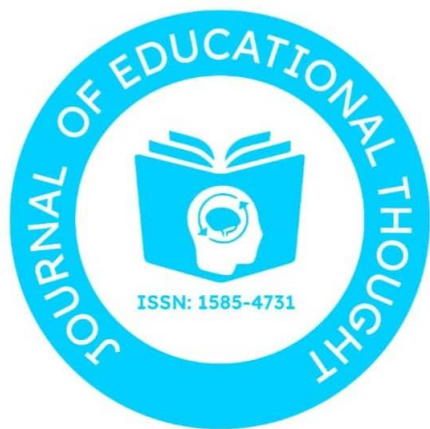




JOURNAL OF EDUCATIONAL THOUGHT (JET)
A PUBLICATION OF THE DEPARTMENT OF
ADULT EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF LAGOS

adejet@unilag.edu.ng

adejet.journals.unilag.edu.ng

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly prohibited.

Authors alone are responsible for the contents of their articles. The journal owns the copyright to the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demands, or costs or damages whatsoever or howsoever caused, arising directly or indirectly in connection with or resulting from the use of the research material.

**MANAGEMENT FACTORS: A TOOL FOR POSITIVE LEARNING AMONG
PRIVATE SECONDARY SCHOOLS IN ETI-OSA LOCAL GOVERNMENT AREA IN
LAGOS STATE, NIGERIA**

BUKOLA OMOZE IWAYEMI

Department of Educational Management, University of Lagos, Akoka, Lagos

<https://doi.org/10.5281/zenodo.16745506>

Abstract

Education is a vital driver of individual and national development. This study investigates the influence of management factors on student academic performance in private secondary schools within the Eti-Osa Local Government Area of Lagos State, Nigeria. The research examines key management variables such as instructional supervision, decision-making processes, and record-keeping practices, alongside other determinants of student academic achievement. A sample of 200 students was selected from ten private secondary schools using a simple random sampling technique. Data were collected through a structured questionnaire to address the study's research questions and hypotheses. Findings showed that instructional supervision and record-keeping have significant relationships with student academic performance. Based on these outcomes, the study recommends regular internal and external supervision of schools, appointment of competent and experienced school managers, and periodic training on record-keeping and data usage to heighten positive learning. Furthermore, school administrators should adopt effective supervisory and record-keeping strategies to promote discipline and enhance productivity. Active involvement of all educational stakeholders in monitoring and supervision is also essential at all levels.

Keywords: Positive learning, Instructional supervision, Record-keeping, Private school

Background to the Study

Educational institutions have no value in the absence of students. Students are an extremely significant asset for any educational institution. The nation's social and economic advancement is intimately correlated with student performance. The academic performance of students is crucial in generating high-quality graduates who would emerge as effective leaders and workforce contributors, thereby influencing the nation's economic and social advancement (Adeyemi & Adeyinka, 2021).

An expanding corpus of literature from scholars and educators has sought to investigate the correlation between educational management and student academic performance, revealing a rather spurious relationship (Uche & Onuka, 2020; World Bank, 2021; UNICEF, 2019; Eze, Ugwoke & Alagba, 2022). It is evident that management factors such as instructional supervision, decision-making process and record keeping which are all internal essentials and practices in secondary schools, whether private or public, entails the implementation of management concepts to establish, grow, and utilise resources aimed at achieving educational objectives (Ibrahim & Ajayi, 2019). According to UNESCO (2020), this efficiency is assessed by the degree to which schools fulfil the requirements of the society in which they operate. Since gaining independence, the Nigerian government has exhibited a commitment to provide quality secondary education by allocating financial resources, supplying skilled educators, and establishing a quality assurance department. The Nigerian government has established criteria for the creation of additional private secondary schools and has consistently supervised secondary school operations to guarantee adherence to the established standards and norms.

Nwankwo and Okafor (2021) identify several factors undermining the effectiveness of private schools in Nigeria, including teacher shortages, inadequate facilities, community interferences, ineffective teaching methodologies, and administrative issues such as poor resource management. These factors have adversely impacted students' academic performance.

