

School Spread and Principals' Administrative Competence of Secondary Schools in Edo and Kwara States, Nigeria

ABDULGANIY ADEBAYO TIJANI, Y.A. FASASI
University of Ilorin, Nigeria

Abstract. This paper examined the spread of public secondary schools and investigated the significance difference between principals' administrative competence in Edo and Kwara States. Descriptive research design was adopted for the study. The population comprised 417 and 305 principals of public secondary schools in Edo and Kwara States respectively. A sample of 100 schools were selected from Edo State and 60 Schools in Kwara State. Stratified random sampling technique was adopted for selecting the sample. The stratification was based on three senatorial districts in the two states. 350 respondents were selected using simple random sampling method. This comprised of 200 and 150 respondents from Edo and Kwara States respectively. Two instruments tagged "Principals Administrative Questionnaire (PAQ)" and profoma titled "School Spread Profoma (SSP)" were used to collect relevant data. The PAQ was validated by four experts from Department of Educational Management. The reliability coefficient of 0.70 was obtained through test re-test method using Pearson product moment correlation statistic. The findings of the study revealed that spread of schools in Edo and Kwara States were not based on population of the community. The principals administrative competence in the two states were moderate. Also, there was no significant different between Principals administrative competence in Edo and Kwara States owned secondary schools. The paper recommends even spread of schools in the states based on students and community

population. Also, there is need for improvement on principals' administrative performance through workshop, conference so as to enhance students' academic performance.

1. Introduction

Education can be regarded as the key that unlocks the development of personal and national potential and all kinds of right and power. The increasing awareness of the importance of education to the upliftment of the individual and society standards has awakened in people and nations a conscious effort at devoting their meager resources to acquiring qualitative education. Balogun (2010) opined that education is the light, without which, the whole world be in darkness. It is the basic of scientific and technological breakthroughs and the basic of modernity, which have made all nation of the world accord immense priority to it, even through, the levels of priority range from one country to another. Education caters for the need of the society and forms the bedrock for any national development, socially, politically and economically. It is a process through which individual acquires knowledge, skills, competences, and aptitudes to fit property into the society they belong and contribute their quota to its growth development. It is a tool for the integration of the individual effectively into the society so that individual can achieves self-realization, development national consciousness, promote unity and strive for social, economic,

political, scientific, cultural and technological process. In other words, it is through education that personnel of different categories are produced to man the various economic sector of any country.

The Nigeria philosophy of education is based on the total development and integration of individual into a sound and effective citizen, given equal education opportunities in all the phases of our education Endeavour as well as equal right to justice, social and employment opportunity the national goals as stated in the national policy on education are:-

- A free and democratic society;
- A just and egalitarian society ;
- A united, strong and self- reliant nation;
- A great and dynamic economy;
- A land of bright and fill opportunities for all citizens.

In order to attain these aims; four educational objectives have been set up:

- The inculcation of nation consciousness and national unity
- The inculcation of the right types of values and attitudes for the several of the individual and Nigeria society.
- The training of the mind in the understanding of the world around us; and
- The acquisition of the appropriate skills, abilities and competences both mental and physical as equipment for the individual to life in and contribute to the development of his society education is therefore a transformation process through which the future of a society is shaped through instruction of citizen for effective learning.

The success of an education enterprise particularly, the secondary schools depends to a very large extent, on the administrative competence of the principals, regular supply of teachers in adequate quality and quantity and their effective job performance in the school system. The Federal Republic of Nigeria (2004) asserted that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement. The quality human resources in form of principals and other

teachers, often dictates the extent of the effectiveness of educational programmes. In order to achieve any socio-political, economic and scientific development in secondary school, there is the dire need for qualified teachers and competent principals who are equipped with the desired knowledge, skills, competence and commitment, and who are empowered to perform their tasks professional.

