
PRINCIPALS' MANAGERIAL FUNCTIONS AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OYO STATE, NIGERIA

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Abstract

This study examined the extent to which school Principals perform their managerial functions and the trend in academic performance of secondary school students in Oyo State. The study also examined the relationship between principals' managerial functions and academic performance of students. The study adopted the descriptive research design of the survey type. The population of the study comprised all the 969 principals and 11,732 teachers in 969 senior secondary schools in Oyo State. The sample consisted 45 principals and 450 teachers drawn from 45 public secondary schools in Oyo State using multi-stage sampling procedure. Two sets of instrument tagged "Principals' Managerial Functions Questionnaire (PMFQ)" and an Inventory on Senior Secondary School Certificate Examination Results (ISSCER) were used for the study. The two instruments were validated by experts in Educational Management and Tests and Measurement to determine the appropriateness in order to ensure the face and content validity. The test retest method of reliability was used to ascertain the reliability of the PMFQ and a reliability coefficient of 0.80 was obtained. The research questions were answered using frequency count and percentage score while Pearson's product moment correlation was used to test the hypothesis. The findings revealed that the extent of school principals performing their managerial functions in Oyo State was moderate and academic performance of students in Oyo State was fairly good ($r = 0.522$; $p < 0.05$). It was recommended that secondary school principals should endeavour to improve on their existing managerial functions by making the schools more conducive for effective teaching and learning.

Key words: Principals; Managerial Functions, Academic Performance.

Introduction

Education plays a very important role in the overall development of a country as it is aimed at supplying human capital that can convert effectively and efficiently resources into output of high value. Education is perceived as the corner stone of economic and social development and a means of providing for the welfare of individuals. Education is a sound investment that is expected to enhance economic growth of individuals and the society. It is a known fact that education is a strong factor of social mobility which implies that education has the ability to influence a person's future and also enhance economic status of the society.

The importance of secondary education made the Federal government to state that the broad aims of secondary education is preparation for useful living within the society and for higher education (Federal Republic of Nigeria, 2014). However, it appears that secondary schools are not living up to expectation in discharging its obligation. In spite of the importance and popularity of secondary education, the academic performance of students at the secondary school level has been poor (Ahmed, 2013).

It is disheartening to know that, this important level of education is faced with myriad of problems. Prominent among the problem area that brings to light the poor academic performance, which is the abysmal outing of

students in Senior School Certificate Examination. The poor performance in the West African Senior School Certificate Examination has been a source of worry to parents and other stakeholders in the education sector considering the resources invested by the parents and government in educating the learners. Owadie (2011) reported that the performance of secondary school students in external examinations conducted by the West African Examination Council (WAEC) was 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 2011. In 2012 May/June West African Senior School Certificate Examination, out of the 1,672,224 candidates that sat for the examination, only 649,156 candidates, representing 38.81% obtained credit level passes and above in subjects including English Language and Mathematics, in the 36 States of the Federation and the Federal Capital Territory (Owadie, 2012). In 2013, 36.57% obtained five credits and above in subjects including English Language and Mathematics while 31.28% was recorded in 2014 and 39% in 2015 (Eguridu, 2015).

In Oyo State, the percentage of students who obtained credit level passes in five subjects; including English Language and Mathematics in WAEC Examination was 11.92% in 2009, 13.40% in 2010, 16.97% in 2011, 21.35% in 2012, 21.7% in 2013 and 19.19% in 2014, in all public secondary schools. In 2015, the percentage of candidates that obtained five credits and above including English Language and Mathematics was 21.61% (Oyo State Ministry of Education, 2017). Oyo state ranked 26th among the 36 states of the federation in 2016 results released by West African Examination Council. The implication of the persistent poor academic performance of students in Senior School Certificate Examination is that

majority of the students would not have the opportunity to gain admission into the tertiary institutions. Resulting from the observed decline in the academic performance of students in public secondary schools, one marvels if the high failure rate of the students is not a reflection of the principal managerial function in the schools. In other words the ineffectiveness of principals' managerial functions could be responsible for the observed poor performance of the students.