Numerous private secondary schools in Nigeria exhibit deficiencies in essential infrastructure amenities, including adequately equipped laboratories and qualified educators, and are overseen by unqualified administrators. Numerous private secondary schools have adopted "miracle centres" to assist students in preparing for external examinations, as these students often lack the skills and trust needed to successfully undertake assessments such as the senior secondary examination and the junior secondary examination.

Research on school-based strategies implemented by school managers to enhance students' academic performance has shown a diverse and conflicting array of outcomes (Okon, Bassey & Inyang, 2020; World Bank, 2021). Okon, Bassey, and Inyang (2020) found that the extent of teacher caring and interaction with students, as reported by parents and teachers, significantly influences student performance. A review of effective schools in sub-Saharan Africa indicates that institutions characterised by a shared sense of purpose and robust communal organisation, which fosters collegial relationships among staff and positive interactions between adults and students, are effective in enhancing various academic and social outcomes related to student engagement and commitment.

This represents a failure, as the graduates of this grade do not meet the qualifications necessary for most careers requiring further education and training. Multiple interconnected factors may contribute to the subpar performance observed in local government. This study investigates management strategies and students' academic performance in private secondary schools within the Eti-Osa local government area of Lagos State, Nigeria.

Statement of the problem

The attainment of optimal academic performance among pupils has been a primary focus for the government and educational players in Nigerian schools. The educational system in Nigeria has experienced only quantitative enhancements regarding the number of schools and student enrolment, with minimal attention given to management factors and students' academic performance. This includes a lack of instructional oversight to guarantee the fulfilment of a school's educational mission and to empower teachers to deliver significant educational opportunities for students. This significant task necessitates the facilitation of collaborative strategy planning that engages all stakeholders, including parents, board members, educators, administrative personnel, and support staff. Nevertheless, addressing all these management variables will enhance students' academic performance at private secondary schools within the Etiosa Local Government Area of Lagos State.

Purpose of the Study

The general purpose of this study is to ascertain the relationship between management factors and positive learning in private secondary schools in Eti-Osa Local Area. Specifically, the study seeks to:

1. ascertain the extent to which instructional supervision heightens positive learning in private secondary schools.
2. determine if decision-making process amplifies positive learning in private secondary schools.
3. ascertain the extent to which record keeping enhances positive learning in private secondary school.

Research Questions

The following research questions are raised to guide the study:

1. To what extent does instructional supervision heighten positive learning in private secondary schools?
2. Does the decision-making process amplify positive learning in private secondary schools?
3. To what extent does record keeping enhance positive learning in private secondary schools?

Research Hypotheses

The following hypotheses are formulated to provide insight to the study

1. Instructional supervision does not significantly relate to positive learning in private secondary schools.
2. The decision-making process does not significantly relate to positive learning in private secondary schools.
3. Record keeping does not significantly relate to positive learning in private secondary schools.

Significance of the Study

This study holds significance for several key stakeholders, including the general public, government authorities, educational administrators, and future researchers. Firstly, the findings will provide valuable insights to the general public and government on the current state of management in private secondary schools in Nigeria. By identifying existing shortfalls in

administrative practices, the study will offer informed recommendations for addressing these challenges and improving overall school effectiveness.

Secondly, the research contributes to the existing body of knowledge on the relationship between school management factors and students' academic performance. It will serve as a relevant empirical reference for scholars and researchers conducting further studies in this area, thus expanding the literature available on educational management and student outcomes.

Lastly, the study will be particularly beneficial to educational administrators by highlighting the critical role of effective school management in enhancing student performance. It will underscore the importance of improving leadership practices, resource allocation, and strategic planning within schools to achieve better academic results and ensure quality education delivery.