School principals as effective manager must have the ability and skill in different ways to perform their jobs well, including school community leaders as well as financial, material and human resource management, while maintaining security and their student's academic performance (Institute for Education Leadership, 2000). Study results have revealed that school principals' managerial competencies are an important factor to achieve the specified school aims and objectives.

Ibukun (2003) reported that the problem of Nigeria educational programme does not lie with the knowledge and adequate policies but effective planning and sustained implementation. This expert attributed the failure of such educational programmes in Nigeria to several factors. Among these factors are teacher factor (shortage of teachers, inadequate training and poor motivation of teachers). Also included are inadequate funding, embezzlement, bureaucratic bottle-neck and Nigerians' poor altitude to work most especially the school heads.

2. Literature Review

Educational administration has assumed increased complexities as result of the grown and development of the education industry. The National Policy of Education (2014) appropriately recognized the school system consequently their management and stipulated that day-today administration should grow out of the life and social ethics of the community which they serve. The educational administrators that are responsible for the day-to-day running of the school are expected not only to be competent, discipline and qualified but should also be teachers who are knowledgeable and experienced in school administration.

Administration has to do with getting things done through people with one accomplishment of the defined objectives. It must be realized that for any organization to succeed, an efficient and effective administration is essential. Education administration is essentially a service, activity or tool through which the fundamental objectives of the education process can be more fully and efficiently realized (Doma, 2002)

Okorie (2000) opined that leadership is the activities of influencing people to strive willingly for goals. It is therefore vital for managers who are leaders of their schools to have the ability to inspire all member of the school community to work together towards the goal of excellent education for all. The task performed by education executives of today have increased in scope and required specialized management skill. Therefore, the school manager must function in various capacities ranging from curriculum development, supervision of instruction, provision and maintenance of school facilities and equipment, staff, welfare, student personnel service and school community relationship. Education administrators need to possess technical, human and conceptual skills in order to be effective and successful in their administrative task.

School administrative effectiveness is a major concern within the Nigeria education system in recent time especially when people are complaining from every nook and craning that the standard of education is falling. Thus just as the quality of any business depends largely upon effectiveness of its managers, so does the success of the school system depends on the quality and effectiveness of the school administration and other supporting staff. The successful attainment of the set goals of secondary school rests on the principal.

3. Principals' Managerial Competence

Boyatziss (1982), defined competence as the ability to possess an attitude that looks at needs work, and the condition within the organization and delivering the desire outcomes. Drakes and Roe (1986) built five skill competencies that must be owned by principal as the education

leader of conceptual skills; human skills; instructional skills; technical skills and cognitive skills. Meanwhile, Katz (1993) divided the three approaches or the opportunity skill possessed by the administrator, to include: (1) technical skills; (2) human skills; and (3) conceptual skills. Therefore, the result of the study carried out by Sammons (2007) revealed that competencies of principals occupy the first order of effectiveness of a school, and Baartman, Bastiaens, Kirschner, and Van Der Vleuten (2007) also revealed that, competency refers to knowledge, attitudes and skill that belong to someone for doing their jobs and solve problems efficiently and effectively.

School principal should be encouraged for the promotion of competency standards success of each student. According to Mazzo (2003), one general approach to adopt standard for the leader is that they require preparation programs to adapt to these standards. This is intended for school principals to play an important role in determining the way the school work but the competency of the current principals to prepared and develop high quality student is very less, the case should be an essential requirement for the effectiveness of the organization (Davis, Hammond, Lapointe & Meyerson, 2005). Therefore, the document of the Interstate School Leaders Licensure Consortium (ISSLC, 2008) helps regulate the function of strong school leadership by applying six standard policies, namely: (1) set a vision in concert with school stakeholders, (2) developing the school culture and instructional program conducive to students and staff professional growth: (3) ensure that school management is effective, the agency's resources are secure, efficient and effective learning environment; (4) working with the staff and the community, to respond to diverse interest and needs of community, and encourage community resources; (5) act with integrity, fairness and the, ethical, and (6) understanding and respond to the diversity of the case including the political, social, legal, and cultural context.

