

PRINCIPAL UTILIZATION OF MATERIAL AND PHYSICAL RESOURCES AS CORRELATES OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS' IN SOUTHWEST, NIGERIA

By

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Abstract

This study examined the relationship between principal utilization of material and physical facility resources as correlates of academic achievement of secondary school students in Southwest, Nigeria. The study adopted the descriptive survey research design. The population of the study comprised all the 2,719 principals, 72,676 teachers and 45,987 students in all public secondary schools in Southwest, Nigeria. The sample for the study was 990 respondents, comprising 90 principals and 900 teachers from 90 public secondary schools in Southwest, Nigeria. Multi-stage sampling procedure which involved, simple random, stratified, proportionate and purposive

sampling techniques was used to select sample for the study. Three set of instruments tagged “Principal Utilization of Material and Physical Facility Resources Questionnaire (PUMPFQR)”, “Students Affective and Psychomotor Domain Questionnaire (SAPDQ)” and an Inventory on students’ academic performance were used for the study. The three instruments were validated by experts. PUMPFQR and SAPDQ had reliability coefficients of 0.76 and 0.74 respectively. The data were analyzed using inferential statistics involving Pearson Product Moment Correlation. The hypotheses were tested at 0.05 level of significance. The study revealed that there was a significant relationship between material resource, physical facility resource and academic achievement of secondary school students. Based on the findings of this study, it was concluded that material resource, physical facility resource and academic achievement of secondary school students were good. Based on the findings of the study, it was recommended that government should ensure effective utilization of material resources by exposing teachers of various categories to appropriate seminars, workshops and workshops in order for enhanced instructional delivery and better academic achievement of students. Also, the education stakeholders (government, school administrators and teachers) should show greater commitment to the effective utilization of physical facilities resources such as office furniture, classroom facilities, health facilities, sporting facilities, and laboratory facilities among others in schools for better academic achievement of students.

Keywords: Principal, Material Resource, Physical Facility Resource, Academic, Achievement, Secondary School

Introduction

Education is an important instrument for personal, social, and economic mobility, as well as for national development. The secondary education level discharge a unique role in receiving primary school inputs and transforming them into secondary goods for tertiary output at institutes of higher learning (Arop, Owan & Ekpang, 2018; Owan, 2021). Therefore, secondary schools have a dynamic responsibility to educate students with the abilities to flourish and work effectively in the 21st century (Arop, Ekpang, Nwannunu & Owan, 2018). The basic aims of secondary education is to provide for all primary school leavers, regardless of ethnicity, socioeconomic class, religious or ethnic background higher-level education opportunities; provide diversified curricula to cater for discrepancies in skills, prospects and associated functions; provide skilled manpower in the applied research, technology, and entrepreneurship at sub-professional grades; establish and encourage Nigerian languages, art and culture in the sense of the globe's cultural heritage; motivate students with a passion for self-improvement and fulfilment of excellence; cultivate National unity with a focus on the shared links that bind us in our diversity; grow a generation of critical thinkers who respect the views and feelings of others, uphold the dignity of labour, appreciate certain principles defined under our wide national objectives, and live as good citizens; provide

technological knowledge and vocational skills required for agricultural, industrial, business, and economic development (Federal Republic of Nigeria, 2013).

Academic achievement has been conceptualized as the scholastic position of a learner after a given period of time. Academic achievement refers to “how an individual is able to demonstrate his or her intellectual abilities, character development and skill acquisition” argued that “academic achievement is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, acquisition of skills and attitudes of individuals as a result of their experiences within the school system (Bello, Bukar and Ibi, 2016). According to Anderson, Krathwohl, Airansian, Cruikshank, Mayer, Pintrich, Raths, Wittrock (2017) students’ academic achievement includes cognitive domain, affective domain and psychomotor domain. Cognitive domain aims to develop the mental skills and the acquisition of knowledge of the individual. The cognitive domain encompasses six categories which include “knowledge; comprehension; application; analysis; synthesis and evaluation”. Knowledge includes the ability of the learner to recall data or information. This is followed with comprehension which assesses the ability of the learner to understand the meaning of what is known. This is the case where a student is able to explain an existing theory on his or her own words.