Literature Review

Management factors are the vital prerequisites capable of influencing the planning, organisation, leadership, coordination and evaluation of educational processes to ensure academic goals are effectively and efficiently achieved. In the context of educational management, these management factors enhance the adequate functioning of a school. The relationship between management factors and student academic performance has attracted substantial scholarly attention, particularly in the context of developing countries where school leadership often plays a pivotal role in shaping educational outcomes. This review critically examines how instructional supervision, decision-making, and record keeping, as key management factors, influence academic performance in secondary schools, with a focus on supporting and contrasting empirical findings from prior studies.

Instructional Supervision and Positive Learning

Instructional supervision has been consistently linked to improved student academic outcomes. The rejection of the hypothesis that instructional supervision does not significantly relate to academic performance underscores the formative and developmental role of supervision in enhancing teaching quality. Teachers, as the primary facilitators of learning, benefit from structured supervision that clarifies responsibilities and improves accountability. This finding aligns with Ng'oma and Simatwa (2021), who emphasise the importance of headteachers assuming active roles as quality assurance officers by implementing departmental supervision,

conducting staff appraisals, and engaging in classroom observation to ensure pedagogical diversity. Their recommendation for headteachers to introduce income-generating activities also highlights the interconnectedness of leadership, resource mobilisation, and student welfare.

Further support is drawn from Sahito and Vaisanen (2017), who define instructional supervision as a collegial process aimed at fostering effective teaching and learning through mutual engagement. Oduro (2019) similarly stresses the necessity of diversified supervisory approaches that offer flexibility to both teachers and administrators. Bush, Bell, and Middlewood (2019) extend this argument by advocating for mentoring as a collaborative form of supervision that facilitates professional socialisation for new teachers. Moreover, Wango and Muthoni (2020) contend that genuine learning occurs when teachers focus on instructional tasks rather than administrative duties reinforcing the value of targeted supervision. Collectively, these perspectives point to instructional supervision not merely as an evaluative tool but as a critical component of a school's instructional leadership strategy.

Decision-Making Processes and Positive Learning

The decision-making processes within a school significantly influence its operational effectiveness and, by extension, student academic performance. Rejecting the hypothesis that decision-making processes are unrelated to performance highlights the strategic role leadership plays in setting academic directions. Ineffective or delayed decision-making can hinder goal attainment and disrupt academic progress. This observation corroborates findings by Olayiwola and Alabi (2022), as well as Egwunyenga and Enueme (2016), both of whom demonstrate a strong linkage between principals' decision-making competencies and their ability to manage resources efficiently.

However, not all findings converge on this relationship. For instance, Okeke and Umezina (2019) found no significant correlation between principals' decision-making skills and resource management. This divergence may reflect contextual differences, such as the level of autonomy granted to school leaders or the maturity of institutional support structures. Nonetheless, Ndegwa and Wambugu (2020) argue that decision-making is central to school discipline and administration, noting that leadership qualities such as clarity of purpose and organisational acumen are essential for maintaining order and advancing educational goals. Similarly, Murunga and Orodho (2018) highlight that the administrative efficacy of schools in disadvantaged areas

can often mitigate the impact of socio-economic constraints, thereby reinforce the importance of strong, informed decision-making at the school level.

Record Keeping and Positive Learning

Record keeping emerges as another critical factor influencing academic performance. The rejection of the hypothesis that record keeping does not significantly affect student achievement illustrates its foundational role in ensuring continuity, informed decision-making, and effective monitoring of school activities. Adigun and Salami (2021) emphasise that inefficiencies in record keeping among teachers and administrative staff often stem from a lack of understanding regarding the value of records, inadequate supervision, and underutilisation of collected data. These issues can significantly compromise the strategic planning and operational coherence of schools.

Usman and Oyetunji (2017) reinforce this perspective by arguing for the preservation of sound educational practices, including systematic record management. They stress that effective record keeping is not merely bureaucratic but serves as a repository of institutional memory, guiding future decisions and fostering accountability.