Margerison and McCain (1994) outlined the key principles involved in the maintenance of high performance in the work teams as:

- Have at least one link- person (principal) as a team member;

- Set high output, quality targets and regularly achieve them;
- Gain a high degree of job satisfaction from their work;
- Cooperate well with the school managers;
- People's (teacher's) roles are well balance in relation to their skill;
- Have a high degree of autonomy;
- Learn quickly from others mistakes;
- Have problem solving skills and be highly motivated

They added that, there are five key skills that school managers must acquire if they wish to have performance team. These include: planning, advising, organizing, controlling and exploring. Maslow (1954), who was one of the prolific exponents and advocates of motivation hierarchically categoried man's needs into five.

They are:

- Physiological needs
- Safety needs
- Social needs
- Ego needs and
- Self-actualization needs

According to Maslow, each need becomes active only when the next lower level needs is reasonably satisfied. In other words, the more man perceives that his needs would be gratified, the more motivated and the more productive he becomes. Job effectiveness will ever rise as long as management provides a conducive climate that encourages teachers to continue reaching out for self-actualization or self-fulfillment.

Olawepo (2014) noted that needs gratification, management climate, motivation, job satisfaction are among the mult-level and mutually interacting variable which affect job performance of teachers in school system. Cole (1999) stated that when management is under consideration, attention is unduly focused on money, physical plant and instructional materials. Attention should rather be direct to human resources that the school management utilizes since people are the more liable resources in organization particularly school systems.

4. Statement of the Problem

The principal is an administrative head of secondary school system of education. This manager is expected to provide direction to the subordinates in order to enhance students' academic performance which is the prime objective of the teaching and learning process.

In recent time, principal administrative competence has been investigated and seen to be partly responsible for poor student academic performance at secondary school level. Past available researchers examined the influence of administrative effectiveness of school heads on student academic performance at different level of education without any one comparing principals' administrative competence in Edo and Kwara States public secondary schools. For instance Ogungbemi (2012) researched on relationship among principal managerial behavior, teacher job performance and school effectiveness in Osun State. Olawepo (2014) worked on principal managerial competence and teacher effectiveness in Kwara state basic schools. Tolorunleke (2015) compared principals' administrative effectiveness in public and private schools. In Ilorin East Local Government Area. Tijani (2016) investigated on vice chancellors' managerial effectiveness in universities of Edo and Kwara States

The present study though similar but different from the past studies in terms of measurement of principal, administrative competence and in terms of study area. In an effort to discern from the available researches, this study has focused on supervision of instruction, conflict management and decision making as measures of principal administrative competence. This study also investigated the spartial spread of in Edo and Kwara States. Hence, this creates gap that this present study tends to fill by examine the school spread and principals administrative competence in Edo and Kwara States secondary schools

5. Research Questions

The following research questions were raised to guide the study.

- How spartially spreads are schools in Edo State owned secondary school?

- How spatially spread are secondary schools in Kwara State?
- What is the mechanism for secondary school location in Edo and Kwara States?
- What is the level principal administrative competence in Edo and Kwara States secondary school?
- What is the level of principal administrative competence in Edo State?

6. Research Hypotheses

The following research hypotheses were generated to guide the study

- There is significance difference between administrative competence of principals in Edo and Kwara States owned secondary schools.
- There is no significant difference in supervision of instruction by the principals of Edo and Kwara States secondary schools.
- There is no significant difference in decision making of principal in Edo and Kwara States owned secondary schools.

7. Research Methodology

The research design adopted for this study was a descriptive survey of correlational method. The choice of this design was based on the fact that it provides adequate information about the characteristics of the variables in the study. It also enables the researcher to collect relevant data from large population of the study and

8. Result and Discussion

Research Question 1: How spatially spread are secondary schools in Edo State?