This is followed by application which shows the ability of the student to use the abstract knowledge in a new situation. The analysis category shows the ability to integrate different elements or concepts in order to form a sound pattern or structure to help establish a new meaning. The category of evaluation shows the ability to come up with judgement about the importance of concepts. The cognitive domain reflects academic performance of students. Academic performance basically referred to how well students perform in their school work, namely the curricular programme. Undoubtedly, this crucial level of education is confronted by diverse challenges. Prominent among the challenges is poor academic achievement of secondary school students. The poor academic achievement of secondary school students encompasses the cognitive, affective and psychomotor domain. The cognitive domain is concerned with the academic performance. The researcher observed that the academic performance of secondary school students in Southwest, Nigeria is poor. Observation showed that this level of education is not living up to expectation as the academic achievement of students in secondary level of education is observed to be poor in Nigeria and Southwest, Nigeria. The observed poor academic achievement manifest in three forms which are cognitive domain, affective domain and psychomotor domain.

The cognitive domain also referred to academic performance. The researcher observed that the academic performance of secondary school students in Southwest, Nigeria is poor. The issue of poor academic performance of students in senior secondary schools in Southwest, Nigeria has been a source of worry to all stakeholders in the education sector considering the huge investments that

are allocated into the sector by parents and government to educate the learners. To recall, comprehend, apply, analyze and integrate different elements and ability to harness crucial concepts are all categories of cognitive domain. Observation shows that when learners are unable to recall, comprehend, apply, analyze and integrate different elements and ability to harness crucial concepts which are all categories of cognitive domain, poor academic performance will be the end product.

Owadie (2012) stated that the academic performance of secondary school students in external examination conducted by the West African Examination Council (WAEC) were not encouraging and this was to the dissatisfaction of the general public Report on academic performance of students' in the senior school certificate examination (SSCE) conducted by West African Examination Council (WAEC) in Nigeria was poor in 2015 where 39 percent obtained five (5) credits and above including English Language and Mathematics (Eguridu, 2015). In 2016 May/June West African Senior School Certificate Examination, only 878,040 candidates representing 39.19 percent obtained credits in five (5) subjects and above including English Language and Mathematics. In 2017 May/June West African Senior School Certificate Examination, of that number, 923,486, candidates representing 41.22 percent obtained minimum number of credits in five (5) subjects and above including English language and Mathematics (National Bureau of Statistics, 2021). In 2018, out of the number, 1,572,396 that sat for the examination, a total of 786,016 candidates representing 38.98 percent obtained credits and above in a minimum of five subjects including English Language and Mathematics. When compared with what was obtained in the same examination in 2016 and 2017, showed a decline. In 2019, 50.18 percent obtained credits and above in minimum of five (5) subjects including English Language and Mathematics (National Bureau of Statistics, 2021). And this is below the expectation of the general public. However, to compare the candidate performance for 2018 and 2019 examination with that of 2016, which was 39.19 percent and in 2017, 41.22, it appears that the academic performance of secondary school students' is fluctuating, just as it is declining.

In Ekiti State, the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 20.33 percent in 2015, 25.06 percent in 2016, 27.19 percent in 2017 and 30.18 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). In 2019, the state took 12th position out of the 36 states and Federal Capital Territory which was to the dissatisfaction of the state government and the entire stakeholders. In Lagos State, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 37.27 percent in 2015, 63.0 percent in 2016, 65.50 percent in 2017 and 60.72 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). In 2019, Lagos State took 10th position making the state as the only state in Southwest that made top 10 (National Bureau of Statistics, 2021). In Ogun State, the percentage of candidates who obtained

credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 32.89 percent in 2015, 45.8 in 2016, 40.14 percent in 2017 and 41.69 percent in 2018 in all public secondary schools. In 2019, the percentage of students that obtained five credits and above including English Language and Mathematics was 43.56 percent (Federal Ministry of Education, 2020). In Ondo State, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 41.99 percent in 2015, 44.08 percent in 2016, 44.27 percent in 2017 and 42.21 percent in 2018 in all public secondary schools. In 2019, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics was 40.45 percent (Federal Ministry of Education, 2020).

In Osun State, the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 18.08 percent in 2015, 45.78 percent in 2016, 43.50 percent in 2017 and 40.85 percent in 2018 in all public secondary schools. In 2019, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics was 42.32 percent (Federal Ministry of Education, 2020). In Oyo State, the percentage of candidates who obtained credit level passes in five subjects in English Language and Mathematics in West Africa Examination Council was 21.63 percent in 2015, 36.52 percent in 2016, 43.58 percent in 2017 and 37.87 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). Oyo state was ranked 26th among the 36 states and the Federal Capital Territory in 2019 results released by West Africa Examination Council.