Methodology

The study adopts a correlational survey research design, which is appropriate for identifying and examining relationships between variables. The primary instrument for data collection is the questionnaire, which enables the researcher to gather relevant data from respondents. This design facilitates the investigation of how selected management factors relate to positive learning in private secondary schools. The population for the study comprises junior and senior school (JSS1-SSS3) students enrolled in private secondary schools within the Eti-Osa Local Government Area. There are approximately 78 private secondary schools in this area, with a total student population of about 15,985. However, due to the impracticality of studying the entire population, a target population of 5,600 students is identified for sampling purposes. From this group, a sample of 200 students is selected from 10 schools using a simple random sampling technique. This approach ensures that each student has an equal chance of being selected, thereby enhancing the representativeness of the sample. The main instrument for data collection is a structured questionnaire, supplemented by interviews. The questionnaire is divided into two sections: Section A collects demographic data from respondents, while Section B contains items related to student academic achievement. The questionnaire is designed to directly address the

study's research questions and hypotheses. To ensure the validity of the instrument, the questionnaire is reviewed by the researcher's supervisor and three academic staff members from the Departments of Educational Management and Educational Foundations. These experts assessed the instrument's relevance, coverage of content areas, clarity, and language appropriateness. Their feedback is incorporated, ensuring both face and content validity. The reliability of the instrument is confirmed through a test-retest procedure. The correlation between the two sets of responses yields a reliability coefficient of 0.84, indicating a high level of consistency and reliability. For the analysis of the data, descriptive statistics such as simple percentages are used to answer the research questions. In addition, the Pearson Product Moment Correlation Coefficient is employed to test the research hypotheses at a 0.05 level of significance. This method allows for the examination of relationships between the identified management factors and student academic performance.

Results and Discussion

This chapter presents the results of the data analysis and a discussion of the findings.

Table 1: Demographic Analysis of Participant

Variable	Frequency	Percentage
Gender		
Male	92	46
Female	108	54
Total	200	100
Age		
10-12	159	79.5
13-15	31	15.5
16 and above	10	5
Total	200	100

Source: Field Survey, 2024

From Table 1 the responses revealed that 92 (46%) of the participant were male while 108 (54%) of the participant were female. This suggests there are more female student respondents than male. On the age of the respondents, 159 (79.5%) were between 10-12 years of age, 31(15.5%) were between 13-15 years of age, and 10 (5%) of the respondents were 16 years and above.

Answer to Research Questions

Research Question One: To what extent do instructional supervision heighten positive learning in private secondary schools?

Table 2: Instructional supervision

S/N	ITEMS	M	SD	REMARK
1	Supervising teacher's activities in class regularly	2.4	0.49	Reject
2	Vice principal visits classes to check teachers' class management	2.0	0.49	Reject
3	The vice principal checks teachers' lesson notes	2.7	0.50	Accept
4	Ascertain the quality and availability of instructional materials used in teaching the student	2.6	0.53	Accept
5	Checking student notebooks	2.9	0.66	Accept
	Grand mean	2.5	0.53	Accepted

Source: Field Survey, 2022

Table 2 reveals the respondents' opinions on instructional supervision. This reveals a grand mean score of 2.5 which reveals the accepted region of each of the items. Hence, three of the questionnaire items were accepted while two were rejected.

Research Question Two: Does decision making process amplify positive learning in private secondary schools?

Table 3: Decision Making Process

S/N	Items	M	SD	REMARK
1	Compare decision making skills in public and private secondary school	2.6	0.81	Reject
2	Student leaders should be involved in decision making concerning student misconduct	2.8	0.76	Accept
3	The school management should make themselves accessible to the student	3.2	0.53	Accept
4	Students perform better if they are involved in the decision making process in the school	3.0	0.60	Accept
5	Student involvement in decision making enhances their interest in academics	2.3	0.51	Reject
	Grand mean	2.78	0.53	Accepted

Source: Field Survey, 2022

Table 3 reveals the respondents on the decision making process. This reveals a grand mean score of 2.78 which reveals the accepted region of each of the items. Hence, three of the questionnaire items were accepted while two was rejected.

Research Question Three: To what extent does record keeping enhance positive learning in private secondary schools?

