



ASSESSMENT OF THE SCHOOL PROCESS FACTORS AFFECTING PLATEAU STATE SECONDARY SCHOOLS' EFFECTIVENESS

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Abstract

This study assessed the school process factors affecting Plateau state secondary schools' effectiveness. Five research questions and five null hypotheses guided the study. Descriptive survey design was adopted for the study. A-43-items adapted questionnaire entitled School Process Effectiveness Factors Questionnaire" (SPEFQ) was used for data collection. The reliability of the instrument was determined through trial testing of 50 respondents and the data collected was tested using Cronbach Alpha statistics, which gave an overall reliability coefficient of 0.77. The population of the study comprised all the 2,599 teachers of public secondary schools across the three educational zones of Plateau state, out of which 519 respondents were sampled using proportionate stratified random sampling. The research questions were analyzed using mean scores. T-test and Kruskal Wallis One-way Analysis of Variance were used to test the null hypotheses at 0.05 level of significance. An overview of the results of the study showed that to a high extent, input, enabling conditions and teaching/learning process factors affect Plateau state secondary schools' effectiveness. The findings further revealed that to a moderate extent, school climate factor affects Plateau state secondary schools' effectiveness. Based on our findings, it was recommended that stakeholders in education should ensure that appropriate quality and quantity of input in terms of students' enrolment, transition rate and clean school buildings and grounds are considered. In addition, capable teaching force be employed and subsequently promoted to man schools among others.

Keywords: Assessment, School Process, Effectiveness

Introduction

The role of education in individual and national development can never be overemphasized. As a result, stakeholders in education such as governments at all levels, parents, teachers and concerned individuals invest heavily to ensure that quality education is provided at all levels of education. One of the important levels of education is secondary level. Secondary education is one of the levels in formal education system where students receive education after primary level and before attending the tertiary education. Secondary education is the fastest growing segment of the educational sector. Advancing reason for such upsurge in demand for secondary education, Ojedokun (2012) posits that "secondary education stands as a transition zone as it receives primary school leavers and turns out students for post-secondary education" (p.76). According to him, secondary education is a sort-after level of education due to the sensitive position it occupies in the ladder of the education for its

consumer and producer status and that this position of secondary education in the national educational system has made it a target of concern.

The upsurge in the demand of secondary education results in gross expansion partly due to public policies such as the Universal Basic Education policy meant to universalise access to education by ensuring that 'Education for All' becomes the 'Business of All'. However, such quantitative expansion is not properly planned in terms of well-defined policy, adequate physical infrastructure, deployment of modern technology, monitoring and inspection, and quality curriculum among others (Federal Ministry of Education, 2006). As a result, there is a mismatch between the carrying capacities of secondary schools and the number of pupils primary schools graduate day-in day-out. Thus, there is the need to expand the secondary schools' carrying capacities to accommodate the growing number of pupils graduating from primary school. The



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consequence of overpopulation in secondary schools result to ineffective teaching and learning which may be more glaring in external examinations such as West African Examination Council and National Examination Council (Ojedokun, 2012). According to him, the aggregate failure of Nigerian students in the Senior School Certificate Examination between 2004 and 2007 is higher than the success. Similarly, Jari (2014) reports that over 68% of the 1.6 million of the candidates who sat for the May/June 2014 West African Secondary School Certificate Examination failed Mathematics and English Language, which are prerequisite for admission into higher institutions of learning. That only about 30% got five credits, including Mathematics and English Language. This poor performance is too worrisome and has made stakeholders to continue doubting the effectiveness of secondary schools. Thus, the need for school effectiveness research to identify the factors affecting secondary schools' effectiveness.