In 2020, the analysis of the statistics of the performance of candidates in the examination shows that out of 1,538,445 candidates that sat for the examination, 1,338,348 candidates representing 86.99% obtained credit and above in a minimum of any five subjects with or without English language and Mathematics in Nigeria and the Southwest states are not left behind (Areghan, 2020). The implication of the persisted decline in academic performance of students in West Africa Examination Council results indicates that majority of the students might not have been opportune to gain admission into higher institutions. In other words, poor academic performance as recorded in recent years was so great that many students fall short of the requirements necessary for admission into tertiary institutions. Academic achievement constitutes not only cognitive domain. Affective domain and psychomotor domain are also components of academic achievement. It appears that over the years, the emphasis of schools has been on the cognitive domain at the expense of affective and psychomotor domains. Bandele (2002) argued that the affective and psychomotor domains exert great influence on the cognitive domain as well as making beneficiaries of the educational system live a fulfilled life and contribute meaningfully to the development of the society.

Affective domain which has to do with character development includes punctuality in school, attentiveness in class, neatness, honesty, and relationship with others. Observation shows that secondary school students are not punctual in school, students are not attentive in class and look unkempt most of the time. It also appears that secondary school students are dishonest and have poor relationship with others as this reflected their involvement in examination malpractices in various schools. It appears that when secondary school students are punctual in school, listen attentively in class and have good relationship with their teachers and fellow students, it improves their academic achievement. Otherwise, when secondary school students are not punctual in school, do not listen attentively in class and lack good relationship with others, the consequent result is poor academic achievement.

Psychomotor domain is another component of academic achievement. Psychomotor domain which has to do with practical skills includes skills development, sports/games, club/societies, fluency and hand-writing. It appears that when secondary students developed in skills, participate in sporting activities, speak fluently and have good hand-writing, they are said to achieve academically. Hence, when secondary school students are not well developed in skills, in a situation where recreation center for sports and games are not provided, students will not have access to sporting activities. Also, observation reveals that most secondary school students are not fluent in speaking languages while the hand-writing of some are poor. It appears that when secondary school students are developed in skills, engaged in sporting activities, clubs, with good hand-writing and can speak fluently, it enhances their reasoning and the consequent result is improved academic achievement. Hence, where all these are not readily accomplished, academic achievement may be impeded.

As a result of the observed decline in the academic achievement of students in public secondary schools, one thinks if the high rate of the students' poor academic achievement is not a reflection of utilization of material and physical resources in the schools. In other words, the inability to properly utilize material and physical resources could be responsible for the observed poor academic achievement of secondary school students. The principal who is the head of the school has the obligation of proper utilization of material and physical facility resources. The principal is the main actor of the school, saddled with the responsibility of proper utilization of resources in day to day activities of the school. Therefore, the school principal has a role to play in the utilization of material and physical resources. The failure of the principal to effectively utilize these resources might have consequence result on the school and academic achievement of students. The study investigated principal utilization of material and physical facility resources as correlates of academic achievement of secondary school students in Southwest, Nigeria.

Material resources are important in the realization of educational goals and objectives. Material resources are essential and significant tools needed for teaching and learning of school subjects to promote teacher efficiency and improve students' performance. Material resources are those things that a teacher or the student uses in the course of teaching and learning to make teaching and learning simple, easy to understand, retain and recall whenever it is necessary. Such material resources include textbooks, chalkboard, desk and chair and important equipment like computer, projector, television and video. Material resources enable students to see as a whole certain relationship that are difficult to conceptualize in parts. For example, students learn to identify and differentiate the shapes more accurately when they see the real shape. Material resources make teaching experiences flexible and rich enough to meet individual student learning styles. The researcher observed that if school principals failed to utilize the material resources at their disposal and if most of these material resources are packed and kept in the principal's office, it may likely have negative effect on student academic achievement. It is said that where material resources are well put in place and well utilized, students seem to achieve better than where material resources are not well put in place and utilized.

The importance of physical facility in the accomplishment of educational goals cannot be over emphasized. Arogundade (2010) opined that various categories of physical facilities are significance to the attainment towards the quality of education at different levels of education. Physical facilities refer to the school plants, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning (Akomolafe and Adesua, 2016). Physical facilities are available and accessible resources useful for teaching, learning and assessment of students in school which are vital to students' academic achievement. Emphasizing on the need for physical facilities, Ajayi and Adeyemi (2017) reiterated that for standard education in Nigeria to be attained, the Nigeria education system needs adequate physical facilities. Examples of physical facilities include school buildings, block of classrooms, furniture, laboratories, libraries and recreational equipment.

