the hallmark of academic excellence. It is not enough to keep the administration routine in secondary schools as a doctrine but to be goal oriented in this era of global competitiveness. The paper examined the need for proper secondary school administration, the challenges of secondary school administration and recommended a way forward to achieve a better standard of academic excellence.

Agil, (2015). Researched on Effective School Management and Supervision. It was conducted in Ethiopia, in a public secondary school within a year and the method of estimation used is Pearson Product Moment Correlation. The result of the study showed that effective school management is focused on improving the teaching competence and general wellbeing of the school system. The impact is positive on students' achievement and the educational development of society.

Consolate, L.,C. & Herne, J., (2015), They carried out research on Managing School Internal Mechanism Performance, Improvement in Secondary Schools. The research was conducted in Tanzania, with a sample size of 200 in Public Secondary school, Method of estimation was Pearson Product Moment Correlation, and the result of the finding showed that vision and mission were used to enhance academic performance.

Larissa de Silva Ricando (2015). Researched on the influence of School Management in Portuguese and Mathematic skills of students in public and private schools used longitudinal microdata from GERES (2005 – 2008) and checked for unobservable characteristics. The results indicated that special attention from the director to the administrative roles positively impacts the grades of students. The management variables measured as a component of the variable relating to the director's answers by the teacher are significant in explaining the student's proficiency.

Jackline, (2014). Researched on School Management on Student Academic Performance, stating how effective strategies are being enjoyed by school managers in secondary schools. This study analyzes the strategies school managers apply to improve the academic performance of students in schools. The study adopted a correlation research design estimation, questionnaires were for 135 subjects to participate in the study. The data collected was analyzed through Pearson Product

Moment Correlation. Mixed methods were used to collect quantitative data from teachers using questionnaires and qualitative data from heads of departments and managers of Parent Teachers Association using interviews. It was established that school management used various strategies to improve students' academic performance.

Bua, Olatunde & Amough. (2013). Research on the topic titled "Effect of Administration Problem on the Management of Secondary School. Two researches and two hypotheses guided the study, 510 sample data were obtained for the study and analyzed using descriptive and inferential statistics. Means and standard deviation were used to analyze the research questions while Chi-square was used to test the hypotheses. The findings of the study showed that there is a significant effect of the population explosion of students and information and communication technology on the management of secondary school.

Haryder & Gulbanu (2013). In their research, titled the Importance of School Management has been increasing in student academic success, Based on international exams, it was conducted in Turkey. This research focused on school management and education system. Some international organizations aiming to contribute to educational reform help countries with their deficiency in evaluation systems. The Programme for International Student Assessment and the Teaching and Learning International Survey are some of the examinations that identify problems and develop suggestions for solving these problems in some sub-areas. The result of the finding revealed that, the school manager has been studied by many researchers as one of the most important factors that affect student achievement. The school manager is the most important factor in maintaining discipline in the environment.

Olaleye Florence, (2013). Conducted research on Principal Organizational Management and Academic Achievement in Secondary Schools in Ekiti, Nigeria. The quantitative research was conducted within a year, Pearson Product Moment Correlation method was used. The result showed that principals' organizational skills that influence the high academic performance of students in secondary school include checking of teachers' and students' academic work, eradicating cheating among students, encouraging syllabus coverage, and briefing teachers on performance.

Vuyusile Msila (2011) He conducted a research on School Management and the Struggle for effective schools. This research was conducted in Eastern Cape, Africa. It was a qualitative study with 56 sample. The research shows that conscientious school managers and leaders who have identified the problems endemic in their schools will know their strength and inadequacies, hence they will adopt relevant leadership steps that would address these.

Moussa, &David (2011). Both of them researched on the topic, "School Based Management and Educational Outcomes." The research evaluated the effectiveness of a comprehensive school based management and whole school development, Regression model was used for estimation.

Idoi., N, & Ekpang., P. Both of them researched on the impact of School Administrator on Student Learning, the research was conducted in Calabar, Nigeria. Quantitative research with a 120 sample size. Pearson Product Moment Correlation was used and the result of the analysis revealed that, administrator leadership styles do not significantly influence school learning outcome. There exists a significant relationship between school planning and student learning outcomes. It was recommended that school administrators exhibit a leadership style that will promote a conducive learning environment so as to enhance students' learning outcome.

Bhekisigoin (2005). Researched on The Role of School Management Teams in Enhancing Learner Academic Performance. A mixed methods research in public secondary school, Ghana, 40 sample sized were randomly taken Pearson Product Moment Correlation method of estimation and the result revealed that Learners Academic Performance is adversely affected where learner were not part of decision making process and when they were not given immediate feedback after their assessment.

2.4 Gap in Literatures

The school, as an organization, is a complex social system which converts resources made available to it into such outcomes as students' development and performance. It therefore needs to be managed effectively. Scholars examined school management effectiveness in the cases of Agil, (2015), Urdan –Uwah, (2015) and Mingyue, &Odoro (2019), variables such as innovation and decision making have not thoroughly been studied in academic performance, which are the variables concentrated on in this research work. To assess school management effectiveness and

academic performance, which is the outcome, variables such as innovation, decision making, supervision and finance were focused on.

Previous studies concentrated on public secondary schools, whereas this study focused on private secondary schools because of the interrelationship of private owned businesses in the growth of the economy. To balance the error of a single method of data analysis, this study adopted both the quantitative and qualitative methods of data analysis compared to other studies with only quantitative or qualitative methods.

Besides that, to ascertain the degree to which school management effectiveness can enhance the academic performance of students, this study concentrated on the entire population, contrary to the previous studies that focused on sample size. Finally, this study is the first of its kind in Kwara State, therefore, it fills the gap by adding to existing knowledge.

CHAPTER THREE

METHODOLOGY

3.0 Preamble

In the previous chapter a literature review on school management effectiveness on academic performance was done. In this chapter, methods employed to obtain data from the respondents are discussed, an account of how the study was designed and conducted is also presented.

3.1 Research Design:

Research demonstrates the techniques of data collections, interpretation as well as analysis or methodical process containing series of guide for collection of data (Creswell, 2013). This research adopted mixed method, (quantitative and qualitative data) to access school management effectiveness and academic performance. The justification for this method is that, qualitative method will explain the meaning of what school management effectiveness is all about while the quantitative will shed light on the degree at which it will enhance academic performance of students. This method permits one form of data collection to strengthen and balance the error of the other method, hence it is comprehensive and exhaustive (Creswell, 2012). Quantitative techniques provide facts that can be combined together, examined and described, with a view to predict the extent of relationship among them, while qualitative research aid to probe, explore and describe the connections and to clarify related variation in the quality of those relations (Garbarino & Holland 2009).

However, the use of only qualitative or quantitative approach might be deficient to best comprehend a research problem (Creswell, 2012). One method does not allow researchers to adequately address all aspects of research questions and objectives but using varieties methods might increase the validity of the study as one method serves as a check on another (Read & Marsh). In addition, due to the nature of the investigation, the research starting with the cause (School Management Effectiveness) to establish the degree of school management on (Academic performance). Online survey was carried out to determine the opinion of respondents on school management effectiveness and academic performance. The researcher conducted two interviews on phone while the voice record of her phone was on, (phone interchange), this is as a result of the **COVID 19** Pandemic and the lockdown of schools, and two administrators were also interviewed one on one. Moreover, the researcher used the before and after study design through a questionnaire and in-depth interviews administered to the 277 staff members and 4 key informants purposively selected from the schools.

3.2 Population of the Study

The population for this study is selected private secondary schools in Ilorin metropolis. The researcher initially planned to distribute her questionnaire by hand because she lives in Ilorin and has access to all the schools. These schools are in the same local government areas and are privately owned, but **COVID 19** Pandemic prevented the researcher from doing this, however, the

researcher used online survey and interview was conducted through verbal interchange on phone and one to one. The total population of the selected private secondary schools that include the school administrators, Head of Departments and teachers are below.

S/N	Selected Private Secondary School	No of Staff
1	Flora Schools	45
2	Chapel Secondary School	40
3	Sapati Secondary School	40
4	Roemichs International School	35
5	Mollys School	35
6	Faith Academy	30
7	Effective International College	35
8.	School Administrators	7
	TOTAL	277

3.2.1 Sample Size Determination

This study adopted a census approach. The population of the study was relatively small, homogenous in nature and school culture hence the decision to sample the entire population. This was supported by Asika (2007) that study with small population could call for sampling of the entire population, however, small population can easily be studied, no guess work, it is cost effective, prevent sampling error associated with sampling techniques and provides data on all the individuals in the population.

3.3 Research Instrument

The research instruments used for this study are the administration of questionnaire and interview. Questionnaire is fast, cheap, more reliable and it eliminate manual element of collation process, however, schools were shut down during this period. The use of interview in this study is to balance the error of quantitative.

3.3.1 Instrument for Data Collection (Quantitative)

Questionnaires

Questionnaires were administered using online -survey to elicit information from the respondents to ascertain the effectiveness of school management on academic performance. The design of the questionnaire minimizes potential errors from respondents and coders, the researcher used simple language and short question to make understanding easy. An attempt was made to produce a design and layout which ensure a high response rate. The appearance of the questionnaire is vitally important, easy and attractive. Cohen and Manion as quoted by Chetty (1998), stated that the construction of a questionnaire as an activity should not take place in isolation because it is the culmination of a long process of planning the research objectives, formulating the problems and generating the hypothesis. Davidson (1970) cited by Cohen and Manion (1996) claims that an ideal questionnaire is clear, unambiguous and uniformly workable.

In order to achieve the aims of the study, the researcher formulated the questionnaire as follows:

- Section A: focused on biographical information of the respondents.
- Section B: were closed-ended and seven questions, each section focusing on specific themes relevant to the aims of this study.

3.3.2 Instrument for Data Collection (Qualitative)

Interview

The researcher drafted a semi-structured interview guide introducing the researcher and the purpose of the interview, the draft was sent to the Whatsapp number of the four administrators. Interview is useful as it stimulates new thought and avoids domination of opinion, inconsistencies and variation of opinion in term of experience and practice as well as validates contradiction in some of the information emerging from the use of the other survey instruments. (Afrane 2002). The use of interview in this study is to balance the error of quantitative.

Two of the respondents prefers one to one interview, since this will enhance the rapport between the researcher and the informant and the corresponding understanding between the two will lead to in-depth and accurate information, the other two of the respondents also requested that the interview should be verbal interchange on phone, the reason for verbal interchange on phone is to observe social distancing, moreover, it can be conducted anywhere, each of the interview lasted for 30 minutes. Furthermore, before actual fieldwork could be undertaken, it was considered essential to set up a pilot or pre-testing of the research instrument for the understanding of each

questions and its meaning. The purpose of this is not to collect data but to identify problems that the potentials responses may have and to clarify some questions.

3.4 Data Collection (Primary Data)

The primary data was collected directly using online-survey and the use of interview. The questionnaire was closed ended structured questions, both on the independent and dependents variables, ranging from strongly agree, agree, undecided, disagree and strongly disagree. Therefore, Scale was used to measure the strength of each respondent. All the variables were explicitly measured using the respondents to indicate their degree of agreement or otherwise about a particular statement. A number of researchers make use of this approach because of its simplicity. Scale is a global method of data collection where respondents are at liberty to express their opinion or take decision or indecisive. Hence, it is easy to understand in terms of filling the provided space and easy to run, analyze and draw conclusion in a study that uses quantitative data (Brooke, 1996).

The structured interview which was done one on one and interchange on phone. The researcher encountered some challenges before she could conduct the interview but protected herself by using nose cover, sanitizer and observed social distancing during the interview. The researcher encountered some challenges before she could conduct the interview but protected herself by using face mask, sanitizer and observed social distancing during the interview. The researcher used interview which was recorded, coded and quantified in order to compare and contrast the results from online - survey.

3.5 Data Analysis

Data analysis techniques are the process of research analysis using statistical instrument to establish the relationship between the independent and dependent variables. In this study, Nnivo 12 and Descriptive and Inferential Statistics were used. The advantages of using both is because they are simple way to assess the association between two variables, if the relationship is positive or negative and the degree to which variables correlate and easy to compute.

3.6 Operationalization and Measurement of Constructs.

Operationalization is the definition of variables, it is conceived as a statement of a particular dimension or element through which certain variable is measured. In other words, the procedure explains ambiguous concept and permit them to be assessed quantitatively and empirically. Therefore, all variables employed in this research were defined in line with the intent of the study (Sekaran & Bougie, 2014).

Mathematically, $y=f(x)$

Where

Y = School Management Effectiveness

Y is further broken into its variables

Therefore $Y = (Y_1, Y_2, Y_3, Y_4)$

Where Y_1 Innovation

Y_2 Decision Making

Y_3 Supervision

Y_4 Finance

$X = (X_1, X_2, X_3, X_4)$

Where X_1 = Engagement and Motivation

X_2 = Accuracy and Alignment

X_3 = Depth of Knowledge

X_4 = Instructional Quality Design

e = Error term

X_1 = Engagement and Motivation $\longrightarrow Y_1$ Innovation

X_2 = Accuracy and Alignment $\longrightarrow Y_2$ Decision Making

X_3 = Depth of Knowledge $\longrightarrow Y_3$ Supervision

X_4 = Instructional Quality Design $\longrightarrow Y_4$ Finance

The variables in Equation 1-4 are the working Equations that were evaluated in this study.

$$y_1 = a_0 + B_1 x_1 + e$$

$$y_2 = a_0 + B_2 x_2 + e$$

$$y_3 = a_0 + B_3 x_3 + e$$

$$y_4 = a_0 + B_4 x_4 + e$$

3.7 Validity and Reliability

Validity of the Research Instruments

To validate the research instruments, the assigned supervisors were involved in ensuring that data collected adequately and internally represent the variables that were to be measured (school management effectiveness and academic performance). Statisticians and economists in the field of the study were consulted for validation of the applicability of the instruments used. A pilot study was carried out on the sampled part of the population prior to the full administration of the questionnaire to the wider respondents on the field. Missing data refers to the unavailability of suitable value of one or more variables for data analysis (Hair, Black, Babin & Anderson, 2010).