School effectiveness involves active learning and teaching, planning and organizing, teaching, guidance and counselling and school leadership and ethos (Udo, 2008). As operationally used, school effectiveness refers to the degree to which school objectives are achieved (quality output) through an interplay of such factors as inputs, enabling conditions, school climate, teaching/learning process. The quality of education provided in a particular nation relates greatly to the effectiveness of school. Ineffective schools are not likely to deliver a good quality education. The demand for educational quality could bring the need for intensive school effectiveness research (SER) to identify strategies for achieving the goals of quality education. One of such strategies is identification of school process factors associated with school effectiveness and the extent of their effects. School process, which is an interplay of such factors as inputs, enabling conditions, school climate and teaching/learning process, is dedicated to ensuring that the school organisation is internally healthy and efficient and the internal process and procedures in that place are effective and sufficient. This supports Schermerhorn, Hunt, Osborn and Osborn (2004) who explain effectiveness from the ability of an organization to obtain necessary

resources from the environment outside the organization and its ability to effectively manage its internal procedures and processes. Therefore, schools' ability to admit required number of students, obtain necessary equipment, material and its ability to provide an orderly environment, effective teaching and learning affects the output.

Nwankwo (2014) defined inputs to include human (students, teachers, personnel), material (funds, equipment, facilities, equipment, textbooks etc), and constraint (values, theories, policies, objectives, expectations) resources poured into it for effective functioning. Udo (2008) emphasised the need for stakeholders to consider quality input as a prerequisite for quality output. This shows that without the required quality and quantity of inputs, it will be difficult for planners, administrators and teachers to conduct their affairs properly.

According to Voight and Hanson (2017), enabling condition involves aspects of the school process which takes into cognizance such factors as effective leadership, capable teaching force, flexibility and autonomy, and high time in school. Studies reveal that more positive school climate promotes higher academic performance. For instance, Rahmatullahi (2016) documented a relationship between learning effectiveness and teacher performance. Therefore, teacher factor plays significant role in school effectiveness.

School climate has been identified as one of the characteristics which determine how effective schools function (Maloy, & Seldin, 1983). School climate could be positive or negative. Positive school climate refers to the school climate which reflects an ambiance of trust, respect, and caring amongst administrators, teachers and students. Cultural differences are celebrated and never cause a hindrance in the educational process. Everyone is recognized for his or her accomplishments.

Teaching and learning process is a school process whose characteristics include high learning time, variety in teaching strategies, frequent homework and frequent student's assessment. While high learning time and variety in teaching strategy are characteristics of an effective school, frequent homework and frequent student's assessment have positive association with achievement



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(Cooper et al., 2006, pp. 1 – 62; Sharp et al. 2001).

To this end, the present study assessed the extent to which input, enabling conditions, school climate and teaching/learning process factors as proposed by Heneveld and Craig (1996) affect school effectiveness. Such study is very imminent in Plateau State Secondary Schools where no known study has been carried out to assess school process factors affecting secondary schools' effectiveness. Therefore, conducting this study is an imperative that cannot be overlooked without cost.

Statement of the problem

The demand for quality education by stakeholders in education triggers the need for school effectiveness. The search for effective school is one of the main educational reform initiatives taking place in many countries today (Botha, 2010, pp. 605 - 620). Though, school effectiveness is the responsibility of all stakeholders in education such as the school administrators, teachers, parents, students, the community and the government (Ojedokun, 2012, pp.76; Ochuba 2009), however, the researchers have observed that secondary schools in Plateau state over the years have been suffering from ineffective leadership, inadequate qualified teaching force, lack of enabling conditions, inadequate student assessment and feedback, insufficient learning time, lack of order and discipline, poor admission policies resulting in gross enrolment of students with little or no regard for quality. This is likely be the cause of poor performance of students in Senior School Certificate Examinations such as WAEC and NECO as claimed by Ojedokun (2012). If this trend is left unchecked, the effectiveness of our secondary schools will continue to dwindle to the point of no return. The researchers believe that if schools are internally efficient, sufficient and effective in terms of leadership, teaching and learning among others, they may be effective. Therefore, there is need for an intellectual effort to find out the extent to which the school process factors of input, enabling conditions, school climate, teaching and learning process affect Plateau State Secondary Schools' effectiveness. The study aimed at suggesting ways of improving Plateau state schools' effectiveness whose