Table 4: Record Keeping

S/N	ITEMS	M	SD	REMARK
1.	Student academic records provide information on the assessment of teaching and learning	2.2	0.51	Reject
2.	Teachers keep records of student attendance	2.4	0.65	Reject
3.	Teachers maintain records of students' progress	2.7	0.50	Accept
4.	Recording aid in planning students' activities	3.1	0.51	Accept
5.	Records kept should be secured and accessible	3.0	0.78	Accept
Grand mean		2.68	0.53	Accepted

Source: Field Survey, 2022

Table 4 reveals the respondents on record keeping. This reveals a grand mean score of 2.68 which reveals the accepted region of each of the items. Hence, three of the questionnaire items were accepted while two were rejected.

Hypotheses Testing

H₀₁: There is no significant relationship between instructional supervision and students' academic performance

Table 5: Instructional supervision and students' academic performance

Variables	N	Mean	SD	df	r-cal.	r-crit.	Remark
Instructional Supervision		10.94	1.93				H ₀₁
	200			198	0.238	0.138	Rejected
Students' Academic Performance		15.72	2.12				

P<0.05

Table 6 shows the test of the relationship between instructional supervision and students' academic performance, using the Pearson Product Moment correlation (PPMC) statistical tool. The table shows that the calculated value of $r = 0.238$ is greater than the critical value of $r = 0.138$ at a 0.05 level of significance and 198 degrees of freedom. Hence, the null hypothesis which states that there is no significant relationship between instructional supervision and students' academic performance was rejected. This means that there is a significant relationship between instructional supervision and students' academic performance.

H₀₂: There is no significant relationship between the decision making process of the school and students' academic performance

Table 6: decision making process and Students' academic performance

Variables	N	Mean	SD	df	r-cal.	r-crit.	Remark
Decision Making Process		11.98	1.07				Ho3
	200			198	0.537	0.138	Rejected
Students' Academic Performance		15.72	2.12				

$P < 0.05$

The analysis in table 8 indicated that the calculated value of $r\text{-cal.} = 0.537 > r\text{-tab.} = 0.138$ at a .05 level of significance. Hence, the null hypothesis which says that decision making process does not significantly relate to students' academic performance is rejected while the alternate is accepted. This implies that decision making process significantly relate to students' academic performance.

Ho4: Record keeping does not significantly relate to students' academic performance.

Table 9: Record keeping and students' academic performance

Variables	N	Mean	SD	df	r-cal.	r-crit.	Remark
Record Keeping		12.63	2.18				Ho4
	200			198	0.326	0.138	Rejected
Students' Academic Performance		15.72	2.12				

$P < 0.05$

The analysis in table 9 indicated that the calculated value of $r\text{-cal.} = 0.326 > r\text{-tab.} = 0.138$ at a .05 level of significance. Hence, the null hypothesis which says that record keeping does not significantly relate to students' academic performance is rejected while the alternate is accepted. This implies that record-keeping significantly relates to students' academic performance.

Summary of Findings

1. There is a significant relationship between instructional supervision and students' academic performance ($r\text{-cal.} = 0.238 > r\text{-tab.} = 0.138$).
2. There is a significant relationship between the decision making process of the school and students' academic performance ($r\text{-cal.} = 0.537 > r\text{-tab.} = 0.138$).
3. Record keeping significantly relates to students' academic performance ($r\text{-cal.} = 0.32 > r\text{-tab.} = 0.138$).

Discussion of Findings

Based on the findings of the study, it was observed that management factors are related to student academic performance. Hypothesis one which says instructional supervision does not significantly relate to students' academic performance is rejected. This implies that institutional supervision acts as a contributing factor in enhancing students' performance in school. This is because teachers who are key role players in determining student performance were supervised and ensured that they were aware of their responsibilities. This corroborates the findings of Ng'oma and Simatwa (2021) that headteachers must assume their responsibilities as quality assurance officials inside their schools and guarantee sufficient departmental oversight. Staff appraisals should be implemented using locally developed forms to elevate standards, including evaluative classroom observations to guarantee the use of diverse teaching strategies beyond mere class discussions. Headteachers should formulate income-generating initiatives to mitigate existing financial challenges that lead to student tardiness, transfers, indolence and insufficient facilities. Quality assurance officers should be regularly invited to provide counsel on educational matters and community relations.