In validating the instruments, the questionnaire was extensively discussed among colleagues severally for necessary adjustments and readjustment before submission to the supervisors who examined its face validity. The instruments were then pre-tested after which the content validity was determined. This was in line with Lynn (1998) that observed that validity of a study must relate to relevance, clarity, meaningfulness and completeness. The construct validity was examined with reference sentence construction, language clarity and comprehensiveness of the instrument. All the comments received on the acceptability of the instruments were brought to bear during the designing of the final draft of questionnaire administered on the respondents.

Table 3.7: KMO and Bartlett for Validity Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.582
	Approx. Chi-	427.6
Bartlett's Test of Square		72
Sphericity	Df	28
	Sig.	.000

S/ N	Variables	Coefficient
1.	Innovation	.766
2.	Decision Making	.498
3.	Supervision	.408
4.	Finance	.708
5.	StudentEngagement and motivation	.676
6.	Student Depth of knowledge	.756
7.	Instructional quality design	.556
8.	Accuracy and alignment of student	.819

Source: Authors computations (2020)

The scholars have agreed that any variable between 0.5 and above is validly acceptable for the factor analysis (MacCallum, 2000).

3.7.1 Reliability

Cronbach's Alpha (α) was used to measure reliability of the instrument and this was controlled using benchmark of 0.7. Cronbach's Alpha was used because it shows the internal consistency between each of the questions, explaining the variables to be used in the study. For the interview reliability test, the respondents' validation was applied. In the study, copies of the interview questions were sent to the respondents before the interview so that they prepared themselves beforehand.

Table 3.7.1 Cronbach's Alpha Reliability Coefficients for study variables

A. Reliability Statistics	
Cronbach's	N of Items
Alpha	

0.749	8
-------	---

B. Item-Total Statistics Cronbach's Alpha if Item Deleted			
S/N	Constructs	Items	Cronbach Alpha (α)
1	Innovation	7	.747
2	Decision Making	7	.769
3	Supervision	7	.778
4	Finance	7	.717
5	Student engagement and motivation	7	.750
6	Student depth of knowledge	7	.756
7	Instructional quality design	7	.878
8	Accuracy and alignment of student	7	.764

Source: Authors computations (2020)

3.8 Ethical Consideration

In the course of this research, the researcher ensured that data collected is absolutely used for the intended purpose, respect and stand by the assurances given to the institution about the confidentiality of certain types of data released and protect the anonymity of the respondent.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Preamble

This chapter presented the results of quantitative and qualitative data collected from the targeted respondents were analyzed and interpreted. Frequency tables and charts were used to show the demographic data of respondents. School management effectiveness on academic performance of selected private secondary schools were presented and analyzed using descriptive and inferential

statistics, while the interview data was analyzed through thematic (NVIVO 12). Findings are presented in line with objectives of the study and research questions.

4.1 Response Rate

This study distributed 277 copies of questionnaire to the respondents and a total of 250 copies questionnaire were retrieved, giving a response rate of 90.3%. The raw data collected was subjected to an examination which was in line with opinions of Cooper and Schindler (2007) who believed that should be done to be able to ascertain the completeness, accuracy, consistency and eligibility of the respondents. This accounted for 90.3% valid response rate. Therefore, a response rate of 90.3% is considered adequate for the analysis in this study because Sekaran (2003) suggested that a minimum response rate of 30% is sufficient for surveys. Table 4.1 summarizes the response rate for the data collected for the analysis.

Table 4.1: Response Rate of the Questionnaire

Response	Frequency	Percentage (%)
No. of Questionnaire	277	100
Copies of Questionnaire returned	250	90.3
Copies of Questionnaire not returned	27	0.7

Copies of Questionnaire Valid	250	90.3
Copies Questionnaire not Valid (Due to outliers, 0 double ticking and incomplete)	0	0
Valid response rate		90.3%

Source:Field Survey, 2020

4.2 Detection of Missing Data

Given the negative consequence of missing data in the analysis, the researcher took precautionary action right from the field in an attempt at reducing and ensuring that the data is free from any missing value. Additionally, the study followed the data entry step by step, with caution and curiosity. Whenever a missing value was noted, the researcher referred to the questionnaire and traced it. Therefore, this went a long way in significantly ensuring that lesser missing value was detected. A preliminary descriptive statistics were conducted to find out whether there were missing data or not. The descriptive statistics result indicated that only twenty seven (27) missing value was recorded. Hair *et al.* (2010) assert that any case with more than 50 percent missing value should be deleted as long as there is an adequate sample. Similarly, Tabachnick and Fidell (2007) and Babbie (2004) observe that the normal way of treating missing data is to drop the case.

4.3 Demographic Profile of the Respondents

The profile of the respondents was analyzed by the researcher using their demographic characteristics in terms of gender, age, academic qualification, as well as length of service as a teaching staff. The detailed analysis is presented as follows:

Table 4.2 Demographic Data of Respondents

Characteristics	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Male	131	52.4	52.4	52.4
	Female	119	47.6	47.6	100.0
	Total	250	100.0	100.0	
Valid	30 to 40	107	42.8	42.8	42.8
	41 above	143	57.2	57.2	100.0
	Total	250	100.0	100.0	
Valid	Graduate	102	40.8	40.8	40.8
	Postgraduate	136	54.4	54.4	95.2
	NCE	7	2.8	2.8	98.0
	OTHERS	5	2.0	2.0	100.0
	Total	250	100.0	100.0	
Valid	1- 5 Years	62	24.8	24.8	24.8
	6 – 10 years	122	48.8	48.8	73.6
	11 – 15 years	66	26.4	26.4	100.0
	Total	250	100.0	100.0	

Source: Field Survey, 2020

Table 4.2 presents the demographic characteristics of the respondents. For the gender category 131 representing 52.4% constitute male while 119 of the respondents were female, As for the age category (42.8%) of the respondents falls within the age bracket of 30 – 40, exactly (57.2%) of the respondents are within the age bracket of above 41. Also (40.8%) of the respondents are in possession of degree certificates, (54.4%), 7 of the respondents have NCE certificates while the remaining 2 % have other qualifications. From the number of years in service category, exactly (24.8%) of the respondents falls within 1 – 5 years, (48.8%) of the respondents falls within 6 – 10 years, (26.4%) of the respondents falls within 11 – 15 years.

4.4 Descriptive Statistics of the Respondents' Perceptions based on Variable Questions

The descriptive statistics of the respondents' perceptions is presented in table 4.3 above. Concerning innovation, the study respondents of 250 respondents; the range of innovation is from 1 to 5 points, with a mean of 2.98 and standard deviation of 0.793. By implication, the respondents

are, on average, agreed with questions on innovation. Concerning decision making, the range of decision making is from 1 to 5 points, with a mean of 2.72 and standard deviation of 0.732. By implication, the respondents are, on average, agreed with questions on decision making. Also, supervision variable, the range of scales is from 1 to 5 points, with a mean of 2.93 and standard deviation of 0.792. By implication, the respondents are, on average, agreed with questions on supervision. Similarly, concerning finance variable, the range of finance variable is from 1 to 5 points, with a mean of 2.80 and standard deviation of .641. By implication, the respondents are, on average, agreed with questions on finance. From table, all the variables are within the threshold of acceptable level, therefore the questions on the variables were all adequate.

Table 4.3: Descriptive Statistics of the Respondents' Perceptions based on Variable Questions

	N	Min	Max	Mean	Std. Dev.
Innovation	250	1	5	2.98	.793
Decision Making	250	1	5	2.72	.732
Supervision	250	1	5	2.93	.792

Finance	250	1	5	2.80	.641
Student engagement and motivation	250	1	5	2.83	.472
Accuracy and Alignment	250	1	5	3.28	.482
Depth of knowledge	250	1	5	3.91	.730
Instructional quality design	250	1	5	3.71	.721

Source:Field Survey, 2020

Descriptive Items on Innovation

The descriptive statistics analysis in table 4.5 shows that majority of the respondents agree that they I stimulate the classroom environment by decorating in order to help think and learn better.. Majority of the respondents also agree that the use of computer during computer class enhance the understanding of student. However, low index shows that respondents don't agree that I use creative thinking such as playful game, visual exercise to capture student interest. Respondents also don't agree that they infuse real-world experience when teaching in the class.

Table 4.5 Analysis on Innovation

		N	Mini	Maxi	Mean	Std D
	I brainstorm with my student in the classroom to enhance academic performance.	250	1.00	5.00	1.8560	.95441
	I infuse real-world experience when teaching in the class.	250	1.00	5.00	1.9000	1.14860
	The use of computer during computer class enhance the understanding of student	250	1.00	5.00	2.0600	1.07191

I Introduce each lesson like a story to capture student's attention.	250	1.00	5.00	1.9400	1.16526
I use creative thinking such as playful game, visual exercise to capture student interest.	250	1.00	5.00	1.8200	.91155
I stimulate the classroom environment by decorating in order to help think and learn better.	250	1.00	5.00	2.2600	.86915
I welcome new idea from students	250	1.00	5.00	1.8680	1.08410
Valid N (list wise)	250				

Source: Authors computations (2020)

Descriptive Items on Decision Making

The descriptive statistics analysis in table 4.6 shows that majority of the respondents agree that they take active part in making rules and regulations in school. Majority of the respondents also agree that they involve in the management and development of staff. Also, questions on the fact that create conducive environment for learning were rated very high. Similarly, questions on involve in the discipline of student to some extend also indicate that majority of the respondents agree with the response.

Table 4.6 Analysis on Decision Making

		N	Mini	Maxi	Mean	Std. D
	I involve in the management and development of staff	250	1.00	5.00	2.0280	.92446
	I involve in the curriculum activities of the school	250	1.00	5.00	1.8880	1.00773

I am actively involved in recruitment of qualified teachers to enhance academic performance	250	1.00	5.00	1.8400	1.01317
I take active part in making rules and regulations in school	250	1.00	5.00	2.1632	.93482
I create conducive environment for learning	250	1.00	5.00	2.1200	1.23601
I work in collaboration with teaching and non-teaching staff to achieve academic performance	250	1.00	5.00	1.7360	.93692
I involve in the discipline of student to some extend	250	1.00	5.00	2.0200	.87100

Source: Authors computations (2020).

Descriptive Items on Supervision

From table 4.7 the respondents agreed that good planning prior to the beginning of each session is crucial in enhancing academic performance of students. Also, the responses that coordinate how resources are channel for the purchase of materials and ensure the efficient use of the resources has a relatively high index. The responses that update Head of Department, teacher and IT staff on examination related policies. However, the low index shows that most of the respondents did not agree that Directing is the umbrella for communication in the school.

Table 4.7 Analysis on Supervision

	N	Mini	Maxi	Mean	Std. D
Directing is the umbrella for communication in the school	250	1.00	5.00	1.6880	.89994

Good planning prior to the beginning of each session is crucial in enhancing academic performance of students	250	1.00	5.00	2.0800	1.08365
I update Head of Department, teacher and IT staff on examination related policies	250	1.00	5.00	1.8880	.92024
I coordinate how resources are channel for the purchase of materials and ensure the efficient use of the resources.	250	1.00	5.00	1.8120	.95725
I am responsible for examination schedule	250	1.00	5.00	1.9680	.92650
I instruct Vice- Principal to inspect student's notes to ensure scheme coverage.	250	1.00	5.00	1.8480	.99844
Valid N (list wise)	250				

Source: Authors computations (2020)

Descriptive Items on Finance

The table 4.8 shows that majority of the respondents agree that. The allocation mechanism in my school is to make decision about how much is to budget and area to concentrate on. Majority of the respondents also agree that monthly and annual report is a key part of keeping the school financial system secure. Also, high index shows that respondents do agree that their Fiscal control is to channel resource to their intended purpose, to plan, monitor and to evaluate. Respondents also do agree that they. The operational funding of the school including the wages of teaching and non-teaching staff, purchase of classroom materials, repair of depreciate items.

Table 4.8 Analysis on Finance

	N	Mini	Maxi	Mean	Std. D
The revenue source of the school is raise sufficiently and is use appropriately.	250	1.00	5.00	1.7960	.94973

The allocation mechanism in my school is to make decision about how much is to budget and area to concentrate on.	250	1.00	5.00	3.9920	1.04128
Fiscal control is to channel resource to their intended purpose, to plan, monitor and to evaluate.	250	1.00	5.00	3.8400	1.02106
Monetary resources is to promote educational spending such as provision of educational materials and quality teacher	250	1.00	5.00	2.7440	.92623
Monthly and annual report is a key part of keeping the school financial system secure.	250	1.00	5.00	3.9120	.88736
The operational funding of the school including the wages of teaching and non-teaching staff, purchase of classroom materials, repair of depreciates items.	250	1.00	5.00	2.7640	.95496
A good financial practice means managing and processing money so that budget is aligned with school strategic plan.	250	1.00	5.00	1.9480	.97008
Valid N (list wise)	250				

Source: Authors computations (2020)

Descriptive Items on Student Engagement and Motivation

The descriptive statistics analysis in table 4.9 shows that majority of the respondents agree that they add fun activities into my work to help student who struggle to stay engage and make the classroom a much more friendly place for a student.. Majority of the responses also agree that they use positive competition to make my student work to excel. Also, high index shows that respondents do agree that they give recognition and praise for a job well-done in the class. Respondents also do agree that they offer reward when my students are performing better.