school processes are undergoing certain crises that need urgent attention.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does input factor affect Plateau State Secondary Schools' Effectiveness?
2. To what extent does enabling conditions factor affect Plateau State Secondary Schools' Effectiveness?
3. To what extent does school climate factor affect Plateau State Secondary Schools' Effectiveness?
4. To what extent does teaching/learning process factor affect Plateau State Secondary Schools' Effectiveness?
5. Is there any significant difference between the mean ratings of male and female teachers on the extent to which the school process factors affect Plateau State Secondary Schools' effectiveness?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- Ho₁:** There is no significant difference between the mean ratings of male and female teachers on the extent to which the input factor affects Plateau State Secondary Schools' effectiveness.
- Ho₂:** There is no significant difference between the mean ratings of male and female teachers on the extent to which the enabling conditions factor affects Plateau State Secondary Schools' effectiveness.
- Ho₃:** There is no significant difference between the mean ratings of male and female teachers on the extent to which the school climate factor affects Plateau State Secondary Schools' effectiveness.
- Ho₄:** There is no significant difference between the mean ratings of male and female teachers on the extent to which the teaching/learning process factor affects Plateau State Secondary Schools' effectiveness.
- Ho₅:** There is no significant difference among the mean ratings of the school process factors affecting Plateau State Secondary Schools' Effectiveness.

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Materials and Methods

The study adopted a descriptive survey design to assess school process factors affecting Plateau State Secondary Schools' effectiveness. 519 (313 male and 206 female) teachers were selected from the population of 5,599 teachers across Plateau North, Central and South zones. The population was divided according to male and female across the three zones and sampled accordingly. Using stratified proportionate sampling, 20% of the population of each stratum across the three zones were chosen as the sample size recommended by Blalock (1981). Accordingly, 519 teachers were chosen out of which 211 from Plateau North (110 male, 101 female), 156 from Plateau Central (119 male, 37 female) and 152 from Plateau South (84 male and 68 female) teachers. Simple random sampling was employed to select the sample of schools and respondents across the three zones. In doing this, the researchers wrote numbers on pieces of papers equal to the number of schools according to zones. Those that fall within the range of the required

sample size were selected. Similar thing was done in selecting the male and female respondents across the three zones. Numbers were written according to the population of each school across the male and female stratum. Those who chose within the range of the required sample size were selected across each stratum.

A-43-item questionnaire entitled "School Process Effectiveness Factors Questionnaire" (SPEFQ) was used for data collection. The instrument was subjected to content validation by three experts from the Educational Foundations Department of Abubakar Tafawa Balewa University, Bauchi. The reliability of the instrument was determined through pilot testing on 50 respondents in Benue state using Cronbach Alpha. Reliability index of 0.77 was obtained.

Mean analysis was used to answer research questions and the hypotheses were tested using t-test and Kruskal Wallis Test at 0.05 level of significance.

Results

Table 1: Analysis of mean ratings of respondents on the extent to which the school process factors affect Plateau State Secondary School's Effectiveness.

Item	Variable	N	X	Grand Mean	Decision
To what extent does the input factor affect school effectiveness	Male	313	76.12	61.06	HE
	Female	206	45.99		
To what extent does the enabling conditions factor affect school effectiveness	Male	313	76.30	61.14	HE
	Female	206	54.98		
To what extent does the school climate factor affect school effectiveness	Male	313	69.98	57.98	ME
	Female	206	45.98		
To what extent does the teaching/learning process factor affect school effectiveness	Male	313	74.90	60.44	HE
	Female	206	45.98		

Source: Field work, 2019.

Key: Very High Extent (80.00-100.00), High Extent (60.00-79.99), Moderate Extent (40.00-59.99), Low Extent (20.00-39.99), Very Low Extent (0.00-19.99).

Table 1 below shows grand mean scores of 61.06, 61.14, 57.98, and 60.44 respectively, on the extent to which the school process of input, enabling conditions, school climate and teaching/learning factors affect Plateau state secondary schools' effectiveness. This indicates that the research question can

adequately be answered by concluding that to a high extent, input, enabling conditions and teaching/learning factors affect Plateau state secondary schools' effectiveness, and to a moderate extent, school climate affects Plateau state secondary schools' effectiveness.