The principal is the chief executive of the school. As the chief executive of a school, the principal is charged with the responsibility of managing the day to day affairs of the school, with the view to ensure that all members of the school community are moving in the right direction. A prime task of the school head is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing her vision. Hence, the school principal has some managerial functions to play such as supervision of instructional programmes, management of school finance, conflict management, decision making, communication, motivation, resources control, maintenance of student welfare services and establishment of good community relation. The inability of the principal to put in place these functions effectively might have negative influence on the tone of the school and students' academic performance and vice-versa. In the discharge of these tasks, the principal as the manager, is expected to plan, control, organize, coordinate and direct human and non-human resources in the school in order to achieve the goals of the school.

Purpose of the study

The purpose of the study was to examine principals' managerial functions as relates to students' academic performance in public

secondary schools in Oyo State. The study also investigated the extent to which the school principals are performing their managerial functions and the trend in students' academic performance.

Research Questions

The following research questions were raised to guide the study.

1. To what extent are the school principals performing their managerial functions in Oyo State?
2. What is the trend of students' academic performance in Oyo State?

Research Hypothesis

This hypothesis was also formulated to guide the study.

1. There is no significant relationship between principals' managerial functions and students' academic performance.

Methodology

The descriptive research design of the survey type was adopted for this study. The population for the study consisted 11,732 teachers in 969 secondary schools in Oyo State, Nigeria at the time of this study in 2016/2017 academic session. The sample for the study comprised 450 teachers to assess principals' managerial functions using multi stage sampling procedure. The respondents were drawn from 45 public secondary schools in Oyo State.

In stage one, simple random sampling technique was used to select three local government areas from each of the senatorial district. In stage two, simple random sampling technique was used to select five public secondary schools from each of the nine local governments areas selected for the study. In the last stage, simple random sampling technique was used to select 10 teachers from each of the 45 public secondary schools earlier selected.

In this study, two instruments were used to collect data for the study. The first one is tagged "Principal Managerial Functions Questionnaire (PMFQ)". And the second one is an Inventory on Senior Secondary School Certificate Examination results in the May/June of 2013/2014 to 2015/2016 sessions. The face and content validity procedures of the instruments were ensured by experts to ascertain the appropriateness and representation of contents in measuring what it suppose to measure. Test - retest method of reliability was used, the two sets of responses were correlated and analysed using Pearson Product Moment Correlation (PPMC) to determine the reliability of the PMFQ and 0.80 coefficient was obtained which is high enough to make the instrument reliable and useful for the study. Descriptive and inferential statistical tools were used to analyse the data collected. The hypothesis was tested at 0.05 level of significance.

Results

Research Question 1: To what extent are the school principals performing their managerial functions in Oyo State?

In answering the question, scores on extent of school principals' managerial functions in Oyo State were used. Mean score, frequency counts and percentages were used to illustrate the responses to items 1-25 in Section B of "Principals' Managerial Functions Questionnaire" (PMFQ). To determine the extent of school principals' managerial functions in Oyo State (low, moderate and high) the mean score and standard deviation of the responses on school principals' managerial functions were used. The extent of school principals' managerial functions in Oyo State is presented in Table 1.

Table 1: Extent of school principals' managerial functions in Oyo State

Extent of school principals' managerial functions	Frequency	Percentage
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Low (25.00 - 64.97)	54	12.0
Moderate (64.98 - 85.64)	328	72.9
High (85.65 - 100.00)	68	15.1
Total	450	100.0

Table 1 presents the extent of school principals' managerial functions in Oyo State. The result shows that out of 450 respondents sampled, 54 representing 12 percent rated principals' managerial functions low. Those who rated principals' managerial functions moderate were 328, representing 72.9 percent, while those with high extent of principals'

managerial functions were 68 representing, 15.1 percent. This shows that the school principals in Oyo State perform their managerial functions moderately.

Research Question 2: What is the trend of students' academic performance in Oyo State?

In answering the question, Inventory on Senior Secondary School Certificate Examination results in the May/June 2013/2014, 2014/2015 and 2015/2016 sessions was used. The result is presented in Table 2.