Table 4.9 Analysis on Student Engagement and Motivation

	N	Mini	Maxi	Mean	Std. D
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I offer reward when my students are performing better.	250	1.00	5.00	1.8680	1.01127
I give recognition and praise for a job well-done in the class.	250	1.00	5.00	1.7560	.96550
I add fun activities into my work to help student who struggle to stay engage and make the classroom a much more friendly place for a student.	250	1.00	5.00	1.9280	1.07678
I am excited about my teaching, my student are also excited about learning.	250	1.00	5.00	1.8440	1.08090
I use positive competition to make my student work to excel.	250	1.00	5.00	1.9400	1.02597
I create threat-free environment for my student to fulfill the expectation and communication with them.	250	1.00	5.00	1.9560	.97872
I defined clear objectives, rules and expectation of student and students have goals they work towards.	250	1.00	5.00	1.8400	1.00521
Valid N (list wise)	250				

Source: Authors computations (2020)

Descriptive Items on accuracy and alignment of student

The descriptive statistics analysis in table 4.10 shows that majority of the respondents agree that they Teachers note in my school provide a clear designation of the standards they teach in each lesson and provide instructional approach. Majority of the respondents also agree that they Students are given instructions to achieve desires goals .is also high. Similarly, high index shows that respondents do agree that When learning activities relates directly to learning objectives, it measures what students are learning. Respondents also do agree that they The school assessment system support high levels of student learning and work toward continuous improvement

Table 4.10 Analysis on accuracy and alignment of students

		N	Mini	Maxi	Mean	Std. D
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Teachers note in my school provide a clear designation of the standards they teach in each lesson and provide instructional approach.	250	1.00	5.00	1.9280	1.06929
The school assessment system support high levels of student learning and work toward continuous improvement.	250	1.00	5.00	1.9120	1.06809
A text book for teaching and learning enhance academic performance.	250	1.00	5.00	1.9520	1.07439
The school library impact on student learning and success	250	1.00	5.00	1.8800	1.07247
The school adherence to curriculum to enhance learning	250	1.00	5.00	1.7840	1.02251
Students are given instructions to achieve desires goals.	250	1.00	5.00	1.9560	.87471
When learning activities relates directly to learning objectives , it measures what students are learning.	250	1.00	5.00	1.8120	.96143
Valid N (list wise)	250				

Source: Authors computations (2020)

Descriptive Items on Depth of Knowledge of student

The descriptive statistics analysis in table 4.11 shows that majority of the respondents agree that they student applies strategic thinking and reasoning to generate solution to problem. Also, high index shows that respondents do agree that My student can apply facts or detailed provided to them as well as filling in the gap, they don't just recall but answer question and make connections between pieces of information. Respondents also do agree that the students write their note by hand because there is connection between our hand and our brain.

Table 4.11 Analysis on depth of knowledge of student

	N	Mini	Maxi	Mean	Std. D
My students can recall or memorize what they learnt.	250	1.00	5.00	1.8920	.94865

My student can apply facts or detailed provided to them as well as filling in the gap, they don't just recall but answer question and make connections between pieces of information.	250	1.00	5.00	1.8080	.97516
My student applies strategic thinking and reasoning to generate solution to problem.	250	1.00	5.00	1.9520	1.07439
My students are creative, they can invents a new product or create a solution in order to make a fellow student life easy.	250	1.00	5.00	1.6800	.98258
My student brainstorm to enhance their learning.	250	1.00	5.00	1.6720	.92076
The reading skills of my student is to enhance learning and understanding in the classroom.	250	1.00	5.00	1.9920	.86425
My students write their note by hand because there is connection between our hand and our brain.	250	1.00	5.00	1.7600	.84929
Valid N (list wise)	250				

Source: Authors computations (2020).

Descriptive Items on instructional quality design

The descriptive statistics analysis in table 4.12 shows that majority of the respondents agree that they Proper presentation and aid method employ by teacher will enhance good understanding of the subject matter. Majority of the respondents also agree I incorporate audio-visual materials during teaching session to support textbook in the class for better understanding is also high. Also, index shows that respondents do agree that The use of Language lab. enhance good pronunciation. Respondents also do agree that they The use of textbook during class is to enhance understanding of any subject.

Table 4.12 Analysis on instructional quality design

	N	Mini	Maxi	Mean	Std. D
The use of chart makes learning real and permanent	250	1.00	5.00	1.9480	.93208

I incorporate audio-visual materials during teaching session to support textbook in the class for better understanding	250	1.00	5.00	2.0440	.92818
The use of video during teaching promote retention.	250	1.00	4.00	1.8160	.92171
The use of Language lab. enhance good pronunciation	250	1.00	5.00	2.0600	1.00621
Proper presentation and aid method employ by teacher will enhance good understanding of the subject matter.	250	1.00	5.00	1.8320	1.01583
The use of tape recording makes learning interesting.	250	1.00	5.00	2.0920	.99574
The use of textbook during class is to enhance understanding of any subject.	250	1.00	5.00	1.9600	.94762
Valid N (list wise)	250				

Source: Authors computations (2020)

4.4. Test of Hypotheses

The following Hypothesis are tentative statement of truth put forward as a basis for further investigation by which they may be approved or disapproved. Therefore, the following hypotheses helped in the verification of the research statement for the purpose of this study. The following hypotheses were tested according the model specification.

H₁: Innovation has no significant effect on student engagement and motivation

H₂: Decision making has no significant effect on accuracy and alignment of students

H₃: Supervision has no significant effect on depth of knowledge

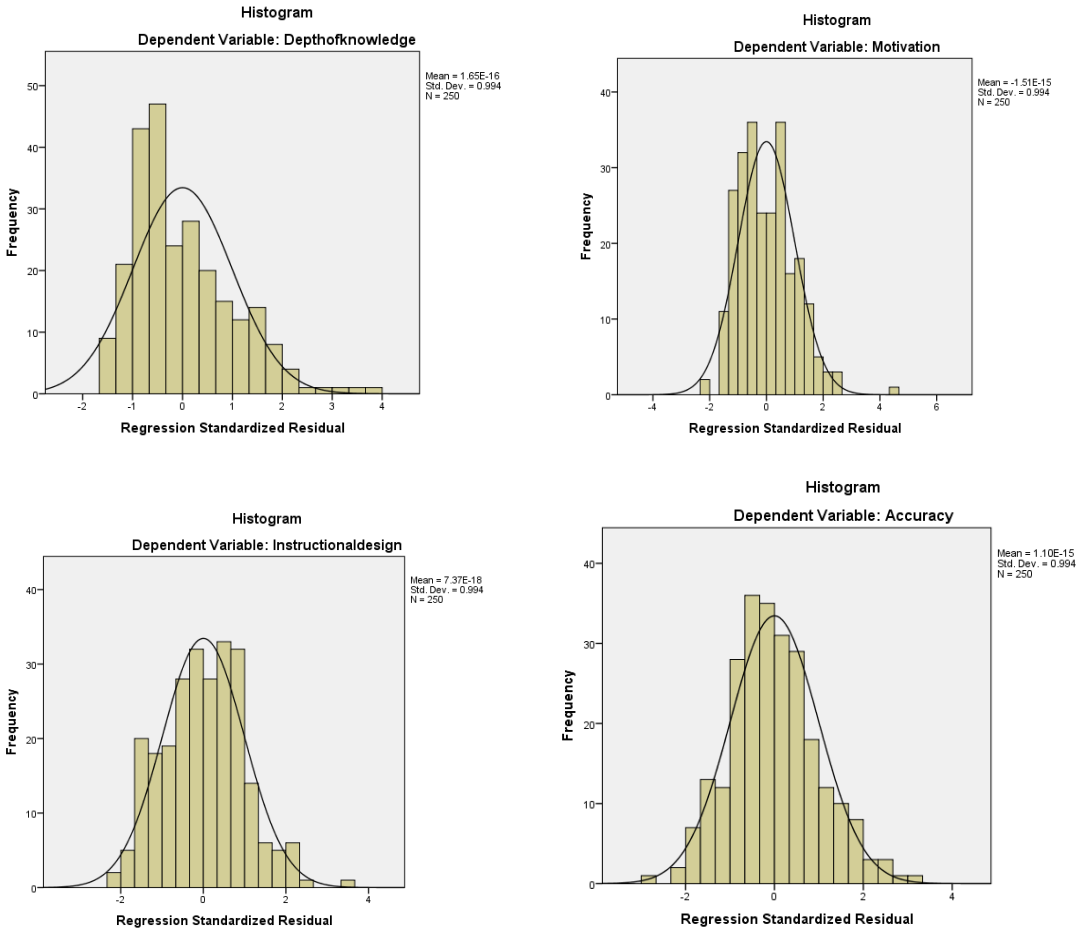
H₄ Finance has no significant effect on instructional quality design.

However, to test these hypotheses and to achieve the objective of the study, multiple regression analysis was used. Multiple regression is based on correlation but allows a more sophisticated exploration of the interrelationship among a set of variables. It makes a number of assumptions about the data which are:

- i Normality: It is assumed that the dependent construct variable is normally distributed (e.g. academic performance).
- ii Multi collinearity: It is assumed that the independent construct variable (Innovation, Supervision, decision making and finance) are not highly correlated.
- iii Homoscedasticity: It is assumed that the variations among observations are even.
- iv Linearity: It is assumed that the relationship between dependent and independent variables is linear.

4.4.1 Test of Normality

A graph was drawn to test for normality of the dependent construct variable (i.e. performance of schools which is represented by engagement and motivation, student accuracy and alignment, depth of knowledge and instructional quality design). Figure 4.4 present a normal curves of school management scores. Many parametric assume that the scores on each of the variable are normally distributed (i.e. follow the shape of the normal curve). In the study, the scores are reasonably distributed, with most scores occurring at the center, tapering out towards the extremes.



I

Figure 4.4 Histogram Dependent Variables

Source: Researcher's Survey, 2020

4.4.2 Test of Multi Collinearity

Multi collinearity exist when independent variables are highly correlated (i.e. $r=0.9$ and above). There is need to consider omitting one of the variables if it is higher than 0.7. In order to check multi collinearity for the variables, bivariate correlation was conducted in the Table 4.1 and 4.... In the table, the highest correlation is 0.761 and 0.569 which shows a low multi collinearity problem among school management variables (innovation, decision making, supervision and finance). Therefore, all the variables are retained.

4.4.3 Test of Homoscedasticity and Linearity for Hypotheses

A scatter plot could be drawn to test for homoscedasticity and linearity of the relationship between dependent variable (i.e. (engagement and motivation, student accuracy and alignment, depth of

knowledge and instructional quality design) and independent variable i.e. (innovation, decision making, supervision and finance). Figure 4.6, 4.7, 4.8 and 4.9 present the output of scatter plots. From the outcome, there appear to be moderate, positive correlation among variables. There is no indication of curvilinear relationship (test of linearity) and the scatter plots show a fairly even cigar shape along its length (test of homoscedasticity)

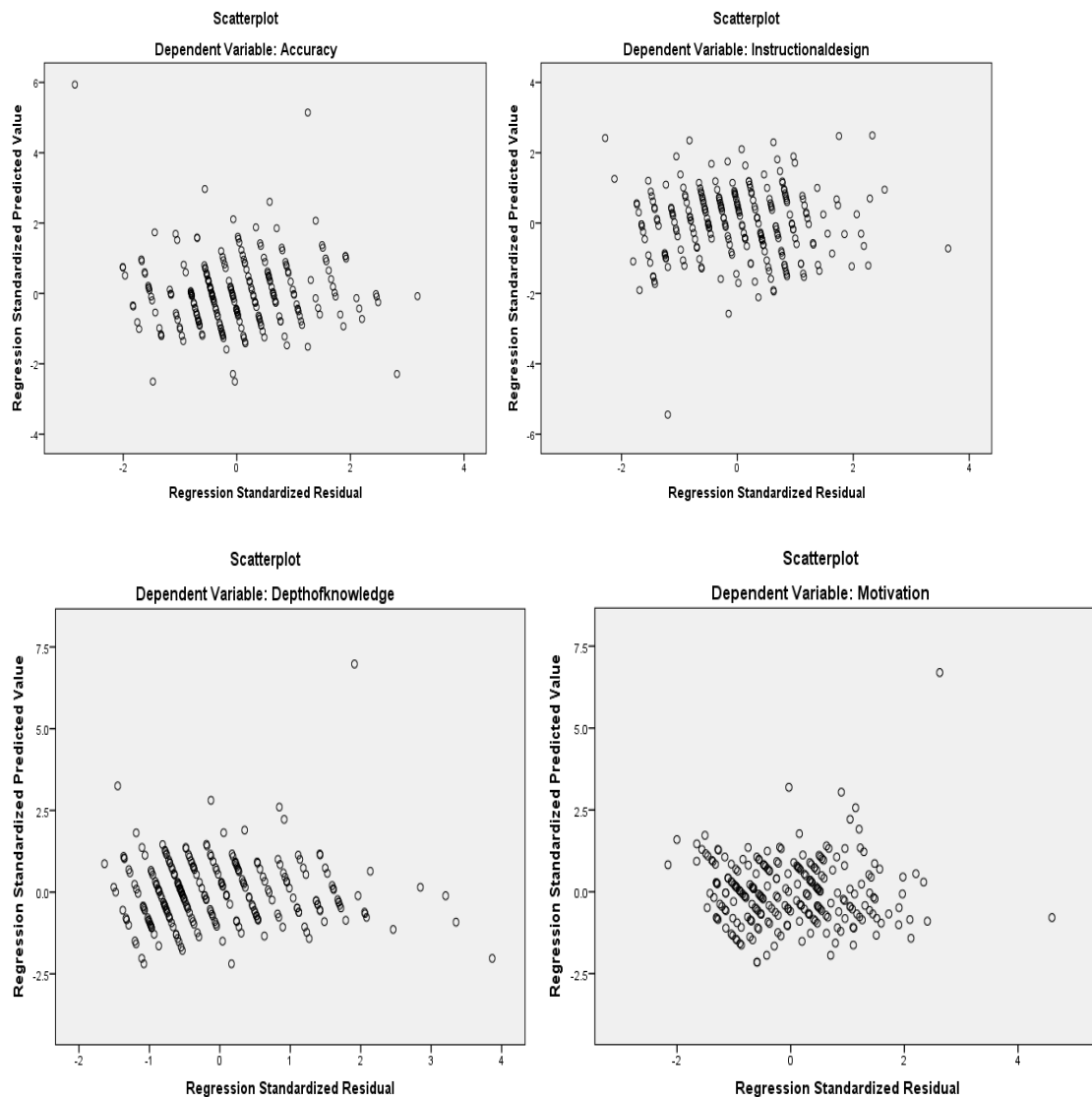
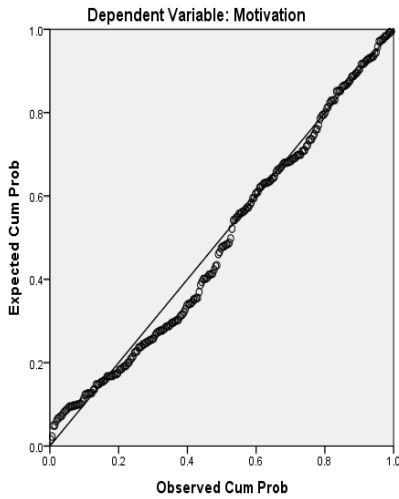