Implementing diverse supervisory ways is crucial not only to offer options to teachers but also to create alternatives for administrators and schools (Oduro, 2019). Sahito and Vaisanen (2017) asserted that "instructional supervision is a developmental process that emphasises collegial evaluation of teaching and learning." Mentoring constitutes a collaborative form of supervision aimed at assisting novice educators in effectively acclimating to their roles, developing their professional identities, navigating the school environment and its culture, and comprehending the dynamics of teaching within actual classrooms (Bush, Bell & Middlewood, 2019). Learning transpires when educators actively involve students in classroom activities, as opposed to focusing on administrative or non-instructional tasks (Wango & Muthoni, 2020). According to Ng'oma and Simatwa (2021), headteachers must assume their responsibilities as quality assurance officials inside their schools and guarantee sufficient departmental oversight.

Hypothesis two which says the decision-making process of the school does not significantly relate to students' academic performance is rejected. By implication, a poor decision-making process of a school can terminate the purpose and plans of the school, because wrong decision-taking or untimely decisions can be detrimental to the success of every activity of the school. This is in line with the findings of Olayiwola and Alabi (2022) who established that a significant

relationship exists between principals' decision-making skills and resource management effectiveness. It also supports the findings of Egwunyenga and Enueme (2016) where it was confirmed that a significant relationship exists between principals' decision-making skills and resource management effectiveness.

The findings of this hypothesis, however, contradict the findings of a study conducted by Okeke and Umezinwa (2019) who found that no significant relationship exists between principals' decision-making skills and resource management effectiveness. Ndegwa and Wambugu (2020) in their study of secondary school decision-making explain that discipline in schools is a function of the school administration. It depends on the headteachers' administrative, supervisory, organisational, leadership abilities and styles since they bear the general responsibility of clarifying the school purpose and philosophy. The effects of schools in poor areas can often outweigh the impact of family background and practices (Murunga & Orodho, 2018).

Hypothesis three which says record keeping does not significantly relate to students' academic performance is rejected. This implies that record keeping is the heart of any organisation and helps to maintain consistency and proper decision-making which enhances school progress. This supports the findings of Adigun and Salami (2021) who suggest that inadequate record keeping, and attitudes by teachers and secretariat staff to record keeping in Nigerian Secondary Schools may be due to the following factors: inefficiency or lack of knowledge of the usefulness of the records kept by them in school, inadequate supervision of teachers and secretariat staff by principals, non-utilisation of submitted data to government agencies, and fragile nature of electronic records. Hence, Usman and Oyetunji (2017) explained that "much of past practice is educationally sound and should not be discarded".

Conclusion

Based on the findings of the study, it was deduced that management factors are related to student academic performance. It has been duly observed that the manager is a key personnel of any organisation that plans, coordinates, directs, organises, controls and determines the next line of action in any organisation. This important role of a manager requires facilitating collaborative strategic planning that involves all stakeholders including parents, board members, teachers,

administrative staff, and support staff. Management practices such as decision making process, record keeping and good school management can certainly contribute to school improvement by abetting the motivation, participation, and coordination of the teachers; recent studies have widened the range of action of school management research to the various organisational levels.

Recommendations

Judging from the findings of the study the following recommendations were made:

1. Both government and private school owners should make adequate provision for internal and external supervision of schools on regular basis to ensure teachers are well-supervised, are aware of their responsibilities and guarantee sufficient departmental oversight.
2. Appointment of school managers and supervisors should be based on merit and experience so as to ensure competent hands that are capable of fostering good and timely decision-making process which can transform and enable the school achieve its goals are appointed.
3. Periodic trainings on the importance, technical know-how of record-keeping and appropriate usage of data should be encouraged to help schools maintain consistency and proper decision-making that drives schools' progress.