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Table 2: Summary of the t-test analysis of the mean ratings of male and female teachers on the extent to which the input factor affects Plateau state secondary schools' effectiveness

Item	Variable	N	X	S.D	DF	T-Value	P-value	Decision
Input	Male	313	76.12	11.21	517	37.53	.000	Reject Ho
	Female	206	45.99	3.27				

Source: Field work, *Sig. at 0.05*

Key: x = mean, S.D = Standard Deviation, Df = Degree of freedom

The hypothesis which states that there is no significant difference between the mean ratings of male and female respondents on the extent to which the input factor affects Plateau state secondary schools' effectiveness was tested using independent sample t-test. The result shows a t-value of 37.53 with a p-value of .000, which is less

than the significant value of 0.05. Therefore, the null hypothesis is rejected. It can be concluded that there is a significant difference between the mean ratings of male and female respondents on the extent to which the input factor affects school effectiveness.

Table 3: t-test of the mean ratings of male and female teachers on the extent to which the enabling conditions factor affects Plateau state secondary schools' effectiveness

Item	Variable	N	X	S.D	DF	T-Value	P-value	Decision
Enabling conditions	Male	313	76.30	10.91	517	38.83	.000	Reject Ho
	Female	206	45.98	3.27				

Source: Field work, *Sig. at 0.05*

Key: x = mean, S.D = Standard Deviation, Df = Degree of freedom

The hypothesis which states that there is no significant difference between the mean ratings of male and female respondents on the extent to which the enabling conditions factor affects Plateau state secondary schools' effectiveness was tested using independent sample t-test. The result shows a t-value of 38.83 with a p-value of .000, which is less

than the significant value of 0.05. Therefore, the null hypothesis is rejected. It can be concluded that there is a significant difference between the mean ratings of male and female respondents on the extent to which the enabling conditions factor affects school effectiveness.

Table 4: t-test of the mean ratings of male and female teachers on the extent to which the school climate factor affects Plateau state secondary schools' effectiveness

Item	Variable	N	X	S.D	DF	T-Value	P-value	Decision
School climate	Male	313	69.98	18.68	517	27.108	.000	Reject Ho
	Female	206	45.98	3.27				

Source: Field work, *Sig. at 0.05*

Key: x = mean, S.D = Standard Deviation, Df = Degree of freedom

The hypothesis which states that there is no significant difference between the mean ratings of male and female respondents on the extent to which the school climate factor affects Plateau state secondary schools' effectiveness was tested using independent sample t-test. The result shows a t-value of 27.108 with a p-value of .000, which is less

than the significant value of 0.05. Therefore, the null hypothesis is rejected. It can be concluded that there is a significant difference between the mean ratings of male and female respondents on the extent to which the school climate factor affects school effectiveness.

**Table 5: t-test of the mean ratings of male and female teachers on the extent to which the teaching/learning process factor affects Plateau state secondary schools' effectiveness**

Item	Variable	N	X	S.D	DF	T-Value	P-value	Decision
Teaching/learning	Male	313	74.90	15.11	517	18.295	.000	Reject Ho
	Female	206	45.98	3.27				

Source: Field work, Sig. at 0.05

Key: x = mean, S.D = Standard Deviation, Df = Degree of freedom

The hypothesis which states that there is no significant difference between the mean ratings of male and female respondents on the extent to which the teaching/learning process factor affects Plateau state secondary schools' effectiveness was tested using independent sample t-test. The result shows a t-value of 18.295 with a p-value of .000,

which is less than the significant value of 0.05. Therefore, the null hypothesis is rejected. It can be concluded that there is a significant difference between the mean ratings of male and female respondents on the extent to which the teaching/learning factor affects school effectiveness.

Table 6: Kruskal Wallis H Test on the respondents' mean ratings of the school process factors affecting Plateau State Secondary Schools' Effectiveness.