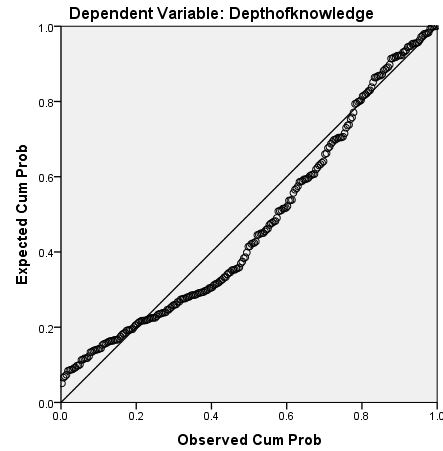
Figure 4.5 Scatter Plot of Competitive Aggressiveness and Profitability

Source: Researcher's Survey, 2019.

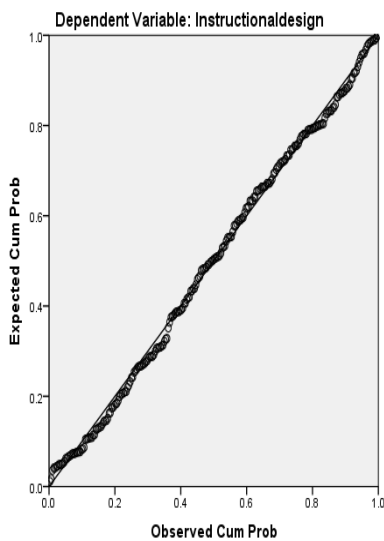
Normal P-P Plot of Regression Standardized Residual



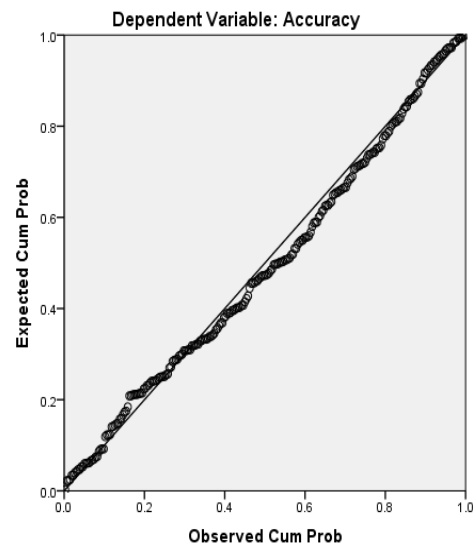
Normal P-P Plot of Regression Standardized Residual



Normal P-P Plot of Regression Standardized Residual



Normal P-P Plot of Regression Standardized Residual



4.5.1 Test of Hypotheses One

H_{01} :Innovation has no significant effect on student engagement and motivation

The result of the regression shown in Table 4.13 Model Summary, shows that R Square value is 0.468. This means that the model which includes variables of engagement and motivation is explained about 46.8% of the variance in perceived engagement and motivation. While the remaining 54.2% are other variables not included in the model.

Table 4.13**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.468 ^a	.219	.210	.50797

a. Predictors: (Constant), Brainstorming, real life teaching and computer base teaching

b. Dependent Variable: Motivation

From the result of regression as contained in Table 4.14 ANOVA, the estimated F-value (23.049) in the table with significance value of 0.000 is less than p-value of 0.10 ($p < 0.10$); this by implication means that the explanatory variable elements as a whole can jointly influence change in the dependent variable (engagement and motivation). Also, the table 4... further summarized the results of an analysis of variation in the dependent variable with large value of regression sum of squares (17.843) in comparison to the residual sum of squares with value of 63.477 (this value indicated that the model does not fail to explain a lot of the variation in the dependent variables. This showed that model was well specified.

Table 4.14**ANOVA^a**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.843	3	5.948	23.049	.000 ^b
	Residual	63.477	246	.258		
	Total	81.319	249			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Brainstorming, Real life learning, computer based learning

The Coefficients^a presented in table 4.15 shows the hypothesis that states that innovation does have significant effect on engagement and motivation of schools in Kwara State. The result show that innovation variables which are (Brainstorming, Real life learning, and computer based learning) have positive effects on engagement and motivation. This is shown by its probability

value (p-value; 0.000, 0.005 and 0.000) being less than the chosen 10% significance level (0.10). The result shows that school innovation variables (Brainstorming, Real life learning, and computer based learning) influences student engagements and motivation.

Table 4.15

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.591	.191		3.096	.002
Brain storming	.076	.067	.067	1.125	.000
Real life teaching	.487	.064	.435	7.612	.000
Computerbase teaching	.094	.077	.073	1.215	.000

a. Dependent Variable: Motivation

Source: Researcher's Survey, 2019

4.5.2 Test of Hypotheses Two

Ho₂ : Decision making has no significant effect on accuracy and alignment of student

The model summary as indicated in table 4.16 shows that R square value of 0.781 which implies that 78% of variance in the dependent variable (depth of knowledge) is explained by the constant variables of Decision making (management, recruitment and Curriculum). This regression (model formulated) is useful for making predictions since R² is a significant value.

Table 4.16

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	. 533	. 521	.45943

a. Predictors: (Constant), management, recruitment and Curriculum development

b. Dependent Variable: Accuracy and Alignment of student

The regression result as contained in Table 4.17 ANOVA analysis variation in the dependent variable with large value of regression sum of squares (1.751) in comparison to the residual sum of squares with value of 51.924 this value indicated that the model does not fail to explain a lot of the variation in the dependent variables. However, the estimated F-value (2.766) as given in the table above with significance value of 0.002, which is less than p-value of 0.10 ($p < 0.10$) which means that the explanatory variable elements as a whole can jointly influence change in the dependent variable (accuracy and alignment).

Table 4.17

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.751	3	.584	2.766	.002 ^b
	Residual	51.924	246	.211		
	Total	53.676	249			

a. Dependent Variable: Accuracy and alignment of student

b. Predictors: (Constant), management, recruitment and Curriculum

Specifically, the result of regression as contained in Table 4.18 Regression Coefficients, tests hypothesis one. The result shows that decision making which are; management, recruitment and Curriculum. The result also shows the positive and negative effect of the variables which are found to be statistically significant even at 1% significance level. This is shown by their value which is less than the chosen 10% significance level (0.10) while, management, recruitment and Curriculum which are (0.030, 0.144 and 0.046) which is greater than the chosen 10% significance level. This implies the null hypothesis were rejected which states that decision making has no significant effect on accuracy and alignment and alternate hypothesis is accepted.

Table 4.18**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.392	.173		8.066	.000
1 Management	.030	.061	.033	.494	.622
Recruitment	.144	.058	.159	2.492	.013
Curriculum	.046	.070	.044	.663	.508

a. Dependent Variable: Accuracy and alignment

4.5.3 Test of Hypotheses Three

H₀₃: Supervision has no significant effect on student depth of knowledge

The model summary in Table 4.19 above indicates that R Square is 0.737, this however implies that 74% of variation in the dependent variable (instructional design) was explained by the constant variable (Delegation, Coordination, Planning, and Schedules) while the remaining 26% may be due to other variables that is not included in the model. Hence, this analytical result of the regression (model formulated) is found useful for making predictions since the value of R² is close to 1.

Table 4.19**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737 ^a	.619	.507	.49473

a. Predictors: (Constant), Delegation, Coordination, Planning, and Schedules,

b. Dependent Variable: student depth of knowledge

The estimated F-value (20.957) as given in table above 4.20 with significance value of 0.000, which is less than p-value of 0.10 (p<0.10); this implies the explanatory variable elements as a

whole can jointly influence change in the dependent variable (depth of knowledge). Furthermore, the table above further summarized the results of an analysis of variation in the dependent variable with value of regression sum of squares (1.149) in comparison to the residual sum of squares with value of 60.211, this value indicate that the model does not fail to explain a lot of the variation in the dependent variables.

Table 4.20

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1.149	3	.383	1.564	.199 ^b
Residual	60.211	246	.245		
Total	61.360	249			

a. Dependent Variable: student depth of knowledge

b. Predictors: (Constant), Delegation, Coordination, Planning, and Schedules

The regression coefficients presented in table 4.21 above shows the significant impact of supervision on depth of knowledge. The result shows all the variables of supervision which have both positive and negative effects on the depth of knowledge. The result also shows that the positive effects of all the dimensions are found to be statistically significant at 5% significance level.

Table 4.21

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.113	.186		11.373	.000
Delegation	.091	.065	.093	1.383	.168
Coordination	-.097	.062	-.100	-1.558	.121
Schedules	-.069	.075	-.062	-.915	.361

a. Dependent Variable: Student depth of knowledge

4.5.4 Test of Hypotheses Four

H₀₄: Finance has no significant effect on instructional quality design.

The model summary in table 4.22 above indicates that R Square is 0.611, this however implies that 61% of variation in the dependent variable (instructional quality design) was explained by the constant variable (Allocation of Mechanism, Fiscal Control, and Educational spending) while the remaining 49% may be due to other variables that is not included in the model. Hence, this analytical result of the regression (model formulated) is found useful for making predictions since the value of R^2 is close to 1.

Table 4.22

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611 ^a	.621	. 614	.39586

a. Predictors: (Constant), Allocation of Mechanism, Fiscal Control, Educational spending

b. Dependent Variable: instructional quality design.

The estimated F-value (2.195) as given in table above 4.23 with significance value of 0.000, which is less than p-value of 0.10 ($p < 0.10$); this implies the explanatory variable elements as a whole can jointly influence change in the dependent variable (instructional quality design). Furthermore, the table above further summarized the results of an analysis of variation in the dependent variable with large value of regression sum of squares (1.032) in comparison to the residual sum of squares with value of 38.549, this value indicate that the model does not fail to explain a lot of the variation in the dependent variables.

Table 4.23**ANOVA^a**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1.032	3	.344	2.195	.089 ^b
Residual	38.549	246	.157		
Total	39.581	249			

a. Dependent Variable: instructional design

b. Predictors: (Constant), Allocation of Mechanism, Fiscal Control, Educational spending

The regression coefficients presented in table 4.24 above shows the significant impact of finance on instructional design. The result shows all the variables of finance management which have both positive and negative effects on the probability of instructional design. The result also shows that the positive effects of all the dimensions are found to be statistically significant at 5% significance level.

