

**SCHOOL EFFECTIVENESS AND ACADEMIC PERFORMANCE IN
SENCODARY SCHOOLS IN OVIA-NORTH EAST LOCAL GOVERNMENT
AREA OF EDO STATE.**

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EDU1903937

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
UNIVERSITY OF BENIN
BENIN CITY, NIGERIA**

MAY, 2024

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**A PROJECT SBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANGEMENT IN PARTIAL FULFILLMENT OF THE REEQUIREMENTS FOR
THE AWARD OF THE BACHELOR OF EDUCATIONB.SC (EDU) HONORS
DEGREE IN EDUCATIONAL MANAGEMENT**

**UNIVERSITY OF BENIN
BENIN CITY, NIGERIA**

MAY, 2024

CERTIFICATIONS

We the undersigned names hereby certify that this research work was carried out by Endurance IKPONMWOSA with matriculation number EDU1903937 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City In partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) Honors In Educational Management.

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DEDICATION

This work is dedicated to God Almighty, my father indeed, for his love and mercy, and for his wisdom upon my life.

ACKNOWLEDGEMENT

The researcher's sincere and utmost gratitude goes to God Almighty for His infinite mercies and leadings throughout this journey in the University of Benin. The researcher also wishes to express his profound gratitude to his project supervisor Dr. Mrs N.C Marchie for her suggestions, advice, helpful information and ideas that led to the successful end of this project. His sincere appreciation goes to the Dean of Education Prof. O.K. OMOROGUIWA, as well as his lecturers and administrative staff of the Department of Educational Management.

The researcher will not fail to express his appreciation to Dr. S. A. ADEOYE for his time and his expertise in helping him analyze the datas that was used in this study.

My sincere appreciation goes to my parents Mr. and Mrs. IKPONMWOSA OYO whose sponsorship, advice and prayers have been my biggest encouragement throughout this journey, and to my wonderful sister Constance for her consistent encouragement throughout this journey. And my beloved cousins for their financial supports, and I pray that God continues to bless them.

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ABSTRACTS

The study investigated school effectiveness and academic performance in secondary schools in Ovia-North East Local Government Area of Edo State.

The study adopted a descriptive survey design. The population of the study comprised of 500 teachers from 27 secondary schools in Ovia North East Local Government Area of Edo State. The sample for the study was one hundred and fifty (150) teachers from 8 secondary schools in Ovia North East Local Government Area of Edo State, representing 30% of the total population. The instrument used for data collection was a self-structured questionnaire titled ""School Effective Questionnaire (SEQ)" and the other were titled "Academic Performance Questionnaire (APQ)". The descriptive data such as mean and standard deviation were used to answer the research questions 1 and 2 while Pearson's and fisher's Z test statistics were used to test the hypothesis.

The findings from this study show that there is a significance influence of school effectiveness in student academic performance in secondary schools in Ovia North East Local Government Area of Edo State.

CHAPTER ONE

INTRODUCTION

Background to the Study

School effectiveness is a crucial topic in education as it directly impacts academic performance. The effectiveness of a school is measured by how well it is able to achieve its goals of promoting student learning and engagement. Academic performance, on the other hand, refers to the success students have in their academic pursuits, such as grades and test scores. In this paper, we will explore the relationship between school effectiveness and academic performance, discussing how schools can improve student outcomes.

A growing body of literature by researchers and educators has sought to explore the correlation between school effectiveness and students' academic achievement. However, findings often reveal a somewhat ambiguous relationship (Waweru & Orodho, 2014). Nonetheless, it is evident that effectiveness in secondary schools involves applying management principles to plan, develop, and allocate resources towards educational objectives (Okumbe, 2001). UNESCO (2012) defines this effectiveness by how well schools meet societal expectations. Since independence, the Nigerian government has shown dedication to providing quality secondary education through funding, teacher training, and quality assurance measures. However, challenges such as teacher shortages, inadequate facilities, community involvement, ineffective teaching methods, and administrative issues like resource mismanagement persist (Ohba, 2014). These challenges

contribute to poor performance, hindering graduates' opportunities for further education and training. Recognizing these complexities, this study aims to investigate management strategies aimed at enhancing school effectiveness and improving academic performance in secondary schools in Ovia North East Local Government Area of Edo State.

Statement of the Problem

The problem of academic performance in secondary schools in Ovia North East LGA of Edo State This issue has persisted for close to ten years, presenting a significant challenge to scholars, thus warranting an investigative study on school effectiveness and academic performance in secondary schools in Ovia North East Local Government Area of Edo State.

In the cause of this research I discovered that many schools in Ovia North East Local Government Area of Edo State are not efficient enough to enhance student academic performance. This is evident as you can see the class rooms are not conducive, the teachers are not qualified most of them didn't even attend the university and all of these factors can affect the school effectiveness which will hereby impact student's academic performance.