Input	X	Rank	Enabling	X	Rank	Climate	Rank	T/Learning	Rank		
SE	16.06	8	ESH	19.30	15.5	HES	12.98	6	VTS	19.05	13
ST	19.25	14	CTF	18.50	12	TA	17.50	10	TCM	19.30	15.5
SF	17.75	11	SA	8.34	2	OD	17.45	9	FH	10.05	3.5
EQ	8.00	1	LTS	15.00	7	SD&P	10.05	3.5	A&F	12.04	5
Mean	8.5			9.13		A	7.13		9.25		
Rank											
Sum of Ranks		34			36.5			28.5			37
X² = 7.81											
H = 0.75											
Sign. @ 0.05											

Source: Field work

Key:

TCM - Teacher's Classroom Management

FH - Frequent Homework

HES - High Expectation of Students

VTS - Variety in Teaching Strategy

ST - Students' Transition

EQ - Equipment

SF - School Facilities

A&F - Assessment & Feedback

SE - Students' Enrolment

SC&PA - Standard Curriculum & Positive Accomplishment

O&D - Order & Discipline

SC - School Autonomy

ESH - Effective School Head

CTF - Capable Teaching Force & Length of Time in School

TA - Teachers' attitude.

Table 6 above gives the mean rating for each of the 16 identified school process factors grouped under four sub-groups namely; input, enabling conditions, school climate and teaching/learning process. As presented in the table, the mean rating of all the teachers reveal that Teacher's Classroom Management and Effective School Head ranked (15.5 each) respectively as X = 19.30

was the highest. The other variables followed in the following sequence in descending order: Student Transition (14), Variety in Teaching Strategy (13), Capable Teaching Force (12), School Facilities (11), Teacher's Attitude (10), Order and Discipline (9), Students' Enrolment (8) Length of Time in School (7), High Expectation of Students (6), Assessment and Feedback (5) Standard



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Curriculum & Positive Accomplishment (3.5), Frequent Home work (3.5), School Autonomy (2) and Equipment (1).

The Kruskal Wallis One-Way Analysis of Variance with ranks revealed the computed $H = 0.75$ value at 3 degree of freedom at 0.05 was insignificant as it was less than the X^2 critical value of 7.81. Thus, the null hypothesis was accepted. The conclusion was made that there was no significant difference among the mean ratings of the school processes affecting Plateau state secondary schools' effectiveness. This shows that all the factors have almost similar effect on school effectiveness.

Findings

The following constitute the major findings of the study according to each of the five research questions and the tested hypotheses:

1. The input, enabling conditions and teaching/learning process affect Plateau state secondary schools' effectiveness to a high extent.
2. The school climate factors affect Plateau state secondary schools' effectiveness on a very moderate extent
3. There is a significant difference between the mean ratings of male and female teachers on the extent to which the input, enabling conditions, school climate and teaching/learning process affect Plateau State Secondary Schools effectiveness.
4. There is no significant difference among the mean ratings of school process factors that affect Plateau State Secondary Schools' Effectiveness.

Discussions

The result on table 1 indicated that input factor comprising students' enrolment, students' transition, standard classrooms, equipped laboratories, equipped libraries, sporting facilities, furniture, and clean school building and grounds affect schools' effectiveness to a high extent. The findings are in line with Olasunkanmi and Mabel (2012) who undertook a study on administrative and managerial input-output analysis of public and private secondary schools in Lagos State from 2006 to 2010. Based on their findings, inputs such as students and infrastructural facilities influence school's output. Similarly, Olufemi and Tayo (2014) in their studies revealed that

most schools that performed very high in Junior School Certificate Examination results also perform high in sports and have adequate physical facilities. In addition, Udo (2008) emphasised the need for stakeholders to consider quality input as a prerequisite for quality output.