Table 4.24**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.570	.149		10.563	.000
Allocation of Mechanism	.086	.052	.110	1.650	.100
Fiscal Control	.087	.050	.112	1.750	.081
Expenditure	-.010	.060	-.012	-.171	.864

a. Dependent Variable: Instructional Design

4.6 Qualitative Analysis and Results

This part presents the analysis which is based on the data collected through in-depth structured interviews conducted with four respondents via zoom cloud discussion drawn from various four selected schools. Therefore, the analysis presents answer to the four research questions explored through zoom discussions carried out 24th May 2020 at the heart of COVID 19 pandemic. The main objective of the study is to examine the effect of school management on academic performance in selected private secondary schools in Ilorin metropolis. Other specific objectives are

- i. Determine the effect of innovation on student engagement and motivation.
- ii. Examine the effect of decision making on accuracy and alignment of student.
- iii. Find out the relationship between supervision and depth of knowledge.
- iv. To ascertain the effect of finance on instructional quality design

Therefore, discussion is to complement the findings of the quantitative analysis, and are presented here in thematic analysis. The discussion was categorized into four themes, four sub themes and nine sub themes as shown in figure 4.6

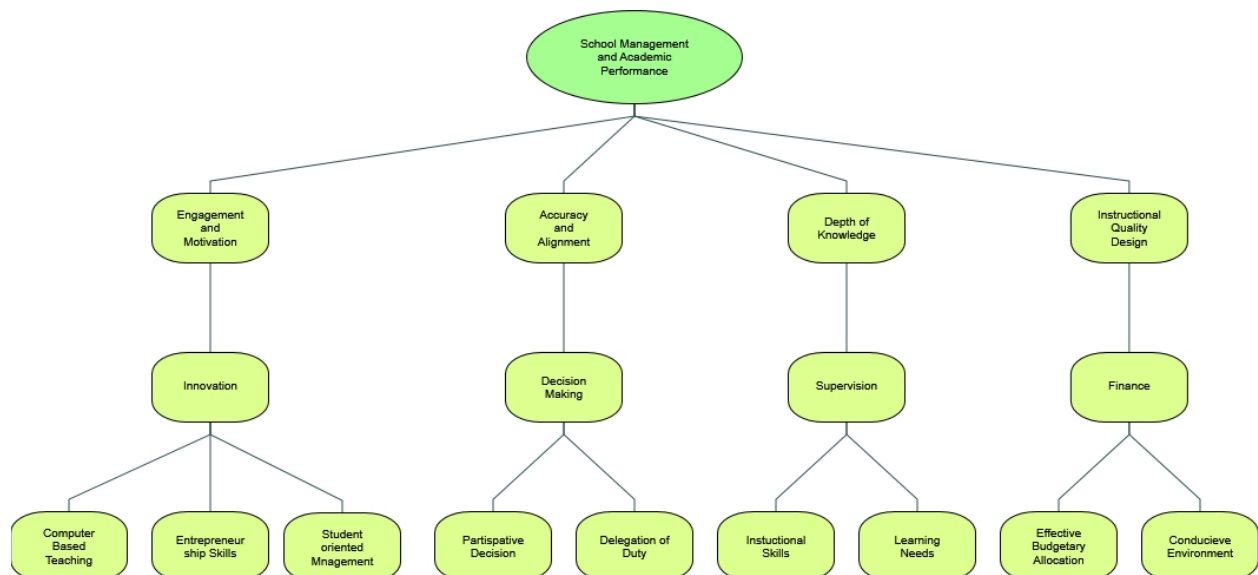
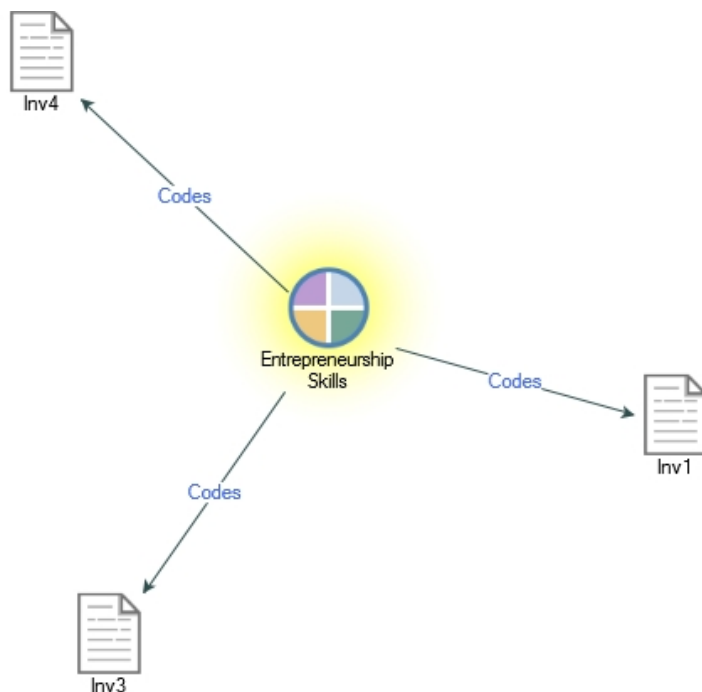


Figure 4.6 Thematic Representations of the Study Objectives

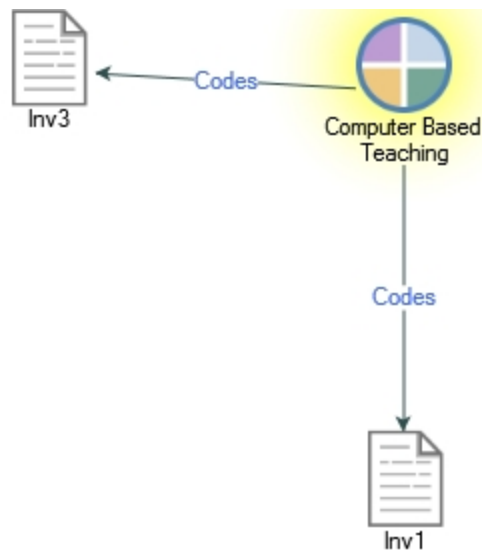
Theme one: Determine the effect of innovation on student engagement and motivation.

Based on the discussion, the discussant revealed three basic ways in which innovation can influence students' engagements. Sub themes such as student oriented management, entrepreneurship skills, and computer based teaching. For example, discussant coded inv4 submit that "in today's academic environment, at whatever level, enhancing the entrepreneurial mindset of the student is paramount. This is what we call catch them young, the labour market is saturated children need to learn skills".

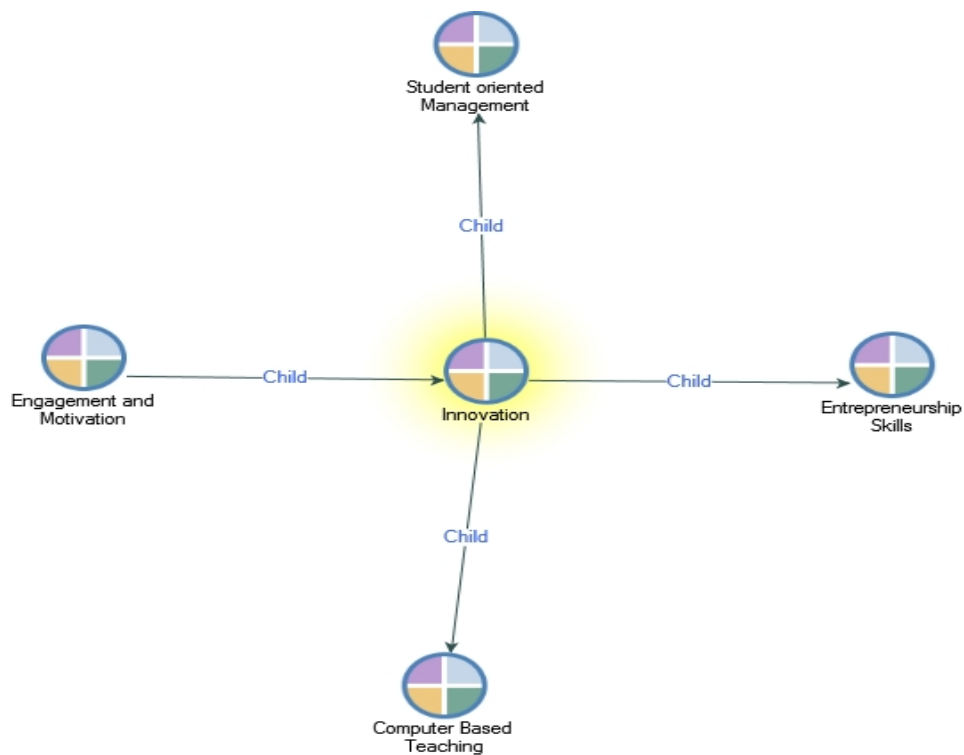
To corroborate the above, discussant inv3 said " we take our students on entrepreneurial training and this is one area where the school wish to leverage on". Also, inv1 added that the focus of our innovative study is entrepreneurship skills.



On the issue of computer based teaching, inv1 responded that almost all exams this days are computer based therefore, my school is investing so much in the area of information technology to enable our students catch up with tides of events. In addition, respondents inv3 said most of our students today are thought through computer aided environments using smart boards and other educational technology. The analysis of the responses is shown in figure 4.5

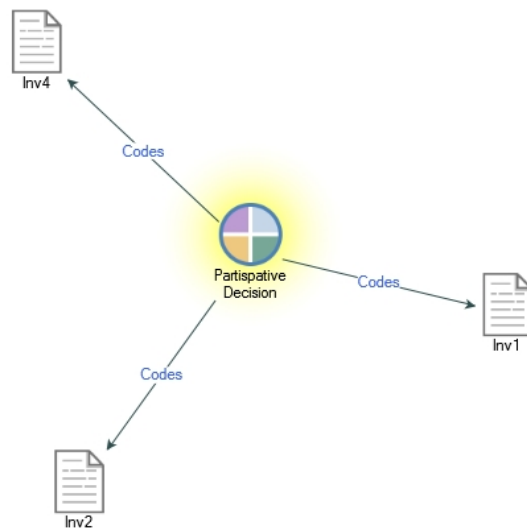


Also, tied to the issue of innovation is the student oriented teachings, according to discussant inv3 at my school we take note of each an individual students learning requirements. Some students are fast learners while some are slow learners, so there is the need to strike a balance between the two,



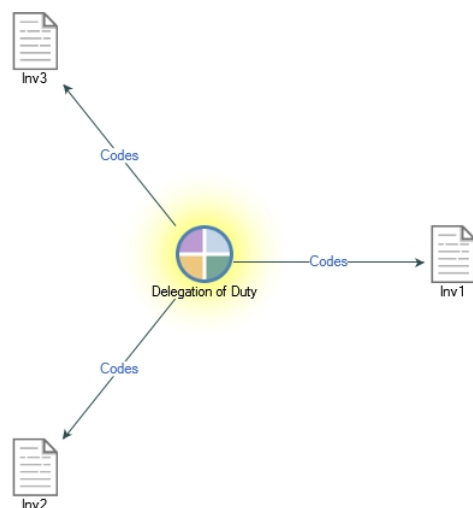
Theme Two: Examine the effect of decision making on accuracy and alignment of student.

Based on the items on theme two which explored decision making and accuracy and alignment of students, the discussant revealed two ways in which decision making influence students' accuracy and alignments. Sub themes such as participative decision and delegation of duty emerged. For instance, discussant coded inv4 submit that “to achieve effectiveness in school management you don’t have to wait for the principal or the school administrator, quality starts even from the gate man, to the cleaner to the proprietor. In a similar responses, Inv1 responded that in an ideal school, every one is the principal and the teacher. For example, no matter how classical a school is, if the gate man is stinking, then it tells on the quality of the school.

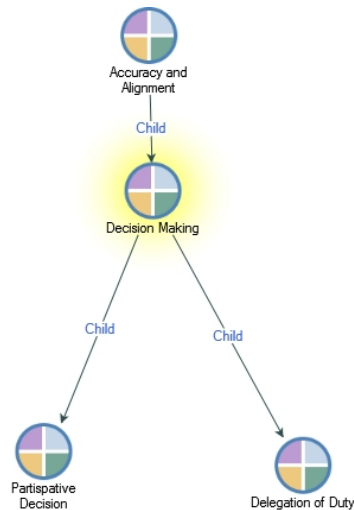


On the issue of delegation of duty, similar to the participative decisions, the mission and vision of the school are to be watered down to the chain of command to enable all get accustomed to the basic ethics of the school. This is the aggregate view of all the respondents as depicted in figure

4.6



The responses affirm to the fact that decision making significantly affect accuracy and alignment of student. This is represented in figure 4.7

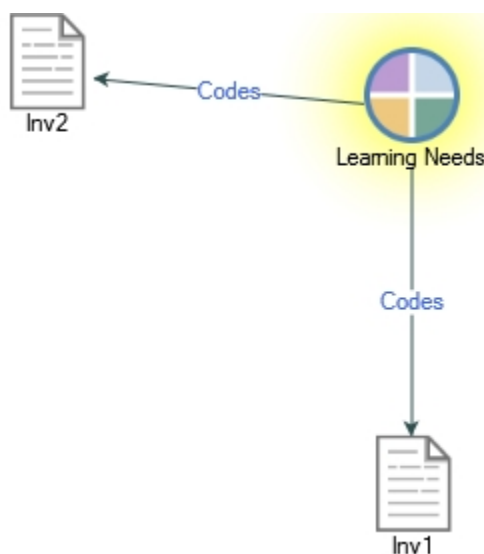


Theme three: Find out the relationship between supervision and depth of knowledge.

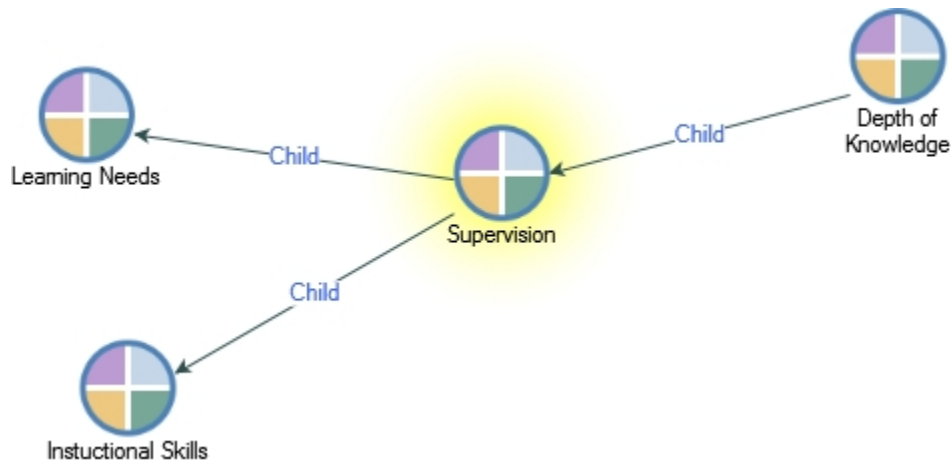
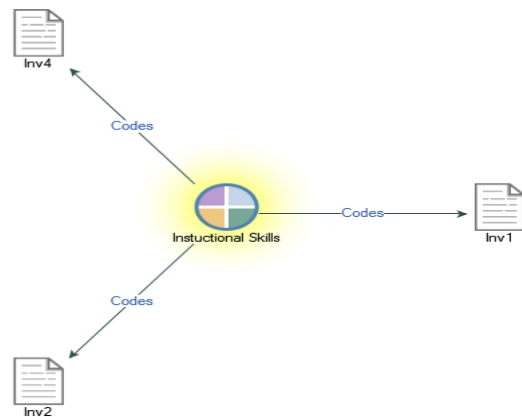
Based on the items on theme three which explored the relationship between supervision and depth of knowledge, the discussant revealed two ways in which effective supervision affect depth of knowledge.