Table 2: Trend of students' academic performance in Oyo State (2013/2014 - 2015/2016)

Sessions	No Registered	Five credits and above with credit in English and Mathematics		Five credits and above without credits in English and Mathematics		Below five credits	
		N	%	N	%	N	%
2013/2014	4495	1004	22.3	1214	27.0	2277	50.6
2014/2015	3998	1651	41.3	654	16.3	1693	42.4
2015/2016	3233	1578	48.8	766	23.7	889	27.5
Total	11726	4233	36.1	2634	22.5	4859	41.4

Table 2 shows that in 2013/ 2014, 1004 students representing 22.3% of the total enrolment had five credits and above with credit in English Language and Mathematics in Senior School Certificate Examination while only 1214 students (27.0%) had five credits and above without credit in English Language and Mathematics and 2277 students, representing 50.6, had four credits and below. There was steady improvement in students' academic performance in 2014/ 2015 with 1651(41.3%) of the total enrolment had five credits and above including credit in English Language and Mathematics while 654 representing 16.3% had five credits and above without credit in English Language and Mathematics and 1693, representing 42.4%, had below five credits. In the

year 2015/2016, 1578 students representing 48.8% passed with five credits and above including credit in English Language and Mathematics and 766 students, representing 23.7%, had five credits and above without credit in English Language and Mathematics while 889 candidates, representing 27.5%, passed with less than five credits and below. The result further reveals that 4233 representing 36.1% of those who sat for West African Examination Council Senior School Certificate Examination between 2013/14 to 2015/16 academic sessions had five credits with English Language and Mathematics while 2634 representing 22.5% obtained five credits without credits in English Language and Mathematics and 4859 representing 41.4% obtained below five

credits. This implies that students' academic performance in Oyo State is fairly good.

Testing of Hypothesis

The following null hypothesis was tested at 0.05 level of significance.

Hypothesis 1:

There is no significant relationship between principals' managerial functions and students' academic performance.

In order to test the hypothesis, scores relating to principals' managerial functions and students' academic performance were computed using Items 1-25 in Section B of "Principals' Managerial Functions Questionnaire" (PMFQ) and "Inventory on Senior Secondary School Certificate Examination Results". These set of scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 3.

Table 3: Principals' managerial functions and students' academic performance.

Variable	No of schools	Mean	SD	r_{cal}	r_{tab}
Principal managerial functions	45	75.3	4.4	0.52	0.28
Students' academic performance	45	1.19	0.5		

* $p < 0.05$ (Significant Result)

Table 3 shows that r_{cal} (0.522) is greater than r_{table} (0.288) at 0.05 level of significance. The null hypothesis is rejected. This implies that there was significant relationship between principals' managerial functions and students' academic performance. The relationship between principals' managerial functions and students' academic performance was positive and average.

Discussion

The extent of school principals performing their managerial functions in Oyo State was moderate. It implies that principals' managerial functions

are good enough to enhance students' academic performance. What can be responsible for this finding may be the fact that government is making efforts to ensure that the principals' managerial functions are enhanced for effective teaching and learning.

The academic performance of secondary school students in Oyo State was fairly good. This implies that teachers are doing well in their co-curricular activities; hence the academic performance of the student was fairly good. When teaching and learning activities in the schools are going on well, good academic performance of the students will be guaranteed.

There was significant relationship between principal managerial functions and students' academic performance. This implies that principal's managerial functions will have direct positive impact on the academic performance of the students. What may be responsible for this finding is the fact that secondary school system may not succeed in terms of academic performance without principal discharging his managerial functions effectively. Students may not be able to perform creditably well in their external examination organized by West African Examination Council (WAEC) if the principal fails in performing his managerial functions geared towards the development and satisfaction of their subordinates.. This finding is in agreement with the study of Sushila (2004) and Ndunda (2004) that the principal plays a significant role in executing managerial functions and that the performance of school depends on these managerial functions.

Conclusion and recommendations

Based on the findings of the study, it was concluded that principals' managerial functions were essential factors that contributed to academic performance of secondary students in Oyo State. In the view of the implications of the finding for ensuring quality products in secondary

schools, it was recommended that secondary school principals should endeavour to improve on the existing managerial functions by making the school environment more conducive for effective teaching and learning.

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