Table 1: Spatially spread of schools in Edo State

Location	No of Schools	Percentage
Edo Central	104	22
Edo South	169	36
Edo North	198	42
Total	471	100

Source: Edo State Ministry of Education

Table 1 revealed that 104 schools representing 22% were located in Edo Central senatorial district: 169 schools (36%) were built in Edo South while 198 schools representing 42% were located in Edo North senatorial district. This spread of schools indicated majority of schools were in Edo North. This is against Edo Central comprising the state capital which is densely populated. The reason that could be deduced for majority of schools in Northern part of the state might be due geographical spread and distributive pattern

investigated the significant difference between the variables.

The target population for this study comprised all principals of 471 and 305 secondary schools in Edo and Kwara States respectively. Stratified random sampling technique was used to select 160 public secondary schools from two states. 60 schools were selected from Kwara state while 100 school were chosen from Edo state. The stratification was based on three senatorial districts in each state. However, simple random sampling method was adopted to select 350 teachers in two states. This in conclude 150 teachers from Kwara state and 200 teachers from Edo state.

Two research instruments were designed to collect relevant data for the study. The first instrument titled “Principal Administrative Questionnaire” (PAQ) was used to collect data on issue relating principal method and level of administration. While the secondary school instrument was the preformed entitled” School Spread Profoma (SSP). This was used to collect data on number and spatially spread of secondary schools in both Edo and Kwara States. The questionnaire was designed for teachers and profoma for the states Ministries of Education. The research questions raised were answered using descriptive statistics of percentages and frequency count, while the research hypotheses formulated were analysed using t-statistics. The p-values were compared with 0.05 level of significance to determine acceptability or other wise of the hypotheses.

of the area. There are many villages in this district with more Local Government Areas. This called for locating many schools in the geographical area.

Research Question 2: How spatially spread are secondary schools in Kwara State?

Table 2: Spread of schools in Kwara State.

Location	No of Schools	Percentage
Kwara Central	83	27
Kwara South	172	56
Kwara North	50	17
Total	305	100

Source: Kwara State Teaching Service Commission.

Table 2 revealed that 64 public secondary schools representing 27% were located in Kwara Central senatorial district. 133 schools (56%) were built in Kwara South district while 39 state owned secondary schools representing 17% were found in Kwara North senatorial district of the state. This indicated that majority of secondary schools were located in Kwara South as against 64 in Kwara central which comprised the state capital that was densely populated. The reason that could be aduced for the spread might be stemmed from the spread of the Local Government Areas and geographical spread of the area. There are seven Local Government Areas in Kwara South senatorial district as against four in Kwara Central.

Comparing Table 1 and 2, there is area of similarity and difference in the spread of the schools in the two states under review. Both states have lowest numbers and percentages of schools in their central senatorial districts. For instance Edo central had 104 (22%) schools while there are 64 (27%) schools in Kwara central senatorial district. The similarity could be attributed to few numbers of Local Government Areas in the districts. However, difference is noted in terms of district with highest numbers and percentage of schools. Edo North is favoured with highest number of school (198) with 42% while Kwara South had highest of 139 schools representing 56%. The difference spread of schools in the two districts might be attributed to the geographical location of two states.

Research Question 3: What is the mechanism for school location in Edo and Kwara States?

Table 3: Mechanism for school location in Edo and Kwara States.

Criteria	Frequency	Percentage
1. Population of the community	75	21.5
2. On political influence	55	15.7
3. On community request	100	28.5
4. Suitability of the community	120	34.3
Total	350	100

Table 3 show various criteria used by the two states Ministries of Education to spread schools across the three senatorial districts. It was discovered that 75 of the respondents representing 21.5% voted in favour of the population of the community while 55 representing 15.7% said schools were located on political influence. However, 100 claimed that spread of the schools were based on community request. The greater numbers of respondents, 120 stood for 34.3% believed that most of the schools built were based on the suitability of the community and the need for such. This might be the reason why many schools were located in rural areas where dwellers are in few kilometers to each other. This could account for many schools in Kwara South and Edo North as against the central senatorial districts.