It appears that physical facilities at the secondary schools are not in good shape and are in deplorable state with inadequate classroom, laboratories, library and staff rooms. The deplorable state of physical facilities in our public secondary schools is a great concern to educators. It appears that the adequacy, relevance and proper utilization of the physical facilities contribute to academic achievement of students. However, inadequacy and improper utilization of these physical facilities could lead to overcrowding, distractions, unruly behaviour, stress and the consequent result is poor academic achievement.

Literature Review

Utilization of Material and Physical Facility Resources and Academic Achievement

A study was carried out by Jekayinfa (2012) to find out the effects of material resources on the academic achievement of secondary school students in History. For the purpose of the study, data were collected from five hundred and five (505) respondents comprising of 15 History students, eleven (11) History teachers and seven (7) principals in eleven (11) selected secondary schools in Ogbomoso North and Central Local Government Area of Oyo State. Teachers and students in the sampled schools were served with an investigator constructed questionnaire. History Achievement Test was also administered to the students in the selected schools. Results of the study indicated that adequate supply of instructional resources have significant effect on students' academic achievement. However, Nwangawu (2008) in his study stated that there is no significant relationship between students' text utilization and academic achievement in Biology.

Asikhia (2010) examined the perception of students and teachers on the causes of poor academic performance among secondary school students in Ogun State, Nigeria. Subjects for the study were one hundred and thirty-five (135) students and fifty (50) teachers randomly drawn from five secondary schools in Odogbolu Local Government Area of Ogun State. Questionnaire was used to collect the relevant data for the study and percentages and chi-square were used to analyze the research questions. Responses of teachers showed that teachers' qualification and students' environment do not influence students' poor performance but non-utilization of physical facilities of teaching influence poor academic performance.

Akinsolu (2012) investigated physical resource utilization and internal efficiency in Nigeria secondary schools. The study was on the relationship between physical resource utilization and internal efficiency indicators in Nigeria public secondary schools. The result of the study revealed that resources are vital for educational system production function which included students' academic performance.

Purpose of the Study

The study investigated the relationship among principal utilization of material resources, physical resources and academic achievement of secondary school students in Southwest, Nigeria.

Research Hypotheses

Two research hypotheses were formulated to guide the study:

1. There is no significant relationship between principal utilization of material resource and academic achievement of secondary school students in Southwest, Nigeria.
2. There is no significant relationship between principal utilization of material resource and academic achievement of secondary school students.

Methodology

The study adopted descriptive survey research design. The population for the study consisted of 2,719 principals and 72,676 teachers in all public secondary schools in Southwest, Nigeria. The sample for the study consisted of 90 principals and 900 teachers to assess their school principals' collaboration skill. The sample was selected using multistage sampling procedure. The respondents were drawn from 90 public secondary schools in Southwest, Nigeria. In stage one, three states were selected from southwest geo-political zone using simple random sampling technique. In stage two, simple random sampling technique was used to select two senatorial districts from each of the state. In stage three, simple random sampling technique was used to select 3 local governments from each senatorial district. In stage four, proportionate random sampling technique was used to select public secondary schools from each of the local government. In Ekiti State, 4 public secondary schools were selected from each local government. In Ondo State, 5 public secondary schools were selected from each local government and in Osun State, 6 public secondary schools were selected from each local government. In stage five, simple random sampling technique was used to select 10 teachers from each school and purposive sampling technique was used to select principal with at least three years of experience from each of the ninety public secondary schools earlier selected. Three self-designed instruments tagged "Principal Utilization of Material and Physical Facility Resources Questionnaire (PUMPFRQ)", "Students Affective and Psychomotor Domain Questionnaire (SAPDQ)" and an Inventory on Senior School Certificate Examination results in the May/June 2015/2016, 2016/2017, 2017/2018, 2018/ 2019 and 2019/2020 academic sessions. The instruments were subjected to face and content validity. The instruments were validated by experts to ascertain the appropriateness and representation of the contents in measuring what it is meant to measure. Test-retest method of reliability was used; the two sets of responses were correlated and analyzed using Pearson Product Moment Correlation to determine the reliability of the PUMPFRQ and SAPDQ. Coefficient of 0.76 and 0.74 were obtained for both instruments which were considered high enough for the study. The hypotheses were tested using Pearson Product Moment Correlation. The hypotheses were tested at 0.05 level of significance.