Sub themes such as learning need and instructional skills emerged.

For instance, discussant coded inv2 said that “for every category of school, the learning is an essential aspect of school management, the philosophy of the school is usually exhibited in the learning needs of the school. Also, Inv1 responded that teachers are supervised also on how to instruct the student example, showing of different triangle because student believe in what they see.

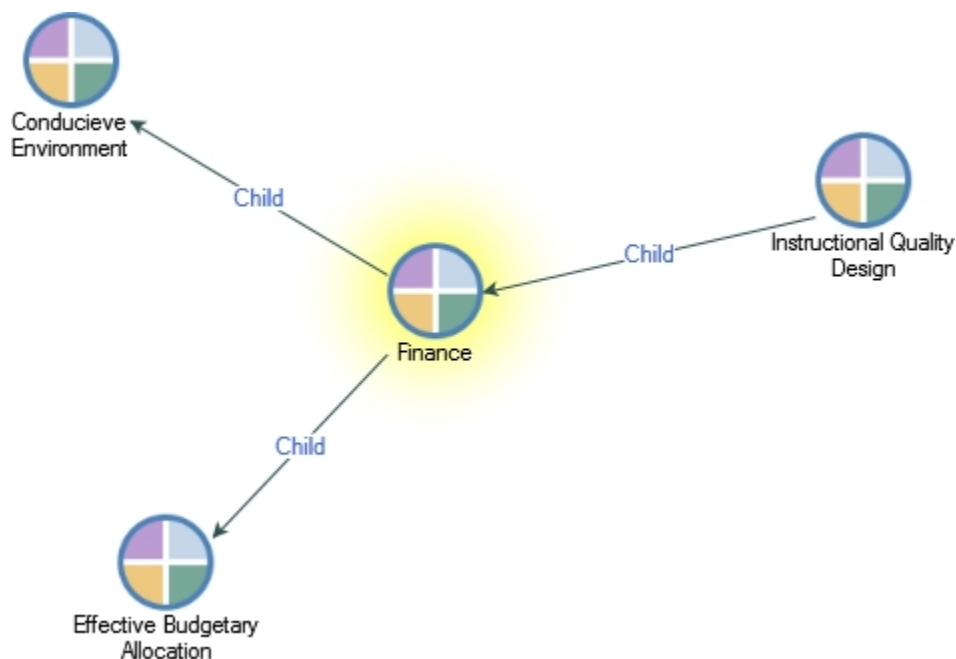


On the issue of supervision and depth of knowledge Instructional skill also emerged, according to inv2 suggest that the school management should involve all effort toward providing leadership to teachers in the improvement of instructors and educational workers. Inv3 added that supervision help teachers in improving and developing instructional skills. The depth of knowledge of teacher will improve also the depth of knowledge of student will be affected positively.



Theme Four: To ascertain the effect of finance on instructional quality design

Based on the discussion, the discussant revealed two ways in which financial management influence instructional quality design. Four of the discussant contributed to this theme. Effective budgetary allocation and conducive environment emerged. Figure 4.revealed sub themes of the study representing the effect of finance on instructional quality design.



According to inv3 “Good finance is non-negotiable factor in designing quality instructional resource for student. If quality instructional design is on ground, it will definitely enhance student academic performance. Therefore, the more financial resources on ground, the better the quality of Instructional design. For hitch free governing of the school, money is the answer

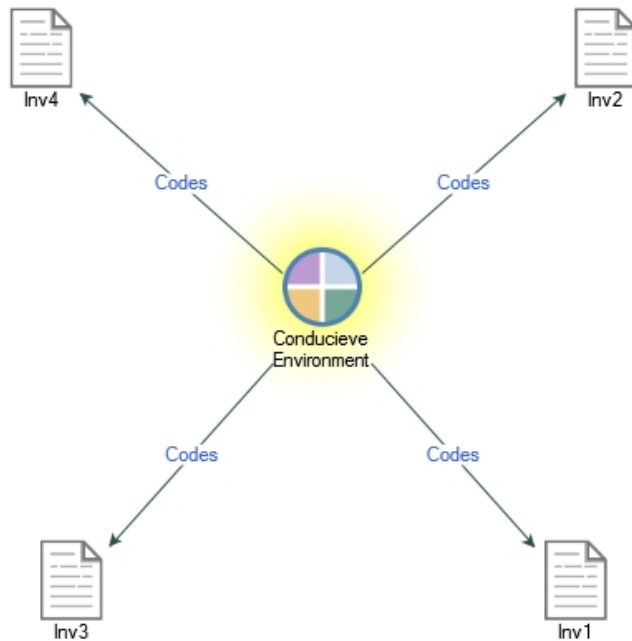
Similarly, inv2 submit that “Putting things in place in school requires money, beautiful and conducive environment cannot just exist without money. Parent in private school expect much because of the expensive school fees paid on their wards. An example is the trip to South –Korea with one of our students who got admission, in that school, there is Library in the hostel, and this cannot be achieved without good finance.

Inv2 further added that with finance, we could set up CBT center, language lab. etc. Finance is very strong in achieving instructional quality design, CBT training takes place here every Saturday compare to other schools where CBT training takes place two week before JAMB

Also, inv3, suggested that finance is important for the running of the day to day activities of the school. Money is needed for the payment of staff, make the environment conducive for learning.

Inv3 also added that there is a strong relationship between finance and instructional quality design. To achieve quality instructional design, money is require. In our school, some teaching aids are ordered for from abroad, we go beyond the use of textbooks.

Inv4 in his contribution added that, to achieve academic performance, finance is needed for quality instructional design. Finance is the process of funding, the school administrator is in charge of the instructional quality design that is provided for the school.



4.7 Discussion of the Findings

This study examined school management effectiveness on academic performance of selected private secondary schools in Ilorin metropolis. This section presents the findings of the study which answers four research questions. The study found that school management effectiveness and academic performance were significantly correlated.

The discussion is as follows, four hypotheses were formulated and tested in the study. According to the findings, the demographic information of the respondents assisted in shedding insight into different categories of respondents' decision according to gender, education qualification, age and work experience influence. However, the demographic information revealed higher number of male employees and the educational background of the respondents indicated that majority of the employees have post- graduate degree which implies that majority of the respondents have better understanding of school management effectiveness and the degree at which it enhances academic performance. Their work experience will also influence the understanding of school management

effectiveness on academic performance. This implies that the respondents will find it convenient to provide relevant information.

From the analysis and test of hypothesis one, it is evidence that the degree of school management effectiveness is high on academic performance of selected private secondary schools in Ilorin metropolis. Punie et al (2006) finds a positive relationship and conclude that there is evidence that IT use improves educational performance. Croninger et al (2007) find a positive effect of teacher degree types and experience on reading scores of students. Based on these studies, it seems that professionalization of the teacher positively contributes to educational performance, thereby leading to engagement and motivation of student. On this basis, the study rejects the null hypothesis one (H_0) which states that, there is no significant relationship between innovation and student engagement and motivation.

The result of the second hypothesis revealed the positive and negative effect of the variables which are found statistically significant even at 1 %, this shows significant relationship between decision making and accuracy and alignment of student. This implies that the null hypothesis was rejected which states that decision making has no significant effect on student accuracy and alignment. This is in line with Nullins (2005), who is of the opinion that many people believe that staff participation in decision making leads to higher performance, which is necessary for survival in an increasingly competitive world. Also, in line with Branza (2007), student involvement in decision making is a concept that values all components for acceptance and compliance. The student teacher relationship is important to the extent that they discuss freely matters affecting the school.

The analysis and testing of hypothesis three show that supervision has a significant impact on a student's depth of knowledge and academic performance. The regression analysis shows the significant effect of supervision on depth of knowledge at a 5% significant level. On this basis, the study rejected the null hypothesis (H_3) that states that supervision has no effect on depth of knowledge. Hammock and Owing in Nwaogu (1980) stated that supervision attempts to look into the organization of learning programmes, the grouping of pupils, method of evaluating, reporting, and determining pupils's progress, the content of the curriculum, the teaching methods, the philosophy and practice of discipline, the time schedule, place, and procedure of staff meetings,

procedures used in parents' conference, the study and use of community resources. All these are evaluated and thoroughly discussed in an attempt to improve the learning and growth of the students.

From the analysis and test of hypothesis four, it is evidence that finance has an effect on instructional quality design, as given in the table with a significance value of 0.000 which is less than p-value 0.10. Therefore, the null hypothesis is rejected, which states that finance has no effect on instructional quality design. In the same vein, this line of argument is also consistent with (Mobegi et al., 2010). The issue of finance is crucial to the retention and performance of students since it determines the quality of physical facilities, teaching and learning materials, teacher motivation, and teachers employed in times of shortage. Takuret al (2015) further explored the second view that suggests that, school financing policies of a nation are a reflection of the value choices of the people.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5:0 Preamble

In this chapter, the summary, conclusion and recommendations derived from the findings of the study on the effect of school management and academic performance of selected private secondary schools in Ilorin metropolis are described. The summary of each chapter was explained, and the conclusion was based on the research purpose, research questions, and result of the study. Recommendations were based on the conclusion and purpose of the study, and areas for further research are also presented.

5:1 Summary of the Study

The findings of the research work revealed that there was significant effect of school management effectiveness and academic performance of selected secondary schools in Ilorin metropolis. The

study was triggered as a result of the poor performance of students in external examinations. This was an experimental study, and the researcher administered an online- survey in order to achieve the objectives of the study. A structured interview was conducted with four administrators of private secondary schools who were purposely selected to compare and contrast the results from the first instrument used in gathering data. The interview was conducted in English, tape recorded and analyzed, and the researcher enlisted the help of an independent co-coder. There is consensus to clarify discrepancies and identify similarities (Cresswell 1994- 151). Themes and categories that emerged from the data were augmented with literature. Trustworthiness of the data was assumed and ethical considerations were expected (Lincoln & Guba 1985: 36).

This study sought to investigate school management effectiveness on academic performance in selected private secondary schools in Ilorin metropolis. This was accompanied by the objectives of the study towards filling the existing knowledge gap. The research questions were raised, the significance of the study was specified, and relevant terms were defined operationally. This formed the first chapter of the work.

In chapter two, literature and empirical studies were extensively reviewed with a view to the effectiveness of school management on academic performance. This was particularly important as it added more impetus to the understanding of the topic of discussion since the primary aim of school management effectiveness has to do with the improvement of teaching, learning and all activities of school. Therefore, this study considered some theoretical contributions and explanations grounded in System Theory and Behavioural Learning Theory. System Theory views an organization as a human being. The organization's structure is the skeleton, the job is the muscles, the people in the organization are the blood, and the physical and environmental factors are its flesh. Learning Theory argues how teachers deal with teaching and the learning of students in an environment.

Chapter three of this research sheds light on the research design, the sampled population, and the instrument for data collection. The researcher used 277 participants and decided to use all as a sample size. However, questionnaires and interview were the instruments used in gathering data while ethical considerations were put in place.

Chapter four of this research work presented the results and interpretation of the quantitative and qualitative data collected from the targeted respondents. Frequency tables and charts were used to show the demographic data of respondents. By and large, the statistical outputs of the inquiry were exhaustive enough to give sufficient illumination on all aspects of the study, as shown in the numerous tables in chapter four. School management effectiveness and academic performance of selected private secondary schools were presented and analyzed using descriptive and inferential statistics, while the interview data was analyzed through thematic (NVIVO 12). Findings are also presented in line with the objectives of the study and research questions.

5.2 Policy Implication of the Finding on Individual, Organization and Government.

- **Policy Implication on Individual**

The policy implication of this study on individuals is that, not only will an individual personally benefit from the effect of the school management system on academic performance, but management of the school guarantees a healthier lifestyle and poverty reduction. According to science, every individual is unique (Valzaden, Lien, Merilat, Hanggi & Janche (2018). Education also contributes to individuality. Students should change the way they learn, this will allow the education system to shift to a more personalized, student- centric model and adopt new curriculum and technology solutions that will enhance academic performance.

- **Policy Implication on Organization**

The policy implication of this study on organizations is that, it will develop skills for future jobs. However, people with good academic and educational backgrounds tend to get well paid jobs. The higher their education and their accomplishments, the better employment options they get. People who grew up poor but educated themselves have high chances to transform their lives, thus contributing to a decrease in society's poverty rate.

- **Policy Implication on Government.**

The National Education Policy has a new vision for education, providing a much-needed revision and reform agenda to the system, and keeping the learner at the center. It has set the vision for a fundamental change in how education is delivered, opening up new opportunities for education

sector stakeholders. However, research shows that individuals who graduate and have access to quality education throughout primary and secondary school are more likely to find gainful employment, have stable families and become active and productive citizens. This will lead to economic growth and the stability of society as a whole.