Research Question 4: What is the level of Principal Administrative Competence in Kwara State owned secondary schools.

Table 4: Perception of teachers on principal administrative competence in Kwara State owned secondary schools.

The benchmark used for rating principal administrative competence in two states are.

Low ~~Below~~ 45%
 Moderate ~~46%~~ - 60%
 High ~~61%~~ and above

Level of Principal Competence	Frequency	Percentage
Low	45	30.3
Moderate	90	59.7
High	15	10.0
Total	150	100

Table 4 revealed teachers perception of different level of principal administrative competence in Kwara State public secondary schools. A total of 45 respondents representing 30.3% rated principal administrative competence low in Kwara State owned secondary school. The majority of the respondents 90 representing 59.7% indicated that the level of principal administrative competence was moderate.

However the least number of the respondents 15 representing 10% said that the level of principal administrative competence was high. The interpretation of this result is that principals of secondary schools in Kwara State have a long way to go in school administration. There is room for improvement in the area of supervision of instruction, controlling the overcrowded students population especially in urban centres and in decision making. This is evident from continuous poor students' academic performance in Senior School Certificate Examination (SSCE/WAEC) and National Examination Council (NECO) in Kwara State in recent years. They were however, rated moderately in managerial competence by the teachers having perform averagely in other principles of school administrative in Kwara State.

Research Question 5: What is the level of principal administrative competence in Edo State owned public secondary schools?

Table 5: Level of principal administrative competence in Edo State secondary schools.

Competence level	Frequency	Percentage
Low	58	29.0
Moderate	107	53.4
High	35	17.6
Total	200	100

Table 5 shows that majority of the respondent, 107 representing 53.4% rated administrative competence of principals in Edo States owned secondary schools moderately. 58 representing 29.0% of the respondents indicated that principal administrative competence was low, while 35 stood at 17.6% voted principal in Edo State high as regards the administrative competence. The interpretation of the result is that the administrative performance of the principals in Edo State was on average, which means there is room for improvement.

Comparing tables 4 and 5 as regard the competence of principal in Edo and Kwara States owned secondary schools, both indicates similarity of performance. There is no significance difference in the level of administrative competence in two states. They were moderately rated. This however means that there is room for improvement in the administrative of secondary schools in Nigeria as a way of enhancing students' academic performance which is the measure of school effectiveness by the stake holders.

Hypothesis 1: There is no significant difference in the administrative competence of principals in Edo and Kwara States, Nigeria.

Table 6: The t-test analysis of difference in administrative competence of principals in Edo and Kwara States .

Variables	N	X	SD	df	Calculate t-value	P-value	Decision
Principals in Edo	200	47.70	8.12				State
Principals Kwara State	150	98.42	11.46		346	9-135	0.060

Table 6 shows that the calculated t-value is 9.135 with p-value of 0.06 which is greater than the significance level of 0.05. Since the p-value (0.06) is greater than alpha level (0.05), therefore, the hypothesis which states that there is no significant difference in principally administrative competence in Edo and Kwara States is thereby accepted. This implies that there is similarity in the styles, experience and qualification of principals in both states. The similarity in the administrative competence might be due to adherence to the criteria for appointment in to principalship cadre in both states. The criteria are qualification, years of teaching experience and grade level. To be qualified for principalship most especially in urban schools, the candidate must be at least first degree holders with profession teaching qualification, at least 25 years of teaching experience and be on Grade level 16. The Ministers of Education in both states believed that the set down criteria will enable them to possess adequate administrative experience required for internal efficiency of secondary schools.

Hypothesis 2: There is no significant difference between supervision of instruction of principals in Edo and Kwara States.

Table 7: The t-test analysis of difference between supervision of instruction of principals in Edo and Kwara States .