In the cause of my study I also discovered that students appear to do poorly in their academics and there seems to be no improvement in the process of learning despite the efforts in providing material resources, could this be as a result of poor school effectiveness in secondary schools?

Against this background, the study seeks to investigate if school effectiveness has any influence or impact in the academic performance of secondary school students in Ovia North East Local Government Area of Edo State.

Research Questions

The following research questions were raised to guide the study.

1. What is the level of school effectiveness in secondary schools in Ovia North-East Local Government Area of Edo State?
2. What is the level of academic performance in secondary school in Ovia North-East Local Government Area of Edo State?
3. Is there any significant relationship between school effectiveness and academic performance in secondary schools in Ovia North-East Local Government Area of Edo State?
4. Is there any significant relationship between school effectiveness and academic performance in secondary schools in Ovia North-East Local Government Area of Edo State based on gender?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H_{01} There is no significant relationship between school effectiveness and academic performance in secondary schools situated in Ovia North East Local Government Area of Edo State.

H₀₂ There is no significant difference in the relationship between school effectiveness and academic performance in secondary school in Ovia North East Local Government Area of Edo State based on gender.

Purpose of the Study

The purpose of the study was to determine school effectiveness and academic performance in secondary schools in Ovia North East Local Government Area of Edo State. Specifically, the study sought to determine:

1. The level of school effectiveness among secondary school in Ovia North East Local Government Area of Edo State
2. The level of academic performance in secondary school in Ovia North East Local Government Area of Edo State
3. The relationship between school effectiveness and academic performance in secondary schools in Ovia North East Local Government Area of Edo State
4. The relationship between school effectiveness and academic performance in secondary schools in Ovia North East Local Government Area of Edo State, based on gender.

Significance of the Study

The findings from the study will be of help to the government, especially the ministry of education in formulating, developing, sustaining and evaluating policies that will make secondary schools in Ovia North East Local Government Area Of Edo state become effective and will in turn impact student academic performance.

The study will be of benefit to all those who are responsible for management of education in Nigeria. It will contribute to existing literature on school effectiveness and academic performance in secondary schools.

It will serve as a contribution to knowledge in the subject area. In this regard, it will be useful for all the researchers who might want to carry out research in related area.

Scopes and Delimitation of the Study

The scope of the study is to cover the extent to which teacher's motivation affect academic performance in secondary schools in Ovia North East Local Government Area of Edo State.

The study will be restricted to secondary schools in Ovia North East Local Government Area of Edo State, Nigeria.

Definition of Terms

Effectiveness:

It is the degree to which something is successful in producing a desired result.

Academic Performance

Academic performance is the outcome of education the extent to which a student command teacher on situation has achieved the educational goals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter attempted to review related literature on school effectiveness and student academic performance. It will be discussed as follows:

- Theoretical framework
- Concept of school effectiveness
- Concept of academic performance
- School effectiveness and academic performance based on gender.

Theoretical Framework

Different perspectives on school effectiveness emerge as researchers explore new dimensions. For instance, Edmonds (1979) delineated five factors: high expectations for student achievement, continuous assessment, strong leadership, a safe and organized climate, and emphasis on basic skills. Meanwhile, Mortimore, Sammons, Stoll, Lewis, & Cob (1988) highlighted characteristics like a positive climate, parental involvement, leadership, a teacher-centric work environment, consistent teaching, and effective communication. Aggarwal-Gupta & Vohra (2010), Bredeson (1985), and Reynolds & Teddlie (2000) emphasized internal factors' close relationship with school effectiveness. Scheerens and Creemers (1989) focused on school-related inputs and outputs. Additionally, scholars like Brookover, Schweitzer, Schneider, Beady, Flood & Wisenbaker (1979); Edmonds (1979); and Rutter et al., (1979) suggested that effective

schools involve processes beyond inputs and outputs. Michael Fullan (2013) stressed the importance of curriculum, teaching, and learning, advocating for innovative teaching practices encompassing pedagogical centrality, real-world learning, and technology integration.

Concept of School Effectiveness

School effectiveness is characterized by the implementation of robust and intentional principles, united visions and objectives (such as fostering collegiality and collaboration among educators), successful teaching and learning practices, efficient assessment and supervision, conducive learning atmosphere, and active parental engagement (Nazrol 2001; Levine and Lezotte, 2001). An institution is deemed effective when it continuously enhances its track record of achievements by promoting exceptional performance among teachers, administrators, and students. In effective schools, educators exhibit commendable conduct, whereas the opposite is observed in ineffective educational settings. What produces this difference could be their way of commitment and school climate. Teachers in effective schools are interested in how well their students master basic skills. In an effective school, there is public display of symbols of academic excellence. The classes begin on time, and are characterized by proper instructional techniques and few interruptions. The classes in the ineffective schools begin late, do not consistently include instructional techniques and are constantly interrupted.

I have meticulously crafted a visual representation illustrating the elements that impact the efficiency of secondary schools in Ovia North LGA, Benin City. The diagram is presented below.