5.3 Summary of the Findings

The first hypothesis purposes that innovation has no significance on student engagement and motivation. The multiple regression analysis revealed that a positive relationship exists between educational innovation and student engagement and motivation. This is shown by its probability value (p-value; 0.000, 0.005 and 0.000) being less than the chosen 10% significance level (0.10). Based on the result, the null hypothesis is rejected and the alternate hypothesis is accepted. This finding is supported by Owan, Nwannunu, & Madukwu, (2018), This revealed that secondary school performance is significantly high, because of class management and educational innovation significantly influence academic performance. The result by James Francis (2017) showed that students feel motivated through the specific use of technology in the classroom.

The second hypothesis also stated that, decision making has no significant effect on student accuracy and alignment. This is nullified by the result of the multiple regressions which revealed the positive and negative effect of the variables which are found to be statistically significant even at 1% significant level. Based on the result, the null hypothesis is rejected and the alternate hypothesis is accepted accordingly. This finding is supported by Fatima Isah, (2012), who revealed that teachers were insignificantly involved in decision making despite their eagerness to be involved, but recommends that heads of schools give their teachers room to come up with ideas and look at all issues objectively.

The third hypothesis proposes that supervision has no significant effect on the depth of knowledge. Regression analysis was used to ascertain the effect, the result shows that the estimated value of 20.957 is given with a significant value of 0.000 which is less than the p –value of 0.10. The result shows a positive effect of decision making on depth of knowledge, meaning that, the null hypothesis is rejected but the alternate hypothesis is accepted. This finding is supported by Agil, A., Allen, (2015) who states that effective school management and supervision is focused on

improving the teaching competence and general well-being of the school system. The effect is positive on students' achievement and the educational development of society.

The fourth hypothesis states that finance has no significant effect on instructional quality design. The result of the multiple regression shows that the positive effects of all the dimensions are found to be statistically significant at 5% significant level. The null hypothesis is rejected and the alternate hypothesis is accepted.

5.4 Summary of the Findings (Interview)

The data collected through an in-depth structured interview with four respondents from the four different schools is meant to compliment the findings of the quantitative analysis. The discussion was carried out on 24th May, 2020 at the heart of COVID 19 Pandemic on school management effectiveness and academic performance. It was categorized into four themes, four sub-themes, and nine sub-themes. From the first discussion, to determine the effect of innovation on students' engagement and motivation," it was revealed that, we are living in a knowledge driven society in which technological development has turned the world into a global village.

The changes and development that take place in the society infiltrate into the school system and has influence the actions and activities in the system, new innovative techniques are being used in the school system for teaching and learning. From the discussion, three basic ways in which innovation can influence students' engagement are student-oriented management, entrepreneurship skills and computer based teaching. This is in-line with Sosin et al (2004) who state that IT has a positive effect on the academic performance of students.

The discussion on theme two, "examine the effect of decision making on accuracy and alignment of students. The discussion revealed two ways in which decision making influences accuracy and alignment of students, participative decision and delegation of duty emerged as ways to achieve effectiveness in school management. "To achieve effectiveness in school management, quality starts from the gateman, to the cleaner, and to the proprietor. On the issue of delegation of duty, the mission and vision of the school are to be watered down to enable all to get accustomed to the basic ethics of the school.

The discussion on "ascertain the relationship between supervision and depth of knowledge. The discussion revealed two ways in which effective supervision affects the depth of knowledge. Learning needs and instructional skills emerged, from the discussion, it was revealed that "for every category of school learning, teachers are supervised on how to instruct the students." Instructional skills also emerged, school management should involve all effort toward providing leadership to teachers in the improvement of instructors and educational workers. Adeyemi (2010) stated that supervision is the process of administration which involves the push to manage the daily activities of an individual or group of people working in the school system.

The discussion on theme four revealed two ways in which financial management influences instructional quality design. Effective budgetary, allocation and conducive environment emerged, from the discussion, finance is a non-negotiable factor in designing quality instructional resources for students.

5:5 Conclusions

This study investigated school management effectiveness and academic performance of selected private secondary schools in Ilorin metropolis. It is evident from this study that academic performance depends on the effective and efficient management of the school administrator. The school administrator, as the prime actor, is expected to brace up, employ goals-oriented strategies in order to achieve academic performance of the pupils by using these variables. He is the designated official who is saddled with the responsibility of steering the wheels of secondary schools' success.

This study revealed that to enhance academic performance, management variables must be in place. However, innovation provides an authentic basis for learning, it can therefore be said that the use of innovation proved to be more efficacious than the conventional method of teaching and learning. Students are motivated to learn when all learning gadgets are readily available. Also, according to the findings, the degree of IT use is high, which leads to the academic performance of students in the selected private schools.

The research revealed that it is an imperative duty for the administrator to promote a participatory decision-making system in encouraging good student performance. In this research work,

supervision is to oversee, assess, evaluate, and direct teachers as well as to ensure that educational goals are met. The supervision of instruction is by design, a developmental process with the main purpose of improving the instructional programmes generally and teaching specifically, therefore, it should not be neglected.

Financing is an essential part of any educational system, without resources, school will not function. In this study, "school management effectiveness" school finance is meant for the provision of enough resources so that learners will have the opportunity to learn, but at the same time, resources must be used as efficiently as possible.

I can comfortably say that the use of innovation has a great effect on student engagement and motivation, while decision making has a positive effect on accuracy and alignment. Supervision has an influence on the depth of knowledge of students, and finance is non-negotiable because it has greater influence on instructional quality design.

5:6 Recommendations

The findings of this research show that there is a positive relationship between school management effectiveness and academic performance of selected private secondary schools in Ilorin metropolis. Therefore, the following were recommended.

1. Students are engaged and motivated through specific use of technology. Therefore, innovation should be concentrated on that which will increase student test scores and conceptual understanding, as well as enhance student creativity, imagination, and problem-solving skills.
2. It is clear from this research that decision making is to coordinate the efforts of people together to achieve a predetermined goal, therefore, it should be in the interest of the administrator to encourage participation as the intent is to increase job satisfaction and productivity in the school system. All stakeholders are not to be neglected in decision making as their impact is equally important.
3. The essence of supervision is to improve teachers and learners. Supervision should be focused on how to improve the teaching competence of teachers and the wellbeing of the school

system, only when this is carefully planned and executed can success be assured. Therefore, the administrator with supervisory responsibility should help ensure the benefit of a strong programme of instruction for students.

4. Finance is an essential part of any organization, without resources, schools will not function. Therefore, it is recommended that private schools should not be left out in the allocation of 26% of the total budget of the school to promote education as recommended by the National Policy on Education.

It is hoped that the recommendations will be considered in order to have a positive teaching-learning environment, thereby leading to the academic performance of students.

5:7 Limitation of the Study

This study was limited by the COVID 19 Pandemic. The researcher initially wanted to distribute her questionnaire directly to the school administrators and teachers, to counter this, she used an online survey. The attitude of the school administrators during COVID 19 was another limiting factor, to mitigate this, instead of conducting face to face interviews with all the school administrators, two were conducted on phone (Phone Interchange) and the other two were face to face interviews, which was contrary to the initial plan.

5:8 Contributions to Knowledge

The first contribution is from the methodological perspective.

1. Many of the research done on the topic "school management" focused on the quantitative research approach, but this research took a different approach. Utilizing the combination of qualitative and quantitative research, in order to holistically understand in depth of how school management dynamics contribute to academic performance.

2. The second contribution has to do with the spatial distribution of the studies. The study is one of the first in Kwara State. Most studies are in the industrialized economy of Europe, America etc.

5.9 Suggestions for Further Research

Suggestions for further studies include:

1. The study covered only private secondary schools. For this reason, the results of this study cannot be taken as conclusive. Therefore, there is a need to conduct studies involving public secondary schools and technical colleges so as to investigate the issue further.
2. Another study could investigate school management that influence student academic performance in tertiary institutions.

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APPENDIX A

**SCHOOL MANAGEMENT EFFECTIVENESS AND
ACADEMIC PERFORMANCE QUESTIONNAIRE**

Kwara State University,

P.M.B. 1530

Malete, Kwara State.

8th March, 2020.

Dear Sir/ Ma,

TO WHOM IT MAY CONCERN

I wish to introduce Mrs. Florence Ajoke Olaniyan, who is under my supervision for her M.Sc. Degree in Management at School of Post Graduate Studies, Kwara State University, Malete, Kwara State, Nigeria. She is presently embarking on research titled "School Management Effectiveness on Academic Performance of Seven Selected Private Secondary Schools in Ilorin Metropolis".

The nature of the research work requires your co-operation and support in respect of primary data from your school. It is in this respect that I am requesting your cooperation by providing the necessary data and information. A brief list of questions in a questionnaire form is attached herewith, which you may kindly fill out. You will note that no confidential information is requested. The data and necessary information given will be treated with the utmost confidentiality.

Thanks in anticipation of your cooperation and assistance.

Yours sincerely,

Dr. Aminu Brimah

SECTION A

Instruction: Please tick () and fill in as appropriately

- 1 Gender (a) Male () () Female
- 2 Age (a) Below 30 years () (b) 30 - 40years () (c) 41- 50 ()
- 3 Marital Status (a) Single () (b) Married () (c) Divorced ()
- 4 Highest Educational Qualification (a) NCE () (b) M.Sc. () (c) Ph.D. ()
- 5 Status in School (a) Junior Staff () (b) Senior Staff () (c) Top Management ()
- 6 Working Experience (a) 1- 5 Years () (b) 6 – 10 years () (c) 11 – 15 years ()

In this section, kindly indicate the extend of your agreement with statement below by ticking () one of the spaces provide, where SD= Strongly Disagree, D= Disagree, U= Undecided, A= Agree while SA= Strongly Agree.

S/N	ITEM	SD	D	U	A	SA
	INNOVATION (Teacher Brainstorm, Real-world Learning , Audio-visual, story)					
1	I brainstorm with my student in the classroom to enhance academic performance.					
2	I infuse real-world experience when teaching in the class.					
3	The use of computer during computer class enhance the understanding of student					
4	I Introduce each lesson like a story to capture student's attention.					
5	I use creative thinking such as playful game, visual exercise to capture student interest.					
6	I stimulate the classroom environment by decorating in order to help think and learn better.					
7.	I welcome new idea from students					
	DECISION MAKING (School Administrator: Management, recruitment, curriculum)					
1	I involve in the management and development of staff					

2	I involve in the curriculum activities of the school					
3	I am actively involved in recruitment of qualified teachers to enhance academic performance					
4	I take active part in making rules and regulations in school					
5	I create conducive environment for learning					
6	I work in collaboration with teaching and non-teaching staff to achieve academic performance					
7	I involve in the discipline of student to some extend					
	SUPERVISION (School Administration: Delegation, Coordination, Planning, Update, Schedules, Organization and directing)					
1	Directing is the umbrella for communication in the school					
2	I delegate the Vice-Principal to visit classes during lesson					
3	Good planning prior to the beginning of each session is crucial in enhancing academic performance of students					
4	I update Head of Department, teacher and IT staff on examination related policies					
5	I coordinate how resources are channel for the purchase of materials and ensure the efficient use of the resources.					
6	I am responsible for examination schedule					
7	I instruct Vice- Principal to inspect student's notes to ensure scheme coverage.					
	FINANCE(School Administrator: Allocation of Mechanism, Fiscal Control, Educational spending					
1	The revenue source of the school is raise sufficiently and is use appropriately.					
2	The allocation mechanism in my school is to make decision about how much is to budget and area to concentrate on.					
3	Fiscal control is to channel resource to their intended purpose, to plan, monitor and to evaluate.					

4	Monetary resources is to promote educational spending such as provision of educational materials and quality teacher					
5	Monthly and annual report is a key part of keeping the school financial system secure.					
6	The operational funding of the school including the wages of teaching and non teaching staff, purchase of classroom materials, repair of depreciate items.					
7.	A good financial practice means managing and processing money so that budget is aligned with school strategic plan.					
	STUDENT ENGAGEMENT AND MOTIVATION (Teacher: reward, fun, positive competition)					
1.	I offer reward when my students are performing better.					
2.	I give recognition and praise for a job well-done in the class.					
3.	I add fun activities into my work to help student who struggle to stayengage and make the classroom a much more friendly place for a student.					
4.	I am excited about my teaching, my student are also excited about learning.					
5.	I use positive competition to make my student work to excel.					
6.	I create threat-free environment for my student to fulfill the expectation and communication with them.					
7.	I defined clear objectives, rules and expectation of student and students have goals they work towards.					
	ACCURACY AND ALIGNMENT (School Administrator: Standard, assessment, school library,textbook)					
1.	Teachers note in my school provide a clear designation of the standards they teach in each lesson and provide instructional approach.					
2.	The school assessment system support high levels of student learning and work toward continuous improvement.					

3.	A text book for teaching and learning enhance academic performance.					
4.	The school library impact on student learning and success					
5.	The school adherence to curriculum to enhance learning					
6.	Students are given instructions to achieve desires goals.					
7.	When learning activities relates directly to learning objectives , it measures what students are learning.					
	DEPTH OF KNOWLEDGE (Teacher: recall, apply, strategy thinking) Teachers					
1.	My students can recall or memorize what they learnt.					
2.	My student can apply facts or detailed provided to them as well as filling in the gap, they don't just recall but answer question and make connections between pieces of information.					
3.	My student applies strategic thinking and reasoning to generate solution to problem.					
4,	tudents are creative, they can invents a new product or create a solution in order to make a fellow student life easy.					
5.	My student brainstorm to enhance their learning.					
6.	The reading skills of my student are to enhance learning and understanding in the classroom.					
7.	My students write their note by hand because there is connection between our hand and our brain.					
	INSTRUCTIONAL DESIGN QUALITY (Teacher:map, chart, poster, video)					
1	The use of chart makes learning real and permanent.					
2	I incorporate audio-visual materials during teaching session to support textbook in the class for better understanding.					
3.	The use of video during teaching promote retention.					