Variable	N	X	SD	df	Calculated t-value	P-value	Decision
Supervision instruction Principal State	200	32.61	10.09				of by Edo
supervision instruction principals Kwara State	150	30.95	11.55		346	9.078	0.07 Accepted of by of

Table 7 indicated that the calculated p-value of 0.07 is greater than the significance level of 0.05. This means that the null-hypothesis which states that there is no significant difference between supervision of instruction between principals of Edo and Kwara States is accepted. Hence, there is similarity in supervision of instruction by the principals of both Edo and Kwara States .

Tijani (2011) noted that supervision of instruction by principals is has a strong influence on teachers job performance which enhance students’ academic performance. The author observed a direct and positive recetionship between supervision of instruction by principals and students’ academic performance in Kwara State Secondary Schools. The poor academic performance of students in Senior School Certificate Examination (SSCE/WAEC) in recent years indicates inadequate supervision of instruction by principals in both states under study among others.

Hypothesis 3: There is no significant difference between decision-making of principals in Edo and Kwara States .

Table 8: The t-test analysis of difference in decision making process of principals in Edo and Kwara States .

Variable	N	X	SD	df	Calculated t-value	P-value			Decision
Decision by Edo State principals	200				40.62				making in 9.71
Decision by Kwara State principals	150		41.02	11.82		9.135	0.06	Accepted	making in

Table 8 revealed that the calculated P-value of 0.06 is greater than the 0.05 level of significance. Hence, the null-hypothesis which states that there is no significance difference between decision-making of principals in Edo and Kwara States is thus accepted. This implies that there is a similarity in decision-making process adopted by the principals of Edo and Kwara States owned secondary schools. Since decision-making is a problem-solving process, hence, the principals adopt similar method of choice from alternative solutions to the specific problem in schools in recent time such as examination malpractice, cultism and various forms of indiscipline which required decision-making by the principals. The right decision taking by principals will no doubt enhance school effectiveness. The inability of principals to properly address these problems may likely to affect students academic performance and hence increase the enrolments in private secondary schools.

9. Summary, Conclusion and Recommendations

9.1 Summary

This paper examined the spread of secondary schools and investigated the significance difference between principals administrative competence in Edo and Kwara States owned secondary schools. It reviewed literature on secondary school education and principals leadership competence in Nigeria secondary schools. The following are summary of the finding of the study.

There are total numbers of 471 public secondary schools in Edo State in which 104 and 169 were located in Edo central and south respectively. Edo north have 198.

The 305 Kwara State government owned secondary schools were spread in population of 83 and 172 schools in Kwara central and south senatorial districts while 50 schools were built in Kwara North.

There is a significant difference in terms of spread of schools in the two states.

Mechanism for distribution of schools favour suitability of the community as against the population of the community in the two states. This was evident from the fact that both states have few schools in Edo and Kwara central senatorial districts.

There is no significant difference between principal administrative competence in Edo and Kwara States public secondary schools.

There are no significant difference in supervision of instruction and decision making of principals in Edo and Kwara States owned secondary schools.

There are moderate levels of principal administrative competence in Edo and Kwara States.

9.2 Conclusion

From the findings of this study, the following conclusion could be drawn.

Many schools were located in Edo North while Kwara South senatorial districts have greater numbers of public schools. The distribution and spread of schools in the two states did not based on the population of the community and that is why there is overcrowded of students in classroom in urban cities and state capitals of Edo and Kwara.

Similarities of administrative style were used by principals of secondary schools in Edo and Kwara States and this is evident from similarity in the level of principals administrative

competence in both states owned secondary schools.

9.3 Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

- There is States Ministries of Education should endeavour to base location of Schools on population of the community so as to discongest overcrowded of classrooms in urban centres as a result of few schools in the central senatorial district
- The need for principals of secondary schools in two states to improve on their administrative performance in order to enhance students' academic performance.
- States governments should supply necessary materials to principals in order to improve their administrative effectiveness.

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