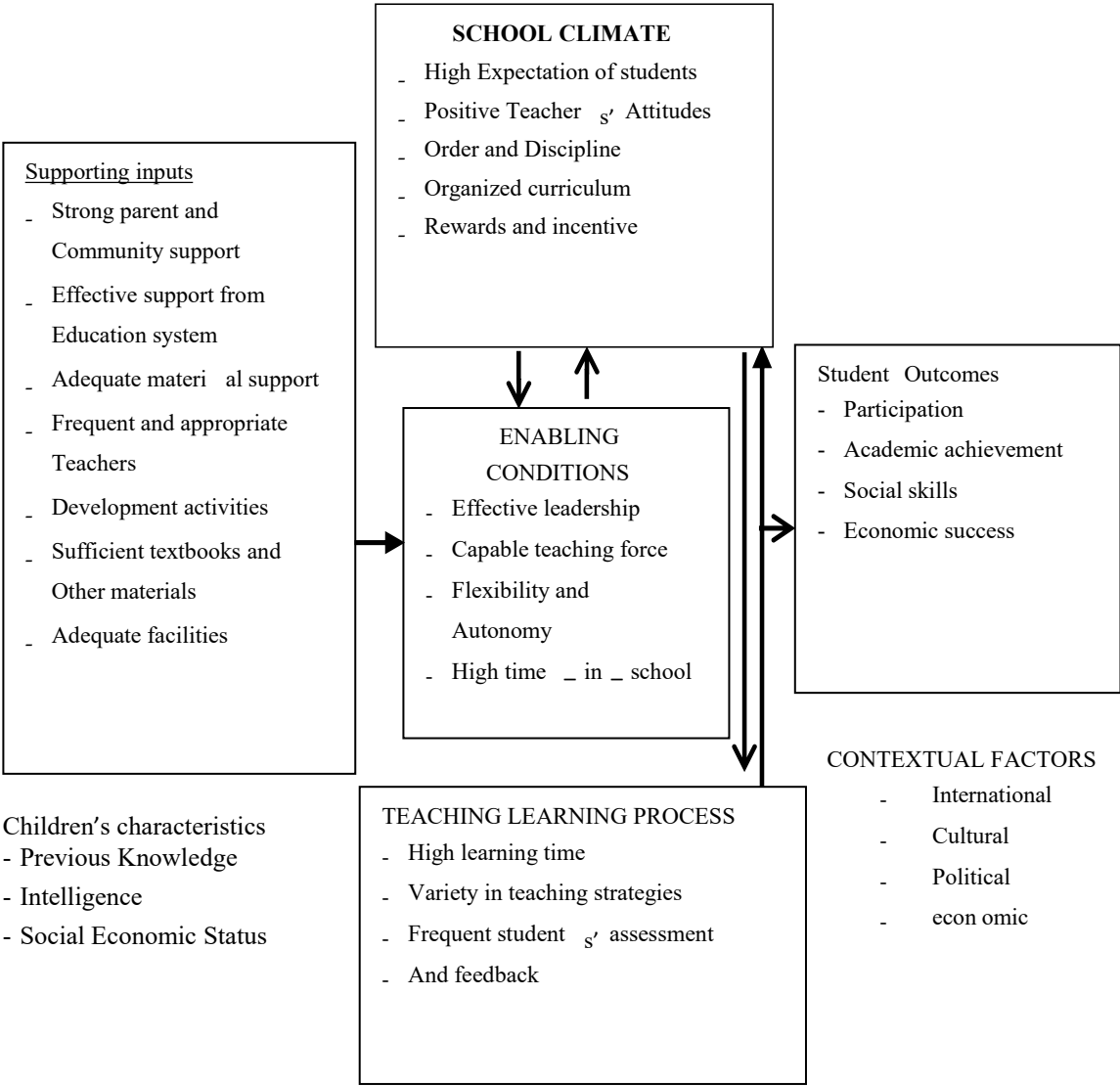


Figure 1: Factors that Determine School Effectiveness

The diagram illustrates the interplay between supportive inputs (school resources) and children's attributes (prior knowledge, intelligence, and socioeconomic status), interacting with elements like school climate, conducive conditions, and teaching methodologies to generate specific student outcomes, taking into account contextual factors.

Focused on economic approaches to school effectiveness, this diagram addresses the inquiry of which adaptable inputs can enhance outcomes. If reliable information were available regarding the correlation between certain inputs and outputs, it would be feasible to formulate a function that describes the production process within schools. In essence, such a function could precisely depict how alterations in inputs would impact outputs. In research literature there are various approaches in defining the concept of School Effectiveness. According to the Goal Approach, a school's effectiveness is defined according to the school's ability to point to the achievement of its goals to various public bodies associated with it. According to the Resource Approach,

A school's effectiveness is defined according to the school's adaptability to be able to take advantage of the surroundings in an ongoing basis in order to acquire resources valuable to its existence. According to the Inner Processes Approach, that examines these two aspects together, effectiveness is defined according to the school's ability to point to the achievement of its goals, the existence of communication processes and coordination with members of the organization, and the achievement of some of the output goals (Bar-Chaim, 1988). Put simply, the measure of how well a

school can achieve its intended goals or purposes across various areas, such as teaching methods and students' academic progress (Friedman, Horowitz & Shaliv, 1988; Houtveen, Grift & Creemers, 2004), is what defines School Effectiveness. The reason behind adopting this particular definition in the context of Special Education is that it is expected to have discernible educational implications that directly impact students' academic advancements. Upon perusal in research literature that deals with researching the effectiveness of schools, we find that the students' achievements are influenced by the various pedagogic characteristics of the school in which they are studying. Studies that compared elementary schools investigated to what extent differences in students' achievements resulted from the pedagogic differences between the schools – such as individual teaching and learning in small groups. It was found that these factors have a recognizable influence upon the effectiveness of the school and upon the achievements of the students (Chen & Wilems, 1992). For example, in the study that was carried out in elementary schools in kindergartens and the first-third grades, containing a mixed population of Jewish and Arabic children with a large socio-economic variance, the children of the minority group were divided into small groups and were taught with the help of expert teachers. The result was that the scholastic level rose, as well as these children's achievements. In other words, the method of teaching and organization of learning has a significant influence on the students' advancement (Ross, Smith & Casey, 1999).

Concept of Academic Performance

Academic performance is a matter of great concern for students, parents, teachers, and authorities not only within our nation but also across various Latin American countries and continents. The complexity surrounding academic performance begins with its conceptualization, which is sometimes referred to as school readiness, academic achievement, or school performance. However, the differences in these concepts are often merely semantic, as they are frequently used interchangeably. Traditionally, it has been agreed that the term "academic performance" should be used in university settings, while "school performance" is more applicable to regular and alternative basic education contexts. Although there exists a variety of definitions, we will highlight a few.

Several authors concur that academic performance results from learning, influenced by teaching activities undertaken by teachers and undertaken by students. From a humanistic perspective, Martinez (2007) defines academic performance as "the outcome provided by students, typically expressed through school grades" (p. 34). Fifteen years ago, Pizarro (1985) described academic performance as a measure of indicative and responsive abilities that estimate what a person has learned as a result of educational or training processes. For Caballero et al. (2007), academic performance encompasses achieving goals, accomplishments, and objectives outlined in a program or course attended by a student. These achievements are reflected in grades, which result from assessments involving passing or failing certain tests, subjects, or courses. Torres and Rodríguez (2006, cited by Willcox, 2011) define academic performance as the level of knowledge

demonstrated in an area or subject relative to a standard, typically measured using grade points.

School Effectiveness and academic performance based On Gender

Education entails nurturing individuals' abilities and potentials to thrive in a given society or culture. Viewed from this angle, education primarily serves as a means of individual development, commencing at birth and persisting lifelong. Formal schooling typically commences between ages four and six, providing specific guidance on societal-valued skills and competencies. Historically, completion of primary and secondary schooling marked the end of the educational journey. However, in today's information age, adults often engage in informal learning throughout their careers and even into retirement. Education, broadly defined, aims to instill the knowledge, skills, and attitudes necessary for individuals to effectively navigate their surroundings, ultimately fostering their fullest self-realization. Understanding and committing to the idea that education serves as a primary tool for the social and economic advancement of human welfare are crucial for achieving these objectives (Verma, 1990).

As the world becomes increasingly competitive, the quality of performance has emerged as a pivotal factor for personal advancement. Parents aspire for their children to excel to the highest possible level, placing significant pressure on students, educators, parents, schools, and the education system at large. It seems that the entire educational framework revolves around students' academic achievements, despite expectations for various other outcomes from the system.

Consequently, schools invest considerable time and effort in assisting students to excel academically. The significance of academic performance has prompted important inquiries among educational researchers (Nathanap, 2007). Student performance in school and their broader life experiences are intertwined with their self-image, leading them to strive diligently for academic success. Consequently, school and studies become significant stressors, causing adolescents to neglect recreational activities and experience a lack of physical and mental relaxation. Effective relaxation techniques should be taught to students, with schools offering opportunities for regular physical and mental training such as yoga, which enhances study patterns, self-concept, and creativity, ultimately boosting academic achievement (Erickson, 1987). Teachers should transition into facilitators of learning, recognizing and nurturing the endless potential within each learner. To enhance learning outcomes, educational institutions evaluate teaching and learning processes from preschool to university level. Regardless of the educational system in place, learning outcomes are evaluated through performance assessment. Certification serves not only as a means to enter the labor market but also facilitates vertical and horizontal mobility in our daily lives. However, the crucial aspect tied to examinations is the necessity for effective study techniques, which serve as tools for exam success. Assessing learning outcomes aids in determining what has been absorbed and in decision-making regarding candidates' selection for further studies or employment. Achieving one's goals brings great joy, and defining achievement as successful outcomes prompts individuals to invest more effort to attain happiness and recognition. From a psychological standpoint, Morrison and

Macintyre (1993) define academic success as the acquisition of diverse knowledge and cognitive skills. While a multidimensional description may theoretically be more satisfactory, this approach is not universally applicable, as evidence often focuses on specific aspects of school work or average achievements without specifying particular skills.

Pillow (2014) investigated gender disparities in academic performance among students, revealing that an individual's background characteristics, particularly cognitive and non-cognitive traits, significantly influence their academic success. Nori (2017) explored sex differences and the correlation between creativity and self-concept in relation to academic performance among high school students.

Summary of Literature Review

In order to enhance the effectiveness of schools and meet the expectations of various stakeholders, it is imperative for schools to implement strategic management practices. This research holds significance for policymakers, administrators, managers, and headteachers, providing a valuable reference for improving the quality of education. Furthermore, schools can benefit from this study by utilizing it to develop training programs and leadership courses for teachers in the future.

Efforts to enhance teacher leadership should be continually updated to empower teachers to foster positive student behavior, ultimately contributing to student success and the overall effectiveness of schools. For future research, the researcher proposes several suggestions. Initially, expanding the selection of schools beyond two—considering both

effective and ineffective schools—would provide deeper insights into the differences between them. Additionally, this study focuses on two types of schools, namely Regular schools and High Prestige schools. Future research could explore comparisons between Regular schools and other types of effective schools to gain clearer insights due to differing school backgrounds.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology to be employed in carrying out this study. They will be described using the following: research design, population of the study, sample and Sampling procedure, research instrument, validity of instrument, reliability of instrument, administration of instrument, and method of data analysis.

Research Design

The descriptive survey research method will be adopted in this study. It was considered appropriate because it will enable the researcher to get acquainted with the fact that is needed in relation to the study.

Population of the Study

The population of the study comprised five hundred (500) teachers from twenty-seven (27) secondary schools in Ovia North East Local Government Area of Edo State.

Sample and Sampling Procedure

The sample for the study was one hundred and fifty (150) teachers from 8 secondary schools in Ovia North East Local Government Area of Edo State, representing 30% of the total population. A proportionate sampling procedure was used to select nineteen (19)

teachers from six (6) secondary schools and eighteen (18) teachers from 2 secondary schools, making a total of 150 teachers from 8 secondary schools.

Research Instrument

The instrument used for data collection was a self-structured questionnaire titled “School Effective Questionnaire (SEQ)” and the other was titled “Academic Performance Questionnaire (APQ)”. The questionnaire consisted of two sections, section A and B. Section A was used to collect information relating to the demographic variables of the respondents such as class size while Section B comprised of 28 items relating to the variables raised in the research questions. The items were weighted on a four-point rating scale of Strongly Agree (SA)4, Agree (A)3, Disagree (D)2, and Strongly Disagree (SD)1.

Validity of the Instrument

The instrument for data collection was subjected to face validity by the researcher's supervisor and one expert from the Department of Educational Management as well as one statistician (evaluator) from the Department of Educational Evaluation and Counselling Psychology, all from Faculty of Education, University of Benin, Benin City. Their constructive criticisms, suggestions and corrections was effected which also assisted the researcher in reconstructing the final draft of the instrument that was used to collect relevant data.

Reliability of the Instrument

To determine the reliability of the instrument for the study, the internal consistency of the items was measured using Cronbach alpha statistic. The instrument was administered to 20 secondary school teachers from Egor Local Government Area of Edo State, who was not part of the study population. The instrument yielded an alpha value of 0.89 which indicated that the items were all reliable.

Administration on Instrument

The questionnaire was administered to the respondents by the researcher with the help of a research assistant who was briefed on the procedure to be used in administering the instrument. The research assistants assisted in distributing the instrument and retrieve from the respondents. The questionnaire was checked after completion, to ensure the level of completeness by respondents. There was a 100% return rate.

Method of Data Analysis

The data collected was analyzed using mean (\bar{x}), standard deviation (SD), Pearson Product Moment Correlation Coefficient (PPMCC) and Fisher Z transformation statistics. The mean (\bar{x}) and standard deviation (SD) were used to answer the research questions while Pearson Product Moment Correlation Coefficient (PPMCC) and Fisher Z transformation statistics were used to test the hypotheses. Pearson Product Moment Correlation Coefficient (PPMCC) were used to establish the relationship between the

independent variable and the dependent variable of the study. The Fisher Z transformation statistics was test if there is any difference in relationship between the independent and the dependent variables by the intervening variable (gender), all tested at 0.05 level of significance. Decision rule for the research questions was based on any calculated mean equal or greater than 2.5 and was regarded as agreed/high while any calculated mean less than 2.5 was regarded as disagreed/low. For the hypothesis, the probability value (p) was used. If the p-value was less than or equal to 0.05, the null hypothesis would not be retained, but if the p-value is greater than 0.05, the null hypothesis would be retained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions and hypothesis that guided the study. The research questions and hypothesis were answered under the following sub-headings:

- Presentation of Results
- Discussion of Findings

Presentation of Results

Research Question One

What is the level of school effectiveness?

Table 1: Mean and standard deviation showing level of school effectiveness

S/N	Item	N	Mean	SD	Remarks
1	My leader gives clear direction that leads to overall improvement	150	3.15	.822	Agreed
2	My leader encourage interpersonal relationship at work	150	2.97	.831	Agreed
3	My leader encourages staff participation in decision making	150	2.67	.993	Agreed
4	My leader practices good communication process	150	3.01	.871	Agreed

5	He/ she engages in class room supervision	150	3.07	.963	Agreed
6	Damaged school properties are promptly replaced or repaired	150	3.19	.800	Agreed
7	Learning materials are available	150	2.89	.998	Agreed
8	Students continuous assessment are administered	150	2.75	.989	Agreed
9	extra-curricular activities are undertaken	150	2.70	.925	Agreed
10	Time is efficiently managed	150	2.71	.951	Agreed
11	My school Keeps good records	150	2.81	.893	Agreed
12	My school Sets challenging targets for staff	150	2.85	1.028	Agreed
13	My school Addresses teachers' needs	150	2.64	1.005	Agreed
14	My school facilities are maintained	150	2.93	.920	Agreed
15	My school uses facilities judiciously	150	2.87	.992	Agreed
16	Academic Performance in my school is high	150	2.69	1.029	Agreed
17	Students are disciplined	150	2.87	.992	Agreed
18	School Environment is conducive	150	2.94	.853	Agreed
19	Teacher Morale are high	150	3.02	.823	Agreed
20	Guidance / Counseling Services are available	150	2.75	.943	Agreed
	Cluster Mean		2.87	0.08	Agreed

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to twenty as agreed with a mean rating ranging from 2.64 to 3.19 while the standard deviation also ranges from .800 to 1.029. The cluster mean showed a mean of 2.87. With these results, the above mean score shows that the level of school effectiveness is high.

Research Question Two

What is the level of Academic Performance?

Table 2: Mean and standard deviation showing the level of teacher motivation

S/N	Item	N	Mean	SD	Remarks
1	The classroom is conducive for teaching and learning	150	2.85	.862	Agreed
2	I get paid before the end of the month	150	2.79	.924	Agreed
3	The teachers are motivated.	150	2.90	.961	Agreed
4	There is good environment like staff rooms for the teachers	150	2.89	.879	Agreed
5	There is availability of instructional materials	150	2.83	.939	Agreed
6	There is room for improvising teaching aids	150	2.55	.994	Agreed
7	The principal engages students in decision making	150	2.61	.988	Agreed
8	There is Good communication process between the teachers and the students	150	2.68	1.250	Agreed
Cluster Mean			2.76	0.12	Agreed

Note: SD (Standard Deviation), N (Sample Size)

The data analysis presented in Table 2 depicts that the respondents' rated item one to eight as agreed with a mean rating ranging from 2.55 to 2.90 while the standard deviation also ranges from .862 to 1.250. The cluster mean showed a mean of 2.76. The above mean score shows that the level of teacher motivation is high.

H₀₁

There is no significant relationship between school effectiveness and Academic Performance

Table 3: Pearson 'r' showing the relationship between school effectiveness and Academic Performance.

Variables	N	\bar{x}	SD	'r'	p-value	Decision
Schools Effectiveness		2.81	0.73			
	150			.038	.042	Significant
Academic Performance		2.76	0.39			

Table 3 shows the significant relationship between school effectiveness and teacher's motivation. The Table shows a mean of 2.81 and 2.76, as well as standard deviation of 0.73 and 0.39 for school effectiveness and teacher's motivation respectively. The correlation coefficient between school effectiveness and teacher's motivation is .038 which is positive and low. Since the p-value of .042 is less than 0.05, hence the null

hypothesis was rejected. This therefore connotes that there is a significant relationship between school effectiveness and teacher’s motivation.

H₀₂ There is no significant difference in the relationship between school effectiveness and Academic Performance based on gender?

Table 4: Fisher's Z statistic showing difference in significant difference in the relationship Between school effectiveness and academic performance based on gender

School Size	N	'r'	Zr	Z.Cal	Z.Tab	Decision
Male	93	0.02	0.02	-1.06	1.96	Not Significant
Female	57	-0.20	0.20			

The data analysis of Table 4 indicates significant difference in the relationship between school effectiveness and academic performance based on gender. The Table depicts that the correlation coefficient value of school effectiveness and academic performance by male is 0.02 while that of female is 0.20. The z-calculated value of -1.06 is less than the critical value of 1.96 which connotes that the hypothesis is retained. Therefore, there is no significant difference in the relationship between school effectiveness and academic performance based on gender.

Discussion of Findings

The findings from this study show that there is a relationship between school effectiveness and academic performance in public secondary schools in Ovia North East Local Government Area of Edo State. These findings align with Michael Fullan (2013)

The finding of research question two showed that the level of teacher motivation is high. The finding is in line with that of (Nazrol 2015; Levine and Lezotte, 2015).

The result of hypothesis one indicated that there is a significant relationship between school effectiveness and academic performance. This finding agrees with that of Martinez (2017)

The findings of hypothesis two revealed that there is no significant difference in the relationship between school effectiveness and teacher's motivation based on gender. This finding support that of (Edmund pickering.2014)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study determined school effectiveness and academic performance in public secondary schools in Ovia North East Local Government Area of Edo State. Four research questions were raised to guide the study and two hypotheses were formulated and tested at 0.05 level of significance.

The study adopted a descriptive survey design. The population of the study comprised of 500 teachers from 27 secondary schools in Ovia North East Local Government Area of Edo State. The sample for the study was one hundred and fifty (150) teachers from 8 secondary schools in Ovia North East Local Government Area of Edo State, representing 30% of the total population. A proportionate sampling procedure was used to select nineteen (19) teachers from six (6) secondary schools and eighteen (18) teachers from 2 secondary schools, making a total of 150 teachers from 8 secondary schools. The instrument used for data collection was a self-structured questionnaire titled "School Effective Questionnaire (SEQ)" and the other were titled "academic performance Questionnaire (TMQ)". The questionnaire consisted of two sections, section A and B. Section A was used to collect information relating to the demographic variables of the respondents such as class size while Section B comprised of 28 items relating to the variables raised in the research questions. The items were weighted on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The

instrument for data collection was subjected to face validity by the researcher's supervisor and one expert from the Department of Educational Management as well as one statistician (evaluator) from the Department of Educational Evaluation and Counseling Psychology, all from Faculty of Education, University of Benin, Benin City. To determine the reliability of the instrument for the study, the internal consistency of the items was measured using Cronbach alpha statistic. The instrument was administered to 20 secondary school teachers from Egor Local Government Area of Edo State, who was not part of the study population. The instrument yielded an alpha value of 0.89 which indicated that the items were all reliable. The data collected was analyzed using mean (\bar{x}), standard deviation (SD), Pearson Product Moment Correlation Coefficient (PPMCC) and Fisher Z transformation statistics. The findings generally showed that school effectiveness significantly influence academic performance in public secondary schools in Ovia North East Local Government Area of Edo State.

The Findings of the Study

The findings of the study were as follows:

1. The level of school effectiveness is high
2. The level of academic performance is high.
3. There is a significant relationship between school effectiveness and academic performance
4. There is no significant difference in the relationship between school effectiveness and academic performance based on gender.

Conclusion

Based on the findings of the study, it was concluded that school effectiveness affects academic performance in public secondary schools in Ovia North East Local Government Area of Edo State.

Recommendations

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

1. The government should provide teachers' salaries promptly, to help boost their efficiency.
2. Teachers' salaries should be reviewed as it is not sufficient for most teachers and the standard of living is increasing due to inflation in the economy.
3. Teachers should be given incentives to help motivate them to perform better.
4. The government should set a maximum number of students in a class room to make classroom.

Contributions of Knowledge

This study will help in understanding how school effectiveness affects student academic performance.

This study will help to inform policy makes on the need to develop, support systems, aimed at reducing demotivation among teachers.

This study will give insights on the relationship of school effectiveness as it relates to student academic performance.

Suggestion for Further Studies

This study examined school effectiveness and academic performance in public secondary schools in Ovia North East Local Government Area of Edo State. The following suggestions for further research were outlined: similar research can be carried out in other local government area of the state for a better generalization of the study.

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APPENDIX A
DEPART OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY,
EDO STATE.

Dear Respondent,

LETTER TO RESPONDENTS

I am a postgraduate student of the above-named institution and currently carrying out a research titled "**school effectiveness and academic performance in public secondary schools in Ovia North East Local Government Area of Edo State**". The attached structured questionnaire is designed to elicit the necessary information for the study. Any information provided will be treated with utmost confidentiality and used only for research purpose.

Thanks for your anticipated co-operation.

Yours Faithfully,
Endurance IKPONMWOSA
(Research Student)

**QUESTIONNAIRE ON SCHOOL EFFECTIVENESS AND ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN OVIA NORTH EAST
LOCAL GOVERNMENT AREA OF EDO STATE**

SECTION A:

1. Sex: Male () Female ()
2. School: _____
3. Gender: Male () Female ()

ACADEMIC PERFORMANCE QUESTIONNAIRE (APQ)

To be completed by Teachers

Instructions: Rate the level of your academic performance using the following 4 point Likert Scale below;

Very High (VH) – 4 Points

High (H) – 3 Points

Low (L) – 2 Points

Very Low (VL) – 1 Point

S/N	INDICES OF ACADEMIC PERFORMANCE	Level of academic performance			
		VH	H	L	VL
1	The classroom is conducive for teaching and learning				
2	I get paid before the end of the month				
3	The teachers are motivated.				
4	There is good environment like staff rooms for the teachers				
5	There is availability of instructional materials				
6	There is room for improvising teaching aids				
7	The principal engages students in decision making				
8	There is Good communication process between the teachers and the students				

SCHOOL EFFECTIVENESS QUESTIONNAIRE

Instructions: Rate your School Effectiveness on the 4 point Likert Scale below;

Very High (VH) – 4 Points

High (H) – 3 Points

Low (L) – 2 Points

Very Low (VL) – 1 Point

S/N	INDICES OF SCHOOL EFFECTIVENESS	Level of School Effectiveness			
		VH	H	L	VL
1	My leader gives clear direction that leads to overall improvement				
2	My leader encourages Interpersonal relationship at work place				
3	My leader encourages staff participation in decision making				
4	My leader practices good communication process				
5	He/she engages in class room supervision				
6	Damaged school properties are promptly replaced or repaired				
7	Learning materials are available				
8	Students continuous assessment are administered				
9	extra-curricular activities are undertaken				
10	Time is efficiently managed				
11	My school Keeps good records				
12	My school Sets challenging targets for staff				
13	My school Addresses teachers' needs				
14	My school facilities are maintained				
15	My school uses facilities judiciously				
16	Academic Performance in my school is high				
17	Students are disciplined				
18	School Environment is conducive				
19	Teacher Morale are high				
20	Guidance / Counseling Services are available				

APPENDIX B

DATA ANALYSIS FOR THE RELIABILITY OF THE STUDY USING CRONBACH'S ALPHA

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	20	100.0
Cases Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.890	28

APPENDIX C

DATA OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	150	1	4	3.15	.822
Q2	150	1	4	2.97	.831
Q3	150	1	4	2.67	.993
Q4	150	1	4	3.01	.871
Q5	150	1	4	3.07	.963
Q6	150	1	4	3.19	.800
Q7	150	1	4	2.89	.998
Q8	150	1	4	2.75	.989
Q9	150	1	4	2.70	.925
Q10	150	1	4	2.71	.951
Q11	150	1	4	2.81	.893
Q12	150	1	4	2.85	1.028
Q13	150	1	4	2.64	1.005
Q14	150	1	4	2.93	.920
Q15	150	1	4	2.87	.992
Q16	150	1	4	2.69	1.029

Q17		150	1	4	2.87	.992
Q18		150	1	4	2.94	.853
Q19		150	1	4	3.02	.823
Q20		150	1	4	2.75	.943
Valid (listwise)	N	150				

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
VAR00001	20	2.64	3.19	2.8740	.16126
VAR00002	20	.80	1.03	.9311	.07511
Valid (listwise)	N	20			

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q21	150	1	4	2.85	.862
Q22	150	1	4	2.79	.924
Q23	150	1	4	2.90	.961
Q24	150	1	4	2.89	.879
Q25	150	1	4	2.83	.939
Q26	150	1	4	2.55	.994
Q27	150	1	4	2.61	.988
Q28	150	1	12	2.68	1.250
Valid (listwise)	N 150				

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
VAR00003	8	2.55	2.90	2.7625	.13275
VAR00004	8	.86	1.25	.9746	.12085
Valid (listwise)	N 8				

APPENDIX D

DATA OUTPUT OF HYPOTHESES

Descriptive Statistics

	Mean	Std. Deviation	N
Schools Effectiveness	2.81	.729	150
Academic Performance	2.76	.388	150

Correlations

		Schools Effectiveness	Academic Performance
Schools Effectiveness	Pearson Correlation	1	-.038
	Sig. (2-tailed)		.042
	N	151	150
Academic Performance	Pearson Correlation	-.038	1
	Sig. (2-tailed)	.645	
	N	150	150

Gender = Male

Descriptive Statistics^a

	Mean	Std. Deviation	N
Schools Effectiveness	2.72	.674	93
Academic Performance	2.71	.398	93

a. Gender = Male

Correlations^a

		Schools Effectiveness	Academic Performance
Schools Effectiveness	Pearson Correlation	1	.017
	Sig. (2-tailed)		.871
	N	93	93
Academic Performance	Pearson Correlation	.017	1
	Sig. (2-tailed)	.871	
	N	93	93

a. Gender = Male

Gender = Female

Descriptive Statistics^a

	Mean	Std. Deviation	N
Schools Effectiveness	2.97	.792	57
Academic Performance	2.84	.358	57

a. Gender = Female

Correlations^a

		Schools Effectiveness	Academic Performance
Schools Effectiveness	Pearson Correlation	1	-.199
	Sig. (2-tailed)		.139
	N	57	57
Academic Performance	Pearson Correlation	-.199	1
	Sig. (2-tailed)	.139	
	N	57	57

a. Gender = Female