Results

Research Hypotheses

Hypothesis 1: There is no significant relationship between principals' utilization of material resource and academic achievement of secondary school students.

In order to test the hypothesis, scores relating to principals' utilization of material resource were computed using items 1-5 in Section B of "Principal Utilization of Material and Physical Facility Resources Questionnaire (PUMPFRQ)" while academic achievement of secondary schools was obtained using items 1-10 in Section B of "Student Affective And Psychomotor Domain Questionnaire (SAPDQ)" as well as an Inventory on WAEC SSCE results. These sets of scores

were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 1.

Table 1: Principals' utilization of material resource and academic achievement of secondary school students

Variable	No of Schools	Mean	SD	r _{cal}	pvalue
Principals' Utilization of Material Resource	90	14.45	2.09		
0.636*	0.000				
Academic Achievement of Secondary School Students	90	36.16	4.14		

* $p < 0.05$

Table 1 shows that the computed r_{cal} (0.636) is significant at $p < 0.05$ level of significance. The null hypothesis is rejected. The correlation between principals' utilization of material resource and academic achievement of secondary school students is moderate and statistically significant in a positive direction. This implies that there is significant relationship between principals' utilization of material resource and academic achievement of secondary school students in Southwest, Nigeria.

Hypothesis 2: There is no significant relationship between principals' utilization of physical facility and academic achievement of secondary school students.

In order to test the hypothesis, scores relating to principals' utilization of physical facility were computed using items 1-10 in Section B of "Principal Utilization of Material and Physical Facility Resources Questionnaire (PUMPFRQ)" while academic achievement of secondary schools was obtained using items 1-10 in Section B of "Student Affective and Psychomotor Domain Questionnaire (SAPDQ)" as well as an Inventory on WAEC SSCE results. These sets of scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 2.

Table 2: Principals' utilization of physical facility and academic achievement of secondary school students

Variable	No of Schools	Mean	SD	r _{cal}	pvalue
Principals' Utilization of Physical Facility Resource	90	14.45	2.09		
0.472*	0.000				
Academic Achievement of Secondary School Students	90	36.16	4.14		

*** $p < 0.05$**

Table 2 shows that the computed r_{cal} (0.472) is significant at $p < 0.05$ level of significance. The null hypothesis is rejected. The correlation between principals' utilization of physical facility and academic achievement of secondary school students is moderate and statistically significant in a positive direction. This implies that there is significant relationship between principals' utilization of physical facility and academic achievement of secondary school students in Southwest, Nigeria.

Discussion

The study showed that there was significant relationship between principals' utilization of material resource and academic achievement of secondary school students. This implies that utilization of material resource will improve or have direct positive impact on the academic achievement of student. What may be responsible for this finding is the fact that secondary school system may not succeed in terms of academic achievement of students without effective and efficient utilization of material resource deployed to schools. This finding is in agreement with the study of Jekayinfa (2012) which discovered that adequate supply of instructional resources have significant effect on students' performance. The study however negates the study of Nwangawu (2008) which opined that there is no significant relationship between students' text utilization and academic achievement.

The study showed that there was significant relationship between principals' utilization of physical facility and academic achievement of secondary school students. This by implication means that utilization of physical facility is given a needful attention. What can be responsible for this finding may be the fact that government and the secondary school management has realized that students' academic achievement will be enhanced if adequate physical facilities are provided in schools. The finding is in agreement with the views of Asikhia (2010) that non utilization of physical facilities of teaching influence poor academic performance. Also, Akinsolu (2012) posited that there was significant relationship between physical resource utilization and internal efficiency indicators. Cynthia and Megan (2008) found a strong and positive relationship between quality of school facilities and student achievement.

Conclusion and Recommendation

Based on the findings of this study, it was concluded that principal utilization of material and physical facility resource and academic achievement of secondary school students were good. Principal utilization of material and physical facility resources were crucial variables that influence academic achievement of secondary school students in Southwest, Nigeria. It was recommended that government should ensure effective utilization of material resource by exposing teachers of various categories to appropriate seminars, workshops and workshops in order for enhanced instructional delivery and better academic achievement of students. Also, the education

stakeholders (government, school administrators and teachers) should show greater commitment to the effective utilization of physical facilities resources such as office furniture, classroom facilities, health facilities, sporting facilities, and laboratory facilities among others in schools for better academic achievement of students.

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