Regarding the extent to which the enabling conditions factor affects school effectiveness, the result of the finding shows that an effective school administrator who encourages stakeholders, provides adequate support to teachers, ensures that resources are available and allocated accordingly affect effectiveness to a high extent. Also, adequate number of committed teachers who have mastered the use of teaching materials, students' daily absenteeism, cooperation in the use of instructional materials among staff, as well as schools' autonomy to determine time and resources are allocated along instructional programmes affect school effectiveness. This partly supports Afolakemi and David (2007) who concluded that the higher the quality of teaching personnel, the better the school academic performance of students. It is positive if the school continues to retain good and competent teaching personnel, but negative if incompetent personnel are allowed to teach the students to the detriment of their satisfaction. The findings also showed that teachers' competence contributes to the long term success of secondary schools' administration and as well lead to effective teaching and learning which may lead to school effectiveness. Furthermore, Iyer (2010) characterized an effective school as having a strong, purposeful and committed principal that will aid effective teaching and learning; greater cooperation between principal and teachers and among teachers. Similarly, Rahmatullahi (2016) documented a relationship between learning effectiveness and teacher performance.

The findings revealed that school climate factor affects school effectiveness to a moderate extent. This implies that giving students commensurate responsibilities, reflection of ambiance of trust, respect and care within the members of the school community, clearly spelt rules, appropriately challenging curriculum that meets differed students' needs affect Plateau state secondary schools' effectiveness. Also, teachers'



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commitment to teaching their subjects, their standard of work, classroom organization, students' consistency in discipline and modelling of respectful behaviour as well as excellent performance on test that focus on basic skills affect Plateau state secondary schools' effectiveness. This is in line with Malloy and Seldin (1983) who posited that school climate has been identified as one of the characteristics which determine how effective schools function. This also agrees with Ajayi et al. (2010) who conducted a study which examined the relationship between learning environment and effectiveness of secondary schools in Nigeria. The study revealed a significant relationship between learning environment and effectiveness of secondary schools.

The findings of the study revealed that diversified and well-balanced communication techniques, measuring students' progress by an assortment of methods and providing feedback to students' assessment affect Plateau state secondary schools' effectiveness to a high extent. It also reveals that teachers' classroom management skills, frequent students' homework that commensurate to their capabilities which integrate previous learned skills to new situation and whose results are used to improve instructional process affect Plateau state secondary schools' effectiveness. This implies that to a high extent, teaching/learning process factor affects Plateau State Secondary School effectiveness. This supports Iyer (2010) who concluded that effective teaching and learning, principals' leadership skills, student self-discipline, good behaviour among students and greater cooperation between principal and teacher and among teachers affect school effectiveness. In addition, Nwachukwu (2006) posited that quality teaching constitutes one of the major facets in educational production.

Conclusions

Based on the findings of the study, it was concluded that the school process factors of input, enabling conditions, school climate and teaching/learning process factors affect school effectiveness. Teacher's Classroom Management and Effective School Head have more significant effects. However, the contribution of such variables as Student

Transition, Variety in Teaching Strategy, Capable Teaching Force, School Facilities, Teacher's Attitude, Order and Discipline, Students' Enrolment, Length of Time in School, High Expectation of Students, Assessment and Feedback, Standard Curriculum & Positive Accomplishment, Frequent Homework, School Autonomy and Equipment are also significant.

Recommendations

From the findings of the study, the following recommendations are made:

1. The government should ensure that appropriate quality and quantity of input in terms of students' enrolment, transition rate and clean school buildings and grounds are considered.
2. The government should ensure that only competent individuals are appointed as schools' heads.
3. The Ministry of Education through the principals should organize seminars, workshops, conferences for teachers particularly on modern techniques of teaching with special attention paid to classroom management techniques and the need for students' homework and assessment.
4. Schools should be given autonomy to determine the extent to which time and other resources are utilized.
5. Students' social and intellectual expectations be clearly spelt out and communicated to them by appropriate authorities.
6. Positive accomplishment by teachers and students should be recognised and appropriately rewarded.
7. Policy-makers should ensure that approved Curriculum by Ministry of Education which caters for learner's differences is designed and put to use.

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