4.	The use of journals enhances understanding of student.					
5.	Proper presentation and aid method employ by teacher will enhance good understanding of the subject matter.					
6.	The use of tape recording makes learning interesting.					
7.	The use of poster map during the teaching of geography influence the understanding of student.					

APPENDIX B

SCHOOL MANAGEMENT EFFECTIVENESS ON ACADEMIC PERFORMANCE STRUCTURED INTERVIEW

SEMI- STRUCTURED INTERVIEW GUIDE

Thank you for participating in this research project. I am a master student working on my dissertation which examines school management effectiveness on academic performance in seven selected private schools in Ilorin metropolis. Your help and insights will make the results more meaningful and applicable in the area of managing school to enhance academic performance of student. The interview will take approximately 30 minutes and all information will be kept confidential. However, there will be voice record during the interview. Your participation is voluntary and you are free to decline any question you do not wish to answer. Below are the items for discussion during the interview.

Thank you.

- 1a. Can you describe who an administrator is?
- b. What functions he /she perform in school?
- 2a. What comes to your mind when people use the term school management?
- b. What is academic performance?

3. Do you agree that innovation motivate student and enhance academic performance? If yes, what are the innovations introduced in your school? If No, explain.
- 4a. Do you involve in decision making as the school administrator?
- b. Do you involve teachers in decision making?
- c. Do you involve student in decision making via student representative such as prefectural body?
- d. Do you involve parent in decision making via parent teachers association?
- e. Is decision making having positive effect on student accuracy and alignment? If yes, explain.
- 5a. What is supervision from your understanding?
- b. How does instructional supervision affect depth of knowledge positively?
- 6a. Do you agree that finance is important for the day to day running of the activities?
- b). Explain the relationship between finance and instructional quality design.

LITERATURE MAPPING

S/N O	Country/ Industry	Scope (sample) size & time	Variables	METHOD OF ESTIMATIO N	RESULT	REFERENCES
1.	Bulgaria / Elementary and Secondary School.	300 / 1 year	INDEPENDENT School Management	Linear Regression	Studying school management and school evaluation in Japan gives a lot of opportunities for the observation of different approaches and the finding of different paths for the improvement of the school education system	Yonka Pervanova (2018) School Management and Evaluation.
2.	Ghana / Public	480 / 1 year	INDEPENDENT	Logistic Regression.	The study recommended that school	Zhang Hususberg, Blessing Dwunah Menu, Issa Adejei,

	Secondary School		School Management DEPENDENT Academic Performance		management functions with the exeception of democratic management should be intensified in various public school so as to enhance student academic Performance	Fan Minoyne and Dannu Oduro . <i>Vol. 8 No 06 (2019) journal of Arts and Humanities,</i> Exploring the effect of School Management functions on student Academic Performance . A dilemma from public school.
3.	Nigeria /College of Teachers Education campus Research.	3616/ (1 Year)	INDEPENDENT Problem of School Management -Disciplinary Control -Classroom Management -Teacher Motivation DEPENDENT Students Academic	Estimate Multi Regression	-Secundary School Students academic performance in Calabar zone is significantly high, disciplinary control, classroom management and teacher motivation significantly influence secondary school students academy performance. - The finding of the study established a	Owan,V.,J., Nwannunu, B.,& Madukwu E. (2018) Problem of School Management & Students Academic performance in secondary School in Calabar Eduaction , Cross River. <i>International Journal of Research and Innovation in School Science. Vol. 11.</i>

					significant influence of disciplinary control on secondary school student academic performance in Calabar Education Zone.	
4.	20, Basin Stage Govt. School. Jordan	20, / (1Year),	INDEPENDENT Modern School -Modern Theory -School Management Evaluation -School Management -School Administration DEPENDENT Academic Performance	Descriptive Approach	There is a significant effect of the modern school administration on the Academic Achievement.	Nnamani Nsari (2018). Modern School Management and its Impact on the Academic Achievement of the Student of the Basic Stage in Jordanian Public Schools. <i>British Journal of Education Vol. 6 No 6</i>
5.	Ghana, Senior	480 / (1 year)	INDEPENDENT	Stepwise logistic	Management of senior high schools has become a	HuaishengZ. M Manu. D.,B.,Mensah I.A., Mingyne F., &

	Secondary School		School Management Functions DEPENDENT Student Academic Performance	regression model	newsworthy as many people have been made an attempt to draw a strong relationship between effective school management functions and academic performance of student.	S. Oduro D., (2019) Exploring the effect of School Management Functions on Student's Academy Performance. A Dilemma from public senior High School in Ghana. <i>Journal of Art & Humanities</i> 08(06), 33-45
6.	Tanzania, Community Secondary school.	(1 Year)	INDEPENDENT School Management Factor -School Management DEPENDENT Academic Performance -Sufficient & quality staff professional		-It was identified that the performance was influenced by several factors apart from management factors including teacher's commitments and the availability of inputs.	Nghonoli Samson.(2017). School Management Factors Affecting Students Academic Performance in Community Secondary Schools. A case of selected schools in Lusewa District Council.

			staff Development			
7.	Portuguese, Public & Private Secondary School.	4 Years),	INDEPENDENT School Management -School characteristics -School Factors -Characteristics of School DEPENDENT Mathematics Skill		-The Management has small but negative impact on proficiency in Portuguese and has no significant impact in Mathematics. - Special attention from the director to the administrative rules positively impacts the Portuguese grades. — -The Management variables measured as a component of variable relating to the director answered by teachers is significant to explain the students' proficiency.	Larrisa, Ricardo & Ana (2015). Impact of School Management on Educational Development: A longitudinal Analysis from the Teacher's Perspective

7.	Brazil, Public Secondary School.	3years	<p>INDEPENDENT</p> <p>Internal School Factor</p> <p>-Internal school Factor</p> <p>-Principal Leadership</p> <p>DEPENDENT Academic Performance</p>	Linear Regression	<p>An Internal School Factor</p> <p>-Principal Leadership and External School factor, principal selection process have statistically significant associated with student result, positive in the first case and negative in the second one.</p>	Ana & Cynthia. (2018). Public Secondary management Leadership and Educational Result in Brazil
8.			<p>INDEPENDENT</p> <p>Role of School Management</p> <p>DEPENDENT</p> <p>Learner Academic Performance</p>	Pearson Product Moment Correlation	<p>-The result revealed that Learners Academic Performance is adversely affected where learner are not part of decision Making process and were they are not given immediate feedback after their assessment</p>	Bhekisigoin, S. (2005) The Role of School Management Terms in Enhancing Learner Academic Performance

9.	Kenya/ Primary School,	138/ 1 year	INDEPENDENT School Management Academic Performance	Frequency percentage and mean (Quantitative) whereas qualitative data was analyzed and organize into themes and subtheme	-The study found out that when the mean of the role of BOM was high by school, the mean score of pupil's academic was also high. - Inadequate teaching and learning facilities hampered BOM role of managing resources in schools. The situation negatively affected pupil's academic performance.	John, O.,K., Boniface & Florence O., M.(2017). The role of Management as a determinant of Pupil's Academic Performance in Public Primary School in Marani- subcountry, Kenya. <i>International Journal of Scientific research and Innovative Technology Vol.4 No 6</i>
10.	Kenya /Public Secondary School.	149 / (1 year)	INDEPENDENT Total Quality Management -Establishment of Performance of objectives	Linear Regression	-There is no significant relationship between the levels of Establishment Performance objectives by principal and students' performance.	Margraret, W., R. & Gerald, N.,K.(2015) Relationship between Selected Total quality management Practices Employed by Public Secondary Schools Principals and Students Performance in Kenya. Certificate of

			-Sch. Level Communication on curriculum issues DEPENDENT Academic Performance		-The study also shows that setting a clear curriculum target goal enable students to focus attention and effort toward s achievement of goal.	secondary <i>Educational Journal of Education.</i>
11.	Nigeria / Public secondary school.	935/ (1 Year),	INDEPENDENT Managerial Role of Principals. DEPENDENT Students Academic Performance	Pearson Product Moment Correlation Coefficient	-Principals Organization skills that influence high academic performance of students in secondary school including checking of teachers and students academic work, eradicate cheating among students, encourage syllabus coverage, organize remedial teaching in school , briefing teachers on performance.	Olaleye, Florence Oluremi(2013).Principals Organizational Management &Students Academic Achievement in Secondary Schools in Ekiti State. Nigeria. <i>A journal business Economic& Management Studies. Vol. 2 No 2.</i>
12.	(Ethiopia / (1 Year)		INDEPENDENT	Pearson Product	-Effective School Management & Supervision is	Agil, A., Allen. (2015). Effective School Management

			School management & Supervision DEPENDENT Quality Education Service	moment correlation Coefficient	focused on improving the teaching competence and general well being of the school system. This impacts positively on students achievement and educational development of the society	and Supervision. <i>An International Multi Disciplinary Journal, Ethiopia, Vol. (3) serial no 38.</i>
13.	Kenya / Public secondary school.	135 / (1 Year)	INDEPENDENT School Strategies DEPENDENT Academic performance	Pearson Product moment correlation Coefficient	-Management strategies currently being used to enhance students' academic performance were not effective so training of school manager is important.	Jackline, T., & Proffessor J. (2014). School Management and Students Academic Performance: How Effective are Strategies Being Employed by School Management in Secondary School in Embu North District ,Embu Center Kenya. <i>International Journal of Humanities and Social Science, Vol.4</i>

14.	Philippines , Private & Public Elementary Schools,	182 / (1 year)	INDEPENDENT School Effectiveness DEPENDENT Academic Achievement	National Achievement Test	-There is positive relationship between School Effectiveness and Academic Performance. -The factorial analysis revealed that among all the correlates of school effectiveness, school leadership competency and professional collaboration influenced the performance of both schools.	Gibert, C., M. (2017) factors of School Effectiveness and Performance of School Public and Private School. <i>Journal of Multidisciplinary Research Vol. 5, No 1</i>
15.	Nairobi, Certificate of Primary education.	10 / (1 Year)	INDEPENDENT Correlation of Management Variables DEPENDENT			Chuka, C., U.& Rosemary, O.(2016). Correlation of Management Variables & Secondary School Teachers Job Performance. <i>Global Journal of Educational</i>

			Secondary School Teachers Job Performance			<i>Research Vol. 10 No 1, 77-85.</i>
16.	Uganda , Primary Education,	20 / (1 Year)	INDEPENDENT School Management Comm. DEPENDENT Academic performance	Pearson Product Moment Correlation & regression	-There is significant impact of Committees on Academic Performance	Fred. (2017). Assessment of the Role of School Management Committees on the Academic Achievement of Learners in Universal Primary Education School in Bugiri District. School of Business and Management
17.	Tanzania , Secondary School.	56 / (1 Year)	INDEPENDENT Principal Leadership Style DEPENDENT Student Academic	Chi- Square	-Poor management stemming from lack of participatory management lead to poor school performance.	Tsuut, F.(2015) Impact of Leadership & Management on Academic Performance in Secondary School in Tanzania.

18.	Turkey / Primary School.		INDEPENDENT School Management DEPENDENT Academic performance	PISA (Programmes for International student Assessment & TALIS (Teaching and Learning Internationaln Survey	The school manager has been studied by many researchers as one of the most important factors that affect student achievement . The school manager is the most important factor to maintain discipline in the environment.	Haydar &Guiganu (2013) The importance of School; management has been increased in school academic success based on <i>International Journal on New Trends in Education and their implication Vol, 4</i>
19.	Nigeria / Public Secondary School.		INDEPENDENT School Management		Finding of the research shows that school principal contact more people than any other person , The school principal has relations with parents, teachers, students non teaching staff in the school , education management and peer teachers. The school principal solve school	Abdulkadri., T., F. (2013). School management Characteristics of Effective Principal. <i>International Journal of Administrative in Research and Technology Vol. 2.</i> Issues 10

					problems, manages school program, teachers, students and other customers of the school and set roadmap for the school activities.	
20.	Nigeria /Public Secondary school.	430 / (1 year),	INDEPENDENT Principals Administrative Styles Dependent Students Academic	Pearson Product Moment Correlation & Regression	The finding show no significant between Principals Initiative Administrative Styles and Student Academic in English	Suleman. B., Mustapha, B.& Ibrahim, B. (2016) Principals' Administrative Styles and Students Academic Performance in Taraba State Secondary in Taraba School <i>Vol.7 no 18</i> .
21	Nigeria /Public Secondary school.	120/(1 year),	INDEPENDENT School Administrative Dependent Students Learning	Pearson Product Moment	There exist a significant relationship between school planning and student learning outcome. It was recommended that school administrators should exhibit a leadership styles	Idoi., N, & Ekpang., P. (2011). Impact of School administration on Students Learning. <i>Nigeria Journal of Social and Development Issues Vol.8 no 1</i> .

					that will promote a conducive learning environment so as to enhance students learning outcome.	
22	Germany/ Secondary school.	24,000/ 1 year			Finding noted include, impact on all actors, appreciation and recognition of teachers from parents, increased use of digitization, and blended learning, increase gaps in learning and inclusion within and between schools. The paper suggests a school improvement strategy based on innovation, sustaining and optimising considerations.	Stephan Huber (2021). International Studies in Educational Administration. <i>Journal of the Commonwealth Council for Educational Administration & Management. Vol 49 No 1</i>

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