Suggestions for Further Studies

The researcher, deems it fit to suggest the following topics for further research:

- The study can be replicated in the public schools in the same local government.
- The study also be replicated in other levels of the education system.
- The study compares the management factors of public and private schools.

References

- Adeyemi, B. A., & Adeyinka, A. A. (2021). Students' academic performance as a determinant of national development in Nigeria. *Journal of Educational Review*, 14(1), 45–58.
- Adigun, J. T., & Salami, I. A. (2021). Record management practices in public secondary schools in Nigeria: Implications for educational planning. *African Journal of Educational Management*, 23(1), 67–80.

- Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of educational leadership & management* (3rd ed.). SAGE.
- Egwunyenga, E. J., & Enueme, C. P. (2016). Decision making and administrative effectiveness in secondary schools. *Journal of Educational Administration and Policy Studies*, 8(5), 55–64.
- Eze, F. U., Ugwoke, S. C., & Alagba, T. U. (2022). Educational management and students' academic performance in secondary schools in Nigeria. *International Journal of Educational Administration and Policy Studies*, 14(2), 23–31.
- Ibrahim, R. O., & Ajayi, K. A. (2019). Management practices and academic achievement in Nigerian secondary schools. *African Journal of Educational Management*, 17(1), 65–79.
- Murunga, P. S., & Orodho, J. A. (2018). Influence of school environment on student achievement: A Kenyan perspective. *Journal of Education and Practice*, 9(24), 134–141.
- Ndegwa, S. N., & Wambugu, A. M. (2020). Administrative factors influencing discipline management in Kenyan public secondary schools. *International Journal of Educational Research and Review*, 5(2), 41–52.
- Ng'oma, T., & Simatwa, E. (2021). Influence of instructional supervision on academic performance in public secondary schools in Kenya. *International Journal of Education and Research*, 9(2), 45–61.
- Nwankwo, C. A., & Okafor, A. C. (2021). Constraints to effective school management in private secondary schools in Nigeria. *Journal of Educational Research and Policy*, 6(2), 51–62.
- Oduro, G. K. T. (2019). Rethinking educational supervision in schools: The case for participatory and inclusive strategies. *Educational Management Administration & Leadership*, 47(5), 716–732.
- Okeke, C. I., & Umezinwa, C. A. (2019). Principals' decision-making competencies and resource utilisation in schools. *Nigerian Journal of Educational Leadership and Policy*, 4(1), 15–28.
- Okon, J. E., Bassey, U. E., & Inyang, C. E. (2020). School-based strategies for enhancing students' performance in Nigerian secondary schools. *International Journal of Education and Development*, 8(3), 89–103.
- Olayiwola, S., & Alabi, A. T. (2022). Principals' decision-making styles and school goal attainment in Nigerian secondary schools. *Journal of Educational Policy and Entrepreneurial Research*, 9(3), 45–58.

- Sahito, Z., & Vaisanen, P. (2017). Effect of supervision on teachers' performance and professional development. *International Journal of Educational Management*, 31(4), 598–612.
- Uche, C. M., & Onuka, A. O. U. (2020). Correlating school management quality with academic performance in Nigerian secondary schools. *Nigerian Journal of Educational Research and Evaluation*, 19(2), 112–124.
- UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education*. Paris: UNESCO Publishing.
- UNICEF. (2019). *Every child learns: UNICEF education strategy 2019–2030*. New York: United Nations Children's Fund.
- Usman, Y. D., & Oyetunji, C. O. (2017). Appraising record-keeping systems in Nigerian schools: Challenges and prospects. *International Journal of Educational Development in Africa*, 4(2), 91–104.
- Wango, G. M., & Muthoni, M. (2020). School climate and its influence on student performance in Kenya. *Kenya Journal of Educational Planning, Economics and Management*, 12(1), 33–45.
- World Bank. (2021). *Improving education outcomes in Nigeria: Technical report*. Washington, DC